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

[Diagram showing school attendance disadvantage for various countries]
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.
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