# Child Labour Monitoring

**Training Manual**
*Workshop 4*
**The Child Labour Monitor
Training Workshop
Handouts**

**Test Version**

Test Version

# Workshop 4

# The Child Labour Monitor
# Training Workshop

# Handouts

# Session: The Child Labour Situation: Sharing Information and Experiences

## Handout: Understanding the Problem of Child Labour

### Child work and child labour

In some societies, the integration of children into social and working life may be so gradual that it is not possible to separate the phases. Others demarcate childhood from adulthood either by fulfilment of certain social rites and obligations, or by ages. It is age that international instruments generally use to define a child; they accord the rights and protection of a child for those under age 18 (the UN Convention on the Rights of the Child, and the ILO Worst Forms of Child Labour Convention No. 182), and set the minimum age of 15 for employment (ILO Minimum Age Convention No. 138, 1973).

Not all work is harmful to children. From a young age, many children help around the home, run errands, or assist their parents in the family farm or business. As they get older they take on light jobs or learn valuable traditional trades. In this way, children acquire the skills and attitudes they will need as future workers and useful members of the community. Light work, carefully monitored, can be an essential part of children's socialization and development process, where they learn to take responsibility, and gain pride in their own accomplishments. Work of this kind is not without risk, but it is not what is generally meant by child labour.

Child labour is classified as children's work which is of such a nature or intensity that it is detrimental to their schooling or harmful to their health and development. The concern is with children who are denied their childhood and a future, who work at too young an age, who work long hours for low wages, who work under conditions harmful to their health and to their physical and mental development, who are separated from their families, or who are deprived of education. Such child labour can create irreversible damage to the child and is in violation of international law and usually, national legislation.

*Sources: Handbook for Labour Inspectors*

### Why do Children Work?

Child labour is a symptom of the underlying problem of widespread poverty and inequality in society. It is also a cause of poverty, and in this context it becomes self-perpetuating. The reasons for child labour are varied and complex.

- **Poverty** - Child labour is basically a symptom of the underlying problem of widespread poverty and inequality in society. It is also a cause of poverty, and in this context it becomes self-perpetuating. Poverty is deep-rooted and natural calamities, man-made disasters (war and civil strife), illiteracy, powerlessness and the lack of viable options further exacerbate the deprivations confronting poor parents who feel compelled to put a child to work. Poverty is not, however, the only factor in child labour and cannot justify all types of employment and servitude.

- **Parental attitudes and knowledge** - Parents' preference is for children to acquire skills over receiving an education, which in their opinion holds few promising prospects for gainful employment. Many poorly educated parents remain unclear about the long-term significance and value of education over the short-term economic gains of child work. Adult perceptions influence children's school attendance and labour force participation. For example, the

family's dependence on girls' labour at home and in the field, denies her access to educational and other opportunities.

- **Barriers to education** - Educational opportunities for poor children may be costly, inaccessible, of low quality or seen as irrelevant. Families resort to employing children to keep them busy and allow them to learn skills and earn money. Children may decide to work because of expectations in pooling resources of family members, since a major percentage of the child's income is generally remitted to the household head. Peer influence and being out-of-school also results in children joining their working friends on the streets or other locations.

- **Market demand** - Child labour is not accidental. Market demand for child labour determines children's employment in various enterprises and industries. Children are employed because they are docile, obedient, hired at cheaper rates than adults and dispensed off easily if labour demands should fluctuate. They involve no long term investment on the part of industry in terms of insurances and social security or other benefits and low paid child labour may be seen as a significant element for industries wishing to maintain a competitive edge in the national and international markets. With financial profits as the goal, the practice to employ cheap labour—and children are paid low wages, is understandably in line. In those industries which can utilise unskilled labour the move may be towards the employment of child workers. It may not be a likely scenario with adult employees organised in trade unions. Children are unprotected, powerless and silent as far as their rights as workers are concerned. Vested interests prefer to maintain the status quo and child labour continues.

- **Perceived suitability of children to certain types of work -** Children are often preferred in industries that are labour intensive, function with rudimentary technology, and require laborious/repetitive work for long hours. Although largely disproved, the myth persists that in certain industries, such as carpet-making or flower-picking, children are needed because of the dexterity of their small fingers.

- **Poor enforcement of existing legislation -** Child labour persists because the laws that do exist are not strictly enforced and because social and political commitment is weak.

*(Source: Labour Inspectors Sourcebook)*

**Identifying where children work and what they do**

Classifying children by sector or trade says little about the relationship between the children and the persons (clients, employers or members of the family) who, in one form or another, employ them. Thus, in the immensely diverse agriculture sector, which includes everything from multinational agri-businesses to family units, the child workers may be permanent, seasonal, pieceworkers, slaves, or family workers.

In the informal sector, which includes a vast range of traditional, unstructured, family, artisanal, and generally unregistered businesses, children may be found as paid workers, "apprentices", unpaid workers without contracts, domestic servants, home workers or subcontractors.

In the formal sector, which includes private, semi-public or state enterprises of varying sizes, children may be employed as permanent workers, seasonal or daily workers, apprentices with or without contracts, and children who are on the premises with a parent and may be asked to help.

Lastly, there are sectors on the margins of society which consist of illegal or quasi-illegal activities, where children may get a cut of the profits, be paid in kind, or have an informal "contract" with a supplier or manager.

These classifications can help to evaluate the constraints upon children arising out of their employment relationship and to establish priorities for action by taking account of the pressure suffered by children as a result of their legal or economic dependence. Classifying and understanding the precise employment status of the child is also important in unravelling the legal fictions commonly invoked to deny the existence of the employment of child labour.

Another way of classifying child labour is by their visibility. Whether the work is hidden behind walls or out in the open has important implications for how easily child labourers can be found. And whether they work alone or in groups will be a significant factor in how the situation can be addressed.

## Classification by types of sector

| THE FORMAL SECTOR | SECTORS IN THE MARGINS OF SOCIETY |
|---|---|
| **A sector which also known as the modern or structured sector**<br><br>- private, semi-public or state enterprises;<br>- classified and registered by economic sector<br>- enterprises of extremely variable size<br>- enterprises characterized by the predominance    of -permanent employees, who are generally covered by a contract or specific conditions of employment;<br>- however, there are also varying numbers of:<br>•non-permanent workers (seasonal or daily workers)<br>•"apprentices", children, young persons or adults who are generally not covered by a contract;<br>•adults and children in servitude;<br>•children who are being "looked after" by their parents, whom they be called upon to help. | **Illegal or quasi illegal activities**<br><br>child soldiers;<br>hired assassins, armed guards, militiamen and armed bands;<br>the production, transport or trafficking of drugs;<br>child prostitution;<br>the pornography industry (magazine and films);<br>child tramps, street children without an activity;<br>child beggars;<br>children sold or used for begging; and<br>children sold or used as blood or organ donors |
| THE INFORMAL SECTOR | THE AGRICULTURAL SECTOR |
| **The sector also known as the traditional unstructured, family or artisanal sector**<br><br>enterprise or activities in the private sector which are often not declared;<br>enterprises in all branches of activity, including mines, industry, construction, commerce, transport and services;<br>a complex, heterogeneous sector with ill-defined borderlines which covers several types of activities, enterprises and workers:<br>1) small and medium-sized non-agricultural enterprises in urban and rural areas, which provide work for employees and a majority of family workers, "apprentices" without contracts, and children both free and in servitude;<br>2) family and craft enterprises, small workshops, building sites, businesses and services employing essentially associates, family workers, "apprentices" and children;<br>3) self-employed workers, whether they are fixed, semi-ambulant or ambulant (such as street children;<br>4) domestic servants, household employees outside their own families;<br>5) homeworkers<br>family workers employed on housework in their own family. | **A complex, heterogeneous sector composed of;**<br><br>individual or family farms, cooperatives, private, semi-public or state enterprises;<br>multiple activities: agriculture, harvesting, stock-raising, hunting, forestry, forest crops, fishing;<br>enterprises of varying sizes: individual or family farms; small and medium sized farms: large plantations, agro-industrial complexes;<br>land occupancy of varying types, including: owner occupiers; tenant farmers, share-croppers; workers without land;<br>workers employed under various employment relationships:<br>֎ permanent employees;<br>֎ non-permanent workers (such as seasonal or daily workers);<br>֎ workers paid by the task, often assisted be their family including children<br>֎ adults and children in servitude;<br>֎ farmers and share-croppers;<br>֎ members of agricultural cooperatives;<br>֎ individual farmers, self-employed workers, with or without additional labour;<br>֎ family workers, including: children, spouses and parents of the farmers. |

*Source: Labour Inspectors Sourcebook*

# Classification by sector and trade

**Branch 1.**      **Agriculture, hunting, forestry and fishing**

- in all developing countries and in most industrialized countries

- in the cultivation of food crops and in large commercial plantations

- for all agricultural work, whether manual or mechanical: including clearing and working the land and planting; looking after crops, weeding and watering; preparing and spreading fertilizers and pesticides; replanting rice; irrigations; gathering, harvesting, sorting, threshing, preparing and the preliminary processing of products, etc.

- guarding the fields (against robbers, birds and monkeys)

- all work in the following plantations:
    - sugar cane
    - tobacco
    - cotton, hemp, jute, flax
    - hevea
    - tea, coffee, cocoa
    - rice
    - bananas
    - pineapples
    - coconuts, palm oil, ground-nuts
    - plants for perfume (jasmine, ylang, cloves, basil, vanilla)
- market gardening, horticulture and forestry: tending, watering and gathering fruit and vegetables;
    - green beans, tomatoes, melons, peas, carrots, lettuce
    - strawberries, cherries, apples, pears
    - grapes onion, garlic
    - flowers
- cultivating crops:
    - rice, maize, millet, sorghum, wheat
    - root crops: manioc, yams, sweet potatoes
    - green vegetables: peas, beans
- rearing cattle and other animals, aviculture, all the tasks undertaken by shepherds, including looking after and guarding herds, gathering fodder, milking
- driving and caring for oxen and draught animals
- industrial, artisanal and traditional sea fishing, inshore fishing, and in lakes and rivers
- cutting firewood and timber
- digging and maintaining irrigation channels

**Branch 2.**      **Mining and quarries**

- mines: coal, tin, gypsum, all minerals
- gold, diamonds
- quarries (stone, slate)
- extraction of sand, gravel
- extraction of salt (salt pans, salt marshes)

**Branch 3.**      **Manufacturing**
Manufacture of food products, beverages and tobacco products
- slaughterhouses, abattoirs, meat conservation

- dairy products
- processing and preserving fruits and vegetables
- processing, drying, preserving and freezing fish
- manufacture of vegetable oil
- flour, rice milling
- manufacture of bread, cakes, biscuit
- manufacture of sugar
- cocoa, chocolate and sugar confectionery
- processing of vanilla
- manufacture of beverages
- manufacture of tobacco products, cigarettes and matches

3.2.  Manufacture of textiles, wearing apparel and leather
- spinning, weaving, dyeing and finishing of textile products silk industry
- manufacture of hats
- tailoring, manufacturing of wearing apparel
- manufacture of carpets
- tanning and dressing of leather
- manufacture of leather apparel
- manufacture of footwear

3.3.  Manufacture of wood and products of wood
- sawmills
- joinery
- manufacture of furniture and accessories
- manufacture of wooden toys
- manufacture of sculptured wooden objects

3.4.  Manufacture of paper and paper products

- manufacture of packaging and boxes in paper and paperboard
- manufacture of envelopes and notebooks
- manufacture of household articles (glasses, plates) in paperboard
- printing

3.5.  Manufacture of chemicals and chemical products

- manufacture of plastic products
- recuperation and processing of plastic waste
- explosives and ammunition
- fireworks
- matches
- distilling plants for perfume
- manufacture of candles
- manufacture of incense-based products

3.6.  Manufacture of non-metallic mineral products

- manufacture of stoneware, porcelain and earthenware products
- manufacture of pottery
- glass industry
- brickworks

- manufacture of cement
- manufacture of slate

3.7-3.8   Manufacture of fabricated metal products

- forging
- casting
- ironmongery
- welding and cutting metals
- manufacture of all metal articles
- manufacture of art metalwork
- manufacture of office machines, electronics
- repair of various machinery
- garages, repair of automobiles, bicycles, carts
- manufacture and repair of metal furniture
- manufacture and repair of watches and clocks

3.9      Other manufacturing industries

- manufacture of jewellery and precious metals
- cutting and polishing precious stones
- manufacture of musical instruments
- manufacture of costumer jewellery
- manufacture of toys
- manufacture of wigs

**Branch 4      Electricity, gas and water supply**

- digging and maintenance

**Branch 5      Constructions**

- constructions sites (buildings, dams, roads) throughout the developing world

**Branch 6.      Wholesale and retail trade; hotels and restaurants**

- keeping and helping in shops, supermarkets
- traders in markets
- traders in small stalls
- ambulant traders, door-to-door salesmen
- traders in fruit, vegetables, confectionery, beverages, bread, ready meals, ice cream
- traders in cigarettes, lottery tickets, gadgets, flowers
- traders of newspapers
- all work in restaurants, bars, hotels: cooks, waiters, washing-up, cleaning, maintenance.

**Branch 7.      Transport, storage and communications helping in collective transport delivery**
- pushing trolleys, barrows
- pulling rickshaws
- porters

**Branch 8.      Banks, insurance and business services**
- messengers
- cleaning, looking after premises

**Branch 9.     Services provided to the community, social services and personal services**

- shows, circuses
- sporting competitions (jockeys)
- shoe-shiners
- launderers
- car-washers, windscreen-washers
- guards for cars
- distributors of publicity
- domestic servants, household employees
- child care
- gardeners, mowing loans
- guards for blocks, houses
- refuse collectors
- haircutting and beauty salons

**Branch 10. Ill-defined activities**

- child prostitution
- pornographic industry (books, photos, films)
- drug manufacture, trading, trafficking
- child soldiers
- assassins, armed guards, militiamen

*Source: labour inspectors Sourcebook*

## Classification by visibility

<table>
<tr>
<td colspan="3" align="center"><strong>Child Labour Situations</strong></td>
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<tr>
<td></td>
<td align="center"><strong><u>Visible</u></strong></td>
<td align="center"><strong><u>Invisible</u></strong></td>
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<tr>
<td><strong><u>Concentrated</u></strong></td>
<td><em>Child labour which is concentrated and visible includes children who work in one place, are easily observed, and can be approached from outside.</em><br><br>• Seamstresses, tailors, soccer ball stitchers, metal workers, woodworkers (and their helpers in open shops).<br>• Bakers, confectioners, cooks (and their helpers) preparing food for passers-by.<br>• Workers in small repair shops, e.g. automobile repair.<br>• Service workers in congested areas, e.g. shoe shiners, car washers, car watchers.<br>• Supermarket helpers, vendors, porters, cleaners, cashiers in markets.<br>• Stone and brick breakers on road and building construction sites.<br>• Plantation workers (sugar cane, coffee, vegetables), either alone or with their families.<br>• In family production or harvesting for either domestic or export use.<br>• Agricultural processing, fish processing.</td>
<td><em>Children in these situations work together or near each other, but cannot be seen or are inaccessible to outsiders.</em><br><br>• Brick kiln workers, quarry workers.<br>• Carpenters, helpers and carriers at construction sites.<br>• Factory workers or helpers producing pottery, glass, metal products, plastic goods, jewellery etc.<br>• Factory workers processing food products.<br>• Traditional carpet and textile weavers whether in groups of households or small workshops.<br>• Cigarette makers.<br>• Workers in match, explosive and firework factories.<br>• Miners of coal and minerals.<br>• Work on factory ships or on fishing fleets or fishing platforms.</td>
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<tr>
<td><strong><u>Dispersed</u></strong></td>
<td><em>These children work alone and are, or may appear to be, self-employed.</em><br><br>• Delivery boys, messengers, and errand-runners.<br>• Providing services or goods on the street, e.g. shoe-shiners, flower-sellers.<br>• Hotel, restaurant, café workers who serve customers, wash dishes, clean the premises.<br>• Entertainers and dancers who may move around with a troupe, camel jockeys, circus performers.<br>• Professional beggars.<br>• Helpers on long distance transport (buses, cargo steamers, passenger boats).<br>• Children who guard fields against birds, monkeys, thieves.<br>• Herders and those engaged in livestock care, milking, and fodder-gathering.</td>
<td><em>These are the children most unknown and hardest to reach; they work in remote areas, isolated and powerless.</em><br><br>• Domestic servants.<br>• Children working in family-based industries, such as craftwork.<br>• Children who assist with subsistence hunting, gathering, fishing and agriculture.<br>• Children involved in stealing, picking pockets, smuggling, the drug industry or pornography.<br>• Sexually exploited children.<br>• Children held under conditions of slavery or bondage.<br>• Children recruited into armed groups or providing services in conditions of armed conflict.</td>
</tr>
</table>

*Source: Handbook for labour inspectors*

**How does child labour harm children?**

Because children differ from adults in their physiological and psychological make-up, they are more susceptible to and more adversely affected by specific work hazards than adults. Because they are not yet matured mentally, they are less aware of the potential risks involved in the workplace.

The effects of hazardous working conditions on children's health and development can be devastating. The impact of physically strenuous work, such as carrying heavy loads or being force to adopt unnatural positions at work can permanently distort or disable growing bodies. There is evidence that children suffer more readily from chemical hazards and radiation than do adults, and that they have much less resistance to disease.

Children are also much more vulnerable than adults to physical, sexual and emotional abuse and suffer more devastating psychological damage from living and working in an environment in which they are denigrated or oppressed. This is particularly true in the case of the very young and girls. Girls are more likely to:

- begin working at an earlier age than boys;
- be paid less than boys for the same work;
- be concentrated in sectors and areas that are characterized by low pay and long hours;
- be working in industries which are hidden and unregulated, making them more vulnerable to exploitation and abuse;
- be concentrated in industries which pose excessive dangers to their health, safety and welfare;
- be either excluded from education or suffer the triple burden of housework, school work and economic work.

Occupational health and safety experts consider agriculture – the sector which has the highest percentage of child labour – to be among the most dangerous of occupations. Climatic exposure, work that is too heavy for young bodies, and accidents, such as cuts from sharpened tools, are some of the hazards children face. Modern agricultural methods bring further hazards in their wake, for example, the use of toxic chemicals and motorized equipment. Many children are killed by tractors overturning, or by trucks and heavy wagons brought into the fields for transport.

In many countries, the hazards and risks to health are compounded by poor access to health facilities and education, poor housing and sanitation and the inadequate diet of rural workers. Protective legislation is limited in agriculture. In many countries, the places where children work are excluded from legislation as family undertakings. Even when there is legal protection, enforcement of child labour legislation is difficult given the geographically dispersed nature of the agricultural industry.

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

**Examples of Hazardous Occupations**

| Occupation/ Industry | Main tasks | Hazards | Possible consequences |
|---|---|---|---|
| **MINING** | Underground digging; carrying heavy loads | Exposure to harmful dusts, gas, fumes, extreme humidity and temperature levels; awkward working positions (bending, kneeling, lying); cave-ins | Respiratory diseases that can develop into silicosis, pulmonary fibrosis, asbestosis, emphysema, musculo-skeletal disorders; fractures and death from falls/cave-ins |
| **BRICK-MAKING** | Processing of clay (extraction, crushing, grinding, screening and mixing) | Exposure to silicate lead and carbon monoxide; excessive carrying of weights; burns from ovens; accident-provoking equipment | Muscolo-skeletal deformation; injury |
| **AGRICULTURE** | Working with machinery, agrochemicals, animals; picking crops and loading | Unsafe machinery; hazardous substances (insecticides, herbicides); heavy lifting; extreme temperatures | Chemical poisoning (chronic and acute); cuts and other bodily injuries; diseases |
| **CARPET WEAVING** | Weaving hand-knotted carpets on a loom | Inhalation of wool dust contaminated with fungal spores; poor (squatting) work posture; poor lighting; poor ventilation; hazardous chemicals | Respiratory diseases; muscolo-skeletal diseases; eye strain and defective vision at premature age; chemical poisoning; aggravation of non-occupational diseases |
| **CONSTRUCTION WORK** | Digging earth; carrying loads; breaking stones or rocks; shovelling sand and cement; metal work | Being struck by falling object; stepping on sharp objects; falling from heights; exposure to dust, heat and noise; heavy lifting | Health impairments from noise, vibration and exposure to harmful substances; incapacitation through accidents and injury such as falls |
| **TANNERY** | Tanning an preserving hides and skins | Exposure to corrosive chemicals and bacterial contamination of the hides | Anthracosis, dermatitis and fungal infection |
| **DEEP-SEA FISHING** | Diving to depths of up to 60 metres to attach nets to coral reefs | Exposure to high atmospheric pressure; attacks by carnivorous and poisonous fish, congested and unsanitary conditions | Decompression illness (rupture of ear drums); death or injury; gastro-intestinal and other communicable diseases |

| Occupation/ Industry | Main tasks | Hazards | Possible consequences |
|---|---|---|---|
| **GLASS FACTORY** | Drawing molten glass, carrying molten loams | Radiant heat and thermal stress; noxious fumes; silica dust; stepping on or handling hot broken glass | Accident trauma; eye injuries; heat stress; respiratory diseases; serious burns and cuts |
| **MATCHES AND FIREWORKS** | Mixing hot (steaming) chemicals, making matchsticks and stuffing cracker powder into fireworks | Exposure to hazardous chemicals; fire and explosions | Synergistic effects of chemical intoxications; respiratory diseases; burns; injuries and death from explosions |
| **SCAVENGING** | Demeaning, unsanitary work; reclaiming usable material from garbage including dangerous waste from hospitals and chemical plants, often with bare hands | Cuts from glass/metal; exposure to hazardous substances; inhaling stench from putrefied matter; infestation by flies, temptation to eat leftover food | Cuts resulting in death from tetanus; chemical poisoning and risk of contracting or carrying infectious diseases; food poisoning; burns (from build-up of methane gas and exploisions) |
| **SLATE MAKING** | Carrying heavy loads; making pencils and slates | Effects of carrying heavy loads; exposure to siliceous dust | Muscolo-skeletal diseases; lung diseases and premature incapacitation |

(Source: SCREAM Manual)

# Session: Child Labour – International and National Law

## Presentation #1: Child Labour - International and National Law

### International Standards

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

### United Nations Convention on the Rights of the Child

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

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

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

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

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

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

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

3. A lower minimum age for light work, i.e. work which is not likely to be harmful for children's health or development or to prejudice their attendance at school may be set at 13. For a country that initially sets a minimum age of 14, the minimum age for light work may be set at 12.

**Minimum Ages according to Convention No. 138**

| General minimum age | Light work* | Hazardous work** |
|---|---|---|
| **For most countries:** | | |
| **15 years or more** (in any case not less than age of completion of compulsory schooling) | **13 years** | **18 years** (16 years under certain strict conditions) |
| **For those countries whose economy and educational facilities are insufficiently developed:** | | |
| **14 years** | **12 years** | **18 years** (16 years under certain strict conditions) |

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

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

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

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

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

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

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

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

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

- Design and implement programmes of action to eliminate the worst forms of child labour as a priority.
- Establish mechanisms to monitor implementation.
- Impose penalties and other measures to ensure compliance.
- Consider the importance of education in eliminating child labour
- Prevent children from being engaged in the worst forms of child labour.
- Remove children from the worst forms of child labour and rehabilitate and reintegrate them into society and provide access to vocational training.
- Acknowledge the special status of the girl child.

**National Labour Laws**

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

**Kenyan Laws Regarding the Employment of Children**

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

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

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

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

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

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

**Weaknesses of Kenya's Employment Act**

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

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

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

**The Regulation of Wages and Conditions of Employment Act**

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

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

**The Children Act, 2001**

The Children Act is the most comprehensive Act relating to issues of children to date. It addresses matters that usually affect children as a unique group in society, for instance, custody, maintenance, adoption, fostering and treatment of child offenders. The problem of child labour has not been delved into because children are not the only ones who carry out work. The only way to handle child labour is through the revision of the portions of the Employment Act that talk about children.

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

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

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

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

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

# Session: The Role of the Child Labour Monitor

**Presentation: The Role of the Child Labour Monitor**

As a child labour monitor, you need to have certain knowledge and skills and know how to use specific equipment and tools, as well as possess and exhibit certain attitudes and behaviours. Monitors need to be equipped with basic knowledge and ability to conduct monitoring visits and assess different types of hazards and conditions of work in order to be able to make necessary assessment and judgement on whether there is a need for further action on their part. They must know and have the skills to weigh up when to initiate a process of withdrawal of a child and when to ask for assistance in determining the proper course of action from competent authorities such as labour inspectors, social workers and police depending on the case and the composition of the monitoring team.

The process of determining what is hazardous should not be left alone to child labour monitors. If there is clear legislation and guidelines to determine the hazardousness of the type of the work that the child is engaged in then this must be followed. If child labour monitors do not possess this sort of skills or capacities then labour inspectors and occupational health specialist must be involved and called for to assess the situation.

**Child labour monitors should not try to interpret the law or to provide advice on occupational health issues unless they are specifically trained and mandated to do so.**

The configuration of the monitoring team is aimed to make sure that those involved represent the best available cross-section of knowledge and function to assess what is in the best interest of the child. In child labour monitoring projects where the labour inspectors are part of the CLM it is important to make clear upfront what are the functions and the roles of respective team members and how decisions are made to apply the criteria of withdrawal and referral in a specific child labour situation.

**What you are not:**

It is important that monitors are able to make the distinction between the enforcement of child labour legislation (such as through the mandate of labour inspection and social workers and others vested with statutory powers) and the role and responsibility of child labour monitors as agreed.

As a child labour monitor you have no power to enforce laws or initiate legal proceedings.
A child labour monitor does not have the same status and power as a labour inspector. A labour inspector:
- Is a government official
- Operates under the national labour law
- Has power to enforce laws and initiate legal proceedings

Because you are not a labour inspector it is not your job to advise and/or assist individual child workers in forwarding grievances they may have to management or trade unions. It is also not your job to conciliate or mediate between workers and management. If you are approached with such a request, simply explain that this is not your job and explain that certain procedures exist under the law that should be followed in such cases.

**Your duties and responsibilities:**

Monitors have four main duties. These are:
1) Monitoring worksites;

3) Referring children to schools and other social services;
4) Monitoring schools and social service provisions;
5) Tracking children removed from worksites.

**Responsibilities:**
As a child labour monitor, you are responsible for:
1) Identifying child labourers in workplaces and determining the risks to which they are exposed;
2) Deciding when to withdraw child labourers from workplaces and ensuring they have access to education and/or social services;
3) Verifying ex-child workers' school attendance and/or provision of social services;
4) Gathering information on the children, the workplaces where they were found, and the services they receive, archiving this information, preparing and forwarding reports;
5) Educating and motivating employers, children, parents, and teachers concerning child labour and the importance of schooling.

**What do you need to know?**

In order for you to do your work effectively you will need to know:
- **What child labour monitoring is and its purpose**
- **The national labour laws**, including various regulations, decisions and orders.
- **ILO Conventions on child labour**, namely:
  - Convention no. 138 (1973) on Minimum Age
  - Convention no. 182 (1999) on the Worst Forms of Child Labour
- **Monitoring techniques**: including how to identify activities children are involved in, how to observe working environments, how to interview child workers and how to assess and manage risks/hazards children are exposed to.
- **How to carry out the monitoring process**: the steps involved in preparing for the monitoring visit, conducting the visit and following-up the visit.

At the end of this training workshop you will have been trained on all these subjects and skills.

*Sources: Cambodia doc & BGMEA manual, Guidelines*

# Session: Characteristics of an Effective Child Labour Monitor

## Handout: Checklist of Characteristics of an Effective Monitor

| An Effective | Child Labour Monitor is… |
|---|---|
| **Well-Informed** | **Knowing the topic, concepts and implications of National child labour law, the ILO *Conventions*, the UN mission, and Employer Organization policies.** |
| | Has keen knowledge of ILO *conventions* on child labour. <br> Has good knowledge of National law about child labour. <br> Has good knowledge of Employer Organization policies on child labour. <br> Has good knowledge of UN mission on the rights of the child. <br> Knows goals, indicators and objectives of  CLM Coordinating Group <br> Knows results of efforts to date <br> Knows implications and risks for non adherence to laws. <br> Knows implications and risks for non adherence to policies. <br> Has up to date knowledge of child labour situation in s/his assigned sector. <br> Has background knowledge and knows topic of child labour situation in Nation. |
| **An Ethical Model** | **Standing for the rights of the child and acts as a representative of the ILO.** |
| | Cares deeply about issue of child labour. <br> Has moral strength <br> Does not compromise, does not overlook children <br> Holds to CLM Coordinating Group policies and procedures <br> Is sincere <br> Is honest (refusing gifts, bribes) <br> Is transparent in financial matters <br> Is well behaved, polite <br> Maintains confidentiality regarding work |
| **A Rapport Builder** | **Establishing rapport quickly to set up a supportive environment.** |
| | Can handle problem situations with composure <br> Rewards jobs well done <br> Is encouraging <br> Builds relationships <br> Is tolerant <br> Is patient <br> Can read body language <br> Can create an environment conducive to persuasion <br> Communicates with a smiling face |
| **An Educator** | **Educating management about child labour law, its implications and teach key child labour ideas to management, children, parents and teachers.** |
| | Is persuasive <br> Possesses the qualities of a good teacher <br> Is experienced <br> Takes people along (in learning) <br> Provides necessary tools and visual aids <br> Uses the participatory approach to generate interaction <br> Plans educational events well <br> Presents concepts clearly |

| | |
|---|---|
| | Is well prepared |
| **A Communicator** | **Communicating with employers, parents, children and other actors** |
| | Asks good and appropriate questions.<br>Is a good listener<br>Is a good respondent<br>Is good at building consensus<br>Can get both sides to accept idea<br>Presents an idea clearly<br>Is understood when communicating an idea<br>Understands what others mean<br>Is friendly in communication patterns<br>Is highly observant<br>Asks appropriate questions well<br>Provides to-the-point explanations<br>Listens actively<br>Can paraphrase |
| **A Motivator** | **Motivating management not to use child labour** |
| | Has motivating capability<br>Is Confident<br>Is Persuasive<br>Is Energetic<br>Has good convincing skills |
| **A _____ Sector Monitor** | **Observing workplaces and detecting child workers** |
| | Has good knowledge about the workplace, including its history of child labour practices.<br>Has good knowledge of the workplace pre-monitoring condition.<br>Knows whether the workplace has a tendency to hide children<br>Knows how to use the appropriate questionnaire that can detect child labourers' age.<br>Can identify and estimate child labourer age on medical grounds.<br>Has excellent observation skills in the workplace.<br>Can manage power and management<br>Can get access to workplaces<br>Builds rapport quickly with employers<br>Is amicable with employers<br>Is amicable with workers.<br>Has physical strength.<br>Can recognize underage child workers through observation.<br>Can estimate child's age through questions and maturational indicators.<br>Can facilitate the identification of an underage child worker.<br>Builds rapport quickly with the child labourer<br>Knows how to question the child in a friendly manner.<br>Is amicable with the child worker<br>Fills out the appropriate child worker questionnaires at the workplace. |
| **A School Monitor** | **Verifying school attendance or coordinating with _____ to verify school attendance for records and stipend disbursement.** |
| | Is amicable with coordinating body, school personnel and teachers |

| | |
|---|---|
| | Verifies first, whether the child labourer identified is in the workplace or not.<br>Verifies the former child worker is in school.<br>Documents problems faced by the teachers and students.<br>Verifies skill training program and micro-credit program participation.<br>Collects data for skills training program and micro-credit programs.<br>Fills out Form _____ to verify attendance.<br>Gets signatures on _____ stipend sheet to ensure students get stipend.<br>Follows proper procedures to ensure stipend disbursement.<br>Motivates _____ to join the education program.<br>Follows up on those going through skills training to see whether their job is related to their skill training or not, after finishing their education and those above the age of 14.<br>Informs appropriate staff of problems with stipend process.<br>Observes the Parents meeting discussions.<br>Asks about problems regarding the school premises.<br>Collects drop out information and reasons for dropping out.<br>Follows up, tracking after child drops out. |
| **A Good Team Member** | **Working well as part of the multi-skilled monitoring team** |
| | Knows his/her job on the team.<br>Is a good member of the team<br>Shares all necessary information with team members.<br>Works with team to determine unannounced workplace visit schedule.<br>Respects the opinions of other team members.<br>Completes workplace monitoring forms.<br>Promotes mutual trust among team members<br>Helps team prepare workplace monitoring forms for signature.<br>Gives workplace monitoring forms to coordinator for database entry.<br>Gives Deployment schedule to coordinator for database entry.<br>Gets signatures and forwards three copies of workplace monitoring forms to relevant actors.<br>Uses resources within budget and time limit<br>Knows team roles and uses the agreed upon procedure for removal of the child to a school setting.<br>Maintains team identify when employer does not cooperate<br>Knows how to estimate age of the child<br>Prepares non-cooperation reports when appropriate.<br>Shows commitment and motivation at work.<br>Has good team spirit.<br>Is able to work under time pressure to meet deadlines.<br>Has physical and mental stamina and patience.<br>Follows office decorum, procedures and discipline |
| **A Job Completer** | **Understanding what is to be done and doing it on time.** |
| | Is detailed in data collection about the child worker on questionnaires<br>Works well as a Team ___ member.<br>Knows how to schedule monitoring visits.<br>Finishes assignments<br>Is accurate |

| | |
|---|---|
| | Can indicate changes against previous conditions<br>Is as punctual as possible for work and for appointments<br>Is attentive to the task at hand<br>Is focused<br>Makes decisions appropriately<br>Understands what is to be done and does it.<br>Manages tasks well |
| **An Innovator** | **Is pro-active** |
| | Is intelligent<br>Gets things started<br>Has new ideas<br>Comes up with solutions<br>Improves situations<br>Thinks out of the box<br>Has computer knowledge and skills |
| **A Well trained and qualified monitor…..** | **Is trained and qualified in (child labour) content areas, communication skills, motivational skills and has completed on-the-job practice as a trainee monitor.** |
| | Has demonstrated by completing the project child labour monitor training program, practicum and on-the job training:<br><br>• knowledge of the topics, concepts and implications of National child labour law, the ILO *conventions* and Employer Organisation policies.<br>• that s/he cares deeply about the issue of child labour and can stand for the rights of the child and act as a representative of _____<br>• that s/he can establish rapport quickly.<br>• that s/he can educate employers, children, and parents about child labour law and teach key child labour ideas.<br>• good communication skills<br>• good motivational skills<br>• good workplace monitoring and observation skills<br>• the ability to estimate the age of a child.<br>• good school monitoring skills.<br>• that s/he can work well as part of a team<br>• that s/he knows what has to be done. |

# Session: An Overview of CLM

## An Overview of Child Labour Monitoring

**What is child labour monitoring?**

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

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

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

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

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

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

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

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

**Key aspects of CLM**

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

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

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

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

**The CLM Framework**

**To function best CLM should be an integrated effort of several parties, with appropriate follow up taking place at the local and national levels. This framework incorporates and assigns a place in the monitoring process to these parties based on their differing capacities to access, assess, and act on child labour.**

CLM is not an "off the shelf" type of intervention but an overall framework. A general CLM model can provide direction and guidance but the actual model of intervention must be fitted to the context of the country in question.

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

Although child labour monitoring takes place at the local level, in order for it to be sustainable and to create real impact, it should be part of a larger enforcement and inspection policy. The CLM framework should, therefore, include government structures, such as the inspectorates (labour, health/safety, and school), and would be likely to take direction from a multi-sector national policy body.

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

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

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

If CLM is chosen as a central strategy to organize child labour information under a national action plan against child labour, then CLM activities at the local levels should feed into a coordinated information management mechanism at the national level.

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

**The desirable characteristics for CLM are:**

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

**The CLM Process – the model**

The CLM process has two distinct phases, **monitoring** and **follow up**, which both include a set of activities to be performed as part of the monitoring activity.
The monitoring phase actively prevents child labour through regular visits to workplaces and service providers. The follow up phase ensures the credibility of the overall child labour monitoring process through tracking and verification.

**The monitoring phase**

There are three main activities in the monitoring phase:

- **Identification**: children at work or in transit to work are identified through the monitoring process
- **Assessment**: the workplace is checked to see what types of work-related hazards exist and to which child labourers may be exposed using a common set of tools
- **Referral and prevention**: if children are found and assessed to be at serious risk, they are removed and referred to services corresponding to their needs via a network of service providers and agreed procedures. If children are not found, the emphasis of the visit will be on preventing the entry of children into the workforce and ensuring appropriate working conditions for legally employed young workers.

Monitoring is conducted by designated and mandated child labour monitors. After the monitoring visits information must be assessed and analysed and appropriate action taken.

**The follow-up phase**

The second phase of the monitoring is called the **follow-up phase**. This includes:

- **Tracking**: checking that children covered by the monitoring process have actually shifted from child labour to school or other suitable alternatives.
- **Information dissemination and analysis**: actively disseminating information to the regional and national levels.
- **Verification**: checking that the information from the CLM process is credible and accurate

Tracking and verification of information are part of the overall monitoring process and are intended to ensure that there is a regular check of the quality and accuracy of the information that the CLM process provides and that children are not "lost" in the process.

This is important in order to be sure that the services provided to the child labourer are indeed improving their situation, that the children are better off and that they do not instead just transfer to another sector of work with equal or worse conditions. For this reason the CLM must be able to link labour and education data and to cross check information on school attendance with that from monitoring visits conducted at the workplace.

CLM can effectively contribute to social planning and poverty monitoring systems such as those used for the Poverty Reduction Strategy Paper process (PRSP) and the United Nations-led Common Country Assessment (CCA) frameworks.

**How to apply the general model to child labour monitoring**

The generic CLM model must be adapted to fit the specific child labour situation and sector in question. In order for CLM to be effective and sustainable, it is important to find the best possible institutional arrangements and monitoring processes for the local situation.

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

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

Child labour monitoring in the formal economy is often conducted through multi-sector monitoring processes where labour inspectors are joined by social workers, educators and sometimes NGO and community members, each one with a special function and purpose in the monitoring team. These multi-sector partnerships are often institutionalized and are a valuable complementary resource to general labour inspection work.

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

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

The "power" of the monitoring is typically founded on the social status and esteem of the monitors. The monitors are rarely paid for their function but see their work more as a contribution to an overall good of the community which further enhances their status in the village or neighbourhood. In order to ensure effective monitoring and collection of information different types of incentives are still typically used.

This type of CLM is often operated in rural areas and in child labour sectors where physical withdrawal of children from the worksite is not possible as the children live with their families in small-holder farms, small-scale mining sites or in fishing boats. The monitors' work is focused on convincing the parents of the children about possible dangers in different types of work and in ensuring that the community members will uphold the agreed rules with respect to child labour.

**Conclusion**

The act of scrutiny repeated time and time again reduces child labour. Along with compulsory education, it can become the main means for society and government to ensure that children are protected from exploitative work over the long term. Although it may begin within national action plans against child labour, CLM is designed, from the outset, to extend beyond it. A comprehensive CLM process is a way of mainstreaming child labour work into Government action plans covering formal and informal workplaces, including the community and family, and also the educational system to ensure that ex child labourers who have been removed from child labour and provided with initial help do not simply disappear into something worse.

# Session #3: Conducting and Following up a Monitoring Visit

## Presentation: Conducting and Following up a Monitoring Visit

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

The purpose of monitoring is to:

- identify child labourer and assess their needs;

- promote improvements in working conditions and OSH for the benefit of young workers;

- record information about the monitoring visits and the children identified;

- activate referral procedures (including withdrawal from workplaces and referral to school or services) if required; and

- promote protective measures and preventive messages, counsel, educate and motivate employers, factory owners, community members, parents and girls and boys on child labour.

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

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

These areas of intervention cover the major activities that are undertaken immediately before, during and after the monitoring visit:

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

**Preparing for the Visit**

**Outcomes:**

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

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

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

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

**Preparing for the monitoring visit includes:**

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

The actual act of monitoring is conducted through a step by step plan and the visit is duly recorded using basic tools such as monitoring forms and checklists.

During the first visit the monitor must be prepared to establish relations with the owner/employer and to use some time to get to know the location, the work process and to have an overall picture of the hazards and risk management processes in place in the workplace. Basic information such as the number of workers (men and women) and attitudes of different parties involved (worker, employer, family members etc. must be collected.

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

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

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

## Conducting the visit

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

Conducting the visit includes:

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

**Contact**

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

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

CLM in the informal economy may include visits to worksites and a general discussion with the community members depending on the type of work. The visits can be conducted with

local government officials or traditional chiefs that are not part of the actual monitoring team. Monitors can also choose to come to the community un-announced and make their visits based on a previous agreement and contact the local authorities at a later stage to discuss the findings.

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

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

**Possible flow of a monitoring visit in a formal sector workplace**

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

**Possible flow of a visit in community monitoring**

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

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

**Withdrawal and referral**

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

type of work.

*Immediate removal of child labourers*

In some formal-sector workplace monitoring, a specific mechanism has been established for situations covering the **immediate (urgent) removal of a** child from the workplace. There must be agreed criteria and a corresponding protocol for withdrawal that includes clear procedures on who takes charge of the child and how.

This could include the following actions:

- activating the withdrawal process at the workplace (usually a factory);

- accompanying the child home;

- accompanying the child to school or other service site; and

- recording and following up on the child through a tracking system.

This protocol may also include:

- explaining to the child what is happening and why;

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

- discussing and agreeing on the withdrawal with the employer;

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

- accompanying the child home to provide counselling to parents.

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

If immediate physical withdrawal is needed, then the protocol must be activated and the withdrawal organized with the employer. This will very likely include calling in social workers, teachers or NGO members who have been previously identified for this purpose. The parents and family of the child also must be taken into consideration in the withdrawal process.

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

**Protection and prevention**

When the monitoring visit is conducted for the first time an initial assessment of occupational health and safety risks can form part of the monitoring visit. This can be done by walking

around the work area and observing and taking notes about the work situation. It is important that whenever there is doubt about the nature and degree of the OSH risks competent authorities with special skills are called upon.

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

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

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

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

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

**Closing the monitoring visit**

Provided that child labourers have not been identified then the next step is to close the monitoring visit through a discussion and briefing session with the management, employer, parents and/or community members concerned in order to discuss the findings of the visit. If no major violations have been found the occasion can be used to discuss solutions to problems that have been identified. Preventive material can be distributed and OSH and national laws and policies concerning child labour discussed.

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

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

In community monitoring it is important to remember not to shame or disgrace anybody. The

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

**Immediate Data Management and reporting**

**Outcomes:**

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

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

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

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

**Reporting**

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

**Following up the monitoring visit:**

**Tracking of children – tracking mechanism**

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

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

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

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

**Information dissemination and analysis**

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

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

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

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

**Monitoring Schools and Services**

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

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

that as result of the referral the child ends up in a better situation than before.

Key challenges:

- Establishing cooperation between different parties
- Roles and responsibilities
- Sharing of information (roles, timing, quality of information)
- Technical and statistical comparability of information (choice of variables, mandatory information, sources and references etc.)

**Linking workplace and education information together**

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

**Monitoring other services**

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

- Skills Development and Vocational Training
- Apprenticeship programmes
- Health and nutrition
- Psycho social rehabilitation
- Enterprise development
- Income generation and micro finance schemes

Some of these mechanisms are provided for parents of children that have been identified through the monitoring efforts. The CLM process may include the monitoring of these establishments (looking at the conditions and the quality of the services provided) and the inclusion of the information about the ex child labourers attendance of the services. This information should be part of the process of continuing assessment and improvement of the functioning of the CLM process.

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

Possible scenarios of coordinated referral services

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

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

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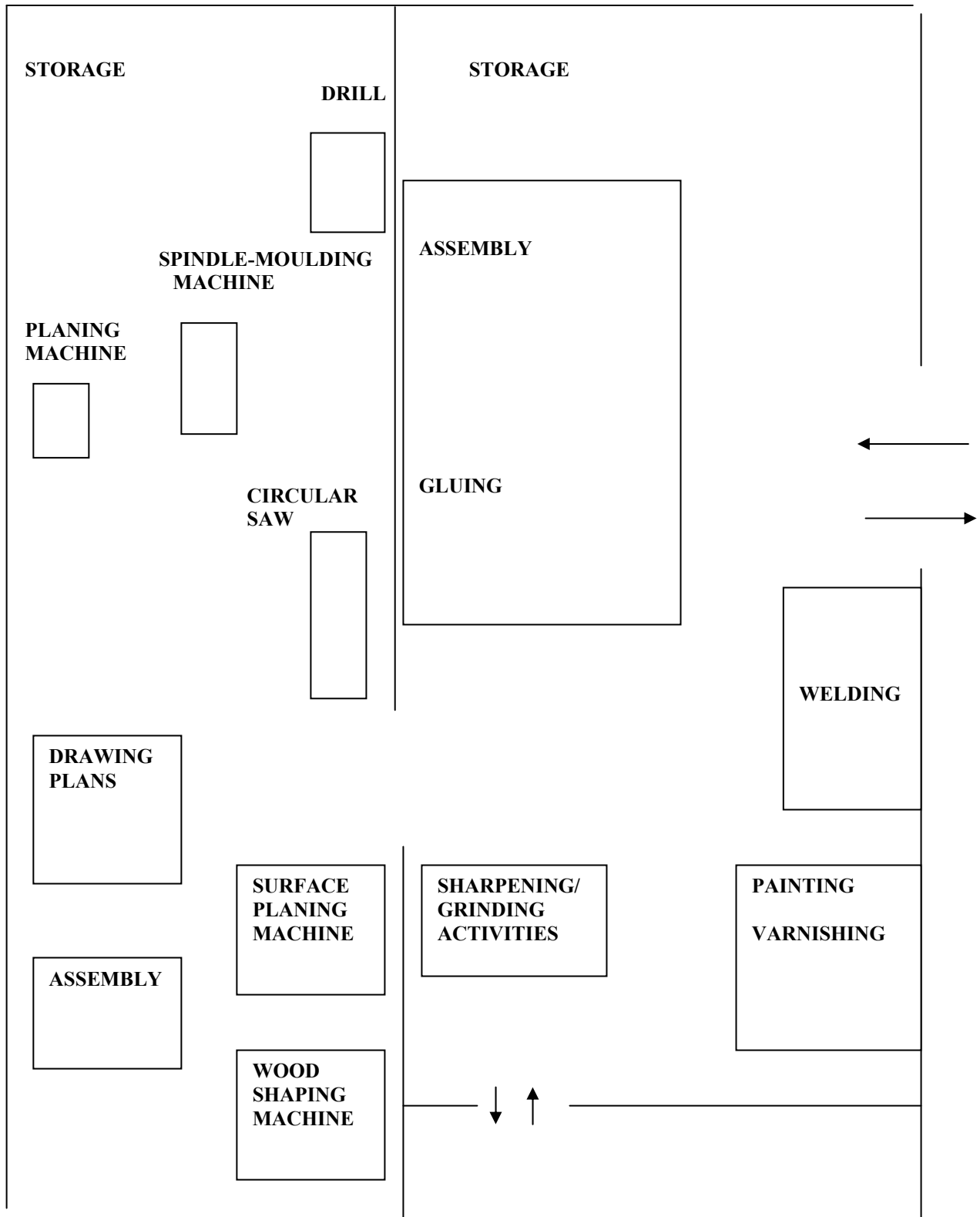
# Session: Working together on Monitoring Teams

# Handout: Month-Long Test Cycle Monitoring Checklist

| Check | Issue to be Explored | Action | Person Responsible | Dates |
|---|---|---|---|---|
| √ | **Schedule of Monitor Availability** | | | |
| | Individual monthly schedules complete | | | |
| | Monthly schedule compiled | | | |
| | Quarterly schedule compiled | | | |
| | Monthly schedule conflicts resolved | | | |
| | Week 1 schedule complete & resolved | | | |
| | Week 2 schedule complete & resolved | | | |
| | Week 3 schedule complete & resolved | | | |
| | Week 4 schedule complete & resolved | | | |
| | | | | |
| | | | | |
| | | | | |
| | **Workplace** | | | |
| | Workplaces  to be monitored for Month selected | | | |
| | Workplaces and Monitors/teams assigned for Month | | | |
| | Workplaces and Ms assigned for week 1 | | | |
| | Workplaces and Ms assigned for week 2 | | | |
| | Workplaces and Ms assigned for week 3 | | | |
| | Workplaces and Ms assigned for week 4 | | | |
| | Week 1 Workplaces monitored | | | |
| | Week 2 Workplaces monitored | | | |
| | Week 3 Workplaces monitored | | | |
| | Week 4 Workplaces monitored | | | |
| | | | | |
| | | | | |
| | | | | |
| | **Records** | | | |
| | Monthly CLM  information records prepared | | | |
| | Monthly CLM information records input | | | |
| | Monthly CLM information records checked | | | |
| | Month CLM records accessible | | | |
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| | | | | |
| | **Evaluation** | | | |
| | Individual evaluations complete | | | |
| | Team evaluation complete | | | |
| | Monthly Teambuilding activities complete | | | |
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| | **Logistics** | | | |
| | Monthly Monitors  organized by location  w/ | | | |

| | | | | |
|---|---|---|---|---|
| | transport | | | |
| | Week 1 Monitors organized by location w/ transport | | | |
| | Week 2 Monitors organized by location w/transport | | | |
| | Week 3 Monitors organized by location w/transport | | | |
| | Week 4 Monitors organized by location w/transport | | | |
| | | | | |
| | **Social Services (SS)** | | | |
| | SS and Monitors assigned for week 1 | | | |
| | SS and Monitors assigned for week 2 | | | |
| | SS and Monitors assigned for week 3 | | | |
| | SS and Monitors assigned for week 4 | | | |
| | Week 1 SS  Education  monitored | | | |
| | Week 2 SS  Education  monitored | | | |
| | Week 3 SS  Education  monitored | | | |
| | Week 4 SS  Education  monitored | | | |
| | Week 1 CL referred to SS | | | |
| | Week 2 CL referred to SS | | | |
| | Week 2 CL referred to SS | | | |
| | Week 2 CL referred to SS | | | |
| | Week 1 SS  Skills Training monitored | | | |
| | Week 2 SS  Skills Training  monitored | | | |
| | Week 3 SS  Skills Training  monitored | | | |
| | Week 4 SS  Skills Training  monitored | | | |
| | Week 1 SS  Counselling  monitored | | | |
| | Week 2 SS  Counselling   monitored | | | |
| | Week 3 SS  Counselling  monitored | | | |
| | Week 4 SS  Counselling   monitored | | | |
| | Week 1 SS  Apprenticeship  monitored | | | |
| | Week 2 SS  Apprenticeship   monitored | | | |
| | Week 3 SS  Apprenticeship  monitored | | | |
| | Week 4 SS  Apprenticeship   monitored | | | |
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# Session: Analyzing Workplace Plans

## Handout 1: The Workplace Plan of a Carpentry Workshop in Comores

STORAGE

STORAGE

DRILL

SPINDLE-MOULDING MACHINE

ASSEMBLY

PLANING MACHINE

GLUING

CIRCULAR SAW

WELDING

DRAWING PLANS

SURFACE PLANING MACHINE

SHARPENING/ GRINDING ACTIVITIES

PAINTING

VARNISHING

ASSEMBLY

WOOD SHAPING MACHINE

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**Handout 2:  The Workplace Plan of a Carpentry Workshop in Burkina Faso**
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| | |
|---|---|
| ASSEMBLY AREA | |

PREPARATION
CLEANING
PAINTING AREA

SOLVENTS
PAINTS

PAINT STORAGE AREA

CIRCULAR
SAW

PAINTING
VARNISHING

WOOD STORAGE
AREA

WELDING AREA

COMPRESSER

ASSEMBLY AREA

EXHIBITION
HALL

SANDPLANING AREA

## Handout 3: The Workplace Plan of a Shoe Repair Workshop in Nouakchott (Mauritania).
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WINDOW

WC

WASH-BASINS

ELECTRIC GENERATOR

SEWING MACHINES

○ FIRE EXTINGUISHER

GLUING

ASSEMBLY

POLISHING MACHINES

GAS OIL ○

WASTE SHREDDING MACHINE

COURTYARD

STORAGE

OF WASTE

GLUING - ASSEMBLY

MANUAL WOOD CUTTING MACHINE

SHOP

**Session: Identifying operations children are involved in /tasks carried out by child workers - Group 1 Handout – Diagram of the Production of Rice**

**Plant**

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                    ┌─────────────────┐
                    │    HARVEST      │─────────────────┐
                    └─────────────────┘                 │
                            │                            │──────▶ RICE STRAW
                         SHEAVES                         │
                            ▼                            │
                    ┌─────────────────┐                 │
                    │    DRYING       │─────────────────┘
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                       HUMID PADDY
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                    │  NATURAL OR     │
                    │  ARTIFICIAL     │
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                            │
                        DRY PADDY
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                    ┌─────────────────┐
                    │ CLEANING, GRADING│────────────▶ WASTES
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                            │
                         PADDY ◀──────────────────────┐
                            ▼                          │
  ┌───────────────────┐    ┌─────────────────┐        │
  │ BRIEF COOKING     │───▶│ HUSKING & SIFTING│──────▶ CHAFF
  │ AND DEHYDRATION   │    └─────────────────┘──────▶ FLOUR OF BROWN
  └───────────────────┘            │                   RICE
                       HUSKED RICE & PADDY
                            ▼
                    ┌─────────────────┐
                    │   SEPERATION    │
                    └─────────────────┘
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      WHOLEMEAL RICE = HUSKED RICE = BROWN RICE
                            ▼
                    ┌─────────────────┐
                    │   BLEACHING     │──────────▶ FLOUR OF BLEACHED
                    └─────────────────┘            RICE
                            │
      BLEACHE RICE & RICE-BROKENS
                            ▼
                    ┌─────────────────┐
                    │    SIFTING      │──────────▶ RICE-BROKENS
                    └─────────────────┘
                            │
                      BLEACHED RICE
                            ▼
                    ┌─────────────────┐
                    │   VENTILATION   │──────────▶ FLOUR DUST
                    └─────────────────┘
  ┌───────────────────┐        │
  │ COOKING &         │◀───BLEACHED RICE
  │ DEHYDRATION       │
  └───────────────────┘
          │
          ▼
STEAMED RICE & PRE-COOKED RICE & BLEACHED RICE ◀     WHOLEMEAL RICE
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Source: Ministry of Cooperation and Development (France)

## Group 2 Handout – Standardized Symbols for Different Production Processes

### Standardized Symbols and Process Plans

| Standardized Symbols | Process Plan in a Carpenter's Workshop | Questions |
|---|---|---|
| ◯ **Manufacturing Process (manual or mechanical work: cutting, welding, assembling, painting, etc.** | Unloading planks | **What?** What materials are used? What is their weight per unit and overall? The number and pieces per load? Their form (length, width) |
| ▽ **Storage process** | Storing along walls or outside | **Who?** Who carries out the operations? Number and skills of workers |
| ⬡ **Transfer process** | Cutting on a circular saw | **Which way?** Which way are they taken? What distance are they transported? What obstacles need to be negotiated? |
| | Processing : planing, surfacing, mortizing | **How?** What is the safest and most suitable means of carrying out the operation? What equipment is used for lifting and securing the materials? |
| ▭ **Control Operation (quality, quantity) checking, manual or mechanized counting** | Varnishing, drying | **When?** What is the most appropriate time? as a function of: |
| **Temporary storing process or preparing stock for operation** | Assembly | • the frequency of the operations<br>• the time needed to carry them out |
| | Storage (along walls, in alleys) | |
| | Sending off | |

International Labour Office – © 1993

## Group 3 Handout - Sequence of Daily Tasks Carried out by a Child Domestic Worker

In child labour situations where there is no production process per se, the child carries out a series of tasks  (e.g. a child domestic worker) or is involved in 2 or 3 simple operations (e.g. delivery boy, street vendor, brick breakers).  In such cases it is useful to consider the series of tasks that the child carries out during a normal working day.

For example for a child domestic worker, it may be:

- preparing breakfast for the family;

- getting the children ready for school;

- taking the children to school;

- doing the washing up from breakfast;

- making the beds;

- fetching water;

- doing the shopping;

- preparing lunch;

- collecting the children from school;

- serving lunch;

- taking the children back to school;

- doing the washing up from lunch;

- cleaning the house;

- washing clothes;

- collecting the children from school;

- fetching more water;

- preparing and serving the evening meal;

- washing up.

**Group 4 Handout 1– Cultural Calendar of the Main Farm Crops, Madagascar**

| PRODUCTION | O | N | D | J | F | M | A | M | J | J | A | S |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Irrigated Cotton | | | | | | | | | | | | |
| Rainwater Cotton | | | | | | | | | | | | |
| Groundnut | | | | | | | | | | | | |
| Cassava | | | | | | | | | | | | |
| Maize | | | | | | | | | | | | |
| Sweet potatoes | | | | | | | | | | | | |

| | | | | |
|---|---|---|---|---|
| ▦ | **Preparing the soil** | | ▦ | **Upkeep** |
| ▦ | **Sowing** | | ▦ | **Spraying insecticides** |
| ▦ | **Irrigation** | | ▦ | **Harvesting** |

## Group 4 Handout 2– Cotton production in Koudougou, Burkina Faso

| Activities | Calendar | Time required | Workforce required | Tools, machines and products used | Observations |
|---|---|---|---|---|---|
| 1. Clearing the field | April | 5-10 days | Men, women, children | Pitchfork, machete, rake | Time required depends on the condition of the field; women gather and burn old stalks |
| 2. Ploughing, harrowing | May - June | 3-5 days | Men, children | Plough, harrow | When these activities begin depends on the rainfall |
| 3. Sowing | May - June | 1-2 days | Men, women, children | Sower | |
| 4. First application of fertilizer and weeding | June | 1-2 days | Men, women, children | Fertilizer NPK; containers;  by hand and with a hoe | Weeding done by children; application of fertilizer 15 days after sowing |
| 5. Second application of fertilizer | June – July | 1 day | Men, women, children | Fertilizer NPK | 15 days after the first application |
| 6. Weeding | July | 1 day | Men, women, children | By hand | |
| 7. Third application of fertilizer NPK and weeding | July | 3-7 days | Men, women, children | By hand; with a hoe; containers | |
| 8. Treatments | July | 1 day | Men | Crop duster | Several treatments, 5 to 10 days after the previous one; 45 days after the first sowing |
| 9. Collecting and transport | October – July | 1 month | Men, women, children | By hand; baskets, bags, carts | Timing depends on time taken to ripen and the workforce available; |
| 10. Sorting and storage | October - January | 1 month | Men, women, children | By hand; silo | |
| 11. Weighing; trade | | | Men only | | Sold to SOFITEX Women sell the last batches for spinning |

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# Session: Observation Guides and Report Forms

# Handout: Observation Guides and Report Forms

**Observation Guide and Summary Report Form (1)**

Labour inspectorate:                                        Date of inspection:

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### I. DATA CONCERNING THE ENTERPRISE

❖  Name of the enterprise:                    Type of enterprise (1):

❖  Address (2):                                        Telephone:

❖  Activity/ies:                                        Number of staff:

❖  Other establishments which are part of the enterprise:

❖  Name of the head of the enterprise:

❖  Name and capacity of other contacts:

    🗩  Technical managers:
    🗩  Head of personnel:
    🗩  Responsible for safety:
    🗩  Workers' representatives:

## II. DATA CONCERNING THE WORKERS

| Number of Workers | CHILDREN | | ADULTS | | TOTAL | OBSERVATIONS |
|---|---|---|---|---|---|---|
| | BOY | GIRL | M | F | | |
| Permanent | | | | | | |
| Seasonal | | | | | | |
| Daily | | | | | | |
| Intermittent, casual | | | | | | |
| Apprentices | | | | | | |
| Family workers | | | | | | |
| Self-employed workers | | | | | | |
| Other type of workers | | | | | | |
| **TOTAL** | | | | | | |
| Declared, registered | | | | | | |
| In an illegal situation | | | | | | |
| Manual workers, apprentices | | | | | | |
| Unskilled wage-earners | | | | | | |
| Salaried employees | | | | | | |
| Technicians, foremen | | | | | | |
| Engineering, Managerial staff | | | | | | |

**Observation Guide and Summary Report Form (2)**

Name of enterprise:                  No. Child workers:                  No. Adult workers:

| III. WORKING ENVIRONMENT | EXPOSED CHILDREN | EXPOSED ADULTS | COMMENTS AND RISK ASSESSMENT |
|---|---|---|---|
| **1.**     <u>**Natural environment**</u><br>1.1     Arduous climatic conditions<br>1.2     Dangerous animals<br>1.3     Risk of disease and infection<br>1.4     Long, arduous, dangerous journeys<br>1.5     Dangerous environment | | | |
| **2.**     <u>**Location and working premises**</u><br>2.1     Dirty, badly maintained<br>2.2     Dangerous walls, roof, flooring<br>2.3     Dangerous traffic<br>2.4     Falls from a height | | | |
| **3.**     <u>**Environmental conditions at work**</u><br>3.1     Excessive heat, humidity<br>3.2     Cold, draughts<br>3.3     Insufficient ventilation<br>3.4     Dust, gases, smells<br>3.5     Noise, vibration<br>3.6     Inappropriate lighting<br>3.7     Night work<br>3.8     Heavy loads | | | |

| | | | | |
|---|---|---|---|---|
| 4 | **Tools, machines, vehicles** | | | |
| 4.1 | Inappropriate hand tools | | | |
| 4.2 | Hazardous machines | | | |
| 4.3 | Tractors | | | |
| 4.4 | Vehicles | | | |
| 4.5 | Transport vehicles | | | |
| 4.6 | Hoisting machines | | | |
| 5 | **Materials and products** | | | |
| 5.1 | Hazardous raw materials | | | |
| 5.2 | Pesticides and fertilizers | | | |
| 5.3 | Paints, varnishes, solvents | | | |
| 5.4 | Acids | | | |
| 5.5 | Explosives | | | |
| 5.6 | Other hazardous products | | | |
| **6.** | **Psychological hazards** | | | |
| 6.1 | Violence, striking, beating | | | |
| 6.2 | Verbal abuse, threats | | | |
| 6.3 | Sexual abuse, harassment | | | |
| 6.4 | Isolation | | | |
| **7.** | **Protection** | | | |
| 7.1 | Social security | | | |
| 7.2 | Fire protection, warning, escape | | | |
| 7.3 | Medical kit | | | |
| 7.4 | Physical & financial access to care | | | |
| 7.5 | Worker representatives | | | |

| | | | | |
|---|---|---|---|---|
| **8.** | **Installations and processes** | | | 54 |
| 8.1 | Welding, grinding, polishing | | | |
| 8.2 | Heating systems, pressure vessels | | | |
| 8.3 | Ovens, drying systems, cold rooms | | | |
| 8.4 | Silos, tanks, basins | | | |
| 8.5 | Other hazardous methods of storing | | | |
| 8.6 | Other hazardous processes | | | |
| 8.7 | Risk of explosion | | | |
| 8.8 | Risk of fire | | | |
| 8.9 | Electrical hazards | | | |
| **9.** | **Physical burden** | | | |
| 9.1 | Arduous work | | | |
| 9.2 | Bending, crouching or kneeling | | | |
| 9.3 | Prolonged periods standing | | | |
| 9.4 | Inappropriate seating | | | |
| 9.5 | Frequent movement about the workplace | | | |
| 9.6 | Carrying heavy loads | | | |
| 9.7 | Arduous rhythm and pace of work | | | |
| 9.8 | Monotonous, repetitive work | | | |
| 9.9 | Visual constraints | | | |

| 10. | **Personal equipment, hygiene** | | | |
|-----|---------------------------------|---|---|---|
| 10.1 | Inappropriate clothing, shoes | | | |
| 10.2 | Insufficient personal protection | | | |
| 10.3 | No drinking water | | | |
| 10.4 | No water for washing | | | |
| 10.4 | No canteen or eating place | | | |
| 10.6 | No changing rooms | | | |
| 10.7 | No toilet or separate toilet for males and females | | | |
| 10.8 | Bad housing conditions | | | |

**Observation Guide and Summary Report Form (4)**

Name of enterprise:                Child workers:                Adults employed:

| IV. WORKING HOURS | CHILDREN | | ADULTS | | COMMENTS |
|---|---|---|---|---|---|
| | BOY | GIRL | M | F | |
| **1. Daily working**        - 5h/day<br>**Hours:**  5-8h/day<br>         + 8h/day<br>**2. Weekly working**      - 40h/wk<br> **Hours:** 40-49h/wk<br>          50-59h/wk<br>          60 + hours/wk<br>**3. Night work:**<br>**4. Shift work:**        2 x 8<br>                3 x 8<br>other systems<br>**5. Daily breaks:**        <30 min/day<br>              >30min/day<br>**6. Weekly rest periods:** <24h<br>                  >24h<br>**7. Paid leave:**   < 12 days/year<br>              > 12 days/year<br>**8. Public holidays not worked**<br>     **but paid:**  <6 days/year<br>                >6 days/year | | | | | Daily timetable<br><br><br>TOTAL: hours/day<br>Weekly timetable<br><br><br>TOTAL: days/week<br><br><br><br>Overtime hours<br><br><br><br><br><br>Method of calculating<br>leave entitlements<br><br>Method of remunerating public holidays: |

| Additional information: | In the case of work in alternate or rotating shifts, indicate: |
|---|---|
| In the case of night work, indicate: | timetable of shifts: |
| timetable: | rotation of shifts: |
| frequency: | workers concerned (age, sex): |
| workers concerned (age, sex): | reasons for shift work: |
| reasons for night work: | compensation: |
| Compensation | |
| | **Means of controlling hours worked:** |
| | posting notices (in what language?): |
| | transmission to labour inspector: |
| | files or time-sheets: |

**Observation Guide and Summary Report Form (5)**

Name of enterprise:    Child workers:    Adults employed:

| V. REMUNERATION | CHILDREN | | ADULTS | | TOTAL | OBSERVATIONS |
|---|---|---|---|---|---|---|
| | B | G | M | F | | |
| **1. Remuneration systems** | | | | | | |
| on time basis (1) | | | | | | |
| by the task (2) | | | | | | |
| paid occasionally (3) | | | | | | |
| not paid in cash | | | | | | |
| paid in kind (4) | | | | | | |
| paid below minimum rates | | | | | | |
| **2. Level of remuneration** | | | | | | |
| minimum | | | | | | |
| average | | | | | | |
| maximum | | | | | | |
| statutory minimum (or set by collective agreement) | | | | | | |
| **3. Average remuneration per category** | | | | | | |
| apprentices | | | | | | |
| unskilled wage-earners, | | | | | | |
| salaried employees | | | | | | |
| skilled wage-earners, | | | | | | |
| salaried employees | | | | | | |
| technicians, foremen | | | | | | |
| engineers and managerial staff | | | | | | |

| VI. EMPLOYMENT RELATIONSHIP | | | | | | |
|---|---|---|---|---|---|---|
| | | | | | | 59 |
| **1. <u>Constraints, discrimination</u>** | | | | | | |
| – under debt bondage<br><br>– dependent on intermediaries<br><br>– under threat and violence<br><br>– sexual discrimination<br><br>– other types | | | | | | |
| 2. Collective relations<br><br>– isolated workers<br><br>– workers without recourse<br><br>– no freedom of association<br><br>– no representatives<br><br>– no bargaining | | | | | | |

**Decision-making Guide**

**Evaluation: A suggested format for reviewing the options**

| 1. How serious? | Yes | No | ? | Comments – What? Why? How? Who? When? |
|---|---|---|---|---|
| A police matter?<br><br>Hazardous to adults?<br><br>Clearly harmful to children?<br><br>Risk of psychological abuse?<br><br>High risk to health and/or safety?<br><br>Is immediate removal of children required for their safety?<br><br>Can the working conditions be improved so that there are no hazards<br><br>If so, how?<br><br>New or long established problem?<br><br>Trade unions will support action?<br><br>Employers will support action? | | | | |

| 2. The Wider Context | Yes | No | ? | Comments – What? Why? How? Who? When? |
|---|---|---|---|---|
| Is employment status known? | | | | |
| Is employer known? | | | | |
| Is law contravened? – if so how? | | | | |
| Has employer been warned? | | | | |
| Is there community monitoring? | | | | |
| Is employer cooperative? | | | | |
| If not, why is s/he resistant? | | | | |
| Fear of sectoral/local competition? | | | | |
| Can this be countered? | | | | |
| Local education available? | | | | |
| Vocational training? | | | | |
| Part time release negotiable? | | | | |
| Removal of youngest children first negotiable? | | | | |
| Social support available? | | | | |
| Is education authority cooperative? | | | | |

| 3. Options | For | Against | Recommendation | | |
|---|---|---|---|---|---|
| | | | **Yes** | **No** | **?** |
| Negotiate progressive<br><br>   1) reduction of risk<br><br>   2) removal of children?<br><br>Can this be checked? When?<br><br>Advise/persuade employer to explore means of complying<br><br>What other options?<br><br>   1)<br><br>   2)<br><br>   3)<br><br>   4) | | | | | |

| 4. Impact and likely success of proposed action(s) | Yes | No | ? | Comments/Reasons –Why? What? When? How? |
|---|---|---|---|---|
| Legal position clear? | | | | |
| Enforcement action likely to succeed? | | | | |
| Economic impact of forcing discharge of children? | | | | |
| Social impact of discharge? | | | | |
| Is negotiated agreement likely to succeed? | | | | |
| Is employer likely to improve conditions? | | | | |
| Is community likely to support action? | | | | |
| If not, is persuasion possible? | | | | |
| Are trade unions supportive? | | | | |
| Political implications? | | | | |

# Session: General Principles of Interviewing Children. Employers & Other Actors

**Presentation Handout: General Principles of Interviewing Children. Employers & Other Actors**

The success of interviewing for the collection of information depends on the role played by those involved in collecting information. You, as a child labour monitor, will play the role of the interviewer and it is important that you know what is expected. This presentation gives a summary of some important points to be observed and kept in mind when conducting interviews with children, their employers and other actors.

## The Role of the Monitor

Most of the child labour monitoring information will be obtained from the children themselves. As such, the success of child labour monitoring process will depend on how the monitor conducts himself/herself during the interviews.

The responsibility of the monitors includes:

a) Identifying the providers of information i.e. respondents or interviewees;
b) Conducting the interviews;
c) Filling in the various questionnaires/tools;
d) Checking the completed questionnaire to ensure that all questions were asked and responses were neatly and legibly recorded;
e) Returning to the respondents for appointments or to finish uncompleted interviews;
f) Reporting to the local CLM Coordinating Group;
g) Preparing briefing notes for the supervisor on problems encountered; and
h) Forwarding to the supervisors all completed questionnaires.

## Gaining Access to the Respondent

One of the main tasks is to establish rapport with the respondent. The first duty of the monitor is to influence the willingness of the respondents to co-operate. The monitor should begin by introducing himself/herself. Then he/she introduces the subject matter to the respondent and requests for some time for an interview. The monitor should be ready to inform the interviewee of the purpose for which information is being sought and any benefits to the individual and the community.

The monitor should make sure that his/her appearance is neat and his/her manners are friendly during the introduction. **The first impression determines everything else.**

Regarding entry into workplaces, it helps for the monitor to seek prior appointment with the management. In the event that the management/owners are unwilling to provide the information needed, an informed respondent such as a trade union representative may be approached to serve the role of the respondent.

Note: This process should become easier in subsequent interviews as the monitor and the respondent become familiar.

**Confidentiality**

The monitor should always stress the confidentiality of responses obtained.  If the respondent is hesitant about responding to the interview or asks what the information will be used for, explain how the information will be used and stress that such information will be treated in confidence.  The interview should not be conducted in the presence of visitors or other respondents, unless the respondent so requests.

**Neutrality**

It is extremely important that the monitor remains absolutely neutral towards the subject matter of the interview.  Thus he/she should not show surprise, approval or disapproval of the respondent's answer in any way.

**Probes**

The monitor should phrase the question as it appears on the questionnaire/tool.  If the monitor realizes that an answer is not consistent with other responses, then he/she should seek clarification through asking indirect questions or some additional questions.  This is called probing.  However, probes must be worded so that they are neutral and do not lead the respondent in a particular direction.  In probing, it should be ensured that the meaning of the original question is not changed.  Sometimes the respondent may be evasive and give an unsatisfactory answer even after probing.  It is safer to skip the question and come back to it later rather than pester the respondent.

**Recording Answers**

The right questionnaire/monitoring tool should be used during the interviews.  The questionnaires/tools should be used to ask questions preferably following the order the questions are listed.  Answers should be recorded in the correct space provided in the questionnaire.  Taking answers in a notebook for transferring to the questionnaire should not be relied on or practiced.  What the respondents say is what should be recorded and not the interpretation of the monitor or his/her feelings.  If a respondent gives an answer that contradicts an earlier response, a confirmation of the true position should be done through probing.

A ballpoint pen should be used to record answers.  The letters and figures recorded must be legible and each digit must be in its right place to avoid confusion or errors during editing and data entry.  As far as possible, answers should be recorded in capital letters, i.e. the upper case.

**Monitor's Review of the Questionnaire/tool**

Before leaving the respondent, the monitor must check over the questionnaire carefully to see that all the answers are complete. In some cases, it may be necessary to revisit the questions that had not been satisfactorily answered.

**Call-back and Appointments Procedures**

For the monitoring exercise to achieve it intended purpose, visits should be made without prior knowledge by the respondent, i.e. surprise monitoring visits. It may, however, become necessary to make appropriate arrangements with owner/managers of workplaces. However, occasions and needs may arise for further visits especially when those concerned are busy or absent. Appointments should never be forced on respondents and punctuality must be observed for appointments made.

**Language and Translation**

It is important to interview the respondent in the language in which she/he feels most comfortable. If the respondent can only speak a language or dialect the monitor does not understand, translation is necessary. In translating from other languages, the meaning of the original question should be retained. As far as possible, the respondent should choose the translator who he/she prefers and trusts.

**Reluctant Respondents**

It is expected that actual refusals will be rare, reluctant respondents must be addressed in a pleasant and tactful manner and eventually co-operation should be gained. It is always important to be honest in approach and inform the respondent the time you will take. If the respondent does not have time, an appointment to return a visit should be made.

In the event that a respondent is unwilling to cooperate in spite of the monitor's best effort, the monitor should the refusal fact accordingly. The monitor must not attempt to replace an unwilling respondent with a more compliant one, especially if selection had been done on the basis of random sampling.

**Ending an Interview**

After completing the interview, the monitor should thank the respondent for his/her time and co-operation. He/she should inform the respondent that a follow-up mission will take place in the near future. Even if the respondent is very friendly, over-staying the welcome extended should be avoided.

**Collecting Additional Information**

It is not possible to collect all information, data and experiences using the questionnaire/tools. The monitor should record additional responses and observations either in a separate notebook or on the back of the questionnaire.

*Source: COMAGRI Training Guide for DCLCs*

**Interviewing Other Actors**

During their workplace visits, monitors should not only interview child workers, but also other key individuals, including:

- Parents
- Employers
- Co-workers
- Worker representatives
- The workplace doctor or nurse

The aim of these interviews is to collect information about the kinds of work children are doing, their assessment of the risks children are exposed to and to compare information obtained from them with that obtained from the children themselves. The golden rule is confidentiality: monitors must not disclose any of the information gained during their interviews with the working children. The monitor must find a way to present their observations and questions as theirs and not as those of the children.

To make an effective evaluation of the overall situation of the individual child, monitors will visit other places where the child workers they interviewed go and question the key actors. This will include visits to:

- **Education and training centres** (formal and informal schools, learning centres). If the child workers also attend school, monitors will be able to obtain information about their attendance rates, performance, any difficulties they have integrating, problems paying school fees, the compatibility of school hours and working hours, etc…;

- **The child's home** (family home, institutions, welcome centres, house of the employer). Monitors will find out information about their living conditions, basic comforts, nutrition, hygiene, medical care, quality and kind of relationships, how they are treated, etc…;

- **Social service centres** (NGOs, health centres, other associations). If the child is receiving some kind of social assistance, monitors will find out what is being done to help them, how it actually helps them, the effectiveness of the service, since when and for how much longer they will be receiving help/protection,

*Source: Derrien*

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*Source: Derrien Training Guide*

# Session: Interviewing Children: Ethical Considerations and Climate Setting

**Presentation Handout: Ethics and Climate Setting – An Introduction**

When interviewing children it is important to remember that it is not the child who is violating the law, rather, it is the child's employer. The child labour monitor should see her/himself as asking a favour from the child, not the other way around, and the child must therefore be looked upon as a partner exploring a particular situation. In this way the child can perhaps see the benefits of participating in the interview rather than it being the monitor who "demands" cooperation and may intimidate the child labourer. If the child agrees to an interview, s/he is asked to recount aspects of her or his experience – both in the work environment and outside. In that the monitor is asking the child's help in understanding the situation, the interviewer has to be sensitive to the child's emotional state, aware of the consequences of the questioning and must respect the child's right to speak or to keep silent. For satisfactory results, the interviewer should also create the right physical and psychological climate. The physical climate may be unhelpful with a noisy machine nearby, people moving around, a child sitting on the floor with the interviewer standing and so on. Ideally, therefore, an interview should take place out of sight and earshot of superiors, or even peers if they appear unfriendly. But the advantages of setting the interview while the child is working or within the workplace has to be weighed against its disadvantages and the feasibility of making any choice. It must also be kept in mind that if the child is kept off the job for too long, this may subsequently entail sanctions by the boss, unless the intention is clearly to take the child out of the workplace straight away.

The psychological climate will be determined by whether conditions are such as to make the child feel comfortable and safe, or suspicious and anxious about being scolded, judged, ridiculed, subsequently victimized be the boss, or reported to the authorities. The child may appear neutral with no clear positive or negative feelings, or distant and uncaring, or friendly, warm, welcoming and willing to talk, or hostile and uncooperative. The interviewer should therefore try to choose a convenient time during a break or lunch hour, remembering that time away from work will otherwise affect the child's output and therefore cost the child money. Whatever the child's reaction, the interviewer must try to create a non-threatening atmosphere, adopt an empathetic and caring approach and encourage the child to talk by asking open questions. Most of all, monitors must genuinely <u>listen</u> to what the child is saying, but should also know when to stop if the child's memories and experiences are too intense or painful.

*Source: Handbook for labour inspectors*

**Sample 'Interviewing Children: Ethical Considerations' Checklist**

- Tell the child being interviewed what you are there for and how the information they are gathering will be used;

- Be sensitive to where the child is emotionally at any given time before, during, and after the interview;

- Be deeply aware of the consequences of your questioning, be constantly aware of what the child has to go through to give an answer, especially if in the process the child has to relive a painful experience, admit resentment for a person or situation, or accept the utter hopelessness of being caught up in the complexity of poverty and work;

- Respect the child's right to speak (what is said, how it is said, how much is said);

- Most importantly, respect the child's right **not** to speak, to refuse to answer a question: because s/he cannot or because the answer is too painful to express.

- Take all the time necessary. Interviews with children are likely to take longer than those with adults. Small talk, play, recurrent visits, patience and time are some of the major ingredients needed to obtain reliable data from children on delicate issues as family background or illegitimate child labour activities;

- Assurances of confidentiality must be given and observed.

*Sources: Handbook for LI, Derrien Training Guide and RA manual.*

**Sample Interviewing Children: Setting the Climate Checklist**

**Creating a conducive physical climate:**

- To the extent possible, conduct interviews in a neutral setting, and preferably in a place where children feel safe and comfortable. Monitors should ask children where they would prefer to talk and whether they would like anyone else to be present, for example a sibling or a friend;

- Try to conduct the interview out of sight and earshot of employers, peers and others who may influence the way in which the child acts and responds to the questions;

- Tell the child that there is no need for him/her to stop working during the interview. They may well be paid by the amount they produce, and stopping work will mean losing money. Stopping work may also cause problems with their boss;

- Be on the same level as the child – if he/she is sitting on the floor, sit down beside him/her;

- If the child moves around whilst working, accompany him/her, for example, if the child is selling flowers on the streets, walk alongside him/her.

**Creating a conducive psychological climate:**

- Treat each child as an individual person, with rights to be respected;

- Start the interview with small talk to make the child feel at ease. Starting with conversations about music, films, athletes, and pop stars can help the child to feel relaxed and be more willing to share other information with you;

- Build trust by maintaining a warm, friendly and caring approach;

- Listen, genuinely listen. Listen for the expressed and unexpressed. Listen for meanings behind words. Listen to what is expressed through facial expressions, gestures and attitude;

- Phrase your questions in a simple way that the child will easily be able to understand;

- Encourage the child to talk by asking open-ended questions – do not repeatedly ask questions that the child does not grasp or understand;

- Know when to stop. Change the topic or switch conversation when emotions are too intense and probing further will inflict more pain on the child;

- Resist expressions of shock, sadness, frustration or any other emotions when listening to the information that a child has to offer; and

- Always maintain a positive attitude and a neutral expresssion when interacting with the child.

*Sources: Derrien, LI Sourcbook, RA manual*

### Presentation Handout: The Skill of Purposive Questioning

Purposive questioning requires being constantly aware of where the interview is going and why. Objectives must be set before the interview so that the interviewer does not get waylaid in his/her questioning, to find out at the end of the interview that the key points intended to be known from the child still remain unasked. Purposive means that there is a clear point of reference and a clear outcome. All questions lead to a certain conclusion, so they must build on each other until the picture is whole.

Purposive questioning involves four distinct skills:
- Asking the right questions
- Phrasing questions
- Rephrasing questions
- Evaluating answers

### 1. Asking the right questions

What is a '*right*' question? How does an interviewer know that a question is 'right'? Roughly defined, a 'right' question is one whose answer directly contributes to the goals of the interview. In other words, the 'right' question is a necessary question because it makes clearer the picture or outcome desired.

Also considered 'right' questions would be those that reveal things that will make the interviewer understand the context for the child's answers. For example, a question on the number of working siblings during an interview on the effects of work on children may have no obvious contributions but the answer is nevertheless important. It may give the interviewer an idea of how much of work on the family farm falls on this interviewee, the youngest child. This must be validated by other questions that will make this point clearer and clearer for the interviewer.

A question such as 'Can you tell me how you sew the strap to this bag?' indicates interest, and more often than not, the child feels important and is glad to have been asked. While this demonstration may not significantly advance your data-gathering, it gains the child's confidence and encourages him/her to talk.

### 2. Phrasing questions

In phrasing questions it is important to use simple vocabulary which is easily understood. Questions are usually of two types: open or closed. Closed questions are answerable by yes or no, while open questions give the child the opportunity to explain, describe or justify what they say. It is therefore generally preferable to use open questions.

Examples:

*Do you have a big family?*
*Are there many children in your family?*

These are closed questions. The answer is simply yes or no.

*Would you like to tell me about your family*

This is an attempt to let the child talk about his/her family, but it is a closed question.  If the child answers yes, the interviewer can look forward to some revelations, but suppose the answer is no, where does the interviewer go from there?  He/she would still have to ask another question, but he/she may have lost some good opportunities because the no answer which put a stop to that kind of question.

*I'd really like to know how big (small) your family is.  What is it like?*

This question has tremendous possibilities.  The answer can simply be a number, but the way it is phrased encourages other answers such as what relationships are like, whether relationships are good or not, whether all the family lives together, and so on.

The example above shows how important it is to phrase questions carefully.  The child's answers depend on how the questions are asked.  In fact, phrasing often determines whether the child will want to answer or not.

## 2. Rephrasing questions

If the child does not answer the question, the interviewer must rephrase the question (unless he/she is convinced that the child simply did no hear the question, in which case it can be repeated).

Example:

*Do you like working here?*

| If the answer is yes | If silence |
|---|---|
| Proceed with : | rephrase to : |
| *Why are you enjoying your work here?* <br> Or, *what about your work do you find enjoyable?* | *You don't seem to be* <br> *enjoying your work.* <br> *What aspects of your work* <br> *do you not find enjoyable?* |

If the child does not answer after rephrasing the question once or twice, the interviewer should move on to other questions.  If the question was really crucial, maybe try and rephrase the question later on in the interview, however the interviewer must remember not force a question whose answer the child can give only at the risk of great pain.

## 3. Evaluating answers

Not all answers yield the information the interviewer wants, in the quantity he/she wants.  Answers are also not always completely truthful nor complete.  They may be edited by the child for various reasons, for example, to please the interviewer by saying what he/she thinks the

interviewer wants to hear, or out of fear that what they reveal will be used against him/her (such as the child being reported to the employer or authorities), or in order to get on with the interview so he/she can return to work as the interview is slowing him/her down. It is important that the interviewer is sensitive to the unseen and unexpressed elements that form the backdrop of the interview.

Answers given must be validated within the interview context itself. In preparing interview questions, it is important to ask key questions in different ways and at different times during the interview to validate answers.

**4. Direct and semi-direct interviews**

**Direct Interviews**
**Advantages :**

- it is structured on the basis of questions defined and asked in a constant order : it facilitates rational data handling, by collecting the responses for each item ;
- it facilitates a quantification of responses, especially when it uses closed questions ;
- it provides the interview with a guide that gives him/her a sense of security, as he/she abides by the wording and order of the questions throughout the interview.


**Disadvantages :**

- it encourages passiveness in the interviewee, who will wait to be asked the questions until the list runs out. Moreover, there is a risk that the child will be placed in a teacher-pupil set-up, afraid of not being able to reply, of disappointing the interviewer ;
- it remains focused on informational content and is liable to ignore the actual relational experience : hesitations, silences or, on the other hand, further development of a response ;
- its structural rigidity demands a degree of attentiveness on the part of the interviewer, who may not be sensitive to non-verbal communication (thus depriving him/herself of important information material; the qualitative dimension of the information elements collected).

But above all, *it does not correspond to the dynamic* that we want to establish with the children. The purpose of the interview should not be to collect the maximum of data possible, but to encourage the child to express the situation he/she experiences, to listen to what he/she says whilst recognising the limitations of an interview, i.e. to recognise the child's right not to share painful experiences.

**Semi-direct Interviews**

**Disadvantages :**

- less security in conducting the interview : he/she will have to adapt the questions and their pace to the child ;
- possible frustration at the quantity and scope of data collected ;
- a lengthier process of post-interview decoding, due to the fact that the responses may have gone into greater depth, or that different levels of response to the same question will have to be sought in the interview as a whole.

**Advantages :**

- the possibility for the child to develop his responses, to go from one concern to another, to take the time to go deeper into an aspect of his experience that he wants to talk about ;
- establishment of the child's confidence by respecting and accepting what he says and what he

74

does not want to say, within the limits that he may need to protect him/herself against an often painful experience ;
- Receptiveness on the part of the interviewer, his presence being entirely devoted to listening to and understanding what the child says, with words and without.

Because what is being said by a working child is essential to her/him and to the interviewers, it is important to develop interview guides which, whilst not neglecting the need for information, will remain as open as possible to the child's freedom to express him/herself and to develop the aspects of his/her experience that are most meaningful in her/his eyes.

**Source : LI sourcebook, Derrien Training Guide.**

**General issues questions should cover**

(a) **The Work Situation** :

Work conditions
Tasks carried out by children
How they entered work
How they are treated by their employer and co-workers
Degree of satisfaction with their work
Whether they feel threatened or afraid due to their work or working environment
Their future hopes, expectations and dreams

**(b) The Family Situation :**

Where and with whom they live
If their salary helps the family, and if so, in what ways and how much it contributes towards the family's economic situation

**(c) Education :**

Whether they go to school or not
If they do where, when and what type of educational facility do they attend
If they do not, why don't they do go school ? did they ever go to school ? at what age did they leave school ?

Source: MERCOSUR guide

# Session: Analyzing Film Excerpts of Different Interview Scenarios

## Handout: 'Analyzing interviews' exercise questions

- Has a climate of trust been established? How? By what means? What are the visible signs that this climate has been established?
- Is the child active during the interview? Does he/she express him/herself with ease, does he/she develop his/her ideas? Or is he/she taciturn? Does he/she wait to be asked questions?
- What does he/she say and how does he/she say it?  Words, intonation, gestures, facial expressions, posture, etc.
- Are there any breakdowns in communication?  At what moment? For what reason?
- Does the interviewer develop an equal relationship or does he/she "talk down" to the child (use a condescending tone, childish language, etc.)?
- How well does the interviewer conduct the interview: does he/she give the child time to speak, does he/she try to steer the answers in a particular direction, does he/she encourage the child to fully express his/her thoughts and feelings?

# Session: Introduction to Risks and Hazards

**Presentation: Introduction to Risks and Hazards**

Your role as child labour monitors on occupational safety and health (OSH) is principally one of referral to appropriate persons/authorities, and not one of acting as advisers.

Nevertheless, a basic awareness of OSH problems is important to enable you as monitors to carry out your tasks and the purpose of the following sessions is to give you some basic knowledge and skills in this area.

**Hazardous child labour**

According to IPEC estimates, some 171 million children, aged 5-17, work in dangerous, hazardous conditions that could result in them being killed, or injured (often permanently) and/or made ill (often permanently). Work which results in children being killed, injured or made ill as a consequence of poor safety and health standards and working conditions/arrangements is called *hazardous child labour.*

Hazardous child labour is by far the largest category of *worst forms of child labour*. The aim is elimination of hazardous child labour with no child (defined as under 18 for this purpose) undertaking hazardous work (with very limited exemptions for young workers, aged 16-17).

An estimated 22,000 children are killed every year at work. No figures for child accidents or ill health due to work are currently available. But every year there are 270 million work accidents and 160 million cases of ill health due to work, and child labourers figure amongst these statistics.

**Strategies** for dealing with elimination of HCL are:

- *Prevention* is the long-term aim: - based upon identifying children at potential risk and stopping them from starting hazardous work, and from entering the workplace

- *Withdrawal* (and rehabilitation) of children already carrying out hazardous work is another central strategy: - by identifying those children in hazardous work; removing them from workplaces; and getting them into school and/or skills training. This is likely to provoke a lot of discussion, but ask participants to consider the option in their groups and come back with a considered view as to whether this is feasible

- *Protection* is based upon the reality that many children remain in the workplace in the short term, whilst prevention and withdrawal strategies are pursued, or because they have achieved the current minimum working age in their country (15-17 years). It is about improving OSH standards

# Session: Types of Hazard

**Presentation Handout : Types of hazards**

Working children are exposed to broadly the same hazards as adult workers. The main types of hazard include.

*Mechanical hazards*

Poorly designed and/or guarded machinery is a major cause of fatalities and accidents. Hazards from transport also cause many deaths and injuries.

*Physical hazards*

Workers face a wide range of physical hazards:

- noisy machinery, and noisy working environments such as intensive livestock houses
- excessive vibration from tractors, chainsaws and so on
- deaths and injuries from falls
- asphyxiation in grain silos, wells and so on
- solar radiation resulting in skin cancers
- extreme temperatures when working outside and in glass houses
- deaths and injuries from working with livestock

*Chemical hazards*

Chemicals such as pesticides and solvents can result in health hazards ranging from poisoning to long term effects on female and male reproduction, cancers and so on.

*Biological hazards*

Workers are at risk from a wide range of work related diseases and disorders. These range from diseases caught from birds and animals to asthma and other lung diseases from biologically contaminated dusts

*Ergonomic hazards*

These include hazards associated with the failure to make the job fit the worker and can cause permanent injuries and disablement. For example:

- badly designed machinery
- prolonged static working positions
- heavy lifting
- repetitive work
- unsuitable tools used by workers
- poor seating

*Psychosocial hazards*

These include problems that can cause ill health such as stress, low pay, sexual and other harassment, violence, harsh supervision.

*Work organisation hazards*

These include hazards that are caused by poor work organisation such as badly organised shift work and working hours, excessive overtime, lone working, lack of control over work.

*Environmental hazards*

Work can also create environmental hazards beyond the immediate workplace. For example, workers and their families, local communities, and the environment can become contaminated by pesticides in spray drift, polluted water and soil, as well as through consuming local crops, meat and fish containing pesticide residues. This additional exposure greatly increases the risks of ill health especially when this is linked to poor diet and malnutrition.


## How the workplace is organized

However, many fatal and non-fatal accidents and ill health arise, not from a specific cause (hazards) but from the way the work is organised (or more accurately, not properly organised), from what is referred to as *the 'system of work'.* A simple example of a system-of-work accident would be the incorrect use of a metal ladder. The ladder is in good condition, i.e. no rungs missing, but it is put up against a metal bin, and not fastened or stabilised on the ground. As the person climbs the ladder and their weight shifts, the unsecured metal ladder against the metal bin shifts sideways or the bottom of the ladder slips backwards, and the person falls to the ground and is injured. What was lacking here is an agreed set of instructions and training on how to do the job safely. In many instances, system of work accidents are by far the most common types of accidents or causes of ill health.

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- heavy lifting
- repetitive work
- unsuitable tools used by workers
- poor seating

*Psychosocial hazards*

These include problems that can cause ill health such as stress, low pay, sexual and other harassment, violence, harsh supervision.

**Handout: Common Causes of Accidents in Agriculture**

The most common causes of fatal and non-fatal accidents in agriculture are:

- cuts and wounds, for example, from knives, machetes, crop stubble, and plant stumps

- being struck by a moving vehicle, for example, a tractor, harvester, or forklift truck

- being trapped by something falling, collapsing, or overturning, for example, bales, crates, and shelving

- falls from a height - from working platforms, ladders, bales, and trees

- slips, trips or falls on the same level, including falling under moving vehicles or trailers

- contact with, or entanglement in, unguarded or poorly guarded machinery

- contact with electricity - due to defective fixed installations or portable tools, extension cables, plugs and so on - resulting in electrocution and/or burns

- asphyxiation in, for example, water, grain, or animal slurry

- injuries from farm animals, including being bitten, butted, gored, or trampled

- musculoskeletal injuries and disorders (aches, pains, sprains or strains), due to:

- handling, lifting and carrying heavy and/or awkward loads and tools

- repeated movements such as cutting crops resulting in repetitive strain injuries

- poorly designed tools and machinery

- vibration and jolting when working on tractors or other self-propelled machinery

- being bitten by snakes or other poisonous insects, and even attacks by wild animals

*Ill health/disease - immediate and long-term*

The most common examples of ill health and diseases are:

- death, diseases, work-related cancers, and reproductive and behavioural problems arising from exposure to pesticides and other agrochemicals

- diseases passed from animals to humans, such as rabies and bovine tuberculosis

- hearing damage/loss (including deafness) from noisy machinery

- crop and animal dusts, fibres, mists, fumes, gases and vapours, and micro-organisms can cause respiratory and/or skin or eye problems; agricultural workers are frequently affected by asthma at rates usually above national averages

- ill health caused by poor hygiene and welfare conditions, for example, lack of drinking water, washing and toilet facilities, and sub-standard accommodation

- thermal stress and fatigue caused by high temperatures, such as those in West Africa and in glasshouses; or by low temperatures when working outdoors, in poorly heated or unheated packing/processing areas, or in cold stores

- work-related stress

- violence at work

- sexual harassment

- long working hours, lack of days off, or inadequate rest periods
- risks form drugs, alcohol and tobacco
- risk of infection with HIV/AIDS

# Session: Why are Children more at Risk?

**Handout: Why Children are more at Risk**

Whilst children working in a given occupation/job are exposed to broadly the same hazards as adult workers, the risks of them having fatal or non-fatal accidents or suffering ill health are, however, much greater. Reasons include:

- Work may harm a child through the task itself, the tools used, the hours or conditions of work, or any other factor that affects her or his physical, mental, emotional, psychological, moral or spiritual development.

- Because of their process of growth and development, children are more susceptible to occupational hazards; and exposure to dust, chemicals and other substances, as well as physical strain, can cause irreversible damage to their growing bodies. Chronic physical strain on growing bones and joints causes stunting, spinal injury and other lifelong deformation.

- Even seemingly light work can be dangerous for children who are exhausted at the end of a long working day. Lack of maturity and experience may lead children to take or accept risks that their older colleagues would know to avoid. Machinery and tools deigned with adults in mind are unlikely to be adapted to the physical and mental capacities of younger workers. There may be other, less obvious but nonetheless debilitating effects on children at work that, at first sight, appears less evident, such as heatstroke incurred through long hours herding animals.

The particular anatomic functionality of children requires different standards, according to age. In terms of biological vulnerability, the following facts should be considered:

- Tissues and organs mature at different rates, therefore there is not a specific vulnerable age in general; it depends on the hazard and the degree of risk as at what age the child is most vulnerable

- The brain of the child at birth is not fully developed. The full number of neurones is reached around two years of age and myelinisation of the brain is not completed until adolescence; exposure to certain toxins in the workplace can hinder the process of maturation

- The gastro-intestinal, endocrine and reproductive systems and renal function are immature at birth and mature during childhood and adolescence, thus the elimination of hazardous agents is less efficient. Exposure to toxic substances in the workplace can hinder the process of maturation

- The enzyme system is immature in childhood, leading to less effective detoxification of hazardous substances

- A child's kidney is immature in some aspects as compared with an adult, leading to less effective elimination of toxic agents

- Most of the cells in the organs and tissues in children are smaller than in adults. Since they have a larger surface area; absorption of toxics through the skin is higher than in adults

- Children have a higher metabolic rate and oxygen consumption and therefore greater intake of air per unit of body weight; consequently, absorption of toxics through respiration is higher than in adults

- Children have greater energy consumption than adults. With increased energy requirements for growth come an increased susceptibility to toxins

- Sweat glands are not fully developed, and the thermo-regulatory system is not fully developed during childhood leading to increased sensitivity to heat and cold

- Children have deeper and more frequent breathing, leading to more respiratory absorption of toxics

- The volume of air passing through the lungs of the resting infant is twice that of the resting adult (per unit of body weight) over the same time period. The same applies to alveolar capillary absorption. This will slowly change during childhood and adolescence. This also can lead to more respiratory absorption of toxics

- Young children have greater energy and fluid requirements per unit of body weight than adults. The reason is that they lose more water per kilogram of body weight through the lungs, due to the greater passage of air through them, through the skin (larger surface area) and through the kidneys (inability to concentrate urine). They are more likely to dehydrate

- The area of a child's skin is 2.5 times greater than that of an adult (per unit body weight). Skin structure is only fully developed after puberty. This can lead to increased skin absorption

- Children have thinner skin, again leading to an increased absorption through the skin

- Metals are retained in the brain more readily in childhood than in adulthood and absorption is greater (lead and methyl mercury)

- Children are psychologically immature, are prone to risk-taking behaviours, are not experienced at work and so are unable to make informed judgements

- Children want to perform well; so they are willing to go the extra mile without realizing the impact of hazards

- Children learn wrong health and safety behaviour from adults, are not trained on hazards or safety, and often there is inadequate supervision. In terms of organisation and rights, they are powerless.

# Session: Risk Prevention and Control

**Presentation Handout : Risk Prevention and Control**

Safety and health protection is based upon the reality that many children remain in the workplace in the short term:

- whilst prevention and withdrawal strategies are pursued, or

- because they have achieved the current minimum working age in their country (15-17 years)

These children remain at risk. So, there is a need to protect them whilst at work by improving occupational safety and health (OS&H) and working conditions and arrangements in the workplace. The basis for improving OS&H standards and protection is by strengthening *risk management* in the undertaking. The process is commonly called *risk assessment* and has three stages:

1. Identifying the **hazard** which we can define as:

   "the potential to cause harm" - which can include such things as transport, machinery, long hours, chemicals, tools, and processes

2. Assessing or evaluating the **risk** which we can define as:

   "the likelihood that the harm from a particular hazard is realised." As we have already seen, the risks for children are often greater

3. Adopting **prevention** and **control** measures to ensure the safety and health of workers, and ensuring compliance with health and safety standards.

**Your role as a monitor on dealing with OSH problems and children**

In terms of identifying hazards, and assessing risks, some hazards and the risks arising from them are obvious, e.g. an unguarded machine, open-sided platforms without guardrails, uninsulated electric wires etc.

However, many hazards and the risk as rising from there are not obvious, or solutions for dealing with them are not straightforward and/or without cost implications, and appropriate knowledge and skills are needed to advise and deal with them. We stated you are not being trained as health & safety advisers, so you are not expected to have such skills. Your job in this instance is to know to how and whom to refer the OSH problems for further action.

# Session: Risk Prevention and Control

## Handout: Recommendations for Improving Working Conditions when Removing Children from Work is not Immediately Possible

(ILO/IPEC COMAGRI Project, 2004, "Towards Combating Child Labour in Commercial Agriculture: A Training Guide for District Child Labour Committees, pp. 28-30)

The following recommendations are guidelines for improving working conditions when removing children from work is not immediately possible.

### (a) Employers

- Where possible, do not engage children in agricultural employment and discourage parents from bringing them to work. Exposure of children working in 'hidden' conditions and prohibition of child labourers accompanying parents to work should be discouraged.
- Ensure that very young children (below the age of 12) are not employed under any circumstances and always verify their age using birth certificates.
- Limit hours of work to not more than 4 hours a day and not more than 5 days a week.
- Ensure that children have rest periods, lunch breaks and weekly-offs.
- Prohibit overtime and night work for children.
- Children must have annual paid holiday of at least 2 consecutive weeks or equal to that of adult workers.
- Ensure collective labour agreements and application of these agreements to child workers.
- Enforce practice of the principle of equal pay for work for both adult as well as child workers.
- Adopt satisfactory standards of health and safety.
- Eliminate practices that are injurious to health and/or unsuitable for children.
- Children should not be involved in tasks where they have to lift heavy weights/loads.
- Children should not be allowed to handle pesticides or other toxic chemical substances.
- Where possible use non-toxic substances.
- Children should be adequately trained in occupational health and safety measures and be supplied with protective clothing for work if they have to work at all.
- Promote awareness among all workers, of safety issues in the workplace particularly as concerns child labourers who have not yet been removed.
- Ensure that children do not use machinery at all. Employers should also ensure that machinery is modified so that it does not pose a danger to children and that workers receive adequate training in use and care of machinery.
- Maintenance of equipment used. Occasional tests on equipment should be conducted to verify proper performance.
- Improvement and updating spraying equipment so that it is safer and more efficient. This will also decrease spending on pesticides as poor equipment often means that pesticides cannot be applied properly and are therefore wasted.
- Ensure that there is proper storage of utensils containing chemicals.
- Proper disposal of containers should be encouraged so that they are not reused for storing food or water.
- Avoid spills in mixing areas (including on self). Ensure prompt, proper clean-ups of protective clothing when spills do occur.
- Ensure that there are approved cleaning facilities and employees are aware of procedures for dealing with spills.

- All dangerous substances must be labelled.
- Non-use of banned substances and limited use of restricted substances should be enforced.
- Identify and eliminate unsafe acts and conditions.
- Carry out regular check-ups for early detection of infection and/or diseases and other adverse effects from chemical exposure.
- Provide first aid services on site.
- Provide safe drinking water, toilets or latrines and garbage bins for sanitary disposal of waste.
- Harassment of children should not be tolerated; in particular sexual harassment of young girls should be dealt with severely.
- Provide for day-care centres for workers' children and support for establishment of schools within walking distance.
- Consulting with child workers on how work affects them, on the hazards they face and how these can be redressed.
- Where codes of conduct have been developed, ensure they are implemented.

**(b) Parents**

- Parents should always leave children in the care of trustworthy and responsible adults when they go to work on the farms.
- If children must accompany a parent, he/she should ensure that they are well protected from harmful substances.
- Allow children to attend school even in the harvest season, instead of working on farms.
- Speak to trade union leaders about the hazards that are faced at work, particularly if this is in the commercial agricultural sector.
- If children work, parents should speak to them about what happens to them at work. They should be encouraged to tell parents about how they spend the day at work and how they feel about it.
- Parents should participate in community sensitisation and mobilisation to eradicate child labour.
- Parents must ensure that chemicals are dealt with or handled according to the health and safety instructions.

**(c) Children**

- Encourage them to discuss with their parents, any problems they encounter at work.
- If they are the primary care providers and have to work, they should try to find time for school as well.
- Ensure that they obey and respect all health and safety rules at work. This includes using any protective equipment provided for their safety.

**Presentation Handout: Referral and Prevention**

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

Action taken during the monitoring visit may include:

- identifying children in hazardous work or in needs of immediate assistance

- removing them from workplaces, and/or

- referring them into school and/or other services

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

**Referral**

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

**Immediate removal of the child labourer**

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

This process could include the following action and steps:

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

- Accompany the child home

- Accompany the child to school or other service site

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

This process may include:

- Explaining to the child what is happening and why

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

- Discussing and agreeing on the withdrawal with the employer

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

- Accompany the child home to provide counselling to parents

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

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

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

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

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

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

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

**Referral through multi-skilled monitoring teams**

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

In the context of multi-skilled monitoring teams child labourers who have been identified through the monitoring visit should be recorded and a withdrawal process applied in which the children's status and identifier information is verified. Depending on the situation and availability of the

monitoring team member, either the child is escorted to his/her residence or asked to go home. The referral process would include the immediate transfer of the information concerning the child to the agreed clearance house or base unit for the monitoring to coordinate action for the child to be enrolled to schools or other services.

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

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

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

### Referral in rural and informal economy CLM

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

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

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

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

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

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

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

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

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

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

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

- Decisions made with the family/employer

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

- Arrangements for schooling

- Arrangement for other services

- Agreements on follow up

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

. **Prevention**

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

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

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

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

# Session: The Criteria, Process and Authority for Withdrawal of Child Labourers from the Workplace

## Handout: Sample Criteria for Referral

### 1. Objective of the Referral system

The CLM referral system aims to ensure that after the initial identification of a child labourer through CLM process working in (or at the risk of) unacceptable working condition measures are taken to remove the child from work and to:

a) provide the child with alternative services such as schooling or/and skills development with the aim of removing the child from work
b) ensure that in the case that the child is legal work age S/he will not be exposed to hazardous work
c) in view of the urgency of the situation withdraw the child physically from the workplace (conditions such as prostitution, bonded labour etc.)

### 2. The outline of the referral system

- Key service provides participating in the referral (listing of services)
- Key operating principles (How does referral take place in different situations? Who can be contacted, when, what is the process by which services to children will be accessed and how will this process be followed up! )
- Key criteria for activating referral (When will removal – withdrawal take place?)

### 3. The criteria

The criteria for referral differs based on the scope and focus of the CLM process and needs to be adjusted to the special situation at hand. In essence the three different types of situation presented in the objectives of the referral system all require their own criteria:

Basic criteria for referral

Referral should take place if;

- Child is below the minimum age established for the type of industry or work performed;
- Child works more than the maximum number of hours established for their age, the industry, or type of work;
- Child works in unsafe conditions.
- Child is at serious risk of being exposed to hazardous condition
- Child expresses that s/he is obliged/forced to work and does not want to continue to work based on the initial and following contacts
- There is reasonable doubt to believe that the child is ill treated and physically abused in the work place

94

Referral in un-conditional worst form of child labour

a. When child is identified to be working in unconditional forms of child labour the removal of a child from the source of work is the only option.

b. The identification and removal of the child in this case is an immediate act of rescue and often conducted by specialized rapid action teams or multi sector monitoring/law enforcement task forces.

c. The referral in this context means that the child is immediately physically removed and attended to by qualified child friendly service providers (health, psychological counselling and social assistance).

# Session: Processing the Simulation

## Checklist for Child Labour Monitoring Simulation

| Check | Item | Comments What needs to be Done |
|---|---|---|
| | **CONDUCTING THE MONITORING VISIT:**<br><br>**A)  Preparing for monitoring**<br>• Collect background information about the site and location of the target area/establishment that will be monitored – location, contact person, workplace plans, any baseline information that is available, etc<br>• Review the existence of any mechanism of worker representation such as Trade Unions or worker representatives in occupational safety and health committees.<br>• Establish a monitoring plan – areas of work and cycle of frequency of when and where to conduct the visits.<br>• Determine the types of visit – routine, follow-up, special visits.<br>• Determine whether visits will be announced or unannounced.<br>• Prepare materials needed during the visit – monitoring forms, ID, a short description of the purpose of the monitoring, copies of any document (authorization) that provides them with the authority vested in them, awareness raising materials, etc.<br>• Arrange transport to worksites. | |
| | **B)  Conducting the visit**<br>• Meet up with your team<br>• Enter the workplace<br>• Make initial contact with key figures<br>• Conduct a visual inspection of the premises<br>• Interview suspected child workers<br>• Assess and discuss OSH<br>• Review relevant records and documents, if appropriate<br>• If child labour is identified, initiate the withdrawal and referral of the child, if appropriate<br>• If no child labour is identified, motivate and counsel employers with educational materials and provide advice on child labour laws, the rights of the child and ILO Conventions | |
| | **C) Immediate data management and analysis**<br>• Review the records of the visit<br>• Discuss and agree on the overall findings<br>• Finalize the record and input into database<br>• Report findings of the visit to those involved in CLM either for follow-up or for information | |

| | | | |
|---|---|---|---|
| | **FOLLOWING UP THE MONITORING VISIT**<br><br>**A) Monitoring schools**<br>Regularly collect school attendance data (either monitors collect this information or it is supplied by teachers)<br>Collect information about enrolment, drop out and completion rates at various intervals<br>Enter information into common database | |
| | **B) Monitoring services provided**<br>Regularly collect information about services provided to the child<br>Collect information about the quality of services provided at various intervals<br>Enter information into a common database | |
| | **C) Periodic Reporting**<br>At regular intervals, a report on the child labour situation based on the information collected should be compiled and sent to the relevant organizations | |
| | **MONITORING TEAM MEETING AT CLM COORDINATING GROUP HQ**<br>      Agenda Setting<br>      Meeting Chair<br>      Meeting<br>      Participation | |
| | **Problems Encountered and Actions Taken**<br>CL Monitoring Dilemma One<br>CL Monitoring Dilemma Two | |
| | **Tools and Forms: Adapting them to the Child Labour Situations in their Locality**<br>• *Monitoring Plan*<br>• *The Non-Cooperation Report*<br>• *The Workplace Monitoring Form*<br>• *The Child Labour Monitoring Form*<br>• *The Age Estimation Form*<br>• *The Referral Form*<br>• *Motivational Educational Materials*<br>• *ILO and Govt brochures on Laws, Conventions*<br>• *The Child Labour List*<br>• *The Referral Form*<br>• *The Child Labour Database*<br>• *Report on Workplace Monitoring*<br>• *The School Monitoring Form*<br>• *The Social Protection Monitoring Form* | |
| | | |

# Session: Raising Community Awareness and Mobilizing Support for Child Labour Monitoring

## Handout 1: Possible Roles for Trade Unions in Child Labour Monitoring

**National Trade Unions in CLM**

Collective bargaining naturally offers one of the best possibilities for national level trade unions to act against child labour. They can actively raise issues concerning hiring of children and hazards found in workplaces, and, of course, decent work for adults with decent remuneration is an efficient way to avoid parents sending their children to work. But when thinking of some other possibilities of how national workers' organisations could promote the establishment and development of a national monitoring strategy one could come up with the following examples.

- Promote the ratification of and the actions required by ILO's child labour Conventions on the Minimum Age (No.138) and on the Worst Forms of Child Labour (No.182) as well as the UN Convention on the Rights of the Child, and their Recommendations.
- Campaign to increase trade union membership and bargaining rights.
- Campaign against child labour and sensitise member unions.
- Help to build up partnership networks and train monitors.
- Design and coordinate members' joint programs in order to identify and eradicate children's work in different sectors.
- Gather and analyse information from member organisations in order to offer statistics and priorities for national child labour strategy, and its planning.
- Set up a telephone 'help-line' to permit contact in case of working children.
- Campaign for more budget resources for education.
- Promote establishment of a universal education plan and advocate the fact that education for children is a very profitable economic investment for a country on the long term.
- Design vocational education programs in cooperation with employers and other NGOs.
- Cooperate on the international level with other countries' trade union to stop cross-border child trafficking.

**Member Unions**
They form a powerful link between different sectors, localities and the national level.
- Member unions can have significant specific knowledge about child labour trends in different sectors. If this information is fragmented into several sources at the local or workplace level sector unions could try to gather this information in one single database.
- Keep record of firms that are using or have used child labour.
- Benefit from the contact people at the worksites and perform independent assessments of the use of children in production.
- Monitor unofficially workplaces by their members.
- The agriculture forms a great challenge for child labour monitoring as plantations are hard to monitor and also at local level it is often considered as a normal phenomenon that children work and help their parents. This emphasise the role of agricultural worker's unions at the local level to campaign against children's presence in plantations and at the national level to promote the ratification and implementation of ILO Convention 184 on Safety and Health in Agriculture.
- Teachers' and social workers' unions are a great potential for monitoring as they can actually collect data of children's attendance in schools and their health conditions which indicate if they are used as a workforce or not.

- Teachers form naturally a great resource in the national, regional or local educational framework developing.
- At the local level, unions can counsel families about the dangers connected to child labour and the importance of education for child's future.
- Promote social dialogue between firms and surrounding community.
- Educate their members of their basic rights and the potential power of unified and representative trade union movement.

## Workers' Representatives in Workplaces

They have naturally the best possibility to monitor workplaces and understand the root level of the production chain.

- Monitor workplaces and indicate to unions in case of hiring child labour.
- Raise awareness among workers as well as managers.
- Hold record of birth certificates of workers on-site and offer information to unions if underage workers are hired.

## Taking it together…

To conclude; the possible roles for trade unions in the development and functioning of CLM can be divided roughly into four categories:

- ➢ Act as a child labour watchdog, bringing to daylight all abuses of children's rights.
- ➢ Raise up child labour issues through collective bargaining.
- ➢ Campaign towards general attitude change concerning children's participation into workforce.
- ➢ Participate into institution building in field of monitoring bodies, educational framework, collective bargaining, social policy, etc.

## Good Practises

## International Textile, Garment and Leather Workers Federation

The ITGLWF has carried out a survey about health and safety of working children in the textile, garment and leather industry in five different countries - Bangladesh, India, Pakistan, Philippines and Thailand. The study was conducted in cooperation with ILO/ACTRAV's program for developing trade union strategies to combat child labour, and it did not attempt to be fully "scientific". The questionnaire was developed, rather, with the objective to receive simple and direct answers about working conditions. The information provided considered school attendance, hours of work, illness and accidents, descriptions of harmful working environments, harassment by adult workers, homework, repetitive tasks, specific problems related to industries in question and what children themselves though about their work. The survey involved 537 children and based on its findings the ITGLWF produced a report. The objective of the ITGLWF is to provide a handbook for its active members as a tool in the campaign against child labour.

## National Confederation of Workers in Agriculture in Brazil

The National Confederation of Workers in Agriculture (CONTAG) in Brazil provides a good example of an effective awareness raising campaign in the agricultural sector. In 1993 it started in cooperation with the ILO-IPEC a "Child Workers' Programme" in 88 municipalities with large numbers of rural workers. The project produced some 10,000 copies of a booklet about the rights of rural working children and provided five courses for 150 union leaders and monitors. Seven radio programmes aimed at awareness raising were also produced and broadcast on 160 local stations, this was a highly successful initiative. The programme succeeded in making union leaders more aware of child labour and tools to combat it, it also brought parents and children

together to discuss living and working conditions of children in rural areas. The raised public awareness after the program helped the union in lobbying the Government to ratify the Convention 182. The ratification took place in February 2000 and during the same year a commission was established to identify the worst forms of child labour.

**General Agricultural Workers Union in Ghana**

The General Agricultural Workers Union (GAWU) in Ghana has been very active in child labour issues. One achievement of GAWU has been a collective bargaining agreement with the Ghana Oil Palm Development Company. With this agreement the management commits itself to eradicate child labour in and around plantations, and within the country as a whole. GAWU believes that the agreement gives it a change to raise awareness of the management concerning child labour issues at plantation, sector, and national level. Amongst the other objectives GAWU has, there are initiatives such as undertake joint research of child labour and its linkages to other human rights issues and sustainable development, institutionalize a reward and sanction schemes, study the linkage between cost-saving production and child labour, and campaign and advocate for national legislation and policy formulation.

# Handout 2:  Possible Roles for Employers and Employers Organisations in Child Labour Monitoring

The development of a national Child Labour Monitoring Framework can be divided roughly into three phases:

1) *Pre-monitoring phase,*
2) *Monitoring phase and*
3) *Follow-up phase.*

Employers can be active in all of these phases, and if CLM is to become sustainable and credible employers *must* be active in all of these phases. In the following, some possible roles for employers and their organisations are presented first in general and then in more detail.

## What can employers do?

*The pre-monitoring phase:*

The determination of the problem and the best strategy take place during this phase; meaning that the concept of child labour, and in particular its worst forms, should be comprehensively defined and an assessment of the frequency and geographical concentrations of child labour should undertaken. This stage also includes the awareness raising in society in general and partnership building for creating the functional base for the future action.

In order to create the maximal political will and community commitment in support for CLM employers and, especially, their national organizations should be active when the problem is defined, and specially when the worst forms are defined, so that possible concerns and sector specific information are taken into account. Employers can provide important information concerning how to outline the most realistic action plan and they can provide help when policy priorities are defined. All this helps ensure that employers are integrated as active and innovative members to the coming monitoring system and prevent them of becoming only passive objects of monitoring visits.

In awareness raising, the employers' role can be divided in two dimensions; education and awareness raising "inside" the group of employers and awareness raising throughout society and community they are active in. Among employers the national federations and the sector/industry organisations can promote child labour issues among their members. Individual companies, for their part, can go down their supply chain towards the factory level and/or subcontractors. When "waking up" the society about the urgency and importance of the elimination of child labour, employers' organisations can take a role in campaigning in national/local media, while companies and factories can use their influence in community to inform families.

*The monitoring phase:*

This is the stage when workplaces are monitored and the monitoring of school attendance is undertaken. When children are found working, they are either withdrawn immediately or an effort is made to reduce the hazards they are exposed to. Information gathered during this phase is aggregated and used for purposes of national policy development. Employers' organisations can help, with the information they possess about the worksites and factories, to sketch and organise the monitoring schemes. Companies should also be encouraged to open their worksites for inspections and to provide the most up-to-date data about their workers.

*The follow-up phase:*

During the follow-up phase the children withdrawn from work are to be provided schooling or other social activities. The firms can take part in this action by cooperating with educational agencies in order to plan vocational or non-formal education schemes. Also a continuous work for the change of attitudes amongst parents and the community at large about the risks of child labour is an important tool so that new children do not enter the labour market.

An important element of this phase is the analyses of information gathered during the monitoring phase for a broader, national level policy rethinking and resource allocation concerning educational budget, labour administration, social and health issues, etc.

Proposals for employers at different levels

When thinking of the possible role for employers at different levels it is of course clear that any strict division of tasks for employers' organisations and an individual employer into different levels is artificial, but it helps to consider their strengths when the scale of action varies.

### The Employers' Organisations at the National Level:

At this level the weight and authority of employers' national federations is probably greater than that of any individual firm. As they represent the collective will of their members and as at the national level the work done for child labour monitoring is mostly in frame of general institution building or awareness raising they can more efficiently put forward employers' concerns. Possible roles the national federation (or sector specific organizations) could play in CLM building process include:

- Promote the ratification of and the actions required by the ILO's child labour Conventions on the Minimum Age (No.138) and on the Worst Forms of Child Labour (No.182) as well as the UN Convention on the Rights of the Child (and their Recommendations),
- Mainstream child labour issues into national policy making and planning as well as promote the concept of "Good Governance" and its implementation on every political level,
- Cooperate with Government, trade unions, the academic world and NGOs, a comprehensive partnership network creates a robust base for further monitoring effort,
- Provide information and financial support for studies about child labour in different sectors as well as in finding possible solutions,
- Promote and strengthen collective bargaining which in turn puts pressure on enterprises to respect human rights in their production and avoid hiring children,
- Collect data and/or help to construct any regional or local level database to enhance development of a local monitoring mechanism,
- Influence the actual conduct of members and promote the adoption of a company/industry level Code of Conduct and the idea of Corporate Social Responsibility, so as to sensitise its members to take action against child labour,
- Participate in 'The UN Global Compact'-initiative and make its ten principles known and applied by member employers,
- Design with trade unions, schools and NGOs possible vocational training programs in order to provide education for children instead or work,
- Be a link between regional and local levels towards the Government, and this way enhance the effectiveness and capacity of the monitoring mechanism,
- Coordinate joint actions of individual (small) firms against shared child labour problems; often any specific action can be too costly and complex for any individual firm alone,
- Hold seminars or training programs for its members and
- Make comprehensive summaries or briefing papers for its members about national legislation concerning child labour, so that companies would better understand what is expected from them.

### The Enterprise at the Regional and Local Level:

After having gone through the possible role of the employers' organisation at the national level it is time to look at the possible role of individual enterprises in child labour monitoring at the

regional and local level. Here are some considerations:

- Open the worksites for inspections and let labour inspectors and monitors freely interview employees,
- Have comprehensive, up-to-date and verified records of employees in order to facilitate monitoring and make it more efficient,
- Establish an internal monitoring system and identify the person within the company that is responsible for it and for child labour issues in general,
- Let the data gathered by the internal monitoring system be cross-checked by an external actor to make internal monitoring more credible and to help the national level analyse child labour trends,
- Concentrate all possible production within official worksites to strengthen the capacity and coverage of the monitoring system and to reduce the informal sector,
- Use influence over sub-contractors (who often are acting in the informal sector) to raise awareness about child labour issues and provide the possible information about the informal sector to monitors,
- Educate working parents about the importance of education and the risks of child labour and inform them and their children about their universal rights,
- Replace a child worker, if possible, by an adult family member, so that the family does not suffer a loss of income in case of a removal of a child from work, and
- Offer work or vocational training to youngsters who have finished their school in order to motivate children to study and parents to send them to school.

## Good Practices

### Sporting Goods Industry in Pakistan

In February 1997, due to growing consumer pressure, the *Sialkot Chamber of Commerce and Industry* (SCCI) signed a Partners' Agreement with ILO-IPEC and UNICEF, the objective of which was the gradual elimination of child labour in soccer ball production. The program has also a social protection component to limit the adverse consequences that the withdrawal from the workforce may have on the child and on his/hers family.

The CLM developed consists of two components, an external and an internal system. The responsibility of external monitoring was given to ILO-IPEC while the establishment of the internal system was the manufacturer's responsibility. A senior manager must be identified to supervise the company's internal monitoring work. Internal monitors collect and provide data about the company's stitching centres and workers to be crosschecked by the external monitoring system. For the purpose of more efficient and credible internal data collection, manufacturers were required to concentrate their production to stitching centres within a period of 18 months, and thus help to reduce the amplitude of informal sector. External monitors perform unannounced and regular visits to the stitching centres to verify the information provided by internal monitors. An international expert in turn supervises the external monitoring work. His duty is to report to the Project Coordination. Currently over 90 per cent of the export soccer ball production is being monitored.

### Turkish Confederation of Employer Association

In its fourth action program starting in 1998, the *Turkish Confederation of Employer Associations* (TISK) had as its objective to gradually eliminate child labour from the metal industry in Pendik's Industrial Site in Istanbul. TISK had already been cooperating with IPEC since 1993

through three programs; first raising awareness among the employers in large-scale, and then among small- and medium-sized enterprises in the metal industry, and finally planning a direct action program to improve working conditions in these enterprises.

When the fourth program started the knowledge and experience accumulated during the three previous ones permitted TISK to establish a 'Child Labour Unit' (CLU) in order to bring better focus and coordination in its child labour activities. Now this unit plays a role of a body that continuously monitors the situation of working children and develops further support programs on the basis of identified needs. During the program, among other activities, 330 children were given medical checkups, and reports of their health status were transmitted to their employers for further action. An effective data collection initiative to gather information about working children's health status, the establishment of a local monitoring body, and a dynamic partners' network are the main achievements of this program. Partners such as The Pendik Industrial Site Employers, the Faculty of Health Education of the University of Marmara and the Fisek Institute of Science were involved.

The fifth action program initiated in April 2001 has as an objective to strengthen CLU's capacity to implement child labour programs without external support. This is crucial in regard of the sustainability of CLM.

## Garment Industry in Bangladesh

The Memorandum of Understanding signed by the *Bangladesh Garment Manufacturers and Export Association* (BGMEA) was the beginning of its cooperation with the ILO and UNICEF. The program that followed aspired to remove child workers under the age of 14 from the garment industry, understanding both the BGMEA factories and their subcontractors, and to provide credible social alternatives to children withdrawn. The ILO led the development of a monitoring and verification system as well as a compensation mechanism for the families. UNICEF took the responsibility of establishing schooling facilities near the children's home. The monitoring system established is still in place.

The ILO trained 28 carefully selected people to become child labour monitors to inspect factory sites in Dhaka and Chittagong and also to monitor school attendance. A group that consists of one Government inspector, one BGMEA and two IPEC monitors conducts monitoring visits daily and randomly. For full coordination of the program a local Steering Committee was established, representing all three partners; the BGMEA, the ILO and UNICEF.

*One of the achievements of this project has been that the percentage of factories using child workers has reduced from 43% (in 1995) to 3% (in 2000), proving the effectiveness of the monitoring system. IPEC has also created a database in order to help plan daily inspections.*

# Session: Action Planning for Team Practicum "Test-Cycle"

## Handout 1: Personal Checklist of a Monitor's Characteristics
*On a scale of 1-6 where 1 is poor and 6 is excellent, score yourself as a child labour monitor. Under the description of the item, write any comments, or use the back side of the page.*

| I am an Effective | Child Labour Monitor… |
|---|---|
| **I am well-Informed** | I know the topic, concepts and implications of National child labour law, the ILO *conventions*, as well as UN, employer association, and trade union policies. |
| **SCORE:** | |
| **I am an ethical model** | I stand for the rights of the child and act as a representative of _____. |
| **SCORE:** | |
| **I am a rapport builder.** | I can establish rapport quickly to set up a supportive environment. |
| **SCORE:** | |
| **I am an educator** | I can educate management about child labour law, its implications and teach key child labour ideas to management, children, parents and teachers. |
| **SCORE:** | |
| **I am a communicator** | I have good communication skills |
| **SCORE:** | |
| **I am a motivator** | I have the motivational skills to convince management not to use child labour |
| **SCORE:** | |
| **I am a factory monitor** | I have excellent observation skills, can detect child workers and estimate their age. |
| **SCORE:** | |
| **I am a school monitor** | I coordinate with _____) to verify school attendance for records and other services _____. |
| **SCORE:** | |
| **I am a project team member** | I work well as part of the _____ team /squad/group. |
| **SCORE:** | |
| **I am a job completer** | I understand what is to be done and do it on time. |
| **SCORE:** | |
| **I am an innovator** | I am pro-active, come up with new ideas, and have recordkeeping and or computer skills. |
| **SCORE:** | |
| **I am a well trained qualified monitor…..** | I am trained and qualified in (child labour) content areas, communication skills, motivational skills and have completed the training and on the-job practice. |
| **SCORE:** | |

# Handout 2: Month-Long Test Cycle Checklist

| Check | Issue to be Explored | Action | Person Responsible | Dates |
|---|---|---|---|---|
| √ | **Schedule of Monitor Availability** | | | |
| | Individual monthly schedules complete | | | |
| | Monthly schedule compiled | | | |
| | Quarterly schedule compiled | | | |
| | Monthly schedule conflicts resolved | | | |
| | Week 1 schedule complete & resolved | | | |
| | Week 2 schedule complete & resolved | | | |
| | Week 3 schedule complete & resolved | | | |
| | Week 4 schedule complete & resolved | | | |
| | | | | |
| | | | | |
| | | | | |
| | **Workplace** | | | |
| | Workplaces to be monitored for Month selected | | | |
| | Workplaces and Monitors/teams assigned for Month | | | |
| | Workplaces and Ms assigned for week 1 | | | |
| | Workplaces and Ms assigned for week 2 | | | |
| | Workplaces and Ms assigned for week 3 | | | |
| | Workplaces and Ms assigned for week 4 | | | |
| | Week 1 Workplaces monitored | | | |
| | Week 2 Workplaces monitored | | | |
| | Week 3 Workplaces monitored | | | |
| | Week 4 Workplaces monitored | | | |
| | | | | |
| | | | | |
| | | | | |
| | **Records** | | | |
| | Monthly CLM information records prepared | | | |
| | Monthly CLM information records input | | | |
| | Monthly CLM information records checked | | | |
| | Month CLM records accessible | | | |
| | | | | |
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| | | | | |
| | **Evaluation** | | | |
| | Individual evaluations complete | | | |
| | Team evaluation complete | | | |
| | Monthly Teambuilding activities complete | | | |
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|---|---|---|---|---|
| | **Logistics** | | | |
| | Monthly Monitors  organized by location  w/ transport | | | |
| | Week 1 Monitors organized by location w/ transport | | | |
| | Week 2 Monitors organized by location w/transport | | | |
| | Week 3 Monitors organized by location w/transport | | | |
| | Week 4 Monitors organized by location w/transport | | | |
| | | | | |
| | **Social Services (SS)** | | | |
| | SS and Monitors assigned for week 1 | | | |
| | SS and Monitors assigned for week 2 | | | |
| | SS and Monitors assigned for week 3 | | | |
| | SS and Monitors assigned for week 4 | | | |
| | Week 1 SS  Education  monitored | | | |
| | Week 2 SS  Education  monitored | | | |
| | Week 3 SS  Education  monitored | | | |
| | Week 4 SS  Education  monitored | | | |
| | Week 1 CL referred to SS | | | |
| | Week 2 CL referred to SS | | | |
| | Week 2 CL referred to SS | | | |
| | Week 2 CL referred to SS | | | |
| | Week 1 SS  Skills Training monitored | | | |
| | Week 2 SS  Skills Training  monitored | | | |
| | Week 3 SS  Skills Training  monitored | | | |
| | Week 4 SS  Skills Training  monitored | | | |
| | Week 1 SS  Counselling  monitored | | | |
| | Week 2 SS  Counselling   monitored | | | |
| | Week 3 SS  Counselling  monitored | | | |
| | Week 4 SS  Counselling   monitored | | | |
| | Week 1 SS  Apprenticeship  monitored | | | |
| | Week 2 SS  Apprenticeship   monitored | | | |
| | Week 3 SS  Apprenticeship  monitored | | | |
| | Week 4 SS  Apprenticeship   monitored | | | |
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