

STOP



Child Labour
school is the best place to work

CONFERENCE REPORT

OUT OF WORK AND INTO SCHOOL WORKING TOWARDS CHILD LABOUR FREE ZONES

16 – 19 April 2013 Kampala, Uganda



coordinated by



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The International Conference “Out of Work and into School: Working Towards Child Labour Free Zones” has been organized by the International Campaign “Stop Child Labour – School is the best place to work” in cooperation with the Ugandan partner organizations Kids in Need (KIN), African Network for the Prevention and Protection against Child Abuse and Neglect (ANPPCAN) Uganda Chapter and Uganda National Teachers Union (UNATU). The Ministries of Gender, Labour and Social Development (MGLSD) and Education and Sports (MoES), the ILO-IPEC Uganda, the Federation of Uganda Employers (FUE), National Council for Children (NCC) and Nascent Research and Development Organization collaborated in the organization of the Conference.

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Report of the Stop Child Labour International Conference for Creation of Child Labour Free Zones

Scenes from the Conference



Delegates with members of a Child Labour Free Zone, Entebbe.



Committee in Kitubulu Sub County, Entebbe Municipality during the field visit. Delegates handing over a World Map to teachers and pupils.



Community Conversation Meeting in Rakai.

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Prof. Shantha Sinha, Chairperson of the National Commission for Protection of Child Rights, India giving the key note address in the opening session.



Ms. Sofie Ovaa, Coordinator Stop Child Labour International Movement and Hon. (Rtd) Maj. Jessica Alupo Rose Epel, Minister of Education & Sports, Uganda showing the Declaration.



A group photo of delegates during the opening of the conference.

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List of acronyms

ABA	Area Based Approach
ADAA	African Development Aid Association
AIDS	Acquired Immune Deficiency Syndrome
ANPPCAN	African Network for the Prevention and Protection against Child Abuse and Neglect
AU	African Union
CACLAZ	Coalition Against Child Labour in Zimbabwe
CCM	Community Conversation Meeting
CLFZ	Child Labour Free Zones
CSEC	Commercial Sexual Exploitation of Children
ECLT	Elimination of Child Labour in Tobacco
EI	Education International
EU	European Union
FSCE	Forum for Sustainable Child Empowerment
GAWU	General Agricultural Workers Union of Ghana
HIV	Human Immune Deficiency Virus
IABA	Integrated Area Based Approach
IGA	Income Generating Activities
ILO	International Labour Organization
INGO	International Non-Governmental Organization
IPEC	International Programme on the Elimination of Child Labour
ITUC	International Trade Union Cooperation
KAACR	Kenya Alliance for Advancement of Children's Rights
KIN	Kids In Need
MGLSD	Ministry of Gender Labour and Social Development
MOES	Ministry of Education and Sports
NGO	Non-Governmental Organization
RBC	Residential Bridge Course
RBP	Rights Based Programming
SCL	Stop Child Labour
SNE	Syndicat National de L'Enseignement
TFCR	Teacher's Forum for Child Rights
UNCRC	United Nations Convention on the Rights of the Child
UPE	Universal Primary Education
USE	Universal Secondary Education
VSLA	Village Savings and Loan Associations
WCAT	Wabe Child Advocacy and Training
WFCL	Worst Forms of Child Labour

1 INTRODUCTION

1.1 Background to the Conference

The ‘Stop Child Labour – School is the Best Place to Work’ campaign is a joint initiative coordinated by the NGO Hivos in the Netherlands and implemented together with partner organizations world-wide. Stop Child Labour aims to eliminate all forms of child labour and to ensure formal, full-time and quality education for all children, at least until the age of 15. The campaign calls on governments, international organizations, companies and consumers to be part of the solution. The campaign also supports organizations in child labour affected countries that adopt an area based approach starting from the principle that ‘no child should work; every child must be in school’. In doing so, Stop Child Labour works towards increasing and strengthening so called ‘child labour free zones’; areas where all children are being withdrawn from labour and (re)integrated into formal, full-time schools.

Child labour is a common phenomenon in Africa, particularly in the sub-Saharan region where children work for long hours under dangerous and unhealthy conditions, with a lack of physical and social security, and minimal remuneration, and are deprived of the right to education. As children are an abundant and easily exploited source of cheap labour, this increases adult unemployment and decreases adult wages. Employers prefer the cheaper option of employing children who are in no position to organize themselves and negotiate for better wages and working conditions. This therefore undermines the bargaining power of adult workers in getting better wages and conditions of employment- a scenario that ultimately results in low household incomes, thereby, keeping families in the clutches of poverty.

In recognition that child labour requires viable, comprehensive and multi-dimensional solutions, spearheaded by a broad social alliance, the ‘Stop Child Labour –School is the best place to work’ campaign began an international movement aimed at eliminating all forms of child labour and advocating for formal full-time and quality education for all children. It systematically promotes the creation of Child Labour Free Zones (CLFZ), which are: “Geographical areas where all children are being withdrawn from all forms of child labour and (re)integrated into formal, full-time schools”. The movement encourages all stakeholders at grassroots, national and international levels and across sectors, to work together to ensure that all children enjoy their right to quality education. This International conference was therefore organized to bring together stakeholders from across Africa and the world to learn from this new intervention that seems to have made tremendous success in the elimination of child labour and promotion of education.

1.2 Conference Objectives

1. To provide stakeholders across Africa and the world at large with the opportunity to appreciate the CLFZ programme piloted by the Stop Child Labour partner organizations in six African countries, namely: Ethiopia, Ghana, Kenya, Morocco, Uganda and Zimbabwe.
2. To describe the common approaches of the African programmes and illuminate the unique interventions of each of the partners which have yielded positive results in the fight against child labour and the provision of education.
3. To propose recommendations for enhancement of the CLFZ programme, opportunities for the participation of a multiplicity of stakeholders in eliminating child

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labour and for the expansion of the programme within participating countries, to the rest of the African region and the world as a whole.

1.3 Participants at the Conference

The conference attracted stop child labour activists from 24 countries¹ from Africa, Asia, Central America and Europe. The participants included educationists, implementer of programmes for elimination of child labour, representatives from workers' and employers' organizations, representatives from donor agencies, the African Union, European Union, ILO and Stop Child Labour Campaign partners. The conference was opened by the Minister of Gender, Labour and Social Development, Uganda and closed by the Minister of Education and Sports, Uganda.

¹ : Zimbabwe, Uganda, Kenya, Ethiopia, Ghana, Morocco, Mali, Burkina Faso, Senegal, Sierra Leone, Togo, Sudan, South Sudan, Tanzania, Zambia, Malawi, Rwanda, South Africa, India, Nicaragua, Albania, Czech Republic, Switzerland and the Netherlands

2 PRE-CONFERENCE FIELD VISITS TO CHILD LABOUR FREE ZONES IN UGANDA (16TH TO 17TH APRIL 2013)

The conference was preceded by field visits to two partners piloting child labour free zones: two field visits to Kids in Need (KIN) in Entebbe Municipality on 17th April 2013 and a two-day field visit to African Network for Prevention and Protection against Child Abuse and Neglect (ANPPCAN) in Rakai district from 16th to 17th April 2013. It is important to note that KIN and ANPPCAN are at distinctly different stages of implementation of CLFZs. Whereas KIN has been piloting CLFZs since 2008, ANPPCAN had just started piloting CLFZs in March 2013 (6 weeks before the field visit). However, ANPPCAN had been implementing the Integrated Area Based Approach (IABA) that lays a foundation for the creation of CLFZs since 2010 and had produced good practices for creation of CLFZs.

2.1 Visit Child Labour Free Zones to Rakai district (ANPPCAN)

About 40 International participants for the Stop Child Labour International Conference on Child Labour Free Zones visited ANPPCAN in Rakai district to witness the implementation of CLFZs and share lessons and experiences as a precursor to the conference.

Child Labour Free Zones model is still in its formative stages

Staff from ANPPCAN explained that ANPPCAN had earlier implemented the Integrated Area Based Approach for the elimination of child labour with the support from ILO-IPEC between 2010 and 2012, which had created good practice models and laid a good foundation for the creation of CLFZs. ANPPCAN staff explained that they had just started implementing the CLFZ concept in March 2013 with the support from Stop Child Labour Campaign, and thus ANPPCAN was still on the learning curve.

ANPPCAN staff gave a brief on the history of the CLFZ programmes the components of the CLFZs, stakeholders involved and the outcomes of the CLFZ concept. They explained that they work with all key stakeholders in the community including schools, skills training institutes, local leaders, the district local government, health centers, community members, parents and children to create CLFZs. Each of the stakeholders plays a specific but reinforcing role to prevent child labour and support the education of children. ANPPCAN staff explained that parents have managed to support the education of their children despite their poor economic status, thus debunking the perception that poverty as the main cause of child labour and a hindrance to children's education. The visit was also an exposure into the roles and responsibilities that different stakeholders such as the parents and communities have to play in order to prevent all forms of child labour and take all children to school.

Visit to Nakatoogo Primary School

Nakatoogo Primary School is one of the schools that partners with ANPPCAN to support the education of children prevented and withdrawn from child labour in Rakai District. ANPPCAN supports children withdrawn from child labour with scholastic materials and uniforms. The role of co-curricular activities was highlighted as an important aspect of tapping into the children's creativity, talent and interest in formal education. Children are encouraged to write poems, compose songs and draw pictures depicting aspects of child labour within their community. Messages, poems, songs and pictures are displayed on the

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notice boards to encourage children not to engage in child labour and urge parents, teachers and other community members to support the education of children.

Community mobilization was highlighted as one of the key factors behind the creation of CLFZs. Community members were sensitized about the dangers of child labour and mobilized to take actions to prevent it and support the education of their children. As a result, most parents, including the poor parents who had engaged their children in work enrolled most of their children into school. Community members in collaboration with local leaders participate in community child labour monitoring to ensure that all children are prevented from child labour and supported to attend school. In order to improve the learning environment for children, community members also mobilized resources and renovated school pit latrines and constructed protected water for the school. This contributed to increased school enrolment. Female teachers also make sanitary towels for girls from affordable and locally available materials to ensure retention of adolescent girls in school.

Visit to St. Agnes Bikiira Vocational institute for vulnerable children

To address the issues of exploitation of older children who are out of school, ANPPCAN initiated the life skills and vocational training programme to equip the young workers with the skills and tools to engage in productive employment. The skills training targeted marketable vocational skills that would provide gainful employment to older children 14-17 years. ANPPCAN thus collaborates with St. Agnes Bikiira Vocational Institute to provide practical skills training to older children who are withdrawn from child labour. Some of the courses offered are tailoring and design, catering and hotel management, secretarial and hairdressing. Field visit participants interacted with girls undergoing vocational skills training and shared with them their experiences of child labour and their dreams and plans after completing the skills training.

Interactions with a Community Conversation Meeting

Community Conversation Meetings (CCMs) are an innovative strategy of enhancing dialogue around the issue of child labour and child protection in general. Community conversation meetings utilize an interactive process that brings community members together to discuss and explore the underlying causes of child labour within the community and facilitate collective decision making and action to promote child protection and address child labour. Community members agree on action points for preventing child labour. CCMs are conducted once a month and are facilitated by Community Conversation Facilitators (CCFs). CCMs have contributed heightened awareness about child labour and the value of education, reduced cases of child labour and enhanced collaboration between teachers, parents and community leaders in promoting the education.

Visit to Kyotera Medical Center

ANPPCAN collaborates with Kyotera Medical Center to refer vulnerable children for medical care. Dr. Atwine Ambrose, health superintendent briefed the participants on the situation at the center. The center provides medical care to defiled children and children suffering from malnutrition. The center receives a large number of severely malnourished children. The center reportedly received an average of 5 malnourished children per week. The challenge of malnutrition, he said, is that after the children have been discharged; the parents do not have the money to buy nutritious food to sustain the recovery process.

2.2 Field visits to Kids in Need (KIN) CLFZs in Entebbe Municipality (17th April 2013)

Two exchange visits were undertaken to CLFZs at KIN: a full day field visit by 28 participants on 17th April, and a half-day high profile-delegates field visit of 8 delegates in the afternoon of 17th April.

KIN is the pioneer organization in Uganda to pilot the CLFZ concept in Uganda. CLFZs are located on the shores of Lake Victoria the biggest fresh water lake in Africa and largely targets children engaged in fishing. Delegates learnt from KIN that through the CLFZ intervention there is a strong partnership with communities who form a CLFZ committee at village level, local leaders and police who support efforts to children withdrawn from child labour, schools that provide quality education and create conducive environment for children withdrawn from child labour as well as Village Savings and Loan Associations (VSLAs). To get adequate exposure on how CLFZs operate, delegates visited partner schools, VSLA groups, CLFZ committees and also interacted with local leaders as well as officers from the Police Family and Child Protection Unit.

Visit to partner primary schools

At the primary schools visited, delegates noted that the teachers play a role in monitoring children withdrawn from child labour within the community and giving feedback to KIN regarding the progress of children in school. The teachers also play a role in counseling and guiding the pupils and supporting the reintegration of the withdrawn children within the school system. The partner schools use music, dance, drama and sports to make the school environment more child-friendly and ensure effective reintegration of children into the school system. Schools also engage in other extracurricular activities like debating to build the confidence and self-esteem of the children amongst other life skills.

When the children are withdrawn, they are taken through an orientation on the school system and the school environment. The teachers help children to settle into the system and do constant monitoring of their academic progress. One of the head teachers noted that there is need for more awareness among parents to ensure that they appreciate the need to take all children to school.

Visit to CLFZ Committees

Field visit participants interacted with members of CLFZs Committees in Entebbe Municipality. The concept of CLFZs is built around community volunteers, including CLFZ committees and youth activists. Each CLFZcommittee has 15 members comprising parents, teachers, employers, youth activists, health workers, community based trainers, local council and religious leaders. There is division of labour among committee members. For instance, teachers monitor the attendance of children in school, employers undertake child labour monitoring at the work place, and youth activists undertake peer education for children while the community-based trainers are charged with orienting the target families into the Village Savings and Loan Associations model. The committees sensitize the communities about the detrimental effects of child labour and the need for all children to access education. They monitor and supervise the progress of the withdrawn children in school and their homes. The committee also lobbies and advocates for children rights within the government structures. The committee at times conducts direct identification and withdrawal of children from child

labour. Some of the committee members are fishermen and they monitor the waters and the shores to ensure that no child engages in fishing. CLFZ committees work closely with teachers and parents to ensure that children who are reintegrated into school are retained in school.

Visits to Village Savings and Loans Associations

Field visit participants visited two Village Savings and Loans Associations (VSLAs) in Entebbe Municipality. The VSLA methodology is a financial service, which facilitates the mobilization of group members' savings and lending among members. VSLAs are autonomous and self-managing, self-selecting with 15-30 members. VSLA members also undertake child labour monitoring within the community and at school. VSLA members explained that they do not experience problems of defaulting on loans because members are only given loans that are relative to their savings and only for investing in viable business ventures, including education and health for children. Some members of the VSLAs established kitchen gardens, which they use to improve the nutrition of their families. Security of members' savings came across as a key issue for both groups. The cash box in which the collected money is kept has three locks and three different members are tasked for keeping the keys. This arrangement ensures that the box is very well protected. In both VSLAs visited, members applauded the intervention and noted that VSLAs have enabled them to save and borrow money to invest in microenterprises. This has strengthened their economic capacity to meet the education costs of their children and prevent them from child labour. VSLA meetings also act as platforms for identifying children involved in all forms of child labour the community and consequently refer them to local leaders, NGOs and teachers for reintegration into school.

2.3 Emerging issues from field visits to CLFZs in Rakai and Entebbe municipality

The following are issues, observations and recommendations that were made by field visit participants in Rakai and Entebbe municipality in order to strengthen the implementation of CLFZs.

- a) **Address the hidden costs of schooling and quality of education:** Although Uganda put in place the Universal Primary Education and the Universal Secondary Education, the hidden costs of education which includes building fees, lunch, and uniforms amongst others have made it increasingly difficult for children from very poor families to access education. In addition, the high pupil-teacher ratio undermines the quality of education.
- b) **Support improvement of school infrastructure:** Most schools visited lacked adequate seats for children. In Rakai district, most students did not have desks. This affects the quality of learning and school retention.
- c) **Introduce school feeding programmes:** Government and communities should introduce and support school feeding programmes in order to address the problem of hunger that undermines the retention of children in school.
- d) **Support social protection for orphans to access education:** There is need to mobilize community support and identify social protection arrangements for children who lose both parents and consequently forced to work in order to survive and care for their siblings.

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- e) **Support the establishment of bridge course schools:** It was noted that there was a need for bridge course schools to ensure the smooth reintegration of children withdrawn from child labour into school.
- f) **VSLAs as a tool for supporting the education of children:** The mayor of Entebbe Municipality urged participants to replicate the VSLA methodology since it has proven to be a good practice in enabling vulnerable households to support the education of children withdrawn from child labour.
- g) **Prevent child trafficking:** It was further noted that there was need to put in place measures to prevent trafficking of children from rural areas who are always promised that they would be supported to get education but instead forced into child labour when they get to urban areas.
- h) **Address supply factors of child labour at the source:** KIN was urged to address within the fishing sector on the islands since they are the suppliers of working children at the landing sites and the mainland.
- i) **Raise awareness about international instruments for elimination of child labour:** Child labour free zone committees were urged to lobby the government to strengthen legislation and implementation of the various children's rights policies and instruments.
- j) **Work with labour unions to address child labour:** KIN and ANPPCAN were encouraged to work with workers' and employers' organizations to prevent child labour and support the education of children. During the field visits, participants noted that labour unions were not actively involved in the creation of CLFZs.
- k) **Support child participation:** Participants intimated the need for increasing child participation in programmes for preventing child labour since children and youth are key change agents and young people understand their peers better.
- l) **Promote community dialogue:** Community dialogue was recommended as the first line of response in dealing with child labour rather than reverting to prosecution of offenders.
- m) **Work with existing local structures to create child labour free zones:** There is need to closely work with existing local structures and resources in order to ensure mobilization of local resources, community support and sustainability of CLFZ interventions.

Delegates acknowledged that the field visits were extremely inspirational. They noted that the creation of CLFZs is possible particularly if all relevant stakeholders are brought on board and engaged in a meaningful manner. Some participants noted that field visits were a valuable experience because they were motivated to replicate some of the good practices they observed in their own countries. Participants noted that interventions should address the multiplicity of factors that predispose children to child labour and support the education of all children. Stakeholders should also work with schools and teachers in order to improve the learning environment, attract and retain more children in school.

CONFERENCE DAY ONE

3 CONFERENCE OPENING CEREMONY

3.1 Remarks by Mr. Wakiraza Christopher, Executive Director, KIN

Mr. Wakiraza welcomed participants to the Stop Child Labour Campaign International Conference on Child Labour Free Zones. He gave a brief background of child labour and KIN's involvement in the creation of CLFZ in Entebbe Municipality. He informed delegates that KIN had interfaced with children who had never got an opportunity to share their problems with adults or even fellow children. This made him wonder how adults of today in Uganda and Africa coped to become adults. He added that the tragedy for children was that when we grow up we forget the things that mattered to us when we were children.

He reiterated that there are major challenges in evaluating the success of eliminating child labour in Africa. He wondered whether the existence of child labour in Africa was an accident and if not, whether its elimination was possible without changing the cultural fabric of communities. Mr. Wakiraza informed participants that the concept of CLFZ is a difficult concept as it attracts both debate and hostility depending on the vested interests of different stakeholders. He observed however that such debate or hostility should never deter the efforts of child labour elimination activists, as the success story of KIN was a living testimony of strategic engagement of different stakeholders with immense success. He ended his remarks by stating that the Integrated Area Based Approach (IABA) would lead to the eventual creation of CLFZs. He thereafter wished participants fruitful deliberations.

3.2 Remarks by Ms. Sofie Ovaa, Coordinator, Stop Child Labour International Movement, Hivos, the Netherlands

Ms. Ovaa warmly welcomed all the participants to the conference and expressed her happiness at seeing actors from a spectrum of countries across the world that had made a difference in the lives of children by working towards the elimination of child labour. She stated that their actions had equivocally demonstrated that elimination of child labour was possible despite the different stumbling blocks that can be found in different countries.

She stated that every child has the right to full-time quality education as well as the right to be protected from work. The campaign 'Stop Child Labour – School is the best place to work' therefore works on coherent policies and practices for the total elimination of child labour linked to the provision of free, formal and full-time education for every child. By doing so the campaign aims to arrive at 'child labour free zones' where all children are withdrawn from work and (re)integrated into the formal education system. The campaign seeks to ensure that the education system – and all other relevant actors - are not just working on better education for children already in school, but also integrate those still excluded and suffering under child labour.

The Coordinator noted that experience from the SCL campaign in Asia, Africa and Latin America shows that poverty is not the major cause of child labour nor is it the main obstacle to making full-time formal education accessible to every child. She added that the Area Based Approach was an effective model for elimination of child labour and provision of quality education.

She ended her remarks by observing that as a campaign, it was their experience and conviction that it is possible, even under quite adverse conditions, to get all children out of work and into school through a serious planned intervention based on the commitment of communities and other stakeholders. She expressed hope that the conference would provide an important avenue for different actors to understand and appreciate the CLFZ concept and replicate it in their Individual countries. She thereafter wished delegates fruitful deliberations.

3.3 Video Message from Ms. Lilliane Ploumen, Minister of Foreign Trade and Development Cooperation, the Netherlands

The video message from the Minister was introduced by the Deputy Head of the Kingdom of the Netherlands mission in Uganda, Ms. Marielle Geraedts. Ms. Ploumen started by noting that child labour is a hidden part of our reality. She remarked that in most cases, the food that we eat, the clothes that we wear are all somehow the work of children. She informed participants that the conference had brought different stakeholders together to ensure that we stop child labour. She noted that child labour was unacceptable and should thus not be tolerated because it affects the development, wellbeing and overall development of children.

Ms. Ploumen noted that the concept of CLFZs is a synergistic process that involves all partners. Parents, workers, employers, trade unions and other partners who should work together as each of the partners has a role to play in the creation of CLFZs. She further said that getting children to school is a path ridden with conflict and hurdles. Belief and social norm are part of that conflict. Empowered communities must have dreams and faith in taking their children to school. However she noted that there are fewer teachers in the schools and some schools do not have classrooms. She further said that many parents have lost faith in the quality that the schools have to offer and are reluctant to take their children there. Such issues need to be addressed if children are going to be withdrawn from child labour and access school. The Hon. Minister then wished delegates fruitful deliberations.

3.4 Key Note Address by Prof. Shantha Sinha, Chairperson of the National Commission for Protection of Child Rights, India.

Prof. Sinha started by stating that she felt honored to be part of the Stop Child Labour Movement that has taken an uncompromising stand in favor of abolishing child labour in all its forms and linking it to children's right to education. This is a defining moment- to end child labour, child trafficking, child ill-health and hunger in all our countries. Our children are to go to schools as a matter of right not privilege. In establishing the inextricable link between abolition of child labour and children enjoying their right to education, viewing it as two sides of the same coin, makes for an approach that has a strong moral imperative.

She commended the Stop Child Labour movement for systematically contesting the existing notions and myths on child labour adding that child labour is not out there hidden and invisible where we do not have anything in common. We must insist that children are all in school for "School is the best place for children to work". She expressed gladness that interventions of Stop Child Labour Campaign Partners in Africa had shown even in the limited span of time changes brought about in the lives of children and their communities and are also influencing the functionaries and institutions at the local level to accept that children have rights and they should not be subjected to labour and exploitation. It is heartening to note that several thousands of children have been withdrawn from work and are being sent to

school with support from community, youth, women's organizations, trade unions, teachers unions, employers and farmers.

Prof. Sinha counseled that the child labour movement should respect child rights including addressing the existential needs of orphaned children, child trafficking and protection needs of children and ensure that every child enjoys his/her right to education. Prof. Sinha noted that she believes in building solidarity in support of elimination of child labour across regions, nations, and cultures, and in imagining a world where every child counts. Prof. Sinha concluded by stating that she was proud to be part of the Stop Child Labour movement and wished participants fruitful deliberations.

3.5 Remarks by Mr. Andrews Addoquaye Tagoe, General Agricultural Workers Union (GAWU), Ghana

The inspiration for the CLFZ programme in Africa was guided by MV Foundation in India whose philosophy promotes the norm that all children must attend full-time formal day schools, any child out of school is a child labourer while advocating a total abolition of child labour. This philosophy led to the shift in the entrenched societal attitudes that condone child labour thus promoting education of all children as a right. All partners therefore focused on promoting access to formal, full-time and quality education for children by forming partnerships with schools and government departments of education in the CLFZ, which would provide the necessary education for all children in the area. To ensure relevance, African partners contextualized the CLFZ concept to their own country situations by working with local community structures to mobilize community members to withdraw children from child labour and take them to school. To promote transition of children withdrawn from child labour into school, some partners have established Non Formal Education centers (in the case of Ethiopia) and incubation centers (in the case of Zimbabwe).

In addition, the African partners created links with existing social support networks, community leadership, and school administrations and capacitated them to promote children's rights and take the lead in addressing child labour through awareness raising activities and social mobilization. They introduced school clubs where children debate, write poems and use drama to raise awareness on the dangers of child labour and the benefits of education. They have also attempted to enhance the capacity of national stakeholders to tackle child labour through training and awareness raising activities.

Mr. Tagoe informed participants that trade unions are the forefront of fighting child labour. For instance GAWU, the biggest trade union organized farmers and agricultural employees in Ghana to create alternative income generating activities to supplement family incomes and increase food security. Parents are now able to afford uniforms and learning materials for their children. He urged all stakeholders to collaborate with workers' and employers' organization to create CLFZs.

3.6 Official opening by Hon. Eng. John Nasasira, Minister for Gender, Labour and Social Development

The Hon. Minister started by expressing pleasure at presiding over the official opening of the Stop Child Labour International Conference whose objective was to share experiences, strengthen cooperation and mobilize support for expanding CLFZs on the African Continent and worldwide. He particularly thanked representatives from ILO, Hivos, UNICEF, European

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Union, Kingdom of Netherlands, African Union, and National Commission for Protection of Child Rights, India, and all delegates from different countries present at the conference for their work against child labour and for participating in the conference.

He observed that child labour remains a challenge in African with Sub Saharan African having the highest incidence as one in four children is involved in child labour. He informed participants that the ILO estimated in 2010 that 5-14 years children engaged in child labour had increased from 49.3m in 2004 to 58.2m in 2008 with half of these being involved in hazardous work. He observed that all forms of child labour deprive children of their dignity, rights to education, health, well-being and protection.

The Hon. Minister also informed delegates that various national frameworks had been in place and emphasis was put on education as one of cardinal strategies for combating child labour adding that quality education would enable children to develop their capacities and sustainably provide for their families when they become adults and break the cycle of poverty, unemployment, exploitative work and child labour. He reported that working with other stakeholders; the government of Uganda had been able to withdraw 54,419 children from child labour and reintegrated them into schools and skills training programmes. The Hon. Minister declared the conference officially opened and wished participants fruitful deliberations.

4 PLENARY PRESENTATIONS AND EMERGING ISSUES

4.1 Film on Child Labour Free Zones: Experiences from partner countries

The delegates watched a 10-minutes promotion film, which contained experiences of establishing child labour free zones from different communities in Uganda, Ethiopia, Zimbabwe, Ghana and India. The film showcases testimonies of different stakeholders in their efforts to eliminate all forms of child labour and support the education of all children. Experiences from MV Foundation and other Stop Child Labour partners in Africa clearly show that poverty is no longer a justification for sending children to work and that poor parents can afford to send their children to school when mobilized. The film clearly demonstrates that while the principles of establishing a CLFZ are universal, there was need to adapt them to a particular social and operational context. The full film can be found on: www.stopchildlabour.org.

4.2 Presentation by Mr. Venkat Reddy, National Convener of the Indian MV Foundation

Mr. Venkat started by noting that the dominant models for elimination of child labour traditionally target children according to their occupations depending on hazardous or non-hazardous, enforce stringent laws on employers, conduct skill development programmes for child labour, focus only on working with parents of child labourers and provide supplementary income to the families and supplementary education to children (part time education where necessary). However, this approach leads to continuance and prevalence of child labour in non targeted occupations, non targeted children have danger of falling into so called “worst forms of child labour”, partial approach leading to limited impact of the programme, lack of community ownership while parents and communities will not have an attitudinal change and will only have a non-serious approach in sending their wards to schools.

Mr. Venkat observed that child labour is not static, but rather it is a dynamic problem since demand for child labour swiftly converts part time working children into full time workers - an out of school child, even for a temporary period of time has more chances of being trapped into the world of work than education and there is every chance of a child in non-hazardous occupation today moving into hazardous occupation tomorrow. He added that in order to be successful at fighting child labour, availability of children for economic and household work must be stopped. All children in various forms of work are out of school children and full time schooling for all children is the only solution to protect children.

To explain the “Area Based Approach” Mr. Venkat said that an area which coincides with an administrative unit or a cluster of habitations is selected, efforts are first concentrated on creating awareness about child rights in an entire area and not the children alone, children engaged in all forms of work are withdrawn through a process of social mobilization focusing not only on mainstreaming out of school children but also on the retention of school going children. This gets concretized with the establishment of a social norm in the given area to support children’s right to education in full time schools. The ABA is built around fundamental beliefs that all forms of child labour can be eliminated, parents want a better future for their children, communities want the norm ‘no child should work,’ communities can plan and implement programmes to ensure no child works but goes to school, planning for all children in an area is crucial to reach out to children in worst forms of child labour.

To create CLFZs, It is important to build consensus in favour of abolition of all forms of child labour and this involves conducting a survey of all children in and out of schools, conducting campaign and advocacy meetings, negotiations with employers and authorities to resolve conflicts through dialogue and discussions, institution building at local level and bridge courses/special training imparted to ensure a smooth transition from child labour to student.

Strong community involvement and ownership increases the degree of success and sustainability of CLFZs. For instance, Child Rights Protection Forum (CRPF) members in communities act as bridges between the school, household and the child. Preparation of school systems in the selected area to respond to first generation learners by sensitizing school teachers and education administrators is important. This requires flexibility in governance of schools for making it child friendly-non insistence on birth and other certificates, school uniforms, school fees and all other charges and procedures as well as creating interface between community (parents, local bodies) and schools to take up individual cases as well as systemic issues and resolve them at the local level as far as possible.

4.3 Experiences of establishing CLFZs in selected African countries by Dr. Tendai Nyhenga Chakarisa, Children's Institute of the Cape Town University, South Africa

Dr. Tendai informed participants that the presentation was a culmination of research conducted by the Children's Institute (UCT) in conjunction with Dr. Jaqualine Mangoma (University of Kwazulu Natal) on the '*Current Situation of Child Labour with a Special Focus on Ethiopia, Ghana, Uganda and Zimbabwe*'. The Research intended to provide insight into INGOs and government policies and programmes targeting child labour, promoting education and food security in SCL partner countries. The Research was also intended to offer recommendations for improved policies and programmes, which support the CLFZ programme in the SCL partner countries and beyond.

Dr. Tendai illuminated the child labour situation in Africa. About 215 million children between 5 and 17 worked worldwide, most in hazardous and worst forms of child labour (ILO 2010). Children work in agricultural and domestic labour and in informal economic sectors. Child labour is particularly exploitative and critical in sub-Sahara Africa, which includes the SCL partner countries. Most work done within household systems of production, most children combine economic and non-economic work, and most children combine economic and non-economic work. Types and amount of work children do largely depend on their location in the country- rural or urban.

She outlined and explained the following as the main causes of child labour in Africa: poor educational opportunities and quality of education, HIV and AIDS causing orphan-hood, prohibitive costs of schooling, harmful cultural traditional practices and social perceptions on the role of children, gender discrimination, migration and child trafficking, the predominantly labour intensive agro-based economy, and low costs of employing children.

Child Labour Free Zones are 'selected geographical areas; where all children are systematically withdrawn from all forms of child labour and reintegrated into formal, full-time schools where quality education is provided'. The CLFZ intervention calls for special attention to the specific problem of girls' labour and exclusion/exploitation of other minority

groups and their return to formal education and rejects the philosophy that poverty causes child labour. She highlighted the following as the recommendations for strengthening child labour free zones in Africa:

1. Target areas with high child labour prevalence, high school dropout rates and poor school attendance.
2. Target all forms of child labour in targeted areas through a multi-disciplinary and integrated area-based model of intervention.
3. Initiate a process of social awareness on the dangers of all forms of child labour, to persuade all stakeholders that 'school is the best place to work'.
4. Acknowledge government as main duty bearer to ensure the provision of quality education.
5. Informal education should only serve as a bridge to the formal education system. Thus there is need to strengthen the formal education system.
6. Create links with existing social support networks, community leadership, and capacitate them to promote children's rights and take the lead in addressing child labour.

Dr. Tendai concluded her presentation by outlining recommendations and opportunities that the CLFZs programme can take advantage of to improve its success rate and sustainability. These included provision of quality education and conditions for learning, inclusion of secondary schools in the CLFZ programme, provision for bridging schools, clear systems of monitoring enrolment, attendance, retention and performance, focus on food security and the provision of school feeding and involvement of trade unions in the CLFZ programme. She added that the programme must also pay special attention to child headed and vulnerable households, break down cultural expectations for children to work and harmful traditional practices, align law and policy with international obligations on child labour and implementation and expand the ABA and CLFZ to the rest of the country, continent and world.

4.4 Emerging issues from the plenary discussions

- The teachers' trade unions are playing a very supportive role but also in terms of lobbying government to deliver on educational obligations especially the provision of quality education and adequate remuneration of teachers.
- The social mobilization that takes place during the process of creating ensures that communities are strongly involved in planning and implementation of projects. This does not only ensure project ownership and a spirit of responsibility but also sustainability.
- Evidence from research in different parts of the world erroneously highlights poverty as the main cause of child labour. However, according to the research undertaken by Dr. Tendai, poverty did not emerge as a leading cause of child labour. The research however revealed that child labour instead perpetuates poverty because when children are working the adults have low bargaining power for better wages and sometimes the children take on the jobs of the adults. Moreover, child labour also deprives children of the opportunity to go education and skills development to develop the practical knowledge and skills that are required for productive and decent employment.
- There is a need to work with the African Union to explore how the regional body can increase its support to the fight against child labour. One participant noted that the African Charter on the Rights and Welfare of the Child has been widely ratified by

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African countries but the implementation of the charter is yet to be realized. The charter also has a reporting mechanism in place and this too could be used by stakeholders in African countries to track progress on the elimination of child labour.

- Although there was consensus from conference delegates that indeed the school is the best place for children to work, there was need to emphasize the role of employers, schools and communities in the creation of child labour free zones.
- The Basic Education Act of Kenya was passed into law. The act outlaws corporal punishment, paying compulsory tuition fees and paying for uniforms. It is a progressive act that caters for children 0-18 years. This is a good practice that should be replicated by other countries.
- The biggest problem Ethiopia is facing in the creation of CLFZs is the poor access to and availability of schools. This is being remedied by establishing low cost schools. The communities have been sensitized on the importance of education and the quality they should expect. With this knowledge they are able to demand that teachers for example turn up to teach their students.
- Although education is key to the elimination of child labour, only quality education should be promoted. The education system should also be relevant to the realities of children and the development priorities of their communities in order to make it meaningful and acceptable.
- One participant noted that child participation did not feature as a key strategy for creation of CLFZs among the African partners. Meaningful child participation should be promoted as a key strategy for creation of CLFZs since it empowers children as change agents and stakeholders in framing their future opportunities.
- Governments should promote the school retention policy for girls who get pregnant to enable them continue with their education. In Uganda, the Ministry of Education and Sports allows girls to go back to school after delivery. Those who are not able to continue with formal full time schooling are supported to undertake vocational skills training.
- In Kenya, the government supports the establishment of self-help groups, which eventually develop into savings and credit cooperatives. These have helped to create employment for youth above 15 years. Cooperatives use the ILO tools and guidelines to enable youth start income generating activities. This should be replicated in other countries.
- There is need to support education and skills training opportunities for children with disability who are often neglected and exploited by employers.
- There is need to design temporal and long-term social protection systems for children in child headed households in order to prevent them from child labour and exploitation. Short-term measures should gradually be made permanent measures to ensure stability of child headed households.

5 PRESENTATIONS ON COUNTRY EXPERIENCES WITH CHILD LABOUR FREE ZONES

Participants were divided into three break-out session groups in order to present their country experiences on creation of child labour free zones in detail and share their experiences with all participants in plenary. Group one included Ghana and Morocco, group two included Uganda and Zimbabwe and group three included Ethiopia and Kenya. A summary of the country presentations is presented below.

5.1 Ethiopian experience implementing CLFZs

By Mr. Berhanu Tufa Workneh, Executive Director, African Development Aid Association (ADAA), Ethiopia

Three organizations in Ethiopia [ADAA, Wabe Children's Aid and Training (WCAT) and Forum for Sustainable Child Empowerment (FSCE)]² collaboratively implement the CLFZ. The inspiration for CLFZs was drawn from MV Foundation in August 2010. They contextualized the lessons from CLFZs in India to the local situation and established a taskforce to guide the implementation of CLFZs in Ethiopia.

Partners in Ethiopia use an integrated approach to leverage support from schools, teachers, community CLFZ committees, and local leaders. Partners also strengthen social protection mechanisms for vulnerable households to enable them support the education of their children. In addition, partners have established strong monitoring and follow-up mechanisms and work through existing local structures for child protection as well as community volunteers to ensure the sustainability of CLFZs.

While some progress has been realized, deep rooted harmful traditional and cultural practices, lack of resources and class rooms to accommodate all school age children withdrawn from child labour, long distances, inaccessibility of some schools or absence of age appropriate schooling system and the hidden costs of schooling hinder the effective creation of CLFZs.

Sustaining the movement will require strengthening synergies among campaign members, embedding the initiative within existing community structures, documenting and replicating best practices, expansion of schools and educational facilities as well as strong involvement of teachers and community leaders.

5.2 Implementation of CLFZs in Kenya – ‘Omar’s Dream’ project

By Timothy Ekesa, Director, Kenya Alliance for Advancement of Children's Rights (KAACR)³

In Kenya, about 1 million school going children are involved in child labour with social-cultural perceptions as the key factor pushing children into work. CLFZ interventions in Kenya are implemented under the project “Omar’s dream” in a three-year intervention on elimination of child labour in 4 counties and at national level. The interventions have created awareness on education and lobbied for adoption of ABA to end child labour.

² The 3 organizations in Ethiopia are partners of Stichting Kinderpostzegels Nederland.

³ The organization in Kenya is a partner of ICCO & Kerk in Actie.

The CLFZ intervention in Kenya is still in infancy stage. It is aimed at establishing and strengthening child rights, sensitizing teachers, parents, chiefs, community members on CLFZs, establishing community child labour committees, influencing the draft Child Labour policy (2012) and implementation of Education Act, 2012. He shared a case study of Kabura-Uhunyi village with 3,000 people, half being children. The village experiences high numbers of school dropouts has an increasing emergency of child headed households due to HIV/AIDS, limited opportunities for vocational skills training and youth employment and only 25% of children transition to secondary school.

Some of the emerging best practices in the SCL interventions in Kenya include raising awareness on effects of child labour and opportunities to eliminate it, preventing children in school and out of school from joining child labour, withdrawing and reintegrating children in primary schools and vocational skills training, strengthening child protection structures as well as creating wealth and opportunities for employment of youths and adults. However, weak institutional capacity, inconsistencies and lack of harmonization in laws and regulations governing child protection, weaknesses in translating law and policy into operational systems, large and increasing number of child headed households, weakened traditional child and social protection mechanisms, and HIV/AIDS undermine efforts for preventing child labour and supporting the education of children.

5.3 Experiences of CLFZs from Morocco

By Ms. Khadija Boujadi, Syndicat National de L'Enseignement (SNE)⁴

Approximately 123,000 children are engaged in child labour in Morocco. The government ratified major international protocols on the rights of the child. At national level, a law for protecting domestic servants as well as traditional artisans has been enacted. The inspiration for child labour free zones was got from the MV Foundation during the field visit by the Moroccan team to India in August 2010.

SNE's approach is both preventive and curative. Preventive approaches involve provision of spectacles to visually impaired children as well as scholastic materials and tutoring to improve their academic performance. SNE also supports extra-curricular activities for children and improves the school-learning environment. Additionally, SNE sensitizes parents and children about the value of education and impact of child labour on children. On the other hand, curative programmes include sensitizing parents, employers and children about the effects of child labour, the value of education and strengthens the capacity of teachers and the school administration to address child labour and support the education of children in school. SNE also supports rehabilitation centers that receive children withdrawn from child labour to psychologically prepare children for re-entry into school and to monitor working children.

Ms. Boujadi concluded her presentation by stating that for CLFZs to be successful, partners should work with all stakeholders across the board including the mass media.

⁴ SNE is a partner of FNV Mondiaal and the General Education Union (AOB Netherlands).

5.4 Experience of CLFZs from Uganda

Presentation by Mr. Christopher Wakiraza, Executive Director, Kids in Need (KIN)⁵

Mr. Wakiraza started by stating what he called the conviction of the CLFZ implementers that, “The education of all children is not only a necessary skill but a fundamental factor in the physical, psychological and spiritual development of a human being. It is the duty of every member of the society to facilitate this process. Child labour is the same as eating a chick. It demeans the value of work and contributes to the continuous presence of substandard goods and services in the market. Therefore child labour is the number one facilitator of poverty”.

KIN has been implementing CLFZs in two parishes of Nakiwogo and Kitubulu in Entebbe Municipality, Wakiso District. As a result, KIN has reached supported 2800 former child labourers to attend school or vocational skills training. In order to strengthen the economic capacity of vulnerable households to support the education of children, KIN introduced Village Savings and Loans Association (VSLAs). VSLA members save and then borrow to invest in Income Generating Activities (IGAS) and meet the education needs of their children. KIN established CLFZ Committee Members (CLFZCs) and identified youth activists to mobilise communities to prevent child labour. CLFZ committees developed community bylaws for elimination of child labour. The committees and youth activists undertake child labour monitoring and reach out to all families and children on an on-going basis. This has led to increased community responsibility towards eliminating child labour. KIN also works closely with local leaders, workers, employers, schools and the police to ensure an integrated approach toward the elimination of child labour.

Experiences from KIN show that it is possible for poor parents to send their children to school and that no parent is too poor to send children to school. It is therefore possible to change the mindset that perpetuates child labour. Indeed, several parents in fishing communities who had engaged their children in fishing have become activists and change agents for CLFZs. Communities have the potential to eliminate child labour if facilitated with skills. He ended his presentation by observing that awareness raising and strengthening household economic security are essential for combating child labour and ensuring access and retention of children in school.

5.5 Zimbabwe’s initiative to end child labour through CLFZs

By Mr. Pascal Masocha, the Coordinator, Coalition against Child Labour in Zimbabwe (CACLAZ)⁶

Mr. Masocha started by highlighting the guiding principle of the Coalition Against Child Labour in Zimbabwe, which is, “for children to grow into healthy, responsible and productive citizens, they must receive a sound education”. The CLFZs were initiated in January 2011. The goal of CACLAZ is to remove 1000 children from work and reintegrate them into school by the end of 2014. This will be achieved through consensus building around the norm that “all children must be in school and not at work.”

⁵ KIN is a partner of Hivos.

⁶ CACLAZ is a partner of Hivos.

CLFZs in Zimbabwe have registered some achievements. For instance, two “incubation centers” that were established have greatly promoted transition of children to full time formal schooling. “Incubation centers” are to Zimbabwe what “bridge schools” are to India. Thus, the norm that “all children must be in school and not at work” is slowly taking root. There is also an increased view among parents that schools are positive “hubs” for families and new physical resources are now being availed to the community by both stakeholders and community members to support education. On the national front, coalition members have raised advocacy on child labour to a regional level, increased referrals among partners in the CLFZs, and most importantly increased access to and retention of former child labourers in school. However, the poor quality of education, weak capacity of households to support the education of their children, a weak macro-economic environment at country and regional level, harmful cultural practices, and a weak legal and regulatory framework for elimination of child labour perpetuate child labour.

In order to deepen CLFZs, there is need to strengthen productive capacities of community members so that they can ensure retention of their children in school. Combating child labour requires concerted efforts by Trade Unions, NGOs, Government and communities. This enables each stakeholder to use its comparative advantage for the benefit of the child. He observed that it is important to integrate feeding and livelihood programmes, HIV and AIDS responses and inclusive and universal education into CLFZs. Emerging problems like the phenomenon of “child-headed households” and “children on the move” need special interventions to enable them attend formal, free, compulsory quality education.

He concluded his presentation by quoting a Chinese saying, “if you want to be prosperous for one year, grow grain, if you want to be prosperous for ten years, grow trees; and if you want to be prosperous for one hundred years, grow people!” This underscores the importance of education in preventing children from all forms of child labour.

5.6 Experience of Ghana with Child Labour Free Zones

By Mr. Andrews A. Tagoe, GAWU⁷, Ghana

In Ghana, over one million out of the 1.27 million children below 13 years are engaged in child labour. Out of these, 57% are in the agricultural sector, 21% are hawkers, 11% are general labourers while the remaining 11% are involved in other sectors. Factors that cause child labour include existing society norms that condone child labour, harmful traditional practices, dysfunctional education system, orphan-hood and climate change in certain regions.

The goal of the Stop Child Labour Campaign in Ghana is to eliminate all forms of child labour and to ensure formal full-time and quality education for all children, at least until the age of 14, whilst creating safe environment for children from 15 to 17 who are allowed to perform light work by law. The objectives of CLFZs (Omar’s Dream project) in Ghana are: raising awareness about child labour, social mobilization to address child labour, establishing bridge schools to ensure transition of children into formal education, supporting teachers and improving the education system, and rehabilitation of children withdrawn from child labour. Others are policy advocacy and guidance and supporting parents to take care of their children.

⁷ GAWU is a partner of FNV Mondiaal.

Mr. Tagoe shared the guiding principles of GAWU, which are:

1. Child labour is the denial of a child's right to education,
2. All child labour is unacceptable,
3. It is the duty of all Governments, International Organizations and Corporate Bodies to ensure that they do not perpetuate child labour,
4. Core Labour standards must be respected and enforced to effectively eliminate child labour

As a result of the above principles, GAWU has withdrawn and prevented over 25,000 children from entering child labour. GAWU works in partnership with a number of networks and stakeholders; both local and international to address child labour.

5.7 Emerging issues from plenary presentations

- **Quality of education:** Education was identified as a strategy for sustainability. It was however noted that the nature of education should be realistic to the situation of the child and in the case of vocational skills training; these should reflect the economic opportunities in the community.
- **Balance skills acquisition and knowledge transfer in school curricula:** The nature of the education curriculum came under scrutiny. It was noted that there is a need to balance skills acquisition vis-à-vis knowledge transfer. Participants indicated that there is a need to work with communities to understand what skills fit best the available labour market dynamics.
- **Support schooling for teenage mothers:** The alarming rates of teenage pregnancies and the stigma surrounding it is an issue that needs urgent redress to ensure access of all children. The education policies that are put in place to protect teenage mothers should be reinforced.
- **Child participation:** The issue of child participation should not be ignored in CLFZ interventions because it is a child's right. There should be reflections on how best child participation can be used as a strategy in the fight to eliminate child labour taking into consideration the different age groups of the children and their evolving capacities. A participant noted, *"the children have the answers to the questions we have; the adults should learn about child participation so that they can create an environment that encourages children learning"*. All interventions for elimination of child labour should also consider the best interest of the child.
- **Strengthen youth employment:** Partners should reflect on ways for strengthening youth employment and the transition into adulthood. There is need to provide soft skills that are most often necessary for one to get and keep a decent job after school.
- **Promote social protection for child-headed households:**
 - Social protection systems are ignored in most African countries. This is another cause of child labour because children whose parents die or become ill are left no other choice but to fend for themselves as there are no structures in place to protect them.
 - Specific concern was directed towards child headed households. The sensitivity of dealing with a child headed household where the eldest has to work for the entire family to survive must be exercised. Participants noted that social protection structures should be put in place and those that exist strengthened to support families to deal with any social shocks that may occur and render children vulnerable to child labour. Some participants suggested

that all stakeholders should support special interventions for child headed families to enable children access education as well as other basic needs.

- The culture of taking care of orphans should be up-held as was the case in African tradition. Participants were urged to adopt community specific interventions to support OVCs in child headed households. For example in Swaziland all people contribute the annual harvest to the 'Kings Granary', which is used to provide food for OVCs.
- **Pay attention to children with disability:** Children with disabilities are often exploited and partners do not seem to be deliberately focusing on them. It was further stressed that children with special needs should be accorded special attention to enable them access inclusive education because they stand a higher risk of exploitation.
- **Need for tri-partism to address child labour in the informal sector:** Participants intimated that where the trade unions work together, it is impossible for child labour to thrive. It was also noted that the roles of the tri-partite (workers, employers and Governments) should be clear especially the strategies for addressing child labour better in the informal economy. It was stressed that the conflicts that exist between the employers and workers could undermine their effectiveness and that unity was critical to the SCL campaign.

5.8 Key concepts on child labour

By Mr. Simon Steyne, Head of Social Dialogue and Partnerships, ILO-IPEC

The ILO is a UN agency with 185 member States. The ILO operates under unique tripartite governance systems that include governments, employers' and trade union organizations. The International Programme on the Elimination of Child Labour operates in 100 countries. ILO also promotes fundamental rights at work and decent work for all, sets and supervises international labour standards, undertakes research and shares learning and supports members through technical cooperation.

The UN Convention on the Rights of the Child (UNCRC) and ILO Conventions 138 and 182 define a child as a person less than 18 years. Child labour is understood as all types of work for which the child is too young to perform and work that harms children's well being and hinders their education, development and future livelihoods. According to "The Face of Child Labour: 2010 ILO Global Report", not all economic activity for children is child labour. Globally, 306 million children are engaged in economic activity but out of these, 215 are child labourers while 115 million are engaged in hazardous child labour.

Mr. Steyne clarified the minimum age of entry into work by use of ILO Convention 138 on the minimum age and Convention 182 on Worst Forms of Child Labour. According to ILO Convention 138 (1973) on minimum age for entry into work and employment:

- The minimum age for entry into work is 15 years (may be 14 in countries with insufficient education provision). The minimum age of entry into work should not be lower than the minimum school leaving age.
- Light work is accepted for children above 13 years although this can be 12 years in countries with insufficient education provision.
- There should be no hazardous work for children under the age of 18.
- Risk managed derogation for 16 and 17 year olds.

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Similarly, **Convention 182 (1999) on the Worst Forms of Child Labour (WFCL)** prohibits all types of forced labour, Commercial Sexual Exploitation of Children (CSEC), illicit activities and hazardous work for children under 18. The convention requires that hazardous work should be defined and mapped through national tripartite consultation; National Action Plans should have time bound measures, and there should be tripartite oversight of implementation. The convention also states that basic education is a requirement for withdrawn children and, where possible, and appropriate vocational training, there should be risk management derogation for 16 and 17-year olds and enhanced international cooperation.

He cautioned the delegates not to be confused by the minimum ages as there is more than one:

- 15/14 years: These constitute children above the minimum age but under 18 years. They engage in acceptable youth employment but should be prevented from hazardous work.
- Below 15/14 years: Children below the general minimum age for work and employment. They are supposed to engage in light work only. They should be prevented from child labour and WFCL.
- Below 12/13 years: these children should be prevented from all forms of child labour and WFCL.

6 CONCLUDING REFLECTIONS ON CLFZ DISCUSSIONS

As a follow-up to the country presentations and plenary discussions on CLFZs, representatives from Child Labour in Tobacco Growing Areas (ECLT), International Labour Organization (ILO), International Trade Union Cooperation (ITUC) and Education International (EI) shared their reflections on the key emerging issues on CLFZs and ideas on the future direction of CLFZs. Their reflections are summarized below.

6.1 Reflections by Ms. Sonia Velazquez, Executive Director, Elimination of Child Labour in Tobacco Growing, Geneva, Switzerland

- It is important to acknowledge that that parents want the very best for their children and if we all work together we can afford them that opportunity to develop their children to their fullest potential.
- When children's rights are not respected, families may not have adequate resources to take them to school leading to child labour.
- Partners should reflect on the transition period between when children complete school and join the workforce in order to protect them from joining hazardous work.
- The future of the children should be discussed in relation to a critical analysis of where the economy is going. Stakeholders should address the hazards of work that children 15-18 are exposed to.
- Sustainability of CLFZs can only be achieved if governments are involved in the CLFZ agenda from the outset.
- Labour inspection within the informal sector should be strengthened in order to prevent child labour in this sector.

6.2 Reflections by Mr. Richard Etonu, Education International

- Teachers should be supported to deliver quality education. They need housing, transport, health care and good salaries.
- The center of all our attention should be children. This requires improvements of the quality of education.
- Child labour is a broad area. It is not only bad for the victim but also the entire society. We must reflect on the need for social justice and political will to address this vice.
- Elimination of child labour is a stepping-stone to sustainable development and requires the unwavering action of all stakeholders.
- We should get all the partners involved in the fight against child labour, particularly trade unions which must focus on the informal sector where we have the Worst Forms of Child Labour.

6.3 Reflections by Mr. Zingan Alihonou, International Trade Union Confederation

- Child labour must be continuously seen as a universal problem to all the tripartite partners.
- Governments must be encouraged to work towards formalizing the informal business so that trade unions can operate better and in the process tackle child labour.

- Trade unions should work together and undertake joint action to address not only child labour but also other equally important labour issues.

6.4 Reflections by Mr. Alexio Musindo, Director, International Labour Organization, East Africa Regional Office

- CLFZs are a good strategy that should not be emphasized in isolation of other child rights.
- Sustainability of initiatives is not easy if governments are not involved from the outset.
- How can we improve the decent work services for work predominately patronized by children?
- Labour inspectors are usually underfunded and yet their abilities to effectively operate in the informal sector are limited. There is need for governments to strengthen the capacity and remuneration of labour inspectors.
- If we are not addressing poverty, we cannot address child labour. Oftentimes poverty is used as a political excuse.
- The cost of inaction must be quantified in economic terms. Translate the benefits of addressing child labour into economic terms so that governments see the difference it would make to their economic growth.

CONFERENCE DAY TWO

7 THE KAMPALA DECLARATION ON CHILD LABOUR FREE ZONES

7.1 Introducing and discussing the draft Kampala Declaration on CLFZs

By Mr. Pascal Masocha, Coordinator, Coalition against Child Labour in Zimbabwe

Mr. Masocha presented the draft Kampala declaration in plenary where members discussed it and put in place a committee who refined it further and made it agreeable to all stakeholders. After the presentation and discussion of the draft declaration, participants went into breakout sessions to discuss and build consensus on what the roles and responsibilities of governments, NGOs and international organizations and workers' and employers' would be in the scale up of CLFZs. Participants were divided into three groups, which included Government, International Organizations and NGOs, as well as Workers' and Employers' group. After the group deliberations, there was a plenary feedback session. The roles and responsibilities of each stakeholder are reproduced below:

7.2 Roles and Responsibilities of INGOs and NGOs in CLFZs

In their plenary feedback, the group on INGOs and NGOs made distinction between the roles and responsibilities that would be played by INGOs and those that would be played by NGOs.

Roles of NGOs

NGOs agreed that they would be doing the following; advocating for legal and policy facilitation/enforcement, implementing model projects, translating the policies into local languages that communities can understand, supporting community empowerment, lobbying international markets not to sell/buy products made with child labour, facilitating research, documentation of best practices, knowledge sharing as well as facilitating collective action across countries.

Roles of International Organizations

International Organizations reported that their roles and responsibilities would include; standard setting, provision of funding and technical assistance, knowledge building, bringing together the tripartite partners in social dialogue, promotion of regional cooperation, facilitating assessment of situations of child labour in member countries, monitoring and evaluation of standards, identifying cooperation opportunities with the African organizations concerned with child labour, and lobbying governments to commit resources to existing programmes and policies.

The group also recommended that the following concrete actions be taken to promote CLFZs by both NGOs and International Organizations.

1. Create a common understanding about the CLFZ concept and communicating it so that all stakeholders are on the same page.
2. Scale up and consolidate the Stop Child Labour campaign.

3. Take stock on the progress made on the implementation of the UN Convention of the Rights of the Child, AU Charter on the Right and Welfare of the Child, ILO's Convention 138 on the minimum age and Convention 182 on the Worst Forms of Child Labour.
4. Involve governments and communities in the programme for sustainability purposes.
5. Mobilize resources to support the campaign.
6. Adopt an inclusive approach to include children with special needs.
7. Strengthen community structures so that parents can play their roles.
8. Rank global brands on child labour eradication index.

Other roles included: creating friendly school environments, promotion of bridge schools, strengthening the capacity of trade unions for advocacy, strengthening the capacity of government to provide quality education for all and most importantly holding governments accountable to all ratified international conventions and charters.

7.3 Roles and responsibilities of Government

The following were the roles and responsibilities of Governments in the scale up of CLFZs as presented by the group.

1. Conducting research and surveys to determine the extent and state of child labour.
2. Budgetary considerations/funding the stop child labour campaign. This can be done both directly and by proxy to ensure free education and add other incentives like free transport, stationery, uniforms to increase enrolments as is being done in Morocco.
3. Improve the education system by building bridge schools, constructing better schools where these structures are poor and integrating the concept of child labour into school curriculum.
4. Fund social protection programmes to uplift the conditions of marginalized households. Lessons can be learnt from social protection programmes known as the Harmonized Social Cash Transfers in Zimbabwe which seeks to strengthen the economic household status of the labour constrained households particularly the child headed households, household headed by the aged, people with disabilities, and chronically ill.
5. Enforce labour laws and align labour laws and policies with international obligations on child labour. This should include harmonization of the definition of a child.
6. Countries to come up with a list of worst forms of child labour for use by labour inspectors. This should be done jointly with increasing the number of labour inspectors, training them and give them monitoring tools as well as facilitating them to carry out monitoring visits.

Other roles presented by the group included: prosecution of offenders, addressing gender disparities, and implementation of gender sensitive policies that fund education for girls, establishment of Child Protection Committees at community or village level to identify child labourers, enhancing legal action for all perpetrators of child labour and carrying out awareness raising campaigns on the dangers of child labour.

The group emphasized the need for governments to institute measures to protect children from all forms of abuse, uphold child participation, reach children in the informal sector through/with trade unions and where possible organise exchange visits for knowledge sharing.

7.4 Roles and responsibilities of Employers' and Workers' in promoting CLFZs

Roles of Employers'

Employers recommended that they should promote corporate social responsibility for preventing child labour and supporting education, support children with scholastic materials, support schools to improve school facilities, , pay taxes so that enterprises support a fair system of taxation to combat poverty (i.e. not move money into foreign accounts thus having a negative impact on provision of local service delivery), and support the formalization of the informal enterprises, through training, contracts and MoU processes.

Roles of Workers'

The role of workers is to unionize and promote ILO agreements, protect young workers by ensuring their health and safety through social dialogue with employers and government, implement poverty reduction programmes through engagement on increased income, and promotion of standards/quality of schools and teachers.

Trade unions should raise awareness among workers on the role of workers in elimination of child labour. Workers should be included in collective bargaining lobbying, campaigning, research, awareness raising, and policy advocacy. Teachers' unions should be at the forefront of raising awareness about the role of workers in preventing child labour.

Specifically, the group reported that trade unions will engage and organize informal sectors where child labour is prevalent, provide consultations on tripartite policy at all levels and education unions shall play a strong role in the fight against child labour by strengthening qualifications of teachers and schools. Employers and workers will support and/or strengthen occupational skills and safety training for young workers.

8 ADOPTION OF THE KAMPALA DECLARATION AND OVERALL WORKSHOP RECOMMENDATIONS

8.1 Adoption of the Kampala Declaration

By Mr. Pascal Masocha, Coordinator, Coalition Against Child Labour in Zimbabwe

The revised **Kampala Declaration** on elimination of child labour through CLFZs was presented in plenary following the arrival of the Minister for Education and Sports, Hon. Jessica Alupo.

Upon it's reading, the delegates unanimously endorsed it through a voting process and called for its immediate roll out in order to enable all children engaged in child labour to access education. (*Final Adopted Kampala Declaration appended*).

8.2 Overall Conclusions and Recommendations for the Future

By Mr. Timothy Ekesa, Director, KAACR, Kenya

Mr. Ekesa took participants through the major conclusions and recommendations, which had been made during the conference on different thematic areas as follows;

Theme	Conclusions/Recommendations
Definitions	Clear definition and understanding of child labour, light work, minimum age of employment.
	Need to advocate for states to have clear national definition of what child labour is.
Embracing IABA approach	There is need to embrace the Integrated Area Based Approach (IABA), include all i.e. child headed families, orphans, school drop outs and children in need of protection, communities, local leaders and cultural leaders.
States as primary actors	There is need to strengthen rather than de-alienate the state in establishing Child Labour Free Zones, help address the limitations of states in terms of providing quality education, bridging schools, provision of learning and scholastic materials for schools, employment opportunities and social security safety nets.
Budgetary allocation to child labour initiatives	There is need to lobby and advocate for more budgetary allocation by donor partners and governments towards CLFZ initiatives.
Important role of trade unions and employers	The trade unions – workers, teachers, and employers play an important role in stopping child labour by establishing CLFZs. Need to strengthen social dialogue.
Child empowerment	Empowerment of older children withdrawn from child labour with life skills as well as skills development, vocational training and apprenticeship for children (above 14/15 years) who cannot fit in school.
Community ownership, empowerment and	Social mobilization and community ownership of child labour initiatives, discarding harmful cultural and/or traditional practices and embracing child protective values, parental responsibility, and

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participation	meaningful participation of children (best interest of the child) are key to sustainability of the campaign against child labour.
Schooling system	The education system (funding, infrastructure, facilitation for teachers, curriculum, community involvement, accessibility, supervision) are critical to the child labour movement.
	Supporting vocational skills training for older children withdrawn from child labour is a good practice that should be evaluated according to the interests of the child.
	Schools should provide inclusive education by particularly catering to the education needs of children with disability and other vulnerable children.
Research, Monitoring, and Evaluation	Involvement of the academia in research, monitoring and evaluation of CLFZs initiatives.
Legal and policy framework on child labour	Need for in-depth understanding of the policy and legal framework on child labour – international, national and local (community) laws, by-laws and policies.
Establishment of Country Teams	Each country should establish a strong team of actors on CLFZs of state, CSOs, Private Sectors and development partners (INGOs/IOs) and children themselves for effectiveness, synergizing and sustainability.
Regional groupings of CLFZ practitioners	There is need to establish a continental Regional Group of Practitioners (African, Europe, America, Asia) to share ideas, exchange views, learn from each other. African Regional Group including East African Community, South African Development Community, Economic Community for West African States should engage with the African Union mechanisms (AU Conference of Ministers of Labour and Conference of Ministers of Education)
Global advocacy in support of CLFZ initiatives	Strengthening global campaign team on stopping child labour by increasing regional representation and lobbying regional mechanisms to support the CLFZ initiatives at country, regional (continental) and international levels

9 CLOSING CEREMONY AND HANDOVER OF THE DECLARATION

9.1 Call to Action by Ms. Sofie Ovaa, Coordinator Stop Child Labour International Movement.

Ms. Ovaa first handed over copies of the final Kampala Declaration on promotion of CLFZs to the Hon. Minister of Education, the Ambassador of the Kingdom of the Netherlands, the ILO, EU and AU representatives. She then proceeded to make her impassioned call for action against child labour starting by appreciating all the delegates for their time and commitment not only during the conference but throughout the struggle. She expressed her belief that together, child labour would be defeated and quality education would be achieved.

She implored delegates to make no distinction between the various forms of child labour and hinge their interventions on both the ABA and the Rights Based Approaches. SCL campaign believes that child labour can be defeated citing the inspirational example of the MV Foundation in India, which was the source of inspiration for creation of all other CLFZs so far created in the world.

The SCL Coordinator informed the delegates that she had had an opportunity to visit CLFZs not only in Uganda but also in other countries and had witnessed poor parents that are making sacrifices to take their children to school. She had also witnessed proactive teachers and communities who own the process of eliminating child labour yet it used to be the norm before. In Uganda, Kitubulu Parish, Entebbe Municipality, she had met a fisherman, a former child labourer who is now an anti child labour activist and a woman whose daughter used to vend bananas but is now a member of the CLFZ committee and the daughter is in senior six.

These parents and others like them across the globe are breaking barriers of yesterday. They are restoring dignity and freedoms as CLFZs are emerging in leaps and bounds. She called on governments to ensure that child rights are realized and that every child should be at school not at work.

She mentioned that the SCL Conference has created a strong momentum for the 3rd Global Child Labour Conference that will take place in Brazil in October 2013 where the Kampala Declaration will be presented. She said that a Call for Action to eliminate all forms of child labour through area-based programmes to create Child Labour Free Zones should also be made at the global conference. She underlined the imperative to ensure that the focus of action is put on all forms of child labour, in order to make a big impact on eliminating child labour and realize rights of all children.

Ms. Ovaa thanked all delegates for the unanimous adoption of the Kampala Declaration. She urged the Minister of Education and Sports to spread the message about CLFZs. She ended her call by stating that elimination of child labour was key to poverty eradication and a pillar for sustainability. The support and cooperation of all stakeholders will ensure a better life for children across the world.

9.2 Commitment to the Declaration by the African Union

By Mr. Oumar Diop, African Union

Mr. Diop stated that the African Union agrees with the Kampala Declaration for promotion of CLFZs and pledged his support and that of the AU to work towards the creations of CLFZs in Africa. He observed that the declaration contributes to the AU's objective of combating child trafficking and promotion of human rights of every human being but particularly the children. He ended his commitment by thanking all the delegates for making such an important declaration that was only the beginning of the action that would bring forth the CLFZs to the benefit of the children. Mr. Diop promised to introduce the subject of CLFZs and child labour in the meetings with the African Ministers of Labour and Education and the Committee on Child Rights in order to make a stronger linkage between the CLFZ and the African Charter on the Rights and Welfare of the Child.

9.3 Commitment to the Declaration by the European Union

By Ms. Sayson Rosette Meya, Delegation of the European Union to Uganda

Ms. Meya reaffirmed the commitment of the EU to human rights in general and abolition of child labour in particular while observing that child labour elimination is an integral part of respecting human rights and is part of the fundamental rights of the EU. She commended the development partners and the delegates for organizing and attending such an important conference. She mentioned that the Area Based Approach that is employed by SCL campaign is an innovative approach that would even deal with emerging problems like child trafficking.

Ms. Meya noted that a holistic approach to programming which must include the communities in addressing child labour. She added that the EU had not been passive in this effort as the EU Parliament had already put elimination of child labour on its agenda. She ended by thanking Kids in Need and the Stop Child Labour international movement for organizing the conference and declared the EU's unwavering support to its realization calling on each delegate to pick at least one action from it and implement it.

9.4 Commitment by the International Labour Organization

By Mr. Alexio Musindo, ILO Director for East Africa Region

In wholeheartedly committing to the Kampala declaration on promotion of CLFZs, Mr. Musindo stated, "it is good to dream during the day with your eyes open". The conference had set its dream with the eyes of the delegates open and this would be the critical path that would lead the world into realization of CLFZs.

Mr. Musindo stated that the contents of the declaration lie at the core of the ILO's mandate. ILO commits to promotion of decent work and to the integration of the ABA, which had already happened as a refocusing exercise had already taken place within the ILO African region. He observed that the elimination of child labour was possible, as majority of the countries had already ratified the relevant conventions and statutes. He also called on participants to take advantage of different platforms to popularize the declaration including the Labour Day on 1st May 2013. He ended his commitment remarks by stating that he was

happy that ILO had been part of the discussion that was not only aiming at eliminating child labour but also taking children to school.

9.5 Commitment to the Declaration by the Kingdom of the Netherlands

By Mr. Alphons Hennekens, the Netherlands Ambassador to Uganda

Mr. Hennekens started by congratulating delegates for attending the SCL International Conference on Child Labour Free Zones. He said that their participation demonstrated their commitment toward eliminating child labour and promoting education of children. He noted that child labour is harmful to children, pervasive and visible everywhere. Mr. Hennekens narrated an experience where, while on his way on mission from West Nile, in Uganda the previous day he observed children selling different commodities on the road sides and markets. Worse still, some children, particularly girls engage in selling their bodies. He said that child labour is unacceptable and should be condemned. Mr. Hennekens informed delegates that the Dutch government is committed and will continue supporting efforts for ensuring access of all children to education. He particularly commended Dutch organizations and specifically pointed out Hivos, Kinderpostzegels Nederland, the Indian Committee of the Netherlands, ICCO/Kerkinactie, FNV and the Dutch Teachers' Union for championing work for eliminating child labour. He mentioned that the Dutch Government would continue to support these partners to contribute towards the elimination of child labour.

Mr. Hennekens commended the delegates at the conference for unanimously endorsing the Kampala Declaration, which he said was an important instrument that espoused delegates' commitment to address child labour and promote education of all children. He concluded by making a commitment that he will not use the 'beautiful' declaration to decorate his office but use every possible avenue to mobilize support for its implementation. Mr. Hennekens promised that the Dutch Government will present the Declaration to the organizers (Brazilian Government) of the 3rd Global Conference on Child Labour to be held in October 2013.

9.6 Closing Speech by Hon. Jessica Alupo, Minister of Education and Sports, Uganda

Hon. Alupo appreciated the honour of being invited to officiate at the closing of the International Conference on Child Labour Free Zones. She extended a word of welcome to all the international delegates and the hosts who had made it to the conference. The theme of the conference "Out of Work and into School - Working towards Child Labour Free Zones" lies at the heart of promoting children's right to education and fits well within the Ministry's mandate of promoting access of all children to education. She stated that, provision of formal full-time education and elimination of child labour are inextricably. In this regard, Uganda government introduced Universal Primary Education (UPE) and Universal Secondary Education (USE) to ensure access of all children to school.

Hon. Alupo added that the Ministry of Education and Sports acknowledges that the main strength in the CLFZ programme in Uganda lies in the 'area based approach' which focuses on the rights of all children in an area, whether in school or out of school. It is important to ensure that no distinction should be made between different forms of child labour in this process because every child has the right to education. The Hon. Minister further urged conference delegates to involve all stakeholders like children themselves, teachers, parents,

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unions, community groups, local authorities and employers, government and donors in the process of creating Child Labour Free Zones

She also applauded them for developing and adopting a Declaration on Child Labour Free Zones that espouses the goal of the campaign as a pathway toward ensuring that all children are removed from child labour into full time formal schooling. She urged all delegated to honour the commitments that they had made to promote the education of children. She ended her remarks by affirming that the Ministry of Education and Sports would continue to ensure that the schools are strengthened to create conducive learning environment for all children. Thereafter, she declared the conference officially closed.

Appendix I: Participants at the conference

Participants at the International Conference 'Out of Work into School - Working towards Child Labour Free Zones', 16 - 19 April 2013, Uganda					
No	Organization	Country	Name	Designation	Email
1	Wabe Children's Aid and Training (WCAT)	Ethiopia	Mr. Mestika Negash Akalie	Executive Director	negashmestika@gmail.com
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3	Education Department, South Gondar Zone	Ethiopia	Mr. Esubalew Mesele Tsegaye	Education Department Head, South Gondar Zone	
4	African Development Aid Association (ADAA)	Ethiopia	Mr. Berhanu Tufa Workneh	Executive Director	berish_tufa@yahoo.com
5	ADAA	Ethiopia	Mr. Micheas Yacob Wariyo	Programme Coordinator	miyawakuku@gmail.com
6	Education Department, Siraro	Ethiopia	Mr. Bekele Urga Hordofa	District Education Head	
7	Forum for Sustainable Child Empowerment (FSCE)	Ethiopia	Mr. Meseret Tadesse Beshah	Executive Director	meseret@fsc-e.org , fsc@ethionet.et
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Appendix II: Conference Programme

Out of work and into school - Working towards Child Labour Free Zones

Day 1, Thursday 18 April, 2013:

8.30-9.00 Registration

9.00-10.30 Opening Session

(Facilitator: Mr. Mondo Kyateka)

- Song and poem: Children from Child Labour Free Zone
Opening remark: Mr. Christopher Wakiraza, KIN, Host Country Uganda
Welcome Address: Ms. Sofie Ovaa, Coordinator, Stop Child Labour International Movement
Video message: Honorable Minister Lilianne Ploumen, Minister for Foreign Trade and Development Cooperation, The Netherlands
Keynote Address: Prof. Shanta Sinha, Chairperson of the National Commission for Protection of Child Rights, India
African perspective: Mr. Andrews Addoquaye Tagoe, General Agricultural Workers' Union (GAWU), Ghana
Official Opening: Hon. John M. Nasasira, Minister of Gender, Labour and Social Development, Uganda

10.30-11.00 Tea Break

(Facilitator: Mr. Meseret Tadesse)

- 11.00-11.10 CLFZ film: Introduction on the concept of Child Labour Free Zones.
11.10-11.30 Mr. Venkat Reddy, National Convener of the Indian MV Foundation.
Introduction into the Area Based Approach to create Child Labour Free Zones
11.30-11.50 Dr. Tendai Chakarisa, Children's Institute of the Cape Town University in South Africa.
Presentation on the experiences in establishing CLFZ in selected African Countries.
11.50-12.30 Discussions
12.30-13.00 Introduction into workshops on practical experiences of partner countries in creating Child Labour Free Zones

13.00-14.00 Lunch Break

- 14.00-15.30 Break out workshops in 3 groups (2 countries per group) on practical experiences of partner countries in creating Child Labour Free Zones
Group 1: **Morocco** (Ms. Khadija Boujadi, SNE) and **Ghana** (Mr. Andrews Tagoe, GAWU) (Facilitator: Ms. Christine Otieno, MOL, Kenya)
Group 2: **Zimbabwe** (Mr. Pascal Masocha, CACLAZ) and **Uganda** (Mr. Christopher Wakiraza, KIN) (Facilitator: Mr. Kevin Mwachiro, Hivos, Kenya)
Group 3: **Kenya** (Mr. Timothy Ekesa, KAACR) and **Ethiopia** (Mr. Berhanu Tufa Workneh, ADAA) (Facilitator: Ms. Elizabeth Akanbonbire, MOL, Ghana)

15.30-16.00 Tea Break

(Facilitator: Mr. Meseret Tadesse)

- 16.00-17.30 Reporting back in the plenary: Presentations per workshop and discussion on practical experiences in creating Child Labour Free Zones
Group 1: Morocco and Ghana by Mr. Asmerom Mekonen Getu, FSCE, Ethiopia
Group 2: Zimbabwe and Uganda by Mr. Mensah Justice John, GAWU, Ghana
Group 3: Kenya and Ethiopia by Ms. Juliet Sithole, GAPWUZ, Zimbabwe

(Facilitator: Mr. Mondo Kyateka)

- 17.30-18.00 Closing of the day through reflections by invited organizations:
Ms. Sonia Velazquez, Elimination Child Labour in Tobacco Growing (ECLT)
Mr. Richard Etonu, Education International (EI)
Mr. Zingan Alihonou, International Trade Union Confederation (ITUC)
Mr. Alexio Musindo, International Labour Organization (ILO)

Dinner and Cultural Show (19.30-21.00)

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Day 2, Friday 19 April, 2013:

(Facilitator: Mr. Mondo Kyateka)

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| 9.00-9.30 | Recap Day 1 by facilitator |
| 9.30-10.00 | Introduction/presentation of the Declaration on CLFZ by Mr. Pascal Masocha, CACLAZ Coordinator |
| 10.00-10.30 | Introduction into workshops on roles and responsibilities of different actors by facilitator |
| 10.30-11.30 | Break out workshops:
Group 1: Governments (facilitator Ms. Harriet Luyima, Ministry of Gender, Labour and Social Development, Uganda);
Group 2: International Organizations and NGOs (facilitator Ms. Jackie Banya, ILO-IPEC, Uganda);
Group 3: Workers' and Employers' (facilitator Mr. Zingan Alihonou, ITUC, Togo) |

11.30-12.00 Tea Break

(Facilitator: Mr. Mondo Kyateka)

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|-------------|---|
| 12.00-13.00 | Reporting back in the plenary: Presentations per workshop and discussions on the roles and responsibilities of different actors
Group 1: Governments (reporter Mr. Emmanuel Admire, Government Zimbabwe);
Group 2: International organizations and NGOs (reporter Mr. Tinashe Muromo, ANPPCAN Zimbabwe);
Group 3: Workers' and Employers' (reporter Mr. Nicholas Mc Coy, ECLT, Geneva) |
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13.00-14.00 Lunch Break

(Facilitator: Mr. Meseret Tadesse)

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| 14.00-14.30 | Adoption of the Declaration by Mr. Pascal Masocha, CACLAZ Coordinator |
| 14.30-15.00 | Overall Conclusions of the Conference and recommendations for future action: Mr. Timothy Ekesa, KAACR, Kenya |

15.00-15.30 Tea Break

(Facilitator: Mr. Mondo Kyateka)

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| 15.30-16.00 | Call for Action by Ms. Sofie Ovaa, Coordinator, Stop Child Labour International Movement |
| 16.00-16.30 | Hand over of Declaration to:
1. Mr. Oumar Diop, African Union (AU)
2. Ms. Sayson Rosette Meya, European Union (EU)
3. Mr. Alexio Musindo, International Labour Organization (ILO)
4. Mr. Alphons Hennekens, the Ambassador of the Kingdom of the Netherlands to Uganda
5. Hon. (Rtd) Maj. Jessica Alupo Rose Epel, Minister of Education and Sports, Uganda |
| 16.30-17.00 | Closing Session by the Honorable Minister of Education and Sports, Uganda |
| 17.00-18.00 | Reception with interludes by children (sponsored by ECLT) |

Appendix III: Declaration

Kampala Declaration, 19 April 2013

Working Towards Child Labour Free Zones

This Declaration is based on the combined mandate of the Convention of the Rights of the Child, the African Charter of the Rights and Welfare of the Child, ILO Convention 138 on the Minimum Age for Employment and Convention 182 on the Worst Forms of Child Labour, the pledges to achieve Education for All made during the World Education Forum in Dakar in 2000 and the Roadmap of the Hague Global Child Labour Conference in 2010.

We, participants⁸ at the ‘Working towards Child Labour Free Zones’ Conference in Uganda, and other like minded organizations on this day of 19 April 2013 in Kampala, pledge to work towards the creation of Child Labour Free Zones which is ‘a (geographical) area where all working children are being withdrawn from child labour and are (re)integrated into formal, full-time quality schools. If children are above the legal working age they shall get the chance to continue their education and/or receive vocational education/training or enter decent youth employment.

CHILD LABOUR, OUR COMMON CONCERN

Around 215 million children are still working as child labourers⁹ and this number has probably increased over the last few years due to the economic and social crisis in many parts of the world, not in the least in Africa. Around 65 million – or one in four children – in Sub-Saharan Africa are child labourers compared to roughly one in eight children in the Asia-Pacific region and one in ten in Latin America and the Caribbean.

Many forms of child labour remain hidden or are not even considered to be child labour in many countries. This specifically includes domestic work and agricultural labour, which is very often unpaid family labour. Children in a range of informal jobs often remain uncounted and uncared for. The majority of children performing domestic work either in the homes of others or in their own home are girls. It is noted with great concern that only a limited number of countries have defined domestic work or (certain forms of) child labour in agriculture as hazardous and that even less attention is being paid to work in these sectors by children between 15 and 18 years old.

CHILD LABOUR, OUR GLOBAL COMMITMENT

Child labour is the denial of a child’s right to education, and work for which the child is too young or that is likely to harm the health, safety and morals of children. The elimination of child labour and the provision of formal, full-time quality¹⁰ education are inextricably linked. Therefore: eliminating all forms of child labour as defined by ILO Conventions for the

⁸ Participants from the following countries: Zimbabwe, Uganda, Kenya, Ethiopia, Ghana, Morocco, Mali, Burkina Faso, Senegal, Sierra Leone, Togo, Sudan, South Sudan, Tanzania, Zambia, Malawi, Rwanda, South Africa, India, Nicaragua, Albania, Czech Republic and the Netherlands, as well as international organizations: ILO, UNICEF, ITUC, IUF, EI, ECLT and: the African Union and the European Union.

⁹ ILO Global Report 2010

¹⁰ See for a definition/description of quality education by Education International: http://download.ei-ie.org/Docs/WebDepot/Post2105_10Principles_Brochure.pdf

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Minimum Age of Employment (No. 138) and Worst Forms of Child Labour (No. 182), which are now both ratified by at least nine out of ten countries, is more urgent than ever.

The Convention on the Rights of the Child (CRC), ratified by almost all countries, obliges States to implement compulsory and free basic education. States are bound by this Convention to “provide for appropriate penalties and other sanctions in order to protect children from economic exploitation and from performing any work that is likely to be hazardous or to interfere with the child’s education”. The African Charter on the Rights and Welfare of the Child¹¹ draws inspiration from this Convention as well as from other instruments adopted by United Nations and African countries.

During the World Education Forum (Dakar 2000) 164 governments pledged to achieve Education for All by 2015, ‘ensuring that all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities have access to, and complete, free and compulsory primary education of good quality’. However, the right to education as well as the right to be free from child labour is severely limited by a range of barriers to formal, full-time education, including but not limited to school fees, sub-standard education, discrimination, corporal punishment and various bureaucratic hurdles for parents.

The ‘Roadmap for Achieving the Elimination of the Worst Forms of Child Labour by 2016’ adopted by the participants at The Hague Global Child Labour Conference 2010, states in its preamble that “action to eliminate the worst forms of child labour is most effective and sustainable when it is situated within action to eliminate all child labour, including through area-based and sector-based programmes.”

Stressing that although education is only compulsory for children below 15 years of age in most countries - and children between 15 and 18 years are allowed to be engaged in non hazardous work according to the ILO Convention 138 - it is imperative to protect them from being engaged in the worst forms of child labour as stipulated in the ILO Convention 182. Therefore it is important to include children between 15 and 18 years of age in child labour policies, both by promoting and implementing continued secondary and tertiary education up to 18 years of age (or beyond) as well as by increasing opportunities for learning a skill and by creating decent work commensurate with their age.

The complete international community, both developing and developed countries have an obligation to contribute to the implementation of these conventions and treaties.

SHARED VALUES AND EXPERIENCES

A farmer from Ghana:

“The best farmer in the world is the educated farmer. And therefore, let us make sure that our children go to school. Education is key to our development”.

Through years of involvement in the issues of child labour and education in Asia, Africa, Latin America and Europe, the Stop Child Labour international movement has come to the conclusion that poverty of countries, communities or families is not, as is often believed, the main cause of

¹¹ See: <http://acerwc.org/the-african-charter-on-the-rights-and-welfare-of-the-child-acerwc/>

child labour nor is it the main obstacle to making full-time formal education accessible for every child.

Various experiences in countries like India, Albania, Ethiopia, Zimbabwe, Ghana, Morocco, Kenya, Uganda, Guatemala, Nicaragua, Brazil and other countries show that existing social norms, lack of workers' rights and other human rights, harmful traditional practices, exclusion and discrimination of certain groups as well as a badly or 'indifferently' functioning educational system are among the most important reasons why children are working and not attending school.

We emphasize that child labour encompasses all types of child labour as defined in ILO Conventions 138 and 182 - irrespective of whether the child is engaged in wage or non-wage work; whether he or she is working for the family or for others; whether employed in hazardous or non-hazardous occupations; whether employed on a daily or on a contract basis or as a bonded labourer. Efforts to eliminate child labour shall focus on all its forms, aiming at all children in a certain community.

TOWARDS CHILD LABOUR FREE ZONES

We believe and have experienced that eliminating child labour in all its forms is possible. This can be achieved by adopting an 'area based approach' that focuses on the rights of all children in an area, whether in school or out of school. No distinction is made between different forms of child labour in this process because every child has the right to education or, above the relevant age, to decent youth employment. The process of creating Child Labour Free Zones involves all stakeholders including children, teachers, parents, unions, community groups, employers and local and national authorities responsible for children.

In this approach, the community is mobilized to track every out of school child under 15, withdraw her/him from work and enroll her/him in to school. The schools are simultaneously strengthened to respect children from all backgrounds and the first generation learners and ensure that no child drops out of school. The households and community are involved in the process as they become the 'agents' of social change while the government is ultimately responsible for the provision of schools, teachers, learning material. With effective prevention and remediation of school dropouts and child labour and every child being in school in an area a 'child labour free zone' is created.

CHILD LABOUR FREE ZONES IN AFRICA

While the area based approach for creating Child Labour Free Zones was first successfully implemented by the Indian NGO MV Foundation and has become part and parcel of the Indian Education Act, it is now gaining ground in various African countries. Experiences in countries like Morocco, Ethiopia, Ghana, Uganda, Kenya and Zimbabwe, including those piloted with support of ILO-IPEC, show that the area-based approach is increasingly put in practice, that Child Labour Free Zones are emerging and that the movement is growing in confidence and impact. Also organizations in Burkina Faso, Senegal and Mali have embraced this concept and are getting prepared to implement the same approach.

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Despite different contexts, the common causes of child labour in these countries¹² have been addressed based on the social norm that ‘no child should work – every child should be in school’¹³ and all stakeholders work together towards realizing these children’s rights.

SOME KEY LESSONS FROM AN EXCHANGE VISIT OF A UGANDAN DELEGATION TO ETHIOPIAN PARTNERS IMPLEMENTING CHILD LABOUR FREE ZONES (JANUARY 2013)

- It is possible to mobilize poor community members to send all children of school going age to school. Poverty is not an excuse for failing to send children to school.
- Non-Formal Education (NFE) programmes provide a good entry point for children ...in child labour to transition into formal, full time education. NGOs and civil society play a crucial role in creating demand for quality education and enabling governments to transform NFE schools started by NGOs and communities into formal public schools.
- It is possible to create CLFZs. However, each stakeholder should adapt the CLFZ concept to their own country and community contexts to ensure relevance, effectiveness and sustainability. It is important to maintain the guiding principles of the CLFZ.
- Creating CLFZs requires a concerted effort of key stakeholders including government, particularly the ministries of education, labour, and social development, NGOs, employers’ and workers’ organizations, community members, children and youth.
- It is important to utilize existing community structures and local resources to eliminate child labour and ensure education for all children. Community mobilization and having the community in charge of creating a CLFZ is key!

The conclusion of the exchange visit: “Education is at the heart of the CLFZ concept, and thus combating child labour through education is the main avenue being used. Community awareness raising and approaching child labour via [the angle of combating] harmful traditional practices were key powerful strategies coupled with the community willingness to get all children to school, and crowned up by the good spirit of voluntarism.”

CALL FOR ACTION

We, participants at the ‘Working towards Child Labour Free Zones’ Conference in Uganda and other like-minded organizations, are committed to take responsibility to implement the following recommendations for policies and practices to establish and strengthen Child Labour Free Zones in our respective countries and beyond.

1. Policies of state governments and donors with regard to education and child labour must be based on the combined rights-based mandate of the United Nations Convention of the Rights of the Child, the African Charter on the Right and Welfare of Children, both ILO Conventions (138 and 182) regarding child labour and the second Millennium Development Goal that aims to get all children into school. Programmes for primary and

¹² Including: HIV/AIDS causing orphanhood and vulnerability, high costs of schooling making education unaffordable for poor families, cultural and social perceptions of the role of children, gender discrimination, migration, child trafficking, poor educational infrastructure particularly in rural areas, harmful traditional practices, absence of adequate legislation and policy on making education free and compulsory, the predominantly agro-based economy requiring intensive labour and the low costs of employing children. Lack of accessible schools and poor quality of education also plays an important role in family decisions to send their children to work.

¹³ We are talking here about children under the – ILO defined - legal minimum age for employment.

secondary education shall therefore always contain or develop a strategy to integrate all working and other non-school going children into formal, full-time education up to the legal age for completing compulsory education and at least to fifteen years of age.

2. To ensure the right to full-time quality education it is crucial to advocate, adopt and implement laws on free, compulsory education and the prohibition of child labour, as well as making these laws consistent with international obligations.
3. Formal full-time education shall be free of costs for all children -including for schoolbooks, uniforms and school transport - especially where the poor are concerned. This is the primary responsibility of the government. However, communities might volunteer to contribute additional resources.
4. Public funded and community school feeding programmes, as well as provision of water and sanitation facilities in school, are very important to promote and ensure participation and achievement in education, especially for poor - often undernourished - children.
5. Governments shall take the lead on an integrated policy on the issues of primary and secondary elementary education and the elimination of child labour as part of their overall poverty reduction strategy. Such integration at policy level has to be translated into effective co-ordination at different levels, including at the level of various Ministries. To eradicate child labour the efforts of all ministries, at least those dealing with education, labour, social welfare, agriculture and finances are needed.
6. Joint and complementary action is needed by governments, NGOs, trade unions and other groups who are implementing child labour programmes or campaigning to ensure that all children of 'school-going age' are entering school at the proper age and to keep them in school until they are at least 15 (or a higher legally defined minimum age for work or 14 in the relevant countries as per ILO Convention 138), but are also enabled to pursue further studies and skill training. Programmes and campaigns, including pre-school education, school feeding programmes, gender sensitive school environments, child friendly school enrolment drives, supplementary coaching, etc. are essential contributions to ensuring the right to full-time education, especially for children from poor, vulnerable and/or discriminated groups.
7. Bureaucratic and other barriers to education should be removed or parents should be supported to deal with them. These barriers include: filling in registration forms providing address proof, securing of a birth certificate or a medical proof of illness, inadequate school transport, mandatory school uniforms not paid by the government, the impossibility to enrol after the age of 6 etc. All these important and frequently insurmountable problems for parents often keep children out of school or lead to drop-outs and therefore should be solved by the relevant authorities.
8. Establishing the norm that no child should work has to be part and parcel of every programme that aims to get all children into education. This can only be done through the education and mobilization of all 'stakeholders' in education, including children, parents, teachers, employers, town or village councils, (local) government, education and labour inspection, institutions for welfare and security, unions and NGOs.
9. The mandate, competencies and funding of the education system (from the Ministry for Education to every single school) shall be designed in such a way that the education system is not only responsible for children already going to school. In close co-operation with the labour ministries and other relevant ministries it shall also be responsible for the implementation of measures to get all child labourers and other non-school going children into school, including any child under 15 that has missed school when he/she was younger. A system of visits to 'drop-outs' and their parents shall be in place in order to discuss problems and find solutions.

10. The education system shall also include 'transitional education' or 'bridge-schools' via so-called incubation centres, courses, camps, classes, extra lessons, supplementary coaching classes, etc. that will help older children to mainstream into full-time education. Part-time education or other forms of non-formal, basic and remedial education for working children shall serve as a bridge towards formal full-time education. Permanent part-time education encourages or pushes young children to enter or stay working and often leads to school drop-outs. Existing non-formal systems should be revamped and redesigned in order to enable children to enter formal full-time quality education.
11. Schools and the wider social protection system (including local groups and government) should play the key role in combating discrimination in access to education and exclusion from school on the basis of gender, ethnic or social origin, work and descent, minority, language, faith, disability, status/occupation of parents, HIV/AIDS status, orphanhood and other vulnerabilities. Discrimination outside the school keeps children out, while discrimination inside the school – for example discriminatory behaviour of teachers or a biased curriculum - pushes children out of school.
12. Improving the quality of education in terms of teaching methodology and content is crucial to keep children in school. However, for quality education to be inclusive and sustainable there has to be mobilization around and the realization of the norm that every child should go to school. Once this norm is (being) established and more children are enrolled in school a demand for quality education is likely to arise from the community and the improvements in quality in response to such a demand will be more sustainable.
13. The focus on the gender gap in education must be matched by equal attention for the work girls are doing that hampers their participation in full-time education. When girls are attending school they are often dropping out in their early puberty. Efforts to get girls and other vulnerable children to school must be part of an overall strategy that applies to all non-school going children, even if additional measures might be needed. An 'isolated approach' for certain groups of girls and other vulnerable children are likely to encounter opposition and to get stuck in ad hoc unsustainable projects.
14. States and Governments and policy makers shall not abdicate their final responsibility for education to private parties. The work of non-governmental organizations (NGOs), unions (including teacher's unions) and employers is of great importance in the fight against child labour and ensuring the right to education. However they should not take over the responsibility of governments for education but rather stimulate the government to exercise the overarching responsibility for the education system. Partnership between education ministries and teachers' unions, appropriate terms and conditions of employment for teachers and full respect for their rights at work are an important component of improving the quality and raising the status of education.
15. International donors should support the redesigning of existing programmes or- projects combating the worst forms of child labour (e.g. by providing part-time education) into programmes that are focused on mainstreaming all children under the minimum age for employment into formal full-time quality education. In addition: ongoing as well as planned donor-funded programmes for education in developing countries should be monitored and evaluated on their strategies to get child labourers and other non-school going children into formal education and retain them in school.
16. Companies shall play an important role in eliminating child labour, including in their supply chain and link this wherever possible to a broader area-based approach. The latter would imply that companies seek co-operation with e.g. government agencies, unions, NGOs and local community groups to be an effective partner in the eradication of child labour and reintegration of children in the formal full-time school system.⁷

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Child Labour Free Zones**

17. Trade unions shall where possible extend their work to the informal economy through organizing and social mobilization, as well as by co-operating with other local and national stakeholders thereby contributing to creating Child Labour Free Zones.

This declaration has been approved unanimously at the Kampala International Conference ‘Out of Work into School - Working towards Child Labour Free Zones’ on the 19th of April, 2013 by the delegates from the following countries:

Zimbabwe, Uganda, Kenya, Ethiopia, Ghana, Morocco, Mali, Burkina Faso, Senegal, Sierra Leone, Togo, Sudan, South Sudan, Tanzania, Zambia, Malawi, Rwanda, South Africa, India, Nicaragua, Albania, Czech Republic and The Netherlands,

representatives of the following international organizations: International Trade Union Confederation (ITUC), International Union of Food workers (IUF), Education International (EI), Eliminating Child Labour in Tobacco Growing (ECLT), UNICEF Uganda,

delegate of the African Union and representative of the European Union,

witnessed by the ILO.



'Stop Child Labour - School is the best place to work' is an international campaign of Alliance2015, coordinated by Hivos (Netherlands). The campaign is executed in co-operation with Cesvi (Italy), FNV Mondiaal (Netherlands), the General Education Union (Netherlands), Ibis (Denmark), ICCO & Kerk in Actie (Netherlands), the India Committee of the Netherlands (ICN), People in Need (Czech Republic), Stichting Kinderpostzegels Nederland (Netherlands) and local partner organizations in Asia, Africa and Latin America. www.stopchildlabour.org



Hivos is an international development organisation guided by humanist values. Together with local civil society organisations in developing countries, Hivos wants to contribute to a free, fair and sustainable world. A world in which all citizens – both women and men – have equal access to opportunities and resources for development and can participate actively and equally in decision-making processes that determine their lives, their society and their future. www.hivos.org



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