Child Labour Monitoring

International Labour Office
Geneva

Training Manual
Workshop 3
The CLM Design Workshop

Test version

International Programme on the Elimination of Child Labour (IPEC)

Test Version

The Child Labour Monitoring (CLM) Training Manual

Workshop 3

The CLM Design Workshop

December 2004

This workshop is for: Child Labour Monitoring Coordinating Group members

This may include:

Local government officials
Labour inspectors
Employers and employer organizations representatives,
Trade union representatives,
Workers representatives,
Education officials,
Teachers,
Community leaders,
Health workers,
NGO representatives,
Representatives of Community Based Organizations,
Parents,
Social workers etc.

Workshop 3
The CLM Design Workshop

The Training Outcomes

By the end of the "CLM Design" workshop, participants (Government officials, Labour Inspectors, health workers, school inspectors, teachers, NGO staff, Trade Union representatives, etc.) will have:

- Augmented their knowledge of the context and complexities surrounding child labour;
- Better understood the ILO Conventions and National Labour Laws regarding the employment of children;
- Improved their knowledge of CLM and the core steps in preparing for, setting up, and operating the CLM process;
- Focused on key activities for designing and developing the CLM process
- Decided on a CLM Coordinating Group leader;
- Determined roles and responsibilities of the CLM Coordinating Group;
- Focused on key issues concerning CLM;
- Established the child labour referral system plan;
- Come up with criteria for selecting monitor trainees;
- Determined areas of priority focus for the elimination of child labour in their locality;
- Designed a mechanism with which to coordinate with the National Steering Committee, if appropriate;
- Designed a mechanism with which to coordinate with other CLM Coordinating Groups, if appropriate;
- Determined what, if any, child labour information (on prevalence and kinds of child labour) needs compiling/collecting;
- Determined a plan for developing prevention/awareness-raising materials; and
- Drafted a statement committing to take action against child labour.

Overall Outcome: CLM Coordinating Groups will have further developed the monitoring process and referral strategy, and made plans for finalizing the CLM design, for the management of the CLM process, and for the training of child labour monitors

CLM DESIGN WORKSHOP

DAY ONE

- Registration
- Formal Welcome and Formal Opening of the Workshop
- Session 1: Introductions/Expectations
- Session 2: Workshop Schedule, Objectives, Overview
- Session 3: Presentation: The Child Labour Situation in the locality
- Session 4: Group work: The Child Labour Situation in the locality – Sharing information and experiences
- Session 5: Presentation: Child Labour - International and National Law
- Session 6: CLM Course Group Formation
- Session 7: Presentations: "An overview of CLM" and "The Core Phases and Steps of CLM"
- Session 8: Groupwork: CLM Case Studies
- Session 9: Closure for the day

DAY TWO
- Session 1: Opening of the Day: Feedback. Icebreaker
- Session 2: Establishing an Agreement to take action against Child Labour in the locality
- Session 3: Presentation: CLM Design and Development – Key Activities
- Session 4: Presentation/Groupwork: CLM Coordinating group Roles & Responsibilities
- Session 5: Closure for the Day

DAY THREE
- Session 1: Opening of the Day: Feedback and Ice Breaker
- Session 2: Presentation: Key issues Concerning CLM
- Session 3: Group work: Key issues Concerning CLM
- Session 4: Presentation/Groupwork: Referral of Child Labourers: Criteria, Process & Authority for Withdrawal and Referral
- Session 5: Groupwork: The Referral System
- Session 6: Closure

DAY FOUR
Session 1: Opening of the Day: Feedback and Icebreaker
Session 2: Group work: Defining the CLM Strategy, Management and Referral System
Session 3: Presentation: An Overview of the Monitoring Process
Session 4: Role plays on Child Labour Monitoring
Session 5: COWS, Challenges, Opportunities, Weaknesses, and Strengths of role plays
Session 6: Closure

DAY FIVE
- Session 1: Opening of the Day: Feedback and Icebreaker
- Session 2: Group work: Preparing for Monitoring Training
- Session 3: Next Steps: Action Planning
- Session 4: CLM Coordinating Group Meeting
- Session 5: Workshop Closure
- Session 6: Closing Ceremony
- Tea and Snacks

Workshop 3: "CLM Design Workshop" Schedule

DAY ONE	DAY TWO	DAY THREE	DAY FOUR	DAY FIVE
Formal Welcome and Opening of the Workshop Introductions/Expectations Workshop Objectives/Schedule/ Overview	Opening of the Day: Feedback. Icebreaker	Opening of the Day: Feedback and Ice Breaker	Opening of the Day: Feedback/Icebreaker:	Opening of the Day: Icebreaker:
Presentation: The Child Labour Situation in the locality Groupwork: The Child Labour Situation in the locality – Sharing Information and Experiences	Establishing an Agreement to Take Action Against CL in the locality	Presentation: Key issues concerning CLM	Group work: Key Document Development 1. Mission statement & general strategy 2. CLM management system 3 Referral strategy	Groupwork: Preparing for CL Monitor Training
TEA BREAK	**TEA BREAK**	**TEA BREAK**	**TEA BREAK**	**TEA BREAK**
Presentation: Child Labour - International and National Law CLM Course Group Formation	Presentation: CLM Design and Development – Key Activities	Group work: Key issues concerning CLM	Groupwork (continued)	Next Steps: Action Planning
LUNCH	**LUNCH**	**LUNCH**	**LUNCH**	**LUNCH**
Presentations: (1) An Overview of CLM; (2) The Core Phases and Steps of CLM	Group work continued	Groupwork: Referral of Child Labourers – Criteria, Process and Authority for Referral Groupwork: The Referral System	Presentation: An Overview of the Monitoring Process Role Plays on Child Labour Monitoring	"Real" CLM Coordinating Group Meeting
TEA BREAK	**TEA BREAK**	**TEA BREAK**	**TEA BREAK**	**TEA BREAK**
Group work: CLM Case Studies	CLM Coordinating Group Roles & Responsibilities	Groupwork: The Referral System (continued)	COWS - Challenges, Opportunities, Weaknesses and Strengths of Role Plays	CLM Coordinating Group Meeting (cont.)
Course Group and Navigation Meetings	Course Group and Navigation Meetings	Course Group and Navigation Meetings	Course Group and Navigation Meetings	Closure and Closing Ceremony

Day One CLM Design Workshop

- Registration
- Formal Welcome and Formal Opening of the Workshop
- Session 1: Introductions/Expectations
- Session 2: Workshop Schedule, Objectives, Overview
- Session 3: Presentation: The Child Labour Situation in the locality
- Session 4: Group work: The Child Labour Situation in the locality – Sharing information and experiences
- Session 5: Presentation: Child Labour - International and National Law
- Session 6: CLM Course Group Formation
- Session 7: Presentations: "An Overview of CLM" and "The Core Phases and Steps of CLM"
- Session 8: Groupwork: CLM Case Studies
- Session 9: Closure for the day

Time	Process and Activities
60	**REGISTRATION** Make sure that workshop registration time precedes the opening time of the workshop by an hour. Also make sure that there is someone to staff the table, hand out the kits and oversee the registration process. If at all possible, have the Registration Table outside of the main training room. Ensure that all participants have received the CLM Coordinating Group Workshop Kit which includes: • The *CLM Design Workshop* briefcase; • The CLM Coordinating Group Workshop Folder or binder; • CL Awareness raising brochures in the mother tongue; • Background paper on the Child Labour situation in the locality; • CLM Brochure; • CLM Guidelines; • Background paper or brochure or materials on National Steering Committee Against Child Labour; • Coordination Chart produced by National Steering Committee; • CLM National Framework produced by the National Steering Committee; • Agreement of National Steering Committee; • Training Centre information if necessary; • A writing pad and pen.
	MATERIALS & EQUIPMENT: CLM kit, rregistration forms, sign in sheets
	TRAINER NOTES: If at all possible, the tables used should be moveable. It is best to arrange with the venue for two room arrangements so that the room can be set up: (1) beforehand, in a formal manner for the first part of the morning so that the VIP and panel speakers can be at the front. (2) during tea/coffee break, for small group work (enough tables for groups of 5 or 6) for the rest of the morning and afternoon.

Formal Welcome and Opening of the Workshop

Session Objectives: *By the end of this session participants will have:*
- *been welcomed to the workshop by an important ILO or National government official, such as the head of the ILO in that country or of the Time Bound Program, and*
- *been welcomed to the workshop by the head of the organization sponsoring the training*

Session Outputs: None

Time	Process and Activities
15 - 30	**FORMAL OPENING** Once the VIPs are seated in the front of the room and the rest of the participants have arrived and are sitting in a formal U arrangement, and it is time to begin, follow the previously agreed schedule which should take between 15 and 30 minutes at the most. A typical schedule might be: - All rise: - National anthem is sung (if appropriate – see trainer notes). - Someone leads the group in prayer. - The ILO official and/or the Steering Committee Official who would welcome the group of participants. - The Welcome might include statements: thanking the participants for coming, being taken away from their busy schedules; thanking the staff who organized the workshop; thanking the facilitators and workshop organizers; on how this is an important meeting. - Then the official would introduce the facilitator and turn the workshop over to her/him. The facilitator would then immediately begin the next (Introductions and Expectations) exercise.
	MATERIALS & EQUIPMENT: Microphones, podium, Dias
	HANDOUTS, TOOLS & REFERENCE MATERIALS:
	TRAINER NOTES: If at all possible be sure that the opening of the workshop is done in accordance to and with sensitivity to national customs in such matters. Also, meet with the officials who will open the workshop beforehand, so that they and you agree to the sequence of events. In some countries, the national anthem is sung, a prayer is said, and certain kinds of flowers are given. Make sure these customs are followed ad processes are scheduled.

Day One, Session #1: Introductions, Expectations and How to Write on Cards

Session Objectives: *By the end of this session participants will have:*
- *learned guidelines for writing on cards as part of the "Card and Chart" visualization technique;*
- *shared their positions (in government, in labour organizations ,in NGOs, in businesses);*
- *shared characteristics of an effective CLM coordinating group;*
- *suggested information on child labour issues in the locality;*
- *suggested areas of priority focus for the elimination of child labour in the locality;*
- *disclosed their expectations of the CLM Coordinating Group Workshop*

Session Outputs: *Participant Perspective Lists: (1) Characteristics of an effective CLM coordinating group (2) priority child labour issues in the locality; (3) priority child labour sectors and locations in the locality; (4) Elements of the coordinating group mission statement; and (5) Participant Profile Matrix*

Time	Process and Activities
5	**PRESENTATION & FACILIATION: HOW TO WRITE ON CARDS** After welcoming participants to the course, state that before going any further, you would like to gather some information. While distributing 5 cards to each participant, each of a different colour, describe how to write on cards while pinning the following six cards to the cork board. • **WRITE BIG** • **THREE LINES ON A CARD** • **ONE IDEA—(No "AND")** • **FOLLOW THE COLOR SCHEME** • **BE SPECIFIC: USE A FULL SENTENCE IF POSSIBLE** • **FORGET SPELING AND GRAMMER (SIC)** • **WRITE IN YOUR OWN LANGUAGE IF YOU WANT**
	MATERIALS & EQUIPMENT: 8.5 X 3.5 cards, pins, boards Cards with card and chart (cc) guidelines
Time	Process and Activities
60	**VISUALIZED PRESENTATION: GATHERING EXPECTATIONS & OTHER INFORMATION** Stick the following, pre-written cards on the cork board. Explain that each card is a different colour because it is a different category. Pin them to the board horizontally. 1. **NAME, POSITION, ORGANIZATION** 2. **EXPECTATION** OF THIS CLM COORDINATING GROUP WORKSHOP (By the end of this Workshop, I expect to…) 3. **1 (ONE) CHARACTERISTIC OF AN EFFECTIVE CLM COORDINATING GROUP IS…** 4. **1 CHILD LABOUR ISSUE IN THIS LOCALITY IS...** 5. **ONE AREA OF PRIORITY FOCUS FOR THE ELIMINATION OF CHILD LABOUR IS...** 6. **ONE IDEA IN THE COORDINATING GROUP MISSION STATEMENT SHOULD BE:**

Time	Process and Activities
	Make extra cards available by piling the different coloured cards on tables near pax. • Give the instructions one at a time, giving pax 2 minutes or so per card. Give pax 15 minutes to complete the five cards. • When all pax have completed their cards, start with yourself, pinning your cards under the appropriate heading, giving your name, organization, expectation. • Ask each pax in turn to stand near the matrix and read s/his cards, while you tape or pin them to the board (or, if the arrangement is formal, at the table, while someone collects the cards from each participant). (This takes a minimum of 1.5 minutes per person, but is important for gathering information from pax before they are provided with content on Child labour monitoring—in this way you can tell what they know and their ideas, before the presentations.) • Thank the pax for sharing this information. Summarize the information, talking about the representation in the group. • Review and synthesize the outputs in each of the important areas—(1) Characteristics of an effective CLM coordinating group; (2) CL issues in the locality; (3) Priority areas; (4) Elements of the CLM coordinating group mission statement. • Link to the overview session.
	VISUALIZATION Now, briefly describe the "Card and Chart" visualization technique that will be used throughout the workshop. Say something like: **Visualization:** Using the "metaplan" approach, results of group discussions during each step are "visualized" or shown, using cards or paper or post-it notes. How they are used is part of what is called "the Card and Chart technique. Cards capture individual ideas and, unlike a flipchart, can be clustered, categorized, easily documented and results distributed. Because the trainer often shuffles the cards and the writer is unknown, the card and chart technique provides an excellent way to gather information that: ❑ allows everyone to participate ❑ is owned by the group; ❑ saves air time; ❑ provides simultaneous response; ❑ allows ideas to be considered for their own merit; and ❑ can be anonymous.
	MATERIALS & EQUIPMENT: Enough large cork boards to display all the pax cards individually – four (4)
	TRAINER TIPS Give this exercise to be documented as soon as possible and distribute the output to the participants so that they can each have a copy of the group expectations, names, characteristics of an effective coordinating group, CL issues in the locality, priority areas, elements of the coordinating group's mission statement.

Day One, Session #2: Workshop Schedule, Objectives, Course Overview and Norms Setting

Session Objectives: *By the end of this session, participants will have*

- *related their expectations to the course content (levelling);*
- *geared themselves for six days of work;*
- *focused on the end results as preliminary CLM coordinating groups committed to establishing CLM, and readying the locality for child labour monitoring and CLM training.*

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Time	Process and Activities
15	**VISUALIZED PRESENTATION: THE CLM COORDINATING GROUP WORKSHOP OUTCOMES AND SCHEDULE** • Use a power point presentation or a flipcharts as the way to display the course objectives and schedule to participant. (Prepare both, in case of electricity failure) • Display the overall objectives of the course and read them out loud. Participants can follow on their handout. • Then, referring to the "Expectation" matrix, link pax expectations to the CLM Coordinating Group Workshop objectives where they overlap. • Also, deal with those that *do not* overlap. Say something like, "This is a good idea, but we can't really cover this in this CLM Coordinating Group Workshop. Perhaps you can plan a separate meeting for it." • However, if there is a good idea presented, and you think it should be incorporated, ask the group whether they want to incorporate it—and ask them to choose what session(s) they would eliminate to do so. **The CLM Coordinating Group Workshop Outcomes** State something like: "*By the end of this CLM Coordinating Group Workshop, we expect you to have:* • Augmented your knowledge of the context and complexities surrounding child labour; • Better understood the ILO Conventions and National Labour Laws regarding the employment of children; • Improved your knowledge of CLM and the core steps in preparing for, setting up, and operating the CLM process; • Focused on key activities for designing and developing the CLM process • Decided on a CLM Coordinating Group leader; • Determined roles and responsibilities of the CLM Coordinating Group; • Focused on key issues concerning CLM; • Established the child labour referral system plan; • Come up with criteria for selecting monitor trainees; • Determined areas of priority focus for the elimination of child labour in their locality; • Designed a mechanism with which to coordinate with the National Steering Committee, if appropriate; • Designed a mechanism with which to coordinate with other CLM Coordinating Groups, if appropriate; • Determined what, if any, child labour information (on prevalence and kinds of child labour) needs compiling/collecting; • Determined a plan for developing prevention/awareness-raising materials; and • Drafted a statement committing to take action against child labour. **Workshop Schedule and Overview** Display the schedule (as a power point slide, on paper or produced on cards.) Give an overview of the Workshop schedule, highlighting how the workshop is designed in four main parts: 1. Providing background information on child labour and CLM; 2. Establishing the CLM Coordinating Group as a functioning organization; 3. Action planning for establishing multi-level coordination mechanisms to combat child labour;

	4. Action Planning for Child labour monitoring training, monitoring, and referral procedures. **BRAINSTORMING: NORMS SETTING (OPTIONAL)** Have the pax ask the group what "norms" they will establish throughout the day. Some norms might be: No smoking inside; Punctuality; Respect for other's opinions; no cell phones on.
	MATERIALS & EQUIPMENT: Flipcharts
	HANDOUTS, TOOLS & REFERENCE MATERIALS: Workshop objectives and schedules

Day One, Session #3: Guest Speaker Presentation "The Child Labour Situation in the Locality and CLM Activities to Date"

Session Objectives: *By the end of this session participants will have*
- *focused on the child labour situation in their locality;*
- *be motivated to do something about taking action to address the problem of child labour.*

Session Outputs: There are no outputs

Time	Process and Activities
20	**GUEST SPEAKER PRESENTATION ON THE CHILD LABOUR SITUATION** You will have previously communicated with the speaker to help s/him prepare s/his remarks on the child labour situation in the country and CLM activities to date. . Child labour facts, research results and statistics would be presented. Some issues which might be covered are: National commitment against child labour; The government and the ILO: Conventions and laws; The types of child labour prevalent in the country; Worst forms of child labour in the country ; What action the organization s/he is from is taking to combat child labour and the challenges faced. Details of action that has been taken at the national level to date to prepare for establishing and supporting the CLM process should be presented. Some issues which might be covered are: The importance of CLM - A partnership approach to addressing child labour The national child labour steering committee and its CLM actions to date (if appropriate) If there are any existing child labour monitoring initiatives, details of these should also be presented.
	MATERIALS & EQUIPMENT:
	HANDOUTS, TOOLS, & REFERENCE MATERIALS: A copy of the presentation should be distributed to each participant, including any charts or graphs or power point presentations. Cards listing priority child labour sectors and locations
	TRAINER NOTES: The purpose of the presentation is to give pax a general overview of the child labour situation in the country. What is good about such a short keynote address is that there is an opportunity for a great deal of information to be synthesized in summary form

Day One, Session #4: The Child Labour Situation in the locality: Sharing Information and Experiences

Session Objectives: *By the end of this session participants will have:*
- *Shared information and experience on questions dealing with child labourers;*
- *A better understanding of the child labour situation in the locality.*

Session Outputs:

Time	Process and Activities
90	**PLENARY: THE CHILD LABOUR SITUATION IN THE LOCALITY, SHARING INFORMATION AND EXPERIENCES** • Facilitate the sharing of information and experiences session by structuring a discussion around six key questions regarding child labour; • Refer to the exercise notes and handout for information to help facilitate the discussion; • Prepare in advance any information you may need regarding the child labour situation in the locality, for example, statistics on the number of child labourers, where they work and the kind of work activities they are involved in; **1. Who are they?** • Discuss how do you define a "child" – at what age does childhood end? • Discuss what is meant by "child labour" – when does work become harmful to the child's education, health and development? **2. How many are they?** • Invite the participants to estimate how many child labourers there are in their locality. You will find that some have no idea, others will cite the official figures, others know of different statistical studies which give a more real reflection of the action situation than the official figures. • Give the participants some statistics regarding the child labour situation in the locality and ask them to interpret them. See if they can identify difficulties in estimating the prevalence of child labour. • Inform the participants of recent ILO estimates on child labour to give the participants an overall idea of the scale of the problem **3. What do they do?** • Based on their own knowledge, ask the participants to identify the different sectors children work in and the activities they do. List the different sectors and activities identified by the participants on a flipchart, placing particular emphasis on the worst forms of child labour **4. What risks do they face?** • Ask the participants to choose an industry/occupation and describe the hazards working children are exposed to and the possible consequences. Invite them to recall work-related accidents or illnesses they know or have heard about: the circumstances, the causes, the consequences. • Then ask the participants to discuss the way in which labour, especially hazardous labour, can harm children and what the medium- or long-term harmful effects of child labour are. **5. Why do they work?** • In order to be able to reply to the last question: What can be done? It is important to identify the different causes of child labour in terms of their contribution to the phenomenon • Draw up a list of key factors contributing to child labour and invite the participants to debate the respective weight of each of these factors in their country and culture. **6. What can be done?**

	• Invite the participants to discuss what can be done to fight against child labour. • Classify the participant's proposals under key headings (see exercise notes), leaving the question of their economic, technical and cultural feasibility for another time. **Definitions Parking Lot:** Start a parking lot of Definitions: be sure the following words are defined: work, workers, child labourer, health at work, danger, risk, constraints, rights**,** CLM, baseline information, participatory approach, priority sector, WFCL
	MATERIALS & EQUIPMENT: Chart on which words to be defined are written on cards
	HANDOUTS, TOOLS & REFERENCE MATERIALS: Handout: Understanding the Problem of Child Labour
	TRAINER NOTES:

Exercise Notes on Sharing Experiences on Child Labour

1. What is a child and what is meant by child labour?

Defining a **"child"** is a confusing area, but it is important to let the group to share their own views. Labour inspectors, for example, are likely to view childhood ending at the minimum legal age for admission to employment, which is 12 years in some countries, and 16 in others. Teachers are likely to view childhood ending at the end of compulsory education, which can be 12-13 years or 15-16 years according to the country.

For the purposes of the ILO and IPEC, a "child" is defined as an individual under the age of 18 years. This is based on the ILO Convention on the Worst Forms of Child Labour, 1999 (No.182).

"Young workers" are persons under the age of 18 who have attained the minimum legal age for admission to employment or work in their country and are therefore legally authorised to work under certain conditions. Whilst the ILO recommends 16 years as a general minimum age, the minimum age is determined by national legislation and can be set at 14,15, or 16 years. But this does not mean that young workers should be engaged in hazardous work.

Child labour is work performed by a person below the age of 18 years, which deprives the person of basic human rights, interferes in the education of the child, and is abusive, hazardous, exploitative and harmful to the health, safety, morals as well as the total development of the child.

2. How many are they?
Analyzing statistics can be useful to help orientate action towards helping the most vulnerable child workers. Such an exercise can help the participants to identify the ratio of male:female, urban:rural, etc., child workers. However, it is important to recognise that statistics often do not reflect the real scale of the problem. Children who work before they have reached the minimum age set out in the law for admission to employment or work are rarely taken into account in official statistics, because they are not supposed to exist. Moreover, most children work in the agricultural or informal sectors or at home, where it is difficult to include them in statistics. Finally, children who go to school and who at the same time work for a few hours of days a week in the fields, a workshop or the street, are considered in official statistics to be attending school rather than working.

ILO child labour estimates
The ILO has attempted to estimate the number of working children. According to these estimates, around 250 million children between the ages of 5 and 14 are working, mostly in developing countries. Almost half (120 million) work full-time, every year, all day round. Some 50-60 million are between 5 and 11 years old.
Some 61% of these 250 million, or nearly 153 million, are found in Asia; 32%, or 80 million, are in Africa and 7%, or 17.5 million, live in Latin America.
Available data suggests that more boys than girls are economically active, but girls who are engaged in household tasks may not be accounted for in these statistics.

3. What do they do?

There are many different types of child labour. In the informal sector, which includes a vast range of traditional, unstructured, family, artisanal, and generally unregistered businesses, children may be found as paid workers, "apprentices", unpaid workers without contracts, domestic servants, home workers or subcontractors. In the formal sector, which includes private, semi-public or state enterprises of varying sizes, children may be employed as permanent workers, seasonal or daily workers, apprentices with or without contracts, and children who are on the premises with a parent and may be asked to help. Lastly, there are sectors on the margins of society which consist of illegal or quasi-illegal activities, where children may get a cut of the profits, be paid in kind, or have an informal "contract" with a supplier or manager. Another way of classifying child labour is by their visibility. Whether the work is hidden behind walls or out in the open has important implications for how easily child labourers can be found. And whether they work alone or in groups will be a significant factor in how the situation can be addressed.

4. What risks do they face?

When discussing how child labour harms children, the following points may be made:

- Child labour includes work and activities that are mentally, physically, socially or morally dangerous and harmful to children.
- Child labour either deprives children of schooling or requires them to assume the multiple burden of schooling and work.
- Child labour condemns children and their families to a downward spiral of poverty and deprivation.
- Being tender physically and immature in mind and spirit, children are inevitably at greater risk in the workplace than their adult counterparts.
- National surveys have found that a very high proportion of children are either physically injured or fall ill while working. Some of these children may never work again.
- In sectors where machinery and equipment is involved, such as agriculture, the potential for injury is much higher. Agriculture, mining and construction are very high-risk industries for child labourers.

5. Why do they work?

Make sure the following key factors are discussed – poverty, parental attitudes and knowledge, barriers to education, market demand, perceived 'suitability' of children to certain types of work and poor enforcement of existing legislation (see session handout).

6. What can be done?

Some key headings under which proposals for action can be classified may be:
- Prevent children from starting work
- Abolish the worst forms of child labour
- Protect child workers
- Sensitise the key actors to the issue
- Reinforce the capacities of intervening actors
- Coordinate different actions within a child labour monitoring initiative.

Day One, Session #5: Child Labour: International and National Law

Session Objectives: *By the end of this session participants will have:*

- *A better understanding of the national labour laws and International Standards regarding child labour*

Session Outputs:

Time	Process and Activities
20	**PRESENTATION: CHILD LABOUR: INTERNATIONAL AND NATIONAL LAW** • Introduce the speaker (if necessary) • Ask the pax to write any questions and comments on cards • Collect them after the presentation • Cluster the cards • After the presentation, ask the questions • Facilitate any discussion that ensues A sample presentation appears on the next page.
	MATERIALS & EQUIPMENT:
	HANDOUTS, TOOLS& REFERENCE MATERIALS: Handouts: a copy of the presentation ; International Declarations and Conventions Booklet
	TRAINER NOTES: Before the presentation, you will have previously communicated with the speaker to help s/him prepare s/his remarks on the historical situation and legal framework. Make sure either you or the speaker has prepared or obtained a summary of the national labour laws.

Presentation #1: Child Labour - International and National Law

International Standards

One of the oldest and most important functions of the United Nations is the adoption of Conventions which set international standards for a wide range of action. The International Labour Organization establishes international standards concerning work. Conventions function much like treaties, which when ratified by member States, create binding obligations on the States to put their provision into effect. 'Recommendations', which accompany many Conventions on the same subject, give detailed guidance to States on the means of implementing the requirements laid down in the Convention on such matters as policy, legislation and practice.

United Nations Convention on the Rights of the Child

During the last two decades, there has been an unprecedented surge in the international community's concern for the welfare of children, and of child labour in particular. One of the most important developments was the adoption of the United Nations Convention on the Rights of the Child (by the United Nations General Assembly in November 1989). This is the most complete and comprehensive treaty on the rights of children ever put forward. It has now been ratified by almost every country in the world. Among the wide range of children's rights proclaimed by this Convention is the right to be protected from economic exploitation and any work that is likely to be hazardous; to interfere with the child's education; or to be harmful to the child's health or physical, mental, spiritual, moral, or social development.

The Convention on the Rights of the Child (CRC) consists of 54 articles relating to five clusters of rights: survival, development, protection, participation and mobilization. Applying a 'rights approach' involves understanding and formulating interventions that reflect all five clusters: no one cluster set takes precedence over the next. This concept of holism and holistic programming reflects the changing and enhanced mandate under the CRC.

The ILO Minimum Age Convention, 1973 (No. 138)

In 1973, the Member States of the International Labour Organisation (ILO) adopted a comprehensive Convention on child labour – *The Minimum Age Convention, 1973 (No. 138).* This landmark Convention applies to all economic sectors and to all working children, whether they are employed for wages or working on their own account. It represents the most comprehensive and authoritative international definition of minimum age for admission to employment. It is a flexible instrument allowing for progressive improvement, and most importantly, for developing countries (i.e. whose educational and economic systems are not yet fully developed) to set lower ages for employment to start with. Exceptions are allowed for certain sectors (e.g. non-commercial agriculture in developing countries), for limited categories of work, for education and training, and for artistic performances.

Fixing the minimum age for admission to employment is a basic obligation of ratifying member States, and the Convention establishes three categories for this:

1. The minimum age should not be less than the age of completing compulsory schooling, and in no event less than 15 years of age. Countries whose economy and educational facilities are insufficiently developed may initially fix the age of admission to employment at 14.

2. A higher minimum age of 18 is set for hazardous work "which by its nature or the circumstances in which it is carried out is likely to jeopardize the health, safety or morals of young persons." It is left to the individual countries to determine which these are, after consultation with employers' and workers' organizations. Recommendation No. 146 gives guidance on criteria that should be applied in determining which is hazardous work.

3. A lower minimum age for light work, i.e. work which is not likely to be harmful for children's health or

development or to prejudice their attendance at school may be set at 13. For a country that initially sets a minimum age of 14, the minimum age for light work may be set at 12.

Minimum Ages according to Convention No. 138

General minimum age	Light work*	Hazardous work**

For most countries:

15 years or more
(in any case not less than
age of completion of
compulsory schooling)

13 years

18 years
(16 years under certain
strict conditions)

For those countries whose economy and educational facilities are insufficiently developed:

14 years

12 years

18 years
(16 years under certain
strict conditions)

The ILO Worst Forms of Child Labour Convention, 1999 (No. 182)

The Worst Forms of Child Labour Convention, 1999 (No. 182) calls for immediate prohibition of the worst forms of child labour, defined by Article 3 of the Convention as:

- All forms of slavery or practices similar to slavery, such as the sale and trafficking of children, debt bondage and serfdom and forced or compulsory labour, including forced or compulsory recruitment of children for use in armed conflict.

- The use, procuring or offering of a child for prostitution, for the production of pornography or for pornographic performances.

- The use, procuring or offering of a child for illicit activities, in particular for the production and trafficking of drugs as defined in relevant treaties.

- Work, which, by its nature or the circumstances in which it is carried out, is likely to harm the health, safety or morals of children (hazardous work)

The Convention provides that hazardous work should be defined by the competent national authority, after consultations with organizations of employers and workers.
Guidance on some hazardous child labour activities which should be prohibited is given in the accompanying Recommendation No. 190 and includes:

- Work which exposes children to physical, psychological or sexual abuse.
- Work underground, under water, at dangerous heights or in confined spaces.
- Work with dangerous machinery, equipment and tools, or which involves the manual handling or transport of heavy loads.
- Work in an unhealthy environment which may, for example, expose children to hazardous substances, agents or processes, or to temperatures, noise levels, or vibrations damaging to health.
- Work under particularly difficult conditions such as work for long hours or during the night where the child is unreasonable confined to the premises of the employer.

The Convention also calls upon countries that ratify this Convention to:

- Design and implement programmes of action to eliminate the worst forms of child labour as a priority.
- Establish mechanisms to monitor implementation.

- Impose penalties and other measures to ensure compliance.
- Consider the importance of education in eliminating child labour
- Prevent children from being engaged in the worst forms of child labour.
- Remove children from the worst forms of child labour and rehabilitate and reintegrate them into society and provide access to vocational training.
- Acknowledge the special status of the girl child.

National Labour Laws

Present a summary of the national child labour laws in your country and the gaps in these laws as they relate to International Conventions, below is the example of the laws in Kenya regarding the employment of children.

Kenyan Laws Regarding the Employment of Children

Kenyan Employment Act (CAP 226) 1976 and the Employment of Children Legal Notice No. 155/77

The issue of employment of children is lumped together with that of women in Part IV of the Employment Act, which is entitled 'Employment of Women and Juveniles.' This Act does not clearly define who a child is. It defines a child as an individual, male or female, who has not attained the age of 16 years; a juvenile as a child or a young person; and a young person as an individual who has attained the age of 16 years but not the age of 18 years.

In the Children Act 2001, a child is any person under 18 years. This Act repealed the three main Acts relating to children, that is the Children and Young Persons Act, Guardianship of Infants Act and the Adoption Act. Since the Employment Act is still in force, it allows children between the ages of 16 -18 to engage in work. Nevertheless, in a bid to protect children, the Children Act has taken care of the lacuna by providing that 'the Minister of Labour shall make regulations in respect to periods of work and legitimate establishments for such work by children above the age of 16 years.'

The Act defines employment to mean the engagement in any labour for the purpose of gain whether the gain is directly to the person concerned or to another. The Employment Act is currently under review and may change drastically. However, currently it provides for the following:

- It allows the employment of members of the same family in an industrial undertaking (mining, quarrying, transport industry, construction, working in a factory, among others) unless there is a danger to life, health or morals of the employees.
- It does not apply to any technical school or institution which is approved by a public authority.
- No child can be employed in an industrial undertaking whether gainfully or not unless they are working under a contract as apprentices or indentured learners as prescribed by the Industrial Training Act. Such a child and no other may work on a machine. Employment of a child in an industrial undertaking is an offence that attracts a fine of Kshs 1000.
- The Act prohibits the working of children in any open cast mining or sub-surface mining, which are entered by means of a shaft or audit.
- Employing a child or causing a child to be employed otherwise than under a verbal contract is an offence.
- Unless there is a serious emergency and the Minister for Labour gazettes that there is a demand for women and children to work, no child shall be employed between the hours of 6.30 p.m. and 6.30 a.m. in an industrial undertaking. An employer, however, can be authorised to extend the time to midnight or from 5 a.m.
- Any person employing a child shall keep and maintain a register containing among other particulars, the age or date of birth of the child and the date of entry into and of leaving the employment.
- A doctor may medically examine any child in employment at any time during the period of employment.
- A labour officer may, by notice in writing served upon the employer, terminate or cancel any kind of contract of employment entered between the child and an employer (other than contract of apprenticeship and indentured internship) if he believes that the employer is an undesirable person or that the nature of the employment is dangerous, immoral or hazardous to the health of the child.

The Employment (Children) Rules provides that :

- No child can be employed without the prior written permission of an authorised officer. Contravention of this provision is an offence.
- No permission shall be granted for their employment where:
  - i)   it would cause the child to reside away from the parents/guardians unless their approval has first been obtained in writing.
  - ii)   In any bar, hotel, restaurant or club where intoxicating liquor is sold or as a tourist guide unless the Labour Commissioner's consent in writing has first been sought.
  - iii)   Every person authorised to employ more than 10 children on a permanent basis shall designate a person to be approved in writing by the Labour Commissioner to be responsible for the welfare of the children.

Weaknesses of Kenya's Employment Act

The following are the main weaknesses of the Kenya's Employment Act:

- By the age of 16 years many children in Kenya today have not completed schooling.
- It does not address employment of children in the agricultural sector and in the privacy of domestic homes where it is more rampant than in industries.
- It is easy to abuse children under the pretext of apprenticeship.
- There is no lower age limit for apprentices and indentured learners.
- Penalties are extremely lenient.
- Lack of clarity about what the registers to be kept by employers' ought to include.
- Medical officer estimating the age of a child on the basis of appearance leaves a lot of room for error.
- It does not indicate any benefits apart from the salary.
- The fact that children can be employed in bars, hotels, restaurants, or clubs where intoxicating liquor is sold or as tour guides for as long as the Labour Commissioner has given his consent is a gross infringement of the rights of children who deserve protection from environments that are not conducive to their overall development.
  It is hoped that these gaping holes will be adequately addressed in the current review of all the labour laws in the country. Top on the list will be the scrapping of the term 'juvenile' so as to conform to the Children Act, which has adopted the more friendly term, 'children.'

A positive move is the recent announcement by the Minister for Labour and Human Resources that the minimum wage for persons under eighteen years has been raised so as to be par with that of adults, thus, making it just as expensive to hire a child.

The Regulation of Wages and Conditions of Employment Act

The Regulation of Wages (General) Order makes mention of children in this way:

- No child shall be required to work more than 6 hours a day.
- The weekly rests of a child shall not be deferred.
- The employment of a child at sea is governed by the **Employment of Children at Sea (Medical Examination Rules) No 158 of 1977.** It prohibits the employment of a child in or on any ship apart from one in which only members of the family are employed without the production of a medical certificate of fitness for such work, signed by a registered medical practitioner.

The Children Act, 2001

The Children Act is the most comprehensive Act relating to issues of children to date. It addresses matters that usually affect children as a unique group in society, for instance, custody, maintenance, adoption, fostering and treatment of child offenders. The problem of child labour has not been delved into because children are not the

only ones who carry out work. The only way to handle child labour is through the revision of the portions of the Employment Act that talk about children.

The Act in general terms affords children protection from economic exploitation and any work that is likely to be hazardous or to interfere with their education or to be harmful to the health or physical, mental, spiritual, moral or social development.

It defines child labour as any situation where the child provides labour in exchange for payment and includes:

a) Any situation where a child provides labour as an assistant to another and his labour is deemed to be the labour of that other person for purposes of payment, or,
b) Where a child's labour is used for gain by any individual or institution whether or not the child benefits directly or indirectly, or,
c) Where a contract for services a child provides the services whether or not using the services does so directly or through an agent.

The Act goes a step further to describe a child, who is engaged in work likely to harm his health, education, mental or moral development as one in need of care and protection and the remedies available are:

a) Rescue to a place of safety.
b) Committal to the care of a fit person.
c) Punishment for the offender.
d) Arrangement for return to school or to vocational training institutions.

Day One, Session #6: CLM Course Group Formation

Session Objectives: *By the end of this exercise, participants have*
- *created a means for increasing their participation in course.*
- *arranged themselves in groups for more efficient workshop communication, logistics and management;*
- *begun to assess the use of small-group units and activities to maximize participation;*
- *begun the process of working in randomly assigned teams;*
- *identified their resources and contributions to the group;*

Session Outputs: Six CLM Course Group's Name, Symbol and Participant Resource Assessment for Course Groups

Time	Process and Activities
20	**GROUP EXERCISE: CLM COURSE GROUP FORMATION -** Link to the last session. Create six CLM Course Groups: • Briefly introduce the rationale for course groups as a way to ensure participant involvement in course management and direction. Say something like : • Ask pax to return to their previous random groups—from the "Child Labour in Question" session. • Give pax 30 minutes to complete this course group formation process which includes: (1) giving the group a name that is a CHILD LABOUR, CLM, or STOP CHILD LABOUR (2) an internal resource assessment; (2) coming up with a symbol for that child labour issue. • Provide written instructions on course group formation task. Each group needs to do the following: 1. Assessment: Ask each person to take 1card and on it o write/share knowledge or skills s/he can contribute to the group. Have the group summarize the resources on a flipchart. 2. Have the group come up with a symbol for its name. • Ask each group to report out for 5 minutes to the others on its resources & symbol. Link to the Course Group Meeting that evening.
	MATERIALS & EQUIPMENT: Cards, flipcharts, markers
	HANDOUTS, TOOLS & REFERENCE MATERIALS: CLM definitions in English and mother tongue Course group formation instructions handout
	Notes to the Trainer: Course Groups are formed on Day One to ensure participant involvement in the course from the outset. In course groups participants share and identify resources they bring to the whole group and the groups themselves provide an avenue for direct intervention from participants throughout the workshop. If possible, the number of "Course Groups" formed should ensure that each participant has at least one chance to represent s/his course group in the Course Management meeting. In terms of training jargon, the trainer *debriefing* session at the end of the day (or the trainer *clinic*) now includes participants, not just trainers. Course groups are responsible for such things as icebreakers, logistics, parties and feedback.

Day One, Session #7: An Overview of CLM and the Core Phases and Steps of CLM

Session Objectives: *By the end of this session participants will have a better understanding of:*
- *what is meant by CLM;*
- *the steps in preparing for, setting up, and operating the child labour monitoring process.*

Session Outputs: None

Time	Process and Activities
60	**CLM PRESENTATIONS:** **Presentation #1: Overview of CLM;** **Presentation #2: Core Phases and Steps of CLM** - Introduce the speaker - Invite the speaker to do s/his presentation. - Have pax write questions and comments on cards during the presentation - Collect them during the presentation - Cluster the cards - After the presentation, ask the questions pax have written. - Facilitate any discussion that ensues. Sample presentations appear on the next page.
	MATERIALS & EQUIPMENT: PowerPoint (if available), cards
	HANDOUTS, TOOLS, & REFERENCE MATERIALS: Handouts: A copy of the presentations Reference materials: CLM Brochure; CLM Guidelines, CLM Frequently Asked Questions
	TRAINER NOTES: If CLM activities are currently being carried out in the country, it would be useful to compile an additional presentation on CLM experiences to date. If possible hand out each Presentation summary *before* the English presentations to those whose mother tongue is not English—and even better, have them translated into the mother tongue beforehand for distribution before the presentation. After the Q&A, rather than try to capture the answers of the panellists as they provide the answers, give the panellists their own question cards and ask them to write their answers themselves. If they can document these on the computer, the better.

1. What is child labour monitoring?

One of the most potent means of addressing child labour is to regularly check the places where children may be working. Child labour (CLM) is an active process that ensures that such observation is put in place and is coordinated in an appropriate manner. Its overall objective is to ensure that, as a consequence of monitoring, children and young legally employed workers are safe from exploitation and hazards at work.

- CLM is a way of mainstreaming child labour work into all levels of government.

- It is an active process to regularly check workplaces in order to ensure that children are not working there and that young workers are adequately protected. This is particularly effective at the local level where child labour occurs as it combines continuing identification of child labourer with their referral to available services.

- The information gathered from CLM is immediately used to provide assistance to children, but it also allows systematizing and analyzing information about the dynamics of child labour local and national levels.

- The main activity used by CLM is direct observation by monitoring teams. At the local level, CLM generally links information between work sites and schools/services to enable checking that children are provided with alternatives to work and as consequence of monitoring are better off and have not instead fallen into something worse.

Child labour Monitoring is an active process for stopping child labour. It involves direct observations, repeated regularly, to *identify* child labourers and to determine risks to which they are exposed, to *refer* them to services, to *verify* that they have been removed and to *track* them to ensure that they have satisfactory alternatives.

2. The origins of child labour monitoring

The concept of child labour monitoring grew out of a series of IPEC-assisted projects which have been underway for several years in the garment manufacturing sector (Bangladesh), carpet, soccerball, and surgical instrument sectors (Pakistan), the fishing and footwear industries in Indonesia and the Philippines, and the coffee and agricultural sectors (Central America). Alarmed that child workers—once removed from these industries—were not only returning to work but sometimes going to work in other sectors less visible and more dangerous, projects saw the need for a more comprehensive system of identification, inspection, tracking, and verification. They saw the need to monitor more than just the workplaces; the "social protection" activities (school, other alternatives for children removed from work) needed to be included as well. And they saw the need to monitor more than just the target sector; inclining them toward an **area-based** approach. The projects developed monitoring processes, therefore, that enlisted new partners to identify child workers, ascertain the degree of risk, verify that they have been fully removed from work and involved in education or other suitable alternative. They shifted the focus, in other words, from the industry to the child.

3.   How does it work?

CLM is always conducted at the local level: this is where the work and the service providers are located. The information that is generated can also be used at the national and regional levels to determine child labour trends for the purposes of policy improvement, enforcement of labour laws and social planning.

At the local level, CLM involves the active observation of workplaces to identify children at work along with the hazards they are exposed to, and to find meaningful alternatives such as school, informal education or skills development programmes that children can be referred to. This process also involves prevention: employers and parents are provided with advice about the ill effects of child labour and educated about child labour laws and work related hazards.

An important part of the CLM process is to ensure that once child workers have been identified follow-up action is taken and that the information generated through CLM is actively disseminated and used. This includes tracking children in order to know their whereabouts and verification of the information that has been generated through the CLM process (quality control).

At the national level, information generated through CLM can give an indication of the effectiveness of national measures that have been taken to eradicate child labour by providing numbers that can be compared over time. This is especially valuable for reporting on international commitments such as on the implementation of ILO Worst Forms of Child Labour Convention, 1999 (No. 182) and the Minimum Age Convention, 1973 (No. 138). Article 5 of Convention No. 182, in fact, calls for the establishment of appropriate mechanisms for monitoring the provisions of the Convention This information on working children – who they are, where they come from, what hazards they are exposed to – helps policy-makers at all levels know where the problem lies so they can take action accordingly.

CLM should always be linked to and work through the labour inspection system as the main institution mandated to address child labour in the workplace. Through multi-sector teams that are linked to labour inspection and to local governments, CLM can extend the scope of action against child labour to traditionally hard to reach areas and sectors of child labour such as the informal economy and agriculture. Such multi-sector monitoring teams may involve social workers, teachers, community members, village committees and so on.

CLM requires a framework that allows for regular sharing of information among those who can contribute to the elimination of child labour. Agreements among these agencies help to create partnerships, enhance long-term commitments, promote the institutionalization of CLM and contribute to the sustainability of the monitoring process.

4.   The CLM Framework

CLM requires a **framework** that allows regular sharing of information among those who can contribute to the elimination of child labour. Agreements among these agencies help to create partnerships, enhance long-term commitment, promote the institutionalization of CLM and contribute to the sustainability of the monitoring process. This framework incorporates and assigns a place to these parties in the monitoring process according to their differing capacities to access, assess, and act on child labour.

CLM Framework:

The CLM Framework is the association of partners and agreements among them that operates and maintains the child labour monitoring process

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The purpose of a CLM framework is to ensure the coordination of information management and the services provided to the child labourer through a multi-partner alliance.

Although child labour monitoring takes place at the local level, in order for it to be sustainable and to create real impact, it should be part of a larger enforcement and inspection policy. The CLM framework should, therefore,

include government structures, such as the inspectorates (labour, health/safety, and school), and would be likely to take direction from a multi-sector national policy body.

In principle, all CLM processes should always be part of local government systems and operate under their supervision and authority. It is important that the CLM process connect with existing social planning and monitoring mechanisms of the local government wherever they occur.

Ideally CLM should be nation-wide and based on a set of national agreements about the information to be collected and how the CLM process will be managed. It should also use common tools and have a common database or repository of the information.

CLM should be developed in accordance with national development priorities and commitments of all main stakeholders working against child labour. It should capitalize on existing experiences on CLM and innovatively build new operational bridges across agencies, among different information collectors and various repositories of information. Consequently, setting up CLM may require procedural changes in existing information management systems.

Developing and agreeing to a CLM framework requires political will, adequate national resources and a long term view on how to mainstream child labour monitoring into existing systems of governance and information collection and planning processes.

5. The desirable characteristics for CLM are:

While each situation is unique, experience has shown that an effective child labour monitoring system includes the following characteristics:

- It is area-based and applicable to all types of child labour (formal and informal economies, agriculture, illicit work, etc.).
- It operates at the local level, covers work and service sites, and includes a referral system to access services.
- It has a legal mandate and operates under the authority and supervision of the local government or labour inspectorates.
- It is linked to national child labour policy and action.
- It is sustainable in terms of technical complexity, human resource requirements and cost.
- It is replicable and can be scaled up.
- It builds upon existing information collection systems.
- It is transparent.
- The information can be verified and there is a process of accountability.

6. The CLM Model

As each child labour situation is specific, the CLM created to deal with each situation will be unique in its composition. There is clearly no single template that could fit every one. The Guidelines that accompany this Overview present a comprehensive generic model of CLM that can be adapted to specific circumstances. It comprises the many activities that are part of the CLM process and how they can be linked together. Figure 1 provides an illustration of the model.

CLM Process:
The CLM process comprises the procedures, documents and forms that enable monitoring to be implemented correctly.

The CLM model has been divided into four phases:

Preparation

In this phase, you create the CLM framework and develop the CLM process. The preparatory phase ensures that the conditions necessary for monitoring are met and that the CLM process is designed and developed with the participation of a wide array of stakeholders.

Design, testing and training

- Design, testing and training ensures that the CLM process will function and that the practitioners will have adequate skills and capacities to manage and conduct the actual monitoring and referral activities.

- The design and testing of the CLM process must be consultative, participatory and based on a common agreement by all concerned.

- Before a proper testing is possible, both those managing CLM and those involved in the actual monitoring work need to be trained and familiarized with each other's roles and responsibilities.

Monitoring

- In this phase the monitoring in workplaces and referral to schools and other service sites takes place. The monitoring phase actively prevents child labour through regular visits to workplaces.

Follow-up

- In the final phase the information collected is made available for use, and girls and boys removed from child labour are actively tracked in order to ensure that as the consequence of monitoring children can have alternatives to child labour. The follow-up phase ensures that children have accessed available services, and the credibility of the overall child labour monitoring process through verification.

7.   The main CLM activities

Besides the development of the CLM process there are two distinct regular phases in CLM: monitoring and follow up.

The principal activities of the monitoring phase are:

1. **Identification and assessment:** Girls and boys at work or in transit to work are identified.

2. **Referral:** If children are found, identified as child labourers and assessed to be at serious risk, they are removed and referred to services corresponding to their needs via a network of service providers and agreed procedures.

3. **Protection and prevention:** The workplace is checked to see what types of work-related hazards exist and to which child labourers may be exposed, using a common set of tools.

4. **Immediate data management and analysis**: After the monitoring visit information is recorded and reported upon for appropriate action.

The principal activities in the follow-up phase include:

1. **Tracking**: Checking that girls and boys covered by CLM are attending school or have been provided other suitable alternatives.

2. **Verification and quality control:** Checking that the information from CLM is credible and accurate.

3. **Providing information for enforcement or laws:** Making information about violations of laws related to child labour available for enforcement officials and the judiciary.

4. **Information dissemination and analysis:** Actively disseminating information to the regional and national levels. Information is used to review and promote anti- child labour laws, policies

Figure1. Basic CLM process
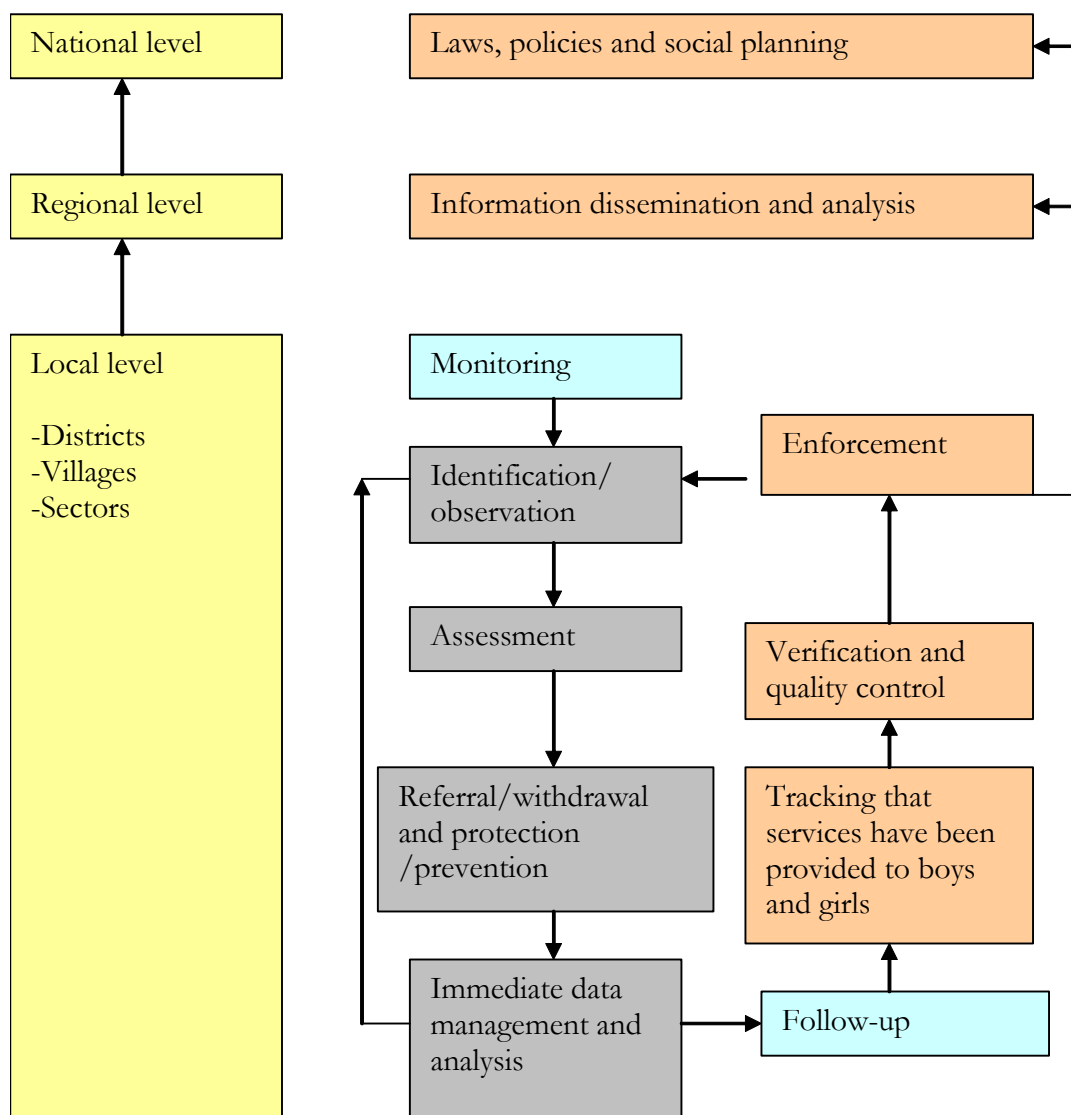
8.   How to apply the general model to child labour monitoring

In order for CLM to be effective and sustainable, it is important to find the best possible institutional arrangements and monitoring processes for the local situation.

<table>
<tr><td>Examples of workplaces which may need to be monitored</td></tr>
<tr><td>

- Factories, small and medium-sized enterprises
- Home-based industries
- Small-scale mines
- Fields
- Fishing vessels
- Shopping malls
- Streets
- Bus stations
- Marketplaces
- Ports

Bus stations and ports are of particular concern as they serve as both places of work and transit points for trafficking of child labour.

</td></tr>
</table>

CLM is most effective when it covers an entire area rather than a single sector as children may move from one type of work to another.

In the **formal economy** – manufacturing, commercial agriculture, etc. – child labour is likely to be addressed through the formal labour inspection mechanism. In this case, the task of CLM is to augment the coverage of existing systems to ensure that children and young workers are adequately serviced and that referral systems have been put in place. CLM must see that alternatives to child labour exist and make sure that labour inspectors and those participating in monitoring are knowledgeable about child labour. Strengthening of labour inspectors' capacities to understand child labour and to be able to address it effectively often is an important part of CLM work.

In specific child labour monitoring programmes, established typically for export industry sectors, monitoring can be conducted through external monitors specialized in child labour. Lately, there have been voluntary and private monitoring programmes where the child labour monitoring in a specific manufacturing sector has expanded to include other core labour standards as well.

In the **informal economy** and other areas (transit points of trafficking, home-based work and sometimes agriculture) CLM uses a wider range of partners, such as people's organizations and NGO's, with much of the emphasis of work put on prevention and raising of awareness of the ill effects of child labour.

CLM in the informal economy is often more focused on preventive work than inspection and enforcement of labour laws. Here, the social status of and esteem for the monitors are important to the credibility and authority of the CLM.

The task of CLM is to engage the community to monitor child labour through social mobilization, training and provision of tools and to link the monitoring activity to local government and official enforcement systems so that the information on child labour can be effectively used and the monitors have a degree of authority and mandate to fulfil their duties. Much of this work is focused on attitude change rather than on law enforcement.

In both cases monitoring must be regular and have a proper process of recording and documentation of data.

9.   Key aspects of CLM

Monitoring should include a referral system that ensures that once a child in hazardous work is identified and removed, then both a service to receive the child and a mechanism to track the child through the process must be in place.

Monitoring is not possible without the active cooperation and involvement of key partners including labour inspectors, employers' organizations, trade unions, NGOs, community groups and parents. CLM creates an active partnership of key partners and encourages the evolution of a multi-sector alliance to reduce risks and hazards in the workplace.

It is important to **link education initiatives and the existing school inspection with workplace monitoring under the child labour monitoring framework**. This will help to identify children who may be working and ensure that child workers are not "lost" after being removed from work. This will promote access to basic education.

Monitoring is a form of prevention. Repeated acts of monitoring prevent child labour. As part of the process of setting up CLM and of monitoring workplaces, partners are re-oriented and sensitized on issues pertaining to child labour and when possible on occupational safety and health at work. CLM promotes a new "culture" in the workplace that aims at tackling the risk of child labour before it starts.

10.   Conclusion

The concept of child labour monitoring has evolved from sector-specific and workplace-centred interventions to a more holistic and comprehensive approach to child labour. Child labour monitoring is used as a vehicle to sustain and continue the identification and referral of child labour work beyond specific projects. When mainstreamed into the regular work of local government, CLM promotes the institutionalization of a **permanent response mechanism to child** labour that can be shared across all actors in the society working towards the elimination of child labour.

In summary, CLM:

- is a local process that can best be employed as part of a larger child labour strategy for national action;

- can become a useful organizing principle for governments to coordinate information on child labour from different sources;

- directly contributes to the reduction and elimination of child labour in workplaces; and

- helps to consolidate and mainstream child labour issues into governance.

Child labour monitoring is a process to institutionalize identification and active removal of girls and boys from child labour at the level of the workplace, community and government.

It ensures that action against child labour is mainstreamed into different levels of governance and promotes broader long-term impact on girls, boys, families, policies and institutions in countries working against child labour.

It uses regular observation, removal of girls and boys from child labour and preventive and protective strategies to ensure child labour free workplaces and better working conditions for young workers.

The CLM model has been divided into four phases:

Preparation

- In this phase, you create the CLM framework and develop the CLM process. The preparatory phase ensures that the conditions necessary for monitoring are met and that the CLM process is designed and developed with the participation of a wide array of stakeholders.

Design, testing and training

- Design, testing and training ensures that the CLM process will function and that the practitioners will have adequate skills and capacities to manage and conduct the actual monitoring and referral activities.

- The design and testing of the CLM process must be consultative, participatory and based on a common agreement by all concerned.

- Before a proper testing is possible, both those managing CLM and those involved in the actual monitoring work need to be trained and familiarized with each other's roles and responsibilities.

Monitoring

- In this phase the monitoring in workplaces and referral to schools and other service sites takes place. The monitoring phase actively prevents child labour through regular visits to workplaces.

Follow-up

In the final phase the information collected is made available for use, and girls and boys removed from child labour are actively tracked in order to ensure that as the consequence of monitoring children can have alternatives to child labour. The follow-up phase ensures that children have accessed available services, and the credibility of the overall child labour monitoring process through verification.

The monitoring and follow-up activities are repeated on a regular basis.

Each of these phases contains some core elements and steps which the experience of most of the child labour monitoring projects has shown to be important. As the child labour situation varies from place to place, these core elements and steps will need to be adapted accordingly.

In the following section the importance of these steps are explained in more detail. For further information about please see **the CLM Guidelines**.

The Preparatory Phase	
Steps	• Expected Outcomes • Review of essential laws, institutional structures and raised awareness of chid labour and CLM
1. Determining the problem and level of response 2. Reviewing the legal and child-labour-policy frameworks, information collection and management capacities 3. Raising awareness and building alliances	• Problem setting • Review of the relevant policies and information collection capacities • Raised awareness

The Design, Test and Training Phase	
Steps	• Expected Outcomes : • Credible, simple, cost effective and sustainable CLM developed
1. Setting up the management of the CLM 2. Developing and testing the monitoring tools 3. Developing a referral system 4. Organizing monitoring teams 5. Training monitors and building capacity 6. Testing the CLM design and thinking about replication	• CLM management system established • Monitoring tools developed and tested • Referral system developed • Monitoring teams organized • Monitors trained and practical skills provided • CLM process tested and validated for replication

The Monitoring Phase	
Steps	• Expected Outcomes • Workplaces monitored regularly, child labourers identified and referred to services
1. Preparing for the visit 2. Conducting the visit 3. Withdrawal and referral 4. Protection and prevention 5. Closing of the visit 6. Immediate data management and analysis	• Visit prepared • Visit conducted • Withdrawal and referral implemented as necessary • Protective and preventive messages shared • Visit closed • Information treated and first analysis conducted

The Follow-up Phase	
Steps-	• Expected Outcomes • Information from the monitoring visits used for immediate follow -up and shared for social planning and policy review purposes
1. Tracking of child labourers 2. Quality control and verification 3. Providing data for enforcement of laws 4. Information dissemination and analysis 5. Providing inputs to laws, policies and social planning	• Information actively used to track ex-child labourer and to ensure their access to services • The accuracy and quality of the information has been checked • Information used to improve working conditions for legally working young workers and children withdrawn from child labour • Information on magnitude, location and trends of child labour disseminated widely and used for social planning and policy development

The Preparatory Phase

Introduction

The aim of the preparatory phase is to create an environment conducive to monitoring and establish the institutional and operational conditions necessary for a feasible and functional CLM.

The preparatory phase comprises three general steps that are important for setting up CLM. It ensures that the positions and points of view of partner agencies are reflected in the CLM design and that local resources and capacities are fully utilized.

The main steps in the preparatory phase and a rough estimate of the length of time that will be needed are as follows:

Step 1:	Determining the problem and level of response (0-6 months).
Step 2:	Reviewing the legal and child labour policy frameworks, information collection and management capacities and basic services (0-6 months).
Step 3:	Raising awareness and building alliances to create the CLM framework (6-12 months).

Why do you need these steps?

In the following sections the purpose of these steps are described. For further information about the steps please refer to the CLM Guidelines.

Step 1: Determine the problem and level of response

Why do you need to do this step?

- You need to identify the key problems of child labour that you are trying to address.

- You must be able to explain the rationale and purpose of CLM, why it is a necessary and meaningful process and convince your partners of its benefits.

- You need to have good basic knowledge about child labour in the particular sector or area that you intend to cover in order to be able to adapt and apply the model to your specific situation.

- You must be able to identify key partners and generate a common understanding and consensus about CLM.

Step 2: Reviewing the legal and child labour policy frameworks, information collection and management capacities and basic services

Why do you need to do this step?

- CLM must operate in accordance with existing laws, enforcement mechanisms (such as labour inspection) and official standards. A general assessment of the legal and administrative context and existing child labour policies helps to ensure this.

- If you are developing a national information base on child labour through CLM, you need to establish links and assess the strengths and weaknesses of information management systems already in place.

- You need to be aware of the basic service structures and methods of governance as they affect CLM.

Step 3:   Raising awareness and building alliances to create the CLM framework

Why do you need to do this step?

The preparatory phase includes awareness raising in order to ensure community acceptance of child labour monitoring and the mobilization of the general public and potential partner agencies. CLM needs to be understood and appreciated as a collective effort that brings local resources together. Financial and human resources must be made available to develop CLM if it is to be effective and sustainable in the long run.

Institutional knowledge on data collection mechanisms and CLM may already exist among labour inspectors, social workers or NGO professionals. However, they may have differences of opinion and approaches to development issues. Awareness raising and alliance building will help you to unite all key institutions and actors under the common principles of CLM and to commit them to long-term work against child labour.

The design, test and training phase

During the design, test and training phase, the way in which the actual monitoring will be conducted is specified and the technical basis for the CLM established. Once the scope and operating principles of CLM have been agreed upon, the tools of the monitoring process have to be designed and tested, the management team organized, the monitors trained and the overall process tested.

Roles and responsibilities that have been agreed upon need to be formally recognized and written down. As part of the technical design of the CLM, you need to draft a *CLM profile* that describes and explains the different parts of the process and *operating guidelines* that provide guidance on how to operate specific areas of the CLM (see Annex C). This initial process design will be further developed and fine-tuned to better reflect local realities as part of a pilot testing and appraisal process.

This phase includes the following steps:

Step 1:	Setting up the management of the CLM (0-6 months)
Step 2:	Developing and testing monitoring tools (6-12 months)
Step 3:	Developing a referral system (6-12 months)
Step 4:	Organizing monitoring teams (12 months)
Step 5:	Training monitors and building capacity (12-18 months)
Step 6:	Testing the CLM design and thinking about replication (12-18 months)

Why do you need these steps?

Step 1:   Setting up the management of the CLM

Why do you need to do this step?

There are several activities that need to be carried out before the CLM can be designed and tested. These include:

• designating a management team for the design of the CLM process;

• defining specific roles and responsibilities for setting up and operating the CLM process;

• agreeing on the authority and responsibilities of partner agencies; and

• ensuring effective administration and coordination mechanism and agreeing on the financial foundations of CLM

Step 2: Developing and testing monitoring tools

Why do you need to do this step?

Activities in this step involve developing and testing monitoring tools and agreeing on what core child labour indicators will be recorded through CLM. Specific monitoring techniques, such as how to verify the ages of child labourers, will be presented and specific issues discussed, including gender and the updating and storing of data.

The monitoring tools referred to in this section comprise the manuals, monitoring forms, computer software and descriptive materials about CLM used in operating the CLM process. The monitoring techniques are the practices aimed at helping monitors conduct visits and respond to specific situations during their monitoring work.

This section includes information on:

- developing and testing monitoring tools;

- agreeing on core child labour indicators;

- recording monitoring data; and

- age verification

Setting up and operating CLM requires adequate capacities and operational knowledge of the purpose and operating principles of the CLM process. The following materials may need to be developed to respond to the capacity building and training needs of those developing and operating CLM processes:

- A CLM profile

- CLM operating guidelines

- A training manual for monitors (including forms and monitors' fact sheets/checklists

Step 3: Developing a referral system

Why do you need to do this step?

Two expected outcomes of CLM are that child labourers who have been identified through monitoring are referred to appropriate service providers and a tracking system is in place to follow up and ensure that the child will not return to work or surface in another sector of child labour later on.

Step 4: Organizing monitoring teams

Why do you need to do this step?

Once partners for the monitoring and referral are identified and have agreed to participate in the monitoring effort, the monitoring teams can be formed. The monitoring team is the mechanism through which the observations at the worksite and in schools are conducted. They are the human hands and eyes of the monitoring system.

Step 5: Training monitors and building capacity

Why do you need to do this step?

The work of those involved in the actual monitoring is much more than just information gathering and sharing; it can involve interacting with employers, workers, family members and child labourers themselves. The members of a monitoring team need to be able to make many difficult judgements on the spot.

Step 6: Testing the CLM design and thinking about replication

Why do you need to do this step?

The functioning of your CLM is not only dependent on a good design. Key people and institutions must be trained and have the opportunity to test and learn their roles and functions in the CLM.

The procedures and tools used to collect the information needs to be tested and validated. This phase may require a considerable amount of time (possibly up to a year) and should not be rushed.

Testing is equally done to see how the actual monitoring and follow-up action works in the field and to allow the validation and further development of the monitoring tools. It will also help to clear any potential misunderstanding about CLM among your partners, as this will be the first time they are able to participate in this particular monitoring process and to see with their own eyes how it is run and operates.

The Monitoring Phase

Implementation of the monitoring process in workplaces

The preparatory and the design, test and training phase covered the steps that need to be taken in order to develop adequate conditions and technical basis for child labour monitoring. We will now consider the actual work involved in the act of monitoring and explore some key concepts related to monitoring and dealing with children and hazards in the workplace.

After going through the steps in preparatory phase you have:

- developed a common understanding about the purpose and operational principles of CLM;
- reviewed laws and existing information collection systems;
- committed partners and built a monitoring alliance;
- formulated and made institutional agreements;
- designed the CLM process;
- constituted and trained monitoring teams;
- developed operational guidelines and tools;
- tested the monitoring design in practice; and
- developed a quality management system.

This phase is divided into six steps. These areas of intervention cover the major activities that are undertaken immediately before, during and after the monitoring visit:

Step 1:	Prepare the visit
Step 2:	Conduct the visit
Step 3:	Withdrawal and referral
Step 4:	Protection and prevention
Step 5:	Close the visit
Step 6:	Immediate data management and reporting

Note that in some instances the activities comprised in these steps may overlap, particularly in the cases of Steps 2-4.

These steps can be applied with minor modifications to any CLM visit regardless of its size or scope.

The actual monitoring involves executing monitoring visits to workplaces on a regular basis and ensuring that the findings of the monitoring visits are properly documented and reported and information provided to competent bodies or service providers to act upon. Note that the term "workplaces" is used here to refer to any location where children may be working. This would include formal worksites, such as factories, commercial farms or fishing boats, and informal settings, such as streets or third-party homes.

The purpose of monitoring is to:

- identify child labourer and assess their needs;
- promote improvements in working conditions and OSH for the benefit of young workers;
- record information about the monitoring visits and the children identified;
- activate referral procedures (including withdrawal from workplaces and referral to school or services) if required; and
- promote protective measures and preventive messages, counsel, educate and motivate employers, factory owners, community members, parents and girls and boys on child labour.

By this point, all key partners should be familiar with the purpose and objectives of CLM. In monitoring workplaces it is important that all those involved in the monitoring visit and the follow-up have internalized and understood their functions and roles.

The institution responsible for initiating the monitoring visit should also have general background information with basic data and possible records of any previous visits to the workplace with mentions of any action taken or recommendations made to the employer.

The actual monitoring visit is the key element of the CLM that determines how effective the overall work against child labour in a given sector is or has been. Through the initial monitoring visit you establish the baseline information about child labour that your whole monitoring effort will be based upon. The rapport between the employer and the monitors and that paves the way for the future regular monitoring works is also established at this time.

After the initial visit when the basic information about the employer, family and child is collected, follow-up visits will be conducted to verify and check that measures have been taken to address possible problems and the commitments made are respected. In the case where children have been withdrawn from work and referred to services, the follow-up and subsequent visits to the workplaces ensure that they have access to these services and remain out of child labour.

Why do you need these steps?

Step 1: Prepare the visit

Why do you need to do this step?

In order for the monitoring visit to be successful, it is important to prepare for it. The monitors need to have sufficient information about the target establishment or areas, and practical issues, such as transport, need to be addressed. A good level of information about the locality and people to be met will also facilitate interaction during the monitoring visit and result into cordial and trustful relations between those concerned.

Preparing for the visit includes collecting background information about the site and location of the target area/establishment that will be monitored. If baseline information is available, the monitors should familiarize themselves with that. The existence of trade unions or workers' representatives on occupational safety and health committees should also be checked.

Step 2: Conduct the visit

Why do you need to do this step?

This step is where you actually enter the workplace. It is the crucial moment in which you identify potential child labourers and take decisions on how to proceed.

If the visit has been announced, then the monitors need to confirm the visit by contacting the employer or announcing the visit beforehand through a local government office or any other means available. In the case of an announced visit, the confirmation gives due time for the employer to arrange for documents and key persons to be available which will facilitate the conducting of the monitoring.

The downside to announcing the visit is that it also allows the employer to "hide" unwanted documents or people, thus making it impossible for the monitors to be able to see the workplace in an actual work situation. As the primary goal of CLM is to find and identify child labourers, it is important to use unannounced visits, if possible, as well or a combination of both methods. The announced visit can be very productive in terms of prevention and information sharing, but it is only through unannounced visits that you are able to secure **objective** and **first hand** information about who is working at the worksite and under what conditions.

Once on site, the monitoring visit involves two principal areas of activity:

- **contact and formalities**,

- **observation** (including identification of child labourers, assessment of on working conditions; interviews with children and age verification).

Step 3: Withdrawal and referral

Why do you need to do this step?

Whenever the situation so requires, a referral system must be activated to ensure that the child is withdrawn and has access to education or social services. It is important to note that the nature of withdrawal is different depending on the location and type of work. In formal workplaces, such as factories, withdrawal may involve the physical removal of the child from the workplace through an agreed procedure. If the child is legally working but performing hazardous work, it may involve making sure that the child is provided with a safe alternative type of work.

Referral

Establishing a referral system means that an agreement is made with the service providers that they accept and assume the responsibility of providing assistance to child labourers found during the monitoring process.

This agreement must be formal and based on the practical realities and capacities of the service providers. The services may be provided through government entities (schools and health stations), NGOs or faith or community-based initiatives on education, skills training, counselling and self help.

You will need to consider:

- the resources and physical capacities of the service providers, and

- commitment and ability to receive and provide services,

When you develop a referral system you must also agree on the nature and responsiveness of the referral mechanism.

- Is it meant to be mechanism that can be activated immediately to address an urgent child labour situation in a workplace? This would be the case in some factory-based monitoring projects, for example, where girls and boys found working in hazardous conditions are immediately removed and enrolled in schools.

- Is it a slower step-by-step process where, once a problem is identified, a task force or similar group makes an assessment of different possible options? If so, the child labourers' situation is then addressed within the shortest delay possible.

Step 4: Protection and prevention

Why do you need to do this step?

In this step the workplace is checked to see what types of work-related hazards exist for child labourers. The role of the monitors is to advise the employers and parents about these risks and recommend further action, to convey messages about prevention of child labour and to inform employers, workers and parents about the ill effects of child labour.

Step 5: Close the visit

Why do you need to do this step?

The monitoring visit is closed through a discussion and briefing session with the management, employer, parents and/or community members concerned in order to discuss the findings of the visit. This allows for all those involved in the monitoring activity to get immediate feedback on the results of the visit and what the next steps will be.

Step 6: Immediate data management and reporting

Why do you need to do this step?

After the visit has been concluded there must be an immediate review of the visit by the members of the monitoring team. Notes can be compared to see that the members of the team agree on a common overall assessment of the workplace and child labour situation. There are two aspects to this phase of the visit: one is to agree on and record the findings of the visit and the other is to report the findings of the visit to those involved in the CLM either for follow-up action or for information.

The Follow-up Phase

Ensuring that the information collected is credible, accurate, accessible and used for action

The follow-up phase is meant to ensure that the information collected through the CLM is analysed and actively used for referral to provision of services, policy improvement, social planning and enforcement of child labour laws.

The principal steps of the follow-up phase are:

Step 1:	Tracking of child labourers to ensure that services have been provided
Step 2:	Quality control and verification
Step 3:	Providing data for the enforcement of laws
Step 4:	Information dissemination and analysis
Step 5:	Providing inputs to laws, policies and social planning

Why do you need these steps?

Step 1: Tracking of child labourers to ensure that services have been provided

Why do you need to do this step?

Tracking is part of child labour monitoring and imperative for the follow-up of the child.

A purpose of CLM is to make sure that child labourers identified through the CLM are helped and provided with better alternatives. CLM needs to be able to track the individual child labourer from when s/he is identified through the resolution of the problem.

Step 2: Quality control and verification

Why do you need to do this step?

An internal quality control mechanism and a management plan on how to organize continual improvement in CLM are essential both to making sure that the information collected is credible and to improving the monitoring work the ability to adapt to new challenges.

Verification, either internal or external, establishes the credibility of claims concerning the actual practices under scrutiny or the observance of agreements and norms dealing with the issue in question.

The major difference between quality control and verification is that quality control is a continuing effort to improve procedures, mechanisms and tools that form part of all work conducted under the CLM umbrella, whereas verification is conducted mainly for the purpose of correctness of the data.

Step 3: Providing data for the enforcement of laws

Why do you need to do this step?

CLM information should also be actively used to promote the enforcement of child labour laws and to provide information on gaps and challenges concerning the implementation and enforcement of existing laws.

As a multi-partner process, CLM promotes the general awareness of labour laws. CLM can also contribute to and promote the implementation of voluntary workplace and enterprise-related codes of conduct and collective agreements, which are often developed under the auspices of initiatives on corporate social responsibility.

Step 4: Information dissemination and analysis

Why do you need to do this step?

Information management involves the treatment, storage and preliminary analysis of the data received from CLM and its transmission to higher levels of governance from where it can be used for policy-making and social planning processes.

In CLM the data is likely to be of two different sorts:

1. **Quantitative information** about the incidence of child labour and the numbers of girls and boys who have been referred to remedial activities such as schooling

2. **Qualitative information** that reveals the gaps or weaknesses in substantive areas, such as workplace OSH and attitudes of employers/parents in regard to child labour and CLM.

Information management in the follow-up phase may include some or all of the following:

- treatment of information, preliminary analysis and making it available for use;

- inputs to formulation of child labour responses and goal setting;

- identification and formulation of child labour indicators for target setting;

- inputs into strategic monitoring and tracking of impact;

- inputs to research and analysis; and

- inputs to national social planning and development, (discussed in Step 5).

Step 5: Providing inputs to laws, policies and social planning

Why do you need to do this step?

Information generated through CLM can be used for assessing the impact of different child labour responses and can help in reaching desired child labour objectives and in the development of clear integrated and coordinated policies at the national level.

Recap of the CLM model

Child labour monitoring involves the identification and referral of child labourers through the development of a framework of partnerships and coordinated multi-sector process. The CLM **framework** is the association of partners and the agreements among them. It encourages commitment and regular sharing of information among those who can contribute to elimination of child labour. The CLM **process** comprises the procedures and tools that enable monitoring to be implemented correctly and can be divided into four phases: 1) preparation, 2) design, test and training, 3) monitoring and 4) follow-up.

The **preparatory phase** ensures that the conditions necessary for monitoring are met, and that the CLM process will be designed and developed in such away that it is feasible and reflects local institutional capacities and policies.

The design, test and training phase ensures that monitoring tools have been properly designed and that those concerned have adequate skills and capacities to manage and conduct the actual monitoring and referral activities. The design and testing of the CLM process must be consultative, participatory and based on a common agreement by all concerned parties.

In the **monitoring phase**, visits to workplaces and referral to schools and other service sites take place. The monitoring is conducted by multi-skilled monitoring teams who are selected for this task with established roles, responsibilities and procedures.

In the **follow-up phase,** the information collected through monitoring is made available for use, and girls and boys removed from child labour are actively tracked in order to ensure that as a result of monitoring children have alternatives to child labour.

The monitoring and follow-up activities are ongoing – they are repeated on a regular basis. As the child labour situation decreases, CLM is expected to decrease in intensity and gradually become mainstreamed into government social protection functions.

Day One, Session #8: CLM Case Studies

Session Objectives: *By the end of this session participants will have:*
- *Analyzed child labour monitoring case studies in other countries;*
- *Applied CLM case study situation/lessons learned to their specific situation, where applicable.*

Session Outputs: CLM key guidelines

Time	Process and Activities
60	**GROUP WORK: CLM CASE STUDIES** **1.** Invite participants to get into Course Groups **2.** Distribute the case studies—one case study to each group—a situation description and suggested questions for consideration (see below); **3.** Ask each group to read the case study, discuss the situation and consider the questions below; 4. Ask each group to come up with 6 key guidelines for their specific situation, sustainability, authority to initiate child labour monitoring, information collection, coordination mechanisms, referral and monitor selection, one on each of 6 cards; **Questions for consideration**: 1. What and how are different partners and actors involved in CLM and how do they coordinate among and between different levels (national, regional, local) in the process? 2. What kind of agreement was drawn up for the CLM process? 3. Who has the main implementing responsibility and what are its functions and role? 4. How is the CLM process carried out? 5. How was gender reflected in the design of CLM? 6. What are the services provided under the referral mechanism? 7. What data regarding children is recorded and why is it important? 8. Where is the data kept and who should have access to the database information and why? 9. What difficulties were encountered, how could they be resolved? 10. How will the CLM process be sustained? 11. What will the CLM process achieve and do you think it is applicable to the situation in your locality, for what sectors? **Report out in Plenary** - Facilitate a discussion in plenary on the questions - Have each group report on its case and post its guidelines; - Based on the individual group guidelines, eliminate redundancies and combine as necessary so pax have one set of guidelines.
	HANDOUTS & REFERENCE MATERIALS: Case Studies: The Case of the Commercial Agriculture Project in Kenya. The Case of the Cambodia School Child Labour Warning System The Case of the Bangladesh Garment Industry Project The Case of the South America Mining Project
	TRAINER NOTES:

Day One, Session #9: Closure for the Day, Course Group, Navigation Group and Team meetings

Course Group Meeting of Individual Course Groups followed by Course Management Meeting
At the end of each day each Course Group meets for 15 minutes. Following that meeting a representative from the group attends a 15 minute meeting with the trainer(s). At this "Navigation" meeting course group reps give feedback based on their meeting on any aspect of the course, including how pax are feeling at the end of the day, course management, progress, direction, venue, food, etc. Also, the trainer can give reminders.
Session Objectives: *By the end of the First Course Group Meeting, participants*
- *begin to use their participant power to give feedback on course direction and focus.*
- *have initiated the process of developing greater ownership of the course.*
- *have developed an icebreaker schedule* **Session Objective:** *By the end of the session Pax will:*
- *feel that they have begun to understand CLM*
- *have begun to see how CLM could be applied to the real CL situation in their locality.*

Time	Process and Activities
15	**CLOSURE** • After the presentations are over for the day, spend 10 minutes bringing the group to closure in plenary. • Brainstorm on a flipchart some learnings. • Ask pax what they have learned in applying CLM to the locality. • Write their comments on the flipchart.
15' 15'	**SMALL GROUP FEEDBACK ACTIVITY: COURSE GROUP MEETING & MANAGEMENT NAVIGATION MEETING** **Course Group Meeting** • Ask Pax to form course groups to discuss the events of the day; • Ask them to choose one representative to serve as recorder/reporter to come to the management meeting. • Give them 15 minutes. • In course groups pax spend 15 minutes discussing events of the day from any perspective. **Management Navigation Meeting** • After 15 minutes ask course group reps to come to the management meeting. • When the reps and the trainers are settled, solicit feedback from the various representatives on any aspect of the course they wish to discuss. • Take notes on the feedback from the various groups. • Give feedback to the groups on your perception of the day. • Determine which course group will do the icebreaker tomorrow. *Icebreakers* • Distribute the handout on icebreakers; Determine which group will do the next day's icebreaker Develop a Course Group Icebreaker schedule. Discuss various icebreakers;
	MATERIALS & EQUIPMENT: Flipchart
	HANDOUTS, TOOLS & REFERENCE MATERIALS: Course Group Discussion Instructions Icebreaker Handout
	TRAINER NOTES • The first course group meeting may take more than 15 minutes. Be flexible, but help groups keep it concise. • If possible ensure that there are enough course groups so that each pax has a chance to be a rep one day. At

	the Navigation meeting, go around the group and ask each person how s/he is "feeling" note down emotion! Then ask each course group representative to give feedback. Accept the feedback and proceed to the next representative. When all reps have given feedback, ask management to respond to any issues regarding rooms, food, venue, water. If there are issues which trainers can solve or respond to right there, do so.
	• Bring appropriate issues to the group the next day.
	• Type up the notes to read the next day using two columns, positive and negative.

Day Two CLM Design Workshop

- Session 1: Opening of the Day: Feedback. Icebreaker
- Session 2: Establishing an Agreement to take action against CL in the locality
- Session 3: Presentation & groupwork: CLM Design and Development – Key Activities
- Session 4: CLM Coordinating Group Roles & Responsibilities
- Session 5: Closure for the Day

Day Two, Session #1: Opening of the Day: Feedback. Icebreaker

Session Objectives: By the end of this session participants will
- *be energized by participating in or conducting "icebreaker"*
- *have linked to the previous day*

Session Outputs: Visualized changes to the program and schedule if necessary

Time	Process and Activities
30	**PLENARY: OPENING HIGHLIGHTS** • Share feedback from the previous day's course group meeting, from pax or trainers. • Announce adjustments in program based on pax feedback, if any • Make any other announcements necessary • Give overview of day, linking next session to previous day. • Ask group if they want/need an icebreaker. **Icebreaker** • Ask for the responsible course group to volunteer to lead pax in a "short—10 minute" ice breaker. Participate in icebreaker yourself. • Be prepared to lead an ice breaker if no one is ready or has an idea. **Preview the Day** • Go over the schedule for the day • Make any adjustments necessary**.**
	MATERIALS & EQUIPMENT:
	HANDOUTS, TOOLS & REFERENCE MATERIALS: • Distribute the handouts that were documented the day before • Set up a system for documentation, including distribution. • Make sure you get a copy of everything that has been documented.
	TRAINER NOTES:

Day Two, Session #2: Establishing an Agreement to Take Action Against Child Labour

Session Objectives: *By the end of this session the participants will have:*

- *Confirmed the mandate of the CLM Coordinating Group;*
- *Understood why a formal agreement between different partners involved in the overall CLM process is needed;*
- *Drafted a preliminary agreement with the basic components the group thinks must be included*

Session Outputs: A **DRAFT** CLM agreement for setting up CLM in the locality

Time	Process and Activities
90	**PLENARY DISCUSSION – COORDINATING GROUP MANDATE** • Facilitate a discussion about having a mandate for the committee; • Based on CLM preparatory activities completed before the CLM Design Workshop, ask participants to confirm their mandate • Ask them to discuss and confirm: o The overall objective of CLM – what CLM aims to achieve o The coverage and scope of CLM – sectors, areas and/or scope of work of the CLM o The CLM process strategy – how they are going to go about setting up and testing the CLM process **PLENARY DISCUSSION – FORMAL AGREEMENTS FOR THE IMPLEMENTATION OF CLM** • Discuss the benefits of drawing up a formal agreement for the implementation of CLM – write ideas on a flipchart. These could include: Agreements - - demonstrate commitment between partners - provide an official framework for the management and implementation of the monitoring process - set out a common vision of the purpose and scope of the CLM - clarify roles and responsibilities - give authority for the CLM process to be set up **Generating Agreement Elements** • Give each person one card of the same colour. • On the card, ask each pax to write one element/idea s/he thinks should be in an agreement • Gather the cards in a random way. • Sort them into categories, visualizing all cards. • Get consensus on the element/.ideas/categories on the list that should remain, those that should be eliminated because they are redundant, and those that are unnecessary. • Ask the group if there are any more elements which need coverage. • Add those upon which the group agrees. • Distribute the handout "Basic Principles and Components of CLM Agreements" • Display the basic components of a MoU on PowerPoint or just read them out loud • Ask the pax to discern any other key ideas or elements which they had not included • Write all of the agreed elements on cards **SMALL GROUP WORK** • Divide the participants into 6 random groups so that there are approximately 4-6 members of each group

	• Take all of the cards and "deal" them out so that each group has the same number of cards—each group might only have one card. • Ask each group to work to write one or two key sentences about each key idea/element on its card(s). **Put the Agreement Together** • Ask pax to put their sentences on the pre-headed chart under the correct headline. When all are on… • Read "the preliminary agreement" aloud, asking pax to listen to it once. • Then ask pax for comments and suggested changes and reordering. • Make the changes on which pax all agree and circle any areas of disagreement… • Be sure that at least one overriding statement stating commitment to take action against child labour has been clarified and agreed upon • Discuss what needs to be done in order to draw up an agreement between the different actors who will be involved in the CLM process
	MATERIALS & EQUIPMENT: System for display of PowerPoint or overhead projector
	HANDOUTS, TOOLS, & REFERENCE MATERIALS: Basic Principles and Components of CLM Agreements
	TRAINER NOTES You need to be sure that you know the key elements used in Agreements to set and a commit to a CLM process by having referred to the basic principles and components of CLM agreements (set out on the following page) and any other agreements available before the session. Be sure that during the "next steps" there is a process established (with meetings, reviews and parties committed to do the work) to focus on drawing up an agreement between the different actors who will be involved in the CLM process.

Basic Principles and Components of CLM Agreements

It is important that key partners involved in CLM draw up a written agreement which provides the official framework for the management and implementation of the monitoring process.

Agreements ensure that all parties are clear about the specific roles and responsibilities of key partners, how the different partners are going to work together, and the practical arrangements for the implementation of the CLM process.

The most common form of co-operation agreement is a memorandum of understanding (MoU) between the different partner organisations.

The box below sets out the basic components of a MoU.

Components of a Memorandum of Understanding

Partners
Partners to the MoU should be identified. Future cooperation will be easier if the MoU identifies a precise unit with an organisation, such as a special unit for combating child labour, and the specific NGOs that are to provide various services.

Purpose and Scope
The general purpose and specific aims of the CLM process should be stipulated. In the case of purely voluntary monitoring, the limitations of the process need to be clearly stated.

Authority
The authority for monitoring should be specified.

Target group
Listing the precise target groups (types of child labour present in the locality) will contribute to successful identification and withdrawal of child labourers.

CLM management and administration
The MoU should stipulate where the management of the CLM process is to be based. As a matter of principle the CLM should always be lodged in some form of official authority, typically represented by the local government. The actors responsible for coordinating the CLM process should be specified and the general responsibilities of the CLM coordinating group should be described.

Detailed description of different responsibilities
In order to ensure effective cooperation the specific roles and responsibilities of different partners should be clearly defined. The different advisory, enforcement and supervisory functions must be clearly understood and established.
It is particularly important to distinguish between the function and authority of labour inspectors and other institutions vested with similar powers for the purpose of CLM. Partners who operate and function as part of an *integrated monitoring team* must understand that their role may be a complementary and supportive one rather than that of enforcement.

The different roles that the partner agencies have in the CLM should be linked to the main functions of the monitoring process

The details of the co-operation procedure between the partners
The procedures the partners are to follow in the identification, referral, verification and tracking of child labourers should be detailed in the MoU.

Mutual communication of information
CLM partners should undertake to treat personal information regarding children in a responsible fashion and as confidential.
Different partners should exchange information concerning the child labour situation and mechanisms for

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sharing such information should be clearly defined.

Financial contributions
Details regarding any financial contributions that will be made by each of the signatory partners should be specified (if appropriate).
Details of other sources of financial support for implementing CLM and the amount to be contributed should also be specified.

Quality control
Mechanisms by which the quality of the services provided are evaluated should be detailed in order to ensure that the children are well treated and that the services provided are appropriate.

Time when the MoU comes into effect
The MoU comes into effect upon signature by all relevant parties

Amendment and expansion of the MoU
On the basis of mutual consultation

Day Two, Session #3: CLM Design and Development – Key Activities

Session Objectives: *By the end of this session participants will have:*
- *focused on key activities for CLM design and development;*
- *worked on one of the CLM design activities in detail and assessed the work to be done for each key CLM design activity.*

Session Outputs: Flipcharts on each key activity for setting up the CLM Process

Time	Process and Activities
120	**GROUPWORK: CLM DESIGN ACTIVITIES** • Introduce this session by displaying on an overhead projector or reading out loud the key activities for designing and testing the CLM process (see introductory presentation on the following page); • Introduce the exercise explaining that in this session pax will focus on key CLM design activities. Explain that they will be working on one key activity in a small group; • Before starting the Groupwork, discuss and confirm in plenary the scope and objectives of CLM and the financial foundations of the process; • Then divide the pax into three mixed groups you have determined beforehand (see trainer notes). Group 1 will be planning the CLM Operational Process, Group 2 will be planning CLM Administration and Coordination Mechanisms & Group 3 will be planning CLM Data Management • Hand out the exercise instructions for each group:
	Instructions for Group 1 – Planning the CLM Operational Process • Refer to the handout "Defining Roles, Responsibilities and Authority" • Discuss how different partners could work together and the practical arrangements for carrying out the main functions of the monitoring process (identification, referral, verification & tracking) • Draw a flow-chart showing the potential actors involved in each stage of the monitoring process: • Briefly define the roles and responsibilities of the actors identified in the flow-chart • Select someone to present this information to the other groups You have 60 min to prepare your flipchart for a 7 minute presentation.

- Refer to the handout "Establishing Administrative and Coordination Mechanisms"
- Discuss the workability of the draft CLM framework*;
- Make modifications as necessary;
- Write a short description explaining how the CLM administration and coordination mechanism would work for your situation
- Select someone to present this information to the other groups

You have 60 min to prepare your flipchart for a 7 minute presentation

* Trainer note: A draft CLM framework should have been drawn up as an output of the CLM Initiation Workshop. If a draft CLM framework is not available, modify the instructions so the group identifies the administrative structures for the CLM process and maps out a CLM framework showing the links between the different CLM structures among and between different levels

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Instructions for Group 3 – Planning CLM Data Management

- Refer to the handouts "Review Existing Information Management and Data Collection Systems" and "Agreeing on Core Child Labour Indicators"
- Discuss:
    - What child labour data will be collected (what information about the child, the workplace, and the school or other services provided will be collected, core indicators)
    - Where the data will be stored,
    - How the data will be stored (database, filing system)
    - Who responsible for recording/inputting the data,
    - What data will be transferred to others and how often.

- Select someone to present this information to the other groups

You have 60 min to prepare your flipchart for a 7 minute presentation

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SMALL GROUP PRESENTATIONS
Have each group present its ideas: Ask participants to hold their comments until all groups have presented and to write suggestions on cards.
Once all groups have presented
- Process the information generated, focusing on "how", "by whom" these activities will be carried out;
- Facilitate a discussion of suggestions and changes.
Incorporate when there is consensus

THE CLM PROFILE AND CLM OPERATING GUIDELINES
- Explain the purpose of the CLM profile and CLM operating guidelines:
  The CLM profile is a document that should be produced fairly early on in the process. It describes the CLM initiative, its objective and purpose in the context of the country, sector or locality. It is used as a road map for the development of the CLM and may have a specific work plan attached to it to provide guidance on the way forward

  The CLM operating guidelines are a comprehensive description of the operating principles and processes CLM. It should provide detail on the monitoring mechanism itself, tools and roles and responsibilities. These guidelines can include important phone numbers and extracts of pertinent agreements and laws.

- Distribute the handout "The Child Labour Monitoring Profile Sample Outline"
- Conclude the session by emphasizing that pax will refer back to the Key CLM Design and Testing Activities in the Action Planning session – it is important that pax are clear of what they need to do and how they are going to go about it by the end of the workshop.

	MATERIALS & EQUIPMENT:
	Flipcharts, cards, magic markers, brown paper
	HANDOUTS, TOOLS & REFERENCE MATERIALS:
	One page of instructions for each small group, one set for the record and one set for you.
	A copy of the Presentation
	Handout: Defining roles, responsibilities and authority
	Handout: Either the CLM framework (developed in the CLM Initiation Workshop), or the CLM framework structure, as appropriate
	Handout: Reviewing Existing Information Management and Data Collection Systems handout
	Handout: Agreeing on Core Child Labour Indicators handout
	Handout: Sample CLM Profile
	TRAINER NOTES:
	Organize small group membership beforehand, ensuring that they are a mix of different professions.

Presentation:
CLM Design and development – Key Activities

For the actual design and development of CLM the following issues need to be considered

Objective: to design and develop the CLM process and prepare for the actual monitoring activities to be tested and started in practice.

Rationale: It is through the development of the actual monitoring process that direct observations, carried out in a routine and professional manner can happen. This is the level at which CLM process is actually designed and planned in practice.

Output: CLM process developed and tools, training and capacity building efforts planned to be tested at the local level with adequate commitments and capacities in place

The CLM Coordinating Group selects child labour places and sectors of priority focus. The CLM Coordinating Group directly oversees action (of labour or agricultural inspectors in the case of government, of teachers, and social workers in the case of NGOs) and <u>delegates authority</u> to the local CLM team. This is, in short, where tangible planning can take place and commitments made, both of funds and manpower

Key Activities

Based on the agreements made at the regional and district level meetings/workshops organize a coordination mechanism, orient local partners and constitute monitoring teams. Key CLM design and development activities include:

<u>CLM Design Activities</u>
1. Confirming the scope and objectives of the CLM and the financial foundations of the process

2. Developing and deciding upon the CLM operational process of identification-referral-verification-tracking

3. Drawing up a written agreement defining the roles, responsibilities and authority of partner agencies

4. Deciding on administration and coordination mechanisms with CLM administrative structures

5. Developing the referral system

6. Agreeing on a data management system (the agency responsible and the capacity and tools required)

7. Developing monitoring materials (CLM profile, CLM operating guidelines)

<u>Planning to test the CLM Process Activities</u>

1. Developing and deciding on tools to be used (format, key indicator etc.)

2. Organizing the monitoring teams by deciding on the composition of the monitoring team, their function and roles and responsibilities

3. Deciding on the required training and capacity building needs

4. Developing a plan to test the CLM in chosen target areas.

5. Developing a plan for verification and cross-checking of information from available sources

6. Developing a plan for continuing quality control and improvement of the monitoring process i.e. capacity building, review and self-evaluations etc.

Day Two, Session #4: CLM Coordinating Group Roles and Responsibilities

Session Objectives: *By the end of this session participants will:*
- *better understand the CLM coordinating group management structure;*
- *have developed a set of functions for the CLM Coordinating Group*

Session Outputs: List of Functions of the CLM Coordinating Group

Time	Process and Activities
60	**Plenary: CLM Coordinating Group Roles and Responsibilities:** • Brainstorm roles and functions of a coordinating group—any coordinating group. Ask pax, "What do coordinating groups do? Who are the officers" • Write their ideas on a flipchart. • Get more specific. Ask, "What does the CLM Coordinating Group do?" • Ensure that pax give responses such as: oversee and manage the monitoring process (monitoring, coordination of the referral system and active use of information generated by the monitoring process); provide guidance and assistance to key partners in their monitoring work; ensure that adequate resources are made available for CLM; to periodically review and assess the quality of the monitoring process; recommend and propose corrective action; to review and forward synthesis reports of the CLM for purposes of social planning and social development at the national level. **Small Group Exercise: Coordinating Group Functions, Roles & Responsibilities** Write six "Function Group" cards: 1. Monitoring Training Group 2. Child Labour Information Management Group 3. Referral Group 4. CLM Management Policy & Process Group 5. Media and Public Relations Group 6. Finance and Fundraising Group Write "officer" cards, including : • CLM Coordinating Group Chair, • Sub coordinating group chairs; • Treasurer, • Secretary, etc. **Create Random Function Groups** • Ask pax to count off by sixes, 1-2-3-4-5-6 and to get into groups 1-6. • Prepare a card on which the name of each "function" is written. • Randomly distribute the cards to the groups. **Reshuffle the Groups** • Ask if any person feels strongly about not being on that CLM function group for the rest of the workshop and to which function group s/he wants to change and if someone on that other function group would be willing to change. • Effect the change. • Distribute the instructions for the Exercise—one to each sub-coordinating group. • Reiterate the instructions which read something like:
	Functions of the CLM Coordinating Group Exercise In your "function" groups, discuss the following: • What are the roles and the responsibilities your function group? • What work has the coordinating group already done to date in this area? • What strengths does each organization represented on this coordinating group have to offer? • What questions do you have about this function group's roles and responsibilities? **Elect a Function Group Chairperson** Select a Function Group Secretary who will take notes and prepare a flipchart for presentation

	Decide who will give a 3 minute presentation to the whole group Get a function group Secretary to take notes and prepare a flipchart on the output of their discussion: Choose a rapporteur who will present to the whole group.
	Process this exercise in Plenary: • Ask each function group to present its functions and officers. . • Ask the whole group to comment; make additions; suggest changes. • Incorporate those with which the group agrees;
	Materials and Equipment:
	Handouts and Reference Materials: CLM Coordinating Group Formation and Function Exercise Instructions
	Trainer Notes: Documentation • Be sure that these lists of functions and ways to attract appropriate volunteers are documented and distributed to pax.

Day 2, Session #5: Closure

Session Objectives: By the end of this session participants will have
- *had a chance to review the day;*
- *Provided feedback to the trainers and management;*
- *Represented their group's opinion about the course and course management;*

Time	Process and Activities
15	**Course groups, Navigation Group and Team meetings "close" the day.**
30	Remind group to hold Course Group Meeting for 15 minutes. Hold Workshop Navigation Meeting ten minutes after the Course Group meeting is to finish. Hold a Training Team Meeting if the team needs one in addition to the Navigation meeting.

Day Three CLM Design Workshop

- Session 1: Opening of the Day: Feedback and Ice Breaker
- Session 2: Presentation: Key issues concerning CLM
- Session 3: Group work: Key issues concerning CLM
- Session 4: Groupwork: Referral of Child Labourers: Criteria, Process & System for Removal and Referral
- Session 5: Groupwork: The Referral System
- Session 6: Simulated CLM Coordinating Group Meeting
- Session 7: Closure

Day Three, Session #1: Opening of the Day: Feedback. Icebreaker

Session Objectives: By the end of this session participants will
- *be energized by participating in or conducting "icebreaker"*
- *have linked to the previous day*

Session Outputs: Visualized changes to the program and schedule if necessary

Time	Process and Activities
30	**PLENARY: OPENING HIGHLIGHTS** • Share feedback from the previous day's course group meeting, from pax or trainers. • Announce adjustments in program based on pax feedback, if any • Make any other announcements necessary • Give overview of day, linking next session to previous day. • Ask group if they want/need an icebreaker. **Icebreaker** • Ask for the responsible course group to volunteer to lead pax in a "short—10 minute" ice breaker. Participate in icebreaker yourself. • Be prepared to lead an ice breaker if no one is ready or has an idea. **Preview the Day** • Go over the schedule for the day • Make any adjustments necessary**.**
	MATERIALS & EQUIPMENT:
	HANDOUTS, TOOLS & REFERENCE MATERIALS: • Distribute the handouts that were documented the day before • Set up a system for documentation, including distribution. • Make sure you get a copy of everything that has been documented.
	TRAINER NOTES:

Day Three, Session #2: Key Issues Concerning CLM

Session Objectives: *By the end of this session participants will:*
- Better understand the key issues concerning CLM;
- Have considered application of key issues to their locality.

Session Outputs: None

Time	Process and Activities

20	**Presentation: Key issues Concerning CLM**
	   • Introduce the speaker
	   • Invite the speaker to do s/his presentation.
	   • Have pax write questions and comments on cards during the presentation
	   • Collect them during the presentation
	   • Cluster the cards
	   • After the presentation, ask the questions pax have written.
	   • Facilitate any discussion that ensues.
	
	A sample presentation appears on the next page.
	
	Key Issues Q&A
	• Facilitate a discussion from pax questions generated from the floor or on cards.
	• Ask pax to discuss the issues in terms of their situation.
	• Make sure pax understand key terms;
	• Add key terms to the CLM Definitions parking lot.
	• Spend no more than 40 minutes on both the presentation and the questions and answers session which follows the presentation.
	
	Some Questions might be.
	• How can CLM be sustained?
	• What are some ways to determine CLM Cost-effectiveness?
	• Where does CLM Credibility come from?
	• How can Transparency be ensured?

	Materials and Equipment:
	Handouts and Reference Materials: Presentation Handout: Key Issues Concerning CLM
	Trainer Notes: **Documentation:**

Presentation #3:
Key Issues Concerning CLM

Experience has shown that there are several characteristics of CLM are common to successful application of the model presented in these Guidelines. These can be considered as the necessary conditions:

- **Wide application**: The coverage of CLM should be as wide as possible, both geographically and in terms of the types of child labour targeted (formal and informal economies, agriculture, illicit work, etc.). This allows for follow-up of children and addresses the issue of mobility and migration of target groups from one location to another.

- **Local community involvement:** CLM operates at the local level, covers work and service sites and includes a referral system to access services. CLM's chain of action – identification, assessment, referral, removal, reporting and verification – can contribute to immediate action against child labour at the local level and influence policies and practices at the intermediate and national levels as well. It is most effective when developed through a participatory community-based consultation that takes into account different cultures, traditions and considers the gender roles of boys and girls

- **Legal mandate:** CLM has a legal mandate and operates under the authority and supervision of the local government or labour inspectorates. There implies a clear division of labour between mandated law enforcement officials, government department concerned with education and social protection and voluntary complementary types of arrangements to participate in CLM.

- **Political commitment:** CLM is most effective when it is mainstreamed and operated within the system of governance, thus it is paramount that key Government agencies lead the process of developing CLM and that the CLM framework is aimed to become the organizing principle of active collection of information on child labour and Government-led monitoring activities on child labour.

- **Relevance to policies:** CLM is linked to national child labour policy and action. In order for it to be truly appreciated, its usefulness and relevance to national child labour policy, enforcement and action must be understood by all partners. It should be linked to national policy priorities, such as poverty reduction strategies, attainment of Millennium Development Goals and similar initiatives that aim at policy and legislative changes at broader national scale.

- **Clear roles and responsibilities:** Institutions dealing with management, monitoring activity at the level of the workplace and which are part of the referral system all have specific tasks that they are responsible for.   It is important all those participating in the CLM are aware of these tasks and that there is as specific agreement that guides the functioning of the CLM process

- **Sustainability:** CLM is sustainable in terms of technical complexity, human resource requirements and cost. The process of developing CLM and operating it as a system must be based on a thorough understanding of the key objective of continuing and institutionalized monitoring of child labour that requires long-term commitment and resources to be effective. Sustainability must be addressed both in terms of political commitment and allocation of adequate financial and human resource for CLM, as well as in terms of technical complexity, and operational cost.

- **Potential for replication and scaling-up:** The overall aim of the "developmental" phase of CLM is to build a monitoring partnership, develop the tools and operational mechanisms for monitoring and to test how cost effective and feasible the CLM is for the intended purpose. The technical design of CLM must innovatively seek effective and yet simple solutions and possibilities for data collection and treatment and whenever possible use these options for financial and technical gains.

- **Viable information collection systems:** Rather than create a new system, CLM should be based on existing foundations of information collection systems and draw upon/contribute to strengthening of available local, regional and national monitoring/inspection capacities. The information collected by the competent authorities and partner agencies must also be treated in such away that the confidentiality of the information is secured.

- **Transparency:** For CLM to be credible it must be based on good governance and transparency. This means an open process of accountability and the means to verify data and records that are the basis of CLM information. Verification of CLM data can be conducted both through internal or external verification.

Lastly, the most important element of CLM is **the child**. A successful CLM always keeps the child at the centre of the process. It establishes an identification and referral system that ensures that child labourers are found and identified, that workplaces are continually monitored and that girls and boys who require referral are provided with adequate services.

- It is also important to be conscientious that CLM never becomes an end in itself. At its best, CLM is a simple mechanism by which people and institutions concerned about child labour identify and help children with services that can improve their wellbeing and provide them with better alternatives to work. This is why the emphasis of CLM is at the local level where the children and the services are.

Day 3, Session #3: Group Work: Key Issues Concerning CLM

Session Objectives: *By the end of this session participants will:*
- *Have applied key issues to their locality;*
- *Analyzed key issues in depth from a Coordinating Group management perspective.*

Session Outputs: Location-specific Approaches to Key CLM issues from the Coordinating CLM - Function Group Perspective

Time	Process and Activities
45	**Groupwork: Key Issues Concerning CLM** Ask participants to go into their Coordinating CLM Function Groups formed in the "CLM Coordinating Group Roles and Responsibilities" session : • Information Management and Baseline Survey Group • Referral Group • Management Policy & Process Group • Media and Public Relations Group • Monitoring Training Group • Finance and Fundraising Group Ask each group to analyze each key CLM issue (ownership, comprehensiveness, transparency, sustainability) as relates to their specific function group. **Key CLM Issues** **Instructions** Re-examine the "Key Issues Concerning CLM" Presentation Notes Discuss each key issue in location-specific terms: What work has been done to ensure each key issue as regards function X? What are some approaches/solutions? What are some remaining questions Select a Function Group Secretary who will take notes and prepare a flipchart for presentation Decide who will give the 5 minute presentation to the other groups You have 20 minutes to prepare _____ **Groupwork Presentations:** Have each group present its ideas: Ask participants to hold their comments until all groups have presented and to write suggestions on cards. Facilitate a discussion of suggestions and changes. Incorporate when there is consensus
	Materials and Equipment: Flipcharts
	Handouts and Reference Materials: Exercise instructions
	Trainer Notes:

Day 3, Session #4: Referral of Child Labourers: Criteria, Process and Authority for Removal & Referral

Session Objectives: *By the end of this session participants will:*
- Better understand the complex issues surrounding the "withdrawal" of children from the workplace and referral to appropriate services;
- Have considered removal and referral from three perspectives: criteria, process, and authority.

Session Outputs: A preliminary set of criteria, process and authority for removal and referral.

Time	Process and Activities
120	**Brainstorming: Removal & Referral** • Ask participants to brainstorm ideas about the removal of child labourers from the locality's priority sector(s) and location(s) already determined (on Day One during the small group exercise on the child labour situation in the locality) and their referral to the appropriate services. • Using flipchart or cards, write down ideas. Anything goes. • Cluster/categorize cards (Some categories might be: child, age, salary, skills, impact on the family) **Presentation/Discussion: The Removal and Referral of Child Labourers** • Give presentations on: - "The Removal and Referral of Child Labourers" and - "Withdrawing Children from Work – the strategy of the "Combating Child Labour in Commercial Agriculture" initiative in Kenya (see following pages) • Following the presentation, discuss questions raised by pax; • Note terms on the *Definitions p*arking lot. **Group Work: Removal & Referral - Criteria, Process, and System** • Divide the group into three random groups, counting off by 1-2-3 • Ask Group 1 to work on "Criteria for Removal & Referral" • Ask Group 2 to work on the "Process of Removal & Referral" • Ask Group 3 to work on the "Authority for Removal & Referral" • Ask each group to consider: (1) the impact on the child and s/his family of withdrawal; (2) the emotional condition of the child; (3) the relationship of the child to the employer and (4) options (education, counselling, skill training, apprenticeship) for the child who is withdrawn.
	Instructions for Small Group Work on **Removal and Referral Criteria** (*or Process or Authority))* **Given the locality's priority sector(s) and location(s) :** **Develop a set of criteria** (or a process or authority) for withdrawing child labourers from the workplace and referring them to the appropriate services. Consider and note down on cards (1) the impact on the child and s/his family of withdrawal; (2) the emotional condition of the child; (3) the relationship of the child to the employer and (4) options (education, counselling, skill training, apprenticeship) for the child who is withdrawn. Elect a spokesperson to report back to the other groups You have 40 minutes to prepare and 5 minutes to present your ideas _____ **Groupwork Presentations:** Have each group present its ideas: ask participants to hold their comments until all groups have presented and to write suggestions on cards. Facilitate a discussion of suggestions and changes. Incorporate when there is consensus.
	Materials and Equipment: cards
	Handouts and Reference Materials:

	A copy of the presentations; exercise instructions; Sample Criteria for Referral
	Trainer Notes: Documentation: Be sure that the preliminary criteria, process and authority for withdrawal are documented and handed out the next morning.

Presentation: The Removal and Referral of Child Labourers

When ever the situation so requires a referral system must be activated to ensure that the child is withdrawn and has access to education or social services. It is important to note that the nature of withdrawal is different depending on the location and type of work. In formal workplaces such as factories the withdrawal process may involve the physical removal of the child form the workplace (through an agreed process). If the child is legally working but in risk of hazardous work it may involve making sure that the child is provided with an alternative to the work that s/he was carrying out in order to make sure that the risk that the chid was exposed to is dealt with.

Immediate removal of the child labourer

In some of the formal sector workplace monitoring processes a specific mechanism has been established for situations covering the **immediate (urgent) removal of a** child from the workplace. There must be an agreed criteria and a corresponding process for withdrawal which provides clear steps on how and by whom the child is taken care of.

This process could include the following action and steps:

- Activate the withdrawal process at the workplace (usually a factory)

- Accompany the child home

- Accompany the child to school or other service site

- Record and follow up on the child through a tracking system

This process may include:

- Explaining to the child what is happening and why

- Contacting and informing the family of the child (discussing options, schooling, stipends etc.)

- Discussing and agreeing on the withdrawal with the employer

- Informing the possible service provider (school or other services) about the child and organizing the enrolment of the child to services

- Accompany the child home to provide counselling to parents

The first step is to make an initial diagnosis whether there is reason to start a withdrawal process. If there is adequate basis for withdrawal and the employer is responsive (was not aware of the age of the child or about the laws; did not know about the danger of the work etc.) and willing to help the situation and corrective action can be discussed together with the management.

In case that immediate physical withdrawal is needed then the process of calling in for social workers, teachers or NGO members pre-identified in the process must be activated and the withdrawal organized with the employer. This process must include and take into consideration the parents and family of the child.

If the employer is not cooperative then the monitors need to refer to the agreement made by the employer and try to insist on the agreed process. If the employer still refuses to cooperate then it must be noted and the competent authorities with legal powers called in to assist in the withdrawal process.

Sometimes the children are not cooperative and try to hide or run away in fear of being punished by the employer of the parents. In these cases special attention must be paid to convincing the child that the removal is in their interest and that no harm will come to them. It is important to follow up on the process of securing the child with services and to engage the parents and the child in discussions about the laws concerning child labour as well as the benefits of the services being proposed.

It is important to note that the institutions involved in CLM often have limited resources to actively engage in processes of immediate physical removal. Partner agencies and institutions often participate in CLM above and beyond their regular duties and functions and have limited capacities to act immediately and to receive and take care of chid labourer found through the monitoring process.

Some specific approaches have been developed for situations of unconditional forms of child labour as well as **trafficking of children** for labour exploitation where physical withdrawal is often the only option available. This is often the case when concerned with illegal activities such as sexual exploitation and trafficking of children.

Withdrawal of children in these cases are often done by special rapid action teams and law enforcement teams constituted of police, social workers and psychologist and the referral is conducted through an agreed process of immediate psycho social assistance and help.

Referral through multi-skilled monitoring teams

The process of referral may be somewhat different when the child labourers have been identified through a monitoring process involving labour inspectors and partners of a multi-skilled monitoring team. The role of labour inspectors is to counsel the employer about child labour laws, OSH risks and in the case of flagrant disregard and violation of these laws to uphold them through enforcement procedures.

In the context of multi-skilled monitoring teams child labourers who have been identified through the monitoring visit should be recorded and a withdrawal process applied in which the children's status and identifier information is verified. Depending on the situation and availability of the monitoring team member, either the child is escorted to his/her residence or asked to go home. The referral process would include the immediate transfer of the information concerning the child to the agreed clearance house or base unit for the monitoring to coordinate action for the child to be enrolled to schools or other services.

This referral process may involve a visit of social workers to the child's family to explain the process and reasons for the referral and counselling about schooling and opportunities in terms of skills development and vocational training options.

This institutional model can be used both in formal and non-formal urban child labour situations. In a specific urban sector of child labour like street children and drug traffickers there are different degrees of community involvement through parents associations, NGOs and other partners.

Formal monitoring processes may be complemented by establishment of **social (neighbourhood) watch** type of system, that may result into identification of child labour and information about where the child lives (streets, dormitory, church etc.), why he/she is not in school, what type of work the child labourer is engaged in and other information that will establish some core facts about the conditions in which the child is living and working. These facts will then be the basis for any decisions made on how to promote the child's schooling and on how to "withdraw" the child from child labour situation. A "case management plan" or an individual follow-up plan can then be used to come up with a record and an action plan on how to remedy the situation of the child.

Referral in rural and informal economy CLM

When the identification of child labourers is performed through a rural community centred CLM the process of activating the referral is different from the previous two scenarios. The monitoring rarely would involve physical removal of the child; it would be more targeted to ensure that the child is not subject to hazardous work and that all involved understand what is considered child labour and what types of labour children should not be engaged in.

Community monitoring has a strong preventive and protective element: the word "withdrawal" is used in the sense that any violation of the agreement made by the community will be noted and discussed in public. The monitoring team will then ensure that a process is started not to allow the child to participate in dangerous work and to access schooling. This process must be discussed and agreed upon by the parents and those involved in the work situation. The agreement must be recorded and followed up by the monitoring team.

In community centred monitoring the involvement of key figures of the locality in advocating and working against child labour helps to provide the monitoring with adequate social acceptance. At the community level the act of monitoring is also very much an act of awareness raising and prevention, as it is that of ensuring that the voluntary agreements are kept and that commonly agreed principles are applied. Schools and teachers have a central role in community based monitoring as an important actor in ensuring that children stay in school and that absenteeism is reported and child labour eliminated as a cause.

Any findings of child labour by the monitoring team need to be discussed with the leaders of the community, parents and/or immediate employers of the child. The discussion and agreements made should be recorded for follow-up purposes.

Definition of withdrawal from Kenya Child Labour Division Guidelines for Administering CLM Tools

Withdrawal of Children
This is the act of removing children from a labour situation to a more favourable situation that gives hope for a better future. This includes:

- Children who are working are stopped from working
- The children are provided with alternative, normally education
- Children working in hazardous conditions are removed to safer work situations

If needed a special "follow-up plan" for the child can be developed that is intended to ensure that the child will not be allowed to work any more and that a process is put in place for the schooling or other services needed.

Referral to schooling is usually the favoured option that is sought. As teachers often are part of the monitoring team, agreements and arrangements about the schooling of the child labourer can be made immediately. This information is then transferred to those concerned such as school principals, other teachers of the local schools etc.

If the referral network includes other service providers such as NGOs providing health, income generation or skills development services then their involvement and possible services may be discussed. Arrangements can be made for the children and the families to access these services as consequence of the community-based monitoring. Important part of the referral process is **to assess the education level and possible other needs** of the child labourer so that the best available services can be provided to the child.

The referral process at the simplest could have the following steps:

- Decisions made with the family/employer

- Assessment of education level and other possible needs (health, psycho- social counselling)

- Arrangements for schooling

- Arrangement for other services

- Agreements on follow up

What is important in the referral at the community level is that there is a clear mechanism to follow up on the agreements made and the social pressure to comply with the agreements made is upheld. When ever possible advocacy, social mobilization and awareness raising campaigns could be developed and used to promote the vigilance against child labour and to continue to make the point that the community based monitoring is continuing feature and that real behavioural change is required in terms of children's participation in work.

Presentation : Withdrawing Children from Work
The strategy of the "Combating Child Labour in Commercial Agriculture" initiative in Kenya

Working children are at risk. Already, many of them do not attend school. Their inability to go to school limits the type and quality of skills that they will have and therefore, that they can use as adults to improve their lives, and that of their families and communities. It also exposes them to risks of being endangered in hazardous forms of work where their health, safety or morals may be endangered. Consequently, withdrawing children from work and reintegrating them into the education system (be it formal, non-formal, or vocational) is essential. The following strategies have been identified for use in reintegrating working children and those that have dropped out of school, into the school system.

- Tracking children who are out of school and those who are working;
- Visiting sites where children are suspected to be working;
- Guiding and counselling of identified and withdrawn children;
- Using of provincial administration and other government departments to enforce laws and implement policies at local level;
- Involving the children in choice of interventions and implementation;
- Sensitisation of affected communities;
- Establishment of data gathering systems and reporting desks;
- Educating teachers on how to use continuous assessment to track children;
- Using parents and PTA meeting;
- Providing basic education or vocational training to affected children;
- Socially and economically empowering of institutions and households;
- Follow-up and monitoring of supported children.

Needs of Children Removed from Work

Unless children's needs are addressed, it may not be easy to ensure that children removed from work do not get re-engaged. The following is a list of some of the needs that should be considered when a 'removal from work strategy' is being formulated.
- Food, shelter and clothing (basic needs);
- Protection, love and care;
- Medical examination and care;
- Security/peace;
- Guidance and counselling;
- Education/life skills;
- Vocational skills training;
- Conducive learning environment;
- Direct support in the form of school uniforms, books and other educational supplies;
- Alternative means of support since they are made to abandon their source of livelihood;
- Rehabilitation and re-integration;
- Acceptance;
- Continuous follow up and monitoring.

How to Support Children Removed from Work

(a) Make the School Environment more Attractive

This is viewed as a means of keeping children in school. This may be achieved by upholding the ban on corporal punishment, providing writing and other school materials, adequate desks, classrooms and school uniforms. Sanitation facilities at school have also been identified as key factors in determining whether children stay in school or not. They should be made available. These include toilet facilities as well as basic sanitation for the girl child. Violence and sexual harassment especially of girls has been identified as a key factor in pushing children out of school, and should therefore be eradicated.

(b) Provision of Food in Schools

Many children withdrawn from work and those at risk of dropping out of school to join the labour force come from poor families. Often such children are not fed at home for days and often end up dropping out of school due to hunger. They are thus vulnerable to being engaged in various forms of work to fend for themselves or moving to the streets. These children therefore need direct support in the form of feeding programmes while at school. Such programmes have been identified as a strategy for increasing enrolment and retention in school.

(c) Placement in Formal Primary Schools or Non-Formal for Basic Education

Education is the place for children and any child withdrawn from work should be enrolled in either a formal or non-formal school. However, emphasis should always be to enrol children in formal schools with non-formal education only serving as a transit point to formal education.

(d) Vocational Training and/or Apprenticeship

This is the best placement for children aged over 15 years. Basic literacy skills should complement vocational training, as some children withdrawn from work need to acquire skills in basic literacy. Including a component of life skills in vocational training would also allow skilled community members to be actively involved in the re-integration process of the withdrawn children.

(e) Initiation of Income Generating Activities (IGAs) in Schools

This is necessary to sustain any support provided to vulnerable children. It is expected that schools assisted in starting IGAs would be able to raise extra income to continue supporting needing children. Proceeds from food crop-based IGAs could be used to provide lunch for pupils in schools. Schools can start IGAs without any external support, to enable them to support needing pupils and improve the school infrastructure and facilities.

(f) Encouragement of Extra-curricular Activities

Extra-curricular activities such as sport, needlework, art and music can complement academic objectives by allowing children to discover or build on other talents that they have. Apart from boosting their self-confidence, these non-academic skills may later create an interest in children to pursue such skills even when they do not proceed with education beyond the basic level.

(g) Support Low-income Families by Assisting them to Develop Micro-Credit Associations

Micro-credit associations are important avenues for low-income families to secure credit, build motivation and relationships among themselves and improve on their incomes. When funds for micro-credit schemes are not readily available from funding agencies it is advisable to link families with micro-credit agencies once initial organisation has taken place.

(h) Monitoring Children under Support

The children who need support are former child workers, those at risk of dropping out of school and other vulnerable children. The following monitoring methods can be considered:

- Regular spot-checks to be made to schools by the monitors;
- School and/or class registers be inspected regularly to ascertain the attendance of the children;
- Pupils' written class work be checked to see whether they attend classes;
- Report forms be used to show performance;
- An updated list of beneficiaries be produced by the schools for dissemination;
- Visits to pupils' homes to confirm living conditions and talk to parents or guardians;
- Visits to sites where children have been identified to work;
- Interviews with supported children and their parents on the progress of children;
- Regular reviews of progress of supported children by monitors and schools.

Monitoring Children Withdrawn from work

These children need close monitoring to ensure that they avoid re-engagement. The following are some of the ways in which this can be carried out:

- Reviewing performance;
- Keeping and reviewing class register to monitor attendance;
- Monitoring their participation in school activities;
- Regular checks on their homework and other assignments;
- Monitoring their health improvement and general health condition;
- Assigning the pupil responsibilities such as being in charge of the IGAs with other pupils who are not supported;
- Taking note of the pupil's punctuality in attending school;
- Keeping track of the degree of participation in class and extra-curricular activities;
- Involving the school committee, other pupils and parents in supporting the children;
- Making home visits and holding discussions with the parents and guardians;
- Establishing children's own perceptions of help given and progress;
- Monitoring workplaces to ensure that withdrawn children do not go back to work or that new ones are not hired.

(Source: COMAGRI Training Guide for District CL Committees, pp.35-39)

Day 3, Session #5: The Referral System

Session Objectives: *By the end of this session participants will have:*
- *Reviewed the reasons why children work and discussed the potential needs of children removed from work;*
- *Discussed how these needs could be met;*
- *Established a child labour referral system.*

Session Outputs: Referral system diagram

Time	Process and Activities
90	**COURSE GROUP ACTIVITY: THE REFERRAL SYSTEM – IDENTIFYING NEEDS AND TAKING ACTION** • Introduce this activity. Say something like "The purpose of this activity is to establish a referral system that child labour monitors will use to help them to identify the actors/organisations they can call upon if they decide to initiate withdrawal of the child labourer identified in the workplace. The referral system needs to be clearly defined and established to ensure that children are provided with alternatives when withdrawn from the workplace. Monitoring should not start until a chain of action is in place. Once a child in hazardous work is identified and removed, then both a service to receive the child and a mechanism to track the child through the process must be in place." • In CLM course groups, invite the pax to review the reasons why children work, the potential needs of children and how these needs can be met by the community • Hand out the Exercise Instructions to each group. • Tell them that they have 40 minutes to complete the exercise.

Sample Exercise Instructions

- In your course group, review the reasons why children work and with this in mind, discuss the potential needs of children removed types of work prevalent in the locality.
- Then discuss how these needs could be met, clearly linking identified needs to specific service providers and mechanisms by which children can access these services, as indicated in the table below:

NEEDS	SERVICE PROVIDER	MECHANISM
Basic needs (shelter, food)	NGO, family, community	• Contact NGO for the immediate provision of basic needs • Contact family members to discuss caring for the child • Discuss fostering with able or willing members of the community
Education	School	• Contact school teacher to discuss placement of the child in the school.

- Draw a referral system diagram, which shows the actors responsible for the different tasks of: identifying the child worker, withdrawing the child from the workplace, providing appropriate services to the child, and tracking the child to check suitable alternatives continue to be provided to the child.

You have 40 minutes for this exercise. Make sure to elect a spokesperson to report back on the group discussion.

MATERIALS & EQUIPEMENT:	
HANDOUTS, TOOLS & REFERENCE MATERIALS:	
TRAINER NOTES:	

Day Three, Session #6: Closure

Session Objectives: By the end of this session participants will have
- *had a chance to review the day;*
- *provided feedback to the trainers and management;*
- *represented their group's opinion about the course and course management;*
-

Time	Process and Activities
15 **30**	**Course groups, Navigation Group and Team meetings "close" the day.** Remind group to hold Course Group Meeting for 15 minutes. Hold Workshop Navigation Meeting ten minutes after the Course Group meeting is to finish. Hold a Training Team Meeting if the team needs one in addition to the Navigation meeting.

Day Four: CLM Design Workshop

Session 1: Opening of the Day: Feedback and Icebreaker
Session 2: Group work: Defining the CLM Strategy, Management and Referral System
Session 3: Presentation: An Overview of the Monitoring Process
Session 4: Role plays on Child Labour Monitoring
Session 5: COWS, Challenges, Opportunities, Weaknesses, and Strengths of role plays
Session 6: Closure

Day Four, Session #1: Opening of the Day: Feedback. Icebreaker

Session Objectives: By the end of this session participants will

- *be energized by participating in or conducting "icebreaker"*
- *have linked to the previous day*

Time	Process and Activities
30	**PLENARY SESSION: OPENING HIGHLIGHTS:** • Share feedback from the previous day's navigation meeting, from management pax or trainers. • Announce adjustments in program based on pax feedback, if any • Make any other announcements necessary. • Give overview of day, linking next session to previous day. • Ask group if they want/need an icebreaker. **ICEBREAKER:** • Ask the course group scheduled to lead pax in a "short—10 minute" ice breaker to do so. Participate in icebreaker yourself. • Be prepared to lead an ice breaker if no one has an idea and if the group needs one.
	MATERIALS & EQUIPMENT:
	HANDOUTS, TOOLS & REFERENCE MATERIALS:
	TRAINER NOTES.

Day Four, Session #2: Defining the CLM Strategy, Management and Referral System

Session Objectives: *By the end of this session 3 groups of participants will have:*
- *Written three key documents for their work on the CLM coordinating group;*
- *Shared those documents with another group for editing;*
- *Produced a final draft.*

Session Outputs: *Mission Statement of a CLM Coordinating Group; a Flow chart and description of how the CLM action will interact horizontally and vertically; and a Referral Strategy and checklist of criteria for referral.*

Time	Process and Activities
90	**Group Work: Document Development** • Divide the participants into three random groups (counting them off 1-2-3; 1-2-3…) • Explain that each group will be responsible for producing a key document, based on issues previously covered in the workshop (hand out the appropriate documentation to the different groups – see trainer notes) Group 1 will develop a Mission statement & general strategy Group 2 will design the CLM Management system: A flow chart/design for its management Group 3 will finalize the referral system: checklist of criteria for referral. • Hand out exercise instructions to each group.
	Instructions for Each group might look something like this Write a two page (500 word) Document Using the documentation and other materials you have on your Document, work together to come up with assignments for each person or smaller unit. Develop ideas and language for your document. Compile the information. Input it into the computer. Print it. Review it in the entire group. Make changes and print enough copies of the draft to distribute it to your "editors." Spend one and one half hours on this part of the exercise.
	Editing Group 1 will give copies of the Mission Statement and general strategy to Group 2; Group 2 will give copies of the CLM Management system and flow chart/design to Group 3; Group 3 will give copies of the referral strategy checklist of Group 1.
	Editing Instructions for Each group might look something like this Each member of the editing group has a copy of the document from the writer group. Each editor should read it individually and make comments. When all are finished reading it, the group should choose one person to compile the changes. Then all editors should go through the document, sentence by sentence, until all the agreed changes are incorporated – either in handwriting or in a different colour on the soft copy--so that the writers can see the changes you made. Give the writers the changed copy.
	Writers Review Have the writers review the changes made by their editors, incorporating only those they accept—having first discussed changes within the group. Ask them to produce a final soft copy draft.
	Materials and Equipment: computers/paper/printer
	Handouts and Reference Materials: Group 1: Documentation on the "Pax ideas for Mission Statements" Introduction/Expectations Group 2: Documentation from the "Management and Policy" Coordinating CLM - function group on management functions Group 3: Documentation on the Referral Strategy

	Trainer Notes: Documentation: Manage the documentation and its reproduction for these outputs to ensure that everything on these topics is available to the writers to do this exercise. Final Documentation. Get the final drafts from each group copied for everyone and distribute it as soon as possible.

Day Four, Session #3: Conducting and Following up a Monitoring Visit

Session Objectives: *By the end of this session, participants will:*
- *Better understood the roles and responsibilities of child labour monitors.*

Session Outputs: None

Time	Process and Activities
40	**PRESENTATION: CONDUCTING AND FOLLOWING UP A MONITORING VISIT** • Introduce the speaker • Invite the speaker to do s/his presentation • Have pax write questions and comments on cards during the presentation • Collect them during the presentation • Cluster the cards A sample presentation appears on the next page. **KEY ISSUES Q&A** • After the presentation, ask the questions pax have written • Facilitate a discussion from pax questions generated from the floor or on cards. • Ask pax to discuss monitoring in terms of their locality's situation. • Make sure pax understand key terms; • Add key terms to the CLM Definitions parking lot. • Spend no more than 40 minutes on both the presentation and the questions and answers session which follows the presentation.
	Materials and Equipment:
	Handouts and Reference Materials: Presentation Handout: Conducting and Following up a Monitoring Visit CLM Guidelines, Section on the Monitoring Phase
	Trainer Notes:

Presentation: Conducting and Following up a Monitoring Visit

The actual process of monitoring involves executing monitoring visits on a regular basis and ensuring that the findings of the monitoring visits are properly documented and reported and information is provided to competent bodies or service providers to act upon.

The purpose of monitoring is:
- To identify individual child workers
- To promote improvements in working conditions and OSH for the benefit of young workers
- To keep records of monitoring visits and child labourers identified
- To remove children from child labour and activate a referral process if required
- To council, educate and motivate employers, factory owners, community members, parents and children on child labour

After the initial visit when the basic information about the employer, family and child is collected, you will conduct follow up visits to verify and check that measures have been taken to address possible problems and that the commitments made in terms of use of children in forbidden work are respected. In the case of withdrawal and referral of children to services it is through the follow up and the subsequent visits that you ensure that they have access to these services and remain out of child labour.

In conducting the monitoring visit it is important that some basic steps are followed:

- Preparing for the visit

- Conducting the visit

- Immediate data management and analysis

Preparing for the Visit

Outcomes:
Monitors will have the necessary information regarding the child labour situation they will be investigating, they will have made the necessary plans and will have everything they need in order to conduct the visit.

The process of monitoring and preparing for the visit depends on whether the monitoring visit is going to be conducted announced or unannounced. Labour inspectors for instance have the mandate to do both in order to ensure that they get accurate information about the situation in the workplace. If you announce the monitoring visit before hand then the nature of the visit becomes preventive and you may not be able to see the workplace in a typical working day situation. The negative side in pre-announcing visits is that it also allows the employer to "hide" unwanted documents or people, thus making it impossible for monitors to be able to see the workplace in an actual work situation. As the primary goal of CLM is to find and identify child labourers, it is important to use unannounced visits as well or in combination of both methods. The announced visit can be very productive in terms of prevention and information sharing, but it is only though unannounced visits that you are able to secure **objective** and **first hand** information about by whom and in what condition the work is carried out on the worksite.

If the monitoring process uses unannounced visits and the monitoring is operated in a large area where it is difficult to cover all sites in a short period of time you may need to **randomize visits**. This technique is used to ensure that the order of monitoring and the sites that you are visiting are randomly chosen and gives an objective picture of the overall area/sector to be monitored.   Sometimes the randomization is made in such a way that even the monitors themselves do not know before their assignment what location or worksite they are going to monitor that day in order to assure full integrity of the monitoring process.

In community based monitoring you may also have a detailed plan for conducting monitoring visits based on rotation between villages or municipalities. In the agricultural and rural sectors, monitoring visits can also be scheduled according to harvest times, school year and weather conditions in order to capture the actual natural and social conditions of the target group.

Preparing for the monitoring visit includes:

1) Collecting background information about the site and location of the target area/establishment that will be monitored – location, contact person, workplace plans, any baseline information that is available, etc
2) Reviewing the existence of any mechanism of worker representation such as Trade Unions or worker representatives in occupational safety and health committees.
2) Establishing a monitoring plan – areas of work and cycle of frequency of when and where to conduct the visits.
3) Determining the types of visit – routine, follow-up, special visits.
4) Determining whether visits will be announced or unannounced.
5) Preparing materials needed during the visit – monitoring forms, ID, a short description of the purpose of the monitoring, copies of any document (authorization) that provides them with the authority vested in them, awareness raising materials, etc.
6) Arranging transport to worksites.

The actual act of monitoring is conducted through a step by step plan and the visit is duly recorded using basic tools such as monitoring forms and checklists.
During the first visit the monitor must be prepared to establish relations with the owner/employer and to use some time to get to know the location, the work process and to have an overall picture of the hazards and risk management processes in place in the workplace. Basic information such as the number of workers (men and women) and attitudes of different parties involved (worker, employer, family members etc. must be collected.

If monitors have visited the workplace before then they should go through the records of the previous visit and see if any recommendations or actions were taken. With employers that have been visited more than once the team would have established a working relationship and the process of monitoring would be familiar to all those involved.

Besides routine visits the monitors may conduct special visits and follow-up visits intended to either look into a particular issue (such as a specific type of work or area to be visited) or to do a follow up on a shortcoming or a situation involving children that does not warrant a withdrawal process.

In a community centred monitoring situation the key is that the monitoring visit is properly announced and the purpose of the discussion with the community members is clear to everyone participating in the event. The record of previous visits or discussions can be referred to and the status of children's engagement in work and their schooling discussed and facts verified.

Conducting the visit
Outcomes:
Monitors will have inspected the workplace, interviewed any child labourers found, informed employers of the laws and possible repercussions and motivated employers not to hire child workers.

Conducting the visit includes:

1) Initial contact and formalities
2) Inspection of the premises and interviewing child workers
3) Closing the visit

Contact

The contact phase involves introduction and entry in the workplace. In a formal workplace the senior management should be immediately informed and contacted about the visit. There should be a process for cases where entry is refused. Usually this would involve a filing of a non-cooperation form and contacting a competent and authorized body that has or can secure the right of entry to the workplace (labour inspector, police, etc.)

If the monitoring is conducted in a vast and open area (agricultural field, quarry etc.) the monitors should try to identify the key local figures, explain the purpose of the visit and ask for their assistance in conducting the

visit.

CLM in the informal economy may include visits to worksites and a general discussion with the community members depending on the type of work. The visits can be conducted with local government officials or traditional chiefs that are not part of the actual monitoring team. Monitors can also choose to come to the community un-announced and make their visits based on a previous agreement and contact the local authorities at a later stage to discuss the findings.

After the initial contact has been made there should be a visual inspection of the premises (workplace) to have an overview of the work process and the different types of work. This inspection of the production area can include spot interviews with workers and, if children or young persons are identified, interviews with them to establish their age and their participation in the work process.

In community monitoring this observation phase can be conducted in the streets, in the mining sites, fishing vessels or agricultural plots that are not in the immediate vicinity of the farm. Children, co-workers and family members can be interviewed and asked about children's work and presence at the worksite.

Possible flow of a monitoring visit in a formal sector workplace

- Contact
- Visual assessment
- Interviews with suspected child workers
- Assessment of OSH
- Review of records and documents
- Closing the visit

Possible flow of a visit in community monitoring

- Contact
- Discussion and review of baseline and school attendance documents
- Interviews with parents and suspected child workers
- Assessment and discussion of OSH
- Closing the session

After a visual assessment and possible interviews the monitors can proceed (if their mandate allows this) to review any records and documents of relevance – such as salary records, identification cards etc. Missing files and document may prove to be evidence that the employer has something to hide.

Occupational Health and Safety (OSH)

When the monitoring visit is conducted for the first time an initial assessment of occupational health and safety risks can form part of the monitoring visit. This can be done by walking around the work area and observing and taking notes about the work situation. It is important that whenever there is doubt about the nature and degree of the OSH risks competent authorities with special skills are called upon.

Determination of OSH risks and knowledge about the degree of hazards that children can be exposed to in a particular sector of CL are an important pre-condition for operating CLM as it dictates if children or young legally employed workers are engaged in child labour or not. This preliminary work should have been conducted already at this stage and it now depends on the function and role vested in the monitoring teams how OSH issues are dealt with as part of the monitoring process.

Closing the monitoring visit

Provided that child labourers have not been identified then the next step is to close the monitoring visit through a discussion and briefing session with the management, employer, parents and/or community members concerned in order to discuss the findings of the visit. If no major violations have been found the occasion can

be used to discuss solutions to problems that have been identified. Preventive material can be distributed and OSH and national laws and policies concerning child labour discussed.

In a community monitoring situation the results of the visit need to be discussed with community members and key leaders of the community. Any violations to the agreements that have been previously made must be openly discussed and marked for improvement.

If particular sectors or problem areas are identified then the monitors can go through them in open session where the reasons for the recommendation and observation are discussed. Sometimes it is better to discuss particular cases only with the employer (or parents and the family) in question.

In community monitoring it is important to remember not to shame or disgrace anybody. The power of the community centred monitoring lies in its preventive nature and its ability to change attitudes through social pressure. This is why it is important that all members of the community sign in to the agreement of not to use child labour and understand the rationale of such a commitment.

Immediate Data Management and Analysis

Outcomes:
Monitors will have agreed on and recorded the findings of the visit and reported the findings of the visit forward to those involved in CLM either for follow-up or for information.

After the visit has been concluded there must be an immediate review of the visit by the members of the monitoring team. Notes can be compared to see that the members of the team agree on a common overall assessment of the workplace and child labour situation. There are two aspects to this phase of the visit: one is to agree on and record the findings of the visit and the other is to report the findings of the visit to those involved in the CLM either for follow-up action or for information.

In workplace monitoring it is important that the visit is properly recorded. The observations, conclusions and recommendations as well as identifying information about the people the monitors have dealt with need to be included. Information about the workplace such as number of workers (men and women), ratio of young workers and child labourer, need to be obtained and properly recorded. In gathering the information the monitors are guided by the indicators that have been agreed in the operational guidelines of the CLM.

It is important that the data is recorded in as much in detail and as accurately as possible to avoid any confusion at a later stage. If the monitors are not able to get the information they need they must write down the reason for that in order to be guided accordingly during the next visit.

Reporting

Reporting of the visit includes forwarding the monitoring report with information on action taken and recommendations made to the body assigned to treat the information and to act upon it if necessary. It is important to forward this information as soon as possible to avoid any delays in possible action and also to avoid the loss of the information.

Referral and prevention

There are two major categories of action that may need to be taken during the monitoring visit: **referral** including withdrawal and **prevention** including promotion of protective measures:

Action taken during the monitoring visit may include:

- identifying children in hazardous work or in needs of immediate assistance
- removing them from workplaces, and/or
- referring them into school and/or other services
- To council, educate and motivate employers, factory owners, community members, parents and children

on child labour and on protective measures

Referral

Whenever the situation so requires, a referral system must be activated to ensure that the child is withdrawn and has access to education or social services. It is important to note that the nature of withdrawal is different depending on the location and type of work. In formal workplaces such as factories the withdrawal process may involve the physical removal of the child form the workplace (through an agreed process). If the child is legally working but in risk of hazardous work it may involve making sure that the child is provided with an alternative to the work that s/he was carrying out in order to make sure that the risk that the chid was exposed to is dealt with.

Prevention

Prevention is an important aspect of any child labour intervention. In the context of child labour monitoring it involves advocacy about the ill effects of child labour and laws and practices governing the legal employment of young workers. It also carries a more specific meaning as part of protection of workers from workplace hazards.

Prevention as part of child labour monitoring translates into monitors function to ensure that the employers and the workers know and are abreast of labour laws, OSH practices and current developments in work against child labour. As part of the monitoring visits the monitors are expected to motivate and educate those responsible for the workplace. This generic preventive task could be summarized as:

"To council, educate and motivate employers, factory owners, community members, parents and children on child labour and on protective measures"

Prevention is viewed as a long term effort. Some child labour programmes may need to engage and develop responses for immediate concerns at the workplace this may include counselling, capacity building and training targeted to the employer about how to implement protective measures at the workplace in order to lower potential risks to young workers.

Following up the monitoring visit:

Information management – dissemination and analysis

Information management involves the treatment, storage and preliminary analysis of the data received from the CLM process for active use and its transmission to higher levels of governance to be fed into policy improvement and social planning processes. It is important to note that this data can be both qualitative and quantitative and that both types of information can be referred to under information management.

In CLM the data is likely to be of two different sorts:

- Quantifiable information about the incidence of child labour and the number of children that have been referred to remedial activities such as schooling
- Gaps that have been identified on substantive issues such as workplace OSH processes and changes in attitudes of employers/parents in regard to CLM

The issue of confidentiality and access to information must be addressed as part of developing the CLM, but it is at this level of the process that some safeguards must be in place to ensure that the information will not get into wrong hands or will be used for other purposes than indicated in the agreements made about CLM.

Tracking of children – tracking mechanism

"Tracking is part of child labour monitoring and imperative for the follow up of the child"

A major element of CLM is to be sure that child labourers identified through the CLM process are helped and provided with better alternatives. The monitoring process needs to be able to track the individual child through the process of identification to the resolution of the problem. An active tracking mechanism ensures that proper action has been taken and that information about this action is recorded, available and stands scrutiny.

The tracking mechanisms may also be used for assessing the impact of CLM and associated child labour interventions as it generates data about the results of the workplace monitoring. This could include an assessment of data on how many child labourers have been identified, what types of services have been provided to them and how successful the referral system has been in providing child labourer with access to education or other services.

If the CLM process includes setting up a database then the tracking mechanism can be incorporated into it. The software can be designed in such a way that it can accommodate information from schools and other service providers and allow for matching the information that is generated from different sources such as school registers, skills development facilities and so on. In some cases these services may include psycho-social rehabilitation and occupational integration as well.

Monitoring Schools and Services

The key idea in establishing CLM is to ensure that integrated process of ongoing monitoring of the workplace and services provided to the child are linked together. The CLM process must be able to link key information about the child and his/her situation throughout the process of identification and referral to schooling or to other services and keep tracking the child until s/he has completed education or reached the age of legal entry to the workforce. In some instances such monitoring initiatives have been referred to as "social service monitoring" in order to emphasize that these monitoring systems are focused on ensuring that children are covered by education and welfare services.

Successful referral requires direct coordination with the service providers and a continuing follow up of individual children through his/her cycle of schooling, rehabilitation or skills development services. The overall objective is not to lose sight of the child and to make sure that as result of the referral the child ends up in a better situation than before.

Key challenges:

- Establishing cooperation between different parties

- Roles and responsibilities

- Sharing of information (roles, timing, quality of information)

- Technical and statistical comparability of information (choice of variables, mandatory information, sources and references etc.)

Linking workplace and education information together

At the national and provincial levels, it is useful to be able to compare information about child labour trends and information about the schooling of children. This information can be used for purposes of policy improvement and better social planning. In order for this to be possible, the CLM process must be able to link and match workplace monitoring information with available data from education information systems.

Monitoring other services

The referral system may include also other types of services than basic education. Depending on the agreements made and the scope of the referral network children can be provided with services such as:

- Skills Development and Vocational Training

- Apprenticeship programmes

- Health and nutrition

- Psycho social rehabilitation

- Enterprise development

- Income generation and micro finance schemes

Some of these mechanisms are provided for parents of children that have been identified through the monitoring efforts. The CLM process may include the monitoring of these establishments (looking at the

conditions and the quality of the services provided) and the inclusion of the information about the ex child labourers attendance of the services. This information should be part of the process of continuing assessment and improvement of the functioning of the CLM process.

The importance of school and service place monitoring as part of the CLM process is that there is a coordinated effort between different service providers that allows for the child and the family to be able to access appropriate services at appropriate times.

Possible scenarios of coordinated referral services

- Identification of the child labourer
- Assessment of the need for immediate action and referral
- Assessment of the education level and other possible needs (health, psycho-social counselling)
- Basic education and informal education
- Apprenticeship and skills development

The service providers need to be covered by a monitoring tool that allows the information to be collected and fed into a common database.

It is important that the CLM include a form of quality control of the services that are provided to ensure that the children are well treated and that the services provided are appropriate. Some traditional apprenticeship mechanisms, for instance, can be quite demanding in terms of children's participation. Likewise, livelihood and income generation programmes targeted for the parents of former child labourer need to be verified at regular intervals in order to ensure that agreed services are provided to the target groups.

Day Four, Session #4: Role Plays on Child Labour Monitoring

Session Objectives: *By the end of this session, 4 groups of participants will have:*
- *Experienced being in a "dramatized" child labour monitoring process;*
- *Examined sector- specific monitoring situations;*
- *Had insights about monitoring in their locality.*

Session Outputs: short dramas which might be developed and used in combination for the Child Labour Monitor Training Workshop.

Time	Process and Activities
75	**Child Labour Monitoring Role Plays** • Divide the group into four groups of 7 to 8 participants, ensuring a gender mixture. • Separate the women from the men. • Have the women count 1-2-3-4 first, until all women have counted, and then have the men count 1-2-3-4. (In this way there will be approximately the same number of men and women in each group) • Hand out the Exercise Instructions and cards to each group (See Trainer Notes) • Give the group 15 minutes to prepare their role plays.
	Role Play Instructions Do a five minute role play dramatizing an aspect child labour monitoring for SECTOR X in LOCATION X in your locality. The members of your monitoring team comprise people from ROLE A, ROLE B, ROLE C, ROLE D, ROLE E, ROLE F and ROLE G. Develop a story yourself. You have 15 minutes to prepare. Use whatever materials in the room you can find for props.
	Role Play Performance Analysis Preparation • After 15 minutes gather the group together • Ask each group to display its C O W or S card • Tell the group that for each role play the: 1. C's will be responsible for discerning the Challenges (or Threats); 2. O's will be responsible for discerning the Opportunities; 3. W's will be responsible for discerning the Weaknesses; and 4. S's will be responsible for discerning the Strengths. • Facilitate a discussion to ensure that pax understand; (Add the terms to the definition parking lot) • Give each group four cards, one of each colour. • Ask each group to write *its letter* "C, O, W, or S" on the card and tell them that this card is for writing their thoughts about that role play. (For example the C group would write Challenges seen in the role plays for Groups 1, 2, 3, and 4—Sectors W, X, Y and Z) **Role Play Performances** • Ask each group to perform its role play for approximately 5 minutes. • After each role play, give each group 5 minutes to write the "Card" analyzing the role play. When all role plays are completed, link to the next session.
	Materials and Equipment: Paper, Cards, hats, shawls, scissors, etc.
	Handouts and Reference Materials: Exercise Instructions
	Trainer Notes: **Role Play Development**: • Based on the sectors and locations in the localities, come up with four priority sectors with different

	monitoring team configurations for each of the four groups..
	• Write cards using four different colours (one for each group) specifying the sector, the location and the monitoring team members. Each group should also have one card of the following letter (C, O, W, S)
	• Let the group members develop the story line themselves.
	Documentation: Document with photography and by writing down the story line of the drama**.**

Day Four: Session #5: COWS: Challenges (or Threats), Opportunities, Weaknesses and Strengths of Role Plays

Session Objectives: *By the end of this session participants will have:*
- *Analyzed the role plays on child labour from the C, O, W, or S perspective;*
- *Had insights about managing the monitoring process;*
- *Had insights about the preparation necessary for monitoring and monitoring training.*

Session Outputs: C O W S flipcharts.

Time	Process and Activities
60	**Small Groups: Challenges, Opportunities, Weaknesses and Strengths (COWS)** • Once the Role plays are finished • Give the groups 30 minutes to put together a presentation on their Analysis point for all four role plays, using role play specific colour cards. • Ask each group to assign a different person to present its analysis for each role play. **COWS Presentations** • Ask the presenters for the Sector W Role Play to present their COWS analysis. Give them 5 minutes. Have the rest of the group make comments and suggestions. When they are finished, • Ask the presenters for the Sector X Role Play to present their COWS analysis. Give them 5 minutes. Have the rest of the group make comments and suggestions. When they are finished, • Ask the presenters for the Sector Y Role Play to present their COWS analysis. Give them 5 minutes. Have the rest of the group make comments and suggestions. When they are finished, • Ask the presenters for the Sector Z Role Play to present their COWS analysis. Give them 5 minutes. Have the rest of the group make comments and suggestions. When they are finished, • Have pax display their charts by Sector. • **Monitoring Insights: Art Walk** • Ask pax, as homework, to walk around examining the charts by Sector. • Give each 3 post –it notes. • Ask them to put one post it note on each of the three key insights the group had from this exercise.
	Materials and Equipment: cards of four colours, brown paper.
	Handouts and Reference Materials:
	Trainer Notes: Documentation:

Day Four, Session 6: Closure

Session Objectives: By the end of this session participants will have
- *had a chance to review the day;*
- *Provided feedback to the trainers and management;*
- *Represented their group's opinion about the course and course management;*

Time	Process and Activities
15 **30**	**Course groups, Navigation Group and Team meetings "close" the day.** Remind group to hold Course Group Meeting for 15 minutes. Hold Workshop Navigation Meeting ten minutes after the Course Group meeting is to finish. Hold a Training Team Meeting if the team needs one in addition to the Navigation meeting.

Day Five CLM Coordinating Group Workshop

- Session 1: Opening of the Day: Feedback and Icebreaker
- Session 2: Group work: Preparing for Child Labour Monitor Training
- Session 3: Next Steps: Action Planning
- Session 4: CLM Coordinating Group Meeting
- Session 5: Workshop Closure
- Session 6: Closing Ceremony
- Tea and Snacks

Day Five, Session #1: Opening of the Day: Feedback. Icebreaker

Session Objectives: By the end of this session participants will
- *be energized by participating in or conducting "icebreaker"*
- *have linked to the previous day*

Session Outputs: Visualized changes to the program and schedule if necessary

Time	Process and Activities
30	**PLENARY: OPENING HIGHLIGHTS** • Share feedback from the previous day's course group meeting, from pax or trainers. • Announce adjustments in program based on pax feedback, if any • Make any other announcements necessary • Give overview of day, linking next session to previous day. • Ask group if they want/need an icebreaker. **ICEBREAKER** • Ask for the responsible course group to volunteer to lead pax in a "short—10 minute" ice breaker. Participate in icebreaker yourself. • Be prepared to lead an ice breaker if no one is ready or has an idea. **PREVIEW THE DAY** • Go over the schedule for the day • Make any adjustments necessary**.**
	MATERIALS & EQUIPMENT:
	HANDOUTS, TOOLS & REFERENCE MATERIALS: • Distribute the handouts that were documented the day before • Set up a system for documentation, including distribution. • Make sure you get a copy of everything that has been documented.
	TRAINER NOTES:

Day Five, Session #2: Preparing for Child Labour Monitor Training

Session Objectives: *By the end of this session participants will have:*
- *Identified pools of potential monitoring trainees*
- *Identified monitoring trainee characteristics*
- *Developed criteria for selecting trainees for monitoring*
- *Designed a selection process*

Session Outputs: Selection Criteria for Monitor Trainees; Selection Process; and Training Costs.

Time	Process and Activities
90	**Brainstorming: Child Labour Monitors** • Refer to the Presentation on Monitoring. • Facilitate a brainstorming session (on cards or using a flipchart). Anything goes. • Ask them to respond to questions such as: 1. Who are child labour monitors? 2. Where will they come from? 3. (How) will they be paid? 4. What is their official mandate that will enable them to enter, inspect and document child labour 5. How will they be trained? Where? By whom? Sponsor? 6. What characteristics should they have? 7. What about gender balance in the team? • During this discussion try to come to consensus about the above questions. Cluster cards. • For those which are still open, put them on the "Agenda" for the CLM Coordinating Group meeting that afternoon. **Three Group Work:** (1) Selection Criteria; (2) Selection Process and (3) Training Costs Divide the Group into three large groups by having pax self select which they would rather work on. • Ask Group 1 to work on "Criteria for Selection of Monitor Trainees" • Ask Group 2 to work on the "Process of Selection " • Ask Group 3 to work on "Determining Training Costs"
	Instructions for Small Group Work on **Criteria for Selection of Monitor Trainees** (*or Process of Selection or Determining Training Costs*) **Given the locality's priority sector(s) and location(s) :** **Develop a set of criteria** for selecting people to be trained as child labour monitors in the locality. Consider what we have agreed upon during brainstorming. Also, consider and note down on cards (1) the impact on the monitor and s/his family; (2) the emotional stamina of the monitor (3) the relationship of the monitor to the employer and (4) conflicts of interest.
	You will have 5 minutes to present your ideas at the "CLM Coordinating group meeting" this afternoon.
	MATERIALS AND EQUIPMENT
	HANDOUTS, TOOLS, AND REFERENCE MATERIALS
	TRAINER NOTES

Day Five, Session #3: Next Steps: Action Planning

By the end of this session, participants will have:
- *reviewed a checklist of what needs to be done before the monitor training workshop*
- *created a schedule for meetings over the next six months*
- *if information regarding the child labour situation needs collecting/compiling – set a date by which it will be done*
- *presented checklists and schedules (action plan)*

Participants will have a schedule of coordinating group meetings over the next six months, a deadline for the final agreement, and persons assigned for key tasks.

Session Outputs: A CLM Coordinating Group Action Plan Checklist

Time	Process and Activities
60	**NEXT STEPS: ACTION PLANNING IN GROUPS** • Divide the participants into random groups (counting off 1-2-3; 1-2-3) • Facilitate this small group Action Planning activity using information generated during the 'Key CLM Design and Development Activities', the 'CLM Coordinating Group Roles & Responsibilities' and the 'Establishing a Preliminary Agreement' sessions as follows—using the Checklist as an organizing tool (see sample checklist below). State that once the workshop is over, the CLM Coordinating Group has several key tasks: (1) to prepare the child labour referral system; (2) to select and train child labour monitors; (3) to organize how monitoring information is going to be managed Distribute the Sample Checklist for Designing and testing CLM in the locality - one to each person in the group. Ask pax to read the checklist, add and adjust the checklist to their situation, and to assign tasks to members of the group. (Be sure to get copies of this for follow up) • Hand out three cards to each person—each of a different colour. • Ask each participant to write down the first thing s/he is going to do about referral—on the card of colour A. • On the card of Colour B, ask each participant to write down one task that must be done about selecting and training child labour monitors and the date by which that will be done. • On the card of Colour C, ask each participant to determine a schedule for coordinating group meetings, such as "every other Thursday," or the first Tuesday of every month." And the date for the first meeting. • On the card of Colour D, ask each participant to write down one task that must be done to organize the Child Labour Information Database. • Have each person quickly read s/his personal cards! Visualize them.

Designing and Testing the CLM process
Action Plan Checklist Format Example

What We Need to Explore	Check	Actions to be Taken	Actors Involved	Date to be done by
Has the scope and objective of the CLM been confirmed?	√√			
Is child labour information collected and available?				
Have the financial foundations of the process been confirmed?				
When are Coordinating Group Meetings going to be held?				
Has the Coordinating Group Mission Statement and general strategy been established?				
Has the CLM management strategy been established?				
Has the operational process of identification-referral-verification-tracking been developed and decided upon?				
Has a written agreement defining the roles, responsibilities and authority of the different partners been signed?				
Have administration and coordination mechanisms been decided upon?				
Is the referral system in place?				
Has the data management system been agreed upon?				
Have monitoring materials (CLM profile, CLM operating guidelines) been developed?				
Have the monitoring tools been developed?				
Have the required training and capacity building needs been decided upon?				
Has a plan to test the CLM in chosen target areas been developed?				
Have monitor trainees been selected for training				
Have CLM training field visits been set up?				
Have child labour prevention and awareness-				

	raising materials been developed?				
	Has a plan for verification and cross-checking of information from available sources been developed?		93		
	Has a plan for continuing quality control and improvement of the monitoring process been developed?				
	And any others…				

	HANDOUTS, TOOLS & REFERENCE MATERIALS: Sample Action Plan Checklist Format for developing the CLM process
	TRAINER NOTES: The trainer must help the participants to develop their own checklist, specific to their situation, of what needs to be done to design and test the CLM process in their area. However, it is important that the key CLM design and development activities are included in the checklist.

Day Five, Session #4: CLM Coordinating Group Meeting

Session Objectives: *By the end of this session participants will have:*
- *Held a real CLM Coordinating Group Meeting based on the Action plan*
- *Set an agenda;*
- *Elected a CLM Coordinating Group Chair;*
- *Made decisions and set deadlines.*

Session Outputs: Completed Effective Meeting Checklist

Time	Process and Activities
120	**Effective meetings: Lecturette with Brainstorming** • Give a brief presentation on effective meetings; • Brainstorm with the group. Ask what some qualities of a good meeting are; • Make sure that you and they cover key points, as follows: an effective meeting: (1) has a purpose; (2) is not too long; (3) has an agenda set by the members; (4) is organized in such a way that topics (such as old business; reports from Coordinating CLM function groups; new business; finances) are covered in depth; (5) is properly led; (6) provides a process so that issues important to members are covered and discussed; (7) ensures participation; and (8) provides the context for debate. **A Real CLM Coordinating Group Meeting** **Preparing the Agenda** • Ask the group to re form their Coordinating CLM - function groups. • Have the function groups meet for 30 minutes to plan what they would like to discuss at the CLM Coordinating Group meeting—based on their action plan. • Ask them to draft one or two agenda items; • Ask them to nominate someone for Chair of the Coordinating Group and to hold their nomination. • Ask them to submit the agenda items to the chair of the coordinating group • Ask the person responsible in the function group to draft a report (on a flipchart) on that function The Agenda might look something like this **AGENDA** Opening the Meeting Setting the Agenda Minutes Old-Business Financial Report Sub Coordinating Group Reports (Including: Monitoring Training: Costs, Selection Criteria; Selection Process) New Business Nominations Elections *Mission Statement *Be sure some time is given to this at the meeting* **Items on the Agenda might include**: Mission statement; priority sectors & locations, Coordinating Group management strategy; roles, responsibilities & authority of partner agencies; administration & coordination mechanisms; financial foundation of the system; the referral system; the data management system; drawing up a CLM profile and CLM operating guidelines; payment or not for monitors; developing & testing monitoring tools; organising monitoring teams; training & technical capacity building; verification and cross-checking; quality control **Hold the Meeting and the Election** Ask for a volunteer to chair the meeting. Have pax hold a real meeting of their CLM coordinating group based on the action plan done in the previous session Make sure that Coordinating Group Chair nominations come in from each sub-coordinating group. Ask each person to vote: (hand raising, or on a ballot, or by writing the name of your choice on a ballot)

	Count the votes Elect the Chair of the Coordinating Group. **Process the meeting** • Ask pax to analyze the meeting in terms of process, content, assignments, roles and responsibilities. • Have them complete the Effective Meeting Checklist
	HANDOUTS, TOOLS, & REFERENCE MATERIALS: *Effective Meeting Checklist*
	NOTES TO THE TRAINER

Day Five, Session #5: Closure

Time	Process and Activities
30	Closure is quite important and should be given credence and designed according to national customs. There may be a closing speech. Participants should read their statements for ethical standards for monitors. In addition, participant(s) or a participant could be given the opportunity to say a few words, along with any VIP who wishes to do so. Flowers might be given.

Day Five, Session #6: Closing Ceremony and Presentation of Certificates

Session Objectives:
By the end of this session, participants will all have received their Certificate of Completion of this course.

Session Outputs: Pictures of Everyone with a Certificate

Time	Process and Activities
30	If Certificates are to be given for this workshop, organizing this must have been done in advance. A ceremony might go something like this. **DISTRIBUTION OF CERTIFICATES** • Facilitate the closing ceremony of the workshop. • Make some opening remarks. • Invite a participant to speak on behalf of the trainees; • Invite another participant to speak to the group about the workshop experience. • Invite a dignitary to speak about the workshop. • Invite the co-trainer to speak about the participants; • Invite the co-facilitator and dignitaries and officials to hand out the certificates, to ensure each person has a chance to do so. • Ask each person to say something, like "On behalf of the ILO, I am happy to present you with this Certificate of Completion for the Child Labour Monitoring workshop. **PHOTO OPPORTUNITY** Ask the photographer to take a picture of the entire group with the banner outside. **TEA AND SNACKS** After the Ceremony, all can enjoy tea and snacks together.
	MATERIALS & EQUIPMENT: Camera
	HANDOUTS, TOOLS & REFERENCE MATERIALS: Certificates of Completion with every person's name, signed by the ILO official the sponsor and facilitators
	TRAINER NOTES: Prepare the room for certificate distribution. Make it as aesthetic as possible. Take down flipcharts and charts and pile them up somewhere out of sight but available to be taken back to the office.

| | If possible, place the chairs auditorium style, so there is an aisle down the middle and a "stage" at the front.

Organize someone to take pictures of speakers and participants receiving certificates.
Give any participant who did not qualify for the Certificate of Completion, a *Certificate of Attendance.* |
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