

# Learning Full CIRCLE

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WINROCK  
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## CIRCLE NGOs Lay Foundation for Lasting Benefits

From the conceptualization of their projects, **HOPE Volunteers Foundation**, **Quidan-Kaisahan** and **Share A Child Movement, Inc.** have incorporated strong sustainability elements that will ensure that educational benefits toward reduction of child labor in their communities will last beyond the life span of their projects with CIRCLE.

During the project implementation phase, they worked with national and local institutions that have the mandate to promote child rights. They advocated for the institutionalization of interventions to promote education toward the reduction of child labor. *Quidan Kaisahan* convinced the city-wide Parent Teacher Community Association to monitor the school performance and work status of in-school children, and, counsel parents as part of their regular plans and programs.

*HOPE*, which also works with schools and communities in sugar farm areas, maintained its strong coordination with the Department of Education resulting in the latter's commitment to improve its monthly school-based training for teachers. By demonstrating effective teacher training strategies addressing child labor reduction and children's retention in elementary schools, *HOPE* has encouraged the Department to adopt some of its motivational and skills training content and methodologies. This is in addition to its regular training on subject areas.



**Teacher Noemi Torrecampo / DepEd District Supervisor**

*Share a Child Movement* continues to work with three Barangay Development Councils in pursuing participatory governance promoting child rights. The Councils are currently reviewing the responsiveness of their local plans to the situation of child laborers in their communities and adjusting their activities to become more relevant to the provision of educational opportunities for child laborers and their withdrawal from worst forms of child labor.

In addition, specialized groups such as family watch groups and school-based quick action teams help the agency monitor the occurrence of child labor and other forms of child abuse in schools and communities as well as keep track of children's performance in school.

All three organizations emphasize the participation of children in various capacities. *Quidan-Kaisahan* and *Share a Child Movement* continue to institutionalize the formation of children's associations so that children could act on their own issues and sus-

tain the advocacy for policies and programs that benefit child laborers. Policy advocacy is part of the organizations' efforts to sustain their current efforts to progressively address the education and child labor reduction agenda. With the participation of local government units, local policies have been enacted which provide stronger legal clout for child labor reduction and promotion of education.

At the national level, CIRCLE is currently participating in the Philippines' review and formulation of a revised agenda to achieve targets for reducing worst forms of child labor in the country. Its experiences in CIRCLE have been used as a major input to the review of the country program. CIRCLE will continue to put forth recommendations that could shape the new direction of the Philippine program against child labor, emphasizing the urgent need to eliminate its worst forms through a Time-Bound Program.



**Barangay Development Councils:  
Strengthening Local Structures  
to Eliminate Child Labor**



## 2007 ANNUAL OCFT GRANTEE WORKSHOP MAXIMIZING THE IMPACT OF CHILD LABOR INTERVENTIONS

### Annual Workshop on “Impacts”

The U.S. Department of Labor/OCFT grantee workshop on “Maximizing the Impact of Child Labor Interventions” was held in the Washington, DC area, June 1-4, 2007 at the Crystal Hyatt Hotel in Crystal City, Virginia. Over 100 representatives of about 20 projects funded by USDOL/OCFT around the world addressing child labor issues and education. The Office for Child Labor, Forced Labor, and Human Trafficking, (formerly the International Child Labor Program (ICLP) and grantees presented topics such as:

- ◆ Meeting Goals and Expectations
- ◆ What does Impact look like?

- ◆ Project Design, Baseline, and Data Collection.
- ◆ Targeting; Tacking and Monitoring
- ◆ Efficiency and effectiveness
- ◆ Impact Assessment
- ◆ Prevention of Children Involved in Armed Conflict
- ◆ Impact in Commercial Sexual Exploitation
- ◆ Ensuring Quality Non-formal Education
- ◆ GPRA; Audit and Evaluation Findings; Project Close out.

Power Point Presentations of all of the presentations and Best Practices are available on <http://www.dtiassociates.com/ocftannualworkshop/>

The workshop provided an opportunity for grantees to exchange experiences, lessons learned and best practices.

Areas of particular interest were methods in student tracking; challenges of keeping children out of worst forms of child labor once removed; income generation activities without cash transfers; and impacts. Grantees showed their diverse creativity and brought a symbol of impact of each project that was posted altogether on the workshop walls.

Grantees spent time with their project GOTRs and with other members of DOL staff for a fruitful and productive workshop. Several groups decided to follow up with information sharing and the group from Latin America plans to maintain networking among grantees through a list serve. The workshop was facilitated by DTI Associates.

## Winrock’s World Day Against

## Child Labor



CIRCLE Project Director Ms. Vicki Walker (center) with US DOL Dr. Charita Castro (left) & ILO-IPEC Ms. Grace Banya (right).

In recognition of the World Day Against Child Labor, on June 5, Winrock hosted *Cultivating Change: Alternatives to Child Labor*, a program and reception on Capitol Hill. Senator Tom Harkin’s office sponsored the event and was represented by foreign relations legislative assistant Rosemary Gutierrez. Key speakers included Grace Banya from ILO, Dr. Charita Castro of the US Department of Labor, and Ron Croushorn from the US Department of Agriculture. The event was in preparation of the actual date of June 12 that was

sponsored by the International Labor Organization and others to observe the World Day Against Child Labor. Many of the grantees in the Washington area attending the DOL workshop attended the event and outside participants included members of the local community from private sector, government, congressional offices, NGOs and Foundations learned about problems and solutions to child labor in agriculture, a sector responsible for 70 percent of under-age workers. Exhibits were sponsored by the ILO Washington Office,

Winrock, and the International Center for Child Labor and Education, Washington, DC. ILO showed its video *Child Labour*. Winrock showed its video on combating child labor in cocoa through education from the Winrock program CLASSE sponsored by the World Cocoa Foundation and members. The event closed with music by guitarist John Albertson and passing out of “Seeds for Change” cards that can be moistened and planted in gardens or indoor pots and yield flowers for child labor prevention.

## Philippines Set Strategic Plan for 2007-2015 To Combat Child Labor

### Vision: Child labor-free Philippines

Sixty (60) stakeholders of the Philippine National Programme of Action for Child Labor (NPAFL) were brought together in Tagaytay City on 10-13 July 2007 to prepare a strategic plan to eliminate child labor in the country.

The participants of the strategic planning workshop came from concerned national government agencies, national and international NGOs, the academe and civil society organizations. The international NGOs and funding institutions were represented by World Vision, UNICEF, ILO-IPEC and Winrock International.

The participants assessed the past performance of the NPAFL, reviewed emerging issues/trends on child labor, revisited its vision, mission and goals and redefined roles and responsibilities of the members of the National Child Labor Committee.

A former government official from the Department of Labor and Employment presented the national perspective on the situation of child labor in the Philippines while two project implementers (one a Winrock project proponent) showed the

participants the view from the ground. The reports highlighted the real and concrete “blood, sweat and tears” in the fight against child labor. Atty. Anjanette Saguisag of the UNICEF Manila Office presented a gender-responsive, rights-based and sustainable planning framework to guide the participants in the evaluation and planning exercise.

There was a strong realization that because real action happens at the municipal and Barangay (village) levels, the urgent need is to “localize the advocacy and action” for child laborers. This implies that international and national laws needs to be translated into local ordinances; that child labor need be integrated into the local development plans, that local advocacy and awareness raising efforts need to be intensified, and local structures for child labor need to be developed and strengthened.

Participants adopted the vision “a child-labor free Philippines” to serve as over-all direction and inspiration. They also agreed to be guided by the following deve-

lopment principles: *child-focused interventions, rights-based approaches, gender-responsiveness, cultural sensitivity, results-based management, sustainable development, and children and youth participation.*

The workshop also yielded a set of more well-defined goals along prevention, withdrawal, healing and re-integration of child laborers; development of a rational national and local information; strategic partnership; integrated community action, quality educational services; access to sustainable economic opportunities for the families and communities of child laborers; comprehensive and integrated services; law enforcement; integration of child labor in national and local development plans and monitoring and evaluation.

### How BIG is the Child Labor Problem?

Latest data from the International Labour Organisation (ILO) indicate that:

- ◆ Globally, 1 in every 6 children work;
- ◆ 218 million children aged 5 - 17 are involved in child labour world wide;
- ◆ 126 million children work in hazardous conditions; and
- ◆ The highest numbers of child laborers are in the Asia/Pacific region, where there are 122 million working children.

### CIRCLE

Community-based Innovations to  
Reduce Child Labor through Education

**Goal and Objectives** - The goal of CIRCLE is to prevent child labor, especially the worst forms. The CIRCLE objectives are to identify and promote replicable, community-based educational innovations that successfully address the prevention or reduction of child labor and to document their Best Practices.

CIRCLE project activities contribute directly to the following objectives of U.S. Department of Labor Child Labor Education Initiative:

- Strengthen formal and non-formal education systems and mobilize a wide array of actors to improve infrastructure;
- Raise awareness of the importance of education for all children and the hazards of child labor;
- Strengthen national and local institutions and policies to address education and child labor; and
- Ensure sustainability of these efforts.

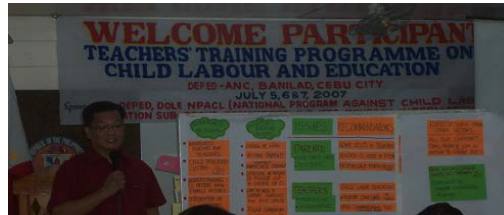
CIRCLE solicits and administers sub-contracts on a competitive basis to non-governmental (NGO), non-governmental and community-based organizations. CIRCLE has funded over 100 local organizations in 23 countries addressing various sectors of child labor and providing education alternatives. See the CIRCLE web site [www.circle.winrock.org](http://www.circle.winrock.org) for information on the organizations, countries and projects.

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## CIRCLE Spotlight Story

## Teachers Attend Training on Child Labor and Education

About 70 teachers from the provinces of Cebu, Negros Oriental, Negros Occidental, Iloilo, Davao City and Davao del Sur gathered together in Cebu City on 5-7 July 2007 to participate in the Teachers' Training on Child Labor and Education sponsored by Winrock International and ILO-IPEC.



Henry Ruiz, the new Deputy Regional Manager for SouthEast Asia, facilitating one of the sessions in the training of teachers on child labor and education.

child labor in the Philippines, the teachers came up with practical recommendations to strengthen further the efforts to weave in child labor concerns into the education system. Many of them resolved to reach out to parents to encourage them to be supportive of their children's education, and to other stakeholders to help in keeping all children in school.

Knowing they were not alone in the work for child labor, the training boosted the morale of teachers and inspired them to continue what they were doing and to vigorously work even more to keep working children in school.

## Children's Rights to Education

The right to education is ensured in numerous articles of the **Convention on the Rights of the Child**. [Article 23.3-4](#) recognizes the need for special education for children with disabilities. In relation to health, the CRC acknowledges the importance of health education for both children and their parents in [article 24](#). Education under [article 28](#) creates obligations for the State who has to provide free primary education and for children for whom attending primary education is compulsory. [Article 29](#) continues with setting out the aims of education, describing that it should be geared towards developing a child's personality, talents and mental and physical abilities to the fullest extent.

**Education for All (EFA)** is a basic human right at the heart of development. EFA was recognized by Article 26 of The Universal Declaration of Human Rights adopted in 1948 by the General Assembly of the United Nations, and then over 40 years later at a world conference on Education for All held in Jomtien, Thailand, in 1990. Participants from 155 countries and representatives of 160 governmental and non-governmental agencies adopted a World Declaration on EFA, reaffirming the notion of education as a fundamental human right and urging nations of the world to intensify their efforts to address the basic learning needs of all.

The **Jomtien Framework for Action to Meet the Basic Learning Needs** spelled out targets and strategies for reaching the EFA goal by the year 2000. The key points and principles included universal access to learning; a focus on equity; emphasis on learn-

The teachers listened to the members of the Education Sub-Group of the Philippine National Child Labor Committee as they talked about the child labor situation in the country and the international and national laws and conventions relevant to child labor issue. Representatives from DOLE, DepEd, ILO, ERDA, Children's Laboratory and Winrock International presented their respective programs to eliminate the worst forms of child labor within the context of the National Program Against Child Labor and the Philippine Time-Bound Program. Winrock highlighted the innovative and good practices of its CIRCLE project.

Recognizing education as a key strategy in eliminating



Ms. Ana Dionela telling the participants about Winrock International & how it provides educational services to working children to combat child labor in the Philippines.

## CIRCLE Notebook

ing outcomes; broadening the means and the scope of basic education; enhancing the environment for learning; and strengthening partnerships.

The **1987 Constitution of the Philippines** recognizes the right of all citizens to a quality education (Art. XIV Section 1), and it stipulates that elementary education should be compulsory for all children of school age, that is, from age 6 to 11 years old (Section 2). Furthermore, the State is mandated to "establish and maintain a system of free public education in the elementary and high school levels" (Section 2). This means that public school pupils and students are not to be charged tuition fees.

**Republic Act No. 6655 of 1988** is especially important in this regard. While the Education for All Philippine Plan of Action (EFA-PPA) emphasizes the need to ensure universal basic education that addresses concerns such as access, equity, quality, relevance, and sustainability, the Act establishes and provides for a system of free public secondary education.

The **Education Act of 1982** governs the entire educational system, including formal and non-formal systems of education. Whereas Section 9 of the Act enumerates the rights of students and pupils, Section 12 enjoins parents to enable their children to obtain elementary education and to strive to give their children a secondary and higher education. Furthermore, Section 19 recognizes formal education as the primary learning system.

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**SOUTHEAST ASIA**

Editor: Henry R. Ruiz

Design, Lay-out & Circulation:  
Dory B. Cuya

Contributors:

Ana, Dionela, Vicki Walker, Laura Vicuña Foundation (LVF), Kapatiran-Komunidad People's Coalition (KKPC), KAUGMAON Center for Children's Concerns Foundation, Inc., Share A Child Movement, Inc. (SCM), Actuator for Socio Economic Progress, Inc. (ASEPI), Lingap Pangkabataan, Inc. (LPI), Women Development Association (WDA), Health Care Center for Children (HCC), Wathnakpheap (WP), Center for Studies & Applied Sciences in Gender, Family, Women & Adolescents (CSAGA), HOPE Volunteers Foundation, Inc., Quidan-Kaisahan of Negros Occidental, Inc.

WINROCK INTERNATIONAL  
PHILIPPINES  
SUB-REGIONAL OFFICE

Unit 2401, 24th Floor  
Jollibee Plaza Building  
Emerald Avenue, Ortigas Center,  
Pasig City, Philippines, 1600

Phone: ++63 2 634-4999  
++63 2 632-1233

Fax : ++63 2 631-2809

Email: henryruiz02@yahoo.com  
Or circlesea2002@yahoo.com