

EMERGING GOOD PRACTICES ON ACTION TO COMBAT CHILD DOMESTIC LABOUR

in Kenya, Tanzania, Uganda and Zambia



International Labour Office

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Emerging Good Practices on Child Domestic Labour in Kenya, Tanzania, Uganda and Zambia.

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Foreword

Child Domestic Labour is a common form of exploitation that involves taking in of children (both boys and girls) by a third party or in many cases in East Africa, by a relative to work as a domestic labourer. Sometimes it is done with the understanding that the child will be paid either in kind or in money and in exchange for basic needs.

Many of these children are orphaned or come from very poor families; many travel long distances (usually from rural to urban areas) to look for work/with promises for work; staying away from close members of their families. Their vulnerability increases when they live with a third party or extended families are at times exploited or abused physically, psychologically, sexually and emotionally.

Many Child Domestic Workers (CDW) are within the age group between 12 and 18 years. Children under this age should as a matter of principle be removed and provided with educational and other social services to ensure that they are living under conditions that are safe and conducive to their development. In exceptional circumstances, if it is not in the best interest of the child under 12 years of age, to be removed (either because there do not exist any better alternatives in the locality or because the child herself prefers to stay), it should be assessed whether the employers are 'guardians' more than employers. Interventions can be designed to work with this group to inform and train them about their role as guardians for a child, who is not their own. There are also a significant number of young boys and girls who are above the minimum age of employment set by national laws, who work as domestic child labourers under extremely exploitative conditions. In terms of gender statistics, it is estimated that more girls than boys work in the domestic service.

In line with the ILO Convention No. 138 on Minimum Age of Employment and Convention No. 182 on Elimination of Worst Forms of Child Labour, the ILO, through its International Programme on the Elimination of Child Labour has been technically supporting a number of countries in East Africa to combat exploitative child domestic labour. The IPEC policy framework advises to apply a dual strategy towards working with CDW. The strategy focuses on, firstly, to design rapid response removal strategies for all children under 18 years of age found in exploitative or hazardous CDL (children under the minimum working age must be given a priority focus. For adolescents who have reached that age, the following second strategy of improving conditions may be an option instead of removing the child) and, secondly, to develop protection measures around adolescents in CDL, whose conditions can be improved and thus can be changed from hazardous to non-hazardous over a reasonably short time. The choice of this sector is therefore based on a number of considerations, not the least of which is the increased appreciation for the magnitude of a problem which is often hidden from view and outside the scrutiny of labour inspectors or overlooked by law enforcement.

Among the participating countries, Kenya, Uganda, Tanzania and Zambia have been implementing programmes funded by the Government of the Netherlands and the

Government of Sweden through the Swedish International Development Agency (SIDA) for the past four years (2002-2006). Fortunately, there is now growing awareness and an expanding knowledge base among many countries in Eastern and Southern Africa regarding child labour in general and child domestic labour in particular. The increase in awareness has been generated by the extensive and magnificent work done by the ILO social partners, including the Governments, Non-Governmental Organizations (NGOs), Community-Based Organizations (CBOs) and the community members. Campaigns and advocacy work against exploitative child domestic labour has not been an easy climb, there have been many challenges. This is why the good work done by the social partners, NGOs and CBOs has been documented in this report.

This report on emerging good practices focuses on Child Domestic Labour programmes implemented in Kenya, Uganda, Tanzania and Zambia. Although these good practices are 'emerging' practices, the report shows as evidence that the programme has contributed to making a significant change in lives of many children working as domestic labourers and children at risk.

The report is divided into two key parts, part one covers a variety of emerging good practices in Uganda and Zambia and part two covers emerging good practices in Kenya and Tanzania. It is important to note that the good practices were identified in collaboration with key stakeholders (Trade Unions, Employers' Organizations, the national Governments, NGOs and CBOs, Faith-Based Organizations, parents and children). The process involved interviews with individual and groups as well as a sub-Regional validation workshop attended by participants from Ethiopia, Kenya, Uganda, Senegal, Tanzania, Zambia and Switzerland.

These good practices range from effective community mobilization to effective protection of older children working as domestic labourers. For example, in Uganda (Mpigi), the development of the code of conduct and signing of contracts between employers and children working as domestic labourers is one step that will contribute to the development of legal protection for older children working as domestic labourers. The code of conduct has also proved to work very well in its pilot phase as domestic labourers have started to enjoy legal security and employers have become aware of their obligations. In Tanzania (Singida), the renovation of a vocational training school in a place that had no such facility has not only prompted other geographical areas to build similar facilities, but more importantly, it has ensured that young children do not leave rural areas in search for jobs just because no other opportunity exists.

These and many other emerging good practices prove that the problem of child labour in general and child domestic labour in particular can be addressed with innovative and practical methods. It is hoped that the report will be a tool for all actors with deep interest in the campaign against exploitation of children. It is also hoped that the report will serve as a knowledge base and if opportunities and conditions exist, these good practices will be successfully replicated.

All children should have the opportunity to grow in circumstances that do not limit their potential to develop physically, psychologically, intellectually and emotionally. Exploitation of

children as domestic labourers is a constraining factor to their rights to grow and develop.

The right to be a child should be nurtured, respected and most importantly protected so that all children can one day look back at their childhood and recognize that they have grown up in a world that respects and upholds principles of humanity.

The ILO would like to express its gratitude to the Government of the Netherlands for its support to the programmes in Zambia and Uganda and the Government of Sweden, through SIDA, for the support to programmes in Tanzania and Kenya. The ILO is also obliged to thank each of the national governments that participated in these programmes for their continuous support on elimination of exploitative child domestic labour as well as to all the other stakeholders who have actively participated in the programmes and made them a success.

Ali Ibrahim

Director for the ILO Office for Kenya, Somalia, Uganda and Tanzania

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Executive Summary

Introduction

The problem of the child domestic labour, particularly but not exclusively for young and adolescent girls, has become an increasingly widespread phenomenon over the past decade. Girls are at a higher risk of becoming domestic workers than boys, particularly due to a cultural acceptance of the gender roles, the lack of efficient educational infrastructures, the lack of better alternatives for girls, lack of sufficient enabling environment and the general situation of household poverty. The HIV/AIDS pandemic has also increased the vulnerability as more parents get sick and die and girls are becoming heads of households who must work so that they can take care of their siblings and other members of their families.

In a recent IPEC publication, 'Helping Hands or Shackled Lives' (ILO/IPEC 2004), Child Domestic Labour (CDL) is defined as a situation where a child performs domestic tasks in a home of a third party (employer) under exploitative conditions. Child domestic labour studies that have been carried out in Kenya, Uganda and Zambia indicate that a substantial number of children who perform domestic labour in the sub region usually do it in a home of a relative (auntie, uncle etc.), but the conditions in which these children work are exploitative and abusive.

The studies have also indicated that the lack of a sufficient protective legal and social environment for workers working in the domestic sector, and that the efforts to eliminate the worst form of child domestic labour need to be intensified and scaled up in order to achieve a greater and sustainable impact. It is therefore important to conduct research and assess the implementation of programmes on CDW and the policy and legal environment. This is with the aim to single out the practices which communities regard as successful in order to document them and eventually replicate them in other areas.

Following the adoption of the ILO Convention on the Worst Forms of Child Labour (C. 182) in 1999, IPEC has intensified its technical assistance to countries in their efforts to combat the worst forms of child labour as a matter of urgency. In the last few years, IPEC has been supporting a number of partner agencies in Kenya, Tanzania, Uganda and Zambia to implement capacity building and direct action programmes to prevent, protect and provide rehabilitation services to children at risk and the victims of domestic labour. It is crucial for IPEC and its partner agencies to evaluate, assess and review the strategies and approaches that have been applied in the process of reducing the worst forms of child domestic labour.

The problems and issues that have been addressed and the responses from the government, community and private sector to the interventions should be

documented. The success of the interventions should be evaluated with the goal of identifying sustainable and good practices as well as lessons learned for future policy and programme formulation.

These emerging good practices have been collected from a programme that started in 2002 and was financially supported by the Government of Netherlands (2004-2006) and Government of Sweden (2002-2005).

This report also covers good practices that emanated from the implementation of a Dutch funded project implemented in Uganda and Zambia in 2004-2005.

Purpose

As part of its learning cycle and process, IPEC undertakes regular assessments of programme documentation and dissemination of both emerging good practices and practices that have proven to work over time. This report presents some of the identified emerging good practices emanating from the implementation of programmes to combat child domestic labour in Kenya, Tanzania, Zambia and Uganda.

The good practices presented in this report were based on interventions done to withdraw, prevent, and rehabilitate children already in domestic work; to prevent those that were at risk of becoming domestic workers; to build capacity of stakeholders and to contribute to creating an enabling environment.

These good practices have been identified in consultation with key stakeholders, particularly employers' and workers' organizations, communities, teachers, children, parents, government and civil society organizations. The objective is to build the knowledge base on strategies that work in the elimination of exploitative child domestic labour.

Methodology

The following steps were used to carry out the research documentation i.e. sampling of implementing agencies, desk review, field missions to the respective countries, visits to project sites, focus group discussions with stakeholder groups and interviews with staff of the implementing agencies. A validation workshop was held as part of the process and inputs from civil society organizations, trade unions, employers' organizations, the civil society and the governments have been integrated in this report.

During the field visits, a wide range of stakeholders were contacted and interviewed. Among them are the staff of the implementing agencies, and members of task forces, children beneficiaries, and former employers of the CDWs, teachers, parents, child labour committees and Ministry of Labour officials.

Sampling of Implementing Agencies and Areas

Agencies considered were those who implemented the projects on combating child labour in the domestic sector in Kenya, Uganda, Tanzania and Zambia under the two CDW programmes.

Data Collection Methods

Four techniques were applied, namely literature review, field observations, individual and group interviews and a questionnaire (form) survey were used for collecting relevant information on good practices.

Review of Relevant Literature

The documents reviewed included action programme summary outlines, progress reports, mid term and annual review reports, research and evaluation reports. Other relevant documents being consulted include those found prior to and during the visits and which concerned the project for each of the implementing agency.

Field Observation

The consultants visited the headquarters of each implementing agency and some of the areas under their jurisdiction. During site visits, verifiable information was collected from primary sources, for example, the numbers of children withdrawn, the quality of support provided to children, the quality of training skills offered, and the viability of income generating activities for schools and parents.

Administering Good Practices Submission Form

The consultants adopted and made slight modifications to the IPEC form for generating good practices. The form was administered by the coordinators of the project or by their assistants, after having been de-briefed on the nature of the exercise and its objectives.

Individual Interviews

Oral interviews were carried out with some of the staff of the implementing agencies, relevant government officials and local leaders, using pre-developed interview questionnaires. The aim of these interviews was to get the views on what they considered to be a good practice in the project they participated in.

Group Interviews were mainly held with some of the child labour committee members, school child committee members and children either withdrawn or prevented from CDW. The main focus of these discussions was to get their views on what they thought were good practices.

Criteria for Identifying Good Practices

The information obtained from data collection process was analyzed and good practices were identified using one or more of the following seven criteria:

(i) *Innovative/Creative*

What is special about the practice that makes it of potential interest to others?

(ii) *Effectiveness/Impact*

What evidence is there that the practice actually made a difference?

(iii) *Reliability*

Is the practice applicable in other situations or settings?

(iv) *Sustainability*

Are the practice and/or its benefits likely to continue and be effective, over the medium to long term?

(v) *Relevance*

How does the practice contribute directly or indirectly, to actions against child domestic labour?

(vi) *Responsive and Ethical*

Is the practice consistent with the needs? Has it involved a consensus building approach? Is it respectful of the interests and desires of the participants, and is it in accordance with ILO standards and conventions?

(vii) *Efficiency and Implementation*

Were resources used in a way that would maximize impact?

Presentation of Good Practices

Each identified good practice is presented in this report according to the reasons for which it is chosen and its level of classification has been determined. Likewise, its preconditions and constraints are described to help those who want to replicate it. Moreover, suggestions how it can be taken further have been provided as well as names and addresses of programme coordinators and field officers who were contacted during the study on the good practices.

Definition of Key Terms

Terms	Definitions
Child	A person under the age of eighteen.
Domestic work	Household tasks performed in the household of a third person. Usually excludes domestic chores carried out by members of the family.
Child labour	Work undertaken by children under the legal minimum working ages. The law normally lays down various minimum ages for different types of work. (e.g., normal full-time work, light work, and hazardous or potentially harmful work).
Child domestic labour/work	Domestic work undertaken by children under the legal minimum working age, as well as by children above the legal minimum age but under the age of eighteen, under slavery-like, hazardous, or other exploitative conditions – a form of “child labour to be eliminated” as defined in international treaties.
Child domestic workers/labourers (CDWs/CDLs)	Children who carry out either child domestic labour, as explained above or permissible domestic work.
Employer	Members of a household that provides work for child domestic workers.
Hazardous Work	The nature of hazardous labour and the forms of work that fall into this category that are determined by each country and that are not stipulated in international instruments.
Helping Hand	Non-hazardous domestic tasks undertaken by a child of any age as part of daily chores in their own family home, that do not interfere with any of the child’s rights under international law, and that do not constitute economic activity
Worst Forms of Child Labour	<p>A term defined in the ILO Convention No. 182. It comprises (Article 3):</p> <ul style="list-style-type: none"> 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 performance; The use, procuring, or offering of a child for illicit activities—in particular, for the production and trafficking of drugs as defined in the relevant international treaties; Work which, by its nature or because of the circumstances in which it is carried out, is likely to harm the health, safety, or morals of the child. (Commonly referred to as “hazardous work”).
Light work	Work permitted by law for children of at least twelve or thirteen years of age. The law may allow for specific activities which are not harmful to a child’s health and development and do not prejudice attendance at school and participation in vocational training, nor “the capacity to benefit from the instruction received.” For statistical purposes, ILO defines this as work which does not exceed fourteen hours per week.

Findings

The two projects aimed at eliminating exploitative child domestic labour through prevention, withdrawal, capacity building and support to national processes in line with the objectives of the project.

Altogether 17 good practices have emerged and been documented from programme interventions in Uganda, Zambia, Tanzania and Kenya.

Uganda and Zambia

1. Building a knowledge base for CDWs

In 2002, a baseline study was carried out in 4 out of the total 56 districts in Uganda. The baseline study was done with the aim of assessing, establishing and documenting the nature and extent of the problem of child domestic work in the four districts, comprising both urban and rural communities. The push and pull factors were also looked into. In Zambia, a similar study was carried out in Lusaka and the Copper Belt with the aim of establishing the nature and extent of child labour issues in the two regions.

The baseline studies in Uganda and Zambia were seen as fundamental in informing the project designs in preventing, protecting, and fighting the problem of Child Domestic Labour in the two countries.

2. Creating and strengthening the needed infrastructure (Task forces and child labour committees)

Child labour committees or task forces are volunteer community resource persons who are nominated or selected by communities to act as child labour watchdogs. Communities can report or get assistance related to prevention of child domestic labour from the task force. The task force members have a very important role of monitoring cases of child domestic labour in the community.

3. Use of multi-media campaigns for awareness creation

Uganda and Zambia have both used the media extensively to create awareness on CDW. In both countries, policy makers and community members were not fully aware of the magnitude of CDW; therefore, the media has exposed them with the vice of child domestic labour which resulted in a lot of debates on issues relating to CDW.

4. Provision of quality vocational training, formal and informal education

In Zambia, Young Women Christian Association (YWCA), Tasintha and Community Youth Concern (CYC) are carrying out vocational training programmes for

CDWs. The programmes offer various options for the primary school children engaged in CDW or those over 15 years who want to go back to school.

Vocational training is offered to those aged 15 years and above. Psycho social support, health education, medical care, is provided to the CDWs. In Uganda, Women and Youth Services Organisation (WAYS) runs a rehabilitation centre where counselling and vocational training for girls is offered. The organization gives girls accommodation during the vocational training for a period between 3- 9 months until they finish the course at the centre. While at the centre, the girls are trained on various skills, e.g. Hairdressing, dressmaking and tailoring, agriculture, cookery and catering, horticulture, and animal husbandry, among others. After the formal training, the girls are placed with local artisans for more practical skills and they are usually absorbed by the artisans after the practicum.

Provision of both formal/non formal education is a key programme component for the Direct Action programmes implemented in both Uganda and Zambia. In both countries, the child domestic labour problem is linked to poverty, single headed households, and parents dying of HIV/AIDS and therefore leaving children to head households. This means that the problem of CDW is multi dimensional and the interventions have to be multidimensional.

5. Protecting the Youth (above the minimum age for employment) through the development of a Code of conduct for the CDWs and employers

In Uganda, Women and Youth Services Organization (WAYS) a Non Governmental Organizations is involved in rehabilitating CDW and providing vocational training skills. The organization has piloted a code of conduct with employers in order to ensure that those children who opt to remain in domestic labour are not abused nor exploited.

The code of conduct is a development which provide for rights and obligations of both the CDW of the employer. It also provides a model employment contract, which if implemented, will regulate the employee-employer relations in the domestic labour sector. The code of conduct is signed by the employer, employee and a third party witnesses. The proposed third party is a task force member on government official at the community level.

6. Strengthening partnerships between NGOs with different expertise, trade unions and government

The National Council for Children in Uganda jointly with the Uganda Martyrs Orphans Project (UMOP) a local CBO have partnered in implementing a Child Labour Programme in Busia District. The programme objectives have been in the prevention of child domestic work through training of school committees in Busia, withdrawing and rehabilitation of child domestic workers in 2 sub-counties in Busia district and collaboration with other agencies dealing with children's issues in Busia

and at the national level. Working with local based organizations helps strengthen the capacity of institutions at the local level.

7. Contributing to policy dialogue and legislation on children's rights.

There have been ongoing policy and legislative changes on child labour issues in both Uganda and Zambia. The Ministry of Labour in each country has been instrumental in these policy proposals and a lot of negotiations have taken place with key stakeholders who contributed to improving the policies. In Uganda, the Ministry of Labour has been reviewing the national employment policy which is currently in use as a draft and implementing agencies have been actively participating in the policy discussion.

The proposed National Policy on Employment has a chapter on child labour and HIV/AIDS. The draft policy takes into account the ILO Minimum Age Convention No. 138 and the ILO Worst Forms of child labour Convention No. 182. The Children's Act has also emphasized issues of protection of children. The current labour laws in Uganda have no specific provisions for children working as domestic labourers but the general provisions on minimum age and hazardous child labour are mentioned.

8. Child to child participation through use of drama, music and debates for awareness creation

In Zambia, Tasintha programme is engaging young people both in and out of school to create awareness on CDW through drama and debates. Tasintha initiated a one month programme in 2003, followed by one year programme which ended in December 2005.

Tasintha further uses Information, Education and Communication materials, radio programmes in local languages and in English and drama and theatre performances to conduct campaign in schools, communities and in the market places.

9. Use of theatre for development

The Tasintha Programme and the Ministry of Labour of Zambia have implemented programmes that use debates, drama and music shows to reach audiences in schools, market places and the general public. The drama group consists of former child domestic workers who have been withdrawn and are undergoing skills training. The Ministry of Labour has identified famous musicians who were crowned Child Labour Ambassadors to create awareness on child labour. The musicians are highly regarded in the society and they have composed music on child labour and socio-economic problems in the country.

10. Selection Criteria for children to support in the programme

In 2002, ANPPCAN Uganda Chapter established criteria for selection of children that is used to identify the children to be withdrawn or protected from getting into Child Domestic Labour in Rakai District, Southern Uganda. The selection criteria were developed to facilitate the selection of potential children who were at the risk of becoming CDW.

The purpose of developing these criteria was to guide the identification of children for withdrawal. It was also aimed at ensuring that those being prevented are actually at risk of entering into child domestic labour.

11. Community Task Forces and Child Labour Committees and National Steering Committee

Child labour committees or task forces are volunteer community resource persons who are nominated or selected by communities to act as child labour watchdogs where communities can report or get assistance related to prevention of child domestic labour. The task force members have a very important role of monitoring cases of child domestic labour abuses in the community.

One of the criteria used to nominate them is that they must be respected by the communities and must possess some leadership skills and have some form of authority based on the role they play. The commonly used criteria of selecting child labour committees are that they must be committed and are leaders in their own right.

All the action programmes visited in Uganda and Zambia had child labour committees or task forces to support in identification, withdrawal and support to the girls and boys. The use of task forces and child labour committees ensures the availability of a local structure that can follow up issues of the child domestic workers. This structure will ensure sustainability long after the formal project ends because the task force members are residents of these areas.

At the national level, there are national steering committees in both Uganda and Zambia that are charged with the responsibility of overseeing the policy and legislative development in each country. The National Steering Committee is comprised of government officials from the Ministry of Labour, representatives of other key ministries such as Education and Social Services, the Federation of employers, the Child Protection Unit in the Police Department and representatives of key NGOs working on CDW. The

multi-sectoral representation is very useful because different actors in the task force bring in both technical support and follow-up.

The local and the national task forces have made the problem of CDW more visible at the different levels. These task forces have played a vital role in linking CDW issues from the community to the policy level.

Kenya and Tanzania

1. Decentralization of multi-sectoral child labour committees from district to divisional, village and school levels.

Child Labour Committees have been created at the two levels i.e. at village and school community levels in order to increase local capacities in combating child domestic labour based on the district CLC model. The committees monitor and mobilize resources at the community level. ANPPCAN was in-charge of capacity building of these committees through training, monitoring and reporting. The Homa Bay DCLC, a CBO, has put in place a well-established implementation and monitoring structure at the local level. This brings together different actors who become instrumental in mobilizing communities and affected groups against child domestic labour.

2. Community Based Income Generation activities managed by Primary Schools and Polytechnic Schools

For the purpose of sustainability, five selected primary schools and two polytechnics per district (where the children at risk were identified) were supported to initiate income-generating activities in order to prevent pupils from dropping out of school and support withdrawn pupils. Profits accrued are used for the up keep of the children. The Homa Bay DCLC worked with the department of education to monitor the progress of these school based income-generating activities by including the activity into school inspection process.

3. Effective engagement of communities through establishment of community based task forces with professionals from local government

Practices that aimed at building capacity were identified from the programme. The activities included strengthening the capacities of district, communities and children in combating child domestic labour in Singida, Tanzania. The engagement of other social partners in community mobilization has strengthened local capacities in combating child domestic labour. It is a good practice because the task force legitimately mobilized support for the programme.

The Singida District Council officials were directly involved in sensitizing parents and guardians to bring home their children who were CDWs in other parts of the country so that they could return and join the centre for skills training. This strategy showed their commitment in supporting the local child labour committees and the communities surrounding the centre in general, and in alleviating the problem of child domestic labour in the area.

4. Establishment of a crisis centre for withdrawn child domestic workers and establishment of a vocational training centre in

sending areas as a motivation for children who do not enter into child domestic labour sector.

The establishment of a crisis and rehabilitation centre with a comprehensive service package for prevented and withdrawn children from domestic labour was established by KIWOHEDE. The centre provides a home for withdrawn children. In Singida, a vocational training centre has been established with support from communities and local government. The centre provides both basic literacy classes and vocational training skills.

5. Capacity building of implementing agencies as a means of addressing capacity gaps in partner organizations through both organizational capacity assessment and training

The process involved selecting experienced agencies on child domestic labour, undertaking a participatory organizational capacity assessment of the implementing agencies, training implementing agencies in technical and management issues, and producing a training package on child domestic labour for implementing agencies.

6. Production of IEC materials (in local language) and dissemination

During the programme implementation, implementing agencies were supported to develop IEC materials. These were developed particularly for areas where programmes were being implemented. The materials developed by implementing partners addressed the issues of CDW and increased levels of awareness.

Conclusions and Recommendations

1. Poverty and HIV/AIDS have contributed to the rise in child labour cases; the interventions need to be scaled up in order to provide more support to children in need.
2. A strategy needs to be devised to address the long term educational needs of withdrawn and prevented children. One such possibility is to start up a community fund or an insurance scheme which can be used to pay for school financial contribution. Building a bursary endowment fund would be another possibility that could ensure that no child drops out of school due to lack of school materials, particularly when they go to secondary schools.
3. A learning or experience sharing forum or exchange visits would be an enriching process. The Ministry of Labour in Uganda can showcase the policy development process that they have achieved so far and the ongoing awareness with parliamentarians and the cabinet on child labour issues.

4. The use of media has been one of the most effective methods in creating awareness on CDW. The experiences from Zambia can also be showcased in other countries where other media organizations can learn and share experience. Including a media intervention in any future programme will be very helpful in awareness creation.
5. In Lira District in Northern Uganda, there has been a problem with internally displaced persons due to conflict. Children in such families are working as child labourers in order to support their families. Since the district has been a target on child domestic labour, it has become very difficult to deal with the issues because the community does not view child domestic labour as a priority issue.
6. The code of conduct should be further piloted in other areas and later scaled up since it has potential of ensuring that those children who choose to work are working in good working conditions.
7. Ongoing capacity building support to all the organizations in the CDW programme so as to build their organizational capacity to implement programmes effectively is important and necessary in order to increase efficiency.
8. ILO-IPEC needs to explore possibilities of providing longer funding cycles, so that good practices could be further tested and replicated.

What is a Good Practice?

According to the ILO/IPEC/DED guidelines and as elaborated in a book titled Good Practices: Gender Mainstreaming in Actions against Child Labour (2003), a good practices is:

Anything, whether fully or in part, that has proved to work well in combating child labour, including CDW and which has implications for practices at any level.

A good practice can represent any type of practice, whether small or large.

- It can represent a practice at any level from broad policy level activities to grassroots practices in the field.
- It need not represent an overall project or programme. Even if a project overall has not been successful in its entirety, there still could be some good practices that it has developed or applied. Conversely, even if, overall, a project has worked well, it does not mean that everything it has done in the process of implementation has been effective.
- It could also represent something that only emerges after comparison across multiple settings, which could be proactive (e.g. via a cluster or thematic evaluation) or retrospective (e.g. review of existing reports and documentation).

The key idea behind a good practice, as emphasized by Perrin (2003), is that the good practice must be an intervention that has actually been tried and has shown to work. There must be, at least, some evidence of effectiveness, as distinct from a potentially good idea that has not actually been tested. It could, however, be showing work in progress, representing preliminary or intermediate findings with indications that it has a high chance of being a good practice once completed.

Good practices are normally classified in three different levels, namely; innovative practices, successfully demonstrated practices; and replicated practices.

Innovative Practices

An Innovative practise must answer to one of the following questions:

- Is it something original?
- Is it a fresh idea?
- Is it something that has been creatively modified to fit the context?

However, care must be taken so as not to include those practices, which are in conflict with national or international legal frameworks.

Experience Shows that the Approach used in Direct Interventions and Capacity

Building activities funded by ILO/IPEC are often similar, although actual implementations sometimes differ from one implementing agency to another, depending on circumstances. Thus, differences in implementation can have significant differences in terms of impact, significance and sustainability. Therefore, when a practice is replicated in other areas, it becomes a potential strategy to share and apply.

Successfully Demonstrated Practices

Successfully demonstrated practices respond to the following crucial questions:

- How successful was the practice/intervention in achieving the goals and objectives of the project?
- Can the intervention achieve the same level of success when applied in other settings?

Replicated Good Practices

These are interventions that have been disseminated in other areas and have proved to work with desired results. They need not be interventions adopted from other areas. They could have been applied in the past in the same area and proved to work or they could be practices that were applied in one community, in one area and later transferred to another community in the same area and seemed to work.

SECTION ONE

KENYA AND TANZANIA



Chapter I

Child Domestic Labour in Kenya and Tanzania

I.1 Introduction

In this chapter, the situational analysis of child domestic labour in Tanzania and Kenya is presented.

I.2 Exploitative Child Domestic Labour

Exploitative Child domestic labour refers to two scenarios. The first is when children who are under the legal minimum age are working as domestic servants and, in this situation, such children are to be completely removed from such situations and provided with educational alternatives. The second scenario is when children above the legal minimum age are working under exploitive and abusive conditions.

The minimum age of employment depends on national legislation [in Kenya it is 15 years while in Tanzania, it is 14 years]. The minimum age is set according to the age of completion of primary education. Children working as domestic labourers may be working for a third party (a person who is not related to the child in any way) or for a relative (who is employing the child for payment in cash or kind).

Child domestic labour is almost exclusively carried out in private homes, and, is thus frequently “invisible”. Unlike child labour in factories or on the streets, in domestic labour, each child is separately employed and works in the seclusion of a private house where it is difficult to reach.

Child domestic labour is explicitly defined as a worst form of child labour according to the ILO Convention No 182, which Tanzania and Kenya have also ratified. There are a number of important provisions applicable to child labour in the Convention. Where there is exploitation and work is hazardous and likely to harm the health, safety or morals of children, or include trafficking, slavery or practices similar to slavery, this constitutes the worst form of child domestic labour as defined under the ILO Convention No 182 of 1999. Under this Convention, such labour must be eliminated as a matter of urgency and the children removed from danger and supported.

However, when we are talking about child domestic labour we do not include those children who just lend a helping hand at their homes in non-hazardous

domestic tasks undertaken by a child of any age. Such tasks may include washing dishes after a meal, washing their clothes, cleaning their room, cooking, looking after young ones or the elderly, farming and feeding livestock. This is common in every country in the world where children lend a helping hand for such activities in their own homes and in moderation, allowing time for education and play. Such tasks are a natural part of childhood development and family socialization. This kind of work is not child labour.

1.3 Characteristics of Child Domestic Workers

As far as the demographic characteristics of child domestic workers in Tanzania and Kenya are concerned, the International Programme on the Elimination of Child Labour (IPEC) estimates that 80 percent of child domestic worker are girls, many of them from rural and poor slum communities in districts or regions outside of where they are employed. The majority of these girls enter domestic service while they are below 15 years. However, there are others who enter as early as seven years of age.

On their educational profiles, studies indicate that the majority of child domestic workers in Kenya are school dropouts; they drop out of school due to many reasons, including lack of school fees, being orphans, illness, pregnancy and truancy. The remaining are those who have never been enrolled or have not completed primary school.

1.4 The Nature of Child Domestic Labour

Despite the difficulty of reaching child domestic workers, some non-governmental organizations in Tanzania, for example, KULEANA, TAMWA and Trade Unions such as CHODAWU; and in Kenya ANPPCAN and Trade Unions such as KUDHEIHA and Academicians have carried out research studies which have revealed that most of child domestic workers work under difficult conditions and face hardships which make them highly vulnerable to both abuse and exploitation.

Those studies show that child domestic workers are exposed to many risks and hazards from very early age. Some of their experiences include the following:

i) Isolated from their families and communities

Being young and far away from their families, children are deprived of childhood opportunities such as parental love, care and guidance. Children working as stay-home domestic workers usually do not see their families for years because they do not have annual leave. Since their work is basically in the house, some of them do not get the opportunity to socialize with friends or neighbours unless they are sent for errands.

ii) Forced to work long hours

Most child domestic workers work long hours. They wake up between 4-6 AM and go to bed at midnight or 1 AM. They therefore work between 14 to 16 hours daily. Normally, they wake up before the family wakes up and only go to bed when the rest of the people in the family have slept.

iii) Have no time off

Many Child domestic workers work 7 days a week without rest and do not have holidays or annual leave. Therefore, their growth is affected.

iv) Assigned heavy workloads

They are often overworked by doing a variety of domestic chores continuously, work is often heavy involving long hours and carrying of heavy loads. In most cases they work while babies are strapped on their backs and no other member of the household assist them in performing any of the tasks.

v) Kept in the house and not allowed to go out

They rarely have the opportunity to be in the outside world, much less interact with other people including friends and peers. In short, they are often completely isolated. Confinement or lack of interaction with friends and peers hamper psychological development of a child. In some cases, this leads to depression and loneliness. Apart from that, they are deprived of their fundamental rights to playing, praying and even attending skills training.

Employers fear that if they go out, they will interact with others and get to know about their rights in employment.

vi) Eat and sleep separately from house members

In most cases they eat leftovers or different food (normally poor diet, little quantity) from what their employers' family eats. In some households, they eat alone in the kitchen. They normally don't have proper beddings or a proper place to sleep.

vii) Suffer physical and/or mental abuse

They very often suffer physical and/or mental abuse, ranging from lack of affection to frequent verbal abuse and beatings for even mistakes made by the employer's children.

Sometimes, in the case of girls they face sexual abuse by employers or other grown up members of the family.

Such conditions are harmful to a child's development on all fronts i.e. mental,

social and emotional.

viii) Denied usage of household facilities

This includes listening to radio or watching TV. They are not allowed on the pretext that they will forget to work as required.

ix) Working with no contract

Given that the children are normally young, frail and ignorant about their rights, they have no job security: thus, they always work under permanent fear of being fired at any time. Their contracts are oral with no record. These are among the reasons why they are preferred to adults.

x) Given little or no pay and few or no rewards

Their wages are very low and often come irregularly if they get wages at all.

There are also cases where salaries are paid to the parents or guardians of the working children. Some child domestic workers, from the beginning of their employment, agree with their employers either to work in exchange for food and lodging only or be paid in kind, in most cases they are given second hand clothes.

Despite the above unfavourable working environment, most child domestic workers are afraid of revealing what happens to them even when they get a chance for fear of losing their jobs, and hence, remain quiet.

Although the poor working conditions are very common for the majority of child domestic workers, there are few who work in decent conditions. Children in such circumstances have a good relationship with their employers. There are those who are paid regularly and are able either to send some money home to their families or pay for their skills training in vocational training centres.

1.5 Causes of Child Domestic Labour

In Tanzania and Kenya child domestic labour has been common for a long time and the reasons why children work are complex. However, they include both push factors on the supply side and pull factors on the demand side.

1.5.1 Push Factors

i) Poverty

In Tanzania like in most developing countries, poverty is the most prominent and often cited factor among a multitude of supply side causes of child labour at micro

level. While it is the major causes of child domestic labour, the latter also perpetuates poverty. A family might be poor because adult members do not have skills to match market needs, or have low educational levels and are considered unemployable. There may be no work available, even when there are family members who could be working. Conflict, illness or natural disasters may have taken away the bread winner, leaving a household with no one to depend on. Such a situation can force a child to engage in child labour, including child domestic labour.

ii) Large household size

Another reason connected to poverty is the size of families. It has been observed that many children who work for wages normally come from large families that are unable to cope with the numbers and, therefore, require children to work in order to augment the meagre family incomes.

However, not all poor children work and not all working children come from poor families. This is a clear indication that there are many other factors involved.

iii) Socio-cultural factors

Social-cultural factors also play a big role in forcing children, especially girls, to take up domestic work. First, domestic work is seen as “women's work.” Many parents see it as the only option for a girl child who must work, since it is thought to be light and “appropriate” in preparing them for future responsibility as housewives and mothers. This is coupled with customary traditions such as forced early marriages, early pregnancies, and female genital mutilation which make girls more vulnerable.

As well, women and girls are particularly vulnerable in communities where they are considered inferior or more expendable than male members of the family, or where they are seen to have specific responsibilities towards the family. Due to this mentality, often the girl child is not sent to school or is taken out of school early in the belief that she does not need to be educated or should not be educated, as this may blight her marriage potential. The result is that girls end up being domestic workers.

iv) Orphanhood

AIDS is one of the leading causes of death in Tanzania and Kenya today. Since the beginning of the pandemic in early 1980s, it is estimated that AIDS alone has orphaned more than one million children in each country. With the weakening of the extended family system, compounded by economic difficulties, children orphaned mainly through HIV/AIDS find themselves with no alternative but to drop out of school. Although free primary education has been declared for all children, it is not a complete remedy for orphans. They have to move out of their homes to search for food and shelter both of which are easily available once a

person takes up a job as a domestic worker.

It is under such circumstances that some of the orphans actually end up as domestic workers, even when it is in exploitative circumstances such as no pay.

v) Family problems

Some parents are negligent to the point of refusing to work hard in support of the family and instead turn their children into a source of cash income. Such negligence is observable where there is of parental alcohol abuse, desertion, and general laxity. Normally, this is accompanied by cruelty and failure to guide children accordingly. Parental negligence deprives children of, among other things, opportunities to join or continue with school education and thus they end up joining domestic work.

Also, marriage breakdown and divorces leading to step parenthood contribute to this problem.

vi) Ignorance of risks

Most families especially in rural areas often see domestic work as a kind of training for a girl child in household skills which she will need when she marries. As a result, domestic work is seen as an apprenticeship, and an alternative to education. Also many families think their children will find better life if they go and live with another family (often in the city or big town) where they will have a better place to live, decent clothes and good food in exchange for work in those households.

In this case, many rural families and communities translate the safety of the family home into safety in someone else's home, not questioning whether employers will provide the protection for which the child has a right. Sometimes, employers themselves see taking in a child to work in the home as an act of benevolence. Sometimes this may be systematized into real or false or quasi adoption.

Some families also hope that their children will be sent to school or vocational centres for training at the same time they work. In some few cases, this may be true but in most cases children find themselves in a situation, which is different from what they thought it would be, and consider themselves to have been trafficked to work in domestic labour.

1.5.2 Pull Factors

i) Social change

The urbanization process has caused social change that has shifted the roles of women and mothers who must now find substitute care for children. This process supports the need for domestic workers. The majority of those who can provide that care are in rural areas. Therefore as long as many people in urban areas still have links with rural areas the possibility of recruiting children from rural area is

great.

ii) Peer influence

Some of the children are attracted by what they perceive as enhanced status of their peers already engaged in employment especially when they return to rural areas on vacation.

On the other hand, there are some parents who also encourage or even force their children to join the labour market following the example of the other children already employed and making remittances to their families.

iii) Preference of employers

Child labour is also preferred to unskilled adult labour because the former are perceived to be more docile and compliant and are willing to work for lower wages. Furthermore, children are less likely to demand better conditions and are capable of working longer. Employers use their vulnerability as a way to keeping their cost lower.

1.6 The Extent of Child Domestic Labour

Even though the exact number of child domestic workers may not be known because of their invisibility, available statistics from national surveys give an indication to the extent of child domestic labour in both countries.

For example, in Tanzania, the 2000/2001 Integrated Labour Force and Child Labour Survey estimated that 47.8% of all children aged 5 to 17 were engaged in house keeping activities. However, as it was noted earlier, not all children who are engaged in housekeeping are child domestic workers. Some of them perform activities considered to be child work in their homes, rather than as child labour.

On the other hand, in 2003 when carrying out a Baseline Study and Attitude Survey on Child Labour and its Worst Forms, REPOA estimated the percentages of child domestic workers among children engaged in other worst forms of child labour in 11 districts targeted for the Time Bound Programme (TBP).

This study indicated that the districts which are prominently urban have, at least, up to one third of all working children engaged in domestic labour. The districts which are prominently rural have only 5 percent of all working children being engaged in domestic labour.

In Kenya for example, statistics from the 1998/1999 Child Labour Report published in 2002 ranks child labour and related helpers second to agriculture and fisheries, both commercial and subsistence. In fact, the report shows that out of a total of 1.9 million working children, 17.9 percent are engaged as domestic labour and related helpers, cleaners and launders. The International Labour Organization (ILO)

estimates that there are about 200,000 children below the age of 18 engaged in domestic labour in Kenya. Research and surveys by Sinaga Centre and other research organizations further support that child domestic labour is widespread in Kenya.

1.7 Interventions Against Child Domestic Labour

In Tanzania child domestic labour was identified as a priority worst form of child labour by the Government when it announced its intention to take on a “time bound programme” to combat the worst forms of child labour in May 2000. Furthermore, at a national round table meeting held in preparation of the Time Bound Programme in April 2001, broad based consensus was reached that child domestic labour is indeed one of the worst form of child labour and that the problem of child domestic labour should be tackled with urgency. Children in domestic work are therefore one of the priority target groups of the Time Bound Programme to eliminate the worst form of child labour in Tanzania.

Tanzania has also put in place important national and sectoral policies to promote the welfare of children, enhance basic education opportunities and protect the rights of children. These include the Education and Training Policy, Child Development Policy, the Poverty Reduction Strategy and the Employment and Labour Relations Act. These policies and legislation are interventions put in place by the government against child labour, including child domestic labour.

Following the Tanzania government's ratification of some of the most crucial international instruments on child rights, and putting in place national policies and legislation favouring the elimination of child domestic labour, several projects and programmes to combat the problem have been initiated. These involve public and private sectors either singly or collaboratively.

Once the good will was gained, the number and variety of organizations that engaged in combating child labour, including child domestic labour, grew steadily. The state remains a key actor in the fight against this problem through a number of government departments, corporations and ministries. These include the Ministry of Labour, Youth Development and Sports, Ministry of Education and Culture; and Ministry of Community Development, Gender and Children Development. Another set of organizations taking part in combating child labour include non-governmental organizations (NGOs) such as KIWOHEDE, KWETU Counselling, TAMWA and KULEANA which are local and Save the Children which is international, trade unions such as CHODAWU, and the private sector through the employers' association (ATE).

The participation of community based organizations (CBOs) and grassroots organizations in rural and urban neighbourhood represent a significant organizational breakthrough in the struggle to combat child domestic labour. This is because through the CBOs support, the fight against child labour appears to hit

a critical mass. At the international level, we have both multilateral and bilateral agencies including the International Programme on the Elimination of Child Labour and UNICEF, which have supported programmes in combating child domestic workers through local organizations.

Kenya has ratified the ILO Convention No. 182 in 2001 and it is one of the countries implementing the Time Bound Programme (TBP). Since 1954, Kenya has ratified 47 ILO Conventions out of which 4 are in force.

On national policies and legislation, Chapter V of the Kenyan Constitution popularly known as the Bill of Rights provides for the rights of all Kenyans. More importantly, the Constitution was recently amended in light of the Child Rights Convention to specially provide for the right not to be discriminated against on the basis of age. The Constitution of Kenya further stipulates that no person shall be held in slavery or servitude, be required to perform forced labour, or be subject to torture or to inhuman or degrading punishment or treatment' (Section 73 & 74).

Therefore, the Children's Act of 2001 essentially domesticated the CRC in the spirit of Article 45. This brought the document into legal operation in the country.

The Paper on Child Labour in Kenya also confirms both the Government's commitment to fulfil its obligations under various international legal instruments towards the elimination of child labour and it addresses the various perspectives of child labour as a national concern. The paper also provides for a national framework in which policy objectives and strategies are given direction and purpose with a view to effectively mainstream child labour issues in national development.

Furthermore, IPEC has been working in Kenya since 1993, assisting the Government to formulate policies and programmes for the elimination of child labour. Among the initiatives taken are:

- i) Setting up a National Crisis Centre whose purpose is to receive emergency cases of child abuse including child labour, with the aim of linking them up with appropriate service providers;
- ii) Establishing a Child Labour Division that has the following objectives with regard to children's issues:
 - (a) To prevent children from entering the labour market;
 - (b) To protect the already working children;
 - (c) To withdraw children from child labour for rehabilitation;
 - (d) To review and harmonise the existing labour laws addressing child labour;
 - (e) To create awareness on child labour among the masses, and
 - (f) To eventually eliminate child labour in Kenya.
 - (g) To develop a Child Labour Policy through a draft cabinet Paper placing

child labour issue on the national agenda; and

- (h) To have in place a free and compulsory primary education policy whose implementation commenced in January 2003.

In line with the ratification of the convention, throughout the 1990's several programmes to combat child labour were initiated. These involved government, the private sector and the non-profit sector, singly or collaboratively, including national and international non-governmental organizations (NGO's). Labour Unions and the private sector mainly through the Federation of Kenya Employers (FKE) have also claimed stakes in the fight against child labour in Kenya. The participation of community-based organizations, grassroots organizations in the rural villages and urban neighbourhoods, represent a significant organizational breakthrough in the struggle to combat child labour. This is because through the community-based organizations' support, the fight against child labour appears to hit a critical mass. At the international level, we have both multilateral and bilateral agencies including the ILO/IPEC and UNICEF programmes.



Chapter 2

Programme to Combat CDW

2.1 Introduction

This chapter will briefly highlight programmes that were successfully implementing from which good practices were documented.

2.2 Kenyan Implementing Agencies and Activities

2.2.1 ANPPCAN

African Network for Prevention and Protection of Children Against Abuse and Neglect (ANPPCAN) is a regional non-governmental organization with its headquarters in Nairobi Kenya. The action plan implemented by ANPPCAN (as the main implementing agency) aimed at combating child labour in domestic work through prevention in the catchments districts of Homa Bay and Suba in Nyanza Province. ANPPCAN worked very closely with Homa Bay District Child Labour Committee. The following activities were carried out:

- i) Strengthening of the Inter Sectoral Linkages and Building Capacities at the community level;
- ii) Awareness creation at local level;
- iii) Promoting local level advocacy and preventive affirmative actions;
- iv) Support to selected schools and vocational training centres to start income Generating activities to support children at risk of joining CDW; and
- v) Sharing experience with partners and stakeholders to encourage scaling up and replication of good practices.

2.3 Tanzanian Implementing Agencies and their Activities

2.3.1 CHODAWU

The Conservation, Hotels, Domestic and Allied Workers Union (CHODAWU) is a trade union affiliated to Trade Union Congress of Tanzania (TUCTA). The Union was established in 1995 and registered on 15th September 2000 in accordance with the Trade Union Act of 1998. CHODAWU as its name shows, caters for the workers in the conservation, national parks, tourism; hotels, restaurants; domestic and allied sectors such as security guards, faith based organizations, supermarkets,

shops, bars, saloons and the informal sector.

CHODAWU has implemented a number of action programmes on CDW in the past six years and has been able to withdraw and rehabilitate children. CHODAWU also has a number of crisis centres in Dar es Salaam and in the districts where it operates like in Singida.

Within this project duration, CHODAWU proposed to implement a set of strategic programmes activities in two wards of Singida District namely; Ikungi and Mungaa. Identification of the project area was done in consultation with the District Council and the community members. An estimated 350 child domestic workers were targeted for prevention. Their age ranged from 7 - 12 years. Activities undertaken under this strategy included the following:

- (i) Physical and social mapping;
- (ii) Community mobilization and awareness raising;
- (iii) Dissemination of information on social and physical mapping;
- (iv) Drop in centre in makiungu;
- (v) Establishment of child labour committees;
- (vi) Income generation activities; and
- (vi) Media advocacy

2.3.2 KIWOHEDE

Kiota Women Health and Development Organization (KIWOHEDE) is a nongovernmental organization established in 1998. It is engaged in the direct and in-direct services targeting child domestic workers. Currently KIWOHEDE specifically targets CDWs in its programme of direct services, legal assistance and outreach.

The centre managed by KIWOHEDE in Manzese and Tandale wards in Kinondoni District; in Dar es Salaam reaches the most affected child domestic workers of both sexes (boys and girls). Activities undertaken by KIWOHEDE included the following:

- (i) Withdrawal, rehabilitation and reintegration;
- (ii) Community mobilisation and awareness Raising;
- (iii) Community seminars;
- (iv) Tracing and tracking system;
- (v) Media advocacy;
- (vi) Rehabilitation of a crisis centre; and
- (vii) Income generating activities.

The good practices have been identified in consultation with key stakeholders, particularly communities, teachers, children, parents, government and civil society organizations. The objective is to build the knowledge base on strategies that work

in the elimination of exploitative child domestic labour. Since documentation of good practices contributes to the foundation for lasting change regarding the elimination of exploitative child domestic labour, it is important to highlight practices that have proved to work successfully. The objective is to promote replication and scaling up of activities in areas that have potential to apply the good practices.

2.4 Study Methodology

2.4.1 Sampling of Implementing Agencies and Areas

Physical visits were made to agencies implementing the project on combating child labour in the domestic sector in East Africa. These agencies were:

- (i) The Conservation, Hotels, Domestic and Allied Workers Union (CHODAWU), which is a trade union affiliated to the Trade Union Congress of Tanzania (TUCTA). Within this project, CHODAWU was implementing a set of strategic programme activities in Singida District in two wards, namely; Ikungi and Mungaa. CHODAWU has successfully renovated and established a vocational training centre in a sending area and consequently managed to bring back children who had gone to work in other areas.
- (ii) Kiota Women Health and Development Organization (KIWOHEDE), established in 1998 is a non-governmental organization, engaged in the direct and indirect services targeting child domestic workers.

Within this project, KIWOHEDE was implementing programmes to cater for the most affected child domestic labourers of both sexes. These children were provided with care and rehabilitative services at their Manzese drop-in centre, which caters for Manzese and Tandale Wards in Kinondoni District, Dar es Salaam Region. Like CHODAWU, in this project, KIWOHEDE has renovated a drop-in centre in Bunju, on the outskirts of the City of Dar es Salaam, for withdrawn child domestic workers and therefore expanded its capacity to take in more exploited and abused children.

- (iii) African Network for Prevention and Protection of Children Against Abuse and Neglect (ANPPCAN), is a regional organization addressing the welfare of children in general, and in particular those in need of special protection. It has its headquarters in Nairobi, Kenya.

In this project ANPPCAN aimed at combating child labour in domestic work through prevention in the catchments districts of Homa Bay and Suba in Nyanza Province. They however, worked very closely with the District Child Labour Committees, and thus contributed greatly to the capacity of the district office in addressing issues of child labour in general.

2.4.2 Data Collection Methods

Four techniques were applied, namely literature review, field observations, individual and group interviews and a questionnaire (form) survey were used for collecting relevant information on good practices.

Review of Relevant Literature

The documents reviewed included action programme summary outlines, progress reports, mid term and annual review reports, research and evaluation reports. Other relevant documents being consulted include those found prior to and during the visits and which concerned the project for each of the implementing agency.

Field Observation

The consultants visited the headquarters of each implementing agency and some of the areas under their jurisdiction. During site visits, verifiable information was collected from primary sources, for example, the numbers of children withdrawn, the quality of support provided to children, the quality of training skills offered, and the viability of income generating activities for schools and parents.

Administering Good Practices Submission Form

The consultants adopted and made slight modifications to the IPEC form for generating good practices. The form was administered by the coordinators of the project or by their assistants, after having been de-briefed on the nature of the exercise and its objectives.

Individual Interviews

Oral interviews were carried out with some of the staff of the implementing agencies, relevant government officials and local leaders, using pre-developed interview questionnaires. The aim of these interviews was to get the views on what they considered to be a good practice in the project they participated in.

Group Interviews

Group interviews were mainly held with some of the child labour committee members, school child committee members and children either withdrawn or prevented from CDW. The main focus of these discussions was to get their views on what they thought were good practices.

Criteria for Identifying Good Practices

The information obtained from data collection process was analyzed and good practices were identified using one or more of the following seven criteria:

(i) *Innovative/Creative*

What is special about the practice that makes it of potential interest to others?

(ii) *Effectiveness/Impact*

What evidence is there that the practice actually made a difference?

(iii) *Reliability*

Is the practice applicable in other situations or settings?

(iv) *Sustainability*

Is the practice and/or its benefits likely to continue and be effective, over the medium to long term?

(v) *Relevance*

How does the practice contribute directly or indirectly, to actions against child domestic labour?

(vi) *Responsive and Ethical*

Is the practice consistent with the needs? Has it involved a consensus building approach? Is it respectful of the interests and desires of the participants, and is it in accordance with ILO standards and conventions?

(vii) *Efficiency and Implementation*

Were resources used in a way that would maximize impact?

Presentation of Good Practices

Each identified good practice will be presented in this report according to the reasons for which it is chosen and its level of classification has been determined. Likewise, its preconditions and constraints are outlined to help those who want to replicate it. Moreover, suggestions have been offered on how it can be taken further as well as names and addresses of programme coordinators and field officers who were contacted during the study on the good practices.



Chapter 3

Good Practices in Kenya

3.1 Introduction

Two good practices were identified from the programme titled “Prevention of child domestic labour in major supply areas through community mobilization and empowerment in Homa Bay Kenya,” which was being implemented by ANPPCAN.

The first was the decentralization of multi-sectoral child labour committees from district to divisional, village and school community levels. The second was the supporting of income generating activities for primary schools and polytechnic schools in order to prevent pupils from dropping out of school and support those that have been withdrawn.

3.2 Decentralization of Multi-sectoral Child Labour Committees from District to Divisional, Village and School Community Level

This is considered a Level 2 Good Practice (a successfully proven practice).

3.2.1 Introduction

Child Labour Committees are created in almost every action programme. However in this action programme, a child labour committee was created at two levels, at village and (school community levels) and at the district level, to ensure supply to human and financial resources in order to increase local capacities to combat child domestic labour. While the school based child labour committee is responsible for ensuring access to quality education and retention of children, the district level committee supports the schools by following up on issues outside the school that might be affecting the performance, attendance or retention of children in schools. The district committees also monitor and mobilize resources at the community level.



National coordinator and district council representative Mrs. Mombuli provides advise to the head teacher who is the secretary of the Child Labour committee at Mungai

An interesting dimension of this set up is the fact that the district level committee is made up of 90% government employees (on payroll) and thus there is assurance of continuity and sustainability. As well, issues of child domestic labour are mainstreamed in local government planning and resource allocated. The remaining 10% is made up of civil society organizations working in that area so as to allow information sharing, avoidance of duplication and sharing of resources. The 10% is a non permanent position which changes according to institutions that come to work in the district. The main role of the district is to follow up on implementation of strategies at school level. Each government official that is a member of the committee is assigned a role and a geographical location to follow up, from which they report on progress. If no progress is made in a certain geographical area, a replacement of an official is made. Reporting is very transparent (in a committee meeting and methods of ensuring accountability of both resources and progress are very effective).

This seems to be working very well because of decentralization as one committee cannot be at the district and school the time. Teachers and parents make up the school committee. The school committee is also responsible for school based income generation activities.

ANPPCAN was in-charge of capacity building of these committees through training, ongoing consultations and reporting.

3.2.2. Why is it a Good Practice?

The following are the reasons why the above good practice has been identified as a good practice:

- i) Active involvement of schools ensures that education is central to the achievement of elimination of exploitative child domestic labour. At the school levels, teachers are closest to parents and children and they can effectively monitor attendance, performance and retention. Involving schools also

ensures that schools can come up with their own strategies of dealing with weaknesses in the schools that act as push factors to children.

- ii) This practice also empowers teachers, students and parents as they design strategies of dealing with the problem. It increases the capacity of the school administration to assess and evaluate performance, attendance and retention on a basis of vulnerability.
- iii) The involvement of local people especially local leaders and authorities in creating child labour committees have made them legitimate structures that have the necessary authority to reach the target groups, and hence increase public awareness.
- iv) The multidisciplinary nature of local committees allow participants and committee members to share experiences and enrich approaches regarding child domestic labour. This is an effective strategy in strengthening the capacity of the committees in addressing child domestic labour.
- v) Sustainability and continuity of programmes is assured because the district officials who are now aware of the child domestic labour problem, address it when they address development issues.
- vi) Child domestic labour issues are mainstreamed at the district level during planning and resource allocation. As well, maximum use of resources is made when activities at the district level are well coordinated and information is shared.
- vii) Information regarding weaknesses in the education system can easily flow back to the district and eventually to the region for action. At the district level, the district education officer is the officer responsible for monitoring and follows up of CL issues.

3.2.3 Preconditions for the Good Practice

For this good practice to work, some of the following preconditions have to be fulfilled:

- i) The basic condition for the success of this practice is community participation in planning and setting up of these committees with the objective of ensuring legitimacy and ownership. Community involvement needs to be at two levels - school and district. At the school level, parents need to know how they can participate in the management of school income generation activities and how their children will benefit from the accruals.

As well, parents need to work closely with the school administration to ensure that children are taken to school and that there is follow up on performance and attendance both at school and household levels. At the district level, communities need to understand that there is political will and commitment.

- ii) The district/local government office needs to have a good team of competent, hard working and committed members who are ready to follow up on issues affecting children on a regular basis. As well, child labour needs to be one of the priorities for development for the district in order for the district personnel to adequately respond to it. This means that the personnel have to have adequate knowledge on the subject so that they can impart this knowledge to communities around them.
- iii) Coordination of all activities addressing the welfare of children in the district needs to be prioritized. Collaboration with partners to share information, avoid duplication and share resources will avoid confusion and will ensure that issues affecting children are addressed in a holistic manner.
- iv) All the schools in the district need to be on board in order for them to effectively participate. It is important that the district office works very closely with schools to design strategies and to manage income generation activities at school level. This ensures that the district is aware of all the needs (human and financial resources) of the schools and can therefore assist in providing the resources.
- v) The district should have a team with academic background and experience in subjects relevant to that area. For example, if it is an agricultural area, there should be an officer(s) who are always available to provide assistance in that field. In this case, the district is always available to provide technical assistance, whether it is in farming of products, animal husbandry, agriculture, health and social welfare issues. More often, this knowledge does not exist at village levels, and therefore access to this knowledge is critical for the success of the programme.

3.2.4 Constraints that can be Experienced

The following constraints were encountered during the project implementation as far as this good practice is concerned.

- i) The process of operationalizing the district and divisional child labour committee was long and tedious. Identifying members, sensitizing them and developing a framework for work took a long time and this delayed the project work.
- ii) Due to the poverty which faces the majority of the population in the project implementation areas, child labour committees can be very weak if there is no external support over time.
- iii) District level governments need to have added expertise in the field of microfinance and micro enterprise in order to address the issue of increasing household income and assisting schools with income generation activities. If this skill and knowledge is missing, income generation activities are likely to fail.

3.2.5 How the Good Practice can be Taken Further

Multi-sectoral child labour committees from district to village level have proved to be very effective in several ways and they are particularly well adapted to communities. In Kenya and Tanzania where decentralization is strong, such committees can be set up with high probability for financial and technical support.

3.2.6 Lessons Learned

Even though non-governmental organizations like ANPPCAN have capacity to address child domestic labour, the large population demands holistic, inter-institutional responses. Thus, the intervention by a sole organization is insufficient.

For this reason and in order to make the project replicable, more resources need to be devoted to other institutions so that they can also address issues of child labour at district level. In addition, the districts needs to be further facilitated to carry out their activities more effectively.

Working with schools to address problems of retention, attendance and performance of children is one of the best methods of ensuring that children below the minimum age do not enter into child labour. However, schools need to have all the basic facilities in place in order to motivate children to attend. In some of the schools, they did not have desks, books, black boards and exercise books, and this can act as a disincentive to the students and teachers.

3.3 Establishing School-based Income Generating Activities Managed by Schools and Parents

This is a Level 3 Good Practice (a replicated practice).

3.3.1 Introduction

Five selected primary schools and four polytechnics in Kenya were selected by ANNPCAN as pilot areas for school based income generation activities. This practice was adopted from an earlier funded IPEC programme in Kenya in another geographical area. Schools were identified and supported to initiate income-generating activities in order to prevent pupils from dropping out of school and support withdrawn pupils so that they do not fall back into child labour. Profits accrued from the income generation activities to be used for the up keep of the affected children. The Homa Bay DCLC worked with the department of education to monitor the progress of the school based income-generating activities. Thus income generation activities were mainstreamed into the school inspection schedule. Because the major economic activities in these areas was agriculture and animal husbandry, selected schools either focus on agriculture or animal husbandry.

Income generation projects ranged from growing of fruits, brick making, operating small shops, to raising goats and cows. The selected schools chose the income generation activities based on the actual situation in the geographical area, the criteria for distributing the income was decided by the community, and all the children who receive support from the schools are identified through a transparent process.

3.3.2 Why is it a Good Practice?

The following are the reasons why the second good practice has been identified for capacity building in combating child domestic labour:

- i) Schools implementing the project are accruing some money to meet their planned needs (including school materials such as books, chalk, food and other needs). Mainly, the income is used to support children from poor and vulnerable families (children who are likely to go into child labour).
- ii) In a place such as Kenya where the impact of HIV/AIDS has left many children being orphaned, one of the best ways of extending assistance to orphans so that they can also access school like other children is if this assistance is provided in schools. Orphans in schools are provided with food and school materials, including uniforms. Some of the schools have assisted some orphan students to go to the secondary level. In polytechnic schools, the money is also intended to cover school fees for vulnerable children.
- iii) The money accrued from income generation is also used to put up other classes so that more children can have access to education. The classrooms are built in collaboration with parents and children, and thus there is a strong element of ownership and sustainability. Availability of classrooms makes learning possible and it also motivates children to come to school.
- iv) The income generation activities are also a learning exercise for students as they learn skills that they will use in managing their own future farms. It is reported in some of the schools that children have been advising their parents on how to manage their farms based on knowledge acquired from participating in the management of the school based income generation activity.
- v) Some of the nearby schools have been motivated to start income generation projects without funding from outside sources. On their own, after observing the success achieved by the piloted schools, a number of other schools have contacted the piloted schools for advice and guidance in setting up their own income generation activities. This demonstrates the applicability of the intervention.

3.3.3 Preconditions for the Good Practice

For the first good practice to work, the following preconditions have to be fulfilled:

- i) Income generation activities should not be identified without the advice of a district official or expert with sufficient knowledge and background on the identified income generation activity. As well, the school child labour committee and parents should be in full agreement with the propositions and should understand the level of involvement needed for the success of the activity. The lack of expert advice on the income generation activity could lead to failure of the activity. It is recommended that in an agricultural economy, an agriculturalist should be called to advice on the entire process that is from soil types, selection of seeds, type of manure, etc.
- ii) Income generation activities involving keeping of animals (e.g. goat rearing) should be done in places where there is sufficient security to ensure that there will not be any theft. Animals should not be reared in personal households (e.g. Headmaster's house) to avoid ownership problems. Before a project such as that is started, the school should ensure that they have a secure place with guards, if possible.
- iii) A market analysis should be undertaken before any income generation activity involving production of goods e.g. fruits, vegetables, milk, cheese, etc is done. Goods produced should always have a ready market. An expert to advice the school management on marketability of products should be available (preferably someone with entrepreneurship background). School management should also be trained on preservation and packaging of products.
- iv) Urban areas often have a very large consumption market as opposed to rural areas. Schools in rural areas should, as much as possible, be linked to urban markets in order to realize greater profit for their products and therefore sustainability. Linkages with the urban market can be made by the school management itself (an appointed person) or an NGO that is working with the school.

3.3.4 Constraints that can be Experienced

- i) The education system in many SubSaharan countries has not promoted entrepreneurship in schools and therefore most schools focus on academics. This is a major weakness because the infrastructure to support projects in schools often does not exist, including human and financial resources. For example, all schools with income generation activities did not have accounting packages, expertise in the area of entrepreneurship, facilities nor the experience to manage projects. This weakness can be dealt with if there is sufficient commitment from the government to support such initiatives in schools.

- ii) Participation of parents and other community members in the management of the income generation activity is critical and central to the success of the activity. However, participation from communities needs to be active and proactive. In many rural areas, schools experience 'passive' participation and this has a big impact on issues of accountability and ownership. Passive participation from communities weakens the checks and balances system.

3.3.5 How the Good Practice can be Taken Further

Three ways forward are suggested in order to improve the situation as follows:

- i) IPEC and other interested partners should advocate for a more systematic way of introducing school based income generation activities. This means that there should be a reliable infrastructure to support income generation activities in schools (including personnel, facilities, seed funds and expertise).
- ii) Entrepreneurship should be introduced in school curriculum with the objective of promoting entrepreneurship activities in schools as part of the learning system, but more importantly, for schools in poor communities as an alternative to supporting children from very poor families with basic school needs and at least one meal a day. Students should be encouraged to choose activities that they can manage.
- iii) The curriculum used in polytechnic schools need to be reviewed and be replaced with a more market-oriented one. Polytechnic and other vocational training centres need to be popularized as centres of transition and support for pupils seeking to enrol in them, particularly those from very poor families; and
- iv) Polytechnic schools need to be mainstreamed within the Ministry of Education to provide better opportunities for expansion, provision of up to date facilities, and trained teachers as well as access to them for children who do not join secondary schools.

3.3.6 Lessons Learned

One of the most effective way of mobilizing communities to support their children's schooling is to enforce a culture of community participation in activities that supports vulnerable families. In this case, families were motivated to participate in income generation activities in schools because they were assured that their children's schooling needs would be supported. However, participation needs to be made more meaningful in order to enforce ownership and sustainability.

Schools have a big potential of managing projects for development with the objective of helping vulnerable children. If schools are effectively facilitated to do this, they could be a great contributing factor to a reduced percentage of working children. Most working children prefer to be in school if given the opportunity but

often fail to do so because of the lack of basic needs to enable them attend classes. Parents are also highly in support of schools managing the projects because they are sure that their children's needs would be met.

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Chapter 4:

Good Practices from Tanzania

These good practices are identified from the programme titled “Strategic Programmes on Withdrawal and Rehabilitation of CDWs,” implemented by CHODAWU and KIWOHEDE in Tanzania.

4.1 Establishing a Crisis and Rehabilitation Centre for children Withdrawn from Exploitative Domestic Work in Ilala District, Tanzania

This is a Level 2 Good Practice (successfully demonstrated practice).

4.1.1 Introduction

Dar es Salaam is a growing city that attracts a lot of young people who move from rural to urban areas looking for work. Most of them end up in the informal sectors (including domestic labour). When these children reach the city area, they often have no relatives and depend entirely on their employers for food, medical care and other needs. Some of these children end up with families that exploit and abuse them. When a child is abused in circumstance of domestic labour, they often have no place to run to for assistance and because many are not paid their salaries, they also lack financial means to take them back to their rural homes.

After many years of working in direct action activities, both KIWOHEDE and CHODAWU have experienced the need to have transitional homes for withdrawn children. Most of the children stay in these homes up to six months before they are provided with an alternative and taken back to their families. In this programme, KIWOHEDE was facilitated by ILO/IPEC to renovate a crisis centre for children who find themselves in highly abusive situations. This property belongs to KIWOHEDE and the local government, and has the capacity to house 60 children at a time. The renovation of this centre is a good development for all children working in exploitative domestic labour in Dar es Salaam because now, they have a place to run to.

The centre is located at Bunju in Kinondoni District (a low income area), Dar es Salaam. The Centre serves as a drop-in centre and provides a comprehensive service package for prevented and withdrawn children from domestic labour.



Children withdrawn being sensitized on the negative effects of CL AT MAHINGWI - SINGIDA

4.1.2 Why is it a Good Practice?

The following are the reasons why this has been identified as a good practice:

- i) The fact that most children migrate/are trafficked from rural to urban areas for employment increases their vulnerability as they move to an area that is alien to them and where they know no one. Children who find themselves in trouble when working as domestic labourers often leave the homes of their employers with no money to help them go back to their rural homes, they fall prey to other worst forms of child labour (for girls, prostitution is common and for boys, it is petty trading). The crisis centre provides a temporary home/shelter for children who need a place to stay while they wait for relocation to their families. The home provides security, both psychological and physical as children know that they are safe from harm and they can also get all their basic needs.



Withdrawn girls at Mahingwi with hope for the bright future

- ii) Sustainability is paramount for activities that provide support to children. This facility is owned by both the local government in that area as well as KIWOHEDE. Being located out of town, the centre offers a lot of space for outside activities which is good for the children. In the past, KIWOHEDE used to manage a crisis centre in rented facilities which cost them a lot of rental fees. The centre is a breakthrough from depending on rented premises. The local government will also be providing assistance in terms of food and other basic needs. This move ensures sustainability of the organization and organizational activities. Services provided at the centre include psychosocial counselling, recreational activities, family counselling, vocational training classes, legal aid, career counselling and reproductive health education.

4.1.3 Preconditions for the Good Practice

For the first good practice to work, the following preconditions have to be fulfilled:

- i) In this case, the government had provided a lot of support for the renovation, including providing KIWOHEDE with additional land to use for recreational activities. The local government will also provide assistance in food and participate in the child labour committee. Commitment from the government is critical in sustaining the centre because it guarantees ongoing support, and mainstreaming into the planning and budgeting of local government resources. It can also be a strong force in mobilizing community support for activities against child domestic labour. Thus although in most cases, the government has limited financial resources to contribute to such activities, it can contribute in a variety of innovative ways.
- ii) Community involvement and ownership of the crisis or rehabilitation centre is very essential for its sustainability and impact.
- iii) The organization managing the project has to use as much professional expertise as possible in renovating the centre. Professional expertise ensures that the building can accommodate children in the most comfortable manner. This means that the renovation should involve engineers (in terms of space management, etc.) and other professionals such as social welfare officers who advice on the type of rooms needed for counselling and private consultations with children. Health officers are also needed to offer advice on health issues.

4.1.4 Constraints that can be Experienced

As far as the first good practice is concerned the following constraints can be experienced:

- i) The renovation of a building is a process that can take very long especially if the right expertise is not on board from the planning stage. Preparations have to start early and have to involve as much as possible other stakeholders, including the children themselves.

- ii) The centre has to have a comprehensive service package; otherwise children would run away from the centres because their expectations have not been fulfilled.

4.1.5 How the GoodPractice can be Taken Further

Even with a community-based approach to running a drop in or rehabilitation centre, the issue of operational sustainability is pertinent. Child domestic work takes place among poor groups and individuals in poor communities. Expecting communities and their local governments to bear the costs entirely within a foreseeable future is not realistic. Therefore, it is recommended that resource mobilization be part of the strategy to sustain the centre.

4.1.6 Lessons Learned

Empowering child domestic workers requires a systematic and sustainable process that includes building a sustainable infrastructure to support all processes aimed at eliminating exploitative CDW. Crisis centres provide an opportunity for children to build their self esteem, confidence and also provides them with the opportunity for education, vocational training, spaces for socialization and citizen participation.

4.2 Strengthening the Capacities of District Communities to Respond to CDW and using a Vocational Training Centre to Motivate the Return of CDWs to their Families

This is a Level I Good Practice (innovative practice).

4.2.1 Introduction

This good practice was identified from the action programme implemented by CHODAWU in Singida rural district, Tanzania.

Singida is one of the most common sending areas for child domestic labourers. The culture (which is highly gender discriminatory) as well as the harsh economic environment of the area pushes children into child labour. CHODAWU has been working in Singida for six years implementing programmes aimed at preventing children from entering into worst forms of child labour. In this programme, CHODAWU's focus was to prevent children and withdraw them from exploitative child domestic labour by renovating a vocational and skills training centre. The renovation of the centre turned out to be one of the most innovative ways of withdrawing children from child domestic labour. Parents wrote letters to their children asking them to return home so that they can attend classes in the vocational training centres. The response was overwhelming.



Rehabilitated children in Singida singing songs related to elimination of CDL during parents day

The strategy used by CHODAWU was multi-faceted. First of all, they effectively engaged local government in mobilizing community support in participating in the actual renovation and in educating parents about the hazards of CDW. The local Government took a central role in managing the programme and as a result, there was effective participation from the community. Secondly, CHODAWU involved parents and communities in all stages of planning and management, all parents were educated about the campaign against child domestic labour and they were made aware of the psychological, physical, emotional and other problems that children are likely to face. It is the parents that had to make their own choices of calling their children back. Thirdly, CHODAWU renovated an old building and turned it into a fully functional vocational training centre with volunteer teachers, few facilities and a lot of space for expansion.

Parents realized that their children have something promising to come back to because of the centre, and thus many of the children that were working (not only in Dar es Salaam but also from other administrative regions as well, were called back by their parents. All the children who returned from child domestic labour were registered for vocational training classes.

The centre was established in a geographical area where there was no other education facility. Both primary and vocational schools were situated some kilometres away from that village and therefore opportunities for education were minimal. The local government guaranteed teachers and eventually few facilities to run the centre, but the community itself still had to put in additional financial resources.

4.2.2 Why is it a Good Practice?

The following are the reasons why the first good practice has been identified as a good one in creating the necessary conditions for combating child domestic labour:

- i) In all cases, parents and children need to have practical alternatives to child labour. In that particular village, there was no school and therefore the renovation of the crisis centre was a viable opportunity for children because young people could then have access to skills training, something which they never received. Many of them returned to be trained in various skills. Without this centre, there is a likelihood that children would have remained in urban areas.
- ii) The involvement of parents to withdraw their own children is something that is very innovative. In other circumstances, this work is usually done by a civil society organizations which are few and do not have the capacity to bring back as many children. In this project, parents wrote letters to their children and asked them to return home. The act of involving parents in the withdrawal process had a dual effect; first of all, reunification with family, and secondly, children were coming back to a better alternative.
- iii) The publicity of the vocational training centre made by the District Council officials and the parents is now a pull factor for children in other villages. The centre currently serves seven wards which is a big geographical area. This reflects the need and demand for such centres and it also demonstrates the need for young children to have access to skills training facilities.

4.2.3 Preconditions for the Good Practice

For the good practice to work the following preconditions have to be fulfilled:

- i) Central and local Government officials and politicians at district and ward level should themselves be convinced that child domestic labour is a vice in the society, which should be eliminated at any cost. If they are not convinced, they would not take any trouble to advocate for its eradication.
- ii) As in any project prior to implementing, awareness raising is a corner stone for combating any problem. Therefore, there is a strong need to raise awareness both on the problem and its solution in society.
- iii) Involvement of parents in the withdrawal of children requires that a motivating factor be available in order for them to be convinced that when their children return, they will have a better alternative. The renovated centre was a great motivating factor in increasing the interest and response of the parents. As well, the full participation of the local government reflected political commitment and at the village level, this is a major determining factor.

Parents want to take their children in a vocational centre where they are assured of continuity and sustainability.

4.2.4 Constraints that Can be Experienced

The following constraints were encountered during the project implementation as far as this good practice is concerned.

- i) In rural areas the problem of limited household income is a common one. In this project, parents and other community members mainly contributed labour and in kind assistance to the renovation of the centre; financial contribution was extremely limited. It is recommended that before such an activity is started, one of the basic needs, which is availability of funds needs to be met first before the community is involved. Finances are used to purchase things that cannot be contributed by communities, for example, cement, paint, payment for renovation and some other needs. In most cases, the community response would highly depend on the availability of some basic materials in order for them to be convinced that their labour would contribute to the intended objective.
- ii) Some of the parents/guardians were unable to communicate with their children because they did not have proper postal addresses and others were not sure where their children were. Due to low literate rate in the area also some parents/guardians were unable to communicate with their children and the village government had to take the task on their behalf.

4.2.5 How the First Good Practice can be Taken Further

Firstly, the success of this intervention depended on a multiple factors including levels of awareness raised, participation from communities, particularly parents, and the effective response by local government leaders. These are key prerequisites and if one of them is missing, the activity is likely not to succeed.

Secondly, the renovation/construction of vocational training centres is a practice that needs to be replicated all over the country and particularly in places where educational opportunities are limited. This can be done if there is a strong advocacy campaign both at the national and village levels to advocate for the construction of buildings for vocational skills training. This practice can be used as a model and success story of children leaving work and going back to their villages to get vocational skills training.

4.2.6 Lessons Learned

Effectiveness of intervention programmes depend to a great extent on their coordination with local partners. Participation and involvement of these actors make the intervention more sustainable by allocating responsibilities for finding, attending, protecting, preventing and following up child domestic workers.

It is evident from the practice that where education opportunities exist, children are likely to opt for education rather than work. In this case, the families and parents were poor, but they were willing to call their children back because there was something for their children to come and do, and this opportunity provided them with a future. It is therefore clear that though poverty is a major cause of for child labour, it is still true that innovative programmes can contribute to poverty reduction through improving access to opportunities.

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4.3 Capacity Building to Implementing Partners

This is a Level I Good Practice (innovative practice).

4.3.1 Introduction

Apart from identifying good practices from programmes of the implementing agencies of the IPEC Programme on Combating Child Domestic Labour in Tanzania and Kenya, good practices were also identified from that main programme itself.

Due to the fact that implementing partners had some capacity gaps that limited their effectiveness in implementation, IPEC organized an organizational capacity assessment to assess the capacities of implementing agencies. The OCA was participatory and involved detailed consultations with key actors in the organization. The undertaking of the OCA opened the eyes of the organizations as it was a self evaluation exercise which was aimed at identifying areas of weaknesses regarding implementation of programmes on child labour.

Key strengths and weaknesses of the organizations were documented and later, a training plan was tailor made to address the weaknesses and gaps in knowledge and skills. Implementing partners were then trained in various areas, including financial management, governance (including the role of the board), counselling skills, project management skills and monitoring and evaluation. A disc copy of the training package was circulated to all implementing partners for record and future use.



The Singida council representative Mrs. Mombuli on her visits to Mahingwi to plan and strengthen the capacity of the leaders.

4.3.2 Why is it a Good Practice?

The organization capacity assessments in Kenya and Tanzania identified both capacity gaps and strengths. For example, on the part of their strength, it was recommended that ANPPCAN can be considered as a training organization because it had maintained a good growth curve and has been successful in setting up many projects.

The OCA provided an opportunity for the organizations to assess their capacity to address child domestic labour effectively. The self assessment enabled some of the organizations to review their structures and recommend some major changes in the way things were being done. It is clear therefore that though IPEC has been working with these organizations for many years, sometimes their capacities have been overlooked. In fact, if these organizations are assisted in increasing their capacity, their effectiveness may also increase.

Training of partners in areas that can make a difference in implementation is a good practice that is rarely considered by donors. Training of implementing agencies contributes to their increased capacity to address issues more effectively and thus

be better agents as they work with communities to address issues of child labour. An organization that is well equipped to deal with issues in communities is more trusted and has greater credibility than an organization which does not have sufficient capacity.

4.3.3 Preconditions for the Good Practice

The OCA was a successful exercise because it was consultative and implementing agencies did not feel that they were being audited or evaluated. Therefore, in order for this exercise to be successful, the expert doing the OCA needs to engage the organizations in the process of assessment as much as possible. Organizations need to assess themselves objectively and in a very transparent manner so as to unfold all the weaknesses in a positive but constructive way. It is also important for the organization to be ready for the OCA, meaning that they need to be the initiators of the exercise in order to ensure that the information received will be balanced and true.

A competent expert with wide experience of working with civil society organizations is often the best because of their understanding of management dynamics and coverage of activities in these organizations. Gender considerations should also be taken into account in appointing an expert. In some institutions, there is very specific preference for a certain gender while in others this may not be the case. Organizations have to be very comfortable with the person they are giving the information to, as this information is often confidential and can have a big impact on the reputation of the organization if it is handled carelessly.

In training implementing partners, it is advised that grouping should be done in order to address the needs of different categories of staff in the organization. In this programme, there was a session for higher level managers and board of directors; a session for programme officers and middle level officers; a session for accountants and a session for counsellors. Groupings facilitate easy teaching and learning and also the timeframe for different groups' differs depending on the level of detail of the training sessions for each group. Separating them also revealed openness and freedom to speak on the part of lower category staff and this allowed the trainers to focus on their actual knowledge needs. As well, staff members need to have confidence in the trainers.

It is also recommended that the training should not be done by one individual and instead, a team of trainers should be identified to train the different groups.

4.3.4 Constraints that can be Experienced

Constraints can be experienced if evaluators are not competent enough to point out real weaknesses and strengths of each implementing agency.

4.3.5 How the Good Practice can be Taken Further

Ideally, before an action programme is implemented, a quick training needs assessment of organizations implementing action programmes should be done. This provides the funding organization with a fair picture of the capacity of the organization.

4.3.6 Lessons Learned

Implementing agencies need constant training on various issues including programme management. This activity needs to be something that is repeated often because there is very high staff mobility in NGOs which means that people that have been trained in the past, move away with the knowledge.

Building the capacity of implementing agencies does contribute to more effective management of programmes.

4.4 Production of Kiswahili and Luo Booklets on Child Domestic Labour

This is a Level 2 Good Practice (successfully demonstrated practice).

4.4.1 Introduction

During the programme, implementing agencies were supported to develop IEC materials. These were developed particularly for areas where activities were being implemented. The materials developed by implementing partners mainly addressed the issues in targeted localities, and thus even the language in the materials was very contextual in order to be more relevant. IPEC realized that there is need to develop a more comprehensive booklet with general information regarding child domestic labour for all national actors. In order to ensure that the booklet will be accessible to as many communities as possible and particularly the poor communities, the booklets were in major national languages (in Tanzania Kiswahili and in Kenya, Luo). Therefore, booklets with information about the problem of CDW were prepared and printed. These booklets were circulated to communities, ministries, civil society organizations and other key actors.

The development of the booklet involved a highly participatory process where the consultant worked very closely with organizations that have experience and knowledge in this field, including government, trade unions, employer's organizations and NGOs. The act of involving these groups had two major effects; the first is the creation of ownership of the material because the information emanated from local stakeholders in local communities. Secondly, when disseminated, it reflected the actual and practical problems that communities experience on a daily basis with regard to child domestic labour, and therefore it was easier for communities to relate the facts in the booklets with real life experiences.

4.4.2 Why is it a Good Practice?

The problem of child domestic labour, particularly for young and adolescent girls has become an increasingly widespread phenomenon in Tanzania and Kenya. Therefore those booklets, which provide guidelines both for implementing agencies and their social partners, gave readers more information about the extent of the problem and the roles they can play in eliminating CDW. In addition, the use of local languages in defining key terms and in highlighting the extent of the problem has contributed to a deeper understanding of the issues that need to be addressed and thus provided communities with more practical ideas and strategies of addressing the problem at different levels.

4.4.3 Preconditions for the Good Practice

The following are preconditions for this good practice:

- i) The authors should be experts of the subject matter which they are writing about; and
- ii) There should be intensive community participation in documenting the information in order to ensure that it is relevant, owned and can easily be understood by community members at different levels.
- iii) Dissemination should target a wide range of stakeholders, including media, policy makers, community leaders, parents, children, and teachers and implementing partners in order to ensure that there is a common understanding of the issues regarding child domestic labour.
- iv) Languages to be used should be familiar and simple for the target groups to read with ease.

4.4.4 Constraints that can be Experienced

Since there were different groups targeted, it is difficult to produce IEC materials, which will be equally understood by all targeted groups. For example, the two booklets written under this programme were meant for staff of the implementing agencies as well as for potential and actual child domestic workers and their parents/guardians. It is important to explore cost effective formats which can target each group addressing their specific needs.

4.4.5 How the Good Practice can be Taken Further

In order to remain relevant and applicable at all times, there is a need to make revised editions of the publication at appropriate times.

4.4.6 Lessons Learned

Information and educational materials on child domestic labour must be designed in accordance with the characteristics of the target population. In addition, for the child domestic workers to benefit from materials especially prepared for them,

these materials should not create stigma or make them feel as victims; thus, care must be taken with the language and images used. The messages must encourage positive and hopeful perceptions of the life projects these children may build.

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SECTION TWO

UGANDA AND ZAMBIA



Chapter 5

Background of the Programmes

5.1 Introduction

Children enter the domestic work sector from the age of 8 years up to 18 years and most of them are girls. Those who live with relatives are often not paid, though they carry out the domestic chores while the biological children of that family are excused from doing any of the chores (discrimination is rampant where the child domestic labourer is an orphan). Experience shows that even in cases where the families who take in child domestic workers, are economically able to provide education to the child domestic workers, they do not do this. This discriminatory factor is one of the most visible signs of the differential and naturalized treatment in the household, which makes a statement about the inequality among children.

The fact that domestic work is perceived to be 'women's work' outlines domestic service as a particular female occupation, but there are neither formal nor informal social protection measures which can prevent very young girls to become engaged in this sector. The lack of a protective environment for the older or legally allowed working age has significantly contributed to exploitation of children working in domestic service. The hazards faced by child domestic workers include long working hours, lack of sufficient food, insufficient sleep, significant loads of work and lack of opportunities for education and socialization. There are also cases of physical and sexual abuse, of which very few are reported because they happen behind closed doors.

5.2 Project Components

5.2.1 The Project in Uganda has the following Main Components:

- i) Withdrawing at least 420 CDWs from exploitative or abusive situations.
- ii) Preventing at least 700 children at-risk from entering CDW.
- iii) Protecting and empowering 250 CDWs through skills training and non formal and formal education.
- iv) Supporting economic empowerment of 125 families of CDWs.

Helping Hands or Shackled Lives - Understanding child domestic labour and responses to it, ILO 2004. In practice this is generally 13 or 14 years.

- v) Sensitizing at least 1,000 community members, district officers and key actors through seminars.
- vi) Improving knowledge base by conducting a rapid assessment.
- vii) Raising awareness on the issue of CDW through UNICEF/ILO joint multimedia campaign.
- viii) National Workshop on policies on child domestic labour with emphasis on education and the gender dimensions.
- ix) Teachers and educators (and local artisans) provided with technical elements on positive educational interventions with boys, girls, while their families are given support in education and vocational training aimed at the prevention and eradication of CDW in core countries.
- x) An assessment of the needs and feasibility of informal vocational skills training options (local artisans) for child domestic workers produced, local artisans trained and tools developed.
- xi) Coordination networks.

5.2.2 In Zambia, the Project Components Comprised of:

- i) Withdrawing 400 children from CDW by providing transitional classes and alternative livelihoods.
- ii) Preventing 500 children at high risk in urban areas from entering domestic work by providing income generation activities and skills training and access to credit for bigger children.
- iii) Supporting economic empowerment of 150 families of CDW through income generation activities and access to credit.
- iv) Improving the knowledge base by conducting a rapid assessment study.
- v) National Workshop on policies on child domestic labour with emphasis on education and the gender dimensions.
- vi) Teachers and educators (and local artisans) provided with technical elements on positive educational interventions with boys, girls and their families for the prevention and eradication of CDW in core countries.
- vii) An assessment of the needs and feasibility of informal vocational skills training options (local artisans) for child domestic workers produced, local artisans trained and tools developed.
- viii) Coordination networks.

5.3 Implementation Strategy

The programme was implemented by IPEC partners in each of the countries, these included NGOs, trade unions and key ministries (Education, Labour, Social welfare).

The following were the strategies used to implement the programmes.

5.3.1 In Uganda, the Implementation Strategies were:

- i) Advocacy, awareness raising and social mobilization where awareness campaigns were a major tool used to educate children about their rights and to help change the attitude of employers towards the children. Methods used to do this included drama, role plays, use of electronic and print media, workshops and seminars, training sessions and public meetings.
- ii) Direct action activities, where children were withdrawn, provided with rehabilitative services (such as counselling, family assessments, family counselling and clinical services) and depending on the needs and ages of these children, they were placed in Primary schools, transitional education or vocational training. Income generation was provided to their parents/guardians as a sustainability measure.
- iii) Institutional development, capacity building and networking. Structures have been established at the local levels to address the issues of child domestic labour. Workshops were held in order to create child labour task forces and child labour committees and their members trained in children rights, mainly focusing on child labour. The development of various tools is consultative and multi-sectoral.

5.3.2 In Zambia the Implementation Strategies were:

- i) Through partnerships with implementing partners, awareness creation activities through the use of media, debates, workshops, public meetings, seminars and trainings have been done. In Zambia, they have extensively involved schools and teachers in the implementation of activities.
- ii) Institutional development and capacity building. The programme is working with national institutions to develop tools for the media (media guidelines), training manuals and modules for local artisans and teachers, training manuals for teacher trade unions and the project provided institutional capacity building to the mass communication department at the University of Zambia, editors, journalists, media workers for anti child domestic work media campaigns.
- iii) Direct action, YWCA, CYC provided services for the prevention and rehabilitation of child domestic workers.
- iv) Social mobilization and awareness creation.

5.4 Methodology

Document review of the projects, reports, rapid appraisal reports, ILO documents on child domestic labour and documents from the Ministry of Labour.

Face to face interviews were held with the main stakeholders of the projects namely:

- i) Members of the task forces and local council representatives,
- ii) One to one interviews with senior staff of the participating agencies,
- iii) Focus group discussions with the children already undergoing rehabilitation,
- iv) Programme staff, and
- v) Government representatives.

Technique used to collect the views:

- i) Document review and analysis
- ii) Field observations
- iii) Semi structured interviews
- iv) Focus group discussions

5.5 How was the Activity Determined as A Good Practice?

5.5.1 Its Inclusiveness

The involvement of multiple stakeholders, government ministries, parents and teachers ensures that different skills and expertise are utilized.

5.5.2 The Results from the Practice

- i) What has changed in terms of knowledge, attitude and practice due to increased awareness about CDW? Some immediate examples of the change of attitude by parents, employers and guardians were to withdraw the children from CDW and place them in schools.

There is evidence in Zambia and Uganda where the CDWs have been withdrawn and placed in vocational training and are now employed or self employed.

- ii) A multi stakeholder approach has proved effective whereby the programmes have collaborated with the parents, guardians and informal sector business people in order to provide vocational training to CDWs.
- iii) The multi media approach where awareness was created about CDW in Uganda and Zambia led to reporting and withdrawal of CDW although the numbers could not be ascertained, because a lot of the withdrawn cases are not recorded.

5.5.3 Impact at the Micro Level

The impact the intervention has had on the lives of the CDWs and their parents. This has resulted to greater knowledge on CDW, and support to children with scholastic materials in schools. In cases where income generating projects for parents have worked, the parents are able to get an alternative income and therefore minimize sending the children to earn a living as a domestic labourer.

5.5.4 The Impact the Intervention has had at the Macro Level

Changes in legislation and policies. The creation of awareness among policy makers has led to specific policies in Uganda and Zambia to sail through and are currently waiting to become law.



Chapter 6

Good Practices in Uganda and Zambia

6.1 Building a Knowledge Base on Child Domestic Labour

This is a Level 2 Good Practice (successfully demonstrated practice). It is related to efforts to assess, establish and document the nature and extent of CDW issues in Uganda and Zambia

6.1.1 Introduction

In 2002, a baseline study was carried out in 4 out of the total 56 districts in Uganda. The baseline was done with an aim of assessing, establishing and documenting the nature and extent of incidence of the problem of child domestic work in the four districts, comprising both urban and rural communities. The push and pull factors were also looked at in the research. In Zambia, a similar study was carried out in Lusaka and the Copper Belt with the aim of establishing the nature and extent of child labour issues in the two regions.

The baseline study in Zambia (2004) focused on providing information on the status of child domestic labourers, the nature of their work and the extent of the problem.

The baseline studies in Uganda and Zambia were seen as a step to inform the project design in preventing, protecting, and fighting the problem of child domestic workers in the two countries.

6.1.2 Other Specific Objectives of the Baseline Study

- i) To document the social economic, educational, cultural and family backgrounds of the children in domestic work in order to characterize their age and sex.
- ii) Carry out a situation analysis of children involved in CDW by addressing the causes, problems, cultural and socio-economic dimensions.
- iii) Explore the legal and policy framework relating to child domestic workers with a view to protect their rights.
- iv) Establish a database to facilitate interventions and appropriate programmes to support child domestic workers.

In both Uganda and Zambia, key implementing partners and the Ministry of Labour were involved in the entire process, thus ensuring the relevance of the findings. The Ministry of Labour was also involved in the dissemination of the findings. Researchers from Makerere University and the University of Zambia were used in respective countries.

The results of the study in Uganda revealed that there were more girls (55.6%) among the respondents than boys (44.4%). Some of the contributory factors to CDW from the findings were socio-economic, political (civil strife), HIV/AIDS related due to the death of parents, and institutional/policy related factors. cultural influences where children were discriminated against, and employer's preference for young trouble free workers who would play with their children and whose demands are lower than those of older workers.

The findings of the survey helped to draw the attention of government, communities, journalists and the media and helped a great deal in raising awareness on the vice in the country.



Beth (8 years) was resettled with her family in Mpigi in Uganda.

6.1.3 Steps that were Used to Carry Out the Research

- i) Selection process of a research team that was known in the districts. Those involved in data gathering were people known in the villages therefore minimized suspicion. The team was jointly chosen by the implementing agencies and the task forces.
- ii) Selection of experts from the universities who have experience in social issues. The Zambia team had not submitted their report at the time of the exercise.

- iii) Agreeing on the research methodology and training of the research team.
- iv) Training of the research team so as to ensure that they have knowledge on how to carry out the research. In Zambia, the team was trained by a statistician and a programme officer from ILO/IPEC. They were trained on how to formulate the questions, how to define the concepts and ethical issues during the interview.
- v) Data collection in the targeted districts in Uganda, and in Lusaka and Copper Belt in Zambia.
- vi) Publication of the findings.
- vii) Information sharing and creation of awareness on research results to different stakeholders, both at the community and national level.

6.1.4 Why is it a Good Practice?

The research was a good practice because it revealed the nature and extent of the child labour issues and the action programmes that currently using the findings to plan for the next project phase. The results of the research have been used in creation of awareness and as advocacy and lobbying tool. The government, trade unions, CDW families and their employers got the extent of the problem through the results and the interventions that later followed through radio sports on CDW. The research further identified the causes and magnitude of the CDW in the four districts in Uganda and Zambia. Concrete data was obtained in terms of number of boys and girls involved in CDW.

In Uganda, Platform for Labour Action (PLA) used the results of the research at both the national level and local level. At the national level, PLA disseminated the results during a national workshop for policy makers in early 2003. This was further disseminated during the child labour day on June 12th 2003 when a national press conference was held and which highlighted the CDW issues. Child domestic labour issues gained national attention due to the intense dissemination and targeting.

In the 4 districts where the research was done, the results have been used to educate the community members and leaders on the nature and magnitude of CDW.

In Zambia the training of the research team by a statistician and a Programme Officer from ILI/IPEC on how to formulate the questions, define the concepts, data collection and ethical issues when interviewing was a good practice. This was a way of ensuring that certain good standards of carrying out a research were observed.

Precautions

The research needs to be done early in advance to ensure that it informs project design. In the case of Uganda, a new phase of action programme was started before the research results were ready and therefore the findings were not included in the

design of the new projects.

Rapid appraisals should be done as a preliminary phase so that the results could be used in the next phase.

6.1.5 Pre-Conditions for the Good Practice

- i) The need to carry out the research and the scope must be agreed by the different stakeholders in the sector e.g. the Ministry of Labour; NGOs working on child labour other ministries that are directly affected by child labour issues, e.g. Ministry of Education, Health and Planning and Trade Unions, Funding agencies/development partners funding such researches.
- ii) Well skilled research teams that have carried out researches before and have skills in research methods are important. Part of the team should be well versed with child labour issues. Where these circumstances do not exist, IPEC must conduct basic training to the research team on development of research instruments, research ethics and basic concepts in research.
- iii) Enumerators should be well known in the community to enable the level of access to be high. This also enables the enumerators to express the problem in the local language without distorting the meaning.
- iv) A clear time plan regarding when the research results will be available to coincide with the design of a new project.
- v) A well executed network for dissemination of the findings. Ensure that the results are disseminated widely.

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6.2 Use of Task Force and Child Labour Committees for Programme Work

This is a Level 3 Good Practice (replicated practice).

6.2.1 Introduction

Child labour committees or task forces are volunteer community resource persons who are nominated or selected by communities to act as child labour watchdogs where communities can report or get assistance related to prevention of child domestic labour. The task force members have a very important role of monitoring cases of child domestic labour abuses in the community.

One of the criteria used to nominate them is that they must be respected by the communities and must possess some leadership skills and have some form of authority based on the role they play. The commonly used criteria of selecting child labour committees is that they must be committed and are leaders in their own right.

All the action programmes visited in Uganda and Zambia had child labour committees or task forces to support in identification, withdrawal and support to the girls in terms of security. The use of task forces and child labour committees ensure that there is a local structure that can follow up issues of the child domestic workers. This structure will ensure sustainability long after the formal project ends because the task force members are residents of these areas.

The task force members volunteer time to carry out the work to combat child domestic labour which would otherwise have been done by a paid staff. In this respect, the organization is able to extend their services further. The committees provide a forum where the child worker can report any incidences of abuse and maltreatment. The committee also acts as a medium of conflict resolution between the employers and the CDWs.

The selection of the members of the task force is representative of both men and women. The implementing agency facilitates the selection of the committees and jointly with community representatives decide on the role of the child labour committees. Local administrative structures are represented, the Ministry of Labour, teachers, local councillors from the parish or local council as well as the mayor and the clerk, if it is an urban project. Other members include the representatives of Non Governmental Organizations that are working with CDWs. The task force meets every month.

The community structure in Uganda is well defined at the village level where a local council (LCI) has members who oversee the general development needs in the area. The LCI has a membership of 7-11 members. The vice chairperson has a task to coordinate and oversee issues of women and children.

At the national level, there is a national steering committee in both Uganda and Zambia that are charged with the responsibility of overseeing the policy and legislative development in each country. The National Committee is comprised of government staff from the Ministry of Labour, representatives of other key ministries, e.g. Education, Social Services, and the Federation of employers, the child protection unit in the police and key NGOs working on CDW. The multi-sectoral representation is very useful because different actors in the task force bring in both technical support and follow-ups.

The local and the national task forces have made the problem of CDW more visible at the different levels they operate from. These task forces have played a vital role in linking CDW issues from the community to the policy level.

In Zambia, the National task force on Child Domestic Labour and the steering committee are making proposals to harmonize the too many laws that are contradictory on child workers, by codifying the different laws that relate to child labour and designing a statutory instrument meant to explain about hazardous work and gender issues in child labour. The idea of a National task force is a good practice because it ensures that CDW issues are taken up at the highest level of governments, both in the Ministry of Labour, Education, and Social Services and in international organizations. The Permanent Secretary in the Ministry of Labour sits in the committee meetings. This ensures that issues are easily channelled to the right government ministries.

6.2.2 Key Steps in Establishing a Task Force both at the National and Local Level.

- i) At the national level, the Ministry of Labour takes the lead in facilitating the formation of the national steering committee and invites other stakeholders such as the relevant ministries, civil society organizations and other donors. ILO-IPEC provides technical expertise and participates in meetings.
- ii) At the community level, the implementing agency facilitates community meetings where task force members are nominated and ILO-IPEC provides technical expertise. There are cases where the action programmes has provided written guidelines on the selection process and roles of the task force members.
- iii) Agree on the selection criteria of getting the task force members and ensure that there is a gender balance.
- iv) Leadership skills of the task force members are vital in ensuring that the CDW are supported and there is some form of authority that the employers must heed. Other skills are community mobilization, public relations, understanding of the children's rights and the different child labour conventions and the African Charter. These must be highly committed people who have a passion to change the lives of child labourers. They must

- demonstrate exemplary leadership qualities and must be role models.
- v) The National Steering Committee draws a national action plan of addressing child labour.
- vi) Draw up an action plan on how the agenda of the task force will be pursued and allocate resources and the responsible organization/person.
- vii) Training of the members of the task forces on child domestic labour and provide them with guidelines on what they are expected to do.

6.2.3 Why is it a Good Practice?

- i) The multi-sectoral representation of the task force members ensures that the different stakeholders are supporting the prevention, withdrawal and rehabilitation of CDWs.
- ii) They provide a direct link between the community structures and national structures, whereby issues from the communities are directly linked to the national steering committee for further action.
- iii) Sustainability of the programmes is always a challenge especially with the short funding cycle that the Action programme are funded. Having a task force ensures that the activities supporting child domestic work continues long after the project ends.
- iv) The task force and child labour committees are accessible to CDW and they act as a voice and support to the CDWs.
- v) The task force facilitates the identification, withdrawal and rehabilitation process of CDWs.
- vi) The Task force members in the community educate the community on child domestic labour and children's rights.
- vii) They refer the children to the police protection unit, probation office and social welfare office for further support and follow-up and link the children with parents and guardians.
- viii) At the national level, the task force has brought together different talents and organizations whose interest is on child labour in order to combat the vice.
- ix) It is a structure that can be called upon as an authority on child labour issues.

A 16 year old domestic worker in Uganda was quoted during the field visit. She said, "The task force has supported me in offering counselling and advice and how to behave and in negotiating with my employer to get better working conditions, which I now have."

6.2.4 Pre-Conditions for the Good Practice

- i) The task force members are volunteers and there is need to assign tasks that are not too demanding for volunteers. Some of the task force members interviewed felt that the time taken, distances covered while undertaking CDW issues should be compensated in cash or kind. The task force members needs and expectations should be clarified before they are selected.
- ii) In Uganda where the government has decentralized most of the administrative structures, the role of the task force is easy to implement and they are able to identify child domestic workers easily. The law requires that any visitor in a household is registered by the host in the local chief's office. This makes it easy to identify child domestic workers. A well decentralized structure is an enabler in the fight against, CDW particularly in response and protection.
- iii) A more direct linkage between the community task forces and the national task forces need more coordination and communication so that the trends and issues arising from the community level can flow to the national level and the policy and legislation issues can be communicated to the grassroots. Some form of an interface need to be created so that the two structures can add value to each other.

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6.3 The Use of Multi-media Campaigns as an Advocacy Tool on CDW and Assessment of Quality and Delivery of Messages Against CDW

This is a Level I Good Practice (innovative practice).

6.3.1 Introduction.

Uganda and Zambia have both used the media extensively to create awareness on CDW.

In both countries, policy makers and community members had not been fully aware of the magnitude of CDW. The media has therefore exposed the vice and there is a lot of debate on issues relating to CDW.

In Uganda, ILO-IPEC supported Rural Development Media Communication (RUDMEC), funded under the national programme to roll out a nation wide media campaign. RUDMEC was funded in a joint fund by ILO-IPEC and UNICEF to carry out the national campaign. Other Action Programmes had multi media budgets and therefore worked with RUDMEC in their areas of operation to intensify the media campaign against child domestic work.

The different actors had various roles to play in the multi media campaigns, including the child labour unit which was to handle the hotline for reporting cases of child labour. In Uganda, 38 radio programmes were aired, 32 of which were aired in local languages. The main purpose of the programmes was to disseminate information on child labour issues. Uganda has a lot of community radio programmes covering most of the rural communities and this ensured that this information was heard in local languages across the country. The district labour offices participated in the radio programmes. Many children were withdrawn from CDW as a result of the radio programmes. Other methods used were radio sports and the print media which all highlighted CDW problems.

In Zambia M-films had been conducting a media survey to investigate whether the media had adequately covered or featured issues on child domestic labour and to assess the quality and delivery of the messages against child domestic labour. In the survey, they conducted a series of focus group discussions with NGO and media stakeholders in the three targeted provincial towns (Lusaka, Ndola and Livingstone). They brainstormed on issues of child domestic labour and what the community was doing to address the problem. Those targeted for interviews were, individuals, community members and media institutions (print, radio and TV).

M-films is in the process of developing a media tool kit that media stations can use to produce social programmes especially on child domestic labour. The media toolkit will be a guideline on unique interactive electronic media that will give media practitioners a guide on how to design and produce social programmes such as CDW. A training workshop will be conducted for media and NGO stakeholders

to guide them on how to use this tool. Since the output / product of this interactive media tool is electronic, it means that with consent, any interested stakeholder can duplicate it and use it widely and as many times as possible.

M-films has been conducting a stakeholder-driven multimedia campaign on the worst forms of child labour under the Capacity Building Programme involving television, radio, newspapers, mobile cinemas and the internet in which they have extensively showcased issues and effects relating to child labour. They have conducted several interactive mobile shows in Lusaka, Ndola and Livingstone towns. The public response based on M-films' innovative media approach has been overwhelming. In nearly all media channels, cases of child domestic labour were reported to the media, an indicator that the problem was rampant. It also showed the power of the media and its capacity to cause national wide reactions.

6.3.2 Key Steps in Carrying Out a Successful Media Campaign.

- i) Carry out a thorough research and consultations around the issue/subject to be highlighted in the media campaign.
- ii) Identify key partners and stakeholders and involve them in the implementation process from inception up to the dissemination phase.
- iii) Give commitment to implement the mandated activities of the assignment as scheduled.
- iv) Build partnerships with other media stakeholders to help in the distribution and dissemination process.
- v) Identify and induct a trustworthy and creative management team to help in the implementation of the campaign.
- vi) Ensure that the team has well balanced skills, both in the media, child labour and development issues.
- vii) Seek extra support to finance shortfalls,
- viii) Produce quality media tools and ensure that they reach and motivate the intended audiences. The media tools must be provocative and facilitate the viewers to think about solutions. Depending on the audience, the media articles could be in a form of articles in the newspaper, DVD, video tapes which ensures that different audience needs are taken care of.
- ix) Use the media tools to promote, stimulate and provoke dialogue, debates and discussions around the issues of CDW.
- x) Hold workshops for producers and editors from the media houses to create awareness of CDW among them and to ensure that the messages are consistent, clear and appropriate.
- xi) Give viewers time to give feedback and capture the feedback from all the screening sessions, then document them into a comprehensive video profile for onward lobbying and presentation to policy-makers and other influential

decision making bodies for action.

- xii) Identify key allies in the media houses and lobby to be given prime air time in which the programmes are aired during the peak hours. Negotiate extensively on air time.
- xiii) Ensure that there is a budget to pay for the airtime in the media houses or lobby them to give free airtime as part of their corporate social responsibility programme.
- xiv) Form linkages with local influential politicians to create awareness on the issues so that they can help in changing the necessary policies.
- xv) Never give up - continue with the fight till change takes place and is visible.



Former President of Zambia, Dr. Kenneth Kaunda being shown some multi media pictures by Tenazio Mwanza, the Producer at M-Films. High level government personalities need to be involve in the media campaign to ensure that the message gets to the highest levels of government.

6.3.3 Why is it a Good Practice?

- i) The immediate impact made in both Uganda and Zambia, and the immediate reactions from the public after a radio programme or presentation to policy makers indicated that they were not aware of the magnitude and effects of such vices in the community. It was a demonstration that the people were now aware of the magnitude of CDW.
- ii) In Zambia, policies regarding child labour are sailing through parliament easily due to the level of awareness through the media and through the provision of information pack to parliamentarians. The information packages contain facts and figures and are written in a simplified language.
- iii) The media information targets different people, e.g. policy makers, politicians, communities, parents, children affected by CDW and the employers. This makes it easy to get support from the different stakeholders to solve the problem.
- iv) The media programme brought together all the major actors in the field of

CDW in both countries and this made it easy to make follow up and provide support on an ongoing basis.

- v) From inception, production, distribution and dissemination, the producers of the media programmes worked closely with NGO-partners. The programme also capitalized heavily on creative and skilled manpower.
- vi) Those presenting the media programmes need to be creative in order to present a programme that is appealing to the audience and which will call for quick action from different stakeholders.
- vii) M-films made television and radio broadcast schedules over a period of 13 weeks from February to April 2005. The schedule was distributed to major information outlets to publicize when specific shows were on air. The same information was published in newspapers.
- viii) Some of the voices that were used to make the media programmes or the call programmes were authentic voices of children who were affected by CDW and this encouraged more children to participate.
- ix) Further interactive mobile video shows were held in three provinces (Lusaka, Livingstone and Ndola) so as to reach those who have no access to TVs at home.
- x) Ensured that a timetable of products was distributed to ensure that the products were of high quality and accessible by all media outlets.
- xi) The use of multiple information sources created a bigger impact because listeners from different parts with different interests were reached.
- xii) In Zambia the response of the audience after every show was used as a way of gathering more support and information about the child domestic labour issues. This response enabled the community members to open up about other problems facing child domestic workers.
- xiii) After the media programmes, the organizations involved in the media campaigns in both countries provided telephone contacts and names of organizations where further support and referrals could be done.
- xiv) The passion and commitment of the staff carrying out the media investigations and coverage enabled the media team to get in-depth information on child labour issues. They spent a lot of time with the communities getting information, and this gave the organization credibility and room to get more information.

xvi) In Uganda and Zambia, awareness creation workshops were held for journalists, editors and producers. This had immediate impact on coverage in the newspapers, radios and TV. There was an increase of reported cases through the media.

6.3.4 Pre-Conditions for the Good Practice

- i) Give clear referral information where clients can seek further help after the shows. The level of agitation is usually high immediately after these shows and therefore fast action is needed to refer clients for help. Ensure that the referral points are also ready to receive, filter and attend to reported cases.
- ii) Ensure that resources are available to man the outreach units or to deal with the consequences and that there are trained personnel to follow up. A child crisis desk in Uganda could not take off well because of the government failure to provide funding for a hotline.
- iii) Be prepared for likely conflicts in case where the audience views a sensitive programme as though it's a blame game. In Zambia, a meeting between the municipalities, the child labour unit and different organizations working on Child Domestic Labour issues and child trafficking were involved in a near fight after a film show blaming the council for issuing licenses to brothel owners.
- iv) Network and consult extensively with individuals and institutions dealing with the related subject. Gather as much information as possible before starting production.
- v) Packaging unverifiable information can be disastrous. Always check and validate the sources of information.
- vi) Media surveys and coverage require a great deal of patience and tolerance and therefore the staff carrying out such tasks should be able to portray such behavioural competencies.
- vii) Knowledge of key persons in the media houses through whom the producers can use as entry points is a prerequisite. Media houses are business ventures and they will only take up a story that will generate income. Lobbying and mediation skills are needed by the producers so that they can be able to get prime time in the media houses when the programme is aired.
- viii) A good financial base, adequately equipped studios and necessary equipment all facilitate fast production of media materials.

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6.4. Development of a Code of Conduct for Employers and Young Domestic Workers Above the Minimum Age of Employment

This is a Level I Good Practice (emerging innovative practice).

6.4.1 Introduction

In Uganda, Women and Youth Services Organization (WAYS) a Non Governmental Organizations is involved in rehabilitating CDW and offering them vocational training skills. The organization has decided to pilot test a code of conduct with employers in order to ensure that the children who opt to remain in employment are not abused and exploited.

The code of conduct is a development which provides a model employment contract which if implemented will regulate the employee-employer labour relations in the domestic labour sector. The introduction of code of conduct is an attempt to address the problem of CDWs who are above the minimum age of employment and wish to continue working. The code of conduct is signed by the employer and employee and a third party witnesses. The proposed third party is a task force member.

Some of the basic provisions in the code of conduct are:

- i) Age of the child
- ii) Hours of work
- iii) Name of the employer and the employee
- iv) Recruitment procedure
- v) Payments and modality of payment
- vi) Medical care

- vii) Duration of contract
- viii) Weekly rest /monthly leave

WAYS has been pilot-testing the code of conduct in a peri-urban area in Kampala where the community governance structures are well established and there is a Local Council that follows up new visitors in the neighbourhood. It is easy to identify child domestic workers in such an environment.

The Local Council Committee has been dealing with child domestic labour issues mainly receiving cases of child labourers.

6.4.2

Key Steps in Formulating a Code of Conduct

- i) Involve the child labour unit in the Ministry of Labour and other key ministries while designing the code of conduct so as to agree on the content in the code.
- ii) Carry out a social mapping of the project area, identify and register CDWs (boys and girls) aged 15-17 years.
- iii) Organize a meeting with employers of CDWs, local leaders and community members and introduce the code of conduct and create awareness about CDW and the need to have more mature and literate domestic workers.
- iv) Negotiate with the employers on the need for adhering to the code of conduct.
- v) Select the households to test and administer the code of conduct.
- vi) Form CDW vigilant groups from members of the local council or parish.
- vii) Organize forums and clubs for CDWs where they can get counselling.
- viii) Set up working relationships with local village councils who oversee the administration of a designated village. This ensures that the relevant government structures at the village level are involved in the work towards elimination of CDW.
- ix) Carry out continuous awareness creation on CDW and the code of conduct.
- x) Monitor to ensure that the employers are adhering to the code of conduct.

6.4.3 **Why is it Good Practice?**

- i) The code of conduct will act as a guide in ensuring that CDWs who are working are not exploited and abused.
- ii) The process of negotiations with the employers and educating the CDWs on their rights enables them to get a good deal from the employer.
- iii) It will ensure protection, referral and registration of the CDWs.
- iv) It will ensure access to education, medication, days off and a better salary for the CDWs because it is part of negotiations with employer.

- v) The process of working with a local village council ensures sustainability and community ownership of the process.
- vi) If the code of conduct is implemented by employers, it will have a multiplier effect on changing the working conditions of the child domestic workers.
- vii) The code of conduct is likely to reach more CDWs and therefore more impact in the fight against child domestic labour.

6.4.4 Pre-conditions for the Good Practice

- i) The government willingness to consider legislation of the domestic labour sector where contracts with employers is a requirement and where the code of conduct can be accepted and adopted. This will help safeguard the rights of CDWs. The code of conduct needs to be backed up by the necessary authority so as to be effective.
- ii) Awareness must be created among the employers so that they understand their role and the value of a code of conduct. Employers need to be encouraged to stop employing underage CDWs and use the code of conduct for the older domestic workers.
- iii) The code of conduct should not be seen as punitive document for employers but as a way of protecting the rights of CDWs and the employer, and therefore, the employers should be educated on the benefits of using the code.
- iv) More lobbying by the implementing agencies and ILO-IPEC on the use of the code of conduct nationally will facilitate its acceptance as a form of combating child domestic labour abuses.
- v) In densely populated urban areas where mobility of people is high, registration of people moving in and out of such areas may be difficult and this may hinder the process of keeping track of the CDW because of the movement of families.
- vi) Training the boys and girls on their rights as CDWs, negotiation skills and the need to be registered with a task force will also facilitate the implementation of the code of conduct.
- vii) The CDWs need to know how to read and write and understand the content in the code of conduct. If not, the content needs to be translated into a language they will understand.
- viii) The implementing agency and the task forces need to build in to their work a monitoring framework of the code of conduct in order to ensure that it meets the purpose it was designed for.

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6.5 Contributing to Policy Dialogue on Child Domestic Labour, Legislation and Using Task Forces to Steer the Process

This is a Level 2 Good Practice (successfully proven practice).

6.5.1 Introduction

There has been ongoing policy and legislative changes in child labour issues in both Uganda and Zambia. The Ministry of Labour in each country has been instrumental in these policy proposals and a lot of negotiations have been done with key stakeholders on developing the policies in general. In Uganda, the Ministry of Labour has been reviewing the national employment policy which is currently in use as a draft. Implementing agencies currently implementing programmes have been actively participating in policy discussions. The proposed National Policy on Employment has a chapter on child labour and HIV/AIDS. The draft policy takes into account the Minimum Age (ILO Convention 138) and the Worst Forms of Child labour (ILO Convention 182). The Children's Act has also emphasized issues of protection of children. The current labour laws in Uganda have no specific provisions for children working as domestic labourers, but the general provisions on minimum age and hazardous child labour are mentioned.

6.5.2 Key Steps Used by the Ministry of Labour in Drafting the National Employment Policy.

In Uganda.

- i) The Ministry of Labour requested for ILO-IPEC and UNICEF technical assistance in drafting the National Employment Policy in 1998. The team came

up with employment promotion and poverty reduction strategy document in Uganda. A policy document on employment and working conditions was developed which was discussed by key stakeholders in a workshop. The key stakeholders were:

- a) Uganda Manufacturers Association(Factory owners),
- b) Federation of Uganda Employers (umbrella employers association),
- c) Private Sector Foundation (Micro finance and financial institutions,
- d) National Organization of Trade Unions,
- e) Government Ministries of Labour (dealing with Labour issues),
- f) Finance (macro economics and Planning issues),
- g) Trade and Industry (Manufacturers and employers),
- h) Education (supplies the labour Market with Labour),
- i) The Public service (Major employer in Uganda), and
- j) Platform for Labour Action and Human Rights Network (Hurinet) represented the NGO/Civil society sector.

The rationale of inviting the different actors was to have a balanced representation of the different sectors in labour issues.

- ii) A working group was formed from this workshop to draft the policy. This working group drafted a policy proposal document which was further scrutinized by the Labour Advisory Board and then forwarded to the cabinet for approval. (The Labour Advisory Board advises the Minister of Labour and represents the employers, workers, government and independent people) iii). The cabinet sent it to the Presidential Economic Council (PEC) which advises the government at that level.
- iii) The PEC sent the proposed policy to the Private Sector Foundation for further scrutiny whereby the Private Sector Foundation approved it. The proposed policy has further been updated in 2002 following the national census and in 2003 after the Labour Survey.

In Zambia

- i) A National task force on child domestic labour was constituted in May 2005 and has been mandated by the Ministry of Labour and other key stakeholders to finalize the child labour policy, codify child labour laws and formulated a child labour statutory instrument. This is a very interesting development because it is usually the Ministry of Labour that is responsible for steering such processes. The fact that the task force is now mandated to develop such documents is a strategic development as the task force is comprised of members from different sectors and backgrounds. The task force has not gone far in formulating the instrument but already there is a lot of willingness from

the Ministry of Labour and other stakeholders to push this process through to Parliament as soon as possible.

- ii) Zambia has amended the employment of young persons and Children's Act and within the act there are various clauses on child labour. In the new legislation, child domestic labour has been highlighted as one of the hazardous sectors, it also creates an additional structure (labour inspectors) that are allowed to inspect homes in cases where there are allegations of abuse of child domestic labourers.
- iii) The labour inspection forms have been changed and will in future be looking at child labour issues alongside other labour issues and there is a proposal that the inspectors carry out household inspections.

6.5.3 Why is a Good Practice?

- i) After the policy has been adopted by the government, different actors in the sector will have a policy document that guides child labour issues.
- ii) The Tripartite consultations with the Trade Unions, NGOs, and the Ministry of Labour in developing the policies ensured that all the different needs and expectations of the players were discussed.
- iii) In Uganda, the Ministry of Labour plans to hold several workshops with the Cabinet and in Parliament to take them through the policy document so as to facilitate ownership.
- iv) Workshops have been carried out in all the different regional centres in Uganda whereby one politician, two technocrats, and one administrator from each district were trained on what the policy proposal is about.
- v) A special national conference was also held to ensure that nationally people were well informed of the draft policy. The process has been multi-sectoral, consultative and participative and has ensured that different stakeholders in the sector understand each other.

6.5.4 Pre-conditions Necessary to Have a Good Policy and Legislation Development

- i) The process of policy and legislative development must be a tripartite process including government, employers, trade unions and civil society to ensure that all the different actors are aware of the issues in the proposed policy and legislation.
- ii) Those presenting the draft policy proposal to politicians and technocrats must be well versed with the issues of labour and must be ready to 'absorb the heat' from the politicians.

- iii) This process takes a lot of time and money and, therefore, the drivers of the process, must be patient and must have resources at their disposal that will facilitate the consultations across the country.
- iv) The process of consultation must be at all levels, national, vertical and horizontal, with other ministries to ensure that all are informed.

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6.6 Provision of Quality Vocational Training

This is a Level 2 Good Practice (successful proven practice).

6.6.1 Introduction

In Zambia, Young Women Christian Association (YWCA), Tabitha and Community Youth Concern (CYC) are carrying out vocational training programmes for CDWs. The programmes offer various options for the children in the programme. Formal education is offered for those who are too young to engage in CDW or those over 15 years who want to go back to school.

Vocational training is offered to those aged 15 years and above. Psycho social support, health education, medical care, is given to the CDWs. In Uganda, WAYS runs a rehabilitation centre where counselling and vocational training for girls is offered. The organization gives girls accommodation during the vocational training for a period between 3- 9 months until when they finish the course at the centre. While at the centre, the girls are trained on various skills such as hairdressing, dressmaking and tailoring, agriculture, cookery and catering, horticulture, and

animal husbandry among others. After the formal training, the girls are placed with local artisans for more practical skills and are usually absorbed by the artisans after the training.

While on training, the girls have various child-friendly recreational and sports activities such as e.g. netball and other indoor games. They are trained in life skills, negotiation, communication skills, self esteem and decision making. Individual counselling and group therapies are provided to the children as well as legal awareness sessions.

After the training, the girls are resettled in their families and to motivate them they are given a resettlement kit that includes a mattress, beddings and start up capital to start small businesses.

AANPCAN in Rakai District in Uganda has identified local artisans in mechanics and tailoring where the older children are placed for vocational skills. The artisans were trained by World Vision on how to train others and they are in turn able to train the children.

PLA in Uganda identified artisans following recommendations from Uganda Youth Development, stating that the artisans were operating well.

Interventions are further done with the parents whereby they have been supported to start small business e.g. grinding mills to provide alternative income for the family.

In Zambia, Community Youth Concern (CYC) has been able to carry out successful income generation projects with parents and children on poultry and vegetable farming. CYC trained the parents and the former CDWs on entrepreneurship and income generation skills and supported them to identify potential buyers and linked them up with markets where the chickens are sold.

Three projects were identified two targeting the parents and one targeting the CDWs. The projects sites are the local primary schools which were chosen due to the proximity accessibility by the parents and the CDWs. Currently the groups have been selling chicken to the local residents and have regular clients that buy the chicken in bulk.

6.6.2 Why is it a Good Practice?

- i) The training and education support is a way of breaking the cycle of poverty since it gives the children life skills. After the training, the children are able to get gainful employment and are able to earn substantial income and support themselves. The vocational training has offered alternative employment for the CDW beyond domestic labour.
- ii) The support given to the children focuses not only on building their business skills but also their social skills that enable them to fit and work in a

competitive world. On the side of business, they are trained on starting and managing businesses and record keeping. The children are counselled after the withdrawal so that they can be able to fit in the society.

“ I was a CDW when I was 13 years old, now I am 15 years old and learning catering at WAYS, when I finish the training I will get employment and I hope to build and own the biggest hotel in Uganda” Babiye a 15 year old girl currently under going catering training at WAYS centre.

- iii) The children are given an opportunity to select the training courses that they would like to pursue.
- iv) The girls received counselling and medical care and shelter (WAYS). An initial rehabilitation and counselling session was done for two weeks to help the girls get out of any trauma they may have.
- v) The girls were given holistic and child-friendly care, recreation and sports facilities.
- vi) Vocational training by local artisans is a good practice because child headed households are able to go for training at flexible times.



Handling out vocational tools for the children who completed their course in the last phase in Uganda.

6.6.3

Key Steps in Carrying Out Successful Vocational Training Programme

- i) Identify the children to undergo vocational training. The task force members and the peers are instrumental in this identification.
- ii) Identify and assess the informal sector trainers who have skills in training others and who have ample space and equipment to train.
- iii) Assess the training environment to ensure that it is safe for the young trainees and it is not close to areas where they can be exposed to abuse, e.g. close to bars, dark alleys of towns and market places.
- iv) Ensure that the trainers have good communication and social skills so that they do not end up abusing or misusing the children. The trainers should have the necessary people skills and are able to relate well with the children. It is important that the children are trained in a friendly environment so that they maintain the motivation to learn.
- v) Consider the cost of the training so that it is within what the programme can pay.
- vi) After the training, the children are given some start up funds and tools to set up their businesses.



Graduation at the YWCA vocational training in Zambia

A lady who formerly employed a CDW and currently is a task force member in Rakai Uganda reported during a field meeting, ' I had employed this boy as my house boy. At the beginning of the project, we were trained on child labour, after the training I realized that I had employed a child and I let him join a training programme. I was selected to be part of the child labour committee where I now talk to other employers' Mrs. Josephine Kibiringe, Rakai Uganda Child Labour Committee member

6.7 Provision of Formal and Informal Education for CDW.

This is a Level 2 Good Practice (successful demonstrated practice).

6.7.1 Introduction

Provision of both formal/non formal education is a key programme component of all the Direct Action programmes implemented in both Uganda and Zambia. In both countries, the child domestic labour problem is linked to poverty, single headed households, parents dying of HIV/AIDS. This means that the problem of CDW is multi dimensional and the interventions have to be multidimensional.

Children who are supported under the informal or formal education programme are those that are too young, those withdrawn from CDW, those that would like to stop working and go to school; and those that are potential CDWs who are in school but are likely to drop out because of the lack of school materials and poverty.

6.7.2 Key Steps in Carrying Out Successful Formal on Formal Education.

- i) Identify the children to undergo the formal training. Task force members are instrumental in this as well as their peers. Children in schools also know who has dropped out of school and they can refer such cases. They are also aware of where child domestic labourers work.
- ii) Assess their literacy levels and either send them to a formal school or a transit school where the children can be counselled before joining the formal schools. All children that have been withdrawn from CDW need counselling because of the lifestyle. They are usually not confident and have very low self esteem. Therefore, counselling is almost a rule for all of them. Transitional schools are meant to be basic literacy classes (for those that have never been to a classroom or for those who dropped out in the early years). Transitional classes provide an opportunity for children to catch up with other children of the same level.

- iii) Identify the school where to place the children. This is done by the members of task force, teachers and staff of the implementing agency. The children are integrated into normal schools that have learning facilities that will attract the children to remain in school.
- iv) Work with the school management to identify the key teacher/teachers who will follow up the children.
- v) Train the teachers in psycho social counselling and how to work with disadvantaged children.
- vi) Provide ongoing counselling for the children so that they can fit within the school system.
- vii) The teachers should ensure that the children participate in all activities in the schools and are properly taken care of with food and school materials.
- viii) Members of the task force as well as staff from the implementing agency should carry out follow ups to schools.

6.7.3 Why is it a Good Practice?

- i) Teachers are identified and trained on how to follow up children and basic counselling skills.
- ii) The school management identifies the key teacher to follow up the children and track down their progress and their participation in the school activities.
- iii) There is a partnership that is formed between the parents, implementing agency, the school, teachers and the task force members to ensure that the child is supported both at home and in school.
- iv) Members of the task force, parents as well as staff from the implementing agency carry out follow ups to schools and at home to ensure that the child remains in school and that the basic provisions are availed to the child. These follow ups are on the quality of services provided in the schools and the child's progress in school.
- v) The provision of a good learning environment in school keeps the child interested in learning. A school which has good learning facilities, good relationship with teachers and where the child is shown love attracts the child to remain in school.
- vi) The provision of uniforms, schools materials and food have ensured that the children do not drop out of school because of lack of food.
- vii) The rest of the school community, the teachers and children are enlightened on how to relate with the CDWs so that they do not drop out of school because they feeling left out.

- viii) An attractive school environment acts as a pull factor to the children if the learning facilities are available. Uniforms, school materials, lunches, clean toilet facilities, friendly teachers and students all help in motivating the child to remain in school.

As one child reported, 'Before I joined the programme by AANPCAN, I used to wear torn uniforms and other children used to laugh at me, they no longer laugh at me because I no longer look like a mad person.' Juliet Nabanoba 11 years Kyotera Primary School, Rakai Uganda. UMOP Uganda: children in the programme supported with materials

As Senyunga retorts 'I used to admire the children who used to eat at school now I have uniforms, books and I eat in school' Senyunga Hamidu 11 years Old Kyotera Central Primary school Rakai Uganda.

6.7.4 Pre-conditions Necessary to Have a Good Formal and Vocational Training Programme.

- i) The action programme needs to ensure that the girls get group therapies. The boys tend to have more free time to attend group therapies than the girls. Girl child domestic workers are usually employed to take care of young children and therefore may not have days off. Group therapies for such girls may be workable where they can get a few hours over the weekend and get counselling. Group therapies are an effective way of meeting a group when there is time constraint.
- ii) The school feeding programme is very important in ensuring that the children remain in school. Parents need to be involved in the decision making process, including the type of food provided to their children and they also need to contribute to the cost.
- iii) The action programmes are short term and it is difficult to support the children on longer term training. Some innovations may be required to ensure that the children are kept in school. In Zambia, a proposal for an insurance cover is currently under way whereby if an organization pays \$50 per child per year, for 2 years, when the policy matures after 2 years, the money is disbursed to take care of the school fee needs in tertiary level education.
- iv) On vocational training, more diversified training in areas like pottery, basketry could open up other markets for the trainees. However, a proper market assessment needs to be done to ensure that the training provided is relevant to what the market needs are.

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Participation through Drama, Music and Debates for Awareness Creation

This is a Level 2 Good Practice (successful proven practice).

6.8.1 Introduction

In Zambia, Tasintha programme is engaging young people both in and out of school to create awareness on CDW through drama and debates.

Tasintha further uses Information, Education and Communication materials, radio programmes in local languages and in English, drama /theatre performances conducted in schools and communities and in the market places.

Withdrawn children actively participate in the development of drama scripts, media campaigns, awareness seminars music and dance. The rationale of engaging the children and schools in the programme for awareness creation are the followings:

- i) Children's voices are very strong in appealing to the masses about their plight.
- ii) The children have been involved in proposing the kind of rehabilitation alternatives that will make them self reliant. This further enhances the concept of child participation in decision making processes.
- iii) Children are instrumental in mobilization and talking to their parents about

child labour.

- iv) Former CDWs are also instrumental in withdrawing and sensitizing their peers about child domestic work. The child domestic workers know each other and are aware of where their peers work. This makes it easier to disseminate information that is useful for their peers.
- v) The schools are strategic venues because the children are available as a target group. The children are attracted to participate in discussions, drama and debates about child labour.
- vi) It is easy to collaborate with schools as institutions. Those in schools are already an organized group that an action programme can easily reach with the messages of CDW or with plays and debates on dangers of CDW.
- vii) Those in primary schools are potential domestic workers and therefore the need to get information to them as early as possible.

6.8.2 Key Steps of the Process.

- i) Establish ongoing dialogue with school headmasters/mistresses to gain entry into schools.
- ii) Officially write to the school and indicate what the programme is about.
- iii) Select the key target group grades 5-9 ages (11-15) years that is most vulnerable to CDW and target them on information about CDWs.
- iv) In the schools, child labour clubs are formed to continually create awareness on the issues in the schools.
- v) For the bigger children in high school, debates are used to discuss the vice. The debates are used to further help the youth explore the causes of CDW, their own view about the vice and give suggestions. Debate competitions are also held in schools.

6.8.3 Why is it a Good Practice?

- i) The debates and drama enable the children to explore the micro and macro level issues that lead to child domestic labour. The children are able to link poverty to Structural Adjustment Programmes, unemployment and HIV/AIDS as the main contributing factors to the CDW.
- ii) Involvement of the children and the youth to talk about CDW has multiplier effect because the children spread the information to others and to their parents.

- iii) Use of drama and plays by the children is a good practice because theatre for development has been able to create awareness in development programmes.
- iv) The affected children's voices were heard during the drama in the schools and market places, and therefore, bringing in more impact to the audience.
- v) The involvement of the school authorities and formation of child labour clubs continue to create awareness about child labour issues.
- vi) The practice is centred on creating awareness on CDW and child to child communication; it further gives the children and youth an opportunity to seriously think about child labour, its cause and consequences to both the employer and the employee.
- vii) The immediate impact of the drama was felt when the children reported cases of child domestic labour during such sessions.

6.8.4 Pre-conditions for the Practice to be Successful.

- i) There are limits of how to involve the children and it has to be done in the best interest of the child and in a way that it does not abuse the children. Children should be encouraged to creatively develop scripts, write poems, stories and songs about CDW. After that, they should be facilitated to sing, act, tell stories to the public. Abusing children is when they are 'used' as means of delivering the message without them actually participating in the entire process.
- ii) Train the participants in the drama and localize the child domestic labour issues to the situations known to the participants.
- iii) Use of qualified theatre artists that brings in professional skills in theatre performance.
- iv) Provide timely and adequate funding early in the term when schools are on session. This ensures that the activities are planned and are implemented early during the term.
- v) Support the head teachers and teachers in the follow up of the CDW placed in schools and in running the child to child programmes in schools. Provide training to teachers on counselling and on how to create an enabling school environment for former CDW so that they are retained in schools.
- vi) Facilitate the debates in schools, and if possible, give trophies to the winning schools to encourage high level debates.

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6.9 Use of Theatre for Development for Awareness Creation

This is a Level 2 Good Practice (successful proven practice).

6.9.1 Introduction

The Tasintha Programme and the Ministry of Labour in Zambia have implemented programmes that use debates, drama and music to reach the audiences in schools, market places and the general public. The drama group consists of former child domestic workers who have been withdrawn and are undergoing skills training . So far 11 drama theatre performances have been done and about 2,500 people reached in Lusaka and Copper Belt.

The Ministry of Labour has identified famous musicians that were crowned child labour ambassadors to create awareness on Child Labour. The musicians are highly regarded in the society and they have composed music on child labour and social economic problems in the country.

The use of drama and music in development helps change the way development messages are communicated to bring about behaviour change.

6.9.2 Key Steps in Using Music, Drama to Create Awareness

- i) Identify a topic of interest or of community concern that needs to be addressed.
- ii) Identify a group of children that have talents and include those that are affected by the issue, in this case, CDW.

- iii) Support the children to compose messages on child labour. These messages are in the form of songs, dance, drama, sculptures, pictures and leaflets that are artistic.
- iv) In the drama groups by former CDWs and in schools, a core group of children actors compose plays that depict the problem of CDW.
- v) The children come up with the core messages for the plays, but are guided and trained by an artist in composing the plays.
- vi) The scripts are translated into English and other local languages, to ensure that there is wider audience.
- vii) The songs and plays are very interactive and the audience has a chance to give their verdict and to share experiences about the CDW issues raised in the play.

6.9.3 Why is it a Good Practice?

- i) Use of drama and plays by the children is a concept in development that has been used to reach audiences with sensitive messages. They reflect on the problem from the drama point of view but with discussions they are able to relate to the problem/issue in the play, confront and make suggestions on how to change it.
- ii) The immediate impact of the drama is felt when the children report cases of child domestic labour during such sessions.



Sensitizing the community through drama about child domestic work (child labour)
Rakai - Uganda

6.9.4 Pre-Conditions for the Practice to be Successful.

- i) Identify child domestic workers that are in vocational training and who can create time to perform drama.
- ii) The children are guided through script writing by an artist, but the core message is from the children.
- iii) Ensure that the children are not disrupted from class or from other work to compose the music and plays. This should be watched critically so that this does not end up being a form of child abuse.
- iv) Ensure that there are referral points or counselling that is available immediately from such performances to support any cases identified.
- v) The age of the child participants should not be below 14 years. The time spent to rehearse for the plays should not take away the children from their class work or compromise attendance to schools. Therefore, the preparations must be done in a way that they do not interfere with school attendance.
- vi) For the older children, participation in drama should also be done in a way that it does not take them away from their economic activities e.g. employment or vocational training programmes. They should only participate during their free time.
- vii) All should ensure that children are not exploited or misused in the presentation of these plays and drama.

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6.10. Selection Criteria for Children to Receive Support in the Programme

This is a Level 3 Good Practice (innovative practice).

6.10.1 Introduction

ANPPCAN Uganda Chapter in 2002 established criteria to be used to identify for withdrawal/prevention. The selection criteria was later improved in January 2005 by drawing input from the Nation Orphans and Vulnerable Children policy and programme, plan of Action on interventions for orphans and other vulnerable children. In Zambia, CYC has a similar criterion that is used by the task force members to withdraw children from child domestic work.

The purpose of developing this criteria was to guide the identification process of children for withdrawal and support from child domestic labour. It was also aimed at ensuring that those being prevented are actually at risk of entering into child domestic service.

For withdrawal, the child must be below 14 years and working as a domestic servant or above is working in hazardous conditions.

Activities considered under this category e.g.

- i) Grazing goats and cattle
- ii) Baby sitting
- iii) Doing other domestic chores, such as cooking, fetching water in another household for pay
- iv) Being hired by a household to work for them or in a bar as a barmaid especially near the home of the employer.
- v) Hours of working
- vi) Conditions of work
- vii) Breaks/days off
- viii) Forms of abuse (sexual, psychological, physical)

For Prevention, the child must be an orphan or a vulnerable child as described below:

- i) Living on their own without adults
- ii) Orphans (lost both or one parent)
- iii) Unstable environment e.g. an abusive environment
- iv) The child must be in need (poor) as determined by community consensus (e.g.) inadequate food, clothing, poor shelter, (grass thatched house), low income
- v) Out of school children
- vi) Children who attend school irregularly due to lack of school materials

- vii) Children of parents living with HIV/AIDS or other illnesses
- viii) Children living with elderly care givers
- ix) Disabled children
- x) Abandoned children or those with absent parents

6.10.2 Key Stakeholders in Developing the Criteria

A lot of ideas were drawn from the National Strategic Programme Plan of Interventions for Orphans and Other Vulnerable Children especially in definition of categories of orphans and vulnerable children. Others involved in the discussion were World Vision, Local Council leaders, Child labour committees, Probation and Social Welfare Officer , Relevant ANPPCAN staff in Rakai and Kampal.a



Purity (8 years) always missed school to attend to household chores but has since been rehabilitated.

6.10.3 Steps Ensured while Filling in the Criteria

- i) Every child identified fills out a form with the indicators mentioned above.
- ii) Local leaders, child labour committees and community representatives do identification individually, but sit together with ANPPCAN staff in the field and using consensus, determine who qualifies for prevention or withdrawal.

6.10.4 Why is it a Good Practice?

- i) This criteria acts as a guide for child labour committees, local leaders, community members and ANPPCAN staff in selection of children to be supported and prevented from CDW. They have been able to use it successfully.
- ii) It also avoids supporting children who are not vulnerable. These are often presented but the criteria helps eliminate those not falling in these categories.
- iii) For withdrawal, it guides in ensuring that implementing organisations focus on Child Domestic Labour.
- iv) If institutionalized in the country, it will work as a quality check in the CDW selection process.

6.10.5 Pre-conditions for the Practice to be Successful.

- i) Ensure that the criteria fits within the international human rights standards then fit it within the child domestic work national policy and legal framework it also has to be in line with C. 138 and C.182.
- ii) Ensure that the different stakeholders e.g. community leaders and child labour committees understand the criteria and that the necessary training is provided for them to be able to use the criteria.
- iii) Ensure that the communities or their representatives are involved in the selection of the children to ensure objectivity.
- iv) The criteria could be used for children both in and out of school in prevention activities.
- v) The criteria should be contextualized to the local community.

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6.11 Partnership between NGOs, Trade Unions and Government

This is a Level I Good Practice (successfully demonstrated practice).

6.11.1 Introduction

The National Council for Children in Uganda jointly with the Uganda Martyrs Orphans Project (UMOP), a local CBO, have implemented a Child Labour Programme in Busia District. The programme objectives include prevention of child domestic work through training of school committees in Busia, withdrawing and rehabilitation of child domestic workers in 2 sub-counties in Busia district, and collaboration with other agencies dealing with children's issues in Busia and at the national level.

The project is coordinated, monitored and supervised by the National Council for Children. The partners in the project include:

- i) Busia district Local Government
- ii) Uganda Martyrs Orphans Project
- iii) Rural Development Media Communication (RUDMEC)
- iv) Parents
- v) Local artisans
- vi) Schools and institutions.

A memorandum of understanding has been signed with the District Local Government and the UMOP on programme implementation.

6.11.2 Key Steps in Carrying out a Successful Partnership Programme

- i) Identify like minded partners who have another niche that could add value to the action programme. In most cases, some of the skills are advocacy, media, withdrawal and rehabilitation of child domestic labourers.
- ii) The proposed partner must be in the same geographical area of operation, so that it is easy to complement each other in the programme.
- iii) Agree on a memorandum of understanding, clearly stipulating the roles of each party. In this case, the roles of other parties involved were:
 - a) Probation and social welfare office was to handle all issues on the children especially in tracing their homes of origin.
 - b) NCC is the grant holder, provides technical support and ensures that the contractual terms are followed.
 - c) Uganda Martyrs Orphans Project is involved in the actual provision of services, withdrawal, counselling, vocational and formal training.
 - d) Carry out joint plans and reviews and disburse the funding in good time.

6.11.3 Why was it a Good Practice?

- i) The partnership has shown that it is possible to enter into a partnership with a government department and NGO.
- ii) There is an added value from partners who have different skills. This further confirms the role of government in terms of providing a policy framework instead of engaging directly in implementation of programmes.
- iii) There is good coordination by all the parties involved and planning for the programmes is done jointly by the partnering organizations.
- iv) The organizations jointly carried out monthly, quarterly and annual planning and review sessions. These meetings are held in the project areas. This enabled them to communicate with each other frequently and to ensure that everyone is on board.

6.11.4 Pre-conditions for the Practice to be Successful

- i) Engage with a partner whose vision and mission complement the organization's vision and mission.
- ii) Work through any teething problems before setting out to do a major programme together. If possible pilot the partnership to see if it could lead to a scaled up programme.
- iii) Ensure that the partnership is well balanced and all partners are consulted

fully. This is an intricate relationship that needs a well balanced team to steer the partnership process. In this case, the team that has been spearheading the partnership is comprised of probation department, head of UMOP, and the NCC who jointly meet to review progress.

- iv) Every partner should as much as possible honour their part of the deal and stick to the agreed objectives and work plan.
- v) The budget holder should be careful not to be seen to be controlling other members in the partnership.

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6.12 Other Cross Cutting Good Practices: The Health of an Organization

This is a Level I Good Practice (successfully demonstrated practice).

6.12.1 Introduction:

The health of an organization is important in ensuring that the programme implemented has been agreed upon. Having a supportive management and governance structure (board) ensures quality is maintained at all times. This includes having staff that are well trained and have a passion to work with child labour issues. Staff's value of empathy and love for the children is a motivation to support such children, and this was evident in all organisations implementing the programme.

6.12.2 Why is it a Good Practice?

- i) Working with children who have been exploited and thus lived in harsh conditions requires dedication, a deep understanding of the situation the children faced and a winning attitude that allows children to be open and transparent about how they feel or what they need. Without these additional characteristics, children tend to shy away and keep the problems to themselves.
- ii) When high level management understands the problem, they become well placed to provide viable and practical advice to the management team responsible for implementation. For example, members of the board need to visit withdrawn children in schools once in a while in order to evaluate the impact of their assistance and then to think more strategically about needed action.
- iii) Because it is important to mainstream child domestic labour in organizational activities and programmes, it is important for management at all levels to understand the issues associated with the problem, including understanding the expectations of children, parents and community at large.

6.12.3 Pre-conditions for the Good Practice

- i) Staff at all levels should be trained about the problem of child domestic labour, including associated issues such as trafficking, physical, sexual and psychological abuse, educational opportunities and links with poverty and HIV/ AIDS.
- ii) Management of all levels should visit project sites and talk to children, parents and community members in order to understand the weaknesses and strengths in their interventions.
- iii) Organizations must have mechanisms in place that ensure equal access to information regarding project implementation and management. Staff should be encouraged to have regular discussions about the problem of CDWs and the impact of their interventions.



Chapter 7

Challenges and Lessons-Learned

These challenges and lessons learned cut across the two countries.

7.1 Challenges

- 7.1.1 The short funding cycle has been a major challenge for most of the action programmes. Funding is only available in short programme cycles, and this makes it difficult to do any long term work with the children.
- 7.1.2 Failure by other development partners to view child labour as a major development problem has resulted in very few donors supporting child labour issues locally. There is a direct link between gender, poverty, unemployment, conflict, HIV/AIDS and child domestic labour.
- 7.1.3 Conflict and insecurity have led to internal displacement of people in some areas in Uganda, leading to an increased number of CDWs. In such circumstances innovative way of dealing with complexities should be considered.
- 7.1.4 There is need to have flexibility in programme design because the conflict especially in Northern Uganda, has brought about children night commuters who run away from homes at night due to insecurity. They are exposed to sexual exploitation and child domestic labour and other similar vices.
- 7.1.5 Child domestic labourers are very lonely children and are stigmatized because of the experiences they have gone through. Sometimes a hostile school environment, attitude from teachers and other children make it more difficult for the children to remain in school.
- 7.1.6 A school with basic learning facilities becomes an attraction to the withdrawn children so that they are motivated to learn. One challenge here is to ensure that the learning environment is attractive to the learners. Provision of school materials, uniforms and food ensures that the child remain in school.
- 7.1.7 The provision of school materials in schools by the action programmes have led to some cases of indiscipline among the sponsored children who feel that they cannot obey their parents because the parents do not meet their fees.
- 7.1.8 The vocational training offered to the CDWs is certified by the respective organisations, e.g. WAYS and YWCA. The certificates offered may not bear the

same weight as the government trade tests and this may hinder the CDWs from getting better paying jobs in companies that recognize government trade tests.

- 7.1.9 Ensuring that those involved in rehabilitating the children do not become abusers themselves and especially while involved in training by local artisans. The programmes should ensure that the children are paid for the work they do for the artisans.
- 7.1.10 The income generating activities for parents and the children have been implemented widely by the action programmes. However, the success stories are so few. A more radical way of improving household income may be explored because it appears like the income generating activities have not changed the household incomes in many of the programmes.
- 7.1.11 Sustainability of the activities of support and rehabilitation of CDWs is still an issue especially when the action programmes phase out. In Uganda lack of a graduated tax which has previously been used for local development may hinder further support for such development initiatives.
- 7.1.12 In child participation, care must always be taken to ensure that children are not misused in the pretext of child participation. The length of time they spend rehearsing and working on plays and scripts should be moderated so that it does not take them away from their school work or vocational training.

7.2 Lessons Learned

7.2.1 Establishing Baseline Information

- i) In starting any kind of intervention in child domestic work, a baseline survey or a rapid assessment needs too be done in order to establish the magnitude of the problem. This will help in designing the project and also for purposes of measuring the impact of the interventions. The building up of the knowledge base must always be done long before the proposed project has started in order to ensure that the results of the baseline form the baseline data.
- ii) Involving the different stakeholders in carrying out a baseline pools together different expertise which needs to be tapped.
- iii) The involvement of the Ministry of Labour as a partner in the research process, as was done in the two countries ensures that the issues are internalized and the ministry gets first hand information on the magnitude of child domestic labour issues.

7.2.2 Use of the Media for Awareness Creation on Child Labour Issues

- i) The media today is a very powerful tool to communicate and get attention of

policy makers and those affected by the particular problem. Innovations in the use of the media are therefore paramount in order to reach the target people.

- ii) In Zambia the Ministry of Labour has identified child labour ambassadors who are famous local musicians who have been used to compose music about child labour. The musicians have created songs played in local radio stations as a way of creating awareness.
- iii) Formation of linkages with local influential politicians is important and helps to create awareness on CDW in changing the necessary policies.
- iv) Use as many channels to get the information across.

7.2.3 Vocational Training and Formal School Support

- i) There is need to start up programmes to meet the needs of girl child workers and especially group therapies because they appear to have little time to attend the counselling sessions. Sunday sessions may work out as this is the only time the girls have time, unlike the boys who are able to attend such sessions on Saturday.
- ii) The support given to children to attend school is good, however, parents need to meet some of the children's needs so that they don't abdicate their sole role as parents, and the children may stop feeling like they owe their allegiance to the sponsoring organizations.
- iii) Collaboration with other service providers in the vocational and formal training has resulted in to children being supported on longer term e.g. the case of World Vision in Uganda.

7.2.4 Working with Communities and Use of Community Task Force or Child Labour Committees

- i) Working with local task forces has been seen as one way of sustaining the programme. This, however, is a challenge because the task force members work as volunteers and therefore not available whenever they are needed.
- ii) A more direct linkage between the community task forces and the national task forces need to be established and strengthened more coordination and communication is vital so that the trends and issues arising from the community level can flow to the national level and the policy and legislation issues can be communicated to the grassroots. Some form of an interface need to be created so that the two structures can add value to each other.

7.2.5 Code of Conduct

- i) The government willingness to adopt this as a policy document is needed to

help safeguard the rights of CDWs. The code of conduct needs to be backed up by the necessary authority so that it can be heeded.

- ii) Awareness must be created to the employers so that they understand the role of the code of conduct. They should be encouraged to stop employing underage CDWs and to use the code of conduct.
- iii) More lobbying by the implementing agencies and ILO-IPEC on the use of the code of conduct nationally is needed so as to make it accepted as a form of combating child domestic labour abuses.

7.2.6 Policy and Legislation Development.

Policy changes takes a lot of time and resources therefore, the drivers of the process (Ministry of Labour) must be patient and must have resources at their disposal that will facilitate the consultations across the country.

7.2.7 Provision of Formal Education, Vocational Training for Child Domestic Workers

- i) It is difficult to get the girls into some form of a network or group therapies when they are employed. Programmes that can accommodate such girls need to be thought through so that girls too can get the group therapies.
- ii) A way needs to be found to ensure that the parent's meet some of the fees for their children as a way of resolving the issues of lack of respect for parents by the sponsored children.
- iii) While giving support to the girls to settle down at home is necessary, there is need to ensure that the support given does not bring unwanted family quarrels.
- iv) Ensure that the school environment, availability of books, school materials and acceptance of teachers and other children are all maintained in order to keep the withdrawn children in school. If the school is not attractive, there are high possibilities of dropping out.
- v) The vocational trainers should be trained as well to ensure that they do not become abusers of children themselves.
- vi) The training venues should be safe and away from public places that can attract the children to be abused.

7.2.8 Working in Partnership (Government & NGOS)

- i) Every partner must meet and honour their part of the deal. All the partners in the partnership must ascribe to trust, transparency and accountability if the programme is to succeed.

- ii) There is added value from partners who have different skills. This further confirms that the role of government should be that of providing a policy framework instead of direct implementation of programmes.

7.2.9 Child to Child Programmes

This is very effective in information dissemination. The audience is readily available in schools and the impact goes beyond the individual child to the parents or guardians. Children are also effective in providing information about issues.

7.2.10 Use of Theatre and Drama for Development

Theatre has been recognized as one way of helping people confront and deal with their behaviour and speak about the “characters in the drama”. It helps people deal and solve issues, ask questions and relate to the issues in the drama with their personal lives.

7.2.11 The Health of an Organization

A well functioning organization is a prerequisite for creating impact on child labour issues. Well trained staff that have a passion for the work, a board that contributes to the attainment of a vision and mission and good systems that facilitate work are all useful ingredients that will lead to organizational effectiveness.

7.2.12 Networking and Collaboration

Child domestic labour issues are multifaceted and the interventions need to be multifaceted. The involvement of government, trade unions, ILO-IPEC, action programmes and other organizations will ensure that different actors bring together different strengths and resources in solving child domestic labour problems.



Chapter 8

Recommendations

- 8.1 Poverty and HIV/AIDS have contributed to the rise in child labour cases and vulnerability, the interventions done in the programme may need to be re-looked at so as to effectively support the parents increase their family incomes. Undertaking a feasibility study on possible needs to help parents out of the poverty cycle may be necessary. The implementing partners could identify and form strategic partnerships with organizations that are carrying out integrated development programmes.
- 8.2 Financial sustainability of the programme is still a problem. A lot of the interventions involve withdrawing the children and placing them in schools and meeting their school costs. A strategy needs to be devised to address the long term education needs of the children. One such possibility is to start up a savings in an insurance scheme which can be used to pay for the CDWs school costs. Building a bursary endowment fund would be an other possibility that could ensure that no child will drop out of school due to lack of school materials, particularly when they go to secondary schools.
- 8.3 There are a lot of good practices in the two countries that could be replicated by other countries in the region. A learning or experience sharing forum or exchange visits would be an enriching process. The Ministry of Labour in Uganda can showcase the policy development process that they have achieved so far and the ongoing awareness with parliamentarians and the cabinet on child labour issues.
- 8.4 The use of media has been one of the most effective methods in creating awareness on CDW. The experiences from Zambia can also be showcased in other countries where other media organizations can learn and share experiences. Including a media intervention in any future programme will be very helpful in awareness creation.
- 8.5 In Lira District in Northern Uganda, there has been a problem with internally displaced persons due to conflict. Children in such families are working as child labourers in order to support their families. Since the district has been a target on child domestic labour, it has become very difficult to deal with the issues because the community does not view child domestic labour issues as priority. They have no homes and if a child is able to get a home where she is working, it is seen as a blessing and not a problem.

- 8.6 The code of conduct could be piloted and later scaled up since it has potential in ensuring that those children who choose to work have considerable good working conditions.
- 8.8 Provide ongoing capacity building support to all the organizations in the CDW programme so as to build their organizational capacity to implement programmes effectively.
- 8.9 ILO-IPEC could explore possibilities of providing longer funding cycles as the current cycles are short and partners are not able to plan on a longer term basis.

ANNEX I

COMBATING CHILD DOMESTIC LABOUR GOOD PRACTICES SUBMISSION FORM

1. Descriptive title:

2. When was the practice initiated:

3. Brief description of the practice (e.g. background, purpose and objectives, nature of the practice:

4. Achievements/accomplishments (i.e. What make this practice “good”, and on what basis can one determine this e.g. any formal or informal evaluations or assessments?); what can one expect this practice to do?

5. Necessary conditions (What are the circumstances in which this practice took place and which it can be used, any cautions, limitations or “words of advice” that might affect its applicability in other settings or situations, are there other factors that could support even further the use and impact of this practice?)

6. How was the practice carried out, with particular emphasis on ideas or hints one could suggest to others who might be thinking about doing something similar?

7. For more information:

- Other related documentation about the practice that might be of interest to others:

i) Electronic documents

ii) Hard copy documents including formal and informal information

iii) Multi media (e.g. videos) or other information

• Contacts:

i) Staff familiar with the practice, e-mail and telephone

ii) Others (e.g. partners) with e-mail and telephone

8. Reference:

- Name of person who provided the information and/or edited it.

-
- Dates: Initially presented, revised.
-

ANNEX 2

COMBATING CHILD DOMESTIC LABOUR GOOD PRACTICES INTERVIEW SCHEDULE

1. What do you think were “good” practices in this project?

2. For each practice, what makes it to be a “good” practice?

3. What suggestions if any do you have for project staff in improving the above “good” practices?

4. What constraints can others face if they want to replicate the above “good” practices

Emerging Good Practices on Action to Combat Child Domestic Labour

- Kenya
- Tanzania
- Uganda
- Zambia



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