



International
Labour
Office
Geneva



Child Labour Monitoring

Child Labour Workshop for Labour Inspectors

TRAINERS MANUAL

Test version



International
Programme on
the Elimination
of Child Labour
(IPEC)

Test Version

Child Labour Workshop for Labour Inspectors

TRAINERS MANUAL

February 2005

Child Labour Training Workshop for Labour Inspectors

The Training Outcomes

By the end of the Child Labour Workshop, participants will have:

- *Increased their awareness of the child labour situation in the locality;*
- *Identified and assessed current child labour responses of Labour Inspectorates, other enforcement agencies and key partners in combating child labour;*
- *Augmented their knowledge of ILO Conventions and National Labour Laws regarding the employment of children;*
- *Confirmed the functions and authority of labour inspectors as regards working children;*
- *Identified strategies and approaches to work towards the elimination of child labour in the country;*
- *A better understanding of child labour monitoring and the role of labour inspection in the process;*
- *Identified possibilities for collaborating and coordinating with other actors, agencies and organizations;*
- *Practised child observation and interviewing techniques;*
- *Practised identifying and assessing risks and hazards children are exposed to in different work situations;*
- *Practised working with and motivating others;*
- *Practised each phase of the inspection visit (preparation, conduct and follow-up) as regards child labour;*
- *Considered the rights and needs of children;*
- *Considered when to take action and what kind of action to take as regards children identified in different work situations;*
- *Practised negotiating solutions with employers;*
- *Identified the general criteria and process for removal and referral of children from workplaces;*
- *Identified specific mechanisms for coordinating with other actors, agencies and organizations involved the removal and referral of child labourers;*
- *Practised raising awareness on child labour issues;*
- *Identified procedures for child labour information dissemination and analysis;*
- *Established child labour action plans for priority action areas.*

Child Labour Training Workshop

The Sessions

Opening and Closing the Workshop

Opening the Workshop

- Registration
- Formal Welcome and Opening of the Workshop
- Session: Introductions/Expectations
- Session: Workshop Schedule, Objectives, Overview

Opening and Closing the day

- Session: Opening of the Day: Feedback. Icebreaker
- Session: Closure and Course Group and Navigation Group meetings

Closing the Workshop

- Session: Closure
- Session: Closing Ceremony

Forming Course Groups

- Session: Child Labour Course Group Formation

Child Labour and Labour Inspection

- Session: Keynote Address: The Child Labour Situation
- Session: The Child Labour Situation – Sharing Information and Experiences
- Session: Interpreting Child Labour Data
- Session: Evaluating Current Practices
- Session: Child Labour and Labour Inspection - International and National Laws
- Session: The Functions and Authority of Labour Inspectors as regards Child Labour

The Child Labour Monitoring Approach

- Session: Strategies for the Elimination of Child Labour
- Session: An Overview of CLM
- Session: Child Labour Monitoring and Labour Inspection

Interaction and Collaboration with other Agencies

- Session: Coordinating with others
- Session: Planning Coordination and Collaboration

Visiting Workplaces

- Session: Analyzing Current Techniques
- Session: Analyzing Workplaces
- Session: Identifying Work Performed by Children
- Session: Visiting Methods and Observation Guides

Interviewing Children

- Session: Interviewing Children: Ethical Considerations and Climate Setting
- Session: Questioning Skills
- Session: Conducting Interviews with Children
- Session: Analyzing Film Excerpts of Different Interview Scenarios
- Session: Interviewing Children Role Plays
- Session: Interviewing other Actors

Work Related Hazards and Risks

- Session: Body Mapping
- Session: Identifying Hazards and Risks
- Session: Why Children are more at Risk

- Session: Risk Assessment, Prevention and Control

Field Visits

- Session: Field Visit Preparation
- Session: Field Visits
- Session: Field Visit Follow Up

Taking Action

- Session: Labour inspection and the rights of the child
- Session: Understanding the needs of children
- Session: Prevention and enforcement strategies
- Session: Addressing the child labour situation: analyzing options and making decisions
- Session: Negotiating solutions with employers
- Session: Removal and referral of child labourers – criteria and process
- Session: The referral system
- Session: Advocacy for the child
- Session: Information management
- Session: Action Planning

Opening and Closing the Workshop

Opening the Workshop

- Registration
- Formal Welcome and Opening of the Workshop
- Session: Introductions/Expectations
- Session: Workshop Schedule, Objectives, Overview

Registration

Process and Activities	Session Time: 30 minutes
<p>Make sure that workshop registration time precedes the opening time of the workshop by an hour. Also make sure that there is someone to staff the table, hand out the kits and oversee the registration process. If at all possible, have the Registration Table outside of the main training room.</p> <p>Ensure that all participants have received the Child Labour Workshop Kit which includes:</p> <p>The Child Labour <i>Workshop</i> briefcase;</p> <p>The Child Labour Workshop Folder or binder;</p> <p>Child labour awareness raising brochures in the mother tongue;</p> <p>Background paper on the child labour situation in the country;</p> <p>CLM Brochure;</p> <p>CLM Guidelines;</p> <p>Background paper or brochure or materials on National Steering Committee Against Child Labour, if appropriate;</p> <p>Any country specific CLM materials that have been produced (e.g. CLM Profile, CLM Framework, CLM Operating Guidelines);</p> <p>Training Centre information if necessary;</p> <p>A writing pad and pen.</p>	
MATERIALS & EQUIPMENT: Kits, registration forms, sign in sheets	
TRAINER NOTES: If at all possible, the tables used should be moveable. It is best to arrange with the venue for two room arrangements so that the room can be set up: <p>(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 ;</p> <p>(2) during tea/coffee break, for small group work (enough tables for groups of 5 or 6) for the rest of the morning and afternoon.</p>	

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

Process and Activities	Session Time: 15 minutes
FORMAL OPENING <p>Once the VIPs are seated in the front of the room and the rest of the participants have arrived and are sitting in a formal U arrangement, and it is time to begin, follow the previously agreed schedule which should take between 15 and 30 minutes at the most.</p> <p>A typical schedule might be:</p> <ul style="list-style-type: none">• All rise:• National anthem is sung (if appropriate – see trainer notes).• Someone leads the group in prayer.• The ILO official and/or the Steering Committee Official who would welcome the group of participants.• The Welcome might include statements: thanking the participants for coming, being taken away from their busy schedules; thanking the staff who organized the workshop; thanking the facilitators and workshop organizers; on how this is an important meeting.• Then the official would introduce the facilitator and turn the workshop over to her/him. <p>The facilitator would then immediately begin the next (Introductions and Expectations) exercise.</p>	
MATERIALS & EQUIPMENT: Microphones, podium, Dias	
HANDOUTS, TOOLS & REFERENCE MATERIALS:	
TRAINER NOTES: If at all possible be sure that the opening of the workshop is done in accordance to and with sensitivity to national customs in such matters. Also, meet with the officials who will open the workshop beforehand, so that they and you agree to the sequence of events. In some countries, the national anthem is sung, a prayer is said, and certain kinds of flowers are given. Make sure these customs are followed and processes are scheduled.	

Session: 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 respective positions (as representatives from labour inspectorates, other government agencies, worker organizations, employer organizations, NGOs, etc.) as regards child labour;*
- *disclosed their expectations of the Workshop*

Session Outputs: *Participant Perspective Lists: (1) Priority child labour issues in the locality (2) Sectors and locations of priority focus for the elimination of child labour*

Process and Activities

Session Time: 30 minutes

PRESENTATION & FACILITATION: HOW TO WRITE ON CARDS

After welcoming participants to the course, state that before going any further, you would like to gather some information. While distributing 5 cards to each participant, each of a different colour, describe how to write on cards while pinning the following six cards to the cork board.

- **WRITE BIG**
- **THREE LINES ON A CARD**
- **ONE IDEA—(No “AND”)**
- **FOLLOW THE COLOR SCHEME**
- **BE SPECIFIC: USE A FULL SENTENCE IF POSSIBLE**
- **FORGET SPELLING AND GRAMMER (SIC)**
- **WRITE IN YOUR OWN LANGUAGE IF YOU WANT**

VISUALIZED PRESENTATION: GATHERING EXPECTATIONS & OTHER INFORMATION

Stick the following, pre-written cards on the cork board. Explain that each card is a different colour because it is a different category. Pin them to the board horizontally.

1. **NAME, POSITION, ORGANIZATION**
2. **EXPECTATION OF THIS ORIENTATION WORKSHOP** (By the end of this Workshop, I expect to...)
3. **1 CHILD LABOUR ISSUE IS...**
4. **1 SECTOR AND LOCATION OF PRIORITY FOCUS FOR THE ELIMINATION OF CHILD LABOUR IS...**

Make extra cards available by piling the different coloured cards on tables near pax.

- Give the instructions one at a time, giving pax 2 minutes or so per card. Give pax 15 minutes to complete the six cards.
- When all pax have completed their cards, start with yourself, pinning your cards under the appropriate heading, giving your name, organization, expectation, etc.
- Ask each pax in turn to stand near the matrix and read s/his cards, while you tape or pin them to the board (or, if the arrangement is formal, at the table, while someone collects the cards from each participant); (This takes a minimum of 1.5 minutes per person, but is important for gathering information from pax before they are provided with content on Child labour monitoring—in this way you can tell what they know and their ideas, before the presentations.)
- Thank the pax for sharing this information. Summarize the information, talking about the

representation in the group.

- Review and synthesize the outputs in each of the important areas – key child labour issues, sectors and locations of priority focus for the elimination of child labour
- Link to the overview session.

VISUALIZATION

Now, briefly describe the “Card and Chart” visualization technique that will be used throughout the workshop. Say something like:

Visualization:

Using the “metaplan” approach, results of group discussions during each step are “visualized” or shown, using cards or paper or post-it notes. How they are used is part of what is called “the Card and Chart technique. Cards capture individual ideas and, unlike a flipchart, can be clustered, categorized, easily documented and results distributed. Because the trainer often shuffles the cards and the writer is unknown, the card and chart technique provides an excellent way to gather information that:

- ☐ allows everyone to participate
- ☐ is owned by the group;
- ☐ saves air time;
- ☐ provides simultaneous response;
- ☐ allows ideas to be considered for their own merit; and
- ☐ can be anonymous.

MATERIALS & EQUIPMENT:

8.5 X 3.5 cards, pins, boards

Cards with chart (cc) guidelines

Enough large cork boards to display all of the pax cards individually – six

HANDOUTS, TOOLS & REFERENCE MATERIALS:

TRAINER NOTES

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, key child labour issues, priority sectors and locations.

Session: Workshop Schedule, Objectives, Overview & Norms

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

- *related their expectations to the course content (levelling);*
- *geared themselves for four days of work;*
- *focused on the workshop outcomes.*

Process and Activities

Time: 30 minutes

VISUALIZED PRESENTATION: THE CLM WORKSHOP OUTCOMES AND SCHEDULE

- Use a PowerPoint presentation or flipcharts as a way to display the course objectives and schedule to the participants. (Prepare both, in case of electricity failure)
- Display the overall objectives of the course and read them out loud. Participants can follow on their handout.
- Then, referring to the “Expectation” matrix, link pax expectations to Orientation objectives where they overlap.
- Also, deal with those that *do not* overlap. Say something like, “This is a good idea, but we can’t really cover this in this Initiation workshop. Perhaps you can plan a separate meeting for it.”
- However, if there is a good idea presented, and you think it should be incorporated, ask the group whether they want to incorporate it—and ask them to choose what session(s) they would eliminate to do so.

VISUALIZED PRESENTATION: THE CHILD LABOUR WORKSHOP OUTCOMES

State something like: “By the end of the “Child Labour Workshop, you will have:

- *Increased your awareness of the child labour situation in the locality;*
- *Identified and assessed current child labour responses of Labour Inspectorates, other enforcement agencies and key partners in combating child labour;*
- *Augmented your knowledge of ILO Conventions and National Labour Laws regarding the employment of children;*
- *Confirmed the functions and authority of labour inspectors as regards working children;*
- *Identified strategies and approaches to work towards the elimination of child labour in the country;*
- *A better understanding of child labour monitoring and the role of labour inspection in the process;*
- *Identified possibilities for collaborating and coordinating with other actors, agencies and organizations;*
- *Practised child observation and interviewing techniques;*
- *Practised identifying and assessing risks and hazards children are exposed to in different work situations;*
- *Practised working with and motivating others;*
- *Practised each phase of the inspection visit (preparation, conduct and follow-up) as regards child labour;*
- *Considered the rights and needs of children;*
- *Considered when to take action and what kind of action to take as regards children identified in different work situations;*
- *Practised negotiating solutions with employers;*
- *Identified the general criteria and process for removal and referral of children from workplaces;*
- *Identified specific mechanisms for coordinating with other actors, agencies and organizations involved the removal and referral of child labourers;*
- *Practised raising awareness on child labour issues;*
- *Identified procedures for child labour information dissemination and analysis;*
- *Established child labour action plans for priority action areas.*

Workshop Schedule and Overview

Display the schedule (as a power point slide, on paper or produced on cards.) Give an overview of the Orientation schedule.

BRAINSTORMING: NORMS SETTING (OPTIONAL)

Have the pax ask the group what “norms” they will establish throughout the day. Some norms might be: No smoking inside; Punctuality; Respect for other’s opinions; no cell phones on.

MATERIALS & EQUIPMENT:

Flipcharts

HANDOUTS, TOOLS & REFERENCE MATERIALS:

Workshop objectives and schedule

Opening and Closing the Workshop

Opening and Closing the day

- Session: Opening of the Day: Feedback. Icebreaker
- Session: Closure and Course Group and Navigation Group meetings

Session: Opening of the Day: Feedback. Icebreaker

Session Objectives: By the end of this session participants will

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

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

Process and Activities	Session Time: 30 minutes
PLENARY: OPENING HIGHLIGHTS <ul style="list-style-type: none">• Share feedback from the previous day’s course group meeting, from pax or trainers.• Announce adjustments in program based on pax feedback, if any• Make any other announcements necessary• Give overview of day, linking next session to previous day.• Ask group if they want/need an icebreaker.	
Icebreaker <ul style="list-style-type: none">• Ask for the responsible course group to volunteer to lead pax in a “short—10 minute” ice breaker. Participate in icebreaker yourself.• Be prepared to lead an ice breaker if no one is ready or has an idea.	
Preview the Day <ul style="list-style-type: none">• Go over the schedule for the day• Make any adjustments necessary.	
MATERIALS & EQUIPMENT:	
HANDOUTS, TOOLS & REFERENCE MATERIALS: <ul style="list-style-type: none">• Distribute the handouts that were documented the day before• Set up a system for documentation, including distribution.• Make sure you get a copy of everything that has been documented.	
TRAINER NOTES:	

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

Course Group Meeting of Individual Course Groups followed by Management Navigation Meeting

At the end of each day each Course Group meets for 15 minutes. Following that meeting a representative from the group attends a 15 minute meeting with the trainer(s). At this “Navigation” meeting course group reps give feedback based on their meeting on any aspect of the course, including how pax are feeling at the end of the day, course management, progress, direction, venue, food, etc. Also, the trainer can give reminders.

Session Objectives: *By the end of the Course Group Meetings, participants*

- *begin to use their participant power to give feedback on course direction and focus;*
- *have initiated the process of developing greater ownership of the course;*
- *have developed an icebreaker schedule;*
- *have feel that they have begun to understand the child labour situation in their locality;*
- *have further identified how they as labour inspectors can contribute towards the elimination of child labour.*

Process and Activities

Session Time: 30 minutes

CLOSURE

- After the presentations are over for the day, spend 10 minutes bringing the group to closure in plenary.
- Brainstorm on a flipchart some learnings.
- Ask pax what they have learned about addressing the child labour situation in their locality.
- Write their comments on the flipchart.

SMALL GROUP FEEDBACK ACTIVITY: COURSE GROUP MEETING & MANAGEMENT NAVIGATION MEETING

Course Group Meeting

- Ask Pax to form course groups to discuss the events of the day;
- Ask them to choose one representative to serve as recorder/reporter to come to the management meeting.
- In course groups pax spend 10 minutes discussing events of the day from any perspective.

Management Navigation Meeting

- After 10 minutes ask course group reps to come to the management meeting.
- When the reps and the trainers are settled, solicit feedback from the various representatives on any aspect of the course they wish to discuss.
- Take notes on the feedback from the various groups.
- Give feedback to the groups on your perception of the day.
- Determine which course group will do the icebreaker tomorrow.

Icebreakers

- Distribute the handout on icebreakers;

Determine which group will do the next day’s icebreaker. Develop a Course Group Icebreaker schedule. Discuss various icebreakers.

MATERIALS & EQUIPMENT: Flipchart

HANDOUTS, TOOLS & REFERENCE MATERIALS:

Course Group Discussion Instructions, Icebreaker Handout

TRAINER NOTES

- The first course group meeting may take more than 10 minutes. Be flexible, but help groups keep it concise.
- If possible ensure that there are enough course groups so that each pax has a chance to be a rep one day. At the Navigation meeting, go around the group and ask each person how s/he is “feeling” note down emotion! Then ask each course group representative to give feedback. Accept the feedback and proceed to the next representative. When all reps have given feedback, ask management to respond to any issues regarding rooms, food, venue, water. If there are issues which trainers can solve or respond to right there, do so.
- Bring appropriate issues to the group the next day.
- Type up the notes to read the next day using two columns, positive and negative.
-

Opening and Closing the Workshop

Closing the Workshop

- Session: Closure
- Session: Closing Ceremony

Session: Closure

Process and Activities	Session Time: 30 minutes
<p>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.</p>	

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

Process and Activities	Session Time: 30 minutes
<p>If Certificates are to be given for this workshop, organizing this must have been done in advance. A ceremony might go something like this.</p> <p>DISTRIBUTION OF CERTIFICATES</p> <ul style="list-style-type: none">• Facilitate the closing ceremony of the workshop.• Make some opening remarks.• Invite a participant to speak on behalf of the trainees;• Invite another participant to speak to the group about the workshop experience.• Invite a dignitary to speak about the workshop.• Invite the co-trainer to speak about the participants;• Invite the co-facilitator and dignitaries and officials to hand out the certificates, to ensure each person has a chance to do so.• Ask each person to say something, like “On behalf of the ILO, I am happy to present you with this Certificate of Completion for the Child Labour workshop. <p>PHOTO OPPORTUNITY</p> <p>Ask the photographer to take a picture of the entire group with the banner outside.</p> <p>TEA AND SNACKS</p> <p>After the Ceremony, all can enjoy tea and snacks together.</p>	
<p>MATERIALS & EQUIPMENT:</p> <p>Camera</p>	
<p>HANDOUTS, TOOLS & REFERENCE MATERIALS:</p> <p>Certificates of Completion with every person’s name, signed by the ILO official the sponsor and facilitators</p>	

TRAINER NOTES:

Prepare the room for certificate distribution. Make it as aesthetic as possible. Take down flipcharts and charts and pile them up somewhere out of sight but available to be taken back to the office.

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

Organize someone to take pictures of speakers and participants receiving certificates.

Give any participant who did not qualify for the Certificate of Completion, a *Certificate of Attendance*.

Forming Course Groups

- Session: Child Labour Course Group Formation

Session: Child Labour Course Group Formation

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

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

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

Process and Activities	Session Time: 15 minutes
<p>GROUP WORK: CHILD LABOUR COURSE GROUP FORMATION - Create six Child Labour Course Groups:</p> <ul style="list-style-type: none">• Briefly introduce the rationale for course groups as a way to ensure participant involvement in course management and direction.• Separate the women from the men.• Have the women count 1-2-3-4 first, until all women have counted, and then have the men count 1-2-3-4. (In this way there will be approximately the same number of men and women in each group)• When they have counted off in their group the men start counting, picking up on the number the women left off. There should be approximately 6 people in a course Group.• Give pax 30 minutes to complete this course group formation process which includes: (1) giving the group a name that somehow connotes the message, "STOP child labour" (2) Doing an internal resource assessment; (2) coming up with a symbol for the name of its group.• To do the internal resource assessment: Ask each person to take 1 card and on it o write/share knowledge or skills s/he can contribute to the group. Have the group summarize the resources on a flipchart.• Provide written instructions on the course group formation task.• Ask each group to report out for 5 minutes to the others on its resources & symbol. Link to the Course Group Meeting that evening.	
<p>MATERIALS & EQUIPMENT: Flipchart paper, brown paper, coloured magic markers.</p>	
<p>HANDOUTS, TOOLS & REFERENCE MATERIALS: Course Group Formation Instructions Handout I Instructions on Flipcharts cards, flipcharts markers</p>	
<p>TRAINER NOTES: Course Groups are formed on Day One to ensure participant involvement in the course from the outset. In course groups participants share and identify resources they bring to the whole group and the groups themselves provide an avenue for direct intervention from participants throughout the workshop. If possible, the number of "Course Groups" formed should ensure that each participant has at least one chance to represent s/his course group in the Course Management meeting. In terms of training jargon, the trainer <i>debriefing</i> session at the end of the day (or the trainer <i>clinic</i>) now includes participants, not just trainers. Course groups are responsible for such things as icebreakers, logistics, parties and feedback.</p>	

Child Labour and Labour Inspection

- Session: Keynote Address: The Child Labour Situation
- Session: The Child Labour Situation – Sharing Information and Experiences
- Session: Interpreting Data
- Session: Evaluating Current Practices
- Session: Child Labour and Labour Inspection - International and National Laws
- Session: The Authority and Role of Labour Inspectors as regards Child Labour

Session: Keynote Address “The Child Labour Situation in the Country and CLM Activities to Date”

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

- *focused on the child labour situation in the country;*
- *better understood activities undertaken to set up the child labour monitoring process.*

Session Outputs: There are no outputs

Process and Activities	Session Time: 30 minutes
PRESENTATION <p>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.</p> <p>Child labour facts, research results and statistics would be presented. Some issues which might be covered are:</p> <p>National commitment against child labour; Government policy regarding child labour; The types of child labour prevalent in the country; Worst forms of child labour in the country; What action the organization s/he is from is taking to combat child labour and the challenges faced.</p> <p>Details of activities undertaken to date to set up the CLM process should be presented.</p> <p>If there are any existing child labour monitoring initiatives, details of these should also be presented.</p>	
MATERIALS & EQUIPMENT: <p>Overhead projector</p>	
HANDOUTS, TOOLS, & REFERENCE MATERIALS: <p>A copy of the presentation should be distributed to each participant, including any charts or graphs or power point presentations.</p>	
TRAINER NOTES: <p>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</p>	

Session: The Child Labour Situation: 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 country.

Session Outputs:

Process and Activities	Session Time: 2 hours
PLENARY: THE CHILD LABOUR SITUATION - SHARING INFORMATION AND EXPERIENCES	
<ul style="list-style-type: none">• Facilitate the sharing of information and experiences session by structuring a discussion around six key questions regarding child labour;• Refer to the exercise notes and handout for information to help facilitate the discussion;• Prepare in advance any information you may need regarding the child labour situation in the locality, for example, statistics on the number of child labourers, where they work and the kind of work activities they are involved in;	
1. Who are they?	
<ul style="list-style-type: none">• Discuss how you define a “child” – at what age does childhood end?• Discuss what is meant by “child labour” – when does work become harmful to the child’s education, health and development?	
2. How many are they?	
<ul style="list-style-type: none">• Invite the participants to estimate how many child labourers there are in their locality. You will find that some have no idea, others will cite the official figures, others know of different statistical studies which give a more real reflection of the action situation than the official figures.• Give the participants some statistics regarding the child labour situation in the locality and ask them to interpret them. See if they can identify difficulties in estimating the prevalence of child labour.• Inform the participants of recent ILO estimates on child labour to give the participants an overall idea of the scale of the problem	
3. What do they do?	
<ul style="list-style-type: none">• Based on their own knowledge, ask the participants to identify the different sectors children work in and the activities they do. List the different sectors and activities identified by the participants on a flipchart, placing particular emphasis on the worst forms of child labour	
4. What risks do they face?	
<ul style="list-style-type: none">• Ask the participants to choose an industry/occupation and describe the hazards working children are exposed to and the possible consequences. Invite them to recall work-related accidents or illnesses they know or have heard about: the circumstances, the causes, the consequences.• Then ask the participants to discuss the way in which labour, especially hazardous labour, can harm children and what the medium- or long-term harmful effects of child labour are.	
5. Why do they work?	
<ul style="list-style-type: none">• In order to be able to reply to the last question: What can be done? It is important to identify the different causes of child labour in terms of their contribution to the phenomenon.• Draw up a list of key factors contributing to child labour and invite the participants to debate the respective weight of each of these factors in their country and culture.	
6. What can be done?	
<ul style="list-style-type: none">• Invite the participants to discuss what can be done to fight against child labour.• Classify the participant’s proposals under key headings (see exercise notes), leaving the question of	

their economic, technical and cultural feasibility for another time.

Definitions Parking Lot: Start a parking lot of Definitions: be sure the following words are defined: work, workers, child labourer, health at work, danger, risk, constraints, rights, CLM, baseline information, participatory approach, priority sector, WFCL

MATERIALS & EQUIPMENT:

Chart on which words to be defined are written on cards

HANDOUTS, TOOLS & REFERENCE MATERIALS:

Handout: Understanding the Problem of Child Labour

TRAINER NOTES:

Exercise Notes on Sharing Experiences on Child Labour

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

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

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

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

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

2. How many are they?

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

ILO child labour estimates

The ILO has attempted to estimate the number of working children. According to these estimates, around 250 million children between the ages of 5 and 14 are working, mostly in developing countries. Almost half (120 million) work full-time, every year, all day round. Some 50-60 million are between 5 and 11 years old.

Some 61% of these 250 million, or nearly 153 million, are found in Asia; 32%, or 80 million, are in Africa and 7%, or 17.5 million, live in Latin America.

Available data suggests that more boys than girls are economically active, but girls who are engaged in household tasks may not be accounted for in these statistics.

3. What do they do?

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

4. What risks do they face?

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

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

5. Why do they work?

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

6. What can be done?

Some key headings under which proposals for action can be classified may be:

- Prevent children from starting work
- Abolish the worst forms of child labour
- Protect child workers
- Sensitise the key actors to the issue
- Reinforce the capacities of intervening actors
- Coordinate different actions within a child labour monitoring initiative.

Session: Interpreting Data

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

- Identified priority child labour sectors and location;
- Compared their experiences shared in the previous session with the available data;
- Identified data gaps.

Session Outputs: list of priority child labour sectors and locations

Process and Activities	Session Time: 45 minutes
SMALL GROUP EXERCISE: INTERPRETING DATA <ul style="list-style-type: none">• In this session, participants will interpret available data, discuss how the data compares to their experiences of the child labour situation and identify priority child labour sectors and locations.• Remind the participants that when analyzing official statistics, it is important to be aware that they 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;• Ask the participants to separate into their course groups;• Hand out the exercise instructions to each group and appropriate child labour information and statistics (see trainer notes);• Introduce the following exercise:	
Instructions for Groupwork: Interpreting Data <p>Analyze the child labour information and statistics given to you. In your analysis consider:</p> <ul style="list-style-type: none">• How accurately do the statistics reflect the actual child labour situation;• Are there any information gaps? If so, what? Are there any other sources where this information may be found?• What has the information revealed? Have you learned anything new?• Has the information helped you to identify the most vulnerable child workers?• Based on the information and your own knowledge, draw up a list of priority child labour sectors and locations in your locality. <p>You have 15 minutes for this exercise. Make sure to elect a spokesperson to report back on the group analysis.</p>	
PLENARY: DECIDING UPON PRIORITY CHILD LABOUR SECTORS AND LOCATIONS <p>Based on lists established by different groups in the previous exercise, facilitate a discussion in which the participants will decide upon the priority child labour sectors and locations. Write these up on a flipchart.</p>	
MATERIALS & EQUIPMENT: <p>Flipcharts, magic markers</p>	
HANDOUTS, TOOLS & REFERENCE MATERIALS <p>Child labour information and statistics Baseline survey information, any statistics, information from ILO, NGOs, research institutions or other organisations</p>	
TRAINER NOTES: <p>Be sure to compile available child labour information before the session. This may include baseline survey information, and statistical information from the ILO, NGOs, research institutions or other organizations. Statistical information should include, at a minimum:</p>	

- **Children engaged in child labour**
 - total
 - rural areas: % / urban areas: %
 - by age group and gender: 5 – 11 years: Male: % / Female: %
12 – 14 years: Male: % / Female: %
15 – 17 years: Male: % / Female: %
 - full-time: % / part-time: %
- **Children in hazardous work**
 - total
 - by age group and gender: 5 – 11 years: Male: % / Female: %
12 – 14 years: Male: % / Female: %
15 – 17 years: Male: % / Female: %
- **Children in unconditional worst forms of child labour (by age group and gender):**

Worst form of child labour	Estimate
Trafficked:	
Forced & bonded labour:	
Armed conflict:	
Prostitution & pornography:	
Illicit activities:	

- **Children labour by sector and trade (by age group and gender):**

Sector	Estimate
Agriculture, hunting, forestry and fishing	
Mining and quarries	
Manufacturing industries	
Construction	
Trade, hotels and restaurants	
Transport	
Domestic workers	
Other services, other activities	

- **Children in education (by age group and gender)**
- **Children not receiving an education (by age group and gender)**

At the end of the day ensure the final list of priority child labour sectors and locations is documented so it can be handed out to the pax in the opening session of the following day.

Session: Evaluating Current Child Labour Practices

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

- Increased their awareness of, and evaluated, current child labour intervention practices
- Analyzed different models of intervention on child labour

Session Outputs:

Process and Activities

Session Time: 1 ½ hours

GROUPWORK

- Ask the participants to separate into their child labour course groups;
- Introduce the following exercise:

Instructions for Groupwork: Evaluating Current Child Labour Practices

1. In your course groups, discuss:

- What organizations are currently taking action against child labour?
- What actions are they taking?
- What challenges do they face?

List the key organizations, actions and challenges identified in a table on a flipchart:

Actors	Actions	Challenges

2. Discuss to what extent current labour inspection practices have contributed to fight against child labour in terms of: the elimination of the worst forms of child labour and the protection of child labourers.

Elect a spokesperson to report to the larger group

Time: 30 minutes preparation, 5 minutes presentation

- See trainer notes for a generic sample ‘Evaluating Current Child Labour Interventions’

PLENARY

- Following the Groupwork reports, ask the participants to draw conclusions from the exercise in terms of what kind of interventions are needed to effectively address the problem of child labour.
- Organize the discussion by asking the participants to propose different models of interventions, from the least to the most effective - examples of possible models of interventions, from the least to the most effective, are given below:

1. Ignorance and inaction

Some actors may be completely unaware of the reality of the problem of child labour in their country and have never taken any action against child labour either because they have never come across child labour in their working lives or because they believe that the problem is not significant enough to take action.

2. Special interventions

Some actors (for example labour inspectors, magistrates, police) intervene in response to a complaint made by a child labourer or a parent, or intervene after a serious or fatal accident has occurred. They undertake an investigation and carry out the usual procedures to deal with the ‘case’ according to the law. However, it must be recognized that such ‘provoked’ interventions are limited in their effectiveness, bringing no long term solutions to the problem of child labour.

3. Customary interventions

‘Customary’ interventions are those where actors follow the procedures established by their organization,

carrying out their professional duties, but not taking into consideration the effects of their intervention on the future of the child.

Consider the example of Labour Inspectors. They identify child labourers; they bring this to the attention of the employer; in certain cases, they order the employer to send the children home or to school and they report them for breaking the law. However they do not check whether the employer followed their orders, whether the children are still working there or somewhere else. They do not follow up on whether legal proceedings went ahead, what happened to the children who were fired, whether they entered even worse forms of work in order to survive. They esteem that after the legal intervention, their job is done and it is not within their duties to follow up on the situation.

Consider the example of a doctor who treats a child following an accident at work. S/he will treat the injury but is unlikely to intervene at the level of the workplace or refer the case to the labour inspectorate as this is not part of s/his professional duties. Although the injury may heal, the child remains exposed to the dangers in the workplace.

4. Selective interventions

NGOs, State and other organizations provide essential services such as healthcare, nutrition, education, accommodation, and social protection to children in need. These services are a remarkable support to children in their daily lives. However they often do not take into account that many of these children are also workers caught up in exploitative, dangerous work situations.

5. Integrated and planned interventions

Public and private institutions intervene on child labour through establishing and implementing national policies and action programmes which take into consideration all aspects of a child's life and work. They aim to achieve specific objectives in specific timeframes: the prevention, protection and elimination of child labour.

Adapted from: Derrien, J-M, "Travail des Enfants: Accompagner les Changements – Guide pour la Formation, ILO-IPEC

- At the end of the session, distribute the handout "Current Challenges to Effective Child Labour Inspection"

MATERIALS & EQUIPMENT:

HANDOUTS, TOOLS& REFERENCE MATERIALS:

Instructions for Groupwork: Evaluating Current Child Labour Practices; Current Challenges to Effective Labour Inspection

TRAINER NOTES:

You should have a good idea of the different government and non-governmental organizations currently taking action against child labour in the country, what they do and the kind of challenges they face in order to facilitate this session.

A Generic Sample 'Evaluating Current Child Labour Practices' Table:

Actors	Actions	Challenges
Labour Inspectors	<ul style="list-style-type: none"> • Identify child labourers • Order the withdrawal of children from workplaces • Collect information on child labour • Contribute to child labour laws and policies 	The labour inspection system covers only the formal sector, has limited resources and enforcement powers, and (in most cases) no specifically dedicated persons to follow up on child labour
Employers' Organizations	<ul style="list-style-type: none"> • Follow corporate and industry codes of conduct • Raise awareness among other employers and throughout the society 	Most employers of child labour are small-scale, informal sector enterprises which are not generally members of employers' organizations or any other organized

	<p>and community they are active in</p> <ul style="list-style-type: none"> • Support initiatives aimed at the removal and referral of child workers 	forum through which they might be reached.
Workers' Organizations	<ul style="list-style-type: none"> • Raise awareness among their members and child workers • Monitor children's working conditions • Mobilize society to take action against child labour and change existing labour laws and practices 	The general weakness of trade unions in developing countries makes it difficult for any action by them to make a significant impact in addressing child labour issues
Child Protection Authorities	<ul style="list-style-type: none"> • Identify child labourers • Elaborate strategies on child protection • Coordinate services for child protection • Raise awareness on child labour 	<p>Lack of collaboration with other authorities</p> <p>Limited coverage</p>
Education Authorities	<ul style="list-style-type: none"> • Awareness raising on child labour • Integration of child labourers into school • Support to children through job counselling services and school psychologists • Develop skills training programmes 	<p>Lack of collaboration with other authorities</p> <p>Lack of free basic education to all children</p>
Social Welfare Authorities	<ul style="list-style-type: none"> • Identify child labourers • Coordinate and provide rehabilitation services • Provide social assistance to families 	<p>Lack of collaboration with other authorities</p> <p>Limited coverage</p>
NGOs	<ul style="list-style-type: none"> • Provide direct support to children • Raise awareness • Mobilize society to take action against child labour • Advocate social reform to bring child labour abuses to an end 	Limited scope and resources – unable to meet the growing demand.
Teachers	<ul style="list-style-type: none"> • Raise awareness about child labour and advocate the importance of providing quality education for all • Monitor school enrolment, attendance, drop-out rate, etc. • Identify children at risk of entering child labour 	Limited time and income of teachers to dedicate to such activities.

	<ul style="list-style-type: none">• Press for education and child labour laws to be enforced	
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Current Challenges to Effective Child Labour Inspection

The barriers to effective compliance with international standards can be many, including political, legal, economic, structural and cultural factors, and they can appear at any level—from national to the field. Without being unduly pessimistic it is helpful to frankly recognize these constraints at the outset and take them into account when building an improved system.

Lack of clear legislation

Too often, after an ILO child labour Convention has been ratified, the incorporation of its provisions into policy may be very slow. If the national laws are not revised, or new and more effective legislation adopted, labour inspectors have nothing to enforce. In many countries, the necessary legislation was enacted only after a long struggle by groups of citizens who denounced the exploitation of children by unscrupulous employers. Promoted by public opinion and adopted by policy-makers, labour legislation accompanied by inspection made it possible to decrease the number of children at work and abolish the most scandalous situations.

In other countries, however, and in particular those which became independent in the second half of the 20th Century, legislation on child labour was grafted onto a fragile economy and implanted in a society which had not incorporated the underlying concepts of the international Conventions and treaties designed to protect children. In this context, there is the danger that labour inspectors' actions and arguments will not be seen as part of a national initiative and they will have to individually justify their actions in the face of local practice and prejudice. Labour policy and legislation is not the only legal framework that is needed. Registration of births, necessary to prove age, may not exist or not be followed. There may also not be adequate legislation on compulsory education to provide alternatives for the children removed from work. Lastly, employers in many parts of the world may choose not to know, or more often actually do not know, the law or the extent and seriousness of the risks to the health and safety or morals of the children who work for them.

The job of understanding, explaining and ultimately enforcing the law becomes difficult and at times virtually impossible if there are gaps in the law, varying minimum ages, confusing and different (or the absence of) definitions of hazardous and non-hazardous work (or of acceptable light work), or out-dated and excessively complex regulations spread through fragmented and sometimes inconsistent laws.

Lack of political will

A major obstacle to good labour inspection is the lack of political support. In some developing countries, the whole labour administration system receives less than 1% of the national budget and sometimes a mere 0.1%, with the labour inspection services, in turn, receiving only a fraction of that. But the cost to the state of poor labour protection, in the form of accidents, illnesses, absenteeism, abusive exploitation, industrial conflict and the like is often in excess of 5% of total gross domestic product. And there is considerable evidence that an effective and efficient labour inspection system can significantly reduce these losses. In many industrialised countries in the last 10 years strong political support for labour inspection and commitment to high standards has made a measurable difference in the performance of their labour inspectorates and a reduction in economic and social loss at both national and at enterprise level. The cost to the state of child labour—in the case of children whose adult work years are shortened by disease, or whose productivity is grossly curtailed due to lack of education—is almost incalculable.

The most tangible evidence of political commitment is expressed in terms of adequate pay and other conditions of employment to attract and train inspectors who are competent and independent, as well as the equipment they need, such as transport and running costs, to carry out their duties. Labour inspectors in the field are regularly adversely affected by organisational deficiencies such as lack of training, lack of transport, lack of information and guidance, lack of clear programmes and priorities and a lack of support when dealing with the particularly sensitive and intractable problem of child labour. Whether well-resourced or not, an inspectorate must be well-led and well-managed. Too often, neither clear national inspection and enforcement policies, nor well-planned and properly executed national and regional inspection programmes are in place. If technical and administrative support for inspectors in the field is inadequate, they will feel isolated and will perform poorly.

Labour inspectors sometimes feel they have little control over the political and social environment in which they operate. It is hard for them to single out child labour abuse in workplaces where other labour regulations are being ignored. It is frustrating when, on the one hand, they are asked to enforce the rules while, on the other hand, the underlying message is not to disrupt the economy. Inspectors' status needs to be substantial enough to enable them to deal with the pressures they encounter because of the threat they appear to represent to important economic interests. Political will should translate into support for inspectors when they meet resistance and defiance. It involves, as well, recognition and respect from the higher political levels as well as from the community. Lack of political will inevitably undermines their morale and their confidence, as well as weakening their determination to withstand pressures.

Fragmented labour inspection

Unfortunately in many countries there is no single inspectorate mandated to deal with all aspects of child labour. The labour inspectorate may be responsible for identifying child labour as well as assessing general employment conditions, rates of pay, overtime and the resolution of disputes between workers and employers. Specialist factory inspectors will oversee the formal sector, while occupational health and safety inspectors will give attention to the mechanical, chemical, and ergonomic hazards in the worksite. Like labour inspectors, they are usually few in number considering the need, and their rotations do not bring them in contact with those children at greatest risk. In central and eastern Europe there is a continuing division between inspectorates responsible for occupational safety and those responsible for occupational hygiene, which makes it difficult for employers to adopt a systematic, integrated, prioritised, management approach to occupational health and safety.

If labour inspectorates are fragmented and effective arrangements for cooperation and coordination are absent at the top (and/or lower levels), local labour inspectors may have no contact with those responsible for parallel or particular aspects of child labour. For example, they may have no connection with police authorities who are combating illicit activities such as prostitution, pornography or drug trafficking, nor with occupational health and safety inspectors who are investigating hazards. Without appropriate arrangements for coordination or information sharing, there can be rivalry and competition, duplication of work, and waste of scarce resources, or more often, each authority leaving the problem to the other. And yet labour inspectors with their wide responsibilities and geographical coverage could so usefully be the eyes of the authorities and other stakeholders, for instance the police, telling them of suspected illicit activities and, if unable to deal with particular health and safety issues themselves, drawing the attention of occupational health and safety inspectors to deal with particularly complex or serious cases of hazardous employment of children.

Lack of access to the informal economy

One very practical problem is finding and gaining access to the type of workplaces where child labour most commonly occurs—the unregulated side of the economy. If labour inspection activities are planned solely on the basis of the official register of businesses, they will cover only a fraction of the establishments in the country, and certainly none of the informal sector. And it is not often that any significant number of child workers will be found in these officially registered businesses, at least in industrialising countries. In some countries, inspectors only visit registered, established, large or medium-sized, and in many cases, exclusively urban formal sector enterprises. Limited resources may inhibit inspectors from carrying out their advisory and enforcement functions in small businesses in the informal sector, but also tradition plays a part as well. To track down cases of child labour, inspectors would need to get out into the community and extend their actions to new areas. They might encounter roadblocks in the form of laws which bar them from small workshops with less than 5 employees or, as in the case of domestic service, “invisible” workplaces such as the child’s own or somebody’s else’s home, since in many countries, the law provides that when workers live and work on the same premises, the occupier’s permission is required before those premises may be entered. They may also fear that, in these unknown settings, that they will be threatened and even suffer physical violence.

In addition, there are practical problems of identifying shifting workplaces in the informal sector (e.g. the street). Remote places of employment are particularly challenging and some, such as offshore fishing platforms, are almost inaccessible.

In the informal economy, complex and diffuse employment arrangements can complicate enforcement, as it is not always clear who is to be held accountable when it is not the owner of the business but middlemen who recruit and pay the children, sometimes clandestinely. Even formal sector companies may rely on complicated informal sector supply and sub-contracting chains that make it difficult to identify employer-employee relationships.

Cultural issues

Action against child labour may also encounter cultural obstacles. Abolishing child labour may be seen as a luxury reserved for those to whom life offers other alternatives. People may feel that, because they belong to a certain social category, ethnic class, caste or religious group they have no other options. Child labour may not be seen as an alarming phenomenon in this society. Rather, being idle and a social parasite are greater causes for worry as they may contribute to misconduct and delinquency and are contrary to the values of solidarity within the community.

Parents may themselves have worked from a very young age, not having been to school, and may see this as part of a tradition, in which the children of poor families have always worked for their survival and that of the family. They may have no experience of families which escaped this economic constraint. Traditionally too it may have been that only some of the children were able to go to school and to succeed. Whilst awaiting the success of the eldest son or the most intelligent child, the other children had to work to contribute to his or her education.

Society may see work by children as a normal stage in the process of growing up. Hard work when young may be considered as the best form of education and preparation for community life. Even abusive conditions may be tolerated as a way of teaching children the “realities of life” in which they must learn to respect power and authority and their place in the social hierarchy.

A common problem for inspectors is that child workers themselves often strongly resist any efforts to remove them from work. The work provides them with an income, however small, and sometimes the chance to get some minimal training, which, in the face of inadequate schooling followed by unemployment, may well appear preferable. Work also gives children a sense of being grown up. They are proud that they are able to help their families and support the schooling for a younger sister or brother. Indeed child workers may not therefore see themselves as victims but as assuming responsibility and earning the respect of their family, themselves and their community. If not gifted at school, they might see themselves as inferior if it were not that work conferred a status of its own.

In most cultures, housework performed by young girls, the assistance provided by children in the fields, or running a small shop is not considered to be real work. Children are often considered to be the property of the family with only the parents in a position to decide whether they have to work, go to school or stay at home. Nobody but the parents or those to whom they delegate their authority is entitled to interfere with them or their future. Inspectors have therefore also to counter a large number of cultural beliefs and attitudes.

There is also a lack of understanding of the inspector's role, suspicion of him or her as a prying outsider and fear that if their children are found to be illegally employed, the parents themselves will suffer punishment.

Economic issues

Poverty was noted earlier as one of the key causes of child labour along with other economic factors such as the perceived cost advantages of using child labour. The labour inspectorate is confronted with the reality of this face to face on the ground. Inspectors see the poverty, the economic powerlessness of the prime producers or service providers and the lack of any trade union presence in many sectors, and they are acutely aware of the economic consequences for the family of removing children from work in certain circumstances. This is very different from prosecuting a large corporation for violations of laws protecting adult workers.

There is, in fact, a vicious circle of under-development and child labour. Economic under-development is associated with low productivity which in turn results in low living standards, low incomes and inadequate food, education, training, housing, hygiene, sanitation and health care. These conditions reduce the capacity to work and contribute to fatigue, premature ageing, accidents, disease, and absenteeism. These in turn lead to reduced income, indebtedness and increased poverty. There is then increasing pressure for the employment of children which results in low school attendance rates, low levels of general and vocational education, low wages and continuing lack of adequate food, housing and health care. The consequential low capacity to work and to consume completes the circle of economic under-development. This is the cycle that inspectors see, not as economic theory, but in the lives of real people. Traditionally, inspectors have been asked to intervene at one point only in the circle without being able to influence the prior conditions or ameliorate the consequential damage.

Employers often argue that child labour is necessary to enable them to remain competitive within their own country or internationally. Those industries with a world-wide export market are susceptible to pressure from public opinion or consumer groups, but compliance by purely domestic industries and services is much more difficult to achieve and requires special approaches. In either case, although the threat of sanctions or boycotting products made with child labour seems to be a way of achieving compliance by employers, it has several drawbacks: it can drive the children into more dangerous or degrading forms of work or even less visible and more exploitative workplaces, and secondly the effect may be short-lived because the attitudes of employers, families and young employees about child labour have not

been changed. They will also be ineffective if fines are low, the judicial system not supportive, or if the inspectors themselves perceive no alternatives for parents in extreme poverty who need to put their children to work in order to feed the family. Strict enforcement alone—except in the case of evident life-threatening hazards—is unlikely to be successful in the longer term without additional measures that make it cost-effective for the family to release the child from work.

Taken from: IPEC & SafeWork (2002) “Combating Child Labour: A Handbook for Labour Inspectors” (pp. 13-17), International Labour Organization, Geneva

Session: Child Labour and Labour Inspection - International and National Laws

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

- A better understanding of International Conventions concerning the employment of children and labour inspection
- Assessed national labour laws concerning the employment of children;
- Considered national labour inspection regulations and policy.

Session Outputs: None

Process and Activities	Session Time: 1 hour
<p>PRESENTATION: CHILD LABOUR AND LABOUR INSPECTION - INTERNATIONAL CONVENTIONS (30 minutes)</p> <ul style="list-style-type: none"> • Give a short presentation on Child Labour and Labour Inspection – International Conventions • Ask the pax to write any questions and comments on cards • Collect them after the presentation • Cluster the cards • After the presentation, ask the questions • Facilitate any discussion that ensues <p>A sample presentation appears on the next page.</p> <p>PARTICIPANT PRESENTATIONS: NATIONAL LAWS (30 minutes)</p> <ul style="list-style-type: none"> • Invite a participant/speaker to made a 10 minute presentation of national laws concerning the employment of children (see trainer notes) • After the presentations facilitate a discussion on the legal framework in the country. Ask the participants to consider: <ul style="list-style-type: none"> - Any gaps in national labour laws; - Recent changes in national labour laws - Proposed future changes in national labour laws - Obstacles in improving national labour laws - Knowledge of national labour laws (employers, parents, children, community) 	
<p>MATERIALS & EQUIPMENT: Overhead projector, flipcharts</p>	
<p>HANDOUTS, TOOLS & REFERENCE MATERIALS: Handouts: a copy of the presentation; International Declarations and Conventions Booklet; a copy of ILO Labour Inspection Convention, 1947 (No. 81) and Labour Inspection (Agriculture) Convention, 1969 (No. 129), a summary of national labour laws regarding the employment of children</p>	
<p>TRAINER NOTES: You will have identified knowledgeable and willing participants for these presentations before the workshop and asked them to prepare for their presentation. If no such persons can</p>	

be found, you may invite an outside speaker to make the presentations or prepare them yourself. In any case, make sure either you or the speaker has prepared or obtained a summary of national labour laws concerning the employment of children.

Presentation #1: Child Labour - International Law

Historical trends in child labour law and policy

Child labour only began to be seriously questioned when industrialisation and urbanisation fundamentally changed children's working relationships and multiplied the dangers. Although some governments began to intervene in the 19th Century to protect children from the worst excesses of the factory system and the most dangerous activities, the major change came when governments' commitment to education increased as part of their development into modern nations. Even then, the move against child labour was not without challenge. Major arguments against it were that education would make poor children unsuitable for the mundane work that society required, that child labour was necessary for the welfare of poor families... as well as for certain industries if they were to remain competitive, that child labour laws would be impossible to enforce because of the number of enterprises involved, that numerous tasks could only be done by children, and finally that it was not the role of the state to interfere with parental wishes concerning what was best for their children.

Developing countries today are clearly in a different economic situation from industrialising countries in the 19th Century; however, this historical experience may be valuable to them in that it demonstrates two important lessons: a) the importance of governments taking a lead role to eliminate child labour by providing protective legislation along with universal, free basic education, and effectively enforcing both labour and education-related regulations; and b) the necessity for awareness-raising to bring about changes in the social climate, such as the recognition of children's rights, and understanding of the long-term health impacts of early labour, which enables new laws to be enacted and accepted. Labour inspectors have played an important role in both of these – enforcing regulations, and public awareness-raising especially among employers and workers.

Although several ILO Conventions and Recommendations on child labour and labour inspection date from the beginning of the ILO itself, the minimum age standards for work in various sectors were regarded as a rather technical topic of employment conditions rather than a major social problem. Beginning in the 1970s, there was a growing conviction among the ILO's constituent members that:

- Childhood is a period of life which should be dedicated, not to work, but to education and development.
- Child labour, by its nature or because of the conditions in which it is undertaken, often jeopardises children's possibilities of becoming productive adults, able to take their place in the community.
- Child labour can jeopardise a country's present reputation and long-term productivity by denying education to the future workforce.
- Child labour is not inevitable and progress towards its reduction and even its elimination is possible when the political will to fight it exists.

As a result, in 1973, a major new child labour Convention was adopted: the Minimum Age Convention (No.138). It required member States to design and apply national policies to ensure the effective abolition of all forms of child labour and set minimum ages for employment. This has, however, proved to be a difficult task, meeting much resistance from vested commercial interests, market pressures, moral indifference and traditional cultural attitudes.

To assist countries in overcoming these obstacles, in 1992 the ILO launched the International Programme on the Elimination of Child Labour (IPEC). IPEC provided a range of technical and policy assistance to countries which were taking steps to address child labour. IPEC's

experience of the gross exploitation and abuse of children in certain activities led to the idea of prioritising child labour action, concentrating first on the worst forms of child labour while pursuing the wider, longer-term aim of reducing child labour in all its forms.

This, and the growing awareness of children's rights in the 1990s, culminated in 1999 in the unanimous adoption by the ILO of Convention No. 182 on the Worst Forms of Child Labour. It has had a large number of ratifications in a record amount of time, and has stimulated ratification of Convention No. 138 as well. Gradually, member States are bringing their national legislation into accord with the provisions of these Conventions.

Convention No. 138 and Recommendation No. 146

The Minimum Age Convention 1973 (No. 138) continues to be the fundamental international standard on child labour which requires ratifying states to: "undertake to pursue a national policy designed to ensure the effective abolition of child labour and to raise progressively the minimum age for admission to employment or work to a level consistent with the fullest physical and mental development of young persons". Recommendation No. 146 provides guidance on a wide range of necessary measures to be taken to achieve this. The Convention applies to all sectors of economic activity, whether or not the children are employed for wages. 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 jeopardise 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' organisations. The Recommendation gives guidance on the criteria that should be applied in determining what 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 age in accordance with Convention No.138		
General minimum age	Light work	Hazardous work
<i>For most countries:</i> 15 years or more¹	13 years	18 years²
<i>For countries whose economy and educational facilities are insufficiently developed:</i> 14 years	12 years	18 years²

1 – But not less than school-leaving age.

2 – 16 years under strict conditions – if the health, safety and morals of the young persons are fully protected, and if they receive adequate instruction or vocational training in the relevant branch or activity.

Recommendation No. 146 provides guidance on enforcement measures and addresses some of the specific issues that child labour raises for inspection services (see box).

Recommendation No. 146

Emphasizes:

- strengthening labour inspection and related services by, for example, providing special training for inspectors on detecting abuses in the employment or work of children and young persons and on correcting such abuses;
- strengthening government services for the improvement of training offered in enterprises;
- placing emphasis on the role which can be played by inspectors in supplying information and advice on effective means of complying with relevant provisions of the law and in securing enforcement of the law;
- coordinating labour inspection and inspection of training to provide economic efficiency;
- having the labour administration services work in close cooperation with the services responsible for the education, training, welfare and guidance of children and young persons.

Labour inspection should give special attention to:

- The enforcement of provisions concerning hazardous types of employment or work.
- The prevention of work during the hours when instruction is available where education or training is compulsory.
- Taking measures to facilitate the verification of ages, such as:
 1. maintaining an effective system of birth registration, including issuance of birth certificates;
 2. requiring employers to keep and make available to the competent authority registers or other documents which give the names and ages or dates of birth of children and young people who are employed and who receive vocational orientation or training in their enterprises;
 3. issuing licences or other documents to children and young persons who work in the streets, in outside stalls, in public places, in itinerant occupations or in other circumstances which make checking employers' records impracticable and which indicate the eligibility to work.

Convention No. 182 and Recommendation No. 190

The Worst Forms of Child Labour Convention, 1999 (No. 182) calls for immediate prohibition of the worst forms of child labour by enacting laws, regulations and standards. Secondly, it requires ratifying States to take urgent and effective measures to eliminate these worst forms through programmes of action. It applies to all children under the age of 18, but calls for special attention to girls. It covers four major categories:

Convention No. 182

- 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.

Of particular concern to inspectorates is that the Convention calls on ratifying States to set up mechanisms to monitor implementation of the new laws that have been set up regarding the worst forms of child labour, and allows for effective enforcement, including penal or other sanctions.

The Recommendation suggests several measures that could make such enforcement effective, such as the provision of appropriate training for the government officials concerned, especially labour inspectors and law enforcement officials.

Recommendation No. 190

Design and implementation of national programmes of action which aim at:

- identification and denunciation of the worst forms of child labour;
- preventive action and the removal from work, rehabilitation and social integration of the children concerned through measures that address their educational, physical and psychological needs;
- giving special attention to younger children; girls; hidden work in which girls are at special risk; children with special vulnerabilities or special needs;
- identifying, reaching out to and working with communities where children are at risk;
- raising awareness and mobilizing society.

Determination of the types of work that are hazardous

Various measures for the elimination of hazardous and other worst forms of child labour, including:

- compilation of data;

- establishment of monitoring mechanisms to ensure effective implementation;
- designation of certain of the worst forms of child labour as criminal offences;
- effective enforcement measures.

Labour Inspection Conventions

The authority of any labour inspectorate derives from national law which should reflect the provisions of ILO Labour Inspection Convention, 1947 (No. 81) [and Protocol of 1995] and Labour Inspection (Agriculture) Convention, 1969 (No. 129). Convention No. 81, the basic instrument on labour inspection, targets the enforcement of laws relating to conditions of work and the protection of workers in industrial (and, conditionally, commercial) workplaces. It sees regulation of employment of children and young persons as one of the principal functions of any system of labour inspection. Convention No. 129 applies to agricultural undertakings with salaried employees or apprentices, and, subject to a declaration by the ratifying member State, to tenants, sharecroppers, members of cooperatives or even the family of the operator, thus in effect also to what is generally known as the “informal sector”.

These two standards provide an indispensable and universal framework for the status and functioning of labour inspection. As such they are a source of strength and authority within a country – particularly for the inspection system, the inspectors and the clients they are to serve – and are a valuable tool in the context of abolishing child labour. Convention No. 81 has been ratified by over 130 ILO Member States, and was designated some years ago by the ILO Governing Body to rank among the ten most important Conventions of the organization. Indeed an explicit link between child labour and labour inspection is established in Article 3(a), which includes among the primary functions of the system of labour inspection “to secure the enforcement of the legal provisions relating to conditions of work and the protection of workers while engaged in their work, such as provisions relating to hours, wages, safety, health and welfare, the employment of children and young persons, and other concerned matters, in so far as such provisions are enforceable by labour inspectors”. The ILO regularly monitors Conventions like these. First, ratifying States must submit reports on the action they have taken to carry out the provisions of the Conventions they have ratified. The ILO “Committee of Experts on the Application of Conventions and Recommendations” reviews the reports, information on the country’s legislation, and any comments made by employers and workers.

If the Committee finds that the obligations under the Convention are not being fulfilled, it may request further information or publish an observation in its report urging that shortcomings be dealt with. The report is published and submitted to the annual International Labour Conference where it is discussed by a tripartite committee comprising members from three groups – Governments, Employers and Workers. Some cases are also selected for discussion so as to draw special attention to the issues being raised

ILO Convention No. 81

Benchmarks for effective labour inspection :

- Labour inspection should be organized as a system (Article 1) applying to all workplaces in respect of which legal provisions relating to conditions of work and the protection of workers are enforceable (Article 2).
- It should cover a basic set of functions, such as hours of work, wages, safety, health and welfare, the employment of children and young persons, and other connected matters (Article 3.1).
- Inspectors should supply information and advice to employers and workers on how to comply with the law, and alert the competent authorities on any defects or abuses not covered by existing legal provisions (Article 3.1).
- Labour inspection should be placed under the supervision and control of a central authority (Article 4.1).
- Effective cooperation with other government services and private institutions (NGOs) engaged in labour protection, as well as with employers and workers and their organizations must be promoted (Article 5).
- Inspectors must be public officials assured of stability of employment and independent of changes of government and improper external influences (Article 6).
- They must be recruited with sole regard to their qualifications and adequately trained for the performance of their duties (Article 7).
- Their number must be sufficient to secure the effective discharge of these duties in regard to inter alia the number, nature, size and situation of workplaces, the number of workers employed, and the number and complexity of the legal provisions to be enforced (Article 10).
- They must be properly equipped with local offices and transport facilities (Article 11).
- They must be provided with proper credentials and properly empowered (Articles 12 and 13).
- Workplaces must be inspected as often and as thoroughly as is necessary to ensure the effective application of relevant legal provisions (Article 16).
- Adequate penalties for violations of legal provisions enforceable by labour inspectors and for obstructing labour inspectors in the performance of their duties must be provided for by national laws and regulations and effectively enforced (Article 18).

If a country persists in not observing a Convention it has ratified, the country's employers, workers or even another government can have the matter re-examined. In extreme cases, a country can face suspension from the ILO, and possible from the wider international community. Such procedures, and the involvement of employers and workers along with governments in the supervisory system, give ILO standards a unique strength (more general instruments such as the UN Convention on the Rights of the Child (CRC) have no such mechanism).

Taken from: IPEC & SafeWork (2002) "Combating Child Labour: A Handbook for Labour Inspectors" (pp. 7-12), International Labour Organization, Geneva

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.

Session: The Functions and Authority of Labour Inspectors as Regards Labour Inspection and Child Labour

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

- *Reaffirmed their functions and authority as labour inspectors as regards labour inspection and child labour*

Session Outputs:

Process and Activities	Session Time: 1 hour
<p>INTRODUCTORY PRESENTATION: THE FUNCTIONS AND AUTHORITY OF LABOUR INSPECTORS AS REGARDS LABOUR INSPECTION AND CHILD LABOUR (10 minutes)</p> <ul style="list-style-type: none"> • Give a short introductory presentation on the functions and authority of labour inspectors as regards labour inspection and child labour (see following page). <p>GUEST SPEAKER PRESENTATION: LABOUR INSPECTION AND CHILD LABOUR POLICY (20 minutes)</p> <ul style="list-style-type: none"> • Invite a speaker, for example the chief labour inspector, to make a presentation on the labour inspection and child labour policy in the country, ensuring that the roles and functions of the labour inspectorate, as well as its authority in relation to child labour are clearly defined. • Ask the participants to write any questions and comments on cards; • Collect them after the presentation; • Cluster the cards; • After the presentation, ask the questions; • Facilitate any discussion that ensues. <p>ACTIVITY: THE ROLE OF THE LABOUR INSPECTORATE AND THE LABOUR INSPECTOR AS REGARDS CHILD LABOUR (30 minutes)</p> <ul style="list-style-type: none"> • Explain the exercise instructions: 	
<p>Activity: The Role of the Labour Inspectorate and the Labour Inspector as Regards Child Labour</p> <ul style="list-style-type: none"> • Answer the following questions privately: <ol style="list-style-type: none"> 1. What in your perception should be the role of the labour inspectorate in the child labour effort? 2. What do you think might be your personal contribution in advancing the cause of the child? 3. List at least five factors which you think help (1) the inspectorate and (2) you personally, from successfully performing your role according to numbers 1 and 2. 4. List at least five factors which you think hinder (1) the inspectorate and (2) you personally, from successfully performing your role according to numbers 1 and 2. • In groups of no more than five people, discuss your individual answers; • Write down your group answers on a flipchart; • Elect a spokesperson to report back to the larger group. 	
<p>MATERIALS & EQUIPMENT: Overhead projector</p>	
<p>HANDOUTS, TOOLS, & REFERENCE MATERIALS: A copy of the presentations; Exercise instructions</p>	
<p>TRAINER NOTES:</p>	

The Functions and Authority of Labour Inspectors as Regards Labour Inspection and Child Labour

Main Functions of Labour Inspection

The role of labour inspectors is to provide advice to both employers and workers, to administer social and labour policy, and to supervise and enforce labour legislation and standards. Labour inspectors are legally empowered enforcement officers. Convention No. 81 gives them a right to enter freely and without any notice any workplace at any time, putting them in a powerful position to enforce national legislation.

Labour inspection systems may cover one or more different basic functions, or areas of responsibility which, while clearly distinct from each other, are in fact usually closely interlinked and interact on one another. These main functional areas are:

- general conditions of work;
- occupational safety and health;
- (illegal) employment; and
- industrial relations.

In some countries, a fifth dimension, that of social security, is sometimes added.

Article 3 of Convention No. 81 lists the main functions of labour inspectors as follows:

(a) to secure the enforcement of legal provisions relating to conditions of work and the protection of workers while engaged in their work, such as provisions relating to hours, wages, safety, health and welfare, the employment of children and young persons, and other connected matters, in so far as such provisions are enforceable by labour inspectors;

(b) to supply technical information and advice to employers and workers concerning the most effective means of complying with legal provisions;

(c) to bring to the notice of the competent authority defects or abuses not specifically covered by existing legal provisions.

Increasingly, new areas of responsibility are entrusted to labour inspection, such as employment equity, non-discrimination or others. Ensuring compliance with minimum age regulations is, in virtually all ILO member States, also incumbent upon labour inspection, either as part of its functional responsibilities under general conditions of work legislation, or under specific child labour regulation. From the point of view of labour inspection, work of children below the respective minimum age is essentially an issue of illegal employment, one of several, and labour inspection's approach will therefore be similar to dealing with, e.g. illegal employment of immigrants, etc. that is, it will focus on the illegal employer in the first instance, and not on the illegal employee, i.e. child worker.

Taken from: Von Richtohofen (2001) "Presentation on Labour Inspection and Child Labour, Regional high-level tripartite meeting on – The Role of Labour Inspection in Combating Child Labour, Harare, Zimbabwe, 17-21 September 2001" (pp. 11-12), International Labour Organization, Geneva

The Authority of Labour Inspectors

The authority of labour inspectors must be clearly defined. There must be an unambiguous definition of the role and functions of the labour inspectorate, as well as of its authority in relation to child labour. The legislation must establish the general principle that labour inspectors may enter and search premises, and specify sectors or areas where this power is limited. The mandate of the labour inspectorate must be established not only to guide its own action, but also for the sake of other government agencies, employers' and workers' organizations, and NGOs with a role to play in securing the rights of children, as well as the children and families themselves, so that they all understand the role of the labour inspectorate and utilize it effectively.

With clear authority to enter and search workplaces, special provisions must regulate inspectors' access to places where child domestic workers are employed or where children work in private homes. They also have to be protected against acts of intimidation by third parties or senior officials. The obstruction of the work of inspectors must incur severe penalties or sanctions. If labour inspectors have a direct or indirect role in prosecution, they need to network with other agencies connected with law enforcement, such as the office of the state prosecutor or attorney-general, judges and the police. They will also require training in how to investigate complaints, conduct inquiries at the workplace or in their own office environment, initiate prosecutions and give evidence.

Taken from: Von Richthofen (2002) "Labour Inspection – A Guide to the Profession" (pp. 218), International Labour Office, Geneva

THE CHILD LABOUR MONITORING APPROACH

- Session: Strategies for the Elimination of Child Labour
- Session: An Overview of CLM
- Session: The Role of Labour Inspectors in the CLM Process

Session: Strategies for the Elimination of Child Labour

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

- *Understood different strategies for the elimination of child labour;*
- *Considered what kind of actions to take when faced with a child work situation;*
- *Considered what kind of an approach is needed to effectively fight against child labour.*

Session Outputs:

Process and Activities	Session Time: 1 hour
GROUPWORK: CHILD LABOUR CASE STUDY	
<ul style="list-style-type: none">• Give a short introduction outlining strategies for the elimination of child labour (see text on following pages ‘Introduction – Strategies to Eliminate Child Labour’)• Introduce the activity explaining that the purpose of the case study exercise is for pax to consider what kind of actions need to be taken against child labour and how different actors need to coordinate in order to maximise the scope, resources, effectiveness and long-term results of their actions;• Ask the participants to separate into their course groups;• Assign each group one of the three case studies;• Introduce the following exercise:	
Exercise Instructions	
Read the short case study assigned to your group:	
Case Study 1: Thao, a working girl in Vietnam <p>Thao lives with her grandparents and five uncles and aunts in a commercial area of Ho Chi Minh City, Vietnam. She dropped out of school after finishing her third year of primary school because she couldn’t afford to continue. Instead, she has a piecemeal job, working all day threading yarn through incense spirals with a needle.</p> <p>“I don’t go to school – I just stay at home and make incense for a living. I get up at around six or seven in the morning, brush my teeth, do the washing up, and clean the house. Then I ask my grandmother for 1,000 Dong (6.7 cents) to buy breakfast. After breakfast I go to the workshop and take home about ten boxes of incense to thread. They give me the raw incense in boxes, and for each one I thread I get 250 Dong (1.7 cents). I can’t finish all the boxes in one day – only about five – because it takes time! I finish work at about seven or eight in the evening. I usually feel exhausted, have a headache and sore arms and shoulders.</p> <p>Source: http://www.savethechildren.org.uk</p>	
Case Study 2: A bonded child worker in rural India <p>“I am 14 years old. I am an orphan. I have five brothers and two sisters. I live in the house of my landlord, who owns 22 acres of land. I live in his house 24 hours a day. I work during the day in the fields. I scatter manure in the fields, fetch water from the well, graze cattle, give them fodder, bathe them in the pond, wash utensils, water the garden in the house of my landlord. I don’t get paid any wage for this work. Only food. As food I get rice, dal and sometimes subzi (vegetables). Once a year, I get clothes on festivals. Two lungis (wrap-arounds), and sometimes old rejected clothes from the master’s house. I have been working in this landlord’s house for the past four years. My family has no land. My master doesn’t allow me to leave. I tried last year, but he said no. My master doesn’t beat me, but abuses me often. I would like to learn carpentry or tailoring or else I would like to do farming, if the government gave me land.”</p> <p>(source: Hapels/Jankanish 2000: Action against child labour)</p>	
Case Study 3: Tea farming in Tanzania <p>Most children engaged in tea farming are enrolled in primary schools and work on a seasonal basis, a situation that leads to poor overall school attendance and a high number of dropouts. The children work on the plantations without protective gear against thorns, snakes, extreme cold weather, and agricultural chemicals. The work long hours without rest or food, and carrying heavy loads of tea. The average workday varies from eight to twelve hours depending on the exact responsibilities of the boy or girl. Generally, working boys and girls have poor health compared to non-working boys and girls. Due to heavy workloads, poor conditions, and lack of medical attention, the boys and girls do not grow properly; they are physically stunted and their mental capacity is also affected.</p>	

Source: Gonza and Moshi 2002: Tanzania; Children working in commercial agriculture – Tea. A rapid assessment

In your small groups, answer the questions below. In answering the questions list the actors that would be involved and the actions they would take. Show any linkages between different actors and actions.

1. Does the work performed by the child in the case study constitute a worst form of child labour?
2. What action could be taken to remove the child from this work situation and who would have the authority to take such action?
3. What rehabilitation/referral options should be available to the child who has been removed from this work situation?
4. Who would be responsible for ensuring rehabilitation/referral options are provided, and for as long as is necessary?
5. What could be done to prevent children entering this type of work situation?
6. If the child is likely to remain in the workplace, at least in the short term, how could the work situation be improved?

What conclusions can you draw from this case study exercise in terms of what kind of approach is needed to most effectively fight against child labour?

Elect a spokesperson to report back on your conclusions

- Synthesize the conclusions of this case study exercise, using the following text for guidance

Actions to Combat Child Labour

It is vital that the age of the child and the working conditions are taken into account in designing actions to combat child labour.

- Where the child is **above the minimum working age**, the aim must be to ensure that s/he enjoys all of her/his rights as both a worker and a child.
- Where the child is **under the minimum working age** then the aim must be to remove her/him from exploitation as soon as possible and reintegrate her/him with the family and education programmes. There are children in this category who cannot return to their family, in which case appropriate action must be taken to provide the child with a safe living environment. In every circumstance, any action taken must be part of a broader 'exit' strategy that ensures that the child is removed from work at the earliest opportunity.
- If the work performed constitutes a **worst form of child labour**, then the aim must be to remove the child immediately and provide him/her with appropriate and safe options.

At the same time, in each of these cases, prevention and protection need to continue to help children and families avoid exploitative work of all kinds by helping them to seek and find alternative ways of surviving; to encourage children of all ages and both sexes to see education as a key to their future development, and to ensure that they have access to education that fulfils this; to support governments in efforts to eliminate all child labour in all its forms; and to build capacity so that all those who work to eliminate child labour, protect children, support families and enhance social development have the resources and tools to do this effectively.

Taken from: IPEC (2004) "Helping Hands or Shackled Lives? Understanding Child Domestic Labour and Responses to it" (pp. 81), International Labour Organization, Geneva

Available online: http://www.ilo.org/public/english/standards/ipec/publ/download/cdl_2004_helpinghands_en.pdf

The Child Labour Monitoring Approach

An effective strategy to combat child labour requires the active cooperation and collaboration of a wide range of partners. Labour inspectors may order the removal of a child who is under the minimum working age from the workplace, but unless meaningful alternatives such as school, informal education or skills development programmes are provided, the child is likely to continue working, in the same workplace, or even enter a worse form of work. In addition, because child labour often occurs in the informal economy, additional partners that have good access to home-based workshops, farms, fishing areas or even the shadowy world of the illicit sectors, for example, must be enlisted as well in order to find and follow-up on children who are at risk of exploitative work.

Child labour monitoring is an integrated approach, which includes the labour inspectorate plus others appropriate for the situation, in an ongoing process of (1) identifying child labour and tracking children

to verify that they are removed from danger and have satisfactory alternatives, and (2) determining whether child labour trends in specific sectors or areas are going up or down. It recognises the fact that the labour inspectorates in many countries are very weak and poorly organized due to lack of political support, and that, even for well-organized and smoothly operating labour inspectorates, there are not enough inspectors to adequately cover all establishments, both formal and informal sectors, urban and rural locations. Thus, the idea behind child labour monitoring is to intensify and expand observation of child labour by enlisting additional partners.

In the following session there will be a presentation, followed by a discussion, of the CLM approach.

MATERIALS & EQUIPMENT:

HANDOUTS, TOOLS & REFERENCE MATERIALS:

Exercise instructions

TRAINER NOTES:

Introduction – Strategies to Eliminate Child Labour

Parents and families who are given a viable choice prefer to keep children out of the workplace and use other options. The issue of child labour cannot be resolved overnight, but as one of the top priorities we should be preventing and eliminating the participation of children in hazardous work. This is a complex task and will often involve Government policies aimed at promoting adult employment, raising incomes and improving living standards. Experience shows that no single action can have a significant impact unless it is developed in the context of a national policy promoting the welfare and sound development of children.

Strategies for the elimination of child labour, and especially hazardous child labour, can be classified using the hierarchy below.

Prevention

Prevention is the long-term aim. It is based on identifying children at potential risk and stopping them from starting hazardous work, and from entering the workplace. Investment in the prevention of child labour is the most cost-effective approach in the long run.

Systems of prevention need to be carefully designed by the State or non-state agencies. Families need income security and social benefits, such as health insurance, in order to survive the short-term and long-term plans. Parents must be able to see investment in schooling as a viable option for their children. Micro-insurance schemes organized by civil society groups at the local level can be linked into larger structures, such as banks and credit schemes. The State can help by providing start-up funds, matching workers' contributions and developing supportive laws. Self-help groups can provide assistance through co-operatives, mutual benefit societies and so on, that are usually financed by beneficiary contributions.

Withdrawal

Withdrawal (and rehabilitation) of children already carrying out hazardous work is another central strategy by:

- Identifying those children in hazardous work
- Removing them from workplaces, and
- Getting them into schools and/or skills training

Children in the worst forms of child labour need urgent action for rescue and rehabilitation. Measures used to withdraw children from hazardous work include:

- Persuasion – through dialogue with parents, children, employers or law enforcement authorities
- Radical 'rescue' operations

Experience shows that community-based, integrated solutions tailored to the specific needs of each target group, with close community participation are the most effective. Alongside action to rescue child victims of the worst forms of child labour, a holistic approach is needed that attacks underlying family poverty through long term solutions, including access to land, housing and economic opportunities.

Protection

Protection is based upon the reality that many children remain in the workplace in the short term:

- whilst prevention and withdrawal strategies are pursued, or
- because they have achieved the current minimum working age in their country (15-17 years)

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

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

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

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

“the likelihood that the harm from a particular hazard is realized”
often, the risks for children are greater

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

Taken from: ILO-IPEC West Africa Cocoa/Agriculture Programme to Combat Hazardous & Exploitative Child Labour (2004) “Elimination of Child Hazardous Child Labour in Agriculture – Course Handbook for Farmers, Book 1” (unpublished)

Session: An Overview of Child Labour Monitoring

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

- *A better understanding of what is meant by CLM-- child labour monitoring;*

Session Outputs: None

Process and Activities hour	Session Time: 1
<p>PRESENTATIONS: AN OVERVIEW OF CHILD LABOUR MONITORING</p> <ul style="list-style-type: none">• Introduce the speaker• Invite the speaker to do s/his presentation.• Have pax write questions and comments on cards during the presentation• Collect them during the presentation• Cluster the cards• After the presentation, ask the questions pax have written.• Facilitate any discussion that ensues. <p>A sample presentation appears on the next page.</p>	
<p>MATERIALS & EQUIPMENT: Overhead Projector, Cards</p>	
<p>HANDOUTS, TOOLS, & REFERENCE MATERIALS: Handouts: A copy of the presentations Reference materials: CLM Brochure; CLM Guidelines - An Overview of Child Labour Monitoring</p>	
<p>TRAINER NOTES: If possible hand out each Presentation summary <i>before</i> 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.</p> <p>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.</p>	

Presentation #1

An Overview of Child Labour Monitoring

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:

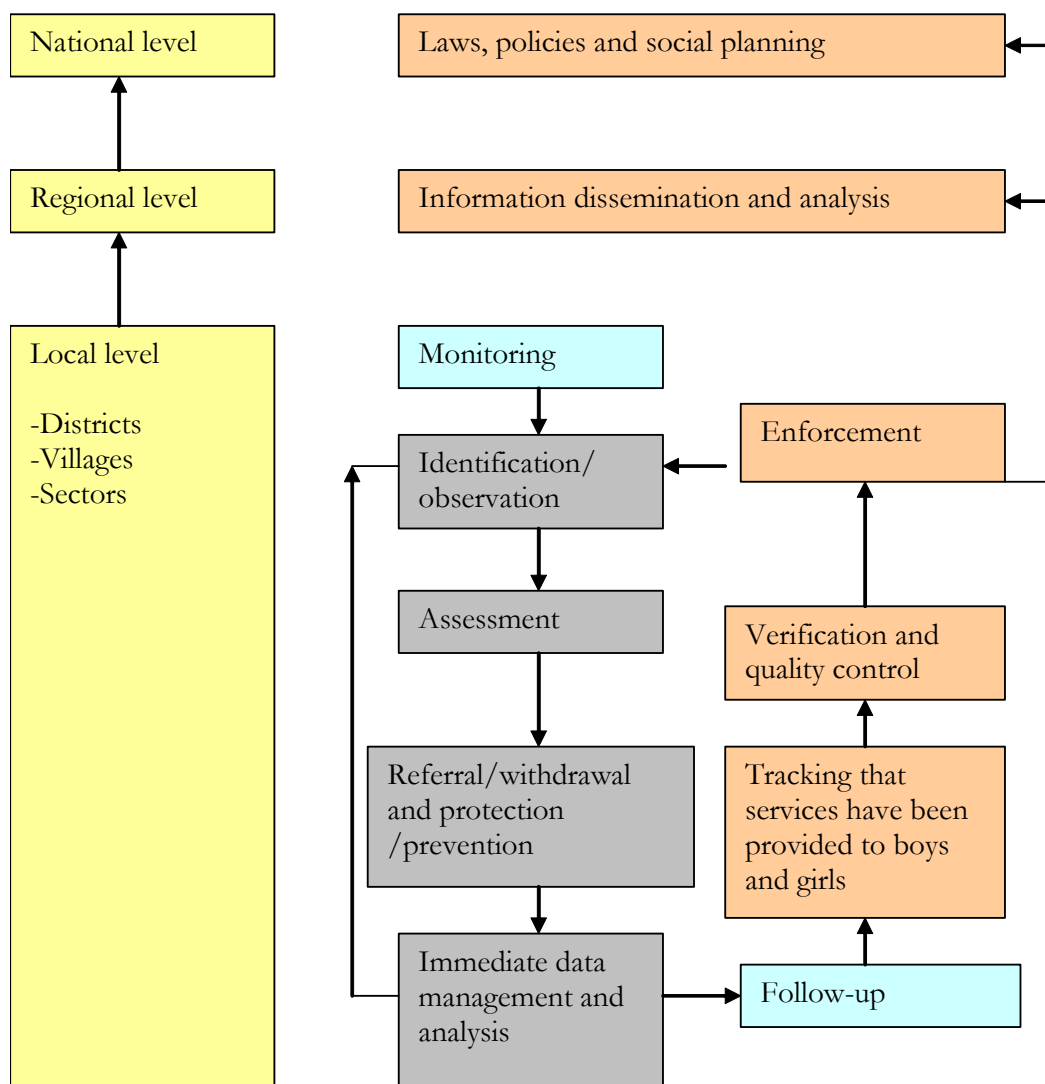
1. **Identification and assessment:** Girls and boys at work or in transit to work are identified.
2. **Referral:** If children are found, identified as child labourers and assessed to be at serious risk, they are removed and referred to services corresponding to their needs via a network of service 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



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 style="list-style-type: none">■ Factories, small and medium-sized enterprises■ Home-based industries■ Small-scale mines■ Fields■ Fishing vessels■ Shopping malls■ Streets■ Bus stations■ Marketplaces■ Ports <p>Bus stations and ports are of particular concern as they serve as both places of work and transit points for trafficking of child labour.</p>

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.

Session: Child Labour Monitoring and Labour Inspection

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

- *Understood the crucial role of labour inspection in child labour monitoring;*
- *Considered practical ways of collaborating with child labour monitors.*

Session Outputs: None

Process and Activities	Session Time: 40 minutes
PRESENTATION: CHILD LABOUR MONITORING AND LABOUR INSPECTION (20 minutes) <ul style="list-style-type: none">• Give a presentation on Child Labour Monitoring and Labour Inspection;• Ask the participants to write any questions and comments on cards;• Collect them after the presentation;• Cluster the cards;• After the presentation, ask the questions;• Facilitate any discussion that ensues. <p>A sample presentation appears on the following page.</p> PLENARY: COLLABORATING WITH CHILD LABOUR MONITORS (20 minutes) <ul style="list-style-type: none">• Facilitate a discussion on the possibilities of collaborating with child labour monitors in addressing the problem of child labour;• Ask the participants to consider:<ul style="list-style-type: none">- How could child labour monitoring be linked to and work through the labour inspection system as the main institution mandated to address child labour in the workplace?- How could the enforcement, advisory and supervisory functions of labour inspectors contribute to the child labour monitoring effort?- What are the possibilities for working together on multidisciplinary teams against child labour?	
MATERIALS & EQUIPMENT: Overhead projector	
HANDOUTS, TOOLS, & REFERENCE MATERIALS: A copy of the presentation “Child Labour Monitoring and Labour Inspection”	
TRAINER NOTES:	

Child Labour Monitoring and Labour Inspection

Labour inspectors have a pivotal role to play in the fight against child labour, in particular its most hazardous forms. Thus, the role of labour inspectors has been extended to not exclusively deal with health and safety issues at the workplace, but also identify work which is hazardous for children.

Eliminating hazardous child labour is the main role of labour inspectors in the fight against child labour at the national level. Child labour monitoring can only be seen as an additional activity that automatically comes with the job. Schemes need to be developed describing how the workplace information on working children can be shared amongst labour inspectors and which role the monitoring initiatives can play.

Child labour monitoring should be seen as a complementary mechanism to labour inspection. It is important that child labour monitoring initiatives are associated and linked to labour inspection in order to:

- have legitimization
- have credibility
- provide information to competent authorities
- improve coordination of action needed
- enhance information on risks that children are exposed to

Implications of CLM to Labour Inspection

Child labour monitoring:

- expands the number of social actors that labour inspectors have to work with
- brings new sectors of work under the auspice of labour inspection
- necessitates new methods of cooperation and appropriate training
- necessitates transparency and good governance
- brings in new issues on child labour, hazard identification and risk management

Opportunities:

- in countries with weak labour inspection systems CLM can bring new relevance and resources
- CLM can be an entry point for improving working conditions for adult workers as well
- CLM can help to raise awareness on core labour standards
- CLM can promote integration and rationalization of the existing labour inspection system

It is important to understand that child labour monitoring is by no means an attempt to replace or weaken labour inspection, on the contrary it should be taken as a means to reinforce it and as an opportunity to increase the emphasis of labour inspection on child labour. In this sense, child labour monitoring and labour inspection are complementary – child labour monitors and labour inspectors have different functions and roles, and through working together they can help intensify and expand observation of child labour and actively contribute to the progressive elimination of child labour.

The bottom line is that, for a child labour monitoring process to be effective from an organizational point of view, it must be built on foundations that are already in place and which are going to be there for some time to come. And it must be grounded in those who have the official mandate from society to ensure that workers are protected. The labour inspectorate is central from both these perspectives.

Interaction and Collaboration with other Agencies

- Session: Coordinating with others
- Session: Planning Coordination and collaboration

Session: Coordinating with others

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

- *Identified the benefits of coordinating and cooperating with other organizations;*
- *Identified how they currently interact with other organizations;*
- *Be motivated to increase coordination and cooperation with other organizations*

Session Outputs: Lists of benefits of coordination and cooperation for each organization

Process and Activities	Session Time: 30 minutes
<p>PRESENTATION: LABOUR INSPECTION – THE IMPORTANCE OF COORDINATION AND COOPERATION</p> <ul style="list-style-type: none">• Make a brief introductory presentation outlining the importance of coordination and cooperation for effective child labour inspection; A sample presentation appears on the next page. <p>PLENARY</p> <ul style="list-style-type: none">• Ask each participant to write:<ul style="list-style-type: none">- on colour A cards one way in which they currently interact with other organizations- on colour B cards one idea for better coordinating with other organizations- on colour C cards one benefit of increased coordination and cooperation• Have each person quickly read s/his personal cards. Visualize them;• Based on the cards, draw up lists of current interactions, ideas for better coordinating action, and the benefits of increased coordination and cooperation.	
<p>MATERIALS & EQUIPEMENT: Cards, Flipcharts</p>	
<p>HANDOUTS, TOOLS & REFERENCE MATERIAL: A copy of the presentation: Labour Inspection – the importance of coordination and cooperation</p>	
<p>TRAINER NOTES: Ensure these lists are documented and a copy is given to the participants</p>	

Introduction: Labour Inspection – The Importance of Coordination and Cooperation

Labour inspection alone cannot solve the problem of child labour, but it can certainly make a very valuable contribution. This means cooperation with the ministries of education, health and social affairs whose mission it is to protect the safety and welfare of the public in general, and of children in particular. It means cooperation with local authorities, who can help locate the establishments employing child labour and facilitate access for the labour inspectors.

It is essential to establish good working relations with employers and workers' organizations and others, such as the community, who can assist labour inspectors in carrying out their duties. The importance of cooperation and coordination has to be emphasized, because it creates an atmosphere where the labour inspectorate is viewed not only as reporting on violations, but as working together with all the actors involved towards the elimination of child labour. Working with government agencies, employers and workers, and other concerned groups such as NGOs is particularly important, as these groups are often well placed to identify instances of abuse and to support children once they have been removed from employment.

Inspection procedures should specifically include cooperation with the police, social services and juvenile courts. The use of intermediaries has proved particularly useful in dealing with sensitive aspects of child labour, and they should encourage collaboration with employers' and workers' organizations through collective negotiation, structures representing workers, and other arrangements for dialogue at the level of the enterprise.

Taken from: W. Von Richthofen (2002) "Labour Inspection : A Guide to the Profession"(pp. 223), International Labour Organization, Geneva

Collaboration with other government departments and NGOs

Inspectors need to know about the policies, priorities, and structures of the social welfare and educational authorities. Most important, they need to know about the support programmes for children removed from work – those run by NGOs, governments, religious groups or others. For example, there may be special schools, non-formal education , vocational education, or skills training for children and economic assistance programmes for parents. In short, inspectors should understand that, except in situations of extreme hazard, which call for immediate action, the process of removing children from work should always be linked to some process of rehabilitation (education, training, etc.)

Cooperation with employer's organizations and trade unions

Inspectors must understand the fundamental role of organized employers and trade unions in any concerted effort to combat child labour. They must know about national plans on child labour if they exist. There may be a national steering committee with government, employer and trade union and other representatives of civil society. Awareness of, and participation in such arrangements at national level will also enable them to negotiate more effectively with local employers and local trade unions. During future planning about child labour action, the inspectorate will want to be actively involved – sharing what they know about child labour and identifying how they can work collaboratively with social partner responsibilities and other agencies and NGOs.

Taken from: IPEC & SafeWork (2002) "Combating Child Labour: A Handbook for Labour Inspectors" (pp. 46-47), International Labour Organization, Geneva

Session: Planning Collaboration and Coordination

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

- Identified partners to effectively coordinate action against child labour;
- Determined how they are going to coordinate and cooperate with these partners.

Session Outputs: Coordination Charts

Process and Activities		Session Time: 1 hour												
GROUPWORK: PLANNING COORDINATION AND COOPERATION														
<ul style="list-style-type: none"> • The aim of this groupwork is for participants to identify partners they can collaborate with in order to ensure an integrated effort to combat child labour, means of collaborating with these partners, and what is needed to activate these partnerships. • Separate the participants into their course groups; • Hand out the 'Coordination Chart' worksheet and the exercise instructions • Introduce the exercise: 														
<p align="center">Instructions for Groupwork: Completing the Coordination Chart</p> <ul style="list-style-type: none"> • Discuss and list in the appropriate column of the worksheet: <ol style="list-style-type: none"> 1. Potential partners in ensuring an integrated effort to combat child labour 2. Means of collaborating with these partners 3. What is needed to activate these partnerships <p>Some focus points:</p> <ul style="list-style-type: none"> - acting on child labour information received - sharing child labour information gathered - informing police of illicit types of work - referring children to support programmes - referring children to schools or informal education - informing parents of economic assistance programmes - following through the child labour 'case' with the juvenile courts - participating in national steering committees against child labour - informing other government departments of the child labour situation and advising on future priorities - getting employers' organizations and trade unions more involved in the effort to combat child labour <ul style="list-style-type: none"> • Elect a spokesperson to present your Coordination Chart to the other groups. <p>You have 30 minutes to prepare and 5 minutes to present</p>														
<table border="1"> <thead> <tr> <th align="center" colspan="3">Sample Coordination Chart</th></tr> <tr> <th>Potential Partners</th><th>Means of collaboration</th><th>Needs to activate partnership</th></tr> </thead> <tbody> <tr> <td>Child labour monitoring unit</td><td>Inform contact person at the local child labour monitoring unit of details of the child, details of the workplace and the working conditions</td><td>Agreement/MOU with local child labour monitoring unit</td></tr> <tr> <td>and others...</td><td></td><td></td></tr> </tbody> </table>			Sample Coordination Chart			Potential Partners	Means of collaboration	Needs to activate partnership	Child labour monitoring unit	Inform contact person at the local child labour monitoring unit of details of the child, details of the workplace and the working conditions	Agreement/MOU with local child labour monitoring unit	and others...		
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and others...														
<ul style="list-style-type: none"> • Have each group present its Coordination Chart; • Encourage comments, opinions, and ideas. 														

MATERIALS & EQUIPEMENT:
HANDOUTS, TOOLS & REFERENCE MATERIAL: Exercise instructions, Coordination chart worksheet
TRAINER NOTES:

VISITING WORKPLACES

- Session: Analyzing Current Techniques
- Session: Analyzing Workplaces
- Session: Identifying Work Performed by Children
- Session: Visiting Methods and Observation Guides

Session: Analyzing Current Techniques

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

- *Considered the effectiveness of current visiting techniques in identifying children working in dangerous situations.*

Session Outputs:

Process and Activities	Session Time: 20 minutes
<p>PLENARY:</p> <ul style="list-style-type: none"> • Ask each participant in turn how they usually go about visiting a workplace - what techniques have they been taught, what techniques do they prefer, what information do they collect in this way and what results do they obtain in terms of identifying the most serious problems? • You may wish to classify the techniques used into different categories or types of visits – examples of different types of visits are in the box below. • Draw conclusions in terms of the effectiveness of the different techniques for visiting workplaces put forward by the participants. How successful are they likely to be in identifying dangerous situations which jeopardize the life and health of workers, and in particular child workers? • Make some concluding comments to sum up this session and to introduce the following sessions on observation skills: <p>“The difficulty in observing workplaces lies in their extreme diversity: the same methods will not be used to observe a building site, as an orphanage, or a farm, a carpentry workshop, a garage, child domestic workers, or children selling goods on the street, etc. Thus there is no one universal observation method applicable to all types of work situations, however certain techniques and procedures can be learned, which can then be applied to the different work situations you are likely to come across. These will be considered in the following sessions.”</p>	
<p>Examples of Different Types of Visits</p> <ol style="list-style-type: none"> 1. Courtesy Visits - visiting only the personnel manager’s office and consulting registers where there is no trace of child labour to be found. 2. Brief tour of the work areas – this gives the official a vague idea of the situation, but overlooks important risks present in the workplace. 3. Criminal investigation – the official looks only for violations of the law, ignoring risks which are not covered by the law (such as harassment and violence). 4. Focusing on details – the official concentrates on finding out details about a machine or a procedure, overlooking the broader risks present in the workplace, such as crowding, high noise levels, dangerous storage practices, and fire hazards. 5. Focusing on personal protection measures – the official is only concerned as to whether individual workers have protective equipment, such as gloves, masks, goggles and protective clothing, overlooking dangerous equipment, products and procedures such as unguarded machines, toxic substances and bad electrical wiring. 6. Sanitary inspections – this type of visit focuses only on the sanitary situation in the workplace – whether the toilets are clean or not, the number of washbasins and showers, whether soap is provided – thus overlooking other hazards and risks present in the workplace. 	
<p>MATERIALS & EQUIPEMENT: Flipcharts</p>	
<p>HANDOUTS, TOOLS & REFERENCE MATERIAL:</p>	
<p>TRAINER NOTES:</p>	

Session: Analyzing Workplace Plans

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

- Practised analysing workplace plans;
- Practised sketching workplace plans;
- Practised observing the harmful surroundings a child may be working in.

Session Outputs: There are no outputs for this session

Process and Activities	Session Time: 40 minutes
<p>GROUPWORK: WORKPLACE PLANS</p> <ul style="list-style-type: none"> • Give a brief introduction about the use of workplace plans (see text on following page) • Introduce the groupwork – the aim of the activity is to analyze workplace plans in order to assess the overall layout of the workplace and to identify any immediately apparent dangers present in the workplace; • Divide the participants into three random groups (counting them off 1-2-3; 1-2-3...) • Hand out the Exercise Instructions to each group; • Distribute the workplace plans to the groups (see trainer notes) – give group 1 the workplace plan of a carpentry workshop in Comores, give group 2 the workplace plan of a carpentry workshop in Burkina Faso, give group 3 the workplace plan of a shoe repair workshop in Nouakchott (Mauritania). 	
<p style="text-align: center;">Instructions for Groupwork: Analyzing Workplace Plans</p> <p>Analyze the workplace plan that has been given to you. In your analysis, consider:</p> <ul style="list-style-type: none"> • Number and accessibility of entrances and exits; • Positioning of workstations and machines; • Fire hazards; • Isolation of dangerous products and machines; • Environment: ventilation, noise, dust; • Circulation flows: movements of people, materials and vehicles; • Any other possible sources of danger; and • Any positive aspects regarding the layout and organisation of the workplace. <p>Select a spokesperson to report back to the larger group.</p> <p>Time: 15 minutes to prepare and 5 minutes to present</p>	
<ul style="list-style-type: none"> • Have each group present its analysis of their workplace plan; • Ask the other groups if they have any questions or comments. 	
<p>MATERIALS & EQUIPMENT:</p>	
<p>HANDOUTS, TOOLS, & REFERENCE MATERIALS:</p> <ul style="list-style-type: none"> • Workplace plans: 1) the workplace plan of a carpentry workshop in Comores, 2) the workplace plan of a carpentry workshop in Burkina Faso, 3) the workplace plan of a shoe repair workshop in Nouakchott (Mauritania). 	
<p>TRAINER NOTES: sample workplace plans are included. However, where possible, the trainer should find/sketch him/herself sample plans of workplaces for the types child labour prevalent in the locality for the participants to analyse.</p>	

Trainer information on positive and negative aspects of workplace plans:

1. Carpentry workshop in Comores

The first example of a workplace plan comes from a carpentry in Comoros which employs approximately thirty workers, six of whom are children.

Looking at this plan you can immediately see that the workplace is almost entirely closed off, with only one entrance/exit for both the workers and for transporting materials in and out of the workplace. It is precisely here where the main risk lies: the close proximity of highly inflammable products (paints, varnishes and glues) to activities which cause sparks (welding, sharpening/grinding activities). If a fire should break out in this area, right next to the one and only exit, all the people in the workshop will be trapped.

In addition, on this plan one can see that the different machines are arranged in an illogical way which means pieces of wood and furniture are continuously being carried back and forth during the production process.

You can imagine a very noisy environment, many wood chips, the risk of being struck by stray pieces of wood, ventilation problems, overheating, and a lot of dust in the air. All these elements together would classify this workshop as one particularly dangerous, especially for children.

2. Carpentry workshop in Burkina Faso

By comparison, the second carpentry workshop is a little better, although the main risks are the same: the close proximity of the welding area to the painting and varnishing area and the stocks of inflammable products. However, the difference between this workshop and the first is that this one is more open, is well-ventilated, and has a second entrance/exit.

In addition, the area where the electric saw is used has been placed outside the workshop area and the finished pieces of furniture are stocked in the exhibition hall

3. Shoe repair workshop in Nouakchott (Mauritania)

The last example is that of a shoe repair workshop in Nouakchott (Mauritania) which employs 30 workers, 8 of whom are children. Here again the workshop is almost entirely closed off, with only one entrance/exit through the shop. The courtyard, surrounded by high walls, is a real trap. The gluing areas, which produce harmful and inflammable fumes, are situated in a completely closed off area, with no ventilation – they should at the very least been placed by the one and only window where the sewing machines are set up. The noisiest machines, the polishing machines, are right in the middle of the workshop and all the workers are exposed to the noise. Fortunately, the electric generator has been placed in the courtyard.

Introduction : Workplace Plans

It is interesting to look over workplace plans before your inspection visit as this will give you an idea of the layout and organization of the workplace. In this regard, you are likely to be faced with four different possibilities.

1) In some countries, certain enterprises must provide the labour inspectorate with a plan of their installations, workshops and procedures. In this case, you can analyze the plans prior to the inspection visit, locate any dangerous areas and focus on these areas first to verify whether children are working there and if prevention measures have been taken. However, this does not happen very often and usually only applies to large enterprises where children are less likely to be working.

2) Medium and large enterprises almost always have plans of their premises. It is useful to ask the Director of the enterprise to show you the plans before beginning the visit, to explain the layout and organization of the workplace and to discuss any possible hazards apparent from the plans. Information you are likely to gain from analyzing such plans depends on their scale and the level of detail. You may consider:

- the surroundings: the enterprise in its immediate environment; proximity to dangerous establishments; proximity to busy roads;
- the overall plan of the workplace: entrances, exits, how the different buildings, workshops, rooms and floors are connected; movement of people around the worksite, products and vehicles used; isolation of pollutant or noisy buildings;
- the plan of the different workshops: handling of materials, positioning of machines and workstations, fire hazards;
- circulation flows: movements of people, materials and vehicles,

However, as few children work in the formal sector or in large and medium-sized enterprises, the opportunity to locate problems through analyzing plans is quite rare.

3) Many children work in small enterprises in the informal sector. In such enterprises, a plan of the workplace is unlikely to be available. Labour inspectors must thus draw up a plan, to sketch out the layout of the premises, where the machines, workstations, entrances and exits are placed, the circulation flow of people, materials and vehicles.

You will be analyzing some plans that have been drawn up of small enterprises in the informal sector in the groupwork that follows.

During your field visits, you will be asked to sketch a plan of the worksite you will be visiting.

4) For some types of work situations, drawing up a plan is impossible or would be of little use, as the workers are mobile or the workplace is inaccessible. Some examples of such types of work situations are:

- domestic work
- street workers
- prostitution
- farming

In such situations, however, it is still useful to note the environment in which the child is working: e.g. proximity to busy roads, climatic conditions, personal security of the child, etc.

Adapted from: Derrien, J-M, "Travail des Enfants: Accompanyer les Changements – Guide pour la Formation, ILO-IPEC

Session: Identifying Work Performed by Children

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

- *identified operations children are involved in /tasks carried out by child workers for different child labour situations;*
- *evaluated which operations/tasks are dangerous or potentially harmful to the child.*

Session Outputs: Diagrams/lists/tables identifying child work activities.

Process and Activities	Session Time: 40 minutes
GROUPWORK: IDENTIFYING OPERATIONS CHILDREN ARE INVOLVED IN/TASKS CARRIED OUT BY CHILD WORKERS	
<p>Having analysed workplace plans, the next step is for the participants to identify the operations children are involved in/tasks carried out by child workers and to evaluate whether they are dangerous or potentially harmful to the child. This step also involves identifying, when possible, other less dangerous tasks that child workers could eventually be transferred to if immediate removal from the workplace is not feasible.</p>	
<ul style="list-style-type: none">• Divide the participants into four random groups (counting off 1-2-3-4, 1-2-3-4)• Hand out the exercise instructions to each group.• Explain that each group will be doing a different activity depending on the type of child labour situation they are assigned to consider.	
<p>Group 1 will be considering situations where the production process is well known or the details of the production process can be obtained from the factory management (for example a large factory involved in the production of rice). They will be analyzing a diagram of a production process and identifying operations which children are likely to be involved in.</p>	
<p>Group 2 will be considering situations where details of the production process are not known and cannot be obtained (e.g. in small workshops). They will be drawing up a diagram of the operations carried out using standardized symbols.</p>	
<p>Group 3 will be considering situations where there is no production process but a series of tasks that the child carries out during a normal working day (e.g. child domestic workers, street workers). They will be drawing up a sequence of tasks for a particular situation and identifying the ones that are dangerous or could be harmful to the child.</p>	
<p>Group 4 will be considering children involved in agricultural activities as this requires a specific approach. They will first be drawing up a 'cultural calendar' of the main farm crops cultivated throughout the year. They will then be doing an analysis of the activities involved in each farm crop cycle, and identifying which of these activities children are likely to be involved in. This exercise will help labour inspectors identify when and what types of activities they need to monitor at different times throughout the year.</p>	

Group 1 Exercise Instructions – Well-Known Production Processes

Your group will be analyzing the operations children are involved in the case of the production of rice. A diagram of the process for the production of rice is available and has been handed out to you. You have 20 minutes to complete this exercise.

- In your group, consider the diagram for the production of rice;
- Identify operations you think children are likely to be involved in and mark them with an X;
- Evaluate whether these operations are likely to be dangerous or potentially harmful to children;
- Mark those considered dangerous/harmful with a D;
- Elect a spokesperson to report back to the rest of the participants.

Group 2 Exercise Instructions – Production Process Not Known

Consider a child labour situation where the details of the production process are not known and cannot be obtained. You have 20 minutes to complete this exercise.

- Draw up a diagram of the sequence of production using the standard symbols provided for you on the handout.
- You are given the sequence of production in a carpenter's workshop as an example.
- Identify operations you think children are likely to be involved in, mark them with an X;
- Evaluate whether these operations are likely to be dangerous or potentially harmful to children;
- Mark those considered dangerous/harmful with a D;
- Elect a spokesperson to report back to the rest of the participants.

Group 3 Exercise Instructions – Sequences of Tasks

Consider a child labour situation where there is no production process per se, the child carries out a series of tasks (e.g. a child domestic worker) or is involved in 2 or 3 simple operations (e.g. delivery boy, street vendor, brick breakers). In such cases it is useful to consider the series of tasks that the child carries out during a normal working day. You have 20 minutes to complete this exercise.

- Decide on a child labour situation that involves no production process;
- Draw up a sequence of tasks carried out by the child, from morning to evening. In the handout, you are given the example of the sequence of tasks for a child domestic worker;
- Evaluate the schedule of the child worker – e.g. does he/she have time to play? To go to school? If not, how could the schedule be 'lightened' to allow the child to pursue other activities?
- Evaluate the tasks carried out by the child – which are the worst or heaviest tasks? Are any of the tasks dangerous or potentially harmful to the health of the child?
- Mark any such tasks with a D;
- Elect a spokesperson to report back to the rest of the participants.

Group 4 Exercise Instructions - Agriculture

Consider the situation of children working in agriculture, on farms and in the fields in your area. You will be drawing up a 'cultural calendar' of the main farm crops cultivated throughout the year. You will then be analysing the activities involved in each farm crop cycle and identifying which of these activities children are likely to be involved in. This will help you to identify when and what types of activities you need to monitor at different times throughout the year. You have 20 minutes to complete this exercise.

- You are given the example of the cultural calendar of the main farm crops cultivated throughout the year by peasant farmers in Madagascar. Draw up a similar calendar for your area.
- For one of the farm crops cultivated in your area, draw a table of each of the steps involved in the crop cycle, at what time of the year each step takes place and for how long, whether children are likely to be involved in the step, the tools/machines/products used, and any other observations (see example given for cotton production in Koudougou).
- Mark each of the steps children are involved in with an X;
- Evaluate whether the activities children are involved in are likely to be dangerous or potentially harmful to them.
- Mark those considered dangerous/harmful with a D;
- Elect a spokesperson to report back to the rest of the participants.

MATERIALS & EQUIPMENT:

HANDOUTS, TOOLS, & REFERENCE MATERIALS:

Handouts: exercise instructions with the relevant handouts (Group 1 – diagram of the production of rice; Group 2 – standardized symbols for different production processes; Group 3 - sequence of daily tasks carried out by a child domestic worker; Group 4 – Cultural calendar of the main farm crops, Madagascar, cotton production in Koudougou).

TRAINER NOTES:

Session: Visiting Methods and Observation Guides

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

- *Considered techniques for carrying out an inspection visit;*
- *Practised completing observation guides and report forms.*

Session Outputs: None.

Process and Activities	Session Time: 1 ½ hours
<p>PRESENTATION: CARRYING OUT AN INSPECTION VISIT – “THE ZOOM APPROACH”</p> <ul style="list-style-type: none">• Give a presentation introducing the “zoom approach” as a method of visiting a workplace in order to best identify dangerous situations which jeopardize the life and health of workers, and in particular child workers;• Ask the participants to write any questions and comments on cards;• Collect them after the presentation;• Cluster the cards;• After the presentation, ask the questions;• Facilitate any discussion that ensues. <p>A sample presentation appears on the following page.</p> <p>GROUPWORK: USING OBSERVATION GUIDES AND REPORT FORMS</p> <ul style="list-style-type: none">• Ask the participants to form 4 groups, each group considering a different type of child labour, for example:<ul style="list-style-type: none">○ Children working on a tea plantation○ Children working in a carpenter’s workshop○ Child domestic workers○ Children working in rice production <p>The Hypothetical Workplace Profile</p> <ul style="list-style-type: none">▪ Ask each group to create a workplace profile—a description of a workplace that fits the group task—a story of a workplace.▪ Use an example of a carpenter’s workplace to demonstrate.▪ Each group needs to describe:<ul style="list-style-type: none">• How (things are made and the risks)• How Many (child labourers, adults, males, females)• How Much (is produced, by whom, how much are people paid, etc)• What, (the workplace makes, what’s in it, what adults do, what women do, what children do)• Where (the workplace is, and where the people are in it, where the children work)• Give each group 30 minutes to complete the profile. <p>Using the <i>Observation Guide and Report Form Booklet</i></p> <ul style="list-style-type: none">• Distribute the 14-page <i>Observation Guide and Report Form Booklet</i>;• Ask the pax to pretend to conduct a visit of the workplace they created—for the type of child labour situation they considered in the previous session.• Ask them to focus on observing the situation and completing the observation guide as they do so.	

- Give each group 30 minutes to complete the booklet.
- Ask the large group to share their observations about the utility of the guide and comments about completing it.

Ask if they have any suggestions about modifying it....about questions which could be eliminated or added.

MATERIALS & EQUIPMENT:

HANDOUTS, TOOLS, & REFERENCE MATERIALS:

A copy of the presentation: Carrying out an Inspection Visit – “The Zoom Approach”
Observation Guides and Report Forms

TRAINER NOTES:

If there are any locally developed observation guides then these could be used instead

Presentation: Carrying out an Inspection Visit – “The Zoom Approach”

In certain cases, for example for children selling goods on the street, observing the work situation will simply involve analyzing the immediate environment the child is working in and interviewing him/her on the tasks s/he performs. However, in workplaces where many procedures are carried out, it is useful to establish a way of going about the visit in order to best identify possible dangers. One approach to carrying out a visit is called the “zoom approach.” As the name suggests, it is inspired by the photographic concept of taking in first the larger picture and then progressively zooming in on particular details. In this case, the larger picture consists of the enterprise and its environment, followed by the buildings, the workshops, and finally the workstations and the individual workers. This procedure enables the inspector to focus on the child worker as s/he is placed in the working environment. The “zoom approach” thus proposes the following sequence of steps in carrying out a visit:

Step 1: The Environment

The first step involves analyzing the enterprise in its environment, notably:

- Climatic conditions – how suitable is the construction of the building to the local climate?
- Surroundings – the proximity of the enterprise to possible dangers, for example, pollutant gases coming from nearby establishments, proximity of dangerous transport networks;
- Accessibility of the enterprise to personnel and commercial vehicles;
- Effect on the environment – whether the enterprise has any harmful effects on the surrounding environment, for example, does it emit pollutant gases or toxic waste products?

Step 2: The Buildings

The next step is to consider the different buildings on the worksite, notably:

- The layout of the buildings – for example, how are the buildings connected to one another? Are buildings that house procedures using or emitting dangerous products isolated? What measures ensure that a fire would not rapidly spread from one building to the next?
- How do people, products and vehicles move in, out of and around the buildings?

Step 3: The Workshop

The next step is to visit each workshop in turn, considering:

- The soundness of the structures of the workshop – walls, ceilings, floors;
- The cleanliness of the ceilings, walls and floors;
- The environment of the workshop – noise, light, temperature, ventilation, dust, fumes, etc.;
- The movement of people, products and machines for handling goods around the workshop;
- Fire hazards;
- Electrical hazards.

Step 4: The Workstation

After an overall evaluation of the workshop, the next step is to visit each workstation in turn, considering:

- The layout of the workstation – accessibility, congestion, proximity of inflammable materials, etc.;
- The cleanliness of the workstation;
- The workstation environment – noise, light, temperature, ventilation, dust, fumes, etc.
- Ergonomics – seating, posture;
- The organization of the workstation;
- The safety of the machines and equipment used;
- Maintenance and checks.

Step 5: The Workers

Whilst observing the workstations, inspectors can interview individual workers (see sessions on interviewing children) and collect useful information, such as:

- The age and sex of workers;
- Tasks carried out;
- Personal protective equipment used;
- Training and information given to workers regarding the risks involved in the tasks they carry out;
- Medical facilities and procedures;
- Working hours;
- Workplace relations.

Step 6: The Facilities

The final step is to visit the facilities available to the workers, notably:

- The changing rooms;
- Washbasins and showers;
- Toilets;
- Supply of fresh drinking water;
- Canteen, dining areas;
- Medical facilities;
- Any accommodation provided for by the employer.

Other Risk Indicators

After visiting the workshops, further information can be gathered by consulting certain documents (although only large and medium-sized enterprises are likely to keep such documentation):

Accidents in the workplace and occupational illness

- Ask the employer and supervisors about any accidents that have occurred in the workplace;
- Ask to consult, if available:
 - records of accidents that have occurred in the workplace;
 - reports of accidents in the workplace and occupational illness (drawn up by labour inspectors, the workplace doctor, the police, the health and safety at work committee, etc.)Information from such documents can help confirm or refute your own evaluation of the hazards and risks.

Medical Records

Workplaces with medical facilities generally keep a register of medical treatment given. Medical records can provide a valuable insight into the hazards and risks in a workplace, so long as the records include: where the accident happened, the age of the victim, and the causes and circumstances of the accident.

Doctors' Reports

It is also useful to consult reports by workplace doctors evaluating the work conditions.

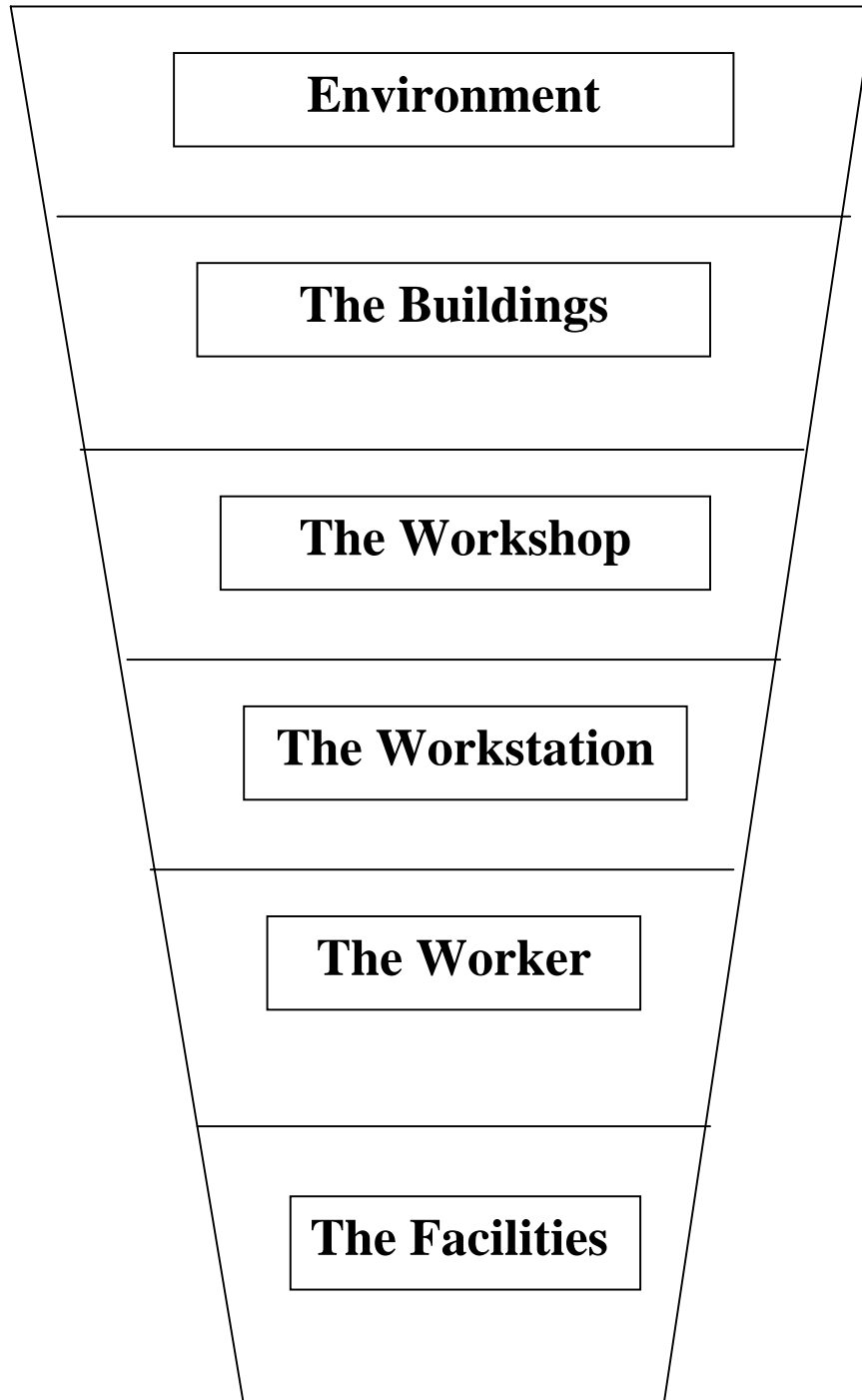
Worker Representative Reports

Whenever possible, you should meet with worker representatives and share your observations and evaluations. Ask to consult their reports and registers:

- Register of complaints, claims and grievances ;
- Minutes of the meetings of worker representatives with management ;
- Reports by the health and safety at work committee.

Adapted from: Derrien, J-M, "Travail des Enfants: Accompagner les Changements – Guide pour la Formation, ILO-IPEC

THE ZOOM APPROACH



Interviewing Children

- Session: Interviewing Children: Ethical Considerations and Climate Setting
- Session: Questioning Skills
- Session: Conducting Interviews with Children
- Session: Analyzing Film Excerpts of Different Interview Scenarios
- Session: Interviewing Children Role Plays
- Session: Interviewing other Actors

Session: Interviewing Children: Ethical Considerations and Climate Setting

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

- *Have analysed ethical considerations when interviewing children;*
- *Have analysed how to set a conducive climate for an interview.*

Session Outputs: Interviewing children: ethical considerations checklist, climate setting checklist.

Process and Activities	Session Time: 45 minutes
<p>PRESENTATION: INTERVIEWING CHILDREN - ETHICS & CLIMATE SETTING (15 minutes)</p> <ul style="list-style-type: none"> • Give a short introductory presentation on interviewing children - ethics and climate setting; • A sample presentation appears on the next page. <p>GROUPWORK: INTERVIEWING CHILDREN – ETHICAL CONSIDERATIONS AND SETTING A CONDUCTIVE CLIMATE CHECKLISTS (30 minutes)</p> <ul style="list-style-type: none"> • Divide the pax into two random groups (counting them off 1-2/1-2...) • Ask group 1 to discuss and draw up a checklist of ethical considerations when interviewing children • Ask group 2 to discuss and draw up a checklist of setting a conducive physical and psychological climate when interviewing children • Give them 15 minutes to work on the checklists. • Ask them to elect a spokesperson who will present the checklist they have drawn up (5 minutes each) • Distribute the sample checklists • Facilitate any discussion that ensues. <p>Instructions for the groups appear below. Sample checklists appear on the following pages.</p>	
<p>Instructions for group 1 - Ethical Considerations Checklist</p> <p>It is ethically imperative that you know how to approach an interview with a child and how to respect the child's feelings and situation. For example, it is ethically irresponsible to arouse painful emotions that the child will then be left to deal with alone.</p> <p>You have 15 minutes to brainstorm on and write up a checklist of key ethical consideration that should be taken into account when interviewing children.</p> <p>Elect a spokesperson to report back and share the checklist with the other pax for discussion.</p>	
<p>Instructions for group 2 – Setting a Conducive Physical and Psychological Climate Checklist</p> <p>When interviewing children, it is important to establish a physical and psychological climate conducive to mutual trust and respect. You must create an atmosphere that will make the child want to share information with us, and trust us with this information.</p> <p>You have 15 minutes to brainstorm on and write up a checklist of key factors which will contribute to a conducive physical and psychological interview climate.</p> <p>Elect a spokesperson to report back and share the checklist with the other pax for discussion.</p>	
<p>MATERIALS & EQUIPMENT: PowerPoint or flipcharts</p>	

HANDOUTS, TOOLS, & REFERENCE MATERIALS:

A copy of the presentation
Exercise instructions

TRAINER NOTES:

At the end of the day, the documenter should type up the checklists produced by the pax to be distributed at the opening session on the following day.

Interviewing Children: Ethics and Climate Setting

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

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

Taken from: IPEC & SafeWork (2002) "Combating Child Labour: A Handbook for Labour Inspectors" (pp. 29-30), International Labour Organization, Geneva

Sample 'Interviewing Children: Ethical Considerations' Checklist

- The security of the child being interviewed must always be a priority. If there are any doubts that an interview may bring harm to the child, it must be avoided;
- Tell the child being interviewed what you are there for and how the information they are gathering will be used;
- Be sensitive to where the child is emotionally at any given time before, during, and after the interview;
- Be deeply aware of the consequences of your questioning, be constantly aware of what the child has to go through to give an answer, especially if in the process the child has to relive a painful experience, admit resentment for a person or situation, or accept the utter hopelessness of being caught up in the complexity of poverty and work;
- Respect the child's right to speak (what is said, how it is said, how much is said);
- Most importantly, respect the child's right **not** to speak, to refuse to answer a question: because s/he cannot or because the answer is too painful to express.
- Take all the time necessary. Interviews with children are likely to take longer than those with adults. Small talk, play, recurrent visits, patience and time are some of the major ingredients needed to obtain reliable data from children on delicate issues as family background or illegitimate child labour activities;
- Assurances of confidentiality must be given and observed.

References:

Derrien, J-M, "Travail des Enfants: Accompagner les Changements – Guide pour la Formation, ILO-IPEC
IPEC (Draft 2004) 'Investigating Child Labour : Guidelines for Rapid Assessment A Field Manual
IPEC & SafeWork (2002) "Combating Child Labour: A Handbook for Labour Inspectors", International Labour Organization, Geneva

Sample Interviewing Children: Setting the Climate Checklist

Creating a conducive physical climate:

- To the extent possible, conduct interviews in a neutral setting, and preferably in a place where children feel safe and comfortable. Monitors should ask children where they would prefer to talk and whether they would like anyone else to be present, for example a sibling or a friend;
- Try to conduct the interview out of sight and earshot of employers, peers and others who may influence the way in which the child acts and responds to the questions;
- Tell the child that there is no need for him/her to stop working during the interview. They may well be paid by the amount they produce, and stopping work will mean losing money. Stopping work may also cause problems with their boss;
- Be on the same level as the child – if he/she is sitting on the floor, sit down beside him/her;
- If the child moves around whilst working, accompany him/her, for example, if the child is selling flowers on the streets, walk alongside him/her.

Creating a conducive psychological climate:

- Treat each child as an individual person, with rights to be respected;
- Start the interview with small talk to make the child feel at ease. Starting with conversations about music, films, athletes, and pop stars can help the child to feel relaxed and be more willing to share other information with you;
- Build trust by maintaining a warm, friendly and caring approach;
- Listen, genuinely listen. Listen for the expressed and unexpressed. Listen for meanings behind words. Listen to what is expressed through facial expressions, gestures and attitude;
- Phrase your questions in a simple way that the child will easily be able to understand;
- Encourage the child to talk by asking open-ended questions – do not repeatedly ask questions that the child does not grasp or understand;
- Know when to stop. Change the topic or switch conversation when emotions are too intense and probing further will inflict more pain on the child;
- Resist expressions of shock, sadness, frustration or any other emotions when listening to the information that a child has to offer; and
- Always maintain a positive attitude and a neutral expression when interacting with the child.

References:

Derrien, J-M, "Travail des Enfants: Accompagner les Changements – Guide pour la Formation, ILO-IPEC IPEC (Draft 2004) 'Investigating Child Labour : Guidelines for Rapid Assessment A Field Manual IPEC 'Sourcebook for Labour Inspectorate Training on Child Labour'

Session: Questioning Skills

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

- *Learned how to ask the right questions, phrase questions, re-phrase questions, and evaluate answers;*
- *Considered issues questions should cover.*

Session Outputs: None

Process and Activities	Session Time: 40 minutes
PRESENTATION: QUESTIONING SKILLS	
Question Cards Ask each pax to write one question on a card. <ul style="list-style-type: none">• A question s/he would ask a child labourer,• or an employer,• or another employee• or a parent or family member. Ask the pax to identify to whom the question would be addressed.	
Do a presentation on questioning skills making the following points: <ul style="list-style-type: none">• Asking the Right Questions• Phrasing Questions• Open Questions• Closed Questions• Rephrasing Questions• Evaluating Answers• Direct Interviews• Semi Direct Interviews A sample presentation appears on the next page.	
Follow up the Presentation <ul style="list-style-type: none">• After making each point, ask for volunteers to show their questions demonstrating your point.• Discuss incorrect choices by making that question into the kind you are demonstrating.• Cluster the question cards• After the presentation, facilitate any discussion that ensues	
MATERIALS & EQUIPMENT:	
HANDOUTS, TOOLS, & REFERENCE MATERIALS: A copy of the presentation – The Skill of Purposive Questioning	
TRAINER NOTES:	

The Skill of Purposive Questioning

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

Purposive questioning involves four distinct skills:

- Asking the right questions
- Phrasing questions
- Rephrasing questions
- Evaluating answers

1. Asking the right questions

What is a '*right*' question? How does an interviewer know that a question is '*right*'? Roughly defined, a '*right*' question is one whose answer directly contributes to the goals of the interview. In other words, the '*right*' question is a necessary question because it makes clearer the picture or outcome desired. Also considered '*right*' questions would be those that reveal things that will make the interviewer understand the context for the child's answers. For example, a question on the number of working siblings during an interview on the effects of work on children may have no obvious contributions but the answer is nevertheless important. It may give the interviewer an idea of how much of work on the family farm falls on this interviewee, the youngest child. This must be validated by other questions that will make this point clearer and clearer for the interviewer.

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

2. Phrasing questions

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

Examples:

Do you have a big family?

Are there many children in your family?

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

Would you like to tell me about your family?

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

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

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

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

2. Rephrasing questions

If the child does not answer the question, the interviewer must rephrase the question (unless he/she is convinced that the child simply did not hear the question, in which case it can be repeated).

Example:

Do you like working here?

If the answer is yes

If silence

Proceed with:

Why are you enjoying your work here?
Or, *what about your work do you find enjoyable?*

rephrase to:

You don't seem to be enjoying your work.
What aspects of your work do you not find enjoyable ?

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

3. Evaluating answers

Not all answers yield the information the interviewer wants, in the quantity he/she wants. Answers are also not always completely truthful nor complete. They may be edited by the child for various reasons, for example, to please the interviewer by saying what he/she thinks the interviewer wants to hear, or out of fear that what they reveal will be used against him/her (such as the child being reported to the employer or authorities), or in order to get on with the interview so he/she can return to work as the interview is slowing him/her down. It is important that the interviewer is sensitive to the unseen and unexpressed elements that form the backdrop of the interview.

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

4. Direct and semi-direct interviews

Direct Interviews

Advantages :

- it is structured on the basis of questions defined and asked in a constant order : it facilitates rational data handling, by collecting the responses for each item ;

- it facilitates a quantification of responses, especially when it uses closed questions ;
- it provides the interview with a guide that gives him/her a sense of security, as he/she abides by the wording and order of the questions throughout the interview.

Disadvantages :

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

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

Semi-direct Interviews

Disadvantages :

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

Advantages :

- the possibility for the child to develop his responses, to go from one concern to another, to take the time to go deeper into an aspect of his experience that he wants to talk about ;
- establishment of the child's confidence by respecting and accepting what he says and what he does not want to say, within the limits that he may need to protect him/herself against an often painful experience ;
- receptiveness on the part of the interviewer, his presence being entirely devoted to listening to and understanding what the child says, with words and without.

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

References :

Derrien, J-M, "Travail des Enfants: Accompagner les Changements – Guide pour la Formation, ILO-IPEC
IPEC 'Sourcebook for Labour Inspectorate Training on Child Labour'

General issues questions should cover

(a) The Work Situation :

Work conditions

Tasks carried out by children

How they entered work

How they are treated by their employer and co-workers

Degree of satisfaction with their work

Whether they feel threatened or afraid due to their work or working environment

Their future hopes, expectations and dreams

(b) The Family Situation :

Where and with whom they live

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

(c) Education :

Whether they go to school or not

If they do where, when and what type of educational facility do they attend

If they do not, why don't they do go school ? did they ever go to school? at what age did they leave school ?

Reference:

Oficina Regional para America Latina y el Caribe (2003)'Guía para la implementacion de un sistema de inspeccion y monitoreo del trabajo infantil en los paises del MERCOSUR y Chile', Lima, Peru

Session: Conducting Interviews with Children

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

- *considered what kind of questions to ask and how to go about asking such questions;*
- *practised determining interview objectives and formulating questions.*

Session Outputs: None

Process and Activities	Session Time: 1 hour
<p>PRESENTATION: CONDUCTING INTERVIEWS WITH CHILDREN (20 minutes)</p> <ul style="list-style-type: none">• Give a short presentation on Conducting Interviews with Children;• Ask the participants to write any questions and comments on cards;• Collect them after the presentation;• Cluster the cards;• After the presentation, ask the questions;• Facilitate any discussion that ensures; <p>A sample presentation appears on the next page.</p> <p>GROUPWORK: PHRASING QUESTIONS (40 minutes)</p> <ul style="list-style-type: none">• This exercise aims to provide practice in determining interview objectives and in formulating questions.• Introduce the following exercise:	
<p style="text-align: center;">Instructions for Groupwork: Phrasing Questions</p> <ul style="list-style-type: none">• Read the excerpts handed out to you from interviews with three child labourers and one mother of a child labourer. For the excerpt assigned to you, answer the following questions: <p>1) From what you can gather from the excerpt, what things would you probe into or which things would you still like to find out? (For example, would you like to probe into family life? Education? Attitudes towards work? State the line of questioning that you would like to pursue)</p> <p>2) Given your decision to pursue what you answered in question no. 1, list at least fifteen questions that you would ask the child in each case. Assume that you are to continue the interview from where the excerpt ends.</p> <p>3) For each of the questions you listed in question no. 2, list an alternative or rephrased question in case the child/mother, for one reason or another, refuses to answer your initial question. How would you rephrase your question in each case?</p>	
<p>MATERIALS & EQUIPMENT: Overhead projector, cards</p>	
<p>HANDOUTS, TOOLS, & REFERENCE MATERIALS: Copy of the presentation – Conducting Interviews with Children; instructions for groupwork; excerpts from interviews with child labourers; interview guide with working children</p>	
<p>TRAINER NOTES:</p>	

Conducting Interviews with Children

The establishment of a climate of trust is worth the time required: the need to get used to the contact, to feel at ease with one another, to gradually develop a feeling of security.

Generally speaking, the interview may last longer than the one conducted with an adult. It may be interesting, after the first contact with the child (introduction, purpose of our visit, how the time together will be spent), to take the time to watch him/her at work, to ask him questions on what he does, how he does it, how he has learnt the operations that we see him/her perform. This is already a type of recognition of skills that we do not have, of regarding him as knowledgeable, compared with ourselves who are there to learn from him.

After that, the prepared questions will be simple, brief, few, and will have been chosen on the basis of the important elements of information to be collected in view of the potential risk factors. They will be asked haphazardly, to follow the logic of the child's preoccupations.

Example of an interview guide for a child doing work involving repetition of the same movements:

- You always do the same thing or you sometimes change your activity?
- Do you ever make a mistake? What happens if you make a mistake?
- Is there another job you would prefer to do here?
- Do you get tired sometimes?
- How do you feel at the end of the day?
- Do you work a lot?
- Is there anything about your work that frightens you or makes you nervous?
- Has that ever happened to you? What did you do about it?
- Did you talk to someone about it? What did they say?
- Have you been working for a long time?
- Why did you have to start working?
- Do many people in your family work?
- And your parents, what do they think of it? Are they pleased with you?
- Do you have any ideas about the future?
- What would you need to have for that?

Other questions will suggest themselves in the natural course of the exchange.

Depending on the context and on the child's eagerness to discuss a given subject, the questions may be more exhaustive.

For example, the child gets excited when he talks of his fears: one can help him to give an exact account of what happened: with his employer, other people, his parents.

Or if it is the working hours that cause a problem:

- Find out when he gets a rest, what he does to take his mind off his problems, whether he has friends, whether he gets a little time to play
- Find out whether he is expected to help when he goes home, what he has to do there, what time he goes to bed, whether he is tired when he wakes up in the mornings, whether he takes stimulants to keep himself awake...

This presentation is far from exhaustive ; its purpose is, above all, to suggest the attitude we should have when we are conducting interviews.

The rest we pick up in the field as we go along, by making the effort to listen and by being willing to learn from contact with the children, who will, in fact, teach us the best way of talking to them.

A couple of final and very important points to emphasize concerning the limitations of an interview with a child are:

- Accept and allow the child the right not to speak, not to answer a question: because he cannot, because the reality contained in the question is unbearable, and talking about it is as bad as living it, or reliving it if it involves a past experience;
- Sense the moment when it is not good for the child's equilibrium to pursue the approach to a difficulty or hardship, because when the interview is over, we can go away, but the child is left there alone with his distress which, having been expressed, may be revived with its excruciating torment, which he may have been trying to forget. This is one function of the veil of silence: to protect one from the very thought of the suffering, so that it will not destroy us.

Our involvement in sharing the child's experiences means:

- Giving him/her the necessary scope to express him/herself;
- Not activating or reactivating areas of his experience that are too painful for him/her;
- Working to implement eventual measures that will further respect for his/her fundamental rights and needs.

If we do not have this sense of involvement when we are interviewing a child, the danger is that we shall revive the child's suffering only to leave him/her once again without response.

Reference: IPEC 'Sourcebook for Labour Inspectorate Training on Child Labour'(pp. 229-231)

Session: Analyzing Film Excerpts of Different Interview Scenarios

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

- *Have analyzed the film excerpts of different interview scenarios;*
- *Better understand how to conduct a successful interview.*

Session Outputs: There are no outputs for this session.

Process and Activities	Session Time: 40 minutes
PLENARY: ANALYZING INTERVIEWS <p>In this session participants will be analyzing interviews by watching different film excerpts of different interview scenarios. Whilst watching the excerpts, ask the participants to consider the following questions which will form the basis of the discussion.</p> Analyzing Interviews Exercise Questions <ul style="list-style-type: none">• Has a climate of trust been established? How? By what means? What are the visible signs that this climate has been established?• Is the child active during the interview? Does he/she express him/herself with ease; does he/she develop his/her ideas? Or is he/she taciturn? Does he/she wait to be asked questions?• What does he/she say and how does he/she say it? Words, intonation, gestures, facial expressions, posture, etc.• Are there any breakdowns in communication? At what moment? For what reason?• Does the interviewer develop an equal relationship or does he/she “talk down” to the child (use a condescending tone, childish language, etc.)?• How well does the interviewer conduct the interview: does he/she give the child time to speak, does he/she try to steer the answers in a particular direction, does he/she encourage the child to fully express his/her thoughts and feelings?	
MATERIALS & EQUIPMENT: <p>Interviews with working children video excerpts. Video player.</p>	
HANDOUTS, TOOLS, & REFERENCE MATERIALS: <p>‘Analyzing interviews’ exercise questions</p>	
TRAINER NOTES: <p>VIDEO EXCERPTS Excerpt 1 & 2 are from the film by Hubert DUBOIS “Shackled Children” (December 1992)</p>	

Session: Interviewing Children Role Plays

Session Objectives: *By the end of this session, the real participant monitoring team will have:*

- Practised carrying out interviews;
- Made an analysis of the interviews carried out.

Session Outputs: There are no outputs for this session.

Process and Activities	Session Time: 80 minutes
Interviewing Children Role Plays <ul style="list-style-type: none"> • Ask the group to form their course groups; • Count off the groups (1-2, 1-2) • Hand out the Exercise Instructions to each group (see below); • Explain to pax that they are going to prepare a 5 minute role play on either a ‘goodtime’ or a ‘hardtime’ interview. • Ask each group numbered 1 to write a ‘goodtime’ interview and prepare plays; • Ask each group numbered 2 to write a ‘hardtime’ interview and prepare plays; • Give the group 30 minutes to prepare their role plays. 	
Group 1 – ‘Goodtime’ interview – role-play instructions For the ‘goodtime’ interview, imagine doing an interview that went well: <ul style="list-style-type: none"> • Describe the situation (business or enterprise, location, work); • Describe the child (age, sex, general physical characteristics); • Explain why the interview went well (helping factors); • Prepare to do a role-play of the interview situation; • Focus on: 1) What you say, 2) What the child labourer says 3) Gestures, tone/volume of voice, body positioning, facial expressions, other significant body language. • 	
Group 2 – ‘Hardtime’ interview – role-play instructions For the ‘hardtime’ interview, image an interview that encountered difficulties : <ul style="list-style-type: none"> • Describe the situation (business or enterprise, location, work) • Explain why you had difficulty (hindering factors) ; • Prepare to do a role-play of the interview situation; • Focus on: 1) What you say, 2) What the child labourer says 3) Gestures, tone/volume of voice, body positioning, facial expressions, other significant body language. 	
Role Play Performances <ul style="list-style-type: none"> • Ask each group to perform its role play for approximately 5 minutes. • After each role play, ask the pax to analyse the interview according to the following points (you may add your own): • What were the objectives of the interview? Do you think they were met? Why or why not? • Was questioning purposive (right questions, correct phrasing, rephrasing)? Give specific examples • Was a conducive climate established (physical, psychological)? • Was a process for building a trusting relationship initiated? What behaviours contributed to this (on the part of the interviewer and on the part of the child?) • Was the child encouraged by the interviewer to talk? How was this done? 	

- Did the interviewer respect the child's right not to speak? When?
- What body language movements indicated certain unsaid feelings of the child (if any)? Do you think the interviewer was sensitive to them? Why or why not?
- When all role plays have been given and processed, ask for any more comments.

Materials and Equipment:

Paper, Cards, hats, shawls, scissors, etc. Any props

Handouts and Reference Materials:

Exercise Instructions

Trainer Notes: Role Play Development:

Documentation: Document with photography.

Session: Interviewing other Actors

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

- Identified key individuals who can provide useful information on the situation of the child both within and outside the workplace;
- Considered what kind of information is needed in order to have a complete picture of the situation of the individual child.

Session Outputs: None

Process and Activities	Session Time: 30 minutes
<p>PLENARY: INTERVIEWING OTHER ACTORS</p> <ul style="list-style-type: none"> • The aim of this session is for the participants to consider who, aside from the child workers themselves, they can gain valuable information from in order to make an informed assessment of the situation and the options available to the child. • Have the participants consider: <ol style="list-style-type: none"> 1) Key individuals they would interview in the workplace; 2) The information they aim to obtain from these individuals; 3) Individuals outside the workplace who it would be useful to interview in order to make an effective evaluation of the overall situation of the individual child. <p>Notes on Questions</p> <ol style="list-style-type: none"> 1) Key individuals are likely to include: parents, employers, supervisors, co-workers, worker representatives, the workplace doctor or nurse 2) The aim of these interviews is to collect information about the kinds of work children are involved in, their assessment of the hazards and risks children are exposed to and to compare information obtained from them with that obtained from the children themselves. The golden rule is confidentiality: inspectors must not disclose any of the information gained during their interviews with the children. The inspector must find a way to present s/his observations as theirs and not as those of the children. 3) To make an effective evaluation of the overall situation of the individual child, inspectors should visit other places where the child workers they interviewed go and question the key actors. This is likely to include visits to: <p>Education and training centres (formal and informal schools, learning centres). If the child workers also attend school, inspectors will be able to obtain information about their attendance rates, performance, any difficulties they have integrating, problems paying school fees, the compatibility of school hours and working hours, etc...;</p> <p>The child's home (family home, institutions, welcome centres, house of the employer). Inspectors will find out information about their living conditions, basic comforts, nutrition, hygiene, medical care, quality and kind of relationships, how they are treated, etc...;</p> <p>Social service centres (NGOs, health centres, other associations). If the child is receiving some kind of social assistance, inspectors will find out what is being done to help them, how it actually helps them, the effectiveness of the service, since when and for how much longer they will be receiving help/protection.</p> 	
<p>MATERIALS & EQUIPMENT: Flipcharts</p>	

HANDOUTS, TOOLS, & REFERENCE MATERIALS:
TRAINER NOTES:

Identifying and Assessing Hazards and Risks

- Session: Body Mapping
- Session: Identifying Hazards and Risks
- Session: Why are Children more at Risk?
- Session: Risk Assessment, Prevention and Control

Session: Body Mapping

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

- *Used body mapping to identify symptoms of ill health*

Session Outputs:

Process and Activities	Session Time: 45 minutes
<p>WHAT IS BODY MAPPING AND WHY USE IT?</p> <p>It is important that participants have an opportunity to talk about symptoms of ill health and injuries. “Mapping” is a good visual way of doing this. Use this activity as a lead in to the next training activity on identifying hazards by encouraging participants to discuss whether they believe the problems of ill health and injuries are work-related. But be aware that these may or may not be related to work. “Body mapping” can be used to collect information about workers’ health, such as:</p> <ul style="list-style-type: none">• diseases• illnesses• injuries• aches and pains• stress symptoms• reproductive problems• other related problems <p>GROUPWORK: BODY MAPPING</p> <p>Preparing for the groupwork</p> <ul style="list-style-type: none">• Draw two large outlines of the human body on a flipchart;• Label the separate images “Front” and “Back” and title the overall map, “BODY MAP”;• Use some tape to stick the images to the wall;• Provide marker pens (different colours if you can, but not essential), so that participants can mark any symptoms that they have on to the body map. <p>Conducting the Groupwork</p> <ul style="list-style-type: none">• Separate the participants into their course groups;• Ask each group to choose a type of work they deal with as labour inspectors (ensure each group chooses a different industry);• Ask the groups to make a mark (X) on the body map to show any areas of the body which they believe are affected by that type of work;• After the groups have finished marking the front and back of the bodies, ask them to describe, one at a time, what health problems their marks represent;• You can make a note of the nature of the health problems, beside the relevant marks;• Ask the participants for any observations they have regarding common patterns of health problems and record these comments as well;• Encourage a discussion about these observations, and in particular whether they believe they are work-related.	

<p style="text-align: center;">Instructions for Groupwork: Body Mapping</p> <ul style="list-style-type: none"> • Each group member should place marks (X) on to the body map to show any symptoms of ill health they believe are likely to derive from the type of work under consideration. • You can use different colours to identify different symptoms. For example: X aches and pains – blue X breathing difficulties, coughing – black X stress related disorders – green X any other problems such as skin rashes, runny eyes and nose, dizziness, reproductive disorders and so on – red • As you apply the X, explain briefly why you placed the X in the particular place • Make sure that there is someone in your small group that briefly notes down what is said around the body map and can report back your views
<p>Following up the groupwork</p> <ul style="list-style-type: none"> • Collectively draw some initial conclusions and action points from the body mapping activity; • Facilitate any discussion that ensues. <p><i>Reference: Session adapted from – ILO (2004), ‘Trade Union Education Manual for Agricultural Workers, Section 2: NS&E for “Grassroots” Members, Body Mapping Activity’ pp. 38</i></p>
<p>MATERIALS & EQUIPMENT:</p> <p>Flipcharts, coloured markers</p>
<p>HANDOUTS, TOOLS, & REFERENCE MATERIALS:</p> <p>Exercise instructions</p>
<p>TRAINER NOTES:</p>

Session: Identifying Hazards and Risks

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

- *Identified examples of work-related ill-health/accidents;*
- *Understood the distinction between hazard and risk.*

Session Outputs: List of examples of work-related ill-health/accidents

Process and Activities	Session Time: 30 minutes
PLENARY: HAZARDS AND RISKS <ul style="list-style-type: none">• Ask each participant to give an example of work-related ill-health/accidents they (or someone they know of) have experienced;• Compile a list of the examples given by the participants;• Explain the difference between hazard and risk as follows:<ul style="list-style-type: none">A “hazard” is anything with the potential to do harmA “risk” is the likelihood of potential harm from that hazard being realized.• Using the examples provided by the participants, facilitate a discussion on the difference between hazard and risk;• A couple of simple examples may be:<ul style="list-style-type: none">- The hazard associated with power-driven agricultural machinery might be getting trapped or entangled by moving parts. The risk may be high if guards are not fitted and workers are in close proximity to the machine. If, however, the machine is properly guarded, regularly maintained and repaired by competent staff, then the risk will be low.- A highly hazardous pesticide which is being used correctly may present lower risk in practice than a less hazardous (toxic) pesticide which is being used in an unsafe manner.• Distribute and go through the handout “Types of Hazard” with the participants;• Facilitate any discussion that ensues.	
MATERIALS & EQUIPMENT: Flipcharts, markers	
HANDOUTS, TOOLS, & REFERENCE MATERIALS: Handout: Types of Hazard	
TRAINER NOTES:	

Presentation: Types of hazards

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

Mechanical hazards

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

Physical hazards

Workers face a wide range of physical hazards:

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

Chemical hazards

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

Biological hazards

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

Ergonomic hazards

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

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

Psychosocial hazards

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

Work organisation hazards

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

Environmental hazards

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

How the workplace is organized

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

Session: Why are Children more at Risk?

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

- *Considered why working children are more at risk than adult workers*

Session Outputs:

Process and Activities	Session Time: 20 minutes
<p>PLENARY: WHY ARE CHILDREN MORE AT RISK?</p> <ul style="list-style-type: none">• Refer back to the list of examples of work-related ill-health/accidents identified by the participants in the previous session;• Using these examples, facilitate a discussion on why children are likely to be more at risk than adult workers. Ask the participant to consider the following questions: <ol style="list-style-type: none">1. Do children experience similar symptoms of ill health?2. Why are children more at risk than adults? <p>Some examples of work-related ill-health/accidents and why children are more susceptible:</p> <p>Hand trapped in machinery – machinery is designed for use by adults and is unlikely to be adapted to the physical and mental capacities of younger workers.</p> <p>Spinal injury – chronic physical strain on growing bones and joints causes spinal injury.</p> <p>Lung disease from inhaling biologically contaminated dust – children have a higher metabolic rate and oxygen consumption and therefore greater intake of air per unit of body weight; consequently, absorption of toxics through respiration is higher than in adults</p> <p>Acts of violence – children are more likely to be subject to bullying (physical, sexual, etc.) because they are easily intimidated and therefore more compliant.</p> <ul style="list-style-type: none">• Distribute the handout ‘Child Labour, Accidents and Ill Health’	
<p>MATERIALS & EQUIPMENT:</p>	
<p>HANDOUTS, TOOLS, & REFERENCE MATERIALS: Child Labour, Accidents and Ill health</p>	
<p>TRAINER NOTES:</p>	

Session: Risk Assessment, Prevention and Control

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

- Practised identifying risks and hazards child workers are exposed to;
- Practised assessing the level of risk;
- Practised planning risk prevention and control measures.

Session Outputs: Completed Risk Assessment, Prevention and Control Forms

Process and Activities	Session Time: 1 ½ hours
<p>PRESENTATION: RISK ASSESSMENT, PREVENTION AND CONTROL</p> <ul style="list-style-type: none">• Give a presentation on risk assessment, prevention and control;• Ask the participants to write any questions and comments on cards;• Collect them after the presentation;• Cluster the cards;• After the presentation, ask the questions;• Facilitate any discussion that ensues; <p>A sample presentation appears on the next page.</p> <p>GROUPWORK: ASSESSING AND MANAGING RISKS CHILDREN ARE EXPOSED TO</p> <ul style="list-style-type: none">• Separate the participants into four random groups (counting off 1-2-3-4, 1-2-3-4...);• Introduce the following exercise:	
<p style="text-align: center;">Instructions for Groupwork: Risk Assessment, Prevention and Control Form</p> <p>Aims: To help us to:</p> <ul style="list-style-type: none">• Identify hazards• Practise assessing the level of risk• Plan prevention and control measures <p>Task: In your small group:</p> <ol style="list-style-type: none">1. Think about a job/tasks that child workers to that involves manual handling and lifting. Select one of these jobs that members of your group are familiar with. Discuss the key elements of the job/task;2. Fill in the sample risk assessment form handout out to you. You should identify the remedial steps that should be taken3. Elect a spokesperson to report back with your main points from task 2. <p><i>Reference: Activity adapted from – ILO (2004), 'Trade Union Education Manual for Agricultural Workers, Section 3: NS&E for Worker HS&E Representatives,, Identifying Hazards, Assessing and Preventing Risks Activity' pp. 110</i></p>	
<ul style="list-style-type: none">• Collectively draw some conclusions from the activity;• Facilitate any discussion that ensues.	
<p>MATERIALS & EQUIPMENT:</p>	
<p>HANDOUTS, TOOLS, & REFERENCE MATERIALS: Exercise instructions, risk assessment form</p>	
<p>TRAINER NOTES:</p>	

Presentation : Risk Assessment, Prevention and Control

Risk Assessment

Labour inspectors must carefully assess all the risks workers may be exposed to. This process is called risk assessment and has three stages:

1. The first is identifying the hazard – the potential to cause harm – which can include such things as workplaces, machinery, chemicals, tools and processes
2. Then the employer has to access (evaluate) the risk – the likelihood that the harm from a particular hazard is realized
3. On the basis of the risk assessment, the labour inspector will advise the employer on the preventive and protective measures s/he should adopt to ensure safety and health, and compliance with health and safety standards.

How is a risk assessment done?

Assessments can be done by:

Subjective/qualitative assessments: based upon an individual assessor or assessment team's perception of risks and whether they are adequately controlled.

Numerical/Quantitative assessments: these are often used for complex major hazards. For example, in a chemical process, detailed statistical evidence may be used to quantify the risk. Increasingly simplified versions are being used to give a numerical value to *likelihood* and *severity* which provides a rating value in assisting prioritisation. An example of this is shown below:

Likelihood of Occurrence (Probability)

- LOW – remote or unlikely to occur
- MEDIUM – will occur in time if no preventive action is taken
- HIGH – likely to occur immediately or in the near future

Consequence (Severity)

- LOW - may cause minor injury/illness/damage – no lost time
- MEDIUM – may cause lost time injury/illness
- HIGH – may cause serious or fatal injury/illness

Sometimes a risk matrix is drawn up to prioritise action to be taken (see table below).

Some risk assessments use ranking to produce a priority list of hazards to be controlled, on a 'worst first' basis. It takes account of the consequence (likely severity) and the probability of the event occurring. It is possible to carry out ranking using a simple formula, where $risk = severity\ estimate \times probability\ estimate$. These estimates can be given any values, as long as they are consistently used.

These types of assessment should not be viewed as 'scientific', because all numerical ranking systems are purely subjective in the numerical values given to each hazard. They are only given here as an example to illustrate one type of risk assessment among many methods that you may come across.

Severity Rating of Hazard	Value
Catastrophic – imminent danger exists, hazard capable of causing death and illness on a wide scale	1
Critical – hazard can result in serious illness, severe injury, property and equipment damage	2
Marginal – hazard can cause illness, injury or equipment damage, but the results would not be expected to be serious	3

Probability Rating of Hazard	Value
Probable – likely to occur immediately or shortly	1
Reasonable probable – probably will occur in time	2
Remote – may occur in time	3
Extremely remote – unlikely to occur	4

Risk assessment and risk prevention and control are sometimes seen as separate processes. However, risk assessment includes:

- Identification of hazard
- Evaluation of risk
- Measures taken to prevent and control the risk
- Consultation with workers and worker representatives at each stage of the process

In addition, risk assessment should be kept as simple as possible. In many cases procedures for risk assessment are over complicated, and do not change anything. For example, if there is an obvious hazard such as a damaged electrical cable, we should not wait for a risk assessment. The risk should be dealt with immediately.

The key feature of any technique of risk assessment should be worker and trade union involvement. It is not possible to obtain accurate knowledge concerning the health problems posed by working conditions without taking into account the actual experience of workers. The experience of workers is fundamental to the risk assessment process.

Reference: ILO (2004), 'Trade Union Education Manual for Agricultural Workers, Section 3: HS&E for Worker HS&E Representatives', pp.107-109

Steps for Risk Prevention and Control

When confronted with a hazard it is important to approach prevention and control techniques in the following strict order:

STEP 1: Elimination of the risk

Ask whether the hazard can be **eliminated**. For example, remove the need to use a toxic pesticide by using organic farming methods.

If the hazard cannot be prevented or eliminated, consider **substitution** with a less risky process or substance in the case of chemicals.

If a hazard cannot be prevented through elimination or substitution consider control options, *in the order listed*.

STEP 2: Risk Control

Risk control at source involves the use of what are known as Technical and Engineering Controls.

Example:

The risk (s)

Poor design of many spray containers and packets, and even sprayers, can result in pesticides splashing on to exposed skin, clothing, or into eyes during mixing and filling operations.

Technical/engineering control solutions, such as use of:

- Sealed mixing and filling systems for tractor-mounted sprayers. The operator simply puts the pesticide container into the system and then stands back away from danger whilst the mixing is done automatically, avoiding contact and risk of splashing from the concentrated pesticide. The operator, wearing appropriate personal protective equipment to supplement the technical and engineering controls, then thoroughly rinses out the empty pesticide container at least three times and puts it in a secure place for disposal.
- Pesticide formulations in dissolvable, water soluble plastic sachets. These sachets are simply placed whole into the knapsack or tractor spray tank. The tank cover is replaced, the mixture agitated, and the packaging dissolves inside the spray tank, releasing the pesticide. There are no containers to dispose of afterwards.
- Pesticide tractor cabs fitted with approved, charcoal-based pesticide filters which absorb any pesticide before it enters into the cab. Ordinary dust filters in the tractor cab *do not* work so don't accept them!

STEP 3: Safe systems of work, the introduction of technical and organisational measures and safe practices, and training

- Has the employer ensured that there is a safe system of work in place, as identified in the risk assessment? Taking the example of spraying pesticides – are workers removed away from areas before spraying begins? Are re-entry periods into treated areas being observed?
- Is there effective supervision in place?
- Has equipment been checked to see if it is in working order and properly calibrated?

STEP 4 : Information and Training

- Have workers received the appropriate training? For example, operators on farms and holdings must have the correct training for the pesticides and equipment they handle, be well informed of the law and what constitutes good practice, and be supervised by someone who is also trained
- Have other workers exposed to hazards and risks received basic training on the hazards and risk prevention and control measures?

Hygiene and Health Surveillance

- Are good washing facilities provided in areas where hazardous substances are being handled?
- Is first aid equipment available where needed, including eye washes, and are there workers/staff trained in first aid use?
- Is health surveillance available when the products used could have a serious effect on health if control measures fail

Other Information

- Do any of the products used present unnecessary risks to the 'environment'?
- Will products damage, directly or through leaching, any streams, rivers, or other water, whether surface or underground?
- Are adequate precautions established to prevent either livestock or public coming into contact with hazardous substances used?
- If large amounts of hazardous substances are used, the employer must prominently display their written plans for emergency procedures. Everyone on-site should be familiar with the plan and have received training in its implementation
- Any surplus or waste hazardous substances must be disposed of safely and empty containers and packets disposed of safely. Liquid containers should be rinsed thoroughly three times and then disposed of. Empty containers/drums should never be re-used either for diesel or domestic purposes! Ensure that they are squashed or punctured.

STEP 5: Provision, use and maintenance/replacement of personal protective equipment

The final step is to evaluate what types of personal protective equipment should be used to supplement other control measures in place.

The term Personal Protective Equipment (PPE) means any clothes, materials or devices that provide protection from hazards and risks. It covers items ranging from gloves, goggles/face shields, respirators, masks and boots, complete protection suit for very hazardous materials, and cloth coveralls. This equipment should be provided, maintained and replaced by the employer at no cost to the worker.

As PPE is the least effective means of protecting the worker, it should always be the LAST control measure to be adopted. It should only be used to supplement the other control measures identified above, once these have been put into operation. Unfortunately for many workers, it is usually the first – and often the only – control measure provided by the employer.

Reference: ILO (2004), 'Trade Union Education Manual for Agricultural Workers, Section 5:Pesticides', pp.249-252

RISK ASSESSMENT, PREVENTION AND CONTROL FORM					
(A) Questions to consider: (if the answer is 'Yes' place a tick against it and then consider the level of risk)	Level of risk: (Tick as appropriate)				Possible remedial action (make rough notes in this column in preparation for completing section B)
	Yes	Low	Med	High	
<i>The tasks – do they involve:</i> <ul style="list-style-type: none"> • holding loads away from the body? • twisting? • stooping? • large vertical movement? • long carrying distances? • strenuous pushing or pulling? • unpredictable movement of loads? • repetitive handling? • insufficient rest or recovery? • a work rate imposed by a process? 					
<i>The loads – are they:</i> <ul style="list-style-type: none"> • heavy? • bulky/unwieldy? • difficult to grasp? • unstable/unpredictable? • intrinsically harmful (e.g. sharp/hot) 					
<i>The working environment – are there:</i> <ul style="list-style-type: none"> • constraints on posture? • poor floors? • variations in levels? • hot/cold/humid conditions? • strong air movements? • poor lighting conditions? 					
<i>Individual capability – does the job:</i> <ul style="list-style-type: none"> • require unusual capability? • pose a hazard to those with a health problem? • call for special information/training? 					
<i>Other factors – is movement or posture:</i> <ul style="list-style-type: none"> • hindered by clothing or personal protective equipment? 					
(B) Remedial action: What remedial steps should be taken in order of priority?					
Reference: ILO (2004), 'Trade Union Education Manual for Agricultural Workers, Section 3:HS&E for Worker HS&E Representatives', pp.111					

Field Visits

- Session: Field Visit Preparation
- Session: Field Visits
- Session: Field Visit Follow Up – here include dealing with particular inspection problems

Session: Field Visit Preparation

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

- *Prepared for their workplace field visits;*
- *Practised dealing with uncooperative employers;*
- *Practised motivating employers about child labour issues.*

Session Outputs:

Process and Activities	Session Time: 2 hours
<p>PRESENTATION: CONDUCTING INSPECTIONS OF CHILD LABOUR SITUATIONS</p> <ul style="list-style-type: none">• Give a presentation on conducting inspections of child labour situations;• Ask the participants to write any questions and comments on cards;• Collect them after the presentation;• Cluster the cards;• After the presentation, ask the questions;• Facilitate any discussion that ensures; <p>A sample presentation appears on the next page.</p> <p>SECTOR-SPECIFIC FIELD VISIT TEAM PREPARATION</p> <ul style="list-style-type: none">• Group participants into sector-specific teams;• To each sector-specific team, distribute the information on each of the two workplaces they are to going to visit. <p>INSTRUCTIONS FOR WORKPLACE ANNOUNCED FIELD VISITS</p> <ul style="list-style-type: none">• State that each team needs to:<ol style="list-style-type: none">1. Review the information documents provided about each workplace;2. Prepare a strategy for visiting the workplace<ul style="list-style-type: none">- What do you need to take with you? (observation form, credentials, child labour awareness raising materials, child labour laws and regulations)- What information do you want to obtain?- Who will you want to talk with?- How will you deal with uncooperative employers and any other potential inspection problems?- Who will do what? - who will sketch a plan of the workplace during the visit? Who will interview any suspected child labourers? who will advise the employer? etc.- And any other elements of your strategy...• Give participants an hour to prepare their sector visitation strategies. <p>PRESENTATION OF SECTOR VISITATION STRATEGIES</p> <ul style="list-style-type: none">• Ask each sector group to present its strategy, describing how they will proceed to investigate the workplaces for child labour;• Distribute and discuss the handout 'Dealing with Particular Inspection Problems.' <p>SECTOR VISIT ROLE PLAYS</p> <p>Ask volunteer participants to do two-minute role plays on:</p> <ul style="list-style-type: none">• Dealing with uncooperative employers;• Motivating an employer about child labour issues;• Interviewing a suspected child labourer	

MATERIALS & EQUIPMENT:
HANDOUTS, TOOLS, & REFERENCE MATERIALS: A copy of the presentation: 'Conducting Inspections of Child Labour Situations'; Handout: Dealing with particular inspection problems.
TRAINER NOTES: Field Visits – two for each sector-specific team – teams must have been organized well beforehand so that the workplaces are (1) expecting the trainees; (2) located close to the training site; (3) are not too far apart. To the extent possible, trainees should have information on the workplaces to study beforehand.

Conducting Inspections of Child Labour Situations

During an inspection, inspectors check, and then re-check on a periodic basis, whether child workers are present, the occupational safety and health situation in the workplace (which determines the age threshold for younger workers), and gather information that might signal the need for changes in policy.

Before looking at the key elements of the inspection visit, it is useful to consider whether such visits should be announced or unannounced. This is a perennial question of considerable consequence. There are only two rules: first that an inspectorate should never only use one or the other technique, and secondly, that inspectors should generally be free to use either approach, but within the frame of a defined national inspection/enforcement policy. The announced inspection can also be productive in that a competent employer will likely undertake some preliminary review of working conditions and do work in advance of the visit to avoid criticism. The inspector can then assume that everything that is not rectified is due to ignorance or incompetence and can give appropriate advice. It is also useful to give notice if one wants to speak to a particular manager or official of the company. The disadvantage is, however, that dangerous machines and hazardous processes can be stopped and, in the case of child labour, the children warned not to attend or chased off the premises (with consequent push of subsistence). If therefore, the inspector wishes to see an enterprise or activity as it is normally undertaken, it is usually preferable to visit unannounced, although s/he should be aware of being detained in the office whilst matters are rectified, processes stopped or children sent out. Indeed in some industries (e.g. construction sites) employers may have elaborate warning systems and it will then be necessary to call upon the help of the police to close off exits, etc. Whilst this method is useful when the objective is to identify violations, sanction them and send children home, it is doubtful whether it actually prevents the return of the children to the workplace (or their drifting into even worse situations) and whether it really promotes the employment of (substitute) adult workers. Demonstrations of force of this type can be effective, provided that they form part of a programme for the integration of children into protected workshops or vocational training which allow them to continue to earn their living. If not, the process will have to be repeated for as long as the children have no realistic alternative than to work or suffer more extreme poverty.

Conducting the Visit

The first visit to a worksite where children are working is likely to involve primarily observing the sort of work performed, safety and health conditions, hours and wages, and the employment relationship. After having made their presence known to the management or her/his representative and shown their credentials, inspectors will wish to speak to children about their work, and also obtain the views of other workers. The inspector will also gather information on the enterprise and its workers, especially those under 18 years, entering them in a record. Individual child records will include such data as:

- personal information (age, schooling, home, activity of the child, and of the parents)
- location of the work site (whether home, fields, workshop, or factory)
- working conditions (terms of work, as well as health and safety situation)
- the action being taken (removal or protection; referral to education and/or service provider).

Unless the child workers are exposed to hazards that are likely to jeopardize their lives or health (mental or physical), it would be counter-productive to threaten sanctions during a first visit. Instead, the inspector would take the “preventive” approach and seek to **inform** the employer of the hazards that early work poses to children, **advise** her/him of the law and the measures required by the law, and **convince** her/him that complying with these will be in her/his own best interests (and certainly those of the child) in the long run.

If convinced that the recommendations are not unreasonable, are indeed inevitable, if s/he is given time

to make the necessary adjustments, the employer is more likely to continue complying—whether withdrawing the child workers or improving the working conditions—while those forced by legal action can easily allow conditions to revert. If it is not a situation involving one of the “worst forms of child labour”, inspectors are often able to suggest relatively simple, low cost means of protecting adolescent workers, such as reducing hazards, making the work easier and therefore more efficient, shortening hours or increasing breaks which may well not reduce output, and negotiating arrangements for children to be released for education. The more the inspection programme is coordinated with or involves other agencies in the locality, the more likely are employers to respond positively.

Case Example

The labour inspectorate received information through neighbours, rumour and complaints from parents and children, that boys and girls between 11 and 14 years of age were employed under deplorable health conditions in a printing works; that they were exposed to dust, noise and fumes from heated glue; that they worked standing up for at least 48-hours a week; and were paid wages which were very much lower than the minimum rates. Before visiting the enterprise the inspector (hardly likely that more than one would go) sought to supplement available information by talking discreetly with neighbours, parents and trade unionists.

During the visit the manager of the enterprise claimed he only employed around 15 young persons over 15 years of age, all of whom were covered by a proper apprenticeship contract. During the inspection of the work place and discussions with the children, the information gathered prior to the visit enabled the inspector to persuade the manager of the enterprise to admit that he in fact employed around 30 young persons, including 10 who were under 15 years of age and could not be described as apprentices. Once this had been admitted it became possible to begin discussing a programme of school attendance for some of them and real apprenticeship for others and to talk about improving the safety and health and conditions of work of all the workers, both adults and children.

Closing Discussions

As in any inspection visit it is vital that there is a full closing discussion with the key people, especially the manager or director of the enterprise, and any worker representatives, shop stewards, members of safety councils, or similar bodies. Even with children, a short final word to share with them some of what was found, what action the inspector has proposed or intends to take, and to reassure them that they will not suffer as a result, would be useful. To the employer, the visiting inspector will present her/his understandings regarding economic performance, financial constraints, individual relations, and accidents in addition to matters of employment, and solicit feedback. Such interchange is of value as it may give clues to whether conditions can be expected to improve or why children have been employed. And it is a means of cross-checking statistics and data from other sources, such as the manager's records. In the informal sector, small enterprises and family businesses there is usually only one person, the owner, who controls everything and in her or his absence, little will be achieved.

Following the discussion, the inspector/team prepares a summary report which will give information about:

- the enterprise itself, its ownership, address, name of manager, telephone, street and portal, etc;
- the workers, particularly the ages of children employed, the nature of employment (seasonal, daily, intermittent, etc.), and the tasks they undertake;
- the working environment;
- hours of work (distinguishing, if necessary, between age groups) together with a note of any night work done, rest periods, etc;
- remuneration, whether on a time or piecework basis, for public holidays, from tips, and the nature of any benefits in kind such as meals, accommodation, transport, clothing, etc; and
- any information on accidents or incidents, particularly if children were involved, and illnesses, etc. (as a possible indicator of occupational diseases).

Taken from: IPEC & SafeWork (2002) "Combating Child Labour: A Handbook for Labour Inspectors" (pp. 28-29, 34), International Labour Organization, Geneva

Session: Field Visits

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

- *Practised conducting inspections of child labour situations.*

Session Outputs: Completed observation forms; sketched plans of the workplaces visited

Process and Activities

WORKPLACE FIELD VISITS

Make sure that the field visits are organized so that you and the groups:

- Know where they are going;
- Have transportation arrangements to both worksites;
- Can communicate with you, if necessary;
- Have made arrangements for meals, if appropriate;
- Have a common meeting point and time arranged from which to return to the training centre.

Make sure that the field visits are organized so that the workplace personnel:

- Know they are coming;
- Have told the gate guard about the visit;
- Are prepared to have them ask questions;
- Are prepared to have them motivate workers and employers about child labour;
- Are prepared to have them conduct a floor visit.

MATERIALS & EQUIPMENT:

Lunches, vehicles

HANDOUTS, TOOLS, & REFERENCE MATERIALS:

Observation forms, brochures and motivational materials for the workplace visits, child labour laws and regulations.

TRAINER NOTES:

Session: Field Visit Follow Up

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

- *Reviewed their field visits;*
- *Prepared a report on their visits; and*
- *Presented their report.*

Session Outputs: Child labour field visit reports

Process and Activities

FIELD VISIT REPORT PREPARATION

- Welcome participants back from the field visits;
- Tell them that they will have time to prepare presentations on their field visits;
- Ask them to get into their field visit groups;
- Tell them that they will spend the next 1 ½ hours preparing presentations highlighting key aspects and outcomes of their field visits and writing a report of their visit;
- Give them instructions as follows:

Presentations (45 minutes)

Prepare a brief 5 minute presentation on each of your two field visits:

1. Highlight key outcomes.
2. Describe *What* your team:
 - did at the workplace;
 - collected in terms of documentation;
 - observed at the workplace, vis-à-vis workers—and child labourers; and
 - did about any suspected child labourers;
3. Describe
 - *Who* your team interviewed;
 - *Whom* you informed about preventative measures;
 - *What* advice you gave to employers; and
 - *From whom* you got important information—and what that information was.
 - *Obstacles encountered;*
4. List what you think could be improved about the way the workplace operates.
5. List lessons learned and insights from the worksite visit

Report Writing (45 minutes)

- Read through the handouts ‘Following up the Inspection Visit’ and ‘Reporting on the Inspection Visit’;
- Prepare a narrative report of the child labour field visits including your group’s:
 - observations
 - conclusions
 - recommendations

Sector-Specific Field Visit Presentations

- Ask each field visit group to present their findings—giving each 5 minutes;
- Ask pax to write questions and ideas and insights they have on cards;

Discussion

- Collect the cards, cluster and categorize them.

Facilitate a discussion to answer questions and identify key lessons learned
MATERIALS & EQUIPMENT: Cards, markers, paper
HANDOUTS, TOOLS, & REFERENCE MATERIALS: ‘Following up the Inspection Visit’ ‘Reporting on the Inspection Visit’
TRAINER NOTES: Make sure you make copies of each group’s field visit reports for all of the participants.

Taking Action

Session: Labour inspection and the rights of the child

Session: Understanding the needs of children

Session: Prevention and enforcement strategies

Session: Addressing the child labour situation: analyzing options and making decisions

Session: Negotiating solutions with employers

Session: Removal and referral of child labourers – criteria and process

Session: The referral system

Session: Advocacy for the child

Session: Information management

Session: Action Planning

Session: Labour Inspection and the Rights of the Child

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

- *Identified the basic rights of the child;*
- *Identified how to best respect the rights of children they are looking to aid.*

Session Outputs:

Process and Activities	Session Time: 45 minutes
<p>PRESENTATION: THE RIGHTS OF THE CHILD</p> <ul style="list-style-type: none">• Give a presentation on the rights of the child;• Ask the participants to write any questions and comments on cards;• Collect them after the presentation;• Cluster the cards;• After the presentation, ask the questions;• Facilitate any discussion that ensues. <p>A sample presentation appears on the next page</p> <p>PLENARY: THE RIGHTS OF THE CHILD – SHARED VALUES?</p> <p>It is necessary to seek values in the cultural environment which are accepted by society and which make it possible to support activities in defence of children and for the progressive elimination of situations in which they are exploited. In order to undertake this examination of the values of a society, the trainer should refer to the Convention on the Rights of the Child (handout), adopted in 1989 by the United Nations.</p> <ul style="list-style-type: none">• Facilitate a discussion on the awareness and perceptions of the rights of the child in society.• Ask the participants to consider:<ul style="list-style-type: none">- what are the rights of the child which are recognised by your society or culture?- what rights are contested and have to be promoted by awareness and information measures?	
<p>MATERIALS & EQUIPMENT: Overhead projector</p>	
<p>HANDOUTS, TOOLS, & REFERENCE MATERIALS: A copy of the presentation – Child Labour Inspection and the Rights of the Child Refer to the International Declarations and Conventions Booklet - The UN Convention on the Rights of the Child</p>	
<p>TRAINER NOTES:</p>	

The Rights of the Child

“A century that began with children having virtually no rights is ending with children having the most powerful legal instrument that not only recognizes but protects their human rights.” – Carol Bellamy, UNICEF Executive Director

The UN Convention on the Rights of the Child (1989)

The human rights of children and the standards to which all governments must aspire in realizing these rights for all children, are most concisely and fully articulated in one international human rights treaty: the Convention on the Rights of the Child. The Convention is the most universally accepted human rights instrument in history – it has been ratified by every country in the world except two – and therefore uniquely places children centre-stage in the quest for the universal application of human rights. By ratifying this instrument, national governments have committed themselves to protecting and ensuring children’s rights and they have agreed to hold themselves accountable for this commitment before the international community.

Built on varied legal systems and cultural traditions, the Convention on the Rights of the Child is a universally agreed set of non-negotiable standards and obligations. It spells out the basic human rights that children everywhere – without discrimination - have: the right to survival; to develop to the fullest; to protection from harmful influences, abuse and exploitation; and to participate fully in family cultural and social life. Every right spelled out in the Convention is inherent to the human dignity and harmonious development of every child. The Convention protects children’s rights by setting standards in health care, education and legal, civil and social services. These standards are benchmarks against which progress can be assessed. States that are party to the Convention are obliged to develop and undertake all actions and policies in light of the best interest of the child.

The Convention on the Rights of the Child is the first legally binding international instrument to incorporate the full range of human rights – civil and political rights as well as economic, social and cultural rights. Two Optional Protocols, on the involvement of children in armed conflict and on the sale of children, child prostitution and child pornography, were adopted to strengthen the provisions of the Convention in these areas. They entered into force, respectively on 12 February and 18 January 2002.

Reference: Unicef, *Convention on the Rights of the Child* – Introduction [online]. Available from: <http://www.unicef.org/crc/crc.htm> (accessed 22 February 2005)

▪ **Right to non-discrimination**

Article 2

1. States Parties shall respect and ensure the rights set forth in the present Convention to each child within their jurisdiction without discrimination of any kind, irrespective of the child's or his or her parent's or legal guardian's race, colour, sex, language, religion, political or other opinion, national, ethnic or social origin, property, disability, birth or other status.

It is essential that labour inspectors do not discriminate on any basis against the child labourers they come across in workplaces. Every person has a basic human right to non-discrimination, and inspectors need to be aware of this in their course of action. Especially since children in these situations are unable to help themselves, it is important for labour inspectors to treat every child labourer equally and work as best they can to help free all children from economic exploitation.

▪ **Right to protection of best interests**

Article 3

1. In all actions concerning children, whether undertaken by public or private social welfare institutions, courts of law, administrative authorities or legislative bodies, the best interests of the child shall be a primary consideration.

Above all, labour inspectors should be aware that they are acting in the best interest of the children in the work place. Their main focus needs to be taking the correct action when helping the children, as opposed to considering personal gain or prerogative, and to make sure their actions align themselves with state required measures.

▪ **Right to expression of views**

Article 12

1. States Parties shall assure to the child who is capable of forming his or her own views the right to express those views freely in all matters affecting the child, the views of the child being given due weight in accordance with the age and maturity of the child.

It is very important for labour inspectors to remember that the children they are looking to aid have a natural thought process like anyone else, and have formed opinions and made observations about their situations. Letting children express their opinions is imperative for many reasons. First, often child labourers are in dire need of attention and understanding, and need someone to talk to. Additionally, when children talk about their experiences, inspectors can better understand the conditions faced by the children and plan out their next course of action. Finally, inspectors can gain the trust and cooperation of children by having the tolerance and patience to listen to what the children have to say.

▪ **Right to information**

Article 13

1. The child shall have the right to freedom of expression; this right shall include freedom to seek, receive and impart information and ideas of all kinds, regardless of frontiers, either orally, in writing or in print, in the form of art, or through any other media of the child's choice.

Since the children are the ones experiencing the economic exploitation, it is important to keep them informed about their rights and what is being done on their behalf. There is a good chance the children do not know that what they are going through is unlawful, immoral, and unnecessary. Raising the awareness of the child labourers about their rights and the actions taken on their behalf will also help inspectors to gain the trust and cooperation of the children.

▪ **Right to privacy and confidentiality**

Article 16

1. No child shall be subjected to arbitrary or unlawful interference with his or her privacy, family, home or correspondence, nor to unlawful attacks on his or her honour and reputation.

Finally, it is very important to respect a child's right to privacy and confidentiality. The children may feel embarrassed or fear social stigma by the public, which will make it hard for them to open up to inspectors to begin with. Keeping information confidential and private will help a child feel more comfortable about their position and encourage them to speak out against their circumstances. It will also help in earning the trust and assistance of the children in the efforts to combat child labour.

Session: Understanding the Needs of Children

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

- *Understood the importance of considering the overall needs of children when deciding on measures to take vis-à-vis child labour;*
- *Planned some measures that take into account the needs of children.*

Session Outputs:

Process and Activities	Session Time: 45 minutes
PRESENTATION: UNDERSTANDING THE NEEDS OF CHILDREN <ul style="list-style-type: none">• Give a presentation on understanding the needs of children• Ask the participants to write any questions and comments on cards;• Collect them after the presentation;• Cluster the cards;• After the presentation, ask the questions;• Facilitate any discussion that ensues; <p>A sample presentation appears on the next page</p> PLENARY <ul style="list-style-type: none">• After the presentation, facilitate a discussion on planning measures that take into account the needs of working children. Have the participants discuss:<ul style="list-style-type: none">- how to plan the child's time and working hours so s/he can go to school part-time?- how to plan the time of vocational apprenticeship, within or outside the enterprise or workshop?- how to organise apprenticeships in enterprises in such a way that the child becomes progressively proficient in this work as a whole?- how to discover, with the children and those who employ them, solutions that will enable them to learn while working?• Distribute the handout 'Psychological, emotional and social needs of children'	
MATERIALS & EQUIPMENT:	
HANDOUTS, TOOLS, & REFERENCE MATERIALS: <p>A copy of the presentation: 'Understanding the needs of children'</p> <p>Handout: Psychological, emotional and social needs of children</p>	
TRAINER NOTES:	

Presentation : Understanding the Needs of Children

When labour inspectors decide to take measures, they need to take into account the overall needs of children. In the same way as adults and all other workers, children have basic physiological needs, such as to be fed and to drink in sufficient quantities and in a healthy manner, to rest in a calm place, dress in accordance with the climate and to wash. Child labour and the income that it generates have the primary objective of satisfying these fundamental needs.

Need to achieve: The need to achieve, to fulfil oneself: to be creative in technical, intellectual or artistic terms.

Need for esteem: To be recognised, appreciated, respected and valued by others and oneself, within one's competence and limits.

Need to belong: To be accepted in society (family; at work, in various groups); need for human relations and to express oneself.

Need for security: To be protected against physical, social, economic problems; lack of danger, fear, anguish; need for protection, order/limits.

Basic physiological needs: Food, drink, sleep, rest, hygiene, comfort, maintenance of physiological functions.

Labour inspectors also have to take into account the specific needs of children in terms of security, which are different from those of adults. It is obviously their responsibility to ensure the physical protection of working children against hazards related to machines and products, the handling of products and moving around the workplace (falls from heights or upon the level). They also have to include in their evaluation everything that they are told by children about their fears of the adult world: being told off, voices raised against them, anger, raised fists, slaps, beatings, being locked up, working in chains, sexual violence, working until they drop dead

In South Asia, the children who are sold by their indebted parents work in confinement in their trade of weaving carpets. They sleep chained up. Some of them manage to escape five or six times and are recaptured and once again chained up. They come to hate the parents who sold them.

What words can describe the girls in Thailand sold at the age of seven or eight to agents who comb the villages in the North East of the country? They do the washing up, the housework, the shopping, and cook in the pleasure pots of the capital until they are physiologically capable of prostituting themselves for the profit of their pimp (\$800 in 1991 for the first night, when they are still virgins).

When they begin to listen to the tales told by children, normal labour inspectors can be taken aback by the immensity of their basic physiological needs and their need for security. They may be tempted to ignore (or leave to others) what may be termed the *higher needs* (which is tantamount to calling them *superfluous*), which include the need to belong, to be esteemed, to achieve and to develop. For many children is reversed. Some of them say that they are ready to accept the coldness of the street at night, the heaviness of the loads which they carry and the long waits for just a smile by a client, a *thank you* or a compliment on the quality of their work.

The impact of work on the child

The long working hours which are found in industry (carpet and match making, glassworks) in agriculture and construction, as well as in commerce and domestic service, need to be evaluated with reference to the need of children to have the time, space and opportunity to play, explore, invent and rest; to be free, spontaneous, and without control or constraint. When asked how long they have worked, many child workers cannot reply, since for them childhood has perhaps never existed. In a hostile working environment, in the presence of machines and dangerous substances, faced with the requirements of productivity, punctuality and precision, children do not have the opportunities to dream and use their imagination, which are normal for their age. Their mental universe is impoverished, their horizons limited and any emotion has to be quelled. Prematurely aged worked children feel unappreciated and inferior to children who attend school, who have a *real childhood*. They become apathetic, introverted and fatalistic.

The impact of work on education

Working children are very soon torn between economic and parental pressure to work and the desire and need to learn. They constantly have to find a compromise between these two demands upon their time, up to the day when they resolve this unbearable tension by definitely giving up school. Forced to give up education in order to survive, they perceive work as a constraint and this influences their behaviour at work for the whole of their adult lives.

The impact of work on family life

Children need time, space and opportunities to build up relationships with their family and friends. Work separates them and deprives them of the affection, help, advice, care and supervision of their families. They are torn between the desire to return to their family and the need to *face up to reality*.

Working children experience a *permanent conflict of roles* at work, in their families, at school and in their community. On the one hand they are expected to fulfil the role of adults by earning money, performing work like adults and contributing to the economic life of their families and countries and on the other hand they are expected to remain children by obeying their parents and master, accepting that they are not paid as much as adults, and being subjected to teaching methods which take no account of their work experience.

As both children and workers, they have to develop their personality and their relationship with the world on the basis of a contradiction which is fraught with psychological and social disturbances. This can be seen even from just browsing through reports on street children, children working in plantations and factories and child domestic servants. There is no single model for children that scientifically calibrates their needs and aspirations. In contrast, there are a multitude of complex situations and categories of child labour with different characteristics. Labour inspectors who are being trained have to learn to evaluate the psycho-social hazards of children working in activities which are representative of the economic and social environment of the country.

Taken from:

IPEC 'Sourcebook for Labour Inspectorate Training on Child Labour' (pp. 323-326) referenced from: ILO (1994) 'Labour inspection and the adoption of a policy on child labour, Training Guide' (pp. 70-73), ILO, Geneva

Session: Prevention and Enforcement Strategies

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

- *Understood the importance of prevention – stopping the problem before it starts;*
- *Considered the role of labour inspectors in encouraging the development of a ‘culture of prevention’ in the workplace;*
- *Applied the enforcement and advisory functions of labour inspectors to child labour.*

Session Outputs:

Process and Activities	Session Time: 45 minutes
<p>PRESENTATION: PREVENTION AND ENFORCEMENT</p> <ul style="list-style-type: none">• Give a presentation on prevention and enforcement;• Ask the participants to write any questions and comments on cards;• Collect them after the presentation;• Cluster the cards;• After the presentation, ask the questions;• Facilitate any discussion that ensures; <p>A sample presentation appears on the next page</p> <p>PLENARY: THE LABOUR INSPECTOR – ENFORCEMENT AND ADVISORY FUNCTIONS</p> <p>Enforcing the law</p> <p>Inspectors enforce the law concerning:</p> <ul style="list-style-type: none">- the terms and conditions of work, including wages, hours, leave, and overtime payment- workplace safety and health- the employment of children, young persons, and women. <p>The scope of their enforcement powers differs according to national circumstances. In some countries, certain categories of workers are excluded from the law, including:</p> <ul style="list-style-type: none">- domestic workers- homeworkers- farmworkers <ul style="list-style-type: none">• Facilitate a discussion of the enforcement powers of labour inspectors in the country. Ask the participants to consider:<ul style="list-style-type: none">- is the enforcement role of labour inspectors in your country limited to particular sectors of the economy?- which sectors are excluded – do these sectors have a high incidence of child labour?- how could the reach of labour inspection be extended? <p>Informing and advising on the law</p> <p>Inspectors’ duties of informing and advising employers and workers include:</p> <ul style="list-style-type: none">- explaining what the law means- indicating where legal requirements are not met- explaining what needs to be done to comply with the law <ul style="list-style-type: none">• Facilitate a discussion on informing and advising on child labour laws. Ask the participants to consider:<ul style="list-style-type: none">- The reality is that many children remain in the workplace in the short term whilst prevention and withdrawal strategies are pursued; or because they have achieved the	

current minimum working age in their country. What advice can you as labour inspectors provide employers to improve the work situations of these children to ensure that there are neither hazards present nor situations that would impede their education if they are still in school?

- What would you do to ensure that the child workers themselves, as well as their parents and co-workers are aware of child labour laws and international conventions regarding the employment of children?

Problems not covered by the law

In the course of their duties inspectors will find problems regarding child labourers that are not covered by the law. These should be:

- identified
- described and explained
- reported to senior labour officials

Problems not covered by the law should be included in the inspection visit report and can be used as a basis for amending the law – inspectors have an important role in improving labour legislation.

- Facilitate a discussion on dealing with problems regarding work situations, in particular those involving children, that are not covered by the law. Ask the participant to consider:
 - Can you think of any situations, if possible involving child workers, where you identified problems that were not covered by the laws of your country?
 - How did you react?
 - In retrospect, what further action could you have taken?

Ensuring appropriate action is taken

Follow-up visits are required to check whether an order or advice, from a previous visit, to rectify a shortcoming has been complied with.

Inspection should be undertaken shortly after the time given to rectify the problem has expired.

Follow-up visits need not be announced and should normally concentrate on a particular issue.

The inspector can go directly to the part of the enterprise to be inspected or call for documentary evidence on the particular subject.

- Facilitate a discussion on ensuring appropriate action is taken. Ask the participants to consider:
 - What actions would you take if the employer had failed to comply with advice or orders issued concerning the employment of children?

MATERIALS & EQUIPMENT:

Flipcharts, markers

HANDOUTS, TOOLS, & REFERENCE MATERIALS:

A copy of the presentation 'Prevention and Enforcement'

TRAINER NOTES:

Prevention and Enforcement

Creating a ‘Culture of Prevention’

Prevention of injury, ill health, unfair employment practices or industrial conflict has long been an important element in many ILO Conventions. Today, the ultimate objective is larger: to develop a “culture of prevention” in the world of work, as a means of enabling working people to lead long, productive and healthy lives, and at the same time reducing the growing cost to individuals, enterprises and society of a wide range of untoward incidents and occurrences. Quite simply, a *culture of prevention* aims toward having all work places in compliance with agreed standards, such that employers and workers regard this as the norm as well as a social responsibility. Beyond that, a *culture of prevention* requires commitment to continual improvement so that the costs and benefits of prevention become increasingly clear not only to employers and workers, but to governments and the general public. The relevance of this concept to child labour is obvious. By preventing abuse of workers in their youth, society gains a more productive work force, and a new generation grows up that is healthier and better equipped for changing times.

With a *culture of prevention*—i.e. stopping the problem before it starts—the advisory role and services of the inspectorate gain greater prominence and importance. From small workshops and family enterprises to large companies, interest and demand are growing for advice on how to address occupational safety and health problems in a cost-efficient manner. The increasing emphasis on “prevention” as a complementary approach to “enforcement” has been building since the early 1990s. The driving force behind this change of orientation is the realisation that in order to meet major changes in the world of work, labour inspectorates must broaden their compliance techniques. Inspectors face two sets of challenges. One stems from rapid and complex technological change, accompanied by fragmentation of the labour market with changing patterns of employment, and changing views of the role of the state. The second comes from broader pressures on public administration everywhere to reduce expenditure, to ensure more efficient administration, to decentralise, to outsource, to market, even to privatise services. Inspectorates are therefore faced with the need to do more with fewer resources. The result is that labour inspectorates must improve their productivity, increase their efficiency and develop new policies, strategies and intervention methods. In particular, it is increasingly apparent that with changing patterns of employment and inevitably limited resources, labour inspectorates can never hope to compel the whole of industry, commerce, agriculture, and the public sector into compliance by “police methods”.

Even compliance with minimum standards is likely not sufficient to make the best standards more desirable or achievable. A case can be made for persuading enterprises and departments to work to high standards of protection as a matter of self-interest in that higher standards frequently mean increased equity efficiency, cost-savings, and an improved public image as well as a sense of personal pride and morality. Working with employers, trade unions and the technical, medical, and scientific communities to develop a consensus on standards of protection saves resources and eases the process of compliance.

Prevention is not just a matter between an inspector and an individual enterprise. The key to all preventive action lies in the increasingly close relationship between labour inspectorates, employer organizations and industry groups, and trade unions, as well as technical, scientific and medical experts. These collaborations result in agreement on standards and action programmes which, when overseen by labour inspectorates on the ground, increasingly expose those enterprises which have not participated in or accepted the agreements, or which seek short-term profit by cutting corners.

Such cooperation allows the labour inspectorate to economize and concentrate its enforcement resources on compelling defiant enterprises or industries to comply, while at the same time reassuring compliant employers that they will not suffer competitive disadvantage when abiding by the law.

As industrial and commercial sectors and individual enterprises increasingly adopt preventive policies, the labour inspectorate becomes part of the process of facilitating change and “building-in” prevention, rather than engaging simply in its traditional inspection and enforcement activities. Greater emphasis is now placed on the development of labour protection policies at the workplace, and on prevention rather than cure. It is invariably less costly to prevent damage than to have to compensate for it. In one sense this can make the work of inspectors more difficult and complex because they must have knowledge of the business operations of the enterprise, the social relations within it, its structures and procedures. The purpose of inspection is no longer limited to just promoting or enforcing compliance with the law. Under the preventive approach, inspectorates acquire legitimacy through their competence, efficiency, technical knowledge and commitment. A preventive approach to labour inspection requires the inspector to be first an advisor, and an enforcer only if advice is not accepted.

The preventive approach changes the relationship between inspector and those s/he is addressing in three main ways: first, the inspectors deal more with top management; second, they advise management rather than do management’s job (e.g. management will be responsible for attending to specific safety and health, or employment regularities); and third, they are better trained to have a good understanding of the management process and labour relations, and hence under a preventive approach, can rely on their knowledge and persuasiveness as individuals, rather than on the power conferred by their position. In the context of child labour this change of emphasis will be seen to be particularly significant.

Enforcement

Most inspectorates have at their disposal a range of sanctions varying from verbal warning through written advice, formal improvement notices requiring action (with follow-up visits), possibly administrative fines, prohibition or stop notices closing down a process, plant or enterprise, legal action, such as prosecution or reference to the public prosecutor.

Whatever the outcome of the enforcement action, the labour inspectorate will wish to learn any lessons for the future, exploit any success and, as is often possible, even exploit apparent failure. The inspectorate will therefore wish to consider:

- taking up the case with local employers or the relevant sectoral employer bodies with a view to establishing an agreed programme for the elimination of child labour and the improvement of working conditions;
- inviting closer practical cooperation with the trade unions;
- establishing closer links and more coordinated policies at higher level with educational and social protection authorities;
- ensuring maximum publicity for successful outcomes;
- monitoring the situation to ensure no reversion occurs as part of the ongoing *child labour monitoring* programme; and
- bringing to the notice of the competent authority defects or abuses not specifically covered by existing legal provisions, as required by Article 3 (c) of ILO Convention No. 81.

Taken from: IPEC & SafeWork (2002) “Combating Child Labour: A Handbook for Labour Inspectors” (pp. 18-19, 41), International Labour Organization, Geneva

Session: Addressing the Child Labour Situation: Analyzing Options and Making Decisions

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

- Identified possible options for action to address different child labour situations;
- Assessed the feasibility and implications of these options;
- Decided upon the most appropriate course of action.

Session Outputs:

Process and Activities	Session Time: 1 hour
<p>GROUPWORK: ANALYZING OPTIONS</p> <p>There are a range of possible actions labour inspectors can take: removal of the child workers, managing the hazards (in the case of older children), referral of children to school or other suitable alternatives, referral of the families for assistance, legal action against the employer, etc. The first step, however, is to look at the situation from various points of view in a logical, and systematic manner. This process involves evaluation of the child workers' situation in general and the risks to their health and safety in particular, gathering input for negotiation, identifying options for action, assessing these options in terms of their social, political and economic implications, and finally making decisions and taking action.</p> <ul style="list-style-type: none"> • Separate the participants into their field visit teams; • Introduce the following exercise: 	
<p style="text-align: center;">Instructions for Groupwork: Analyzing Options</p> <p>Aims:</p> <ul style="list-style-type: none"> • to identify possible options for action to address different child labour situations • to assess the feasibility and implications of these options • to decide on the most appropriate course of action. <p>Task:</p> <ul style="list-style-type: none"> • In your field visit teams, refer back to your completed observation guides and narrative reports on the child labour situation in the workplaces your team visited; • Using the handout 'Addressing the Child Labour Situation: Identifying Options' for guidance, prepare a list of possible lines of action, ranging from the harshest to the relatively mild, that could be taken to address the child labour situation in the workplaces visited; • Using the handout 'Addressing the Child Labour Situation: Making Decisions' for guidance, decide which lines of action would be most appropriate considering the conditions and context of the child labour situation; • Elect a spokesperson to report back to the larger group. <p>You have 30 minutes to prepare and 5 minutes to present</p> <ul style="list-style-type: none"> • Have each group present its ideas and decisions; • Encourage suggestions, questions, and comments. 	
<p>MATERIALS & EQUIPMENT: Flipcharts, markers</p>	
<p>HANDOUTS, TOOLS, & REFERENCE MATERIALS: Addressing the Child Labour Situation: Identifying Options Addressing the Child Labour Situation: Making Decisions</p>	
<p>TRAINER NOTES:</p>	

Session: Negotiating Solutions with Employers

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

- *Considered general strategies for negotiating effectively;*
- *Defined the characteristics of effective negotiators;*
- *Applied the general negotiating strategies and characteristics of effective negotiators in role-play situations.*

Session Outputs:

Process and Activities	Session Time: 2 hours
PRESENTATION: NEGOTIATING A SOLUTION & EFFECTIVE NEGOTIATION (30 minutes) <ul style="list-style-type: none">• Give a presentation on negotiating a solution and effective negotiation;• Ask the participants to write any questions and comments on cards;• Collect them after the presentation;• Cluster the cards;• After the presentation, ask the questions;• Facilitate any discussion that ensues; <p>A sample presentation appears on the next page</p> PLENARY: NEGOTIATION SKILLS (30 minutes) <ul style="list-style-type: none">• Ask each participant to think of different situations where they negotiated solutions with employers – what skills and techniques did they use?• Ask participants to share their experiences;• Based on this experience-sharing, draw up a list of ‘characteristics of a good negotiator’ in negotiating solutions with employers. This may include: A good negotiator:<ul style="list-style-type: none">- focuses on the most serious issues- identifies potential areas of common ground- is prepared to make some small concessions, if possible- is flexible- remains calm, pleasant and polite- emphasises their authority to negotiate the issue- understands the position and perspective of the employer- is well prepared – can offer technical knowledge and advice- stays in control of the situation- is decisive and confident- and others... NEGOTIATION ROLE PLAY (60 minutes) <ul style="list-style-type: none">• Separate the participants into four random groups (counting off 1-2-3-4; 1-2-3-4, etc);• Tell the groups that they will be acting out a hypothetical situation in which they as labour inspectors will attempt to negotiate a solution vis-à-vis a child labour situation;• Each group will prepare a description of a child labour situation and a prepare and practice negotiating with the employer to address the situation;• A member from another group will play the part of the employer - group 2 will play the part of the employer to group 1; group 3 will play the part of the employer to group 2; group 4 will play the part of the employer to group 3; and group 1 will play the part of the employer to group 5.	

- Explain the exercise instructions:

Instructions for Negotiation Role Play

- Prepare a short description of a child work situation;
- Prepare to negotiate with the employer, consider:
 - what information do you need?
 - what outcomes do you want to achieve?
 - what are your priorities? distinguish between what **MUST** be achieved and what **MIGHT** be achieved
 - how are you going to make your case? – develop a negotiation strategy
 - remember - a strategy should be amendable to adjustment, according to the circumstances and issues arising during the negotiations
 - how will you deal with arguments the employer is likely to put forward?
 - what policy constraints and mandate limitations do you face?
 - how will you proceed if you fail to agree?
- Prepare to do a role-play where you negotiate to attempt to come to an agreement with the employer (the role of the employer will be played by a member from a different group) vis-à-vis the children employed in the workplace – practice within your group.
- Elect a group member to perform the role-play as the labour inspector;
- Elect a group member to act as the employer for another group's role-play;
- You have 30 minutes to prepare your role-play

- Ask group 1 to describe the child work situation to the larger group;
- Ask the member of group 1 who will be negotiating a solution as the labour inspector to come forward;
- Ask the member of group 2 who was elected to play the part of the employer to come forward;
- Have them perform the role play until both parties arrive at a mutually acceptable outcome or until time is up (give them no longer than 10 minutes);
- After the role play, ask the participants to analyze the negotiation process according to the following points (you may add your own):
 - appropriateness of opening statements
 - the usage of language
 - observance of politeness and proper protocol
 - whether they think the outcome of the negotiation was satisfactory from each group's point of view (why or why not?)
 - what could have been done better
 - how well prepared they were for the negotiation
 - application of negotiation skills and strategies
 - the evaluation of the whole negotiation process
 - what to do when negotiation fails – what action to take if the employer refuses to cooperate
- Repeat the process for groups 2, 3, and 4;
- Draw some conclusions from this exercise – ask each participant to write down one statement describing what they learned from the process;
- Read the answers and draw the session to a close.

MATERIALS & EQUIPMENT:

Video cameras – if possible, videotape the role-plays and play back as appropriate during their review

HANDOUTS, TOOLS, & REFERENCE MATERIALS:

A copy of the presentation: 'Negotiating a Solution and Effective Negotiation'

TRAINER NOTES:

If possible, videotape the negotiations for the review later

Negotiating a Solution

Labour inspectors sometimes simply enforce the law in a mechanical way. Most, however, understand that to be effective, they need to explain the law, to explain why action needs to be taken and to invite cooperation by pointing out the benefits of compliance, with other ways to convince, persuade, and stimulate the employer into sustainable compliance. They will attempt to come to an agreement, by working out a time schedule for rectifying irregularities and progressively removing children from work. Of course, inspectors will not always find this easy or be immediately successful but the process of negotiation gives both sides a chance to achieve their objectives to a mutually acceptable level, provided it follows criteria established in the enforcement policy. Otherwise negotiations risk degenerating into unethical behaviour.

The negotiation should start with the most serious issues. If the labour inspector simply calls on the employer to take corrective measures on all the points which are contrary to the law, without any priority on the basis of the seriousness of the violations, their urgency or the number of persons exposed to the hazard, s/he in fact abdicates the decision on what the employer should tackle first. Faced with such a list the employer will simply select those matters which cost least and make the least trouble, whilst ignoring more serious violations.

In order to embark on negotiations there must be a willingness to do so. There must be potential areas of common ground or where concessions can be made. Both parties must have the authority to adjust their positions and each must have been able to prepare and know what they wish to achieve. How the negotiation proceeds will depend on whether the inspector and the employer are already well known to one another, how strongly the employer feels about her or his position, the strength of the inspector's own legal and practical position, and the importance of reaching an agreement. It is often best to start by identifying problems, agreeing on points where agreement can be found, if possible making some small concessions, but above all being flexible.

However, if the negotiation is adversarial, and the employer does not wish to cooperate, the inspector has to state the position, and indicate the consequences of failure to meet the requirements. One can make some concessions which are not vital but which will prevent the other party completely losing face. It is always wise to avoid getting emotional, but important to stress the consequences for the other party of failure to reach agreement. Trying to enhance mutual respect and adopt a shared problem-solving approach may be successful, but the inspector may have to accept that no cooperative approach is possible.

A useful way of thinking about the authority of inspectors when negotiating is to see it as exercised in four different but related forms, namely "position power", "technical power", "person power" and "attitudinal power".

Inspectors' *position power* is conferred by the labour law and regulations, giving them rights to enter workplaces, carry out examinations, tests and enquiries, interview employers and workers, and take steps to remedy defects which they have reasonable cause to believe are a threat to workers' safety and health. Special provisions must regulate inspectors' access to places where child domestic workers are employed or where children work in private homes. Such powers are important but are not sufficient in themselves to ensure compliance with the law.

Technical power derives from the inspectors' detailed knowledge of the law and regulations and their ability to advise employers on how to comply, their technical knowledge in specialised areas, and their ability to analyse work processes and identify problems. Besides knowing the measures that have to be taken to protect workers in general and working children in particular, they must be able to maintain records, collect statistics, analyse data and write reports.

Whilst a combination of position power and technical power is essential for effective inspection, this also requires person power.

Person power includes the ability to relate to other people, to motivate and persuade people, to gain the confidence and cooperation of others and to avoid and resolve conflict situations. It derives from the inspector's personality and ability to use his or her position and knowledge persuasively and from their knowledge of human relations.

Attitudinal power involves achieving a suitable balance between position power, technical power and person power and then having the determination and commitment to carry through the job. It means addressing all the parties concerned with an equal degree of empathy and understanding, but remaining independent and impartial and ultimately being, decisive and confident.

These are the essential skills of the effective inspector. The complexities and sensitivities of child labour make it particularly important to achieve this balance and ensure the effectiveness of the inspection process.

Taken from: IPEC & SafeWork (2002) "Combating Child Labour: A Handbook for Labour Inspectors" (pp. 39 & 47), International Labour Organization, Geneva

There are four possible negotiation outcomes:

WIN-LOSE

One party achieves all or most of what it sets out to do; the other party achieves nothing or very little.

Example: a trade union demands a 15 per cent increase in wages. The employer offers nothing. If the final outcome is the union wins an increase of 15 per cent, the union has won and the employer lost.

Example: a union demands a 15 per cent increase in wages. The employer offers nothing. If the final outcome is no increase at all, the employer has won and the union lost.

LOSE-WIN

The parties fail to reach agreement. Conflicting interests prevail over the common interests, there is little or no compromise and there is every prospect that the conflict will escalate to the stage of a strike or lockout.

Example: the trade union demands a 15 per cent increase in wages. The employer offers 2 per cent. Both parties adopt set positions and negotiations become deadlocked, resulting in a strike. Both workers and employers lose income because production stops.

WIN-WIN

Both parties achieve some but not all of their opening positions.

Example: The union demands a 15 per cent (increase) in wages. The employer offers 2 per cent. Through persuasion and compromise a final increase of 8 per cent is agreed. Both parties have moved from their opening situations, but did not have to compromise to the extent where all was lost.

Negotiation is concerned with a win-win situation. The aim is not to defeat the other party, or to inflict harm or damage or to force submission. The aim is for both parties to achieve their objectives to a mutually acceptable level.

When to Negotiate

What must be present prior to negotiations?

- There is a willingness to enter into negotiations. This indicates a perceived common interest
- There are potential areas in which concessions could be made
- Both parties have the authority to adjust their positions
- Each party has carefully prepared its negotiation position

Don't negotiate if:

- You have no bargaining power
- You have nothing to bargain with
- Broader objectives may be prejudiced
- You are not prepared
- You don't know exactly what you want.

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<p>Structure of Negotiation</p> <p>There are four stages in a typical negotiation:</p> <p>A. Preparation</p> <p>This involves setting objectives and priorities, collecting information and adopting strategies.</p> <p>The purpose of preparation is to develop a case that is well researched, follows a plan and identifies the consequences of a failure to agree.</p> <p>1. Collecting information</p> <p>Successful negotiation does not come out of a magician's hat, but needs careful preparation!</p> <p>2. Setting objectives</p> <p>Negotiators try to push the other party as close as possible to that party's resistance point.</p> <p>4. Establishing priorities 5. Assessing the other party and its case</p> <p>A strategy should be amenable to adjustment, according to the circumstances and issues arising during the negotiations.</p> <p>6. Developing a negotiation strategy</p> <p>A strategy should be amenable to adjustment, according to the circumstances and issues arising during the negotiations.</p> <p>7. Considering the consequences of failure</p> <p>Considering the consequences of failures can help build commitment to the negotiation process.</p> <p>B. Discussion</p> <p>This signals the commencement of the actual negotiation</p> <p>During the discussion stage no offers are made and no trade-offs take place.</p> <p>1. Communicating 2. Questioning 3. Signalling</p> <p>Clear and unambiguous communication is an important part of giving signals if you want them to be understood.</p> <p>4. Presenting arguments</p>

C. Bargaining

This involves making proposals, offering concessions and moving towards agreement.

Making compromises is not a sign of weakness: it is a commitment to the negotiation process.

D. Closure and agreement

Here the parties actively seek a win-win situation and reach an acceptable agreement.
In the closing phase of negotiation the situation changes from *us* to *we*.

Different styles of negotiating

Before deciding on your style of negotiating, consider the following:

- The long time or one-off relationship with the other party
- The strength of the other party
- The strength and position of your team
- The importance of reaching an agreement

A. Cooperative Negotiation

- Create an atmosphere of mutual respect and trust
- Make it clear from the beginning that you want a win-win outcome.
- Start with identifying problems before indicating solutions
- Begin with issues on which an agreement can easily be found
- If possible, make several small concessions – spread over time – instead of one big concession
- Avoid defensive language and postures
- Be flexible

B. Competitive Negotiation

It should be stressed that competitive negotiation is acceptable in very few circumstances and is possible only if you have a very strong position.

You should be aware of the long-term consequences this may have, e.g., when, in a subsequent negotiation the power cards have been shuffled in another way.

You may, however, have to adopt this style if it becomes very clear that the other party does not want a cooperative negotiation:

- State from the beginning your commitment to your set position
- Indicate the consequences if you do not get what you want
- Provide for some concessions which are not important to you, but which will prevent the other party from completely losing face.

How do you **react** to win-lose tactics?

- Don't get emotional
- Ask the other party the reason why they adopt a particular position
- Stress the consequences for the other party of failure to reach agreement
- Try to enhance mutual respect and adopt a shared problem-solving approach
- Take an equally strong position if mutual respect and a shared approach is impossible. Against a convinced competitive negotiator, it is unlikely that a cooperative approach will be of any use.

Positional bargaining leads to negative relations between the parties and results in deadlock rather than agreement.

Note-taking and keeping records

Note-taking and keeping records are important in the negotiation process.

- Take notes of each stage of the negotiation process (including telephone conversations and informal meetings)
- Note key points only: don't try to record every single word, unless really necessary
- Use different colour pens for what each party said
- Note carefully who said what
- Note if any further action is required and who will do it
- Be organised in note-taking to find your way easily through your notes
- Leave enough space to add details
- In reporting on the negotiation, you should have three sections: introduction, main substance and conclusion.

Take precise notes of who said what at each stage of the negotiation process

Taken from:

IPEC 'Sourcebook for Labour Inspectorate Training on Child Labour (pp. 461-468) referenced from: Effective Negotiation: a practical guide, by Robert Heron and Caroline Vandenabeele, ILO/ESMAT, Bangkok

Session: Removal and Referral of Child Labourers: Criteria and Process

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

- Better understand the complex issues surrounding the removal of children from the workplace and referral to appropriate services;
- Have considered removal and referral from two perspectives: criteria and process.

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

Process and Activities	Session Time: 1 ½ hours
BRAINSTORMING: REMOVAL & REFERRAL (30 minutes) <ul style="list-style-type: none"> • Give an introduction on the removal and referral of child labourers – sample text appears on the following page; • Ask participants to brainstorm ideas about the removal of child labourers from the locality’s priority sector(s) and location(s) already determined (during the small group exercise on the child labour situation in the locality) and their referral to the appropriate services. • Using flipchart or cards, write down ideas. Anything goes. • Cluster/categorize cards (some categories might be: child, age, salary, skills, impact on the family) 	
GROUPWORK: REMOVAL & REFERRAL - CRITERIA & PROCESS (1 hour) <ul style="list-style-type: none"> • Divide the group into two random groups, counting off 1-2 • Ask Group 1 to work on “Criteria for Removal & Referral” • Ask Group 2 to work on the “Process of Removal & Referral” • Ask each group to consider: (1) the impact on the child and s/his family of withdrawal; (2) the emotional condition of the child; (3) the relationship of the child to the employer and (4) options (education, counselling, skill training, apprenticeship) for the child who is withdrawn. 	
<p style="text-align: center;">Instructions for Small Group Work on Removal and Referral Criteria (or Process)</p> <p>Given the locality’s priority sector(s) and location(s) : Develop a set of criteria (or a process) for withdrawing child labourers from the workplace and referring them to the appropriate services. Consider and note down on cards (1) the impact on the child and s/his family of withdrawal; (2) the emotional condition of the child; (3) the relationship of the child to the employer and (4) options (education, counselling, skill training, apprenticeship) for the child who is withdrawn. Elect a spokesperson to report back to the other groups You have 40 minutes to prepare and 5 minutes to present your ideas</p>	
GROUPWORK PRESENTATIONS: Have each group present its ideas: ask participants to hold their comments until all groups have presented and to write suggestions on cards. Facilitate a discussion of suggestions and changes. Incorporate when there is consensus.	
Materials and Equipment: cards	
Handouts and Reference Materials: A copy of the presentation – The Removal and Referral of Child Labourers; exercise instructions; sample criteria for referral	

Trainer Notes: Documentation: Be sure that the preliminary criteria and process for removal and referral are documented and handed out before the end of the workshop.

Removal and Referral

It is not the responsibility of the inspectors themselves to provide follow-up facilities for child workers being removed from work, but there **must** be a referral or link made with programmes and agencies which can do so. And, generally it is not enough to simply refer the children to school or social services but rather to follow them to verify if they have accessed the services they were referred to and that they are participating. Otherwise, they may simply be shifting to another line of work. Similarly, in the case of legal action, the cases need to be tracked to see if action is being taken. If citations, once made, are not prosecuted nor penalties imposed, there is little incentive for employers to take action.

The ultimate goal must always be kept in mind: that the child should be better off as a result of being removed, rehabilitated, or prevented from working. Inspection does not make that judgment, but it provides the information that enables others to do so.

Rehabilitation activities include:

- Health care and psychological support or counselling, particularly for those who have been exposed to traumatic situations
- Legal aid and protection for children threatened with reprisals
- Non-formal or basic education to bring older children up to grade level so that they can successfully enter or re-enter regular schools
- Facilitating entry directly to regular schools for younger children, including provision of school supplies, and occasionally stipends, subsidies, or scholarships to offset costs of schooling
- Vocational training for older children
- Income substitution programmes for those in extreme poverty, for whom loss of income could mean lack of food or other basic necessities for themselves or the family

Alongside these direct services for child workers, there are activities which are indirect but equally important in supporting the rehabilitation of the child worker. These are:

- Measures to improve the quality, accessibility, and availability of schools since, in many cases, children are drawn to work because the schools do not offer much promise
- Sensitising parents, the children themselves, and other members of the community about the specific hazards of early work.
- Income support schemes for families of child workers, such as micro-credit and savings mobilization.

In some selected countries, a new approach known as “Time Bound Programmes” provide a national framework which ensures that essential support services such as those listed above are in place—especially for children subjected to the worst forms of child labour—and form a coherent whole, backed by appropriate policies.

Taken from: IPEC & SafeWork (2002) “Combating Child Labour: A Handbook for Labour Inspectors” (pp. 40), International Labour Organization, Geneva

Session: The Referral System

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

- Reviewed the reasons why children work and focused on the needs of children removed from work;
- Identified actors/organisations they can call upon to provide for the needs of children removed from work;
- Identified how they can coordinate with these actors/organisations;
- Drawn a child labour referral system diagram.

Session Outputs: Referral system diagram

Process and Activities		Session Time: 1 hour
<p>COURSE GROUP ACTIVITY: THE REFERRAL SYSTEM – IDENTIFYING NEEDS AND TAKING ACTION</p> <p>The purpose of this activity is to establish a referral system that labour inspectors will use to help them to identify the actors/organisations they can call upon if they decide to initiate the removal and referral of the child labourer identified in the workplace. The referral system needs to be clearly defined and established to ensure that children are provided with alternatives when removed from the workplace. Once a child in hazardous work is identified and removed, there must be a referral or link made with programmes and agencies that can provide follow-up facilities for the child removed from work.</p> <ul style="list-style-type: none"> • Introduce the following exercise: 		
<p style="text-align: center;">Instructions for Groupwork: The Referral System</p> <ul style="list-style-type: none"> • In your course group, review the reasons why children work and with this in mind, and determine the needs of children removed types of work prevalent in your locality. • Discuss how these needs could be met, clearly linking identified needs to specific service providers and mechanisms by which children can access these services, as indicated in the table below: 		
NEEDS	SERVICE PROVIDER	MECHANISM
Basic needs (shelter, food)	NGO, family, community	<ul style="list-style-type: none"> • Contact NGO for the immediate provision of basic needs • Contact family members to discuss caring for the child
Education	School	<ul style="list-style-type: none"> • Contact school teacher to discuss placement of the child in the school.
<ul style="list-style-type: none"> • Draw a diagram of your child labour referral system on a flipchart by linking the needs of children to the service providers identified in your table; • Elect a spokesperson to report back to the larger group. <p>Time: 35 minutes to prepare, 5 minutes to present</p>		
<p>MATERIALS & EQUIPMENT: Flipchart, markers</p>		

HANDOUTS, TOOLS & REFERENCE MATERIALS:
Exercise instructions
TRAINER NOTES:

Session: Raising awareness about child labour

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

- *Understood the importance of informing and educating others about child labour;*
- *Practised raising awareness about child labour.*

Session Outputs:

Process and Activities	Session Time: 1 hour
<p>PRESENTATION: INFORMING AND EDUCATING OPINION (10 minutes)</p> <ul style="list-style-type: none">• Give a short introductory presentation on informing and educating opinion;• A sample presentation appears on the next page. <p>GROUPWORK: RAISING AWARENESS (50 minutes)</p> <p>It is important for inspectors to raise awareness and enlist the support and cooperation of employers, trade unions, families, co-workers, and the children themselves against child labour. There is often a lack of understanding of the inspector's role, suspicion of him or her as a prying outsider and fear that if their children are found to be illegally employed the parents themselves will suffer punishment. In such circumstances the inspector must rely on tact and powers of persuasion to win their confidence obtain and give information and take the necessary remedial action. There is in any case widespread ignorance of the law often understandable because of its inconsistencies, and compounded by illiteracy among employers and workers.</p> <p>The following exercise is designed to help labour inspectors to prepare for raising awareness about child labour.</p> <ul style="list-style-type: none">• Ask the participants to form their course groups;• Assign each group one target group as follows:<ul style="list-style-type: none">- Group 1: Employers- Group 2: Superiors and co-inspectors- Group 3: Trade unions- Group 4: Families of child labourers- Group 5: Co-workers- Group 6: Children• Introduce the following exercise:	
<p style="text-align: center;">Instructions for Groupwork: Raising awareness against child labour</p> <ul style="list-style-type: none">• Consider the target group that has been assigned to your course group;• Answer the following questions, and write your group's responses on a flipchart; <p>You have been asked to talk to your target group to tell them of the ills of child labour and to inspire meaningful action for the cause of the working child. What would be your:</p> <ul style="list-style-type: none">- Key messages – what ideas, information, data, etc. will you tell them?- Key activities – what will you do to ensure that your message is delivered and understood?- Key problems – what problems do you anticipate in talking to your target group?- Key approaches – what means will you use in talking to your target group? <p>Remember: in advocacy, you talk benefits to the target group</p> <ul style="list-style-type: none">• Elect a spokesperson to report back to the larger group <p>Time: 20 minutes to prepare and 5 minutes to present</p>	
<p><i>Adapted from: Sourcebook for Labour Inspectorate Training on Child labour, pp. 44 , taken from exercises in Advocacy,</i></p>	

unpublished collection, by James S. Mante, Manila, 1997, pp. 21-27

MATERIALS & EQUIPMENT:

HANDOUTS, TOOLS, & REFERENCE MATERIALS:

A copy of the presentation – ‘Informing and Educating Opinion’; Handout – ‘Cultural Standards’

TRAINER NOTES:

Informing and Educating Opinion

In many instances, cultural factors which are mainly unfavorable (fatalism, the perception of work and discrimination) or ambivalent (growing up, learning responsibility) constitute obstacles to any policy to abolish child labour.

As discussed in the session on the rights of the child, it is necessary to seek values in the cultural environment which are accepted by society and which make it possible to support activities in defence of children and for the progressive elimination of situations in which they are exploited.

These can certainly be found in the attachment of parents to the children they have brought into the world, in mutual affection and the instinct of protection, and in the pride of helping a child achieve his or her full physical, mental and social development.

Labour inspectors are part of the cultural environment. It is important for labour inspectors to be aware of the real or supposed advantages of child labour as they are perceived by society (learning responsibility, growing up, vocational training and society) and the human, economic and social cost of working children.

In order to transmit a message which is appropriate on the need to improve the situation of working children and abolish child labour, labour inspectors must be fully aware of the need to reduce the incidence of child labour. If labour inspectors confine themselves to implementing the law and using constraint without persuasion, they will not be convincing and will not see the full picture of what they see at the workplace, in the fields and in the street.

Taking into account the cultural factors inherent in a particular society makes it possible to formulate the information, awareness and training components of policies on child labour. In many cases, these components play a very important part of effective action against child labour. Information very often needs to be provided to parents, children, masters of apprentices and teachers before measures are adopted and measures are undertaken. Its content has to be determined in accordance with the assessment which has been made of the hazards and constraints to which working children are subject and the real or supposed benefits of child labour.

All available channels can be used to diffuse information regarding child labour, including local meetings, meetings with those responsible for local association and groups, radio, television, posters, the written press and cartoons.

Sometimes it is necessary to go through other agents, such as trade unions, natural animators, opinion formers, teachers and social workers, to whom more in-depth information can be provided.

Adapted from:

IPEC 'Sourcebook for Labour Inspectorate Training on Child Labour (pp. 323-326) referenced from: ILO (1994) 'Labour inspection and the adoption of a policy on child labour, Training Guide' (pp. 132-133), ILO, Geneva

Session: Information Management

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

- *Identified how information on child labour can be used by other actors, agencies and organizations;*
- *Identified mechanisms for sharing information with others;*
- *Considered the ethical management of child labour information;*
- *Identified procedures for following-up on action taken by others as a consequence of child labour information received from labour inspectors.*

Session Outputs:

Process and Activities	Session Time: 40 minutes
<p>PRESENTATION: INFORMATION DISSEMINATION AND ANALYSIS (20 minutes)</p> <ul style="list-style-type: none">• Give a presentation on information dissemination and analysis;• Ask the participants to write any questions and comments on cards;• Collect them after the presentation;• Cluster the cards;• After the presentation, ask the questions;• Facilitate any discussion that ensues; <p>A sample presentation appears on the next page</p> <p>PLENARY: SHARING CHILD LABOUR INFORMATION (20 minutes)</p> <ul style="list-style-type: none">• Following the presentation, facilitate a discussion on sharing information generated through labour inspection. Ask the participants to share ideas and discuss:<ul style="list-style-type: none">- Who will labour inspectors share child labour information and action taken with?- How and when will they share information? discuss mechanisms for sharing information with different other actors, agencies and organizations- How will they ensure that child rights to privacy and confidentiality are respected?- To what end? discuss follow-up and feedback mechanisms – how can labour inspectors follow-up on actions taken and changes made following the dissemination of child labour information?	
MATERIALS & EQUIPMENT:	
<p>HANDOUTS, TOOLS, & REFERENCE MATERIALS:</p> <p>A copy of the presentation: 'Information Dissemination and Analysis'</p>	
TRAINER NOTES:	

Presentation : Information Dissemination and Analysis

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

The data is likely to be of two different sorts:

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

Information management may include:

- The process of treating information, preliminary analysis and making it available for use
- Feeding into national social planning and development
- Inputs to formulation of child labour responses and goal setting
- Identification and formulation of child labour indicators for target setting
- Inputs to strategic child labour inspection policies and tracking of impact
- Inputs to research and analysis

The process of treating information and making it available for use

The actual treatment of information refers to the timely and cost effective inputting and storage of child labour information according to established procedures.

The issue of confidentiality and access to information must be addressed - safeguards must be in place to ensure that the information will not get into wrong hands or will be used for other purposes than those established by the labour inspectorate.

Inputs to formulation of child labour responses and goal setting

After the initial use of the information, the child labour data can be analysed and treated to be used for planning and formulation of child labour responses and fed into discussing the impact and effect of labour inspection and child labour monitoring efforts and associated services provided to child labourers. The information should be discussed both within the labour inspectorate and with other systems of governance that may exist, such as: the Child Protection or Child Labour Committees, and meetings of Social Planning and Development Offices.

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

Labour inspection and child labour monitoring initiatives can provide valuable information on the difficulties of collecting data on different forms of child labour and possible solutions. The analysis of information may contribute to research and knowledge on the nature of child labour and in this way play an active role in the overall process of setting national social development priorities.

When the effectiveness of the chosen national strategy is assessed, data produced can be used among other statistical instruments and tools to provide the basis for a thorough assessment of the impact made in the lives of girls and boys. For example, the tracking mechanisms forming part of the child labour monitoring process can provide information on individual children up to their legal age of employment. Complemented by specific research and evaluative tools such as tracing and tracking methodologies a clearer picture of the characteristics and effects of child labour interventions at the level of the family and individual can be obtained.

Research and analysis

The data on the incidence and trends of child labour may provide useful guidance for researchers on social issues and be the basis to target new areas on child labour for research. Information can be used to fill knowledge gaps on child labour and after several cycles of data collection (preferably for some years) it can be the basis for long term analysis and formulas for assessing the magnitude and social and economic impacts of child labour.

The child labour data (or selected indicators) can be integrated into existing national data sources such as Living Standard Measurement Surveys (LSMS) or Labour Market Information System (KILM) and through this process provide valuable information for macro economic analysis that can contribute to poverty reduction.

Some concluding points

Data can be used to highlight gaps in laws and policies and to provide the basis for social planning processes at the national level including budgeting resources for child labour work or education initiatives.

Information can be used for strengthening cooperation and coordination mechanisms between government departments in their work against child labour.

Data dissemination and analysis contributes to the understanding of the magnitude and causes of child labour and can be a useful asset in developing strategic objectives for programmes on the elimination of child labour.

At the national level it can also effectively contribute to social planning and poverty monitoring systems such as those used for the Poverty Reduction Strategy Paper process (PRSP) and Millennium Development Goals monitoring.

Through the active use of information that is sufficiently detailed in terms of region/locality, occupation, conditions and hours of work, education, gender etc., those responsible for setting policy objectives and accompanying programme interventions can target and prioritize responses to child labour better.

Adapted from: CLM Guidelines (2005)

Session: Action Planning

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

- *Identified priority action areas as regards the child labour situation;*
- *Established action plans for the priority areas.*

Session Outputs: Action plan

Process and Activities	Session Time: 100 minutes
<p>BRAINSTORMING: IDENTIFYING PRIORITY ACTION AREAS (30 minutes)</p> <ul style="list-style-type: none"> • Give participants 10 minutes to individually reflect upon priority action areas in enhancing labour inspectors efforts against child labour, taking into consideration: <ul style="list-style-type: none"> - the skills and knowledge they have gained during this training workshop; - coordinating with others – child labour monitors, trade unions, employer associations, etc., as appropriate; and - their own observations of the child labour situation • Ask each participant to identify at least four priority action areas; • Have the participants share their ideas. <p>NEXT STEPS: ACTION PLANNING (70 minutes)</p> <ul style="list-style-type: none"> • Separate the participants into their course groups; • Introduce the following exercise: 	
<p style="text-align: center;">Instructions for Groupwork: Action Planning</p> <ul style="list-style-type: none"> • In your course groups, discuss the priority action areas identified in the brainstorming exercise; • Reach a consensus on four or five priority action areas that your group will plan implementing in this session; • For each priority action area, complete an action planning form: <ul style="list-style-type: none"> - list the steps you will have to take to improve performance in this area and the target date for each one - indicate the principle obstacles you may have to overcome with regards each step - describe the collaboration required for accomplishing each set – the people you will need to work with, the specific help you want from whom, when you need the help, and the difficulties you have have in getting it - indicate how you would measure your progress. • Elect a spokesperson to present <u>one</u> priority action area action planning form. <p>You have 45 minutes to prepare and 5 minutes to present</p> <p>Handouts: priority area action planning forms</p>	
<ul style="list-style-type: none"> • At the end of each group's presentation, ask for comments, opinions and idea. <p><i>Adapted from: IPEC 'Sourcebook for Labour Inspectorate Training on Child labour', pp. 429-430</i></p>	
<p>MATERIALS & EQUIPMENT:</p>	
<p>HANDOUTS, TOOLS, & REFERENCE MATERIALS:</p> <p>Exercise instructions</p> <p>Priority area action planning forms</p>	
<p>TRAINER NOTES:</p>	