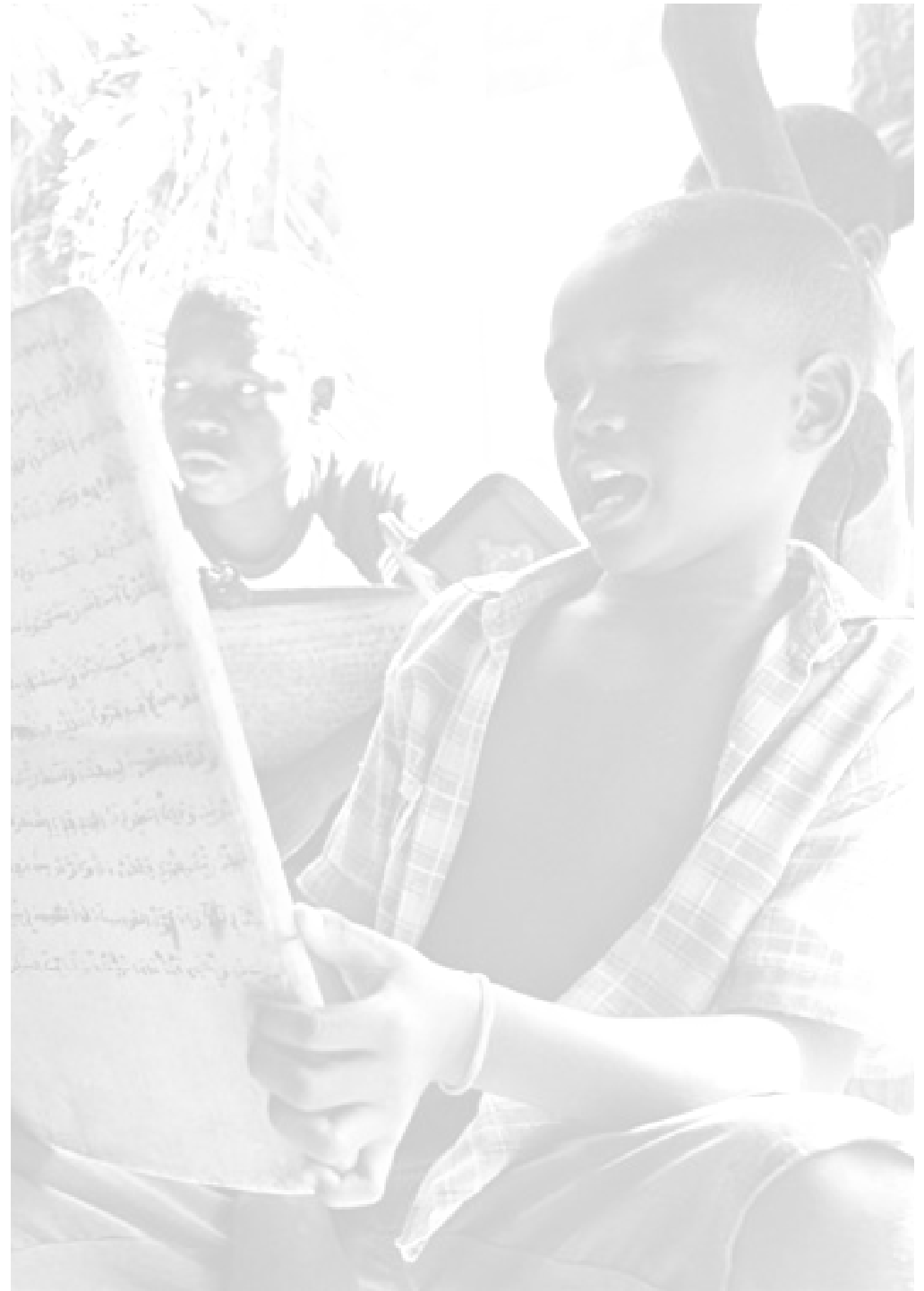




# Child labour and Education For All



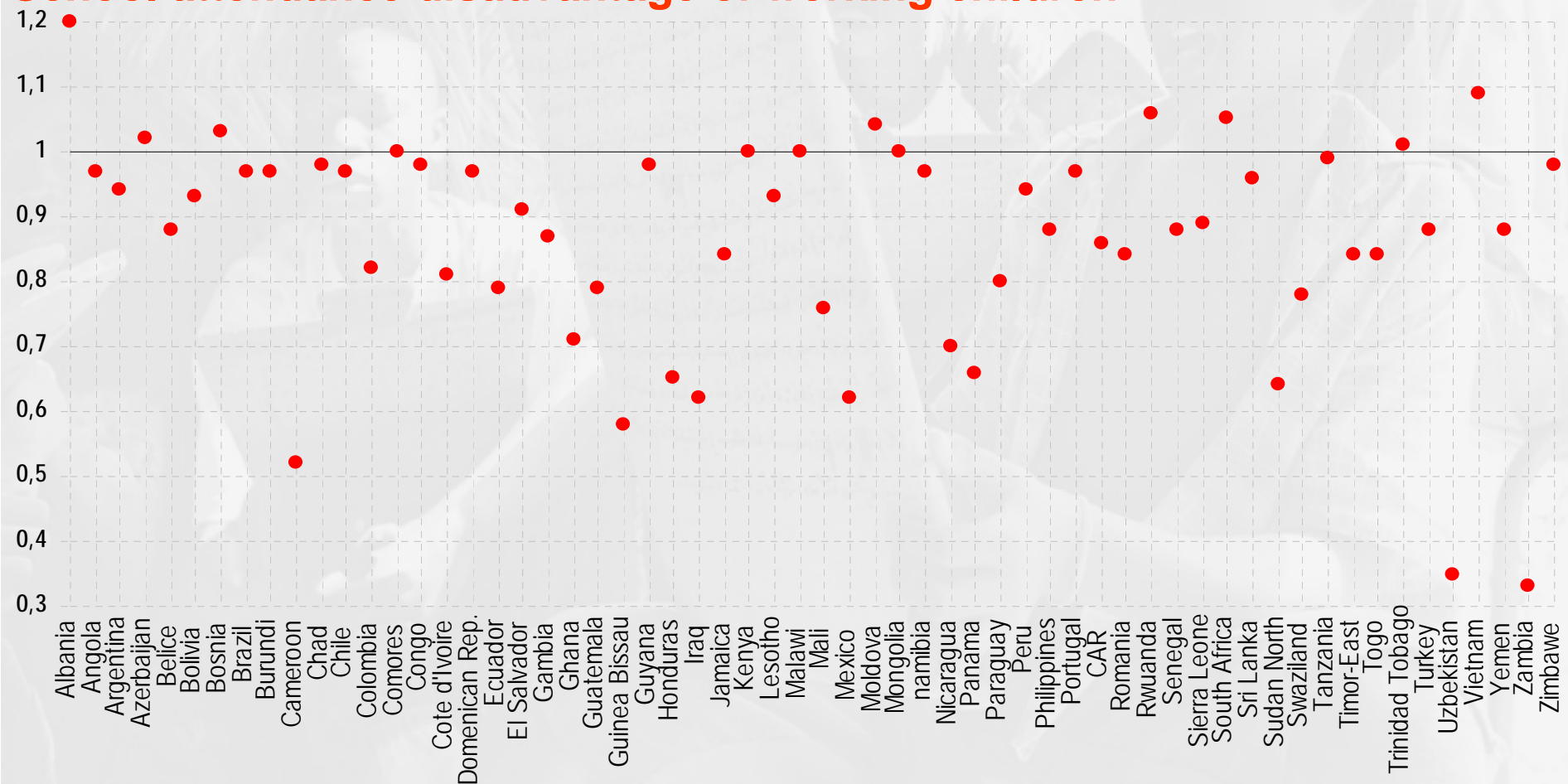
# What is UCW?

- ❑ Joint ILO-UNICEF-World Bank program of research collaboration in the field of child labour
- ❑ Initiated in December 2000, funded by core agency resources and by donors
- ❑ Follow up to the 1997 Oslo Agenda for Action. Responds to 2 particular needs identified in Agenda:
  - ❑ improved information on child work; and
  - ❑ stronger co-operation amongst international agencies in addressing child labour
- ❑ Designed to inform and add value to the work of the 3 agencies in the child labour field

# CHILD LABOUR AS AN OBSTACLE TO EDUCATION FOR ALL:

Evidence is well established of negative impact of CL on school attendance and performance and hence on the need of EFA to address child labour to achieve its goals

## School attendance disadvantage of working children



- ❑ Rates of children's work and **school attendance** are negatively correlated (*but large cross-country variation suggests substantial scope for policy intervention*)
- ❑ Children's work is associated with both lower **school intake** and late **school entry**
- ❑ Children's work is associated with higher **drop-out**
- ❑ Children's work is associated with higher **grade repetition** (indirect evidence also of a negative link between child labour and **school performance**)
- ❑ Children's work is associated with lower **academic test scores**, and other direct indicators of school performance (eg, UCW and WB, Cambodia)

For more details see [www.ucw-project.org](http://www.ucw-project.org)

## **AREAS WHERE EVIDENCE-BASED POLICY ANALYSIS IS NEEDED:**

### **Supply side:**

- Role of access to school and of quality of education, the issue of double causality (less talented children)

### **Demand side:**

- household vulnerability, household behaviour in “fragile states”, migration

### **“Enabling” environment:**

- legal framework, inclusion of CL in the national policy agenda and in the EFA strategies.

**There are many other issues that remain open, and even if they will not be subject of presentations today, they might be discussed in plenary. For example:**

- remedial education
- role of the private sector
- links with the labour market
- Access to basic services

**We expect our discussion to contribute to:**

- the identification of key policy strategies
- the identification of most relevant knowledge gaps
- consolidate a working dialogue between policy-makers and researchers

**Practical issues**