



International
Labour
Office
Geneva



Child Labour Monitoring

Notebook on How to Prepare for a CLM Training of Trainers



International
Programme on
the Elimination
of Child Labour
(IPEC)



Notebook on how to prepare for a CLM Training of Trainers

ILO/IPEC

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PREFACE

Child labour monitoring (CLM) is an evolving area of child labour work closely linked to the enforcement of national child labour legislation and laws. A wide range of child labour monitoring initiatives have been designed, implemented and tested as part of ILO-IPEC's global work against child labour. Good examples of this are the ILO-IPEC Time Bound Programmes and national country strategies that (1) aim to address child labor in a holistic manner; and (2) link policy level activities to grassroots level action—by direct support programmes on education, health and community organization.

CLM as a technical area of child labour work has evolved through various child labour project-based initiatives covering both the formal and informal sectors. These initiatives have involved labour inspectors, formal worker and employer group representatives—as well as community actors, including faith-based groups and peoples organizations. Different CLM types and models have been developed, including those based on sector-specific projects in the manufacturing and commercial agriculture sectors.

Community-centered CLM approaches which operate under local government auspices have proven effective in addressing child labour in the informal sector. These local-level CLM processes act as catalysts in bringing government agencies together to work on child labour. Once their differing enforcement and social protection mandates converge, there is much better coverage and outreach when identifying and referring child labourers to appropriate services.

CLM processes are closely linked to labour inspection and have the potential to strengthen the labour inspection system. CLM enhances horizontal cooperation on child labour (among education, social welfare and civil society actors) through joint initiatives. In this way, child labour monitoring can bring new relevance to labour inspection through joint work on prevention and the enforcement of child labour laws. It can also (1) help cover and address other workplace related issues, such as occupational health and safety; and (2) raise community awareness of labour laws.

An important part of child labour monitoring work includes the active involvement of Employer Associations and Trade Union organizations. In joint management/worker committees, these partners work together on child labour. Establishing CLM is a first step in this process. The two workshops included here as part of “CLM Establishment” were designed to orient, prepare, inform and create feedback mechanisms for ILO/IPEC field offices and involved project staff in the CLM establishment process.

ILO/IPEC CLM Approaches and the Training Process

The CLM training process (as reflected in the five workshops detailed in the “Establishment Notebook” and “CLM Training Manual” reflects the ILO/IPEC CLM approaches developed through lessons learned over the last decade. These approaches include (1) CLM operating within a National Framework and (2) area-based or sector-specific CLM.

CLM Operating within a National Framework:

CLM can be developed within a national framework which coordinates different child labour monitoring initiatives at different levels and stages. This approach is multi-level, involving national, intermediate and local level action:

- **At the national level**, the overall CLM framework which shows where CLM will fit within the official structures is developed, and the authority to begin the CLM process is given. National level actors consult, inform and agree with authorities about the setting up of the CLM process so they can authorize their counterparts at lower levels to participate.
- **At the intermediate (region or district) level** the CLM institutional mechanism is created. This is the level at which the CLM plan of action for a particular area is developed that shows the actors, the linkages between them, what they will each be responsible for doing, and in what time periods.
- **At the local level (community and workplace)** the operational CLM process is established and child labour monitoring tools and capacities are developed. This is the level at which actual monitoring activities are carried out and appropriate follow-up is ensured, both with the identified child workers and with the information that results from the monitoring.

What is meant by a Child Labour Monitoring Framework?

A CLM national framework is an integrated effort of several parties, taking place at different levels and different stages. This framework incorporates and assigns a place in the monitoring system to these parties based on their differing capacities to access, to assess, and to act on child labour.

A CLM framework is a comprehensive monitoring mechanism that operates nationally and collects and manages information about child labour and the services provided to them through a multi partner alliance. This information is collected from workplaces, schools and communities at large and is fed into policy and social planning processes at all levels of governance and is actively used to verify and track that children identified through the system will not fall back into child labour.

Area-based or Sector-Specific CLM

CLM can also be developed as a distinct area-based initiative. Such initiatives may address a specific sector, for example children working in agriculture or in the garment industry, or may address all types of child labour in a certain district/region or community in a country, particularly those involved and working in the informal economy.

How This Notebook Is Organized

The CLM Establishment Notebook consists of two workshops, aimed at the same ILO/IPEC and CL and CLM project staff. (1) The 3-day Establishment Workshop and (2) The CLM Training of Trainers (TOT) workshop (detailed outline).

The 3-day *CLM Establishment Workshop* is based on learnings and recommendations from the participants in the Bangkok 2005 CLM workshop. ILO/IPEC staff from the Asia/Pacific region came to get clear about CLM concepts, how to use the *CLM Training Guide*, share experience and benefit from others in the region at different stages in the CLM process. This three day CLM Establishment workshop includes sessions chosen by those participants to ensure that staff in the region come together to share experience, transfer knowledge about CLM gained from failures, successes, insights, overcoming obstacles, and evolving ways to deal with country specific situations vis a vis establishing the child labour monitoring in their country. It also prepares them for the CLM TOT by introducing them to the *CLM Training Guide* Workshops and content.

The *CLM Training of Trainers (TOT)* workshop (detailed outline) is included here only in brief form. However, it should be able to be followed by seasoned facilitators comfortable with the “card and chart technique”, planning, organizing, conducting, documenting and following up on workshops. Participants attending the workshop should have training experience and in it review basic training skills and methodologies while practicing sessions from the CLM Training Guide so that they can begin to adapt and deliver entire CLM workshops or specific sessions or days that fit their country-specific needs.

The Trainer: Who Should Train With This Notebook?

The CLM Establishment Notebook was designed to be used by ILO-IPEC trainers and skilled country trainers who have sufficient knowledge about child labour and who have gone through the appropriate preparation for the workshop(s) in question. The Notebook provides trainers with information about, clarification on, and tips needed to perform the actual steps involved in conducting “The CLM Establishment Workshop” and an outline of the CLM TOT. Key forms and reference materials are compiled in a separate “CLM Establishment Resources”

How Will This Notebook Help You Train ILO/IPEC Regional Staff to deliver the CLM Training Packages?

It is expected that trainers will use this manual as a guide for each of the workshops, but will fill in country-specific information and use content-specific speakers (including participants, where possible).

How to Use the Notebook in a Training Session: Sample schedules have been suggested for both workshops, but these are by no means set in stone, although they are in a carefully considered sequence. The schedules should be adjusted to suit the conditions and needs of the specific training intervention—as long as the objectives of the training are met. It is expected that trainers will:

- **Study each workshop** thoroughly and collect and prepare any country/area specific CLM materials needed to conduct the workshop, for example, a background paper and statistics on the child labour situation in the country, district/region, or community;
- **Adapt the sessions** to the needs of the participants to make it relevant to them by including where possible examples from the particular child labour situation/s prevalent in the area;
- **Assess the general English facility** level as well as the knowledge, aptitude, perceptions of participants and adapt the training workshop accordingly, including translators if necessary;
- **Encourage active participation** by getting the participants to share their experiences in the learning process, to speak, to act as speakers and to lead training sessions;
- **Use visual aids and training equipment**, e.g. Over Head Projectors, Flip Chars, Markers, Pictures, Video, or other appropriate visual aids in your environment;
- **Encourage discussion**, group work and exercises;
- **Decide how** you want to facilitate the session to best suit the needs of the participants;
- **Study the sessions** and exercises before you use them
- Prepare and prepare for the facilitation plan.
- If you are using handouts, tools, or reference materials, **make copies** before the time.
- **Be creative** as possible without losing focus.
- **Document** outputs produced by participants in time (for them to use them again if required) but certainly by the end of the workshop, where all should receive copies of outputs on a CD.

Training Techniques/Methodologies: The training techniques used in this manual include: the Metaplan Card and Chart Technique; Presentations; Group work; Case study; Role Play; Brainstorming; Plenary; Simulation; Drama and Video.

The Speaker: A note on presentations: A ‘speaker’ is invited to do the presentations in the workshops. This may be the trainer him/herself or a guest speaker who is knowledgeable about the issues being considered in that session. After the presentations be sure to facilitate a discussion about the issues covered and allow time for participants to ask questions and express their opinions.

Training Evaluation: As you know, evaluation is an important part of the training process. Evaluation assists the trainer to find out how well the course is going and how well it went--- from the

point of view of the participants. Everyone collectively or individually reflects upon the workshop in which they have been involved together. It asks questions about the relevance of the course, what has been gained from it, its weaknesses and successes. The Course Groups provide a daily evaluation/feedback indication. Nevertheless it is necessary to ask participants to evaluate each workshop at its conclusion. An *Evaluation Form* for the CLM Establishment workshop has been provided for this purpose. Please use it and distribute it to participants. It is assumed that the facilitators for the TOT will create their own. Should you wish to ask additional questions, please feel free to make an additional evaluation form. What is important is that the workshop evaluation objectives are achieved, to:

- Assess whether the objectives of the course have been achieved;
- Enable the participants to measure their development and progress;
- Judge the relevance and usefulness of the content, methodology, technology and materials used in the workshop;
- Assess the adequacy of the organization and administrative arrangements;
- Encourage the change and adaptation of the training content, materials and methods as a routine part of the training process;
- Assess the performance of the trainer/facilitator.

Participants benefit from a workshop evaluation because it provides:

- A means of assessing their personal progress, learning and level of skills development;
- The chance to identify future learning needs and interests;
- The opportunity to discuss and reflect upon the training process in which they are involved;
- The chance to assess whether and how the group as a whole have achieved their expectations;
- The opportunity to assess whether the participants have had a change of attitude or behaviour towards child labour and child labour monitoring.

The trainer benefits from a workshop evaluation because it gives:

- An indication of the aspects of the course that are relevant;
- Clarification about aspects of the course that need to be added, moved, adapted;
- A means of identifying future training needs.

The evaluation method proposed for this training manual is a questionnaire that should be distributed to the participants at the end of the course.



2

The CLM Establishment Workshop

Introduction

Background on the CLM Establishment Workshop

Most participants came to the March 2005 Bangkok “CLM Establishment Workshop” wanting “to clarify their understanding of CLM and how it could be and has been operationalized;” “to get tools to conduct CLM in their respective countries;” and “to get familiar with CLM concepts and learn how to transfer the message to others.” They were mostly satisfied with the results and provided a great deal of excellent feedback for what a “CLM Establishment Workshop” should be. This one is based on their recommendations.

Thus the “CLM Establishment workshop” was designed. assumes that participants work with or for ILO/IPEC in the field and deal with child labour eradication as part of their organizational focus, whether using a sectoral, sub-sectoral, thematic, or area-based approach. Given these assumptions, the following design of three-day “*CLM Establishment Workshop*” was based on needs expressed by participants in the first IPEC CLM Establishment workshop in Bangkok in March 2005. Participants emphasized that, most definitely, any CLM Training of Trainers must be preceded by a 3-4 day regional “CLM Establishment Workshop,” in which CLM concepts are clarified, project experiences shared, and sustainability and CLM operational issues explored in depth. When this has occurred, they stated, a training of trainers should take place. The CLM Establishment Workshop (included here in session-design format, day-by-day, in sequence) reflects the key elements covered in the first workshop in the order suggested by participants. As participants’ expectations of the first workshop were met so successfully, an attempt to replicate the experience has been made in the new design so that, by its conclusion, active participants will:

- Have clarity about the CLM concept and definition;
- Be comfortable and familiar with the CLM process;
- Shared country-level and regional CLM experience and impact;
- Learned about regional CLM experience;
- Reviewed practical examples of working CLM systems;
- Learned of CLM challenges, obstacles, and hurdles from other participants
- Understand how to link CLM, PME, tracking/tracer studies
- Consider how and where to mainstream CLM to existing structures
- Learn practical tools/steps of CLM, including referral;
- Have a better idea about how a CLM process could fit into “their” particular country setting
- Consider how to more effectively replicate CLM elsewhere;

Beyond clarifying CLM concepts, sharing CLM experiences and the design and schedule of the CLM Establishment workshop reflects participant needs to be able to:

As designed, the CLM Establishment workshop creates a structured experience in which participants learn CLM concepts, definitions, and processes and through which they share experience so build a common regional awareness of where in the CLM process each country is. Key sessions (based on recommendations from the Bangkok workshop) that retained involved presentations (“The Basic CLM project framework”, “Overview of CLM”; “Stages in Developing CLM”; “CLM Definitions”), small group exercises (“CLM Accomplishments”, “Operationalizing CLM”; “CLM Training Manual Review”, Course Group Meetings; CLM Role Plays), and plenary sessions (Practical examples from colleagues, CLM Issues Forum, and Regional Action Planning by Country. In addition more time has been allowed to discuss issues/obstacles in implementing CLM in the field—particularly *negative* lessons learned.

The CLM Establishment Workshop

The Training Outcomes

By the end of the three-day CLM Establishment workshop, participants (Involved ILO, and IPEC field staff in the region with experience working with CL and/or CLM) will share an understanding of (1) regional CLM efforts to date, (2) the CLM framework, process and operations; and (3) future focus on area-based CLM efforts.

CLM Establishment Workshop Preparation

Beforehand, participants will be: (1) sent the CLM Training Guide; (2) asked to complete a questionnaire about their involvement in CLM; and (3) asked to bring relevant materials/documents (even in draft form) to display and share..

CLM Establishment Workshop Outcomes:

By the end of the CLM Establishment Workshop participants will have:

1. Obtained focused orientation on the current CLM framework, concepts and approaches;
2. Raised questions, challenges and obstacles facing CLM;
3. Become familiar with the objectives and tasks of the CLM process;
4. Shared experiences in developing and implementing CLM efforts;
5. Increased their capacity and motivation to train constituencies about CLM, ILO standards and the CL situation in their country and region;
6. Familiarized themselves with the existing *CLM Guidelines* and training materials; and
7. Reviewed, used and augmented appropriate workshops from the *Generic CLM Training Guide* to create training interventions appropriate to country-specific needs;
8. Determined next steps vis a vis CLM for their country and region.

Establishment Workshop OUTPUTS

Existing knowledge will be augmented region by region to generate a comprehensive set of outputs, including:

- CLM Case studies, illustrative of area- or community-based CLM.
- CLM Best Practices
- CLM Obstacles (and “how,” if overcome)
- CLM Snap Shots
- CLM Tips
- CLM Lessons Learned
- CLM Challenges
- Area- or Community- Based CLM Monitoring Forms
- Area- or Community- Based CLM Database Approaches

After this Workshop, ILO field staff will be prepared to participate in a CLM Training of Trainers course, and better able to create opportunities for integrating CLM into existing ILO project and program structures, and to work regionally to further CLM efforts. The group will then maintain coordination mechanisms within which to interact, share progress, obstacles and documentation of country-specific CLM efforts.

WORKSHOP PREPARATION

Prerequisites: Each Pax must complete a “profile” and a “matrix” as well as complete a questionnaire about CL and CLM activities to date. Participants should bring concrete examples of experiences important in CLM applications.

Participants: It is assumed that participants are involved in ILO/IPEC projects and have experience with CL issues and CLM.

Facilitators: Because this design relies heavily on the “card and chart technique” it would be best to use facilitators familiar and comfortable with this metaplan approach.

Venue and Seating: Make sure that the venue (room) has wall space (for hanging charts) pin boards (one for

each 6 pax), at least two flip chart stands and moveable chairs and tables. The setting can be formal for the first session, but should change to separate, small group tables beginning after lunch or just before the Course group formation session

Materials: Have enough visualization cards (30 cards per person per day of five different colors), flipchart paper, chart paper, magic marker pens, and scotch tape and masking tape (at least five rolls of each) for the five day workshop.

Equipment: The room should be equipped with the kinds of electronic AV equipment required by presenters, including multimedia, overhead projectors, screens.

Registration: Set up registration outside of the workshop room for the hour before the opening day.

Workshop Materials: Kits (If at all possible, send the *CLM Training Guide* to participants before hand, with instructions and a detailed TOC and diagram as to the Guide contents)

Equipment: The room should be equipped with the kinds of electronic AV equipment required by presenters, including multimedia, overhead projectors, screens

Materials: The organizers should have enough visualization cards (30 cards per person per day of five different colors), flipchart paper, chart paper, magic marker pens, and scotch tape and masking tape (at least five rolls of each) for the five day workshop.

Posters/Photographs/Banner/County-specific Materials:

- Posters about CL and CLM from each country could be displayed to establish the workshop context.
- A banner with the name of the workshop should be displayed at the front of the room, if appropriate.
- An information table: on which CLM CL documents, CDs...(awareness-raising brochures produced by various offices in a variety of languages, reports, background papers, forms) could be displayed for review or dissemination.

Workshop Schedule: Create a workshop schedule visualized on cards of different colors, if possible, so that pax can participate in changing it around. If this is not possible, distribute photocopied schedules *after* the workshop overview.

CLM Posters and photographs from the participants in the region can be displayed to set the beneficiary context.



A Workshop schedule created on cards is flexible. When and if sessions are changed or moved, the schedule itself can be easily adapted. All can refer to it to see what has been accomplished so far.

CLM Establishment Workshop Possible Time Frame

Session Name	Time
CLM ESTABLISHMENT DAY ONE: — CLM Concepts, Content, Context & Achievements	
Session 1: Introductions/Expectations/	9-9:45
Session 2: Formal Opening by Official. Welcome by Workshop Organizers .	9:45-10:15
Session 3: Course Overview: Workshop Schedule, Course Objectives (vis a vis Expectations), Norms: What's in the Kit	10:15-10:30
Session 4: Presentation Part #1: The Basic CLM Framework : Q&A /Cards Handout CLM Definitions: Presentation Part #2: <i>Stages in Developing CLM</i> : CLM Models and Key Concepts: Q on Cards &A	10:30-11:15 11:15-12:30
LUNCH	12:30-1:30
Session 5: CLM Course Group Formation	1:30-2:30
Session 6 CLM SWOT Issue Identification Visualization in Course groups	2:30-3:30
Session 7: CLM Achievement Analysis: Current Status Presentations Exercise: CL Challenges and Experience: Country-Specific Analysis. Focus on Best Practices, Obstacles, Obstacles Overcome, Lessons Learned, Existing Challenges. Report in Plenary	3:45-5:00
Session 8: Issues for Discussion: Brainstorming : Issue Discussion and Generation on cards: in Plenary	5:00-5:30
Session 9: Course Group, Navigation Group, Team Meetings	5:30-5:45 6:00- 6:30
CLM ESTABLISHMENT Day Two— CLM Operations and Issues	
Session 1: Opening the Day: Icebreaker and Feedback	8:30-8:45
Session 2: Presentation: CLM Support Materials: Guidelines and Training Package	8:45-9:30
Session 3: <i>Preparation</i> : Small Group Exercise: CLM Manual Review by Workshop. What's in each workshop (Orientation , Initiation, Design and Monitoring? Review of Objectives, Methodologies and Key Sessions.	9:30-11:00
Session 4: <i>Monitoring</i> : Small Group Exercise:” Operationalizing CLM” Phases: Identification of Children; Provision of Services: What is the process? Who does it? What are the tools? CLM Presentations to Plenary	11:00-12:30
LUNCH	12:30-1:30
Session 5: <i>Follow Up</i> : Presentation: What happens to the Children? Impact Assessment. Evaluation. of CLM and other Interventions: Child Labour Tracking Tracing	1:30-2:30
Session 6: CLM Role Plays: Brief Presentation: on Dramatization of Ideas (Dramas Simulations, Role Plays) Role Play preparation in 4 new groups. (Create a role play from issues, or Choose from materials, prepare for it.	2:30-2:30 2:30-3:30
Four Role Play Performances	3:30-4:30
Role Play Issue-Focused Debriefing Afterwards	4:30-5:30
Session 7: Course Group, Navigation Group and Team Meetings	5:30-5:45 6:00-6:30
Evening: CLM Issues Forum: Facilitated Discussion	8:00-9:30
Day Three: CLM Cases, Action and Reentry Planning	
Session 1: Opening of the Day: Icebreaker and Feedback	8:30-8:45
Session 2: Case Study Development with a focus on Community/Area- Based CLM	8:45-12:30
LUNCH	12:30-1:30
Session 3: Next Steps : Country-Specific Action Planning	1:30-3:00
Session 4: CLM TOT Brainstorming	3:00-3:30
Session 5: Planning for Regional Coordination	3:30-4:00
Session 6: Re-Entry Planning	4:00-4:30
Session 7: Evaluation and Closure	4:30-5:00

CLM ESTABLISHMENT DAY ONE: — CLM Concepts, Content, Context & Achievements	CLM ESTABLISHMENT Day Two— CLM Operations and Issues	Day Three: CLM Cases, Action and Reentry Planning
Session 1: Introductions/Expectations/	Session 1: Opening the Day: Icebreaker and Feedback	Session 1: Opening of the Day: Icebreaker and Feedback
Session 2: Formal Opening by Official. Welcome by Workshop Organizers .	Session 2: Presentation: CLM Support Materials: Guidelines and Training Package	Session 2: Case Study Development with a focus on Community/Area- Based CLM
Session 3: Course Overview: Workshop Schedule, Course Objectives (vis a vis Expectations), Norms: What's in the Kit	Session 3: <i>Preparation</i> : Small Group Exercise: CLM Manual Review by Workshop. What's in each workshop (Orientation , Initiation, Design and Monitoring? Review of Objectives, Methodologies and Key Sessions.	Session 2: Case Study Development with a focus on Community/Area- Based CLM
Session 4: Presentation Part #1: The Basic CLM Framework : Q&A /Cards Handout CLM Definitions: Presentation Part #2: <i>Stages in Developing CLM</i> : CLM Models and Key Concepts: Q on Cards &A	Session 4: <i>Monitoring</i> : Small Group Exercise:” Operationalizing CLM” Phases: Identification of Children; Provision of Services: What is the process? Who does it? What are the tools? CLM Presentations to Plenary	Session 2: Case Study Development with a focus on Community/Area- Based CLM
LUNCH 12:30-1:30	LUNCH 12:30-1:30	LUNCH 12:30-1:30
Session 5: CLM Course Group Formation	Session 5: <i>Follow Up</i> : Presentation: What happens to the Children? Impact Assessment. Evaluation. of CLM and other Interventions: Child Labour Tracking Tracing	Session 3: Next Steps : Country-Specific Action Planning
Session 6 CLM SWOT Issue Identification Visualization in Course groups	Session 6: CLM Role Plays: Brief Presentation: on Dramatization of Ideas (Dramas Simulations, Role Plays) Role Play preparation in 4 new groups. (Create a role play from issues, or Choose from materials, prepare for it.	Session 4: CLM TOT Brainstorming
Session 7: CLM Achievement Analysis: Current Status Presentations Exercise: CL Challenges and Experience: Country-Specific Analysis. Focus on Best Practices, Obstacles, Obstacles Overcome, Lessons Learned, Existing Challenges. Report in Plenary	Session 6: Four Role Play Performances	Session 5: Planning for Regional Coordination
Session 8: Issues for Discussion: Brainstorming : Issue Discussion and Generation on cards: in Plenary	Session 6: Role Play Issue-Focused Debriefing Afterwards	Session 6: Re-Entry Planning
Session 9: Course Group, Navigation Group, Team Meetings	Session 7: Course Group, Navigation Group and Team Meetings	Session 7: Evaluation and Closure
	Evening: CLM Issues Forum: Facilitated Discussion	



The CLM Establishment Workshop

Day by Day
Session by Session



Day One: CLM Establishment Workshop

CLM Concepts, Content, Context and Achievements in the Field

CLM ESTABLISHMENT DAY ONE: — CLM Concepts, Content, Context & Achievements

Session 1: Formal Opening by Official. Welcome by Workshop Organizers .

Session 2: Introductions/Expectations/

Session 3: Course Overview: Workshop Schedule, Course Objectives (I vis a vis Expectations), Norms: What's in the Kit

Session 4: Presentation Part #1: The Basic CLM Framework : Q on Cards & A Handout CLM Definitions:

Presentation Part #2: Stages in Developing CLM: CLM Models and Key Concepts: Q on Cards & A

Session 5: CLM Course Group Formation

Session 6: CLM SWOT Issue Identification Visualization in Course groups

Session 7: CLM Achievement Analysis: Current Status Presentations Exercise: CL Challenges and Experience: Country-Specific Analysis. Focus on Best Practices, Obstacles, Obstacles Overcome, Lessons Learned, Existing Challenges. Report in Plenary

Session 8: Issues for Discussion: Brainstorming : Issue Discussion and Generation on cards: in Plenary

Session 9: Course Group, Navigation Group, Team Meetings

Evening: CLM Issues Forum: Facilitated Discussion

Time	Process and Activities
8:00-900	<p>REGISTRATION</p> <p>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.</p> <p>Ensure that all participants have received the CLM Orientation Briefcase or Kit which includes:</p> <ul style="list-style-type: none"> • The <i>CLM Establishment Workshop</i> Binder (Workshop-specific materials) • The CLM Brochure • <i>CLM Training Guide</i> (National Orientation, Initiation, Design and Monitoring Workshops) • Training Centre information if necessary. • A writing pad and pen
	<p>MATERIALS & EQUIPMENT:</p> <p>CLM Kits or briefcases for each participant</p> <p>Registration forms</p> <p>Sign in sheets</p>
	HANDOUTS, TOOLS & REFERENCE MATERIALS:
	<p>TRAINER NOTES:</p> <p>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:</p> <p>(1) beforehand, in a formal manner for the first part of the morning so that the VIP and keynote and panel speakers can be at the front ;</p> <p>(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.</p> <p>(3) If at all possible, the tables used should be moveable, so that the tables can be set up for small group work during the tea break.</p>

CLM Day One: Session #1: 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 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 workshop organizers*

Session Outputs: None

Time	Process and Activities
15 - 30	<p>FORMAL OPENING</p> <p>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.</p> <p>A typical schedule might be:</p> <ul style="list-style-type: none"> • The workshop organizer would briefly welcome the participants, and then introduce the ILO VIP. • The ILO official would then make a statement welcoming participants and the importance of their work. The Welcome might include statements or a speech about CLM (See speech given by Deputy Director Lim at the Asia Region CLM Establishment workshop in Bangkok) • At the least the official will thank the participants for coming, the staff who organized the workshop; the facilitators and workshop organizers; and emphasize how this is an important meeting in developing CLM capacity in the region. • The workshop organizer might then set the context by saying something like, “<i>This workshop was not designed to answer your questions about specific country context. You are the experts. We expect you to share your practical field experience. We are at the early stage of CLM. You are part of the process of creating our strategy in the region. We ask you to examine CLM concepts and, based your experience, consider how we can improve and use CLM in the field.</i>” • Then the organizer would introduce the facilitator and turn the workshop over to her/him. <p>The facilitator would then immediately begin the next (Introductions and Expectations) exercise.</p>
	<p>MATERIALS & EQUIPMENT:</p> <p>Microphones, podium, Dias</p>
	<p>HANDOUTS, TOOLS & REFERENCE MATERIALS:</p>
	<p>TRAINER NOTES:</p> <ul style="list-style-type: none"> • 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 and processes are scheduled. • It is possible that the formal opening will be delayed. If this occurs, start at once with Introductions and Expectations, stopping that session when the VIP arrives.


CLM Day Two: Session #2: Introductions, Expectations & 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 position and experience with CLM
- disclosed their expectations of the Establishment Workshop.
- shared important issues or concerns about CLM
- disclosed aspects of CLM needing clarification
- stated key elements needed to set up and support the CLM process

Session Outputs: Participant Perspective Lists: (1); Issues or concerns about CLM; (2) Key Elements needed to set up and support the CLM process; and (3) Aspects of CLM needing Clarification

Time	Process and Activities									
5	PRESENTATION & FACILITATION: 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. <ul style="list-style-type: none">• WRITE BIG• THREE LINES ON A CARD• ONE IDEA—(No “AND”s)• FOLLOW THE COLOR SCHEME• BE SPECIFIC: USE A FULL SENTENCE IF POSSIBLE• FORGET SPELING AND GRAMMER (SIC)• WRITE IN YOUR OWN LANGUAGE									
	MATERIALS & EQUIPMENT: 8.5 x 3.5 cards, pins, boards Cards with card and chart (cc) guidelines									
Time	Process and Activities									
40	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. <table><tr><td>Name/Country/ Position/ Years of Experience</td><td>One expectation I have of this workshop</td><td>One aspect of CLM on which I need clarification is</td><td>One Key element needed to set up and support the CLM process is</td><td>One important CLM issue or concern is</td></tr></table>					Name/Country/ Position/ Years of Experience	One expectation I have of this workshop	One aspect of CLM on which I need clarification is	One Key element needed to set up and support the CLM process is	One important CLM issue or concern is
Name/Country/ Position/ Years of Experience	One expectation I have of this workshop	One aspect of CLM on which I need clarification is	One Key element needed to set up and support the CLM process is	One important CLM issue or concern is						

Time	Process and Activities
	<p>Make extra cards available by supplying the different coloured cards on tables near pax.</p> <ul style="list-style-type: none"> Give the instructions one at a time, giving pax 2 minutes or so per card. Give pax 15 minutes to complete the five cards.  <ul style="list-style-type: none"> When all pax have completed their cards, start with yourself, pinning your cards under the appropriate heading, giving your name, organization, expectation, etc. Ask each pax in turn to stand near the matrix and read s/his cards, while you or 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 CLM—in this way you can tell what they know and their ideas, before the presentations.) Thank the pax for sharing this information. Summarize Review and synthesize the outputs in each of the important areas—(1) key elements to set up and support CLM, and the components needed in the CLM Agreement. Link to the overview session. <p>An example of a pax Intro/Expectations Matrix.</p>
	<p>MATERIALS & EQUIPMENT:</p> <p>Enough large cork boards to display all of the pax cards individually</p>
	<p>TRAINER NOTES</p> <p>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, elements of CLM, and key statements of any CLM agreement by the end of the Orientation that day.</p>
Time	Process and Activities
	<p>VISUALIZATION</p> <p>Now, briefly describe the “Card and Chart” visualization technique that will be used throughout the workshop. Say something like: <i>“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”</i></p> <ul style="list-style-type: none"> 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.

TRAINER NOTES

Begin some Parking Lot Charts: Issues, Questions for Discussion, CLM Nomenclature/Jargon

Some CLM Issues

Impact of monitoring on children
Community commitment to CLM
families as employers
hidden child employment
Sustainability of CLM
Sensitizing stakeholders
Functional databank, link of CLM to TBP
Operationalizing of CLM
Integration of CLM into existing structures
Effect of work on children's development
Government concerns
Linking CLM to other project interventions
IPEC putting emphasis on the importance of CLM
CLM-PM-Trafficking
Keeping in mind that these children are in difficult situations

Some CLM Terms/Jargon

Anchor	Decree	National
Area-based	Disincentive	OSH
Baseline	Early Warning System	PM
Baseline data	Family	Political Will
Baseline survey	Follow Up Phase	Preparation Phase
Benchmark	Hazards	Prevention
Beneficiary Monitoring	Holistic approach	Recall Mechanism
capacity	Identification	Referral
Child Protection Service	Impact Assessment	Sector specific
CL	incentive	Social Safety Net
CLM	Institutionalization	Sustainability
CLM Catalyst	Legal Justification	TBP
CLM Framework	LI	Tracing
CLM Information	Local	Tracking
CLM record keeping	Local Commitment	Tracking study
Code of Conduct	Local government authority	Trade Union
commitment	Local Vigilance Committee	Trafficking
Community Based CLM	Mandate	WFCL
Community Based Monitoring	Monitoring	Withdrawal
Coordination of CLM	Monitoring Form	Workplace
Data collection	Monitoring Phase	
Database	Monitoring team	

CLM Day One: Session #3: Schedule, Outcomes, Overview & Norms Setting

Session Objectives:

- *related their expectations to the course content (leveling);*
- *geared themselves for a week of work;*
- *focused on the workshop outcomes.*

Time	Process and Activities
15	<p>VISUALIZED PRESENTATION: THE CLM ORIENTATION OUTCOMES & SCHEDULE</p> <p>Use a PowerPoint presentation or flipcharts as a way to display the course objectives and schedule to the participants. (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” column on the matrix, link pax expectations to workshop objectives where they overlap. Also, deal with those that <i>do not</i> overlap. Say something like, “This is a good idea, but we can not really cover this in this orientation. Perhaps you can plan a separate meeting for it.” However, if there is a good idea presented, that should be incorporated, think about it and ask the group whether they want to incorporate it, when it might be done, and if necessary, what session(s) they would eliminate.</p> <p>The CLM Establishment Outcomes State something like: “<i>By the end of the three day CLM Establishment workshop, we expect you to have a shared understanding of (1) regional CLM efforts to date, (2) the CLM framework, process and operations; and (3) a focus on area-based CLM. Specifically, we expect you to have:</i></p> <ol style="list-style-type: none"> 1. Obtained focused orientation on the current CLM framework, concepts and approaches; 2. Raised questions, challenges and obstacles facing CLM; 3. Become familiar with the objectives and tasks of the CLM process; 4. Shared experiences in developing and implementing CLM efforts; 5. Increased their capacity and motivation to train constituencies about CLM, ILO standards and the CL situation in their country and region; 6. Familiarized themselves with the existing <i>CLM Guidelines</i> and training materials; and 7. Reviewed, used and augmented appropriate workshops from the <i>Generic CLM Training Guide</i> to create training interventions appropriate to country-specific needs; 8. Determined next steps vis a vis CLM for your country and region. <p>Orientation Schedule and Overview Display the schedule (as a power point slide, on paper or produced on cards.) Give an overview of the schedule, highlighting what each day will cover:</p> <ul style="list-style-type: none"> • Day One: CLM Concepts, Content, Context & Achievements • Day Two: CLM Operations & Training • Day Three: CLM Issues and Action and Re-Entry Planning <p>Materials Review Make sure everyone has both a <i>CLM Establishment Workshop Binder</i> and <i>The CLM Training Guide</i>. Briefly go through the contents of the workshop binder, covering the venue, transport, meals, etc. Explain to pax that the <i>CLM Training Guide</i> includes the CLM workshops that have been developed and that they are for use in the field, not just in this workshop.</p> <p>Brainstorming: Norms Setting (Optional) Ask the group what “norms” they will establish throughout the workshop. Some norms might be: No smoking inside; Punctuality; Respect for other’s opinions; no cell phones on.</p>
	<p>MATERIALS & EQUIPMENT: Flipcharts: Establishment Workshop Kit, including <i>CLM Training Guide</i></p>
	<p>HANDOUTS, TOOLS, & REFERENCE MATERIALS: Workshop objectives and schedule</p>

CLM Day One: Session #4: CLM Presentations with Q & A on Cards

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

- what is meant by child labour monitoring;
- the steps in setting up, running, and following up the child labour monitoring process.

Session Outputs: *Q&A Questions and Answers.*

Time	Process and Activities
90	<p>INTRODUCTIONS Introduce the speaker(s). Say that each presentation will be approximately 20 minutes long and then there will be a question and answer period of 30 minutes</p> <p>PRESENTATION: Overview of CLM</p> <p>Part #1: Overview of the Basic CLM Framework Part #2: Stages in Developing CLM Part #3: CLM Models and Key Concepts</p> <ul style="list-style-type: none"> • Before the Presentations, Distribute handouts (<i>CLM Overview Summary; CLM Definitions, CLM Framework Chart</i>) • Distribute cards. Ask pax to write down questions on cards as they occur to them during the 20 minute presentations. (Ask them to specify the speaker on the card if they have one particular speaker in mind). • Ask the speaker to begin and assist him/her with any equipment and/or handouts or provide other assistance as necessary during the presentation. • During the presentation Let the presenters know how much time they have left. Show three cards to the presenters, 10, 5 and 1. • After each presentation thank the speaker and move on to the next presentation. <p>QUESTIONS AND ANSWERS PANEL ON CLM</p> <ul style="list-style-type: none"> • Collect the cards. Use them as the basis for the Q& A. • Moderate a question and answer discussion about the presentations. • When questions emerge from the discussion, write them on cards for documentation purposes. • Write the answers on the Question card. Document and distribute to pax. • Distribute the handouts before the presentation.
	<p>MATERIALS & EQUIPMENT: Multimedia (if available) Overhead projector</p>
	<p>HANDOUTS, TOOLS & REFERENCE MATERIALS: (<i>CLM Overview Summary; CLM Definitions, CLM Framework Chart</i>) CLM Brochure</p>
	<p>TRAINER NOTES:</p> <p>After each presentation, collect the cards, and, particularly after the first presentation (when pax might not be used to this process), give them a minute or two to write a question. Then collect the questions and sort them to ready them for the Q&A later.</p> <p>If possible hand out each Presentation summary <i>before</i> the English presentations to those whose mother tongue is not English.</p>

Capture the answers on cards as the speakers respond to participants. If possible, , give the speaker(s) their own question cards (and answer cards) and ask them to elaborate and document their answers themselves

Some Questions for Discussion and Clarification that might emerge are:

Projects and Programmes

What is the difference between *Program* and *project*?

Where on the “Framework Chart” does the *project* end?

Tracing and Tracking

Tracing—Sampling how to do

Does Tracking go beyond beneficiaries?

Scope of Objective of Tracking ?

Does tracking cover all beneficiaries or a sample only?

Definition of CLM

Where and how do Child Labour Monitoring and Beneficiary Monitoring overlap?

What is withdrawal?

What is referral?

What is the difference between Beneficiary Monitoring and CLM?

What is CLM?

Family

Role of family not emphasized enough. How do we enhance the role of the family?

How do we provide incentives/what incentives for family or social structures?

What does start at any time/point mean in terms of resources/reporting.

Integration of CLM Process

Designs/models from industry/sector approach to area based

Preparatory process for different levels of involvement

Government is implementer and monitor- How can we ensure effective CLM?

Do any countries use CLM in reporting on Convention No.182?

Would be best if CLM were part of national programmes and national reporting?

You determine how far you can reach based on resources, commitment, support, capabilities and partners.

Important to understand degree to which CL is imbedded in the cultural context of a location.

Set practical, reachable objectives based on resources.





The CLM Framework

Framework above (or Herve's) is described
And is referred to throughout the presentation

Part #1

Part #2

Part #3

Text is included here...

SOME CLM Principles

- The Government at all levels has to be at the center of the CLM solution.
 - CLM is part of a global effort
 - Transparency
 - The child is at the center
 - Monitors are not police
 - A key player is the Employer (whether they be parents → manufacturers)
 - The job of the monitor is to identify the CL and figure out how to help him or her
 - A safety net must be provided and linked to CLM (Educational, vocational program, micro credit)
 - Other key Players in CLM are Trade Unions and NGOs.
- CLM should be part of a holistic approach-Labor, Industry and Households
An effective CLM process must be multi-sectoral labor and independent

CLM Day One: Session #5: CLM Course Group Formation

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

1. *created a means for increasing their participation in course.*
2. *arranged themselves in groups for more efficient workshop communication, logistics and management;*
3. *begun to assess the use of small-group units and activities to maximize participation;*
4. *begun the process of working in randomly assigned teams;*
5. *identified their resources and contributions to the group;*

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

Time	Process and Activities
	<p>GROUP EXERCISE: CLM COURSE GROUP FORMATION - Link to the last session. Create six CLM Course Group s:</p> <ul style="list-style-type: none"> Briefly introduce the rationale for Course Groups. Say something like, “<i>Course groups provide a way to ensure your involvement in course management and direction. Every day your group will have some time to reflect upon the day and to suggest possible changes or refocusing to each other. Course groups give you a voice in what we are doing here. They are a key element of participatory training.</i>” Assuming that there are no more than 15 in the course, ask pax to count off 1-2-3 to make 3 groups. Invite each “number” group to move to a different location in the room Display the following instructions on a flipchart.
	<p style="text-align: center;">Course Group Formation Assignment</p> <p style="text-align: center;">In your Course group</p> <p style="text-align: center;">Discuss your individual background and experience working with CL and CLM; Come up with name for your group; and Draw a picture which captures your group's name/concept. Please write the name of your group members on the flipchart. You have 30 minutes.</p>
	<ul style="list-style-type: none"> Ask each group to report out for 5 minutes to the others on its resources & symbol. Link to the Course Group Meeting that evening.
	<p>MATERIALS & EQUIPMENT:</p> <p>Cards, 1 large piece of flipchart paper for each group, markers</p>
	<p>HANDOUTS, TOOLS & REFERENCE MATERIALS:</p> <p>Course Group formation instructions handout</p>
	<p>Notes to the Trainer:</p> <p>Course Group s are formed on Day One to ensure participant involvement in the course from the outset. In Course Group s 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 Group s” formed should ensure that each participant has at least one chance to represent s/his Course Group in the Course Management meeting. Thus, the trainer <i>debriefing</i> session at the end of the day (or the trainer <i>clinic</i>) now includes participants, not just trainers. Course Groups are also responsible for icebreakers, parties and feedback.</p>

CLM Day One:

Session #6 CLM SWOT Issue Identification Visualization in Course groups

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

1. *Captured the ideas of the group vis a vis establishing CLM along two internal and two external dimensions—strengths, weaknesses, opportunities and threats;*
2. *Begun to analyze the complex process involved in establishing CLM*
3. *Identified country- and region-specific CLM issues*

Session Outputs: One flipchart from each Course Group divided into Quadrants specifying four CLM dimensions—Strengths, Weaknesses, Opportunities and Threats—from the perspective and experience of the pax.

Time	Process and Activities
	<p>Small Group Exercise: CLM SWOT Analysis</p> <ul style="list-style-type: none"> • Ask pax to stay in Course Groups. • Hand out one piece of flipchart paper to each. • Display the assignment on a flipchart. • Ask: How many of you have done a SWOT analysis before? • Read the Flipchart on which the instructions are printed.
	<p style="text-align: center;">SWOT: Assignment</p> <p style="text-align: center;">Do a SWOT analysis of your <i>collective experience</i> with CLM Discuss Internal Strengths and Weaknesses. Discuss External Opportunities and Threats.</p> <p style="text-align: center;">You have 30 minutes. Spend the first 15 minutes discussing the issue and the next 15 completing the flipchart. Cards are available. Choose a person who will present your ideas to the group.</p>
	<ul style="list-style-type: none"> • Fold a blank piece of paper into quadrants. • Have the group brainstorm one strength, one weakness, one opportunity and one threat. (See examples on composite CLM SWOT on the next page) • Write the S, W, O and T on cards or on the flipchart. • Make sure pax understand the instructions. Hand out a set of instructions to each group. • Hand out a piece of flipchart paper to each group. • Give them 30 minutes to complete the discussion. • Have each group present its analysis. • Have the SWOT analyses documented and then display on the wall for reference.
	<p>MATERIALS & EQUIPMENT: Flipchart paper, markers, flipchart stands or cork boards for each group</p>
	<p>HANDOUTS, TOOLS & REFERENCE MATERIALS: SWOT Analysis Instructions: Handout</p>
	<p>Notes to the Trainer: See the composite CLM SWOT analysis below. It is not necessary to generate all of these ideas, in fact, there may be many new ones. However, do make sure that among the groups key concepts are presented. Categorize the ideas, if possible, that emerge as in the example below. Some categories might be “Government, Employment, Resources, Community, CLM, ILO)</p>

Composite SWOT Analysis

CLM Strengths	CLM Weaknesses
<p>Government Gvt on board Access to labor inspectors</p> <p>Employment Private sector on board and supportive</p> <p>ILO/CLM TBP a catalyst to CLM systems ILO credibility/specialists</p> <p>Resources Donor support</p> <p>Community Community and facilities sensitized and mobilized Community commitment Ability to communicate in local language</p>	<p>Government No birth registration/ID cards/procedures Incorrect baseline Information collected Government bureaucracy / weak Labor Department</p> <p>Employment Parents are employers</p> <p>ILO/CLM Lack of competence among monitors</p> <p>Community Lack of awareness among parents and employers Lack of (or weak) referral system Weak community participation Lack of area based CLM Over reliance on computerized system</p> <p>Resources</p>
External Opportunities for CLM	External Threats to CLM
<p>Government Relevant national policy/laws in place/ priority to WFCL Government has defined “<i>hazards</i>” in legislation National commitment/links to national plan of action Free educational policy in place (or progress toward) Mechanism to implement CL laws in place</p> <p>ILO/CLM Ratification of ILO conventions TBP projects/ Gvt commitment to TBPs CLM integrated into child rights & workplace monitoring Integration of CLM into workplace monitoring/ Good example of sustainable private sector CLM</p> <p>International Trade sanctions/International pressure</p> <p>Community Techniques to reach out to illiterate parents Children’s participation</p>	<p>Government Weak law enforcement Lack of political commitment / Government Corruption</p> <p>Resources No Country budget allocation for CLM Economic crisis/ Trade sanctions/ Trade barriers</p> <p>National Internal conflict/ Political crises National disasters Change in Government Staff/Government re-structuring Migration</p> <p>International \International pressure/donor support withdrawal threats</p> <p>Employment Employers not cooperative Illiteracy of parents of child laborers/Poverty</p>

CLM Day One: Session #7: CLM Achievement Analysis

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

- A better understanding of each country's current status/situation *vis a vis* CLM;
- Focused on best practices, obstacles, obstacles overcome, lessons learned and existing challenges—across the region.

Session Outputs:

Current Status presentations: CLM Achievement Analysis Chart from each country represented..

Time	Process and Activities					
90	Small Group (Country Teams) Exercise: CLM Achievement Analysis <ul style="list-style-type: none">• Ask pax to get into country teams—or to work as an individual if the only representative present.• Hand out one piece of flipchart paper or brown paper to each team, as well as a set of cards of each color specified.• Display the assignment on a pre created chart.• Read the Flipchart on which the instructions are printed.					
	CLM Challenges and Experience: An Achievement Analysis <p>Do an Achievement Analysis of your country’s accomplishments vis a vis CLM, using the colors indicated on the chart.</p> <p>In the first column, write the ACHIEVEMENT</p> <p>In the second, WHO was responsible for that achievement—people or organizations</p> <p>In the third, write HOW it was achieved, obstacles faced/overcome, assistance/facilitation</p> <p>In the fourth, LESSONS LEARNED (positive and negative)</p> <p>And in the fifth column, EXISTING CHALLENGES</p> <p>Try to do THREE Achievements</p> <p>You have 35 minutes. Choose a person who will present your ideas to the group.</p>					
	<ul style="list-style-type: none">• Fold the piece of paper into five vertical columns quadrants.• Make sure pax understand the instructions. Hand out a set of instructions to each group.• Indicate what information each column includes. <table><tr><td>ACHIEVEMENT</td><td>WHO WAS RESONSIBLE</td><td>HOW WAS IT ACHIEVED?</td><td>LESSONS LEARNED</td><td>EXISTING CHALLENGES</td></tr></table> <ul style="list-style-type: none">• After 35 minutes have passed, distribute colored stickers to each group;• Ask each country group to place stickers on problems/challenges/negative lessons learned• Give 10 minutes to complete the analysis• Give each group 10 minutes to present its achievements analysis.• Have the Achievement analyses documented and then display on the wall for reference.	ACHIEVEMENT	WHO WAS RESONSIBLE	HOW WAS IT ACHIEVED?	LESSONS LEARNED	EXISTING CHALLENGES
	ACHIEVEMENT	WHO WAS RESONSIBLE	HOW WAS IT ACHIEVED?	LESSONS LEARNED	EXISTING CHALLENGES	
	MATERIALS & EQUIPMENT: Flipchart paper, markers, flipchart stands or cork boards for each group, cards of the correct colors.					
	HANDOUTS, TOOLS & REFERENCE MATERIALS: Achievement Analysis Instructions: Handout					
	Notes to the Trainer: Document the Achievement Analyses, asking the documenter to extract the “obstacle” sticker items as a separate category. Also have your co-facilitator create new cards for these to place on the “issues” parking lot.					

CLM Day One: Session #8: CLM Issues for Discussion: Brainstorming

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

- Reflected on and articulated CLM issues raised over the course of the day;
- Generated CLM issues not yet reflected on the Issues Parking Lot;

Session Outputs:

Additional CLM issue cards on the CLM Issues Parking Lot Chart.

Time	Process and Activities
30	<p>Plenary Exercise: CLM Issue Brainstorming</p> <p>Issues Review</p> <ul style="list-style-type: none">• Ask pax to get into the large plenary group;• Make sure cards are available for all pax to use.• Have them focus on the <i>CLM Issues Parking Lot</i> (displayed on the wall);• Say something like, “It is extremely important that we deal with the CLM issues that you need to clarify or on which you need direction. Let us be sure that we are covering those issues.”• From the “Issue Parking Lot,” Read each “issue” out loud—making sure it is a clear statement.• Clarify any card as is necessary with input from the group. <p>Issues Generation</p> <ul style="list-style-type: none">• Ask the group, “Are there any more issues that should be here?”• Ask participants to write them on a card—one issue per card.• Collect the cards.• Read each card to the group and place it on the Issues Parking Lot.• If you think a card is redundant, ask the group whether it is, and if the group decides, place it on the side of the chart. If not, clarify it so it is not redundant. <p>Issues Already Handled</p> <ul style="list-style-type: none">• Go over the cards again and ask if any of the issues have been dealt with sufficiently. If so, put a check (✓) on those cards.• Remind pax that they may add a CLM issue at any time;• Remind pax that there will be a CLM Issues Forum on the evening before the last day—at which remaining issues will be discussed.
	<p>MATERIALS & EQUIPMENT: Cards in random colors; a marker for each participant.</p>
	<p>HANDOUTS, TOOLS & REFERENCE MATERIALS: Issues Parking Lot Chart</p>
	<p>Notes to the Trainer: Document the CLM Issues Parking Lot. Make sure that the issues are sufficiently covered.</p>

CLM Day One:

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

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 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. 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*

Time	Process and Activities
15	CLOSURE <ul style="list-style-type: none"> • When the day’s sessions are complete spend 10 minutes bringing the group to closure in plenary.
15’	SMALL GROUP FEEDBACK ACTIVITY: COURSE GROUP MEETING & MANAGEMENT NAVIGATION MEETING Course Group Meeting <ul style="list-style-type: none"> • Ask Pax to form Course Groups to discuss the events of the day; • Ask them to choose one representative to act as reporter to come to the management meeting. • Tell them they have 15 minutes to discuss the day. • In Course Group s pax spend 15 minutes discussing events of the day from any perspective. Management Navigation Meeting <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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, cards for note taking
	HANDOUTS, TOOLS & REFERENCE MATERIALS: Course Group Discussion Instructions Icebreaker Handout
	TRAINER NOTES <ul style="list-style-type: none"> • 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.

EXAMPLE: Workshop Navigation Meeting Notes – DATE: month/day/year/
Take notes at the Navigation meeting and present a summary of this the next morning.

Feelings at the end of the day

Better than yesterday evening – morning session was good – clear / not as confused as we thought we were /
 Tired – today went well – covered a lot of issues / Morning session went well – more on them – its what we have
 needed to talk about / See a purpose fro my being here / / Less tired than yesterday – my brain is not swollen /
 good response to feedback from pax / Good about today’s program / Sessions were handled well – better
 appreciation of concepts /

What went well	What can be improved
Overall – clarified many issues – appreciated adaptation to pax needs Afternoon focus on CLM was good –should be continued Good that we shifted sessions Very useful day Appreciated the change in the schedule Appreciated the mix of tools and group work It was good for expert to come in at the conclusion of each group session and share his comments Liked the way we formed groups in the afternoon – roosters, lambs, crows Adapting the course to our feedback was good yesterday on tracking were good Timely interventions by facilitators were appreciated Lunch was great – we need to get there early each day	We would like a few pointers from the trainers at the end of the day. We covered a lot and our absorptive capacity is maxed out We need to ground CLM in reality We still need some help to clarify Some issues Group work today was good WE should not do presentations after lunch
Suggestions: Group work after lunch Discussion of link between CLM and other interventions – with an eye on the way forward How to influence / ensure coherence between projects How to mainstream workplace monitoring with additional actors Experience with gender mainstreaming in CLM Resources available for CLM We should do group work after lunch – to keep us active	

Trainer notes: *Lots of energy, good suggestions, on track.*



CLM ESTABLISHMENT Workshop Day Two— *CLM Phases*

Session 1: Opening the Day: Icebreaker and Feedback

Session 2: Presentation: CLM Support Materials: Guidelines and Training Package

Session 3: *Preparation* Small Group Exercise: CLM Manual Review by Workshop. What's in each workshop (Orientation , Initiation, Design and Monitoring? Review of Objectives, Methodologies and Key Sessions.

Session 4: *Monitoring*: Small Group Exercise: Operationalizing CLM" Phases: Identification of Children; Provision of Services: What is the process? Who does it? What are the tools? Presentations to Plenary

Session 5: *Follow Up*: Presentation: What happens to the Children? Impact Assessment. Evaluation. of CLM and other Interventions: Child Labour Tracking Tracing

Session 6: CLM Role Plays: Brief Presentation: on Dramatization of Ideas (Dramas Simulations, Role Plays) Role Play preparation in 5 new groups. (Create a role play from issues, or Choose from materials, prepare for it. Role Play Performances with Issue-Focused Debriefing Afterwards

Session 7: Course Group, Navigation Group and Team Meetings

Evening: Evening: Issues Forum

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

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

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

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

Time	Process and Activities
	<p>PLENARY: OPENING HIGHLIGHTS</p> <ul style="list-style-type: none"> • 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. <p>Icebreaker</p> <ul style="list-style-type: none"> • 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. <p>Preview the Day</p> <ul style="list-style-type: none"> • Go over the schedule for the day • Make any adjustments necessary.
	MATERIALS & EQUIPMENT:
	<p>HANDOUTS, TOOLS & REFERENCE MATERIALS:</p> <ul style="list-style-type: none"> • 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:

CLM Day Two: Session #2: Presentation: (*Preparation*)

CLM Support Materials: Guidelines & Training Package with Q&A on cards

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

- The purpose of the CLM Training Guide; and
- The content of the CLM Training Guide.

Session Outputs: *Q&A Questions and Answers.*

Time	Process and Activities
30	<p>INTERACTIVE PRESENTATION: The <i>CLM Training Guide</i></p> <ul style="list-style-type: none">• Make sure everyone has a printed copy of the <i>CLM Training Guide</i>.• Distribute cards. Ask pax to write down questions on cards as they occur to them during the presentation.• Ask then to open it to the first page and to look at the Table of Contents.• Remind them that the <i>CLM Training Guide</i> is to be use in the field, not just in this workshop. <p>Make sure that participants know how the Guide is organized, that it includes, section by section:</p> <ul style="list-style-type: none">• Resource Materials: <i>The CLM Overview and the CLM Guidelines;</i>• Training Materials: <i>How to Use the CLM Training Manual; International Declarations and Conventions, Images of Child Labour; and Planning the Child Labour Monitoring Training Workshop;</i>• National Orientation Workshop— manual and handouts (Workshop 1);• CLM Initiation Workshop—manual and handouts(Workshop 2);• CLM Design Workshop—training manual and handouts (Workshop 3);• Child Labour Monitor Workshop—training manual and handouts (Workshop 4);• Labour Inspectors Training Manual—• Labour Inspectorates and Other Enforcement Agencies• Additional Resource Materials and• Country Profiles. <p>Have participants go with you from workshop to workshop. For each workshop:</p> <ul style="list-style-type: none">• Have them look at the title page for the Workshop Name• Main workshop purpose;• The workshop objectives; and• Intended participants. <p>Refer to the <i>CLM Guidelines</i> and back to the <i>CLM Framework</i> Chart to the Planning Phase. Explain where each workshop might come in the process of establishing CLM in a given area. Explain how the Orientation, Initiation, and Design workshops are presented <i>sequentially</i>, day by day, session by session and include lectures, handouts and everything needed for that workshop—in order. Explain how the Monitor workshop also includes all lectures and handouts, but that it has been categorized and presented in <i>modular</i> form with specific modules on: Workshop Process; Sensitization to the Problem of Child Labour; Introduction to being a Child Labor Monitor; Overview of CLM and the Monitoring Process; Forming Monitoring Teams; Monitoring Skills—Observation; Monitoring Skills--Interviewing Children; Monitoring Skills—Hazards and Risks; Monitoring Skills—withdrawal and Referral ; Practicing Monitoring—Monitoring Simulation: Monitoring Role Plays and Monitoring; Field Visit; Awareness Raising and Action Planning.</p>

	<p>Say something like, “It is not only possible, but desirable to adapt these workshops to your country-specific needs. The <i>Guide</i> is like a (very large) menu from which trainers can pick and choose the modules or sessions most needed by those who need training.</p> <p>Q & A on <i>The CLM Training Guide</i></p> <ul style="list-style-type: none"> • Collect the cards. Use them as the basis for the Q& A. • Moderate a question and answer discussion about the four Training Workshops described in the <i>CLM Training Guide</i>. • When questions emerge from the discussion, write them on cards for documentation purposes. • Write the answers on the Question card. Document and distribute to pax.
	<p>MATERIALS & EQUIPMENT: Cards markers</p>
	<p>HANDOUTS, TOOLS & REFERENCE MATERIALS: <i>CLM Training Guide</i></p>
	<p>TRAINER NOTES:</p> <ul style="list-style-type: none"> • You might think about holding the Q&A until after the next session and then seeing how many questions are answered by the participants themselves after they have done the work. • After the presentation, collect the cards and sort them for redundancy and similarities. If there are no questions, give pax a minute or two to write questions • Have your co-facilitate capture the answers on cards as you (or the speaker) responds to participants. document the answers from the question cards.
	<p>Some Questions for Discussion and Clarification that might emerge are:</p> <p>General What is the difference between these four workshops? Do we have to use these workshops exactly as they are? What if people say the workshop is too long? Where do we get the resources to conduct these workshops?</p> <p>National Orientation Workshop What if people will not come for a one-day workshop?</p> <p>Initiation Workshop What is the difference between the Initiation and the Orientation Workshops? What about families as employers?</p> <p>Design Workshop Where are referral and withdrawal systems analyzed and planned for? How do we incorporate families into the planning?</p> <p>CL Monitor Workshop Do monitors get training in referral? When do monitors learn how to interview children? What about monitors knowing about hazards and risks? Who makes a good CLM monitor?</p>

CLM Day Two: Session #3: (*Preparation*)

Small Group Exercise: *CLM Training Guide Workshop Review*

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

- Become more familiar with workshop content;
- Begun to see how the CLM workshops might be used or adapted to meet country-specific needs.
- Better understood the content of each CLM workshop, its objectives, methods used and key sessions.

Session Outputs:

Three Workshop Analyses: for the “Orientation/Initiation”, “Design” and “CLM Monitor” Workshops.

Time	Process and Activities
	<p>Small Group (Three Groups) Exercise: CLM Training Guide Workshop Review</p> <ul style="list-style-type: none"> • Get pax into 3 course groups or 3 random groups (Count off by 1-2-3 or use another method) • Hand out one card to each group on which you have written (1) National Orientation and Initiation; (2) Design; and (3) CL Monitor Workshop. • Give a piece of flipchart paper or brown paper to each team; • Make cards available to the entire group; • Display the assignment on a pre created chart, with four columns. • Read the Flipchart on which the instructions are printed.
	<p style="text-align: center;">CLM Training Guide Workshop Review In Each CLM Workshop Review Group...</p> <p style="text-align: center;">(Group 1) Orientation/Initiation; (Group 2) -Design and (Group 3) CL Monitoring... DETERMINE!</p> <ul style="list-style-type: none"> • What kinds of sessions does that workshop include? <ul style="list-style-type: none"> • What are the key/critical workshop sessions? • On what other sessions are those key sessions dependent, or to what other sessions are they linked? <ul style="list-style-type: none"> • What content does it have? • What is the main objective of the workshop? <p><i>If any questions occur to you during this process, write them on cards for discussion later!</i> You have 90 minutes. Use materials available to design your presentation. Choose a person who will present your ideas to the group.</p>
	<ul style="list-style-type: none"> • Give each group 90 minutes to complete its analysis and presentation. • Then give each 10 minutes to present its Workshop review information. • Have the CLM Workshop Review charts documented* and then distributed and placed on the CD.
	<p>MATERIALS & EQUIPMENT: Flipchart paper, markers, flipchart stands or cork boards for each group, cards of the many colors.</p>
	<p>HANDOUTS, TOOLS & REFERENCE MATERIALS: CLM Workshop Review Instructions: Handout</p>
	<p>Notes to the Trainer:</p> <ul style="list-style-type: none"> • As one of the objectives of this exercise is to get pax familiar with the materials, walk around during their work, making sure all have the guides open. Be available for guidance and to answer an questions. • Document the CLM Workshop Review charts by taking digital pictures and/or typing up the information. Make sure that the participants receive the output on their CD rom and/or in printed form the next morning.

- The example of the National Orientation Workshop shows how one group saw the workshop, and what that group thought were the priority sessions. It is important to remember that priority sessions may differ on a case by case basis.





EXAMPLE:
CLM Workshop CLM Training Guide Review Analysis

National Orientation Workshop

Objective: NSC members will be committed to set up CLM to eliminate CL in the country.

Participants: Tripartite members +

Length of Workshop: 2 Days

Session #	Session Name	Purpose	Key Priority Session
	DAY ONE		
Session 1 Session 2	Opening, Introduction, Objectives, Expectations of the Workshop		
Session 3	CL Situation in the Country and CLM activities to Date	Importance of CLM Challenges and Opportunities	
Session 4	CLM Panel Presentation and Q&A	Overview of CLM—Core Phases and Steps	
Session 5	GW National State Level CLM Activities	Draw National Framework where CLM will fit	
Session 6	(First) Closure of the Day	Wrap up—Suggestions for improvements next day.	
	EVENING FORMAL DINNER	Essential for networking/ discussion	
	DAY TWO		
Session 7	Feedback and Opening of the Day	Feedback on Day One.	
Session 8	GW Drawing up of National Coordination Chart	Mapping of Key Functions	
Session 9	Agreement Consensus to support CLM Process	Commitment Roles and Responsibilities/Authority	
Session 10	Next Steps and Action Planning	Focal Points Key Assignments	
Session 11	Closure	Nice Formal Closure with Good Feelings	

Trainer: Discussion/ Notes: National Orientation Workshop

- TWO Days – deemed by pax GOOD....
- Important people would tend to come more than if it were only one day...
- Evening meal essential for networking, discussion
- Good resource
- Many lectures and much information on CLM

CLM Day Two: Session #4: (Monitoring)

Small Group Exercise: Operationalizing CLM

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

- Clarity on how to operationalize key steps in three CLM phases—(1) Planning, (2) Monitoring (Assessment, Identification, Service Provision) and (3) Follow up
- Focused on the process, responsibilities and mechanisms for getting CLM off the ground.

Session Outputs:

CLM Phase Analyses: *Planning for CLM, “Monitoring: Assessing the Work Situation,” “Monitoring: Identification of Working Children”, “Monitoring: Provision of Services, and “CLM Follow up”*

Time	Process and Activities				
90	Small Group (1-2-3-4-5 Group) Exercise: Operationalizing CLM <ul style="list-style-type: none">• Get pax into five random groups (Count off by 1-2-3-4-5, or use another method)• Hand out one card to each group on which you have written (1) CLM Planning; the three steps in the “Monitoring” Phase, as follows: (2) <i>Assessing the Work Situation</i>, (3) <i>“Identification of Working Children”</i>, (4) <i>“Provision of Services”</i> and (5) <i>CLM Follow Up</i>.• Give a piece of flipchart paper or brown paper to each team;• Make cards available to the entire group;• Display the assignment on a pre created chart, with four columns.• Read the Flipchart on which the instructions are printed.				
	Operationalizing CLM <p>Do an analysis of how to actually “do” the Phase or Monitoring you have been given. Divide the chart into four columns. In the first column, write cards for each activity in the PROCESS...</p> <p>In the second, WHO will do that part of the process and</p> <p>In the third how you PREPARE “X” (the target for that activity)</p> <p>In the four, what specific tools or mechanisms will be used to complete that part of the process?</p> <p>You have 35 minutes. Choose a person who will present your ideas to the group.</p>				
	<ul style="list-style-type: none">• Fold the piece of paper into four vertical columns.• Make sure pax understand the instructions. Hand out a set of instructions to each group.• Indicate what information each column includes.				
	<table><tr><td>What is the PROCESS?</td><td>WHO does it?</td><td>How do we PREPARE “X” to do it?</td><td>What are the TOOLS/ MECHANISMS</td></tr></table>	What is the PROCESS?	WHO does it?	How do we PREPARE “X” to do it?	What are the TOOLS/ MECHANISMS
	What is the PROCESS?	WHO does it?	How do we PREPARE “X” to do it?	What are the TOOLS/ MECHANISMS	
<ul style="list-style-type: none">• Give each group 35 minutes to complete its chart• Then give each 10 minutes to present its CLM Operations chart. <p>Have the CLM Operational Analysis documented* and then display on the wall for reference.</p>					
	MATERIALS & EQUIPMENT: <p>Flipchart paper, markers, flipchart stands or cork boards for each group, cards of the correct colors.</p>				
	HANDOUTS, TOOLS & REFERENCE MATERIALS: <p>Operationalizing CLM Instructions: Handout</p>				
	Notes to the Trainer: <ul style="list-style-type: none">• Another way to break pax into groups is to write the name of five different animals on post it notes—the same number for each animal and enough for the entire group. Cow, pig, rooster, cat, dog, for example. Distribute these at random to the group, making sure each person gets one. Then ask the group to start making the “sound” of that animal—and to find others making that sound. When all are finished, the five groups have been formed in an amusing way.				

- Document the Operational Analyses by taking digital pictures and/or typing up the information. Make sure that the participants receive the output on their CD rom and/or in printed form the next morning.
- Also have your co-facilitator create new cards to place on the “issues” parking lot.

Trainer: Discussion/ Processing Notes:

An Example: Provision of Services (Removal, Referral, “Withdrawal”)			
What is the PROCESS?	WHO does it?	What are the TOOLS/ MECHANISMS	How do we PREPARE “X” to do it?
Developing the criteria for referral	Monitoring team in consultation with stakeholders	Consultation, Workshop	Training: CLM Design Workshop
Screening (who is in need of referral?). What are the needs?	Monitoring team with consultancy	Survey tools	Training
Mapping of existing services	Consultants, Government	Mapping tools	Stakeholders’ meeting
Networking, co-ordination, commitment from service providers (resources)	Monitoring team (stakeholders’ meeting)	Regular follow-up	Stakeholders’ meeting,
Agreement among the stakeholders	Stakeholders	MOU, contracts	CLM Orientation and Initiation Workshops
Prioritization	Stakeholders	Criteria	Workshop
Placement of children into services	Service providers	Referral, Placement system	Involve in or Give Service Providers CLM Training
Tracking	Monitoring team in consultation with stakeholders	Formats, Records, Reports	Monitoring visits

Another Way of Looking at Operationalizing CLM

CLM is:

Introduced to project partners

- Local government commitment/decreed
- Expanded OSC committee with child labour
- Formulated CLM team, IGO, NGO, community

Started to pilot

- Regular visits to workpalces
- Data at local government office
- Reports to OSC committee
- Services (Needs) referred (SWs)

Started to motivate partners to use CLM in their project areas;

Started to use CLM reports for project strategy and local policy

Project partners started to realize CLM’s importance

Started to develop ideas for preparation

During the Discussion, you might deal with the following ideas:

Process:

- There might be a logic in the PROCESS, but it is not necessarily chronological
- Things might be happening at the same time--in parallel

CLM as an organizing principle

- Issues of bureaucracy, control, non-cooperation by – with government
- Competition between different agencies for funds, capacities, skills
- Still have to work with restrictions, environment
- However, still problems with government and other organizations

CLM can only be sustainable if government is at centre

- It needs to be anchored in the government

Trafficking: Need special provisions for non-national children

CLM Day Two: Session #5: (Follow-Up)

Presentation: What happens to the Children? Impact Assessment.

Evaluation of CLM and other Interventions—Tracking and Tracing.

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

- what is meant by impact assessment, tracking and tracing;
 - how important it is to track children during the monitoring phase;
- the relationship of tracking and tracing to baseline information.

Session Outputs: *Q&A Questions and Answers.*

Time	Process and Activities
90	<p>Presentation: What happens to the Children? Impact Assessment. Evaluation of CLM and other Interventions—Tracking and Tracing.</p> <ul style="list-style-type: none">• Before the presentation, Distribute handouts (<i>Impact Assessment, and Comparative Timeline</i>)• Distribute cards. Ask pax to write down questions on cards as they occur to them during the 20 minute presentations.• If someone else is doing this presentation, introduce the speaker. Say that the presentation will be approximately 20 minutes long and then there will be a question and answer period.• During the presentation let the presenter know how much time is left. After each presentation thank the speaker. <p>Lecturette: Impact Assessment/Tracking and Tracing Make sure the presentation defines <i>impact assessment, tracing and tracking</i> and covers the</p> <ul style="list-style-type: none">• Rationale for Tracer/Tracking Studies• What a Tracer Study does• What key information Tracer Studies can provide• What tracking is• What a tracking system does• The Timing Component• The Tracking Process and• Tracking System and Beneficiary Monitoring and Reporting. <p>Q & A</p> <ul style="list-style-type: none">• Collect the cards. Use them as the basis for the Q& A.• Moderate a question and answer discussion about impact assessment, tracking and tracing..• When questions emerge from the discussion, write them on cards for documentation purposes.• Write the answers on the Question card. Document and distribute to pax.
	MATERIALS & EQUIPMENT: Multimedia (if available) Overhead projector
	HANDOUTS, TOOLS & REFERENCE MATERIALS: <i>(Impact Assessment Summary, and Comparative Timeline of Monitoring Tools.)</i> =
	TRAINER NOTES: After the presentation, collect the cards. If there are too few, give pax some time to write some. Then collect the questions and sort them to ready them for the Q&A . If possible hand out the Presentation summary <i>before</i> the English presentations. Capture the answers on cards as the speakers respond to participants. If possible, give the speaker s/his own question cards (and answer cards) and ask him/her to document the answer.

Lecturette on Impact Assessment: IPEC's Tracer/Tracking Studies

What a Tracer Study does A Tracer Study tries to find former beneficiaries of an intervention and to document what they are doing now; documents the exposure to the intervention (CLM); documents other important contextual factors that occurred during the timeframe the tracer study is focusing on; and attempts to obtain an impression of the main changes (impacts) throughout time by concentrating on activities now, as well as retroactively in two other distinct moments in the past

What key information Tracer Studies can provide How many former beneficiaries are at the educational level that would be expected, given their age and the time that has passed since the intervention; Number of children who have moved from 'unacceptable' into 'acceptable' situations; How many former beneficiaries are working in situations that are appropriate according to their age

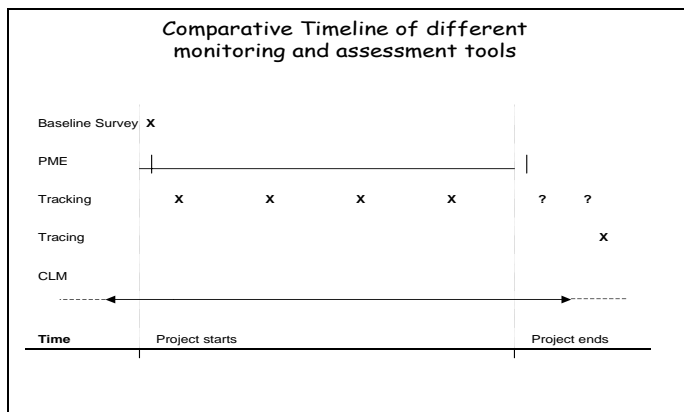
What tracking is Tracking is an in-depth look at changes, at regular intervals and over a specific period in time; Information on changes in the lives of beneficiaries and their families; At the end of a project, tracking gives us information on the status of the beneficiaries

What a tracking system does. A tracking system Documents what the children are doing at the point in time that tracking takes place; Documents the exposure to the intervention (and other interventions); Documents other important contextual factors that are occurring.)

The Timing Component Similar to tracer methodology, tracking will provide information on certain points in time; BEFORE - perhaps through a baseline, may be recall; DURING – this will be at several points during the implementation of the project (DURING 1, DURING 2, DURING 3 – end of project), no recall as in the tracer; AFTER – tracking might go on after the completion of the project

The Tracking Process: Design and Setting Up (Who is being tracked ; Timing and intervals ; of tracking ; Indicators ; Sampling Issues) Implementation (Data Collection at regular pre-determined intervals) and Analysis Analysis of tracking data and report writing

Tracking System and Beneficiary Monitoring and Reporting: Tracking is more than just monitoring the activities of the project ; It goes further than reporting on the number of beneficiaries who have been provided with services, enrolled in school; It does so by providing information on the changes that are taking place in their lives



Some Questions for Discussion and Clarification that might emerge are:

What is the difference between tracking and tracing?

Tracing—Sampling how to do

Does Tracking go beyond beneficiaries?

What is the scope of objective of Tracking ?

Does tracking cover all beneficiaries or a sample only?

On the chart—where does tracking start? Where does tracing start?

What is impact assessment?

How do you know whether the CLM made the difference or something else?

How do you know if there is an impact?

Day Two, Session #6: Role Plays on Child Labour Monitoring

Session Objectives: *By the end of this session, 5 groups of participants will have:*

- *Experienced being in a “dramatized” child labour monitoring process;*
- *Examined monitoring situations in each phase;*
- *Had insights about monitoring.*

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

Time Min	Process and Activities
10	<p>Presentation: Dramatization of Ideas</p> <ul style="list-style-type: none"> • Give a brief presentation about the “role plays” form as it differs from the “drama” • State that the purpose of a “role play” is to work on issues/problems by acting them out. • State that they are not “scripted” as are simulations—or dramas—and are usually short. • Also mention that a key activity in a role play is the processing of the issues raised and solutions found during the role play. • Say that the group will now do some CLM role plays.
15	<p>Child Labour Monitoring Role Plays</p> <ul style="list-style-type: none"> • Divide the large group into four groups of 3 to 4 participants; • If possible, achieve the same ratio of women to men in each group as follows • 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)
10	<ul style="list-style-type: none"> • Give the group 15 minutes to prepare their role plays.
	<p>Role Play Instructions</p> <p>Do a five minute role play dramatizing a issue of child labour monitoring. Choose an issue that is still a challenge for that CLM step or Phase: (See CLM Issues Parking Lot) Group 1: (Workplace) Assessment * Group 2: Identification of CL * Group 3: Provision of Services * Group 4: Tracking</p> <p>Develop a story yourself. You have 15 minutes to prepare. Do not tell what your “CLM issue” is ! Use whatever materials in the room you can find for props.</p>
40	<p>Role Play Performances</p> <ul style="list-style-type: none"> • Ask each group to perform its role play for approximately 5 minutes. • After each role play, give each group 5 minutes to discuss the role play and to write a CLM “issue card” that defines the key issue/concern/problem/challenge in that role play . <p>Issue Focused Debriefing</p> <ul style="list-style-type: none"> • Facilitate a discussion about the issues raised by each group’s role play by, initially, getting the other three groups to share their “issue cards.” • Write key insights and conclusions on cards. <p>Add any conclusions reached, to the “CLM Tips” or “CLM Principles” Parking Lots.</p>
	<p>Materials and Equipment: Paper, Cards, hats, shawls, scissors, etc.</p>
	<p>Handouts and Reference Materials: Exercise Instructions one to each group.</p>
	<p>Trainer Notes: Role Play Development:</p> <ul style="list-style-type: none"> • Write cards using four different colours (one for each group) specifying the issue and the phase. • Let the group members develop the story line themselves. <p>Documentation: Document with photography and by writing down the story line of the drama.</p>

Day Two, Session #7: Closure and Course Group & Navigation Meetings

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	<p>CLM Issues Forum Preparation:</p> <ul style="list-style-type: none"> • Remind Group about the Issues Forum that evening, stating the time and venue. • Review the Issues on the Issues Parking Lot. Go over each card to decide what issues will be discussed that evening. • Set priorities on a few key issues. • Say you will see the group at the meeting later. <p>Course Group, Navigation Group and Team meetings “close” the day.</p> <ul style="list-style-type: none"> • 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 Two, Evening Session : CLM Issues Forum

Session Objectives: *By the end of the CLM Issues Forum participants will have*

- *had a chance to explore key issues in depth*
- *Share positive and negative field experience;*

Time	Process and Activities
15 30	<p>CLM Issues Forum:</p> <p>Keep Time and Facilitate Discussion</p> <ul style="list-style-type: none"> • Bring the cards on which the priority issues have been written, and by asking the group, determine how much time will be spent discussing each priority issue; • Ask for someone to volunteer as time keeper. • Facilitate a discussion, clarifying points, but mostly generating open discussion. • When the time is up for the discussion of each priority issue, check with participants to determine if they feel that enough time was spent, and their willingness to go on to the next question. <p>Capture Ideas on Cards</p> <ul style="list-style-type: none"> • As participants discuss issues, capture their ideas on cards, documenting their experience, concerns, and solutions to problems. • Clarify with participants what has been said. <p>Summarize</p> <ul style="list-style-type: none"> • When the time is up at the end of the Forum, read the cards to the group to ensure that conclusions, concerns and ideas were properly captured. • Document the output and make sure it gets on to the CD.
	Some CLM Issues Discussion Notes:

What do we mean when we say sustainable?

- Assuring that the overall CLM system works and can be up-scaled to other areas.
- Interventions undertaken on behalf of children are long lasting enough (after the project) to have a positive impact on the CL situation.
- Policies are in place, enforced, and supported with dependable resource allocations
- The CLM system is embedded in local (and other level) institutions

Building the potential for sustainability -- Upstream Support

- Build ownership of CLM at all levels from the beginning
- Be patient – building support that will last is not easy.
- Identify the key actors at each level who are committed to supporting CL and CLM efforts – help build their knowledge, capacity and commitment.
- Work with partners to advocate, raise awareness and build commitment among key actors.
- Make use of the legal basis for CL – ILO conventions, CRC, national legislation, local policies – know them and even carry copies to the field.
- Augment existing laws with ministerial or presidential decrees
- Build an effective program downstream and use successes to generate upstream support.
- Make sure all project reports go to key policy makers
- Hold a National workshop where the system is presented – get consensus
- When moving from the national to the state or province level, maintain core elements of the system but allow and even encourage customized approaches – this builds ownership and may be a means of trying out a number of systems.

Sustainability of CLM – Efforts We For Sustaining CLM Downstream

- Get buy in from manufacturers – in export industries – manufacturers are interested to comply with international efforts to eliminate child labour
- Involve manufacturers / producers in gathering information on CL – provide forms and then have an independent source double check the information to verify. In Pakistan, it took 6-7 months to get this process established.
- In some cases, we provided skills training and new equipment. We got agreement to fix a lower age limit – e.g. children below a specific age do no work in this industry. In some cases, we got agreement to reduce working hours and improve conditions.
- On successful approach was to begin with community level piloting of CL and CLM and then, building on local level successes move to the generating upstream support.
- Businessmen are people too and they do have a social conscience – appeal to this. Take exporters / manufacturers to visit the places where things were being made (into homes and small businesses where working conditions are often terrible (they often are not aware of the working conditions because they deal with a middle man – go around the middle man to create awareness.
- Assure businessmen that you (child labour monitors) are not intending to threaten their business and, in fact, but eliminating child labor, their business can improve
- Internal monitoring – manufacturers or producers monitor the workplaces themselves
- External monitoring – independent actors (NGOs) visit work places and monitor and verify information. If the internal monitoring information is inaccurate, we do not attack them, we just inform them and correct the data.
- In the carpet sector in Pakistan, monitors are hired and trained by IPEC, but paid by manufacturers.
- Another approach is to build the capacity and awareness of local education committees and then these village education committees influence parents to send children to school and reduce child labor.
- In India, we have established “transition schools” which child laborers go to. These have been very successful and very popular, but they in turn have created a problem – children who have attended the transition schools do not want to go to public schools. We don’t know what will happen when these transition schools are no longer supported by IPEC.
- Work to build skills and knowledge of teachers – they can be very supportive. One can also improve quality of education and community involvement through encouraging competition among schools.
- Work place monitoring and social services monitoring are also being done in Pakistan.

- A sectoral program, while not easy to monitor, is less difficult than an area based program which deals more with children in the informal sector.
- Make sure you develop a strong program that works and then help people understand and support it.

Resources / Incentives

When we say resources and incentives – what do we mean?

- Resources are money (project money, funds from manufacturers or employer associations, locally generated funds; technical resources (expertise), human resources.
- We need to understand that CLM is not going to work without some start up funding and without some form of incentive or payment to monitors. In some cases, projects have paid for transport.
- In Cambodia, we do not count on government budget support.
- Creating and sustaining support with policy makers is a key generating policy level support and funding.
- Link with other national projects or projects of other UN organizations – UNICEF for example for WFP. We have to think about what is best for the children and not what is best for our agency – in the UN we often get caught up in competing among agencies for donor funds and are more concerned about getting the money than about the children who we think we are there to help.
- The poor have no access to banks so, micro-finance support and micro credit support to local income generation or livelihood projects can be a very effective way of reducing child labor – in some cases the livelihood projects generate income which can support CLM. In the Philippines we created a “bank book” for micro finance projects which became a source of prestige among the community.
- Employers associations are the best source of support for CLM if you can get them on board.
- One thing we can do is appeal to the political nature of some actors – what can we do to help the policy maker or the politician look good? We are often so concerned about getting credit for what we do that we lose sight of the reason we are doing it. If the children benefit through our efforts and a politician takes credit for what is done – the children still win.
- To be successful, CLM must work effectively at the local level – that is the key.
- Do not, as an IPEC project, pay for monitoring staff – training and capacity building, yes – salary or wages, no.
- In one case, labor inspectors are assisting with CLM, and their salaries are so low that they need some form of supplemental support.
- In the case of the carpet sector project in Pakistan, monitoring is paid from a 2.5% tax collected at the port of embarkation
- It is essential that ILO-IPEC provide some start funds for CLM.
- Expect funding support from government to be very limited.
- We should anticipate changes in local government personnel (rotation, elections) and prepare a transition strategy to bring the new person who is elected or posted to the project area on board with CLM.
- High level personnel e.g. national steering committee members also require some incentive to participate in CL activities – DSA for attending meetings, etc. One approach that has been tried is to have meetings in workplaces of these people. We can also ask donors or high level people to host meetings.



Day Three: CLM ESTABLISHMENT WORKSHOP

CLM Issues, Action and Re-entry Planning

Session 1: Opening of the Day: Icebreaker and Feedback

Session 2: Case Study Development with a focus on Community/Area- Based CLM

Session 3: Next Steps : Country-Specific Action Planning

Session 4: CLM TOT Brainstorming

Session 5: Planning for Regional Coordination

Session 6: Re-Entry Planning

Session 7: Evaluation and Closure

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

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

3. *be energized by participating in or conducting “icebreaker”*
4. *have linked to the previous day*

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

Time	Process and Activities
	<p>PLENARY: OPENING HIGHLIGHTS</p> <ul style="list-style-type: none"> • 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. <p>Icebreaker</p> <ul style="list-style-type: none"> • 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. <p>Preview the Day</p> <ul style="list-style-type: none"> • Go over the schedule for the day • Make any adjustments necessary.
	MATERIALS & EQUIPMENT:
	<p>HANDOUTS, TOOLS & REFERENCE MATERIALS:</p> <ul style="list-style-type: none"> • 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:

CLM Day Three: Session #2:

CLM Case Study Development with a Community/Area- Based Focus

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

- Focused on the various forms of child labour (including worst forms and hidden forms) in the region;
- Targeted a group of child labourers being monitored;
- Outlined a real CLM case study for one of those forms; written probing questions for a different case study; and answered questions about a third.

Session Outputs:

Three CLM case study outline with accompanying sets of questions and possible answers for use in the Training of Trainers (TOT) workshop.

Time	Process and Activities
2.5 hours	<p>Plenary Group: Brainstorming Forms of Child Labour</p> <ul style="list-style-type: none"> • Ask the group to brainstorm a list of forms of child labour; • Say something like, “What are the forms of child labour with which you work. • Make sure that “hidden” (such as child domestic workers, street children) and WFCL are listed; • Write the extensive list on a flipchart. • Facilitate a discussion in which you decide on the <i>three</i> priority forms of CL monitored in the region; <p>Form Three Groups</p> <ul style="list-style-type: none"> • Say that there will be three groups, and that each group will have a chance to deal with each priority form in a different way; • Write the “CL form” on each of three flipcharts, for example, children doing “Domestic Work,” “Mining,” “Agriculture” • Ask the pax to <i>self-select</i> the small group in which to work*—to write the case study outline. • Make cards available to the entire group; <p>Assign Case Study Task #1</p> <ul style="list-style-type: none"> • Display the assignment for Task #1 on a pre created flipchart in which Tasks #2 and #3 are hidden. • Give Task #1 Assignment instructions to each group and read them aloud to ensure understanding. • Show pax the flipchart page divided into three columns Circumstances, Structure, Process. • Monitor progress. When pax are finished, or in approximately one hour, display Task #2.
	<p style="text-align: center;">CLM Case Study Development Assignment <i>Focus on Community- or Area-Based CLM experiences, if possible.</i> For this form of child labour</p> <p>Task #1: Case Study Situation Profile: Discuss and agree upon a situation based on your knowledge and experience with CL. Then generate a brief situation profile that describes the CL circumstances— 5 or 6 bullet points (on cards). Now describe the CLM structure in that area: (CLM committee, task force) in 3 - 4 bullet points on cards; the CL Monitoring Process (including Assessment, identification, provision of services) 2-3 each and Follow Up (2-3 cards). You have one hour (60 minutes) to complete the Case Study Outline.</p>
	<p>Assign Case Study Task #2</p> <ul style="list-style-type: none"> • Display the assignment for Task #2 on the pre created flipchart in which Task #3 is still hidden. • Give Task #2 Assignment instructions to each group and read them aloud to ensure understanding • Give pax 30 minutes to complete this task.

	<p>Task #2: Case Study Question Development: Pass your Case Study Situation Profile chart to another group. Group 1 to Group 2; Group 2 to Group 3; and Group 3 to Group 1. When you receive the Situation Profile, review and discuss the CLM situation.</p> <p>Generate 5 probing questions which will get to the issues in the case, for example, “<i>What are some challenges that the CL monitors will face in carrying out this process? What kind of information gathering, storage and retrieval system is realistic in this situation? What kinds of service providers need to be in this CLM network? “</i></p> <p>You have 30 minutes to complete these questions</p>
	<p>Assign Case Study Task #3.</p> <ul style="list-style-type: none"> • Display the assignment for Task #3 on the pre created flipchart in which nothing hidden. • Give Task #3 Assignment instructions to each group and read them aloud to ensure understanding • Give pax 30 minutes to complete this task.
	<p>Task #3: Exploring Answers to the Case Study Questions. Pass the Case Study Situation Profile and the questions you developed for it to another group. Group 2 now has group 1’s questions .and so gives them to Group 3. Group 3 has Group 2’s and so gives them to Group 1. Group 1 has group 3;s and so gives them to Group 2.</p> <p>It is now the task of the final group to attempt to answer the Task #2 questions. Read the case study profile, read the five questions, discuss the CLM and write your answers on cards. Now the materials have passed through all three groups. You have 30 minutes to answer the questions.</p> <p>Presenting your answers.</p> <p>Now, get ready present your answers to the group. You have 10 ten minutes to summarize the case and present your answers</p>
	<p>CLM Case Study Presentations</p> <ul style="list-style-type: none"> • Then give each 10 minutes to present its Workshop review information. • Have the CLM Case Study charts documented* and then distributed and placed on the CD.
	<p>MATERIALS & EQUIPMENT: Flipchart paper, markers, flipchart stands or cork boards for each group, cards of the many colors.</p>
	<p>HANDOUTS, TOOLS & REFERENCE MATERIALS: Task #1, Task #2 and Task #3 Assignment Instructions printed separately.</p>
	<p>Notes to the Trainer:</p> <ul style="list-style-type: none"> • Forming groups by self selection can lead to too many people in one group, and not enough, or none in another. If this happens, you can choose another priority group for those in the big group, or ask some people to volunteer to leave the big group, since they will have a chance to work on that issue during another step in the exercise. • Document the CLM Case Study charts by taking digital pictures and/or typing up the information. Make sure that the participants receive the output on their CD rom and/or in printed form the next morning. • These case studies will have to be transformed into narrative and the questions reviewed and tightened before being included in the TOT. What is important is that they reflect real situations from the field. The following is an example.

EXAMPLE: CASE STUDY& QUESTIONS

Need to Insert Case Study Outline

Some CLM Case Study Questions for consideration:


1. What kind of a monitoring approach/es are involved (workplace monitoring, social protection monitoring, and community-based monitoring) what is the difference between them?
2. What is particularly innovative about this CLM approach?
3. Who are the child labour monitors and what are they monitoring?
4. What partners and actors are involved in which level of the process?
5. How are parent and employers involved in CLM?
6. What kind of agreements were drawn up for the CLM process? Are they working? Who has the main implementing responsibility and what are its function and its role?
7. How is the CLM process carried out?
8. Where does the authority for sanctions come from?
9. How does CLM work among and between the various levels (draw a diagram if necessary)
10. What are the social protection mechanisms? Are they working?
11. What kind of training was conducted and was the training adequate?
12. What data regarding children is recorded and why is it important?
13. Where is the data kept and who should have access to the database information and why?
14. Do you think that this approach is applicable to the situation in your locality, for what sectors?
15. What difficulties were encountered, how could they be resolved?
16. How will the CLM process be sustained?

Day Three, Session #3: Next Steps: Action Planning in Country Groups

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

- *Determined what needs to be done to establish CLM to the level they visualize in one year's time;*
- *Determined what interventions are needed to build visualized CLM capacity; and*
- *Checked their action plan against the CLM Establishment Checklist*

Session Outputs: One Action Plan from each country represented and An augmented CLM Establishment Checklist

Time	Process and Activities										
15	<p>NEXT STEPS: ACTION PLANNING IN COUNTRY GROUPS</p> <p>CLM Establishment Action Planning</p> <ul style="list-style-type: none">• State that once the workshop is over, as the IPEC CLM “Focal Points” in the Region, pax have many tasks to complete to establish CLM at the country level• Ask participants to sit in Country groups (with colleagues or as individuals)• Give them a flipchart page and five cards of different colors on which are the following headings. <p>Three capacity- building Interventions linked to the CLM <i>Training Resource Materials</i> and the national and ILO support required</p> <table><tr><th>CLM One Year from Today</th><th>Capacity Building Intervention</th><th>(Local) National Support Required</th><th>ILO Regional/Sub-Regional Support Required</th><th>ILO Headquarters Support Required</th></tr><tr><td></td><td></td><td></td><td></td><td></td></tr></table>	CLM One Year from Today	Capacity Building Intervention	(Local) National Support Required	ILO Regional/Sub-Regional Support Required	ILO Headquarters Support Required					
CLM One Year from Today	Capacity Building Intervention	(Local) National Support Required	ILO Regional/Sub-Regional Support Required	ILO Headquarters Support Required							
30	<ul style="list-style-type: none">• Ask them to recreate the chart and to provide at least three capacity building interventions over the next year which would bring them to their vision.• Give them 40 minutes to complete their Action Plans• Ask them to take 5 minutes to present their action plan; Have each “Country” present its plan. <div></div> <p>The CLM Establishment Checklist</p> <ul style="list-style-type: none">• Distribute the CLM Establishment Checklist.• Have them check off the items they have included in their action plan;• Have them check any other items they think they also need to perform to accomplish their vision;• Have them write cards for those items <p><i>Participants may choose to display their action plans in any way they choose, as long as they include the information required .</i></p>										
	<p>HANDOUTS, TOOLS & REFERENCE MATERIALS:</p> <p>Cards, Sample Action Plan Checklist Format for developing the CLM process</p>										
	<p>TRAINER NOTES:Any new activities/explorations generated by this group of participants should be added to the checklist. Make sure that these action plans are documented (by photograph) and by inputting into the computer for the CD and for HQ follow up in three months.</p>										

**Action Plan Checklist Format Example
For the Targeted Area**

What we need to Consider Possible in One Year	Check	Actions to be Taken	Actors Involved	Date by which to be done
One year from Today				
CLM is operational at some localities/sectors where TBP operates				
Customized CLM System developed to meet needs of States				
Pilot CLM system in select Districts commenced				
Documented and shared learnings at State Level				
Modified CLM System based on piloting				
CLM expanded to 2-3 other districts in the project province				
Central Government Officials sensitized to CLM				
Stakeholders (NSC, Labour Inspectors on CLM, Community Monitors) provided with training				
CLM mainstreamed to other National Programmes				
ICLM introduced as a basic TBP Tool				
Technical Consultations Held				
CLM Facilitations held to bring people into the process				
CLM strengthened in Project Areas				
CLM concept activities incorporated into planned workshops				
CLM Networking conducted at District level				
CLM A Major component of every AP				
CLM Part of RCLC Mandate				
Baseline survey, analysis of secondary data, analysis of CL situation				
Manuals and Resource Books One Year Today				
Labour Inspection Manual adopted at Department/Ministry of Labour				
Existing Resource Book revised vis-à-vis CLM				
CLM Monitoring Manual Translated into local language				
CLM Manual discussed and reviewed				
Draft Monitoring Manual Format in local language				
Labour Inspection Manual instituted at Department/Ministry of Labour				
Workshop Provision				
Training Workshop on Awareness Raising at three levels: Government Officials; LI; Community Initiation Workshop conducted for Service Providers				
Use Case Study Illustrations as Formats for further Documentation				
Co-ordination Group Workshop in Select Districts (Field Visit)				
Training of Monitors/Initiation/Simulation at Local Level				
Orientation and Monitor Training Seminars				
CLM National Orientation Workshop conducted				
CLM Initiation Workshop at Some District Levels conducted				
CLM Design Workshop at some District Levels conducted				
Provide Training: Orientation, Initiation, Design and Monitoring				
CLM Orientation with Department/Ministry of Labour in specific areas provided				
CLM Orientation w.IPEC Country Team held				

CLM Design Workshop RCLC				
Hold Consultations on service provision: Education and Vocational Training; Family Support;				
Sustain capacity building efforts to date:				
Document good examples				
Encourage sharing				
Communicate the feeling that beneficiaries are not forgotten				
(Local) National Support Required				
Clear cut Directions to implement system at field Level (District)				
Financial resources for capacity building and sensitization				
CL Issue needs to become a priority issue for State				
Funds/Budget/ allocated locally for CLM expenses				
Human resources				
Cooperation of Community				
Support from High level officials				
Commitment from Key Stakeholders				
Resource Persons—sharing info				
Coordination/Participation				
In Kind contributions				
Support from Ministries: Labour, Education, Health, NGOs, Employers, Unions				
Funds for Local Workshops				
Formal Agreement among Service Providers				
Mainstream in TBP Preparation				
Consultants who are aware				
Technical Support				
ILO Regional/Sub-Regional Support Required				
Detailed sharing of experiences from other countries in region				
Documentation of issues and challenges				
Network of other UN/INGOs all selling CLM system				
Orientation and Training Seminars				
Budget /Funds				
Technical Support				
Information Sharing: Yearly Sharing information/ experience/materials on awareness raising				
Technical Support Seminars with “aware” International Experts				
Practical CLM Experience Manual in Local Language				
Sharing Experiences from Other Countries Sector Based/Area Based/Challenges/Operations				
Technical and Financial Support				
Mainstream in TBP Preparation				
Study Tour to build CLM Expertise in the Region				
ILO HQ Support				
CLM Case Study in a non beneficiary monitoring situation				
Area-Based Monitoring Formats				
Area-Based Operational Guidelines				
Minimum indicators required				
Guidance on financial resources for optimal system				
Break up of Financial Resources for various components				
Orientation and Training Seminars and Budget and Technical Support				
International meeting on Awareness Raising				

Funds				
Technical Support				
Field Visits				
Interviews				
Documentation of Experience and Feedback				
Mainstream in TBP Preparation				
Consultants who are aware				
Email—put emphasis on CLM or make CLM part of indicators				
Technical Support/Consultations/to Develop the Activity and Resource Persons				
Building Institutional Partnerships including with Donor Agencies and other NGOs				
For the Targeted Area				
Is there a CLM management structure in the area?				
are CLM meetings being held? And if yes, where?				
Has the CLM general strategy been established?				
Is child labour survey information collected and available?				
Is the educational option for referral in place?				
Is the apprenticeship option for referral in place?				
Is the skills training option for referral in place?				
Is the counselling option for referral in place?				
Is the overall referral system in place?				
Have child labour prevention and awareness-raising materials been developed?				
Is the CLM database on-stream?				
Have potential monitors been identified?				
Have monitor trainees been selected for training?				
Have CLM training field visits been set up?				
Have monitor trainee “batches” been organised?				
Have CLM Monitors been trained				
Any thing else?				

Day Three, Session #4: Preparing for CLM TOT Training

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

- *Identified CLM TOT content needs;*
- *Determined TOT participant criteria;*
- *Made some decisions as to venue and timing.*

Session Outputs: Revised or Accepted TOT Detailed Outline.

Time	Process and Activities
15	<p>Brainstorming: CLM TOT Requirements</p> <p>Facilitate a brainstorming session. Use a flipchart on which to write ideas as pax state them. Generate information on;</p> <ul style="list-style-type: none"> • Participation (Who will deliver the CLM Orientation, Initiation, Design and Monitoring Workshops?) • Criteria for selection of trainees. • Training skills on which they need to focus Presentation, Facilitation, Role Play, Simulation, Questioning, managing group dynamics? • Training Cycle Needs: Training Needs Analysis, Training Program Preparation, Training Program Design? • TOT (when, where, how long?) <p>Draw Conclusions During the discussion after each brainstorming session, come to consensus about the above questions.</p> <p>Review the CLM TOT Objectives and Outline</p> <ul style="list-style-type: none"> • Distribute a TOT outline and objectives to each country team; • Have each country review (and change it if necessary) to ensure that their needs (in light of the brainstorming) are met. • Give them 10 minutes to review and report out their changes, if any.
15	
	MATERIALS AND EQUIPMENT: Flipcharts, cards, markers.
	HANDOUTS, TOOLS, AND REFERENCE MATERIALS CLM TOT outline and objectives
	TRAINER NOTES : It might be necessary to go over some training methodologies and to point out some of those used in this course in order for pax to focus on what they think they might need.

Five-Day CLM TOT (Training of Trainers) Outline

OBJECTIVES:

By the end of the CLM TOT participants will have:

1. Familiarized themselves with the existing CLM guides and training materials;
2. Reviewed, used and augmented appropriate modules from the *Generic CLM Training Guide* to create training interventions appropriate to various needs;
3. Used and chosen appropriate participant-centered training methodologies for specific CLM training interventions;
4. Increased their capacity and motivation to train constituencies about CLM, ILO standards and the CL situation in their country and region;
5. Improved their training program planning skills by developing a coordinated global training plan to include the training interventions needed, including needs assessments, as appropriate; and
6. Improved their training skills in the areas of adult learning methodologies, presentation, facilitation, visualization and small group exercise work.
7. Functioned as both content experts and facilitators;
8. Practiced presenting some content-specific sessions for the various trainings; and
9. Planned envisioned CLM workshop activities for their country.

SOME KEY SESSIONS:

- Orientation: Drawing up a National Coordination Chart & Preliminary CLM National Framework
- Initiation: Simulation: The Formation and Function of CLM Coordinating Groups
- Design: CLM Design and Development; CLM Coordinating Group Roles & Responsibilities; Referral of CL: Criteria, Process and Authority; The Referral System; Defining the CLM Strategy, management and Referral Systems; Preparing for CLM Monitor Training.
- Monitor Training: Practicing Monitoring (3 Simulation sessions); Practicing Monitoring (3 Role Plays)

CLM TOT DAY ONE:

Training: Concepts, Content & Context (Presentation Skills)

Session 1: Introductions/Expectations/Issues (*Begin a "Parking Lot" Chart of issues*)

Session 2: Formal Opening

Session 3: Course Overview: Workshop Schedule, Course Objectives (leveled vis a vis Expectations), Norms:

Session 4: The Kit: Background Document Review:

Session 5: Presentation: *Training: A Conceptual Framework* and *The Training Cycle*:

Session 6: Managing Group Dynamics and "Course" Group Formation and Presentations:

Session 7: Course Group CLM Role Plays.

Session 8 : Presentation Skills: Lecture (Handout)

Session 9: Closure of the Day:

Session 10: Workshop Meetings: Course Group, Navigation Group and Team Meetings:

CLM TOT DAY TWO

(Presentation and Facilitation Skills)

Session 1: Pax Opening the Day: Icebreaker and Feedback from Navigation Meeting:

Session 2: Feedback Giving and Receiving with Demonstration:

Session 3: CLM Presentations with Feedback:

Session 4: Summarizing Presentations on Cards : Brainstorming & Demonstration:

Session 5: Power Point : Presentation (using a good example of a PPP)

Session 6: Questioning and Facilitation Skills: Facilitated Discussion with cards:

Session 7: Small Group Question Generation Exercise:

Session 8: A Methodology to this Madness: An Overview:

Session 9: Workshop Meetings: Course Group, Navigation Group and Team Meetings:

CLM TOT DAY THREE:

(Facilitation, Questioning, Processing/Debriefing, Role Play)

Session 1: Pax Opening of the Day: Icebreaker (Question Tennis) and Feedback

Session 2: Facilitation Relay: Break the group into “CLM Workshop” groups.

Session 3: Refining Facilitation Questions:

Session 4: Presentation: Dramas, Role Plays and Simulations:

Session 5: Role Play Preparation in 3 groups.

Session 6: Role Play Delivery and Processing:

Session 7: Workshop Meetings: Course Group, Navigation Group and Team Meetings

CLM TOT DAY FOUR

(Case Study, Small Group Exercises & Preparation for Training)

Session 1: Pax Opening the Day: Icebreaker and Feedback from Navigation Meeting:

Session 2: Presentation: Case Study Method

Session 3: Two Small groups prepare for case study practice:

Session 4: Running the Two Case Studies:

Session 5: Managing Small Groups: Interactive Presentation:

Session 6: Managing Small CLM Groups (Small Group Exercise):

Session 7: The CLM Training Courses—Review of Objectives and Methodologies:

Session 8: Workshop Meetings: Course Group, Navigation Group and Team Meetings:

Nice Dinner

Evaluation of Individual Participants as Trainers. .

CLM TOT DAY FIVE

(CLM Action and Re-Entry Planning)

Session 1: Pax Opening the Day: Icebreaker and Feedback from Navigation Meeting:

Session 2: Preparation for Country Specific Training Program: Preliminary TNA in Country-specific groups. .

Session 3: Analysis and selection of sessions by country (teams or individuals):

Session 4: 10 minute Presentations of CLM Training Design Choices.

Session 5: Preparing the *Training Program Preparation Checklist* in Country-specific Groups:.

Session 6: Global CLM Training: Needs and Action Planning:

Session 7: Five-minute timed Power Point Presentations:

Session 8: Closure: Evaluation and TOT Certificate Presentation:

Day Three, Session #5: Planning for Regional Coordination

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

- Created a mechanism for interregional communication over the next six months

Session Outputs: Revised or Accepted TOT Detailed Outline.

Time	Process and Activities
15	<p>HOW DO WE DEVELOP AS A REGIONAL CLM NETWORK?</p> <p>Brainstorming: CLM Regional Cooperation Requirements</p> <p>Facilitate a brainstorming session. Use a flipchart on which to write ideas as pax state them. Generate information by asking the question, “How do we develop as a regional CLM network?” Discuss</p> <ul style="list-style-type: none"> • Joint Training events/meetings/conference communications • Networking • Sharing Information (even drafts) Experience • Participation (Who will do it) • Meetings (when, where, how long?) <p>.</p> <p>Consider the following Possibilities</p> <ul style="list-style-type: none"> • Set up a regional listserve for sharing tools/techniques/lessons learned • Incorporate “Trafficking” into CLM • Prepare and share a list (with bios) of CLM experts (consultants) in each country you know are good and can recommend • Improve Pre-mission briefings for consultants in HQ and at the country level • Share products, documents, ROLS, including DRAFTS.... <p>Draw Conclusions During the discussion after the brainstorming session, come to decisions about the above questions and assign people to complete specific tasks and activities.</p>
15	
	MATERIALS AND EQUIPMENT: Flipcharts, cards, markers.
	<p>HANDOUTS, TOOLS, AND REFERENCE MATERIALS</p> <p>CLM TOT outline and objectives</p>

Day Three, Session #6: Individual Re-Entry Planning

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

- *Planned three CLM activities to carry out immediately upon their return to work;*
- *Committed to performing those tasks in front of the group.*

Session Outputs: A CLM Regional Action Planning Checklist

Time	Process and Activities
15	<p>CLM Individual Re-Entry Planning</p> <p>Planning 3 Re-Entry Activities</p> <ul style="list-style-type: none"> • Ask each person to take three cards and to number them 1, 2, 3 • Explain to pax that they are going to plan three things they are going to do vis a vis CLM when they get back to work, but... • the activities they <i>must</i> do for their organization (such as write a report) are not acceptable...the cards must be additional activities; • Ask each participant to write down the first thing s/he is going to do about CLM —on the card of with the 1. • The second activity s/he is going to do on the “2” card; and • The third activity s/he is going to do on the “3” card. <p>Give them 10 minutes to complete their cards</p>
30	<p>Committing to Perform the CLM Activities</p> <ul style="list-style-type: none"> • Gather the group in plenary and ask each person to quickly read s/his cards to the group. • Have each person quickly read s/his personal cards! • Visualize them and document them by taking a picture or by inputting the information before returning them to the participant.
	HANDOUTS, TOOLS & REFERENCE MATERIALS:
	TRAINER NOTES:

Day Three, Session #7:

Evaluation & Closure, Closing Ceremony and Presentation of Certificates

Session Objectives:

By the end of this session, participants will:

- Feel a sense of completion to the workshop;
- Have provided feedback to the organizers about the workshop;
- Received a Certificate of Completion of this course, if appropriate.

Session Outputs: Pictures, Completed Evaluations,

Time	Process and Activities
30	<p>EVALUATION</p> <ul style="list-style-type: none"> • Distribute the Evaluation form in time so that pax have at least 15 – 20 minutes to complete it. (The CLM Workshop Evaluation Form attached is to be modified according to the actual workshop conducted.) • Read the instructions aloud. Make sure everyone understands that each question is to be “rated” and may also be commented upon. • Have pax place the completed forms in a box to assure them of anonymity. <p>Closure (“No” Certificate)s: Closure is quite important and should be given credence and designed according to national customs. There may be a closing speech. In addition, participant(s) could be given the opportunity to say a few words, along with any VIP who wishes to do so.</p>
30	<p>CLOSURE WITH CERTIFICATES</p> <p>Certificate Preparation: It may or may not be appropriate to provide certificates for this workshop. However, if certificates are to be given, organizing them must have been done in advance to ensure time for checking names, spelling and the actual production of the certificates.</p> <p>Certificate Distribution: Facilitate the closing ceremony of the workshop.</p> <p>Make some opening remarks.</p> <ul style="list-style-type: none"> • 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; • Ask each presetter 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 Establishment <p>Photographs, Tea and Snacks: Ask a photographer to take a picture of the entire group with the banner outside. After the Ceremony, all can enjoy tea and snacks together.</p>
	<p>MATERIALS & EQUIPMENT:</p> <p>Certificates, Camera</p>
	<p>HANDOUTS, TOOLS & REFERENCE MATERIALS:</p> <p>Certificates of Completion with every person’s name, signed by the ILO official the sponsor and facilitators.</p>
	<p>TRAINER NOTES:</p> <ul style="list-style-type: none"> • Prepare the room for certificate distribution. Make it as attractive as possible. Take down flipcharts and charts and pile them up out of sight but available to be taken back to the office. • If possible, put the chairs auditorium style, so there is an aisle in the middle and a “stage” in front. • Organize someone to take pictures of speakers and participants receiving certificates. • Give those who did not qualify for the Certificate of Completion, a <i>Certificate of Something Else</i>.

CLM Establishment Workshop Evaluation EVAL # _____

Thank you for taking the time to complete this evaluation form to give us feedback on the CLM Establishment Workshop.
Your comments are important to us.

Please rate the CLM workshop by placing a mark between the 1 and 6
(Where 1 means “not at all”, 6 means “completely” and the middle is different degrees of “somewhat”)

1 _____ 2 _____ 3 _____ 4 _____ 5 _____ 6 _____
Not at all _____ Somewhat _____ Completely _____

Overall Questions

1. My expectation (s) of the CLM workshop was (were) _____

and the CLM workshop met my expectation (s).

1 _____ 2 _____ 3 _____ 4 _____ 5 _____ 6 _____
Not at all _____ Somewhat _____ Completely _____

Comment: _____

2. The key CLM issue I wanted to explore was _____

and I feel satisfied that the issue was explored adequately.

1 _____ 2 _____ 3 _____ 4 _____ 5 _____ 6 _____
Not at all _____ Somewhat _____ Completely _____

Comment: _____

3. I liked the workshop venue

1 _____ 2 _____ 3 _____ 4 _____ 5 _____ 6 _____
Not at all _____ Somewhat _____ Completely _____

4. I liked the accommodations and the food.

1 _____ 2 _____ 3 _____ 4 _____ 5 _____ 6 _____
Not at all _____ Somewhat _____ Completely _____

Comment s on venue, accommodations and food: _____

How would you rate and comment on the workshop objectives

6. I have obtained focused orientation of the current CLM concept and approaches.

1 _____ 2 _____ 3 _____ 4 _____ 5 _____ 6 _____
Not at all _____ Somewhat _____ Completely _____

Comment: _____

7. I have shared experiences in the development and implementation of CLM training and capacity-building efforts

1 _____ 2 _____ 3 _____ 4 _____ 5 _____ 6 _____
Not at all _____ Somewhat _____ Completely _____

Comment: _____

8. I have familiarized myself with the existing CLM Training Guide and training materials;

1 _____ 2 _____ 3 _____ 4 _____ 5 _____ 6 _____
Not at all _____ Somewhat _____ Completely _____

Comment: _____

10. I have increased my capacity to motivate constituencies about CLM, ILO standards and the CL situation in my country.

1 2 3 4 5 6
Not at all Somewhat Completely

Comment: _____

Materials

14. I found the *CLM Training Guide* helpful and see how some workshops/sessions can be used as they are, and how some can be adapted to fit country-specific CLM needs

1 2 3 4 5 6
Not at all Somewhat Completely

Comment: _____

Facilitators and Presenters

15. The guidance and questions from the facilitators #1 _____ #2 _____ #3 _____ #4 _____ were useful and clarifying

1 2 3 4 5 6
Not at all Somewhat Completely

Comment: _____

Workshop Design

18. Please select the workshop sessions you found most useful and tell us why they were useful.
(Feel free to use the daily schedule as a guide).

19.. What could be improved about this CLM workshop? _____

Overall Assessment

20. Below I have rated *my personal participation* in the CLM workshop, where, on a scale of 1-6, 1 is the worst and 6 is the best.

1 2 3 4 5 6
worst best

21. Below I have rated *the CLM workshop* itself, where, on a scale of 1-6, 1 is the worst and 6 are the best.

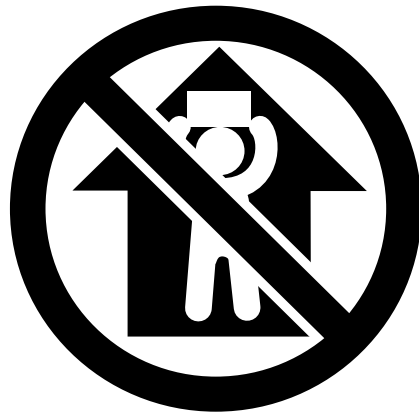
1 2 3 4 5 6
worst best

Comment: _____

22. What more support do you need from HQ, regional and local level get your CLM system off the ground?

Anything else? _____

Signature (Optional) _____ Date _____



3

The CLM TOT
(Training of Trainers) Workshop

Introduction to the CLM TOT

Background to the CLM Training of Trainers (TOT)

The CLM Training of Trainers (TOT) Workshop assumes that participants are both familiar with and clear about CLM concepts and operations, have participated in a “CLM Establishment Workshop”, and possess a certain level of training experience and expertise. Given these assumptions, the following design of five-day “TOT” in the *CLM Establishment Notebook* was based, not only on training skills “givens” (TNA, presentation, facilitation, design, methodology, management, group dynamics) but on needs expressed by participants in the first IPEC CLM Establishment workshop in Bangkok in March 2005. As one participant stated, “*We see the need to become “good” trainers. Thus, the TOT workshop is also needed.*”

To the question, “What should a CLM TOT look like?” participants emphasized that, most definitely, it must follow a 3-4 day CLM Establishment workshop. They stated that before any TOT, there must be a regional workshop in which CLM concepts are clarified, project experiences shared, and sustainability and CLM operational issues explored in depth. When this has occurred, they stated, there should be a five-day TOT. The TOT should include:

- Practice Sessions from the *CLM Training Guide*
- Presentation Skills Practice
- Practice explaining CLM concepts
- Questioning and Facilitation Skills
- Role Play and Role Play Processing Skills
- Practice running CLM Case Studies (developed from real situations)
- Facilitators who model good training practices and ask for feedback on daily basis; and
- The Course Group Pax feedback idea.

Beyond reviewing and augmenting training skills, becoming familiar with the *CLM Training Resource Guide*; and bringing the *Guide* to life by practicing sessions chosen for country-specific implementation, the design and schedule reflects participant needs to be able to:

- Plan a CLM training intervention;
- Improve and focus on specific, individual training skills;
- Be comfortable and familiar with the CLM training materials;
- Learn tips for being a good trainer.
- Better know how to conduct a CLM workshop; and
- Know how to monitor CLM.

The design weaves review and practice of one or two training skills each day into the work on CLM concepts. (Day One: Presentation Skills; Day Two: Facilitation, Questioning Skills, Small Group Exercises; Day Three: Role Plays and Simulations; Day Four and Five: TNA and Design).

CLM TOT OBJECTIVES

By the end of the CLM TOT participants will have:

1. Increased their capacity and motivation to train constituencies about CLM, ILO standards and the CL situation in their country and region;
2. Familiarized themselves with the existing CLM training materials;

3. Reviewed, used and augmented appropriate modules from the *Generic CLM Training Guide* to create training interventions appropriate to various needs;
4. Used and chosen appropriate participant-centered training methodologies for specific CLM training interventions;
5. Improved their training program planning skills by developing a coordinated global training plan to include the training needs assessments and other interventions, as appropriate;
6. Improved their training skills in the areas of adult learning methodologies, presentation, facilitation, visualization and small group exercise work.
7. Functioned as both content experts and facilitators;
8. Practiced presenting some content-specific sessions for the various trainings; and
9. Planned envisioned CLM workshop activities for their country; and
10. Improved their training program planning skills; and
11. Developed a coordinated regional training plan to include the training interventions needed, including needs assessments, as appropriate.

CLM TOT PREPARATION

- **Prerequisites:** It is assumed that trainees have previously attended a “CLM Establishment” workshop and that they know the CLM Framework, basic CLM concepts and are familiar with and have used the *CLM Training Guide*.
- **Participants:** It is assumed that there are between 8 and 12 participants in the course and that they have some (at least one year) training experience.
- **Facilitators:** Because this design relies heavily on the “card and chart technique” it would be best to use facilitators familiar and comfortable with this metaplan approach.
- **Venue and Seating:** Make sure that the venue (room) has wall space (for hanging charts) pin boards (one for each 4 pax), at least two flip chart stands and moveable chairs and tables. The seating arrangement can be formal for the first session, but should change to separate, small group tables beginning after lunch or just before the Course group formation session
- **Banner:** A Banner with the name of the workshop displayed at the front of the room, if appropriate.
- **Certificates:** Certificates are a must as this is a qualifying course, and should be prepared well in advance. (However, no participant who really does not qualify should be given a certificate. S/his qualification must be based on both the participant and trainers’ in depth evaluation using the *TOT Trainer Skills Checklist*.
- **Workshop Schedule:** Create a workshop schedule visualized on cards of different colors, if possible, so that pax can participate in changing it around. If this is not possible, distribute photocopied schedules *after* the workshop overview session.
- **Materials:** Have enough visualization cards (30 cards per person per day of five different colors), flipchart paper, chart paper, marker pens, and much scotch and masking tape for the 5-day workshop.
- **Equipment:** The room should be equipped with the kinds of electronic AV equipment required by presenters, including multimedia, overhead projectors, screens.

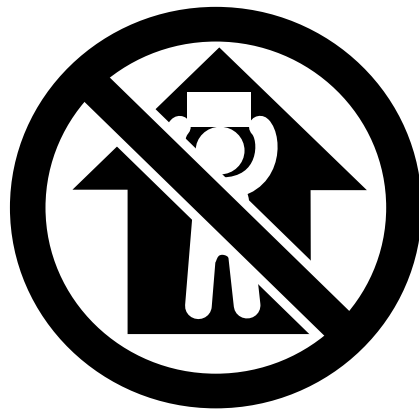
- **Registration:** Set up registration outside of the workshop room for the hour preceding opening day.
- **Workshop Materials: Kits** (Pax will already have the *CLM Training Guide* since they have already attended the Establishment Workshop. Email any updates to participants before the TOT.

SOME KEY SESSIONS FOR PRACTICING FROM THE *CLM TRAINING GUIDE*:

- **Orientation:** Drawing up a National Coordination Chart & Preliminary CLM National Framework
- **Initiation:** Simulation: The Formation and Function of CLM Coordinating Groups
- **Design:** CLM Design and Development; CLM Coordinating Group Roles & Responsibilities; Referral of CL: Criteria, Process and Authority; The Referral System; Defining the CLM Strategy, management and Referral Systems; Preparing for CLM Monitor Training.
- **Monitor Training:** Practicing Monitoring (3 Simulation sessions); Practicing Monitoring (3 Role Play sessions)

The CLM Detailed Outline

A detailed outline of a CLM TOT appears on the next few pages; it appears day by, session by session, in paragraph form. It assumes highly skilled, competent trainer/facilitators who know how to conduct participatory TOTs in which participants learn training skills while integrating their learning with the conduct of specific CLM Interventions (The Orientation, Initiation, Design, Monitoring and Labour Inspector Workshops)



**Five-Day CLM TOT (Training of Trainers)
Detailed Outline**

CLM TOT DAY ONE:

Training: Concepts, Content & Context (Presentation Skills)

60 Session 1: Introductions/Expectations/Issues (Issue Parking Lot). Prepare packages of five cards each of a different color. Explain how to write on cards and then distribute a packet, along with a magic marker, to each pax. Ask each participant to write the following information of a card of the specified color, for example as seen below.

Name/Country/ Position/ Years of Training Experience	One expectation I have of this workshop	One training skill I would like to improve is...	One attitude a good trainer should have is...	One important CLM issue or concern is
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Begin a "Parking Lot" Chart of issues: Some might be: Impact of monitoring on children, community commitment to CLM, families as employers; hidden child employment, Sustainability of CLM, sensitizing stakeholders, Functional databank, link of CLM to TBP,

30 Session 2: Formal Opening: Depending on the country and the setting, open the workshop appropriately for the situation. The workshop organizer introduces the VIP and the VIP welcomes participants or gives a short or long formal speech. Try to spend approximately 30-45 minutes for the formal opening.

30 Session 3: Course Overview: Workshop Schedule, Course Objectives (leveled vis a vis Expectations), Norms: Give an overview of the course by reviewing the schedule which can now be displayed (or distributed) Also, distribute a set of objectives to participants. Go over the course objectives, vis a vis *their* expectations—which objectives can and cannot be met and why certain expectations are beyond the scope of the course. Develop a set of Norms. Ask for a pax to volunteer to lead this "brainstorming" exercise. Review what "brainstorming" is, making sure that the group follows "brainstorming" rules. (Gather commitment to such behavior as: one person talks at a time, punctuality, cell phones off)

30 Session 4: The CLM TOT Kit: Background Document Review: Go over the contents of the CLM TOT kit. Have pax look at each item, while you tell them what it is, as follows: The CLM TOT Binder, materials about the venue, *The CLM Guidelines*, *The CLM Resource Materials* and *The CLM Training Guide*. When you get to the CLM Training Guide, tell pax that you will be revising the Guide, during the workshop. Just have the participants spend five to ten minutes going from the Orientation to the Initiation to the Design to the Monitor to the Labour Inspector training programs. Have them look at the Table of Contents and, when going from workshop to workshop, have them look at the title page for the workshop name, purpose and intended participants. If specific questions come to mind, have pax write them on cards for discussion during the session devoted to the Training Guide. Be sure to emphasize that the CLM Training Guide was designed to be analyzed and practiced during the TOT so that it could be used in the field--that it is not only for the TOT workshop.

45 Session 5: Presentation: Training: A Conceptual Framework and The Training Cycle: Do an overview of the components of a training program (trainer, design, participant, content)—given a particular cultural context. Focus on participant-centered training and highlight adult learning styles. Go over the Training Cycle, from Needs Assessment through Evaluation.

60 Session 6: Managing Group Dynamics and "Course" Group Formation and Presentations: Give a short presentation on managing group dynamics, including the stages of forming, norming, and storming. Then have pax count off so that there are four random groups. Explain how "course" groups provide feedback on the day by (at the end of the day) first discussing events, then choosing a representative to come to a team navigation meeting to report the group's feedback to the training team and the other course group representatives. Ask the group to come up with a name for itself and to do a training experience inventory of the group. Give each group a piece of flipchart paper on which to write its inventory. Ask for someone to "present" the group information.

60 Session 7: Course Group CLM Role Plays. Just as the course groups are finishing their flipcharts, hand each group a piece of paper on which is written “Do a 5 minute dramatization of CLM situation”. Give the groups 15 minutes to prepare. Have each group do its drama and then facilitate/process/debrief the issues that emerged. Visualize the issues on cards/flipchart/ etc.

45 Session 8 : Presentation Skills: Lecture (Handout) Do a presentation on “Presentations”. Focus on non electronic (not power point) presentations . Review key elements. Give assignment to each person to do a five minute non technical (not power point) presentation on CLM—from the *CLM Training Guide*, identified in role play, or in list or in group—using a flipchart. Have each person write 2 topic choices on a card. Choose presentations to avoid duplication.

15 Session 9: Closure of the Day: Close the day by summarizing the various sessions covered that day. Remind group of homework assignment: Homework: *5 minute CLM Issue Presentation Preparation with Visual Aids*

Session 10: Workshop Meetings: Course Group, Navigation Group and Team Meetings: Ask the group to break into Course groups and to spend 15 minutes discussing the day, choosing one representative to come to the team meeting. 30 minutes later, facilitate the Team meeting, taking notes and asking each person how s/he “feels”, and then, in turn, each course group for feedback. Take notes. When all are finished with feedback, facilitate a discussion with appropriate individuals on how to respond to needs and issues raised. Document notes for response the following morning during the opening session. Handout the “Icebreaker Handout” and get agreement on which group will do icebreakers and when. Thank the participants for their input. Hold a team meeting to quickly assess the day and make preparations for tomorrow.

CLM TOT DAY TWO

(Presentation and Facilitation Skills)

NOTE: Day Two is a tight schedule. It is do-able but will require very efficient management. Working on the power point presentations the rest of the week maybe the secret to getting through.

15 Session 1: Pax Opening the Day: Icebreaker and Feedback from Navigation Meeting: Have a participant report on the feedback given at the meeting the previous evening, facilitate any needed discussions and describe how issues were resolved. If certain materials (such as the schedule) need distributing, distribute them at this time. Have the Icebreaker group do an icebreaker.

15 Session 2: Feedback Giving and Receiving with Demonstration: Facilitate a discussion, and give a short lecturette on giving and receiving feedback, covering key points such as eye contact, requesting, positive first and then negative feedback. Do a demonstration with another member of the training team to show how it is done. Tell trainees that they will be giving each other feedback on their presentations and visual aids in plenary. (You can also assign random “buddy pairs” to be responsible for giving the other feedback, especially in the development of the five-minute power point presentation).

90 Session 3: CLM Presentations with Feedback: Each five minute presentation will take at least 15 minutes, including the feedback after each one. Decide whether you will do this in plenary (if there are eight or less pax) or divide into two groups. If you split into two groups, make sure that one member of the training team is with each group.

30 Session 4: Summarizing Presentations on Cards : Brainstorming & Demonstration: (You will have summarized two of the previous presentations on cards). Give a brief introduction to the use of cards as a way to take specific notes. Show the two “presentations” you captured—using different colored cards. Ask pax to use this technique to capture your next presentation (on power point) on cards.

60 Session 5: Power Point : Presentation (using a good example of a PPP) Give a power point presentation on the overall CLM framework and concepts. Make sure that the power point presentation visualizes/pictures concepts, not just words. Link to previous session and have pax summarize PP ideas on cards, one card per idea. Ask for volunteers to share their power point presentation summaries on cards. Visualize at least one set. Read it and have other pax add points. Then, distribute the power point handout on which the points are made. Assign pax to choose a presentation from the *CLM Trainers Guide* or to redo their 5 minute presentation in power point—to be worked on throughout the week and re-presented on Day Five.

30 Session 6: Questioning and Facilitation Skills: Facilitated Discussion with cards: Model a facilitated discussion. Use open-ended questions to facilitate a discussion on what (1) “facilitation” is; (2) what kinds of questions facilitate?; (3) how to be inclusive of ideas; (4) how a facilitated discussion can inform; (5) how to include people who tend not to speak by using cards to generate ideas.

60 Session 7: Small Group Question Generation Exercise: Divide the group into three or four “CLM Workshop” groups, assigning each a different workshop for which to generate open-ended questions on (1) the CLM framework, process and concepts; and (2) one or two specific sessions from *their* workshop—Group 1: Initiation Workshop and CLM; Group 2: Orientation Workshop and CLM; Group 3 Design Workshop and CLM; Group 4: CLM Monitors Workshop and CLM)

60 Session 8: A Methodology to this Madness: An Overview: Give a short presentation to review training methodologies, purposes, and best uses—from “Brainstorming” to “Case study” to “Presentation”, to “Facilitation” to “Simulation” to “Small Group Exercise.” Distribute Handout.

Session 9: Workshop Meetings: Course Group, Navigation Group and Team Meetings: Have pax meet in Course groups. Remind them to choose a different person to attend the Navigation meeting. Let them know when and where the meeting will take place if the schedule changes.

CLM TOT DAY THREE:

(Facilitation, Questioning, Processing/Debriefing, Role Play)

15 Session 1: Pax Opening of the Day: Icebreaker (Question Tennis) and Feedback : After the participant has reported on and responded to the feedback from the previous evening's navigation meeting, ask the group to count off 1, 2 to form two teams. Take some of the issues on the CLM issues parking lot and put them in a basket or box. Explain that the group will play Question Tennis and determine which group goes first to choose an issue. The object of the game is to "not answer" the question, but to ask another question that is relevant and germane to the issue. Anyone on the team can ask or answer. If a team member "answers" the question, s/he has "dropped the ball" and the volley stops. The game can be scored as in Tennis or with points. The team with the most "answered questions" loses. This exercise is a good way to remind trainees of their role as facilitator.

90 Session 2: Facilitation Relay: Break the group into "CLM Workshop" groups. If necessary give groups some time to complete their questions. Have each group organize its questions for facilitation. Begin with the "Initiation" workshop group facilitating a discussion (of the other two (or three) groups) from one question about CLM and the rest from their "Initiation Workshop" session(s) in the *CLM Training Guide*. Have each person in the Initiation group facilitate the discussion for 7 minutes—using as many questions as are necessary to keep the group discussing the issue. Then repeat the process for the "Orientation Workshop" group, the "Design Workshop" group and the "CLM Monitor Workshop" Group.

45 Session 3: Refining Facilitation Questions: Invite the group to go into workshop groups and have each discuss and analyze its facilitation session and questions—why some questions worked, why some did not, who "told" rather than "asked." Have each group revise the questions. (There is no need to present the results in plenary. However, document the questions, copy, and distribute).

30 Session 4: Presentation: Dramas, Role Plays and Simulations: Give a short overview on the difference between a drama, a role play and a simulation.—which are scripted, which are spontaneous, which are longer, shorter, who does each.

60 Session 5: Role Play Preparation in 3 groups. . Ask each "workshop group" to choose an issue, dilemma or challenge that emerged in its facilitation session that might need to be worked out in a 5 minute role play. Ask each to come up with the instructions for that role play. Then, have each give its instructions to another—Group 1 to 2, Group 2 to 3, and Group 3 to 4, Group 4 to 1. (*Another option is to have the pax in groups develop role play sessions and conduct it for/with all the others. In other words, they are the trainers, they want the pax to do a role play. "How do they set it up and run the session?"*)

120 Session 6: Role Play Delivery and Processing: Conduct role plays and have the participants Workshop Group team process (debrief) each role play. (This will take one half hour per group). Step in and model "asking" and "processing" if necessary.

Session 7: Workshop Meetings: Course Group, Navigation Group and Team Meetings: Have pax meet in Course groups. Remind them to choose a different person to attend the Navigation meeting. Let them know when and where the meeting will take place if the schedule changes..

CLM TOT DAY FOUR

(Case Study, Small Group Exercises & Preparation for Training)

15 Session 1: Pax Opening the Day: Icebreaker and Feedback from Navigation Meeting: Have one participant report on the feedback given at the meeting the previous evening, facilitate any needed discussions and describe how issues were resolved. If certain materials (such as the revised questions) need distributing, distribute them at this time. Have the Icebreaker group do an icebreaker.

30 Session 2: Presentation: Case Study Method: Using examples from *CLM Case Studies* developed in CLM Establishment Workshops, give a facilitated presentation that not only describes the case method but clarifies under what conditions it is best used.

60 Session 3: Two Small groups prepare for case study practice: Create two groups, either by random means or by combining existing groups. Distribute a copy of one CLM case study to each group. Give the groups an hour to prepare their facilitation of the case, including reading the case study itself, reviewing the questions and adding others they think might also be appropriate or elucidating.

90 Session 4: Running the Two Case Studies: Give each group between 45 minutes to an hour to “run” its case. Make sure that participants who need to practice facilitation and questioning skills are given an opportunity to do so by changing facilitators, documenters, and visualizers. When both cases have been run, process the experience and have the groups do feedback. .

30 Session 5: Managing Small Groups: Interactive Presentation: Give a presentation that highlights the reasons why small groups are used in training to “involve” participants. Generate a list of responses and display. Talk about (1) when a trainer might use small groups, (2) how small groups are created; (3) how important it is to give each small group clear instructions. Break the pax into small groups in several ways they have not yet been (height—short, medium, tall; work function; gender; for example).

45 Session 6: Managing Small CLM Groups (Small Group Exercise): Ask pax to reflect upon how small groups have been used in this course so far. Then ask them to get into CLM Workshop Groups and ask each group to examine its workshop (Initiation, Orientation, Design and Monitoring) for small group exercises, to discuss why each was a small group exercise, for example, and not a presentation or a plenary discussion.

45 Session 7: The CLM Training Courses—Review of Objectives and Methodologies: Facilitate a plenary discussion of each of the four courses in the *CLM Training Guide*. Elicit responses from participants (still in Workshop groups) about who the participants are, what the workshop objectives are—including the overall objectives—for each workshop. Ask the plenary group to specify the methodologies for each session in the Initiation workshop. Time how long it takes. Ask the group why think it would make more sense for the Workshop Groups to do that task in small groups or in plenary. Ask the groups to do the task (count the methodologies used in each course) in 10 minutes. Summarize by discussing training design “texture” as well as the effective use of time in small groups.

30 Session 8: Lecturette/Brainstorming: CLM Training Needs Analysis. Briefly Review Training Cycle as presented the first day, focusing on the TNA as the basis for the training design—in this case the choice of CLM workshops (or sessions) to be used (or adapted). Mention how a TNA (1) is used to determine what knowledge and skills potential participants have and what they need to learn; (2) should be done well in advance; (3) should include interactive processes (interviews, if possible) with some participants and stakeholders; but (4) could be a survey.

60 Session 9: Small Group Exercise: Preparation for Country Specific Training Program: Preliminary TNA in Country specific small groups. Review the purpose of TNA as previously discussed. Then ask country representatives to identify training needs. Give them about 30 minutes to do the task and 30 minutes to report out in plenary. (Use TNA Checklist) Plenary Report out.

Session 10: Workshop Meetings: Course Group, Navigation Group and Team Meetings: Have pax meet

in Course groups. Remind them to choose a different person to attend the Navigation meeting. Let them know when and where the meeting will take place if the schedule changes..

Nice Dinner

Evaluation of Individual Participants as Trainers. Throughout the course, you should be evaluating each trainee's progress and skill development. Use the TOT Skill checklist or another of your choice. However, if you feel that a participant is not making progress, be sure to have a conference to discuss the situation, being specific about what needs to be done, because unless skills are demonstrated, no TOT certificate can be given.

CLM TOT DAY FIVE

(CLM Action and Re-Entry Planning)

15 Session 1: Pax Opening the Day: Icebreaker and Feedback from Navigation Meeting: Have one participant report on the feedback given at the meeting the previous evening, facilitate any needed discussions and describe how issues were resolved. If certain materials (such as the schedule) need distributing, distribute them at this time. Have the Icebreaker group do an icebreaker.

60 Session 2: Analysis and selection of sessions by country (teams or individuals): Have pax stay in country teams or individuals and choose from the Initiation, Orientation, Design and Monitor workshops' session menus to create a *CLM Training Workshop* that fits that country's CLM training needs. Give pax about an hour for this task .

30 Session 3: 10 minute Presentations of CLM Training Design Choices. Ask for three volunteers each of whom developed a different kind of workshop to display their flipcharts, or power point of their CLM training program designs. (To Be Documented, in pix and printed out)

60 Session 4: Preparing the Training Program Preparation Checklist in Country-specific Groups: Distribute this tool and have participants determine any particular needs, prerequisites and timing requirements to complete the checklist.

60 Session 5: Plenary Group Exercise: Planning for Regional CLM capacity building initiatives for different levels of training: (orientation, initiation, design, M training)

60 Session 6: Global CLM Training: Needs and Action Planning: Have pax, by country, write on cards what they need from their office at various levels, from local government, from the community and the first three steps each will take to get CLM Workshops off the ground in their area.

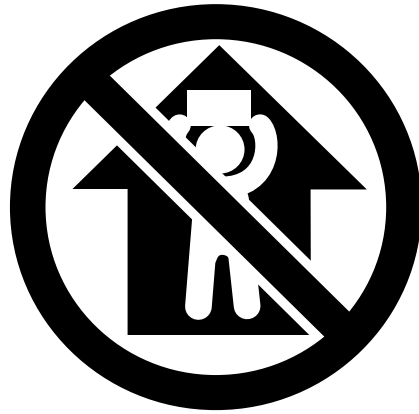
60 Session 7: Five-minute timed Power Point Presentations: Have pax give their power point presentations, but TIME them to five minutes only. Have buddy evaluate presentation in writing.

60 Session 8: Closure: Evaluation and TOT Certificate Presentation: Give importance to closure, by perhaps, doing a picture slide show of pax throughout the week, reviewing what has been done and the objectives of the course. Then distribute the evaluation form and give pax approximately 15 minutes to complete it. Make sure that there is a Certificate for each person who qualified as a CLM Trainer with that person's name spelled correctly, and with text that qualifies the person as a CLM trainer.

CLM EVALUATION, QUALIFICATION AND FOLLOW UP

How well pax actually do (TNAs, planning and organizing, conducting and evaluation training) after the workshop is the true test of how good the CLM TOT was. There are three kinds of evaluations that need to be done—during the training, at the end of the training, and well after the end of the training, as follows:

- **Trainee Evaluation:** Both trainers and pax will keep track of performance and improvement during the workshop using Trainee Evaluation Checklist to ensure that pax know what they do to improve their skills. If necessary trainers will meet with trainees to discuss skill improvement requirements and trainers will be available to pax for help and support.
- **Evaluation of the TOT at the end of the workshop:** Pax will complete a *CLM TOT Evaluation Form* at the end of the course.
- **Post-TOT Evaluation:** Three – six months after the TOT, pax should be contacted to find out what they are doing vis a vis planning and conducting training and how their skills have improved based on their own/and the trainer's assessment.



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The CLM Establishment Resource and Support
Materials