



**Pasty Collins Trust Fund Initiative
Advocacy Grants Program**

***Quality Education: Unlocking the Power Within
Liberated from Exploitation, Empowered to End Poverty***

Synthesis Report

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EXECUTIVE SUMMARY

Background

CARE continues to exert its leadership in the field of education with the launch of the Pasty Collins Trust Fund Initiative (PCTFI) Advocacy Grants Program (AGP) on World Day Against Child Labor (WDAKL)-12 June 2008. This program continues to bolster CARE's reputation as a driving force in the field of child labor, in each case building upon solid project-based experience in girls' education and child labor in order to advocate for change based on the evidence at hand. Through the Basic & Girls' Education (BGE) Unit, CARE continues to pursue its long range global strategy focused on positioning the organization as one of the premier institutions recognized for its global leadership in the field. Over the last three years, CARE has focused on three critical areas that have contributed to enhancing the organization's reputation, including:

- institutionalizing the organization's commitment to addressing child labor;
- harnessing the evidence from its programmatic experiences; and
- utilizing the evidence base to inform its advocacy agenda.

CARE affirmed its unparalleled commitment to eliminating hazardous and exploitative child labor with the creation and adoption of its *Organizational Policy on Working Children and Hazardous Child Labor* on WDAKL in 2006. In conjunction with WDAKL in 2007, CARE released its key findings and recommendations from its first publication on child labor, *Caution-Children at Work* exploring CARE's efforts to eliminate hazardous and exploitative child labor around the world. This year, as the first major initiative supporting the new global Memorandum of

Understanding¹ between CARE and the International Labor Organization-International Program for the Elimination of Child Labor (ILO-IPEC), CARE will launch the PCTFI Global Advocacy Grants Program giving country offices² the means to implement a community-driven, evidence-based advocacy initiative focused on the most pressing challenges facing the educational attainment of girls marginalized by hazardous and exploitative child labor. Through this initiative, CARE is poised to make a powerful noise contributing to the global theme and objectives the ILO selected for the 2008 WDADCL, “Education, the Right Response to Child Labor,” specifically:

- *Education for all children* at least to the minimum age of employment.
- *Education policies* that address child labor by provision of properly resourced quality education and skills training.
- *Education to promote awareness* on the need to tackle child labor.

CARE has operationalized the ILO’s theme as its key advocacy message:

*Quality Education: Unlocking the Power Within
Liberated from Exploitation, Empowered to End Poverty*

ACHIEVING SUCCESS

CARE’s programmatic experience reveals that the greatest progress in the fight against hazardous and exploitative child labor has been made by recognizing the link between child labor and the goals associated with Education for All (EFA). Education systems - in particular, those that recognize the minimum age for employment as defined by ILO Convention 138 - are considered key to preventing child labor and reaching the EFA goals. Targeted advocacy efforts are critical to sustaining system level changes, with vital focus on the connection between the minimum age for employment and compulsory education in order to ensure that education is prioritized over work, especially for girls.

CARE’s Global Advocacy Strategy will also contribute to realizing the objectives the ILO set forth as priorities-aligning with CARE’s global targets established for the AGP. The table below outlines the strategic alignment of advocacy agendas between the ILO and CARE. CARE intends to support the ILO’s efforts by contributing in the following areas:

¹ Anticipated release: 12 June 2008-WDACL.

² Individual country office grants have been awarded to El Salvador, Indonesia, Northwest Balkans and Serbia, Nicaragua and Togo. A regional program has been awarded to Bolivia, Ecuador, and Peru.

2008 World Day Against Child Labor		
	ILO-IPEC	CARE USA
Theme	Education, the Right Response to Child Labor	Quality Education: Unlocking the Power Within-Liberated from Exploitation, Empowered to End Poverty
Objectives	Education to promote awareness on the need to tackle child labor	Focus global attention on the intolerable human conditions facing girls trapped by hazardous and exploitative child labor
	Education for all children at least to the minimum age of employment	<p>Improve the social position of over 1.8 million girls through increased educational attainment</p> <p>Increase the retention rates of girls at-risk of dropping out of school in favor of entering the labor market prematurely</p> <p>Expanding opportunities for girls transitioning from primary to secondary education</p>
	Education policies that address child labor by provision of properly resourced quality education and skills training	<p>Heightening the quality of educational instruction</p> <p>Enhance the enabling environment by increasing the capacity of governments to meet the specific educational needs of girls withdrawn or prevented from engaging in hazardous and exploitative child labor</p> <p>Empowering educators by expanding their capacities to provide a quality education</p>

COUNTRY SPECIFIC INITIATIVES

Across Asia, Africa, Europe, North America, Central America and South America, CARE initiatives will significantly contribute to supporting the ILO's efforts of increasing the public's understanding that a quality education is vital to eliminating hazardous and exploitative child labor. Each country participating in the AGP has consulted with the national offices of the ILO-IPEC and designed a specific program that will complement existing efforts and support national efforts already underway. A brief snapshot of each of the specific programs follows.

El Salvador

CARE El Salvador will address the underlying legal, social, and cultural barriers that handicap the promise of an education for all Salvadoran children. The program will enhance the capacity

of women engaged in social movements, creating a solid platform for political advocacy. This platform will exert significant pressure on policymakers to implement desperately needed reforms to the Law for the Practice of Teaching. This law governs the legal framework designating the responsibilities of the State, teachers, and academic community in the delivery of a quality education for all Salvadorian children.

CARE and its partners will advocate for the development of institutional mechanisms that improve the learning environment-facilitating the implementation of policies ensuring gender equality, especially those targeting equity at all levels of the educational system and between the rural urban divide. This initiative will also contribute to generating:

- processes for social learning;
- improving the quality of data utilized to inform the development of new public policies; and
- fostering the development of coalitions of social actors aimed at holding policy makers accountable for ensuring a quality education is a critical component of any poverty alleviating strategy.

Indonesia

In the provinces of Banten and West Java, CARE Indonesia (CII) is implementing a two-year program, Combating and Addressing Not-acceptable Treatment of Children by Reforming Indigenous Knowledge (CANTRIK). CANTRIK is focused on contributing to the reduction of child domestic labor by creating a positive and secure working environment for civil society organizations while holding policy makers accountable for respecting the rights afforded to children, especially the right to a quality education. CARE is working through established local NGO partners to increase public awareness and community participation in efforts to eliminate hazardous and exploitative child labor. CARE will target the enabling environment through support for improved direct delivery of formal and non-formal educational opportunities provided by local governments. CARE will lay the foundation in two districts, Tangerang and Indramayu, pressuring for sufficient budget allocations for education and for implementing a child labor monitoring system within Government District Action Plans, linked to the Nation Action Plans which:

- strengthens the country's capacity to eliminate hazardous and exploitative child labor; and
- provides a legal framework for combating the worst forms of child labor at the local level.

Local messaging will specifically target households at-risk due to poverty and/or family acceptance of child domestic labor. Specifically, the program will work with landless families increasing the skill sets of parents, especially women, and linking families with government agricultural extension and conditional cash transfer programs.

Nicaragua

CARE will focus on the stark effects facing teenage mothers in rural Nicaragua and reducing their marginalization and exclusion (often self exclusion) from the educational system. Specifically, the AGP will target increasing the educational attainment of 10,000 adolescent girls

trapped by the vicious cycle of poverty. These adolescent girls often dropout early, never to finish their education due to the necessity to work and because they lack the financial resources required for school such as uniforms, books, writing utensils, transport, nutritious meals, and other essentials. CARE will mobilize existing resources in and outside the educational system to improve access to both informal education options and to social and health services—to address the risks and vulnerabilities around the phenomena of early pregnancies, adolescent mothers, and their children. CARE will strive to maximize the number of adolescent girls completing their educations and breaking the cyclical nature of poverty. CARE expects the results to be disseminated widely and CARE will advocate for adoption of the model for scale-up and replication as a priority for the Ministry of Education (MINED). CARE will continue to advocate for holistic solutions that positively impact the educational attainment of adolescent rural girls versus single-oriented responses.

Northwest Balkans and Serbia

CARE has almost a decade of experience in working with Roma populations across Serbia. Central to addressing their needs are:

- improving the educational opportunities for Roma girls;
- influencing public policy; and
- NGO engagement in addressing the gender inequalities of Roma girls.

CARE and its partners have found a lack of credible and reliable data addressing the discrimination and inequalities that impede the participation of Roma children, and of young Roma girls in particular, within the educational system in Serbia. In order to address these challenges CARE, under the auspices of the World Bank's Decade of the Roma, will engage with local Roma and non-Roma partners and institutions to mobilize communities and empower Roma girls to break the perpetual generational cycle of exclusion, poverty and exploitation. These efforts will ensure:

- a higher percentage of Roma girls are afforded the promise of a quality education;
- an increased retention rate of Roma girls that regularly attend classes and are performing academically;
- an increased capacity of the State to improve data collection processes; and
- enhanced national educational policies that specifically address the needs of Roma girls.

Togo

CARE has been a pioneering force leading the elimination of girls trafficked into hazardous and exploitative child labor in Togo. CARE has been instrumental in placing child labor on the national agenda culminating in the passing of the: **LOI No 2005-009 DU 03 AOUT RELATIVE AU TRAFIC D'ENFANTS AU TOGO**- a new law strengthening the legal code for those found responsible for trafficking children, an issue of significant importance for young Togolese girls. CARE has empowered a strong civil society, strengthened community structures to recognize traffickers and how to respond.

Complicating the precarious situation girls' face is the fact that Togo is in dire need of new qualified teachers, and of increasing the competencies and skills of existing teachers. Schools lack the bare necessities such as books, paper and pencils. These factors influence parents' perceptions of education and affect the enrollment and completion rates of children, particularly

among girls. However, with careful attention to better in-service learning opportunities for teachers and greater community engagement, CARE has been able to show a 40% increase in student enrollment within the targeted areas. This evidence informed the advocacy calls for scaling up proven strategies that work. The evidence opens new partnerships with new actors advancing the goal of providing a quality education for all children, particularly girls susceptible to human trafficking networks.

CARE will leverage media relationships and community-based campaigns to advocating for increased community engagement in schools and enhancing the quality of education by investing in teachers. The program anticipates reach more than 20,000 children, the majority of whom will be girls.

South America Regional Program

A Regional Program innovation from CARE Ecuador, Peru, and Bolivia is addressing the context-specific issues facing girls marginalized due to hazardous and exploitative child labor and what issues are common across countries. Specifically:

- Ecuador's efforts focus on increasing the enrollment and educational attainment of indigenous Afro-Ecuadorian and Hispanic children, especially girls;
- Peru is focusing on the development of a social observatory monitoring system ensuring the effective implementation of Law 27558 concerning the Promotion of Education for Girls from Rural Areas; and
- Bolivia is working to increase the capacity of local partners and the government at all levels, specifically the National Child Labor Eradication Board regarding the precarious quality of educational opportunities for child domestic workers.

As a result of the successful coordination of regional educational priorities and previous cross-country programming, CARE's regional initiative focuses on pursuing a common organizational learning strategy harnessing regional expertise on effective strategies increasing the educational outcomes of girls marginalized by hazardous and exploitative child labor. The learning outcomes will form the foundation of a regional strategy addressing the three dimensions of the Unifying Framework-human condition, social position and enabling environment -in order to improve the educational attainment of girls affected by hazardous and exploitative child labor.

Key activities include:

- identification of strategic learning strategies;
- systematization of knowledge;
- socialization forums;
- effective and informative knowledge management strategies;
- measuring the effectiveness of its dissemination strategies; and
- documenting the impact of CARE's influence on regional and global educational priorities.

FURTHER REFLECTIONS

Great strides have been made in understanding the marginalization of girls engaged in or at-risk of hazardous and exploitative child labor, including the symptoms and underlining causes. In particular, there is growing global recognition of the critical role a quality education plays in eliminating and preventing hazardous and exploitative child labor. Quality educational opportunities provide girls with an opportunity to break the vicious cycle of poverty and to gain critical leadership, social, personal and cognitive skills. CARE's key advocacy message and global contributions to the fight against child labor will make a powerful noise on the international stage with the launch of the PCTFI-AGP on 12 June 2008. CARE's AGP key advocacy message and global contributions were developed solely based on the evidence gathered through previous programming interventions. Ironically, these key components of the AGP seamlessly aligned with the priorities outlined by the ILO-IPEC. This marks the second consecutive year CARE and the ILO-IPEC have chosen to spotlight identical thematic areas independently of one another.³

There is organic synergy between the ILO-IPEC's leadership and global mandate to eliminate hazardous and exploitative child labor and CARE's global experience in implementing community-based initiatives combating child labor. This synergy presents a unique opportunity to pursue a common agenda in order to maximize sustainable positive change in the lives of young girls toiling away in isolation, trapped by poverty and forced into a life of exploitation.

³ *Caution-Children at Work* spotlights the "silent majority" (children engaged in rural-based, agriculture work) in Chapter I corresponding to the theme and 2007 ILO Report from World Day Against Child Labor.