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**[One UN Programme]
MPTF OFFICE GENERIC FINALPROGRAMME¹ NARRATIVE REPORT
REPORTING PERIOD: FROM November 2011 TO December 2013**

<p style="text-align: center;">Programme Title & Project Number</p> <ul style="list-style-type: none"> Programme Title: Combating Child Labour through Education in Kyrgyzstan: Capacity building and educational opportunities for school drop-outs. Programme Number <i>(if applicable)</i> KYR11\50P\OUF MPTF Office Project Reference Number:³ 00079229 	<p style="text-align: center;">Country, Locality(s), Priority Area(s) / Strategic Results²</p> <p><i>(if applicable)</i> Country/Region <i>Kyrgyzstan</i></p> <hr/> <p><i>Priority area/ strategic results</i> To contribute to the prevention and elimination of the worst forms of child labour in Kyrgyzstan by providing educational opportunities to children with breaks in education or who dropped out from secondary education</p>
<p style="text-align: center;">Participating Organization(s)</p> <ul style="list-style-type: none"> Organizations that have received direct funding from the MPTF Office under this programme <p>International Labour Organization</p>	<p style="text-align: center;">Implementing Partners</p> <ul style="list-style-type: none"> National counterparts (government, private, NGOs & others) and other International Organizations <p>Ministry of Education and Science of the KR Ministry of Social Development of the KR Kyrgyz Academy of Education NGO “Childhood Institute” NGO “Forum for Educational Initiatives”</p>
<p style="text-align: center;">Programme/Project Cost (US\$)</p> <p>Total approved budget as per project document: 191,903 USD</p> <p>MPTF /JP Contribution⁴:</p> <ul style="list-style-type: none"> by Agency <i>(if applicable)</i> Agency Contribution n/a by Agency <i>(if applicable)</i> <p>Government Contribution <i>(if applicable)</i> n/a</p>	<p style="text-align: center;">Programme Duration</p> <p>Overall Duration (26) 26 months</p> <p>Start Date⁵ (01.11.2011)</p> <p>Original End Date⁶ (dd.mm.yyyy) 31.12.2013</p> <p>Actual End date⁷ (dd.mm.yyyy) 31.12.2013</p> <p>Have agency(ies) operationally closed the Programme in its(their) system? Yes No <input type="checkbox"/> <input type="checkbox"/></p>

¹ The term “programme” is used for programmes, joint programmes and projects.

² Strategic Results, as formulated in the Strategic UN Planning Framework (e.g. UNDAF) or project document;

³ The MPTF Office Project Reference Number is the same number as the one on the Notification message. It is also referred to as “Project ID” on the project’s factsheet page on the [MPTF Office GATEWAY](#).

⁴ The MPTF/JP Contribution is the amount transferred to the Participating UN Organizations – see [MPTF Office GATEWAY](#)

⁵ The start date is the date of the first transfer of the funds from the MPTF Office as Administrative Agent. Transfer date is available on the [MPTF Office GATEWAY](#)

⁶ As per approval of the original project document by the relevant decision-making body/Steering Committee.

⁷ If there has been an extension, then the revised, approved end date should be reflected here. If there has been no extension approved, then the current end date is the same as the original end date. The end date is the same as the operational closure date which is when all activities for which a Participating Organization is responsible under an approved MPTF / JP have been completed. As per the MOU, agencies are to notify the MPTF Office when a programme completes its operational activities. Please see [MPTF Office Closure Guidelines](#).

Other Contributions (donors)
(if applicable)

TOTAL:

Programme Assessment/Review/Mid-Term Eval.

Evaluation Completed

Yes No Date: *dd.mm.yyyy*

Evaluation Report - Attached

Yes No Date: *dd.mm.yyyy*

Expected Financial Closure date⁸:

Report Submitted By

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⁸ Financial Closure requires the return of unspent balances and submission of the [Certified Final Financial Statement and Report](#).

LIST OF ABBREVIATIONS

CLMS	CHILD LABOUR MONITORING SYSTEM
ILO	INTERNATIONAL LABOUR ORGANIZATION
IPEC	INTERNATIONAL PROGRAMME ON ELIMINATION CHILD LABOUR
KAO	KYRGYZ ACADEMY OF EDUCATION
MDT	MULTI-DISCIPLINARY TEAM
NFE	NON-FORMAL EDUCATION
NGO	NON-GOVERNMENTAL ORGANIZATION
SCREAM	Educational package SUPPORT CHILDREN RIGHTS THROUGH EDUCATION, ARTS AND MEDIA
UN	UNITED NATIONAL
WFCL	WORST FORMS OF CHILD LABOUR

FINAL PROGRAMME REPORT

EXECUTIVE SUMMARY

This project was closely linked and designed to complement the ongoing ILO–IPEC project “Combating Child Labour in Central Asia – Commitment becomes Action (PROACT CAR Phase III)” in addressing child labour through education.

The project was among the first constant and sustained effort to put focus on addressing school drop-out problem through establishing and piloting formal and non-formal educational alternatives to children with breaks in education or who dropped out from secondary education due to involvement to the worst forms of child labour. Thus, in coordination with the Ministry of Education, the project supported the establishment of evening transitional catch-up classes. The evening classes enabled children at risk / involved in WFCL to “catch up” with their peers who are of the usual age for the grade. Evening classes were organized in the school environment (the two schools in Sverdlovskiy rayon/Bishkek Municipality #21 and Osh Municipality #18– one school in each area). 72 child labourers have been identified through worksites and school monitoring and referred to evening classes and other complementary services. As a result, 34 children were withdrawn from WFCL and 38 children were prevented to enter WFCL through provision formal education and other complementary services as per their individual needs.

The project supported the development of a curriculum for evening schools / classes for children with breaks in schooling or who dropped out from secondary education. The curriculums enriched with the Non-Formal Education Manual for teachers were developed and approved by the Kyrgyz Academy of Education and introduced in evening classes as from 1 September 2013.

The project substantially contributed towards enhancing the capacity on how to deal with child labour through education among government officials, social partners, educational functionaries and teachers, and has made the issue part of the national development discussion. The project has supported the capacity development of around 229 constituents on child labour issues through a series of training and by using tools developed by ILO-IPEC for and with partners.

The project has achieved substantial gains in putting child labour and the problem of poor school coverage for children from socially vulnerable families on the political agenda at national and local levels. It has contributed towards mainstreaming the issue of linkage between child labour and education to the Programme on Transition of Kyrgyzstan to Sustainable Development for 2013-2017. One of the main achievements the project is the development of a level of sensitivity and commitment among national stakeholders to allocate the resources to reinforce evening classes in 2014 and revise the legislation on evening and correspondence school/classes as per the needs of children with breaks in education.

I. Purpose

Development Objective:

To contribute to the prevention and elimination of the worst forms of child labour in Kyrgyzstan by providing educational opportunities to children with breaks in education or who dropped out from secondary education.

Immediate Objective#1:

At the end of the project, a curriculum for evening classes/schools for children with break in schooling or who have dropped out from secondary education will have been developed and

approved and the capacity of 130 teachers, school principals and education specialists to address child labour and implement the curriculum will have been strengthened.

Immediate Objective #2:

At the end of the project, 30 children involved in WFCL (hazardous work in urban informal sector, including work at marketplaces) will have been withdrawn and 40 children at risk of entering WFCL (hazardous work in urban informal sector, including work at marketplaces) will have been prevented through provision of educational services and other complementary services.

Expected Outputs:

OUTPUT 1: A curriculum for evening schools/classes for children with breaks in schooling or who dropped out from secondary education developed and approved by the Ministry of Education and Science and Kyrgyz Academy of Education.

OUTPUT 2: 130 teachers, school principals and education specialists trained on child labour, SCREAM and the approved curriculum for evening schools / classes for children with breaks in schooling or who dropped out from secondary education and 33 representatives of the key stakeholders and ILO-IPEC staff from Kazakhstan, Kyrgyzstan and Tajikistan trained on mainstreaming child labour into education sector plans.

OUTPUT 3: 70 children involved in WFCL or at risk of entering WFCL (hazardous work in urban informal sector, including work at marketplaces) are identified by MDTs and referred to services.

OUTPUT 4: 70 children, out of which 30 children involved in WFCL (hazardous work in urban informal sector, including work at marketplaces) and 40 children at risk of entering WFCL (hazardous work in urban informal sector, including work at marketplaces) direct beneficiaries are integrated into education: (1) formal education system (evening classes), (2) vocational education training and provided with complementary services as per their individual needs.

OUTPUT 5: Awareness of the general public on the importance of education raised and the knowledge acquired, good practices documented and lessons learned during project implementation are shared and disseminated for possible replication.

II. Assessment of Programme Results

i) Narrative reporting on results:

• Outcomes:

The development objective of the action is to contribute to the prevention and elimination of the worst forms of child labour in Kyrgyzstan by providing educational opportunities to children with breaks in education or who dropped out from secondary education. In order to achieve the outcome the project focused on the combination of policy-related interventions with service-oriented activities at the community level.

The activities of the project contributed towards achievement of the following main outcomes:

a/ the outreach of national institutions for the elimination of worst forms of child labour through education is increased through effective up-scaling of available tools, methodologies and models of intervention.

The project supported the development of a curriculum for evening schools / classes for children with breaks in schooling or who dropped out from secondary education with a view to further mainstream children into formal education. The standard school curriculum is often irrelevant to the lives of the children (in terms of ethnic, social and cultural background, needs, and aspirations). The education they receive does not capture their interest or provide them with the knowledge and skills they require to seek better living conditions and work opportunities in future. Using non-formal/transitional education and programmes proved to be critical in the prevention of child labour and the rehabilitation of former child

labourers. The specialists of the Kyrgyz Academy of Education developed the curriculums for the subjects taught in evening schools/classes (5-9 grades), Following to approval of the curriculums by the KAO, the curriculums were introduced to evening schools as from 1 September 2013. The curriculums were enriched by the Non-Formal Education Manual for Teachers.

b/ the capacity of the education functionaries and teachers is strengthened to deliver the subjects in evening schools based on developed curriculums in Kyrgyzstan and of the key stakeholders to mainstream child labour into education sector plans,

The capacity building efforts as part of this project reinforced the capacity of education specialists (Municipal and Rayon Departments of Education responsible for supervising the quality education in the respective region/rayon, school principals and teachers) to deliver quality, relevant education more responsive to the needs of working children and children at risk to enter child labour. More specifically, the project increased the capacity of the education specialists to deliver the subjects in evening schools / classes in line with the approved curricula by the Ministry of Education and Science. This stimulated their active involvement in addressing child labour by providing children with quality education adapted to their needs.

c/ the general awareness of the population of the hazards of the worst forms of child labour issues increased.

Raising awareness about the negative effects of child labour and social mobilization to fight against was an integral part of the project. The awareness raising activities aimed at raising the awareness of the general public, including the key stakeholders, on the WFCL and formed a public attitude against child labour through two 30-minutes TV programmes in Kyrgyz and their broadcasting on national OTRK TV channel. The TV programmes were produced in the format of the existing information and training programme “Aimakty kozdoi” which was on air two times per month on national OTRK TV channel, in an easy-to-understand language, and had an educational role. The two produced TV programmes covered the following topics:

1. **Child Labour and Education.** The programme focused on education as the main alternative to child labour and show the linkages between child labour and education. The programme included interviews, explanations of teachers and school administrations on the risks and consequences of child labour for children’s education and proposed ways for drop outs and children with breaks in schooling to be reintegrated in formal education.
2. **Child Labour Monitoring System in Kyrgyzstan: objectives and expected outputs.** The programme focused on the problem of child labour and the CLMS as one of the mechanisms to effectively address the issue. The programme included explanations of experts about CLMS, phases, role of partners and local authorities, expected results, piloting CLMS in the country, etc.

d/ coordinated actions of constituents are effectively targeted at prevention and elimination of worst forms of child labour (WFCL) through provision of direct services for children involved in WFCL and children at risk of entering WFCL.

The project was designed as an effective response to local needs through the development of a multi-sectoral approach, strengthening the coordination and implementation capacities of the key institutions at national and local levels and provision of a comprehensive package of services. Direct services were provided to children at risk / involved in WFCL in urban areas to support their prevention/withdrawal from WFCL through enrolment in educational activities in accordance with the provisions of the law and child situation assessment. Three major types of interventions were envisaged under this component: a/ identification and referral to services of children at risk / involved in WFCL in urban areas, b/ offering direct services and providing incentives to children at risk / involved in WFCL to support their prevention/withdrawal from WFCL through enrolment in educational activities and c/ monitoring children and reporting on services provided. As a result, 34 children were withdrawn from WFCL and 38 children were prevented to enter WFCL through provision formal education and other complementary services as per their individual needs.

In the framework of this component, the project supported the strengthening of the formal education through establishing and piloting of evening classes under two pilot secondary schools in Osh and Bishkek Municipalities. The teachers delivered the subjects in evening classes based on developed curriculums enriched with interactive tools from the “Training Manual for Teachers on Non-Formal Education”. The evening classes: a/ prevented children at risk from dropping out of school, b/prepared children who have dropped out for (re)integration into schools. Teachers dealing with ex-child laborers and children at risk to work were trained and special emphasis was put on the inclusion aspect of education for out-of-school children by endorsing: an **effective teacher** (who respects all children, accepts their differences, listens to them and supports them to become better learners and problem – solvers), who provides **effective teaching** (a learner-centered approach as active, interactive and reflective) and who leads to an **effective learning** (which takes into account different learning styles of children: visual, auditory and kinesthetic learners). **Cross-curricular areas**, such as: human rights education, child labour issues, environmental education, health education, global education, gender equity, intercultural education, conflict resolution etc, were introduced to the participants with respective practical exercises/activities very close to the needs of pupils, easily applicable for all and taking into account pupils’ every day life challenges.

The project contributed to the implementation of: a/ the ILO Global Action Plan that sets the internationally agreed goal of eliminating the worst forms of child labour by 2016, b/ the Millennium Development Goals (MDGs), c/ UNDAF for 2012–2016⁹, d/ Global Initiative on Out-of-School Children, e/ Education Development Strategy for 2012-2020, f/Social Protection Development Strategy for 2012-2014 and its National Action Plan for 2012-2014.

On former occasions there were punctual activities, like studies or workshops undertaken in Kyrgyzstan, but on the whole this project signaled the start-up of introducing evening classes for school drop outs and children with breaks in education in two pilot schools in Bishkek and Osh cities. Also here, taking into account that this has been an initial effort in establishing and piloting evening classes for school drop outs, the project has made important strides towards reaching its objectives.

- **Outputs:**

All outputs were delivered as planned.

Output 1: A curriculum for evening schools/classes for children with breaks in schooling or who dropped out from secondary education developed and approved by the Ministry of Education and Science and Kyrgyz Academy of Education.

The specialists of the Kyrgyz Academy of Education developed the curriculums for the following subjects taught in evening schools/classes (5-9 grades):

- Kyrgyz language for Russian school was developed by Mr. S.K. Ryspaev (15 hours);
- Public sciences for Kyrgyz/Russian schools was developed by M.Imankulov M.K., (3 hours);
- English language for Kyrgyz/Russian schools was developed by A.Jolchieva (10 hours);
- Kyrgyz language for Kyrgyz schools was developed by Musaeva V.I., (17 hours);

⁹ ILO-IPEC has mainstreamed child labour under Outcome 2 of Pillar 1 “By the end of 2016, the Government of Kyrgyzstan fulfils key recommendations of the Universal Periodic Review, Treaty Bodies and Special Procedures, to ensure better protection of human rights” and under Outcome 1 of Pillar 2 “By 2016, more poor and vulnerable rural and urban population benefits from improved social protection: increase in food security; equitable access and use of quality sustainable MCH/RH services and level of nutrition; Increased equal access to inclusive and quality education throughout the life cycle; access and usage to quality HIV/TB/STI services; access to quality, integrated and non-discriminatory social protection services and benefits”. The output mainstreamed is as follows: “The outreach of national institutions for the elimination of worst forms of child labour will be increased through effective up-scaling of available tools and models of intervention and capacity building of partners”.

- Kyrgyz literature for Kyrgyz/Russian schools was developed by Mr. A.Muratov, (12 hours for Kyrgyz school, 5 hours for Russian school).

The curriculums have been finalized based on the comments/inputs and feedback received from teachers and translated into Kyrgyz language. On 24 October 2012, the curriculums for evening schools were approved by the Kyrgyz Academy of Education by issuing the official Resolution #8 of Scientific Council. The final curriculums in Kyrgyz language enriched with Non-Formal Education (NFE) Manual for teachers have been printed in 100 copies each and distributed among evening schools for introduction where necessary.

Output 2: 130 teachers, school principals and education specialists trained on child labour, SCREAM and the approved curriculum for evening schools / classes for children with breaks in schooling or who dropped out from secondary education and 33 representatives of the key stakeholders and ILO-IPEC staff from Kazakhstan, Kyrgyzstan and Tajikistan trained on mainstreaming child labour into education sector plans.

Five three-day training workshops were undertaken for 100 teachers on child labour, SCREAM and the developed curriculum for evening schools for children with breaks in schooling or who dropped out from secondary education during the period of November 20 – December 22, 2012.

A one five-day Training of Trainers for 30 participants from the seven regions of Kyrgyzstan was held on 8-12 November, 2012 on child labour, SCREAM and the developed curriculums for evening classes/schools for children with breaks in schooling or who dropped out from secondary education. The trained teachers, school principals and education specialists/authorities further acted as co-trainers of the trainings for the teachers who deliver the subjects in evening school.

Three-day training - workshop on Child Labour and Education for resource persons from Azerbaijan, Kazakhstan, Kyrgyzstan and Tajikistan was undertaken on April 11-13, 2012¹⁰ in Park Hotel in Bishkek with 27 participants from Kazakhstan (4 participants), Kyrgyzstan (15), Tajikistan (4), and Azerbaijan (4). The participants were representatives of the Ministry of Education (7), Ministry of Labour (5), Teachers Unions (7), Employers Organizations (4), and NGOs (4). The training addressed the need to strengthen the skills and knowledge of the resource persons in order to prepare them delivering capacity building activities on child labour and education for the key stakeholders at national, region, rayon and local levels in their countries. Participants have understood the linkage between child labour and education, considered different approaches on combating child labour through education and have their capacity built to further support and actively participate in mainstreaming child labour in the education sectors plans.

Output 3: 72 children involved in WFCL or at risk of entering WFCL (hazardous work in urban informal sector, including work at marketplaces) were identified by Multi Disciplinary Teams and referred to services.

Direct services were provided to children at risk / involved in WFCL in urban areas to support their prevention/withdrawal from WFCL through enrolment in educational activities in accordance with the provisions of the law and child situation assessment. Three major types of interventions were implemented under this component: a/ identification and referral to services of children at risk / involved in WFCL in urban areas, b/ offering direct services and providing incentives to children at risk / involved in WFCL to support their prevention/withdrawal from WFCL through enrolment in educational activities and c/ monitoring children and reporting on services provided.

¹⁰ The travel expenses and allowances of the participants from Azerbaijan, Kazakhstan and Tajikistan were covered by “Combating Child Labour in Central Asia - Commitment becomes Action” (PROACT CAR Phase III) Project, funded by the Federal Republic of Germany.

The children were identified by the members of established four Multi-Disciplinary Teams through the Ordinance #238b issued on 06.05.2013 by the administration of Osh Municipality and Ordinance # 78P issued on 16.05.2013 by the administration of Sverdlovskiy rayon/Bishkek.

The 72 children identified by the members of the MDTs as a result of the worksite and school monitoring were referred to educational services and other non-educational services responding to their individual needs.

Output 4: 72 children, out of which 30 children involved in WFCL (hazardous work in urban informal sector, including work at marketplaces) and 40 children at risk of entering WFCL (hazardous work in urban informal sector, including work at marketplaces) direct beneficiaries are integrated into education: (1) formal education system (evening classes), (2) vocational education training and provided with complementary services as per their individual needs.

Based on two ordinance of the Rayon Administrations, Municipal Departments of Education in the two selected areas set up evening classes in two secondary schools #18 in Osh and #21 in Bishkek.

72 children at risk/involved in WFCL were provided with education in evening classes (27 hours per week, five days a week, for a period of 8 months) in two selected schools to support them in order to improve their school performance. The children were provided with school supplies, based on the needs assessment made by the MDTs and monthly food baskets to on a conditional basis (if their children attend school). All children were provided with extracurricular, awareness raising activities and recreational based on SCREAM methodology. The parents of 72 children were provided with individual counseling and group/meetings in order to re-shape a normal parent-child relationship, inform them on the existing social assistance and employment services and raise their awareness on the consequences of child labour.

Output 5: Awareness of the general public on the importance of education raised and the knowledge acquired, good practices documented and lessons learned during project implementation are shared and disseminated for possible replication.

Two 30-minutes TV programmes in the format of the existing information and training programme “Aimakty kozdoi” were produced and translated on main national TV channel OTKR as follows:

- “**Child Labour Monitoring System in Kyrgyzstan: objectives and expected outputs**” translated in September 2012.
- “**Child Labour and Education**” translated in December 2012.

The project assessed the establishing and piloting of evening classes under the secondary schools by analysing the cost effectiveness, the impact, strengths and shortcomings and made recommendations for its replication to other rayons/regions and/or nationwide.

The activities of the project, the lessons learned and good practices that emerged from the implementation of the project were collected, documented and consolidated and shared with partners during one-day national workshop with 40 participants, including school teachers and principals from the pilot rayons, representatives of the Ministry of Education and Science, Ministry of Social Protection, Ministry of Labour, Employment and Migration, Bishkek Municipality, local governments and education specialists from the Regional and Rayon Departments of Education, held on December 28, 2013.

In order to raise the awareness of the community members in the selected municipalities and of the general public, the community members were invited to participate in the project activities. The

media component included press releases related to the main project activities and events, including inviting media to participate in the respective activities/events.

On September 18-20, 2013 jointly with UN RC office and other UN agencies ILO –IPEC organized and participated in press tour to Osh by presenting the progresses and achievements of “Combating Child Labour through Education in Kyrgyzstan: Capacity building and educational opportunities for school drop-outs” project. The main aim of the media tour was to 1/strengthen visibility of DaO projects and their impact; 2/ encourage objective reporting on reconciliation efforts and 3/ increase general public awareness on UN activities in the framework of DaO funding. The media tour also contributed to building the knowledge base and building capacity on issues related to combating the WFCL. ILO-IPEC organized half an hour briefing of the members of the Multi-Disciplinary Teams and teachers and one-hour non-formal education lesson in evening class established in the framework of the Action Programme “Combating Child Labour through Education in Kyrgyzstan: strengthening evening schools and non-formal education”. About 15 representatives of the Media visited IPEC project site.

Additionally, in the framework of the project, the Eltr TV channel produced and aired two TV programmes on opening the evening classes and project activities in general. One TV programme covered the school#18 in Osh and was broadcasted on January 23, 2014. The second TV programme covered the activities based on school #21 in Bishkek and was broadcasted on February 11, 2014.

- **Qualitative assessment:**

In a wider context, the project contributes to the social inclusion of vulnerable children and strengthening efforts to expand school coverage for children from socially vulnerable families. It complemented and reinforced the efforts of the Ministry of Education in addressing school drop-out problem in Kyrgyzstan through development alternative educational opportunities.

It made considerable contribution to elimination of child labour in Osh and Bishkek towns through education and increasing the capacities of government functionaries. The project has approved that progressive and effective elimination of worst form of child labour is virtual thru providing educational alternatives to children.

Wide information campaign on child labour undertaken within the project has generate the interest of the local mass media. Thus, apart of the project, local newspapers and TV channels have initiated and aired a number of articles, TV programmes on child labour. The Programme has also contributed towards strengthen the cooperation and interaction of government organizations on addressing the issue.

ii) Indicator Based Performance Assessment:

Using the **Programme Results Framework from the Project Document / AWP**s - provide details of the achievement of indicators at both the output and outcome level in the table below. Where it has not been possible to collect data on indicators, clear explanation should be given explaining why.

	<u>Achieved</u> Indicator Targets	Reasons for Variance with Planned Target (if any)	Source of Verification
Outcome 1¹¹ Indicator: Baseline: Planned Target:			
Output 1.1 A curriculum for evening schools/classes for children with breaks in schooling or who dropped out from secondary education developed and approved by the Ministry of Education and Science and Kyrgyz Academy of Education. Indicator 1.1.1 Curriculum for evening schools/classes for children with breaks in schooling or who dropped out from secondary education used by the secondary schools. Baseline: Planned Target: 14	5	By the moment of receiving funds, 9 curriculums for the subjects taught in 5-9 grades were developed with the support of UNESCO.	Official Resolution of the Kyrgyz Academy of Education on approval of the curriculums. Field reports on the use of the curriculum from the Regional Education Departments

¹¹ Note: Outcomes, outputs, indicators and targets should be **as outlines in the Project Document** so that you report on your **actual achievements against planned targets**. Add rows as required for Outcome 2, 3 etc.

<p>Output 1.2 130 teachers, school principals and education specialists trained on child labour, SCREAM and the approved curriculum for evening schools / classes for children with breaks in schooling or who dropped out from secondary education and 33 representatives of the key stakeholders and ILO-IPEC staff from Kazakhstan, Kyrgyzstan and Tajikistan trained on mainstreaming child labour into education sector plans.</p> <p>Indicator 1.2.1 Number of participants able to use in a systematic way the skills acquired during the TOT and the training workshops.</p> <p>Baseline: Planned Target: 163</p>	<p>163</p>		<p>Assessment forms. Reports from school principals and Regional Education Departments</p>
<p>Output 1.3 70 children involved in WFCL or at risk of entering WFCL (hazardous work in urban informal sector, including work at marketplaces) are identified by MDTs and referred to services.</p> <p>Indicator 1.3.1 Number of children identified and received the services.</p> <p>Baseline: Planned Target: 70</p>	<p>72</p>		<p>Direct Beneficiary Monitoring Reports, Reports from school principals and Regional Education Departments</p>

<p>Output 1.4: 70 children, out of which 30 children involved in WFCL (hazardous work in urban informal sector, including work at marketplaces) and 40 children at risk of entering WFCL (hazardous work in urban informal sector, including work at marketplaces) direct beneficiaries are integrated into education: (1) formal education system (evening classes), (2) vocational education training and provided with complementary services as per their individual needs.</p> <p>Indicator 1.4.1. Number of children withdrawn from hazardous work in urban informal sector, including work marketplaces, as a result of the educational services provided.</p> <p>Baseline: Planned Target: 30</p> <p>Indicator 1.4.2. Number of children prevented to enter hazardous work in urban informal sector, including work at marketplaces, as a result of the educational services provided.</p> <p>Baseline: Planned Target: 40</p>	<p>34</p> <p>38</p>		<p>Direct Beneficiary Monitoring Reports, Reports from school principals and Regional Education Departments</p>
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<p>Output 1.5: Awareness of the general public on the importance of education raised and the knowledge acquired, good practices documented and lessons learned during project implementation are shared and disseminated for possible replication.</p> <p>Indicator 1.5.1: Two TV programmes on child labour are produced and broadcasted. Baseline: Planned Target: 2</p> <p>Indicators 1.5.2: A media report is available. Baseline: Planned Target: 1</p>	<p>2</p> <p>1</p>		
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iii) Evaluation, Best Practices and Lessons Learned

- Evaluation. During the period of June – August 2013, an independent interim evaluation of the ILO IPEC “Combating child labour – commitment becomes action” was undertaken. The specific objective of the evaluation was to assess the project against the performance and objectives’ measurement indicators developed in the logical framework of the project; to identify lessons learned and potential good practice aimed at suggesting models of interventions that can be applied further; and to provide recommendations to project stakeholders to support the completion, expansion and/or further development of supported initiatives. However, the report on evaluation briefly underlined the importance of the project “Combating Child Labour through Education in Kyrgyzstan: Capacity building and educational opportunities for school drop-outs” funded under DaO Funding Window. The report focused on the synergy of two projects in supporting the national efforts in combating child labour through education.
- Best practices and lessons learnt
 - The programme has approved that progressive and effective elimination of worst form of child labour is virtual thru providing educational opportunities to children.
 - Lack of the list of the documents for admission to school stipulated by the legislation creates inconveniences and contradictions in practice and makes it possible for authorities to misuse their powers. Thus, in some local schools the registration is an obstacle for a child to be admitted to school. The given problem is closely related to low awareness of parents and educational specialists on general rules for admission to schools.
 - Schools are not interested in registering and keeping children, who have breaks in schooling, due to specific aspects of funding;
 - Schools do not have the resources to motivate teachers to work with children who have breaks in schooling;
 - Schools are not able to provide material assistance to children in need from their internal funds and do not involve communities in addressing this problem;
 - Children are not always friendly to their classmates who return to school after long absences, which often cause returning children to develop complexes. Lack of knowledge and experience of local educational specialists on educational needs of working children and the ways to address their needs, especially of those children with gaps in education.
 - No regulatory documents necessary for establishing evening catch-up classes.
 - There is a lack of coordination in the work of structures engaged in the protection of children’s rights.

iv) A Specific Story (Optional)

Problem / Challenge faced: The education system does not contribute to the social inclusion of vulnerable children and too often leads them towards unemployment and social marginalization. Moreover, schools where children with breaks in schooling would be enrolled do not welcome them for a number of reasons: a) as a rule, these children are older than other children within their grade; b) they are not used to school organization/hierarchy; and c) their self-esteem is quite low and they do not integrate well. Working children are often intimidated by adult authority figures in schools. They feel embarrassed to join because of their age and their difficulties in coping with the school requirements. These children require extraordinary guidance and support in order to facilitate their reintegration in the education system because they may experience a lack of family experience in the education system and/or hostility and intimidation of authority figures which ultimately hampers their educational experience. The above gaps were identified and addressed by the project.

Programme Interventions: The practice refers to the enhanced capacity of teachers and education

specialists in addressing child labour through providing non-formal education in the framework of pilot evening catch-up classes. Being part of the Multi-Disciplinary Teams, teachers and social workers were involved in: 1/ identification of children through worksite and school based monitoring techniques, 2/ making an assessment of the educational and work related needs of child labourers, 3/ developing Individual Plans of Intervention and participating in referral and withdrawal / prevention processes. Thus, teachers provided multidimensional support to children at risk or children involved in WFCL. From the very beginning, teachers and school social workers were able to monitor and track all the factors, including the educational one that contributed to successful withdrawal and prevention of children from the WFCL.

Another factor that contributed to strengthening the capacity of teachers is the provision of non-formal education via establishment of evening catch-up classes in two pilot schools. More specifically, teachers were able to adapt and employ teaching techniques that improved their relationships with children at risk and/or children being reintegrated and develop a curriculum based on children's educational needs using the Non-Formal Education Manual for Teachers.

Result: As a result, 34 children were withdrawn from WFCL and 38 children were prevented to enter WFCL through provision formal education and other complementary services as per their individual needs. Moreover, teachers contributed to revision and finalization of the draft of Regulation on evening and correspondence school/classes as per the needs of the children with breaks in education.

Lessons Learned: ILO in cooperation with the national partners established a solid background for strengthening formal and non-formal education initiatives to address the needs of child labourers and children with breaks in education. However, more support is needed to the Ministry of Education to replicate the experience on establishing non-formal and evening classes and strengthen the capacity of teachers.