# Child Labour Monitoring

International Labour Office
Geneva

**Training Manual**
*Workshop 2*
**CLM Initiation Workshop**

Test version

International Programme on the Elimination of Child Labour (IPEC)

**Test Version**

# The Child Labour Monitoring (CLM) Training Manual

# Workshop 2

**December 2004**

# The CLM Initiation Workshop

## Participants: 30 Potential members of child labour monitoring coordinating groups

*This may include:*

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

# Workshop 2
# CLM Initiation Workshop

## The Training Outcomes

*By the end of the CLM Initiation workshop, participants (Labour Inspectors, Government Officials, NGO Representatives, Trade Union representatives, and Community representatives) will have:*

1. Augmented their knowledge of the context and complexities surrounding Child Labour;
2. Better understood the ILO Conventions and National Labour Laws regarding the employment of children;
3. Improved their knowledge of CLM and the core steps in preparing for, setting up and operating the CLM process;
4. Focused on key CLM preparatory activities;
5. Agreed on mechanisms to form CLM Coordinating Groups against child labour;
6. Volunteered for membership on a CLM Coordinating Group;
7. Scheduled activities necessary to finalize CLM Coordinating Group formation;
8. Planned activities to prepare for setting up CLM; and
9. Agreed to support and take action against child labour.

**By the end of this workshop, potential CLM Coordinating Group members will have planned action to be taken to prepare for setting up the CLM process and to form CLM Coordinating Groups in their areas.**

## Sample Schedule: CLM Initiation Workshop

| Day One— | Day Two— |
|---|---|
| Formal Welcome and Opening of the Workshop Introductions/Expectations Workshop Objectives/Workshop Schedule | Opening of the Day:  Feedback. Icebreaker |
| Guest Speaker CL Presentation: The Child Labour Situation in the Locality | Continuation of report out if necessary |
| The Child Labour Situation  – Sharing Information and Experiences | Establishing an Agreement to Take Action against Child Labour |
| Presentation: Child labour – International and National Law | The Formation and Functions of CLM Coordinating Groups (Simulation) |
| Presentation: An Overview of CLM | |
| **LUNCH** | **LUNCH** |
| Presentation: Core Phases and Steps of CLM | Group work: Next Steps and Action Planning in "CLM Coordinating Groups". |
| Groupwork: Preparing for CLM - Key Activities | |
| Report back on group work – presentations by each group on CLM actions | Closure/closing ceremony |
| Closing the Day and dinner | Tea and Snacks |

# CLM INITIATION WORKSHOP

## DAY ONE

- Registration;
- Formal Welcome and Opening of the Workshop;
- Session 1: Introductions/Expectations;
- Session 2: Workshop Schedule, Objectives, Overview;
- Session 3: Guest Speaker: The Child Labour Situation in the Locality;
- Session 4: The Child Labour Situation: Sharing Information and Experiences:
- Session 5: Child labour - International Standards & National Law;
- Session 6: An Overview of Child Labour Monitoring; Core Phases and Steps of the CLM Process;
- Session 7: Preparing for CLM: Key Activities
- Session 8: Closure for the Day


## DAY TWO

- Session 1: Opening of the Day: Feedback. Icebreaker and continuation of report back on group work – presentations by each group on actions (if not completed on the previous day)
- Session 2: Establishing an agreement to take action against child labour
- Session 3: The formation and functions of CLM Coordinating Groups (Simulation)
- Session 4: Next Steps and Action Planning
- Session 5: Closure
- Session 6: Closing Ceremony

# Day One CLM Initiation Workshop

**DAY ONE**

- Registration;
- Formal Welcome and Opening of the Workshop;
- Session 1: Introductions/Expectations;
- Session 2: Workshop Schedule, Objectives, Overview;
- Session 3: Guest Speaker: The Child Labour Situation in the Locality;
- Session 4: The Child Labour Situation: Sharing Information and Experiences:
- Session 5: Child labour - International Standards & National Law;
- Session 6: An Overview of Child Labour Monitoring; Core Phases and Steps of the CLM Process;
- Session 8: Preparing for CLM: Key Activities
- Session 9: Closure for the Day

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

# Formal Welcome and Opening of the Workshop

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

**Session Outputs:** None

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

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

**Session Objectives:** *By the end of this session participants will have:*
- *learned guidelines for writing on cards as part of the "Card and Chart" visualization technique;*
- *shared their positions (in government, in worker organizations, in employer associations, in NGOs, etc.);*
- *suggested information on priority sectors and locations; and*
- *disclosed their expectations of the CLM Initiation Workshop*

**Session Outputs:** *Participant Perspective Lists: (1) Sectors of Priority Focus; (2) Locations of Priority Focus (3) Key Elements to Set Up and Support the CLM Process*

| Time | Process and Activities |
|------|------------------------|
| 5 | **PRESENTATION & FACILITATION: HOW TO WRITE ON CARDS** <br><br> After welcoming participants to the course, state that before going any further, you would like to gather some information.  While distributing 5 cards to each participant, each of a different colour, describe how to write on cards while pinning the following six cards to the cork board. <br><br> • **WRITE BIG** <br> • **THREE LINES ON A CARD** <br> • **ONE IDEA—(No "AND")** <br> • **FOLLOW THE COLOR SCHEME** <br> • **BE SPECIFIC: USE A FULL SENTENCE  IF  POSSIBLE** <br> • **FORGET SPELING AND GRAMMER (SIC)** <br> • **WRITE IN YOUR OWN LANGUAGE IF YOU WANT** |
| | **MATERIALS & EQUIPMENT:** <br> 8.5 X 3.5 cards, pins, boards <br> Cards with chart (cc) guidelines |

| Time | Process and Activities |
|------|------------------------|
| 60 | **VISUALIZED PRESENTATION: GATHERING EXPECTATIONS & OTHER INFORMATION** <br><br> Stick the following, pre-written cards on the cork board. Explain that each card is a different colour because it is a different category.  Pin them to the board horizontally. <br><br> 1. **NAME, POSITION, ORGANIZATIN** <br> 2. **EXPECTATION** OF THIS INITIATION WORKSHOP (By the end of this Workshop, I expect to…) <br> 3. **1 PRIORITY SECTOR IS….** <br> 4. **1 PRIORITY LOCATION IS….** <br> 5. **1 KEY ELEMENT TO SET UP AND SUPPORT THE CLM PROCESS IS….** |
| | **MATERIALS & EQUIPMENT:** <br> Enough large cork boards to display all of the pax cards individually – six |

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

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

**Session Objectives:** *By the end of this session, participants will have*
1. *related their expectations to the course content ( levelling);*
2. *geared themselves for two days of work;*
3. *focused on the end results as preliminary Child Labour Coordinating Groups committed to setting up, running and supporting the CLM process.*

| Time | Process and Activities |
|------|------------------------|
| 15 | **VISUALIZED PRESENTATION: THE CLM ORIENTATION OUTCOMES AND SCHEDULE** <br><br> • Use a PowerPoint presentation or flipcharts as a way to display the course objectives and schedule to the participants.  (Prepare both, in case of electricity failure) <br> • Display the overall objectives of the course and read them out loud.  Participants can follow on their handout. <br> • Then, referring to the "Expectation" matrix, link pax expectations to Orientation objectives where they overlap. <br> • Also, deal with those that *do not* overlap.  Say something like, "This is a good idea, but we can't really cover this in this Initiation workshop.  Perhaps you can plan a separate meeting for it." <br> •  However, if there is a good idea presented, and you think it should be incorporated, ask the group whether they want to incorporate it—and ask them to choose what session(s) they would eliminate to do so. <br><br> **VISUALIZED PRESENTATION: THE CLM INITIATION WORKSHOP OUTCOMES** <br><br> State something like: *"By the end of this CLM Initiation Workshop tomorrow, we expect you to have committed to creating CLM Coordinating Groups to eliminate child labour in your locality.  We expect you to have:* <br> • Augmented your knowledge of the context and complexities surrounding Child Labour; <br> • Improved your knowledge of the ILO Conventions and National Labour Laws regarding the employment of children; <br> • Improved your knowledge of CLM and the core steps in preparing for, setting up and operating the CLM process; <br> • Focused on key CLM preparatory activities; <br> • Agreed on mechanisms to form CLM Coordinating Groups against child labour; <br> • Volunteered for membership on a CLM Coordinating Group; <br> • Scheduled activities necessary to finalize CLM Coordinating Group formation; and <br> • Agreed to support and take action against child labour. <br><br> **Orientation  Schedule and Overview** <br><br> Display the schedule (as a power point slide, on paper or produced on cards.)  Give an overview of the Orientation schedule, highlighting how the workshop is divided into three main parts: <br> (1) Providing background information on CLM; <br> (2) Working on the key activities to prepare for setting up the CLM process in their locality; <br> (3) Action Planning for preparing to design and test the CLM process and CLM Coordinating Group formation |

| | |
|---|---|
| | **BRAINSTORMING: NORMS SETTING (OPTIONAL)**<br>Have the pax ask the group what "norms" they will establish throughout the day.  Some norms might be:  No smoking inside;   Punctuality; Respect for other's opinions; no cell phones on. |
| | **MATERIALS & EQUIPMENT:**<br>Flipcharts |
| | **HANDOUTS, TOOLS & REFERENCE MATERIALS:**<br>Workshop objectives and schedule |

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

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

**Session Outputs:** There are no outputs

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

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

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

**Session Outputs:**

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

| | **6. What can be done?** |
| | • Invite the participants to discuss what can be done to fight against child labour. |
| | • Classify the participant's proposals under key headings (see exercise notes), leaving the question of their economic, technical and cultural feasibility for another time. |
| | • |
| | **Definitions Parking Lot:** Start a parking lot of Definitions: be sure the following words are defined: work, workers, child labourer, health at work, danger, risk, constraints, rights**,** CLM, baseline information, participatory approach, priority sector, WFCL |
| | **MATERIALS & EQUIPMENT:**<br>Chart on which words to be defined are written on cards |
| | **HANDOUTS, TOOLS & REFERENCE MATERIALS:**<br>Handout: Understanding the Problem of Child Labour |
| | **TRAINER NOTES:** |

# Exercise Notes on Sharing Experiences on Child Labour

**1. What is a child and what is meant by child labour?**
Defining a **"child"** is a confusing area, but it is important to let the group to share their own views. Labour inspectors, for example, are likely to view childhood ending at the minimum legal age for admission to employment, which is 12 years in some countries, and 16 in others. Teachers are likely to view childhood ending at the end of compulsory education, which can be 12-13 years or 15-16 years according to the country. For the purposes of the ILO and IPEC, a "child" is defined as an individual under the age of 18 years. This is based on the ILO Convention on the Worst Forms of Child Labour, 1999 (No.182).
"Young workers" are persons under the age of 18 who have attained the minimum legal age for admission to employment or work in their country and are therefore legally authorised to work under certain conditions. Whilst the ILO recommends 16 years as a general minimum age, the minimum age is determined by national legislation and can be set at 14,15, or 16 years. But this does not mean that young workers should be engaged in hazardous work.
**Child labour** is work performed by a person below the age of 18 years, which deprives the person of basic human rights, interferes in the education of the child, and is abusive, hazardous, exploitative and harmful to the health, safety, morals as well as the total development of the child.

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

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

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

**4. What risks do they face?**
When discussing how child labour harms children, the following points may be made:
- Child labour includes work and activities that are mentally, physically, socially or morally dangerous and harmful to children.
- Child labour either deprives children of schooling or requires them to assume the multiple burden of schooling and work.
- Child labour condemns children and their families to a downward spiral of poverty and deprivation.

- Being tender physically and immature in mind and spirit, children are inevitably at greater risk in the workplace than their adult counterparts.
- National surveys have found that a very high proportion of children are either physically injured or fall ill while working.  Some of these children may never work again.
- In sectors where machinery and equipment is involved, such as agriculture, the potential for injury is much higher.  Agriculture, mining and construction are very high-risk industries for child labourers.

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

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

# Session #5: Child Labour: International and National Law

**Session Objectives:** *By the end of this session participants will have:*
- *A better understanding of the national labour laws and  International Standards regarding child labour*

**Session Outputs:**

| Time | Process and Activities |
|------|------------------------|
| 30 | **PRESENTATION: CHILD LABOUR: INTERNATIONAL AND NATIONAL LAW**<br><br>• Introduce the speaker (if necessary)<br>• Ask the pax to write any questions and comments on cards<br>• Collect them after the presentation<br>• Cluster the cards<br>• After the presentation, ask the questions<br>• Facilitate any discussion that ensues<br><br>A sample presentation appears on the next page. |
|  | **MATERIALS & EQUIPMENT:** |
|  | **HANDOUTS, TOOLS& REFERENCE MATERIALS:**<br>Handouts: a copy of the presentation ; International Declarations and Conventions Booklet |
|  | **TRAINER NOTES:**<br>Before the presentation, you will have previously communicated with the speaker to help s/him prepare s/his remarks on the historical situation and legal framework.  Make sure either you or the speaker has prepared or obtained a summary of the national labour laws. |

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

## International Standards

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

## United Nations Convention on the Rights of the Child

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

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

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

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

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

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

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

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

minimum age of 14, the minimum age for light work may be set at 12.

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

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

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

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

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

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

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

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

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

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

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

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

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

**National Labour Laws**

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

**Kenyan Laws Regarding the Employment of Children**

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

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

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

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

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

**The Employment (Children) Rules provides that :**

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

**Weaknesses of Kenya's Employment Act**

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

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

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

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

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

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

**The Children Act, 2001**

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

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

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

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

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

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

# Day One, Session #6:  An Overview of CLM and the Core Phases and Steps of CLM

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

**Session Outputs:** None

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

## 1.    What is child labour monitoring?

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

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

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

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

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

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

## 2.    The origins of child labour monitoring

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

## 3.    How does it work?

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

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

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

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

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

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

## 4.    The CLM Framework

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

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

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

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

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

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

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

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

## 5.     The desirable characteristics for CLM are:

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

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

## 6.     The CLM Model

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

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

The CLM model has been divided into four phases:

**Preparation**

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

**Design, testing and training**

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

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

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

**Monitoring**

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

**Follow-up**

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


# 7.    The main CLM activities

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

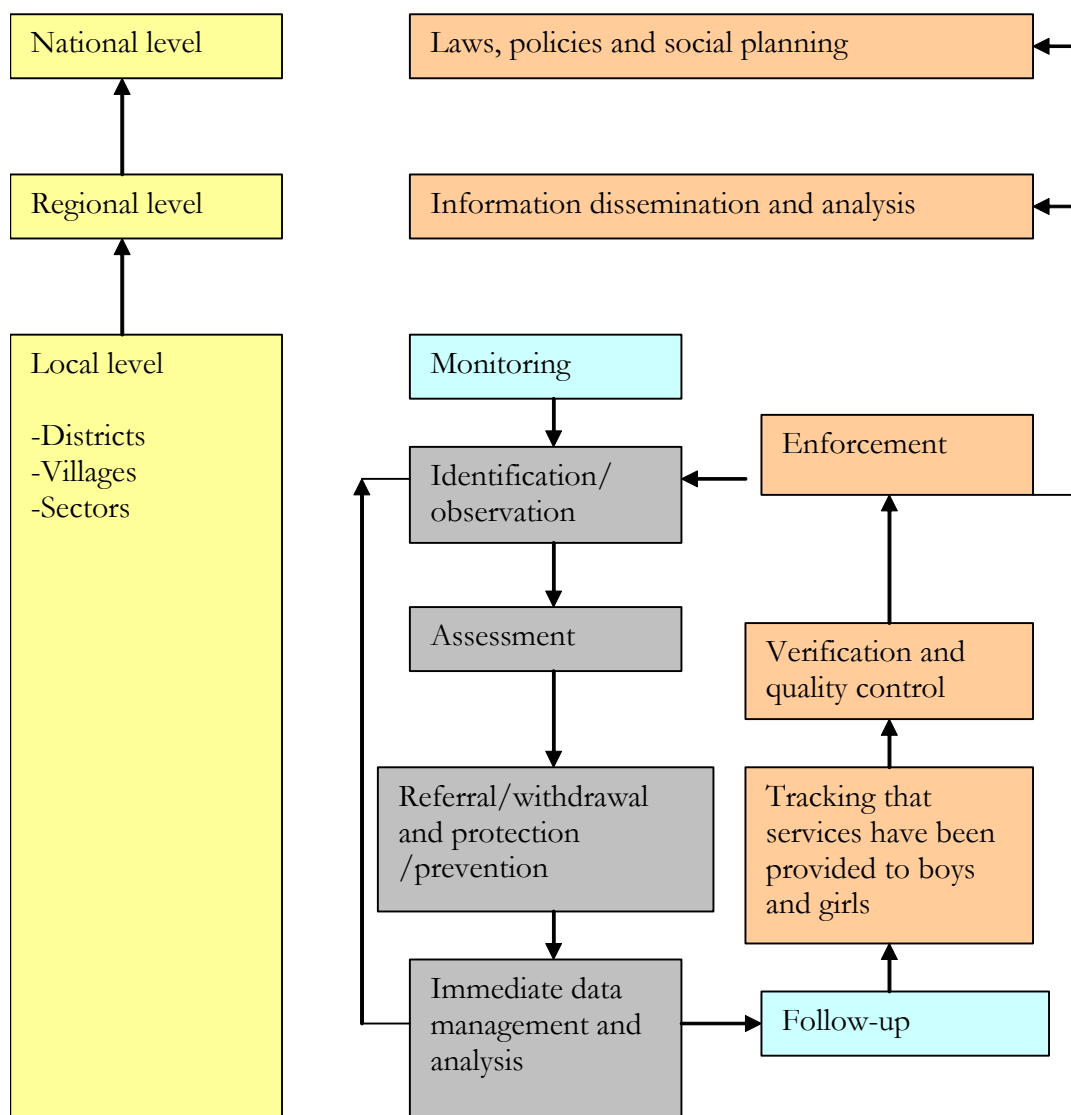The principal activities of the monitoring phase are:

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

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

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

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

The principal activities in the follow-up phase include:

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

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

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

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

**Figure1. Basic CLM process**



| National level |
| Regional level |
| Local level |
| -Districts |
| -Villages |
| -Sectors |

Laws, policies and social planning

Information dissemination and analysis

Monitoring

Enforcement

Identification/ observation

Assessment

Verification and quality control

Referral/withdrawal and protection /prevention

Tracking that services have been provided to boys and girls

Immediate data management and analysis

Follow-up

## 8.     How to apply the general model to child labour monitoring

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

| Examples of workplaces which may need to be monitored |
|---|
| <ul><li>Factories, small and medium-sized enterprises</li><li>Home-based industries</li><li>Small-scale mines</li><li>Fields</li><li>Fishing vessels</li><li>Shopping malls</li><li>Streets</li><li>Bus stations</li><li>Marketplaces</li><li>Ports</li></ul> |
| Bus stations and ports are of particular concern as they serve as both places of work and transit points for trafficking of child labour. |

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

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

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

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

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

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

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

# 9.    Key aspects of CLM

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

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

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

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


# 10.    Conclusion

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

In summary, CLM:

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

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

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

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

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

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

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

The CLM model has been divided into four phases:

## Preparation

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

## Design, testing and training

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

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

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

## Monitoring

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

## Follow-up

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

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

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

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

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

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

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

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

## The Preparatory Phase

### Introduction

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

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

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

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

### Why do you need these steps?

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

### Step 1: Determine the problem and level of response

**Why do you need to do this step?**

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

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

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

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

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

**Why do you need to do this step?**

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

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

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

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

**Why do you need to do this step?**

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

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

# The design, test and training phase

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

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

This phase includes the following steps:

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

# Why do you need these steps?

**Step 1:    Setting up the management of the CLM**

**Why do you need to do this step?**

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

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

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

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

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

## Step 2:   Developing and testing monitoring tools

**Why do you need to do this step?**

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

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

This section includes information on:

- developing and testing monitoring tools;

- agreeing on core child labour indicators;

- recording monitoring data; and

- age verification

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

- A CLM profile

- CLM operating guidelines

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


## Step 3:   Developing a referral system

**Why do you need to do this step?**

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


## Step 4:   Organizing monitoring teams

**Why do you need to do this step?**

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

## Step 5:   Training monitors and building capacity

**Why do you need to do this step?**

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

## Step 6:    Testing the CLM design and thinking about replication

**Why do you need to do this step?**

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

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

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

# The Monitoring Phase

## Implementation of the monitoring process in workplaces

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

After going through the steps in preparatory phase you have:

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

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

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

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

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

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

The purpose of monitoring is to:

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

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

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

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

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

## Why do you need these steps?

### Step 1: Prepare the visit

**Why do you need to do this step?**

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

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

## Step 2: Conduct the visit

**Why do you need to do this step?**

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

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

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

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

- **contact and formalities**,

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

## Step 3: Withdrawal and referral

**Why do you need to do this step?**

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

**Referral**

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

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

You will need to consider:

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

- commitment and ability to receive and provide services,

When you develop a referral system you must also agree on the nature and responsiveness of the referral mechanism.
- Is it meant to be mechanism that can be activated immediately to address an urgent child labour situation in a workplace? This would be the case in some factory-based monitoring projects, for example, where girls and boys found working in hazardous conditions are immediately removed and enrolled in schools.

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

## Step 4: Protection and prevention

**Why do you need to do this step?**

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

## Step 5: Close the visit

**Why do you need to do this step?**

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

## Step 6: Immediate data management and reporting

**Why do you need to do this step?**

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

# The Follow-up Phase

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

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

The principal steps of the follow-up phase are:

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

| Why do you need these steps? |
| --- |

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

**Why do you need to do this step?**

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

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

## Step 2:   Quality control and verification

**Why do you need to do this step?**

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

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

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

## Step 3:   Providing data for the enforcement of laws

**Why do you need to do this step?**

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

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

## Step 4:   Information dissemination and analysis

**Why do you need to do this step?**

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

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

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

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

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

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

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

- inputs into strategic monitoring and tracking of impact;

- inputs to research and analysis; and

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

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

**Why do you need to do this step?**

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

# Recap of the CLM model

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

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

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

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

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

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

# Day One, Session #7: Preparing for CLM – Key Activities

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

**Session Outputs:** Flipcharts on each key CLM preparatory activity specifying details of each activity

| Time | Process and Activities |
|------|------------------------|
| 120 | **SMALL GROUP EXERCISE**: **KEY CLM PREPARATORY ACTIVITIES** <br><br> • Introduce this session outlining CLM Preparatory Activities (see introductory presentation on the following pages); <br> • Introduce this exercise.  Say something like "now we are going to focus on Key CLM Preparatory Activities.  Each of you will be working on one activity in a small group. <br> • Divide the participants into the mixed groups (see trainer notes) of 5 or 6 members you have determined beforehand. <br> • Hand out the Exercise Instructions, a different one to each group, which specifies the activity.  Instructions for Activity X, for example, might look something like: |
| | <div align="center">Instructions for Activity X</div> <br> • Refer both to the "Guidelines" and to the "Key CLM Preparatory Activities" presentation handout for "Activity #X" ; <br> • Reflect on that Activity  X for five (5) minutes by yourself; <br> • Next, spend 30 minutes discussing the situation vis-à-vis Activity X in your group; <br> • Then prepare how you will go about that activity; <br> • Select someone to present this information to the group. <br><br> You have 60 min to prepare your flipchart for a 7 minute presentation |
| | **SMALL GROUP PRESENTATIONS** <br><br> Depending on how long it takes groups to develop location specific applications, you might not even be able to begin processing this exercise until the next morning.  However, if you have time to start the process, do so. <br><br> Have each group present its ideas:  Ask participants to hold their comments until all groups have presented and to write suggestions on cards.  Facilitate a discussion of suggestions and changes.  Incorporate when there is consensus. |
| | **MATERIALS & EQUIPMENT:** <br> Flipcharts, cards, magic markers, brown paper |
| | **HANDOUTS, TOOLS & REFERENCE MATERIALS:** <br> One page of instructions for each small group, one set for the record and one set for you. <br> A copy of the presentation and the CLM Guidelines. <br> Either the national CLM framework (developed by the national child labour steering committee), or the CLM framework structure, as appropriate (see trainer notes) |
| | **TRAINER NOTES:** <br> Organize small group membership beforehand, ensuring that they are a mix of different professions. <br><br> If a National CLM Framework has not yet been drawn up, ask the participants to map out key actors and organizations that could potentially have a role in CLM at different levels, using the CLM Framework model for guidance. |

**Presentation**
**CLM Preparatory Activities**

**In the initiation workshop for preparing for setting up the CLM process and forming CLM Coordinating Groups the following must be considered**

**OBJECTIVE**: To orient key actors about CLM, to agree on it as a key strategy and to create an agreed plan of action for setting up the CLM process and forming a management team for the design phase in a particular area.

**RATIONALE**: Before the designing the CLM process certain preconditions need to be met and certain activities need to be completed.  It is at this preparatory stage that key actors come together to discuss the best strategy for establishing CLM in their area and plan what needs to be done before the actual design and operation of CLM.

**OUTPUTS**: CLM agreement – commitment and vision, CLM work plan to complete CLM preparatory activities and form CLM Coordinating Groups

**KEY PREPARATORY ACTIVITIES:**

**1. Establish a common vision and commitment (agreement) for the development and testing of CLM;**

**2. Identify key governmental and non-governmental agencies that can have a role in CLM and adjust the draft CLM framework to this level;**

**3. Determine the financial foundations of CLM;**

**4. Establish a management team to oversee the technical design and testing of CLM with routine and follow-up meetings;**

**5. Develop a work plan aiming to design and test the CLM;**

**6. Review the preconditions to setting up CLM:**

    **(A) Determine the problem and level of response**
    - Define the problem that CLM is trying to address
    - Determine the causes of the problem and identify a strategy for carrying out CLM interventions
    - Identify key partners in developing CLM and consult them
    - Generate a common base of understanding and consensus among key partners about the sector, and/ or scope of work of the CLM

    **(B) Review policies, laws, basic services and information collection capacities**
    - Conduct a stakeholder analysis and an assessment of existing infrastructure
    - Review existing information management and data collection systems
    - Collection of baseline information
    - Agreeing on core child labour indicators
    - Review of legal framework

    **(C) Raise awareness and build alliances**
    - Undertake awareness-raising activities
    - Build alliances
    - Define common areas of work

# Day One, Session #8:  Closure for the Day

*Session Objective:  By the end of the session pax will:*
- *feel that they have begun to understand CLM;*
- *have begun to see how CLM could be applied to the real CL situation in their locality.*

| Time | Process and Activities |
|------|------------------------|
| 15 | **CLOSURE** <br>• After the presentations are over for the day, spend 10 minutes bringing the group to closure in plenary. <br>• Brainstorm on a flipchart some learnings for the day: <br>• Ask pax what they have learned about CLM, and applying CLM to their locality. <br>• Write their comments on the flipchart. <br>• Preview the following day, telling them what is on the schedule; <br>• Remind them about the dinner that evening and say that you will see them there**.** <br>• |
| | **MATERIALS & EQUIPMENT:** |
| | **HANDOUTS, TOOLS & REFERENCE MATERIALS:** |
| | **TRAINER NOTES:** |

# Day Two CLM Initiation Workshop

- Session 1: Opening of the Day:  Feedback. Icebreaker and continuation of report back on group work – presentations by each group on actions (if not completed on the previous day)
- Session 2:  Establishing an agreement to take action against child labour
- Session 3:  The Formation and Functions of CLM Coordinating Groups (Simulation)
- Session 4:  Next Steps and Action Planning
- Session 5: Closure
- Session 6: Closing Ceremony

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

*Session Objectives: By the end of this session participants will*
- *be energized by participating in or conducting "icebreaker";*
- *have linked to the previous day;*
- *have completed and processed their presentations on CLM Coordinating Group actions to be taken.*

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

| Time | Process and Activities |
|------|------------------------|
| 30 | **OPENING HIGHLIGHTS:**<br>• Share feedback from the previous day from pax or trainers;<br>• Announce adjustments in program based on pax feedback, if any;<br>• Make any other announcements necessary;<br>• Give overview of day, linking next session to previous day; and<br>• Ask group if they want/need an icebreaker.<br><br>**ICEBREAKER**<br>• Ask for a volunteer to lead pax in a "short—10 minute" ice breaker.  Participate in icebreaker yourself.<br>• Be prepared to lead an ice breaker if no one has an idea. |
| | **CONTINUATION SMALL GROUP PRESENTATIONS: CLM PREPARATORY ACTIVITIES**<br>• Have each group which had not presented the day before do so.<br>• Have each group present its ideas about how preparing for CLM.<br>**CLARIFICATION AND QUESTIONS**<br>• When all groups have presented their activities work, gather up the suggestions they have written on cards.<br>• Process the information generated, focusing on "how", "by whom"  these activities will be carried out.<br>• Facilitate a discussion of suggestions and changes.<br>• Incorporate when there is consensus. |
| | **HANDOUTS, TOOLS & REFERENCE MATERIALS** |
| | **TRAINER NOTES:**<br>• Opening feedback highlights should include what could be improved and what went well, in this order, ending on a positive note.<br>• Be sure to get these charts documented, on camera, and/or input into the computer. |

# Day Two, Session #2: Agreement: Consensus to support the CLM Process

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

- *Drafted a vision and strategy for CLM in their locality;*
- *Agreed to establish the CLM process in their locality;*
- *Understood why a formal agreement is needed and what it would include.*

**Session Outputs:** A preliminary vision and strategy for CLM in the locality

| Time | Process and Activities |
|------|------------------------|
| **60** | **GROUPWORK – CLM VISION & STRATEGY**<br>- Divide pax into random groups (counting off 1-2-3…; 1-2-3…)<br>- Ask each group to write one or two key statements about the following:<br>    - Overall objective – what CLM aims to achieve<br>    - Coverage and scope – sectors, areas and/or scope of work of the CLM<br>    - CLM Process Strategy – what the CLM process development would include<br>Establish Consensus<br>- Write the statement headings on a flipchart – "Overall Objective"; "Coverage and Scope"; "CLM Process Strategy"<br>- Ask the pax to put their statements under the correct heading<br>- Ask the pax for comments and suggest changes and reordering<br>- Make changes on which pax all agree and circle any areas of disagreement<br>- Be sure that at least one overriding statement committing to establishing CLM in the locality has been clarified and agreed upon.<br><br>**PLENARY DISCUSSION – FORMAL AGREEMENTS FOR THE IMPLEMENTATION OF CLM**<br>- Discuss the benefits of drawing up a formal agreement for the implementation of CLM. This could include: Agreements -<br>    - demonstrate commitment between partners<br>    - provide an official framework for the management and implementation of the monitoring process<br>    - set out a common vision of the purpose and scope of the CLM<br>    - clarify roles and responsibilities<br>    - give authority for the CLM process to be set up<br>- Ask the pax to discuss what they think should be in an agreement<br>- Distribute the handout "Basic Principles and Components of CLM Agreements"<br>- Display the basic components of a MoU on PowerPoint or just read them out loud<br>- Ask the pax to discern any other key ideas or elements which they had not identified<br>- Identify at what point in time the agreement should be drawn up – once there is a consensus on the overall vision and strategy, the CLM operational process has been designed and the roles and responsibilities of the different partners have been defined. |
| | **MATERIALS & EQUIPMENT:**<br>System for display of PowerPoint or overhead projector |
| | **HANDOUTS, TOOLS, & REFERENCE MATERIALS:**<br>Basic Principles and Components of CLM Agreements |
| | **TRAINER NOTES** |

| | You need to be sure that you know the key elements used in Agreements to set and a commit to a CLM process by having referred to the basic principles and components of CLM agreements (set out on the following page) and any other agreements available before the session. <br><br> Be sure that during the "next steps" there is a process established (with meeting, review and parties committed to do the work) to focus on finalizing the CLM Vision and Strategy – which will become the mandate of the CLM Coordinating Group. This could also be included in the CLM Design Workshop |
|---|---|

## Basic Principles and Components of CLM Agreements

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

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

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

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

# Components of a Memorandum of Understanding

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

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

**Authority**
The authority for monitoring should be specified.

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

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

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

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

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

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

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

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

**Time when the MoU comes into effect**

The MoU comes into effect upon signature by all relevant parties

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

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# Day Two, Session #3: The Formation and Functions of CLM Coordinating Groups (Simulation)

**Session Objectives:** *By the end of this session participants will:*
- *better understand the CLM coordinating group formation process;*
- *have developed a set of functions for the CLM coordinating group.*

**Session Outputs:** List of Functions of a CLM Coordinating Group.

| Time | Process and Activities |
|------|------------------------|
| 60 | **CHILD LABOUR COORDINATING GROUP SIMULATION** <br><br> Describe the CLM Coordinating Group Formulation Simulation Exercise as follows: <br> • Tell pax that they will not be forming the "real" CLM coordinating groups. The exercise will simulate a CLM Coordinating Group meeting; <br> • Describe the general purpose and functions of the CLM Coordinating Group. This should include: <br> Functions and role of the CLM Coordinating Group: <br>    - to oversee and manage the monitoring process (monitoring, coordination of the referral system and active use of the information generated by the monitoring process) <br>    - to provide guidance and assistance to key partners in their monitoring work <br>    - to ensure that adequate resources are made available for CLM <br>    - to periodically review and assess the quality of the monitoring process, recommend and propose corrective action <br>    - to review and forward key synthesis reports of the CLM for purposes of social planning and social development at the national level <br> • Ask pax to volunteer for the CLM Coordinating Group (Compare to your list to ensure that the "group" has good coverage of different key actors in the locality (government officials, employer representatives, worker representatives, NGO representatives, teachers, social workers, etc.). Create several CLM Coordinating Groups from different localities. If necessary pax might have to pretend to be from an area, or represent a particular group. <br> • Give each pax a card on which to write which org s/he represents and on which coordinating group s/he sits. <br> Once the group is divided into CLM Coordinating Groups: <br> • Distribute the instructions for the Exercise—one to each group. <br> • Reiterate the instructions which read something like: |
| | <div align="center">CLM Coordinating Group Simulation Instructions</div> <br> You are members of the _____ CLM Coordinating Group. You are at a meeting early on in your formation. Discuss the following points and list your ideas on a flipchart. Choose a rapporteur who will present your ideas to the whole group. <br><br> • What is the mandate of this group? <br> • What are the functions of the group? <br> • What are the jobs each member needs to do? <br> • Who should be members of the CLM Coordinating Group in this locality? <br> • How do we get them to volunteer to be members? (Process) <br> • |
| | **Process this exercise in Plenary:** <br> • Ask each CLM Coordinating Group to present its functions and process of acquiring members. <br> • Ask the other groups to add any additional ideas. |

| | |
|---|---|
| | • Ask everyone to comment; make additions; suggest changes.<br>• Incorporate those with which the group agrees; |
| | **HANDOUTS, TOOLS & REFERENCE MATERIALS:**<br>CLM Coordinating Group Formation and Function Exercise Instructions |
| | **TRAINER NOTES:**<br>In all probability, all those who will actually sit on the CLM coordinating groups will not be at the workshop; however, some potential members should be there.  It is important to "simulate" CLM coordinating groups so that participants can "volunteer", generate a list of functions and "act as if" they are a working CLM coordinating group.  This will motivate some to become actual members and give them information to generate interest in others when they return to their locality.<br><br>**Create possible CLM Coordinating Groups**<br>• Have an idea of what the CLM coordinating groups could look like.<br>• Thus, pre determine CLM coordinating group s *membership* before this exercise—by listing pax by actual job function, and location.<br>•  Divide pax according to where they would be, but give consideration to who would actually "sit" on the various coordinating groups when assigning "simulated" membership.<br>• For example, try to get a heterogeneous group representing the locality.<br><br>**Documentation**<br>• Be sure that these lists of functions and ways to attract appropriate volunteers are documented and distributed to pax . |

# Day Two, Session #4:  Next Steps: Action Planning in "CLM Coordinating Groups"

**Session Objectives:**  *By the end of this session participants will have:*
- *considered priority child labour locations and sectors;*
- *planned action to be taken to prepare for setting up the CLM process.*

**Session Outputs:**  A CLM Action Plan Checklist.

| Time | Process and Activities |
|------|------------------------|
| 60 | **NEXT STEPS: ACTION PLANNING IN "CLM COORDINATING GROUPS"** <br><br> **"COORDINATING GROUP FORMATION"** <br> • Ask participants to sit in the "Coordinating Groups" in which they worked in the last exercise. <br> • Display a list which shows the CLM coordinating groups necessary for the different localities being considered. <br> • Ask any if they really want to volunteer to be on a particular CLM coordinating group. <br> • Write their names on the list. <br> • Those who do should start or move to the actual CLM coordinating groups for which they want to volunteer. <br> • Thus the coordinating groups (might) have some "real" members and some simulated members. <br><br> **PLENARY: DETERMINING PRIORITY LOCATIONS & SECTORS** <br><br> Distribute a copy of the pax expectation matrix to every pax (which includes priority sectors and locations in the localities). <br> Facilitate a discussion in which pax come to an agreement about 3 priority sectors and 3 priority locations using the following criteria: <br><br> • The child labour realities in the locality; <br> • The hazardous nature of the work; <br> • The number of children involved; <br> What the majority of the pax consider to be the priorities <br><br> **PREPARING FOR CLM ACTION PLANNING** <br> • Facilitate this small group Action Planning activity using information generated during the CLM Coordinating Group Formation Simulation, the CLM Preparatory Activities Work, and the CLM Vision and Strategy work as follows—using the Checklist as an organizing tool. <br><br> State that once the workshop is over, the participants have tasks:  (1) to form real CLM Coordinating Groups; (2) Hold meetings; and (2) Organize a CLM Design workshop for the CLM Coordinating Group <br> Distribute the Sample Checklist for Preparing to design and test the CLM process – one to each person in the group. <br> Ask the pax to read the checklist, and add and adjust the checklist to their situation (be sure to get copies of this for follow up). <br><br> • Hand out three cards to each person – each of a different colour. <br> • Ask each participant to write down the first thing s/he is going to do about write down **the first thing s/he is going to do  about establishing a CLM Coordinating Group  in s/his locality** —on the card of colour A. <br> • On the card of colour B, ask each participant to write down one task that must be done to **raise awareness and mobilize key actors to support CLM** |

- On the card of colour C, ask each participant to write down **where information about child labour can be obtained and what further information may need to be collected**
- Have each person read s/his personal cards! Visualize them.

Choose a CLM Coordinating Group Focal Point to follow up.

Set a preliminary date for when the next workshop is going to be held.

**Preparing to Design and Test the CLM Process**
**Action Plan Checklist Format Example**

| What We Need to Explore | Check | Actions to be Taken | Actors Involved | Date to be Done by |
|---|---|---|---|---|
| Has a common vision and commitment (agreement) for the developing and testing of CLM been established? | | | | |
| Have key partners that can have a role in CLM been identified? | | | | |
| Has the draft CLM framework been adjusted to include all potential partners? | | | | |
| Are resources available? If not, can they be sourced? What are the possible sources? | √√ | | | |
| Have the CLM Coordinating Group members been chosen/elected/volunteered and expressed their commitment to serving on the group? | | | | |
| Has a work plan aiming to design and test the CLM process been drawn up? | | | | |
| CLM Preconditions: Has the problem and the level of response been determined? | | | | |
| CLM Preconditions: Have policies, laws, basic services and information collection capacities been reviewed? | | | | |
| CLM Preconditions: Have awareness raising and alliances building activities been planned? | | | | |
| And others…. | | | | |
| | | | | |
| | | | | |
| | | | | |

- Choose a CLM Coordinating Group Focal Point to follow up.
- Set a preliminary date for when the next workshop is going to be held.

| | **HANDOUTS, TOOLS & REFERENCE MATERIALS:**<br>Action plan checklist format example for CLM coordinating groups |
|---|---|
| | **TRAINER NOTES:**<br>The trainer must help the participants to develop their own checklist, specific to their situation, of what needs to be done to prepare for setting up the CLM process and forming CLM coordinating groups in their area.  However, it is important that the key preparatory activities included in the sample action planning checklist are in some way covered. |

## Day Two, Session #5:  Closure

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

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

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

## Session Outputs: Pictures of Everyone with a Certificate

| Time | |
|------|---|
| **30** | If Certificates are to be given for this workshop, organizing this must have been done in advance.   A ceremony might go something like this.<br><br>**DISTRIBUTION OF CERTIFICATES**<br>• Facilitate the closing ceremony of the workshop.<br>• Make some opening remarks.<br>• Invite a participant to speak on behalf of the trainees;<br>• Invite another participant to speak to the group about the workshop experience.<br>• Invite a dignitary to speak about the workshop.<br>• Invite the co-trainer to speak about the participants;<br>• Invite the co-facilitator and dignitaries and officials to hand out the certificates, to ensure each person has a chance to do so.<br>• Ask each person to say something, like "On behalf of the ILO, I am happy to present you with this Certificate of Completion for the Child Labour Monitoring workshop.<br>**PHOTO OPPORTUNITY**<br>Ask the photographer to take a picture of the entire group with the banner outside.<br>**TEA AND SNACKS**<br>After the Ceremony, all can enjoy tea and snacks together. |
| | **MATERIALS & EQUIPMENT:**<br>Camera |
| | **HANDOUTS, TOOLS & REFERENCE MATERIALS:**<br>Certificates of Completion with every person's name, signed by the ILO official the sponsor and facilitators |
| | **TRAINER NOTES:**<br>Prepare the room for certificate distribution.  Make it as aesthetic as possible.   Take down flipcharts and charts and pile them up somewhere out of sight but available to be taken back to the office.<br><br>If possible, place the chairs auditorium style, so there is an aisle down the middle and a "stage" at the front.<br><br>Organize someone to take pictures of speakers and participants receiving certificates.<br>Give any participant who did not qualify for the Certificate of Completion, a *Certificate of Attendance*. |