

Guidelines on the design of direct action strategies to combat child domestic labour



International
Labour
Office



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Introduction

These guidelines are put together with an assumption that their users are those familiar with the issue of child labour and child domestic labour (CDL). They are intended in particular for those who are implementing programmes and activities to combat child domestic labour.

It is also assumed that users are well informed of key provisions of the ILO Conventions on minimum age (No. 138) and on the worst forms of child labour (No. 182), the principles of the UN Convention on the Rights of the Child and relevant international and national instruments.

The main aim of this catalogue is to offer project planners with a simple knowledge base and guidance that can help them in selecting or devising strategies and actions to combat child domestic labour at the action programme level. As such, the catalogue does not go into finer detail of how a strategy, intervention or action should be developed, but rather presents examples of strategies and interventions that are available and possible, based on the ILO-IPEC lessons-learned. In addition, hands-on examples, checklists, key steps and points to ponder are offered to help project planners in the process of strategy design.

The guidelines are helpful for elaborating the Strategy section of an Action Programme and should be used together with the IPEC Annotated Action Programme Summary Outline Format¹.



¹ The format can be downloaded in IPEC Information Resource Center at <http://www.ilo.org/iloroot/intranet/english/standards/ipec/product/doc-view.cfm?id=2169>.

Definitions as proposed by the ILO

<u>Term</u>	<u>Definition</u>
Child	A person under the age of eighteen.
Domestic work	Household tasks performed in the household of a third person. Usually excludes domestic chores carried out by members of the family.
Child labour	Work undertaken by children under the legal minimum working ages. The law normally lays down various minimum ages for different types of work. (e.g., normal full-time work, light work, and hazardous or potentially harmful work).
Child domestic labour	Domestic work undertaken by children under the legal minimum working age, as well as by children above the legal minimum age but under the age of eighteen, under slavery-like, hazardous, or other exploitative conditions – a form of “child labour to be eliminated” as defined in international treaties.
Child domestic workers (CDWs)	Children who carry out either child domestic labour, as explained above, or permissible domestic work.
Employer	Members of a household that provides work for child domestic workers.
Worst forms of child labour	<p>A term defined in the ILO Convention No. 182. It comprises (Article 3):</p> <ul style="list-style-type: none"> • All forms of slavery or practices similar to slavery, such as the sale and trafficking of children, debt bondage, and serfdom and forced or compulsory labour, including forced or compulsory recruitment of children for use in armed conflict; • The use, procuring, or offering of a child for prostitution, for the production of pornography, or for pornographic performance; • The use, procuring, or offering of a child for illicit activities—in particular, for the production and trafficking of drugs as defined in the relevant international treaties; • Work which, by its nature or because of the circumstances in which it is carried out, is likely to harm the health, safety, or morals of the child. (commonly referred to as “hazardous work”)
Light work	Work permitted by law for children of at least twelve or thirteen years of age. The law may allow for specific activities which are not harmful to a child’s health and development and do not prejudice attendance at school and participation in vocational training, nor “the capacity to benefit from the instruction received.” For statistical purposes, ILO defines this as work which does not exceed fourteen hours per week.

The ILO Conventions

The ILO Minimum Age Convention No. 138 offers some key elements of policy development in tackling the issue of child labour while the Worst Forms of Child Labour Convention No. 182 prioritizes the agenda for action, to deal as a matter of urgency with the specific issue of the worst forms of child labour.

While child domestic labour is not specifically mentioned in the text of Convention 182, it can be included under some of the definitions of worst forms of child labour, for example, children working in slavery-like conditions.

“Domestic work undertaken by children under the legal minimum working age (Convention 138, Article 2), as well as by children above the legal minimum age but under the age of 18 under hazardous (Convention 138, Article 3, and Convention 182, Articles 3(d) and 4), slavery-like, or other exploitative conditions (Convention 182, Article 3(a)) – [is] a form of ‘child labour to be eliminated’ as defined in international treaties.”

The strong references to hazardous work are also particularly useful in targeting the elimination and prevention of child domestic labour as many child domestic workers are exposed to hazardous conditions. Paragraph 3 of Recommendation 190, which accompanies Convention No. 182, defines hazardous work as:

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

It is found that many of these types of hazard are faced by children in domestic labour many of whom live their lives under extreme exploitation, often similar to slavery, and this can represent a worst form of child domestic labour.

It is useful to draw the line when child domestic labour can be tolerated and when it should not be tolerated.

Diagram 1: What is Acceptable and What is NOT?

Child domestic labour: what is Acceptable and what is NOT?	
Acceptable	<ul style="list-style-type: none"> The age of the working child is above the minimum age of admission to work; and Working conditions comply with labour standards; The child's rights to education, rest and development are respected; The child is offering a helping hand in his/her own home as part of his/her personal development; and conditions 2 and 3 above are fulfilled.
NOT Acceptable	<ul style="list-style-type: none"> The working child is below the minimum age of admission to work; The working child is trafficked to do domestic work; The working child is above the minimum age of admission to work, but: <ul style="list-style-type: none"> working conditions do not comply with labour standards, or is trapped under the worst forms of child labour, or rights to education, rest and development are interfered.

Overview of strategies

There are many possibilities to devise a strategy to combat child domestic labour. In IPEC experience, the simplest typology to combat child labour has been that of prevention, withdrawal and protection.

It is therefore strongly suggested that a holistic approach is developed and applied to ensure a right-based approach where the best interest of the child is the paramount consideration, in strategic prevention, withdrawal and protection interventions.

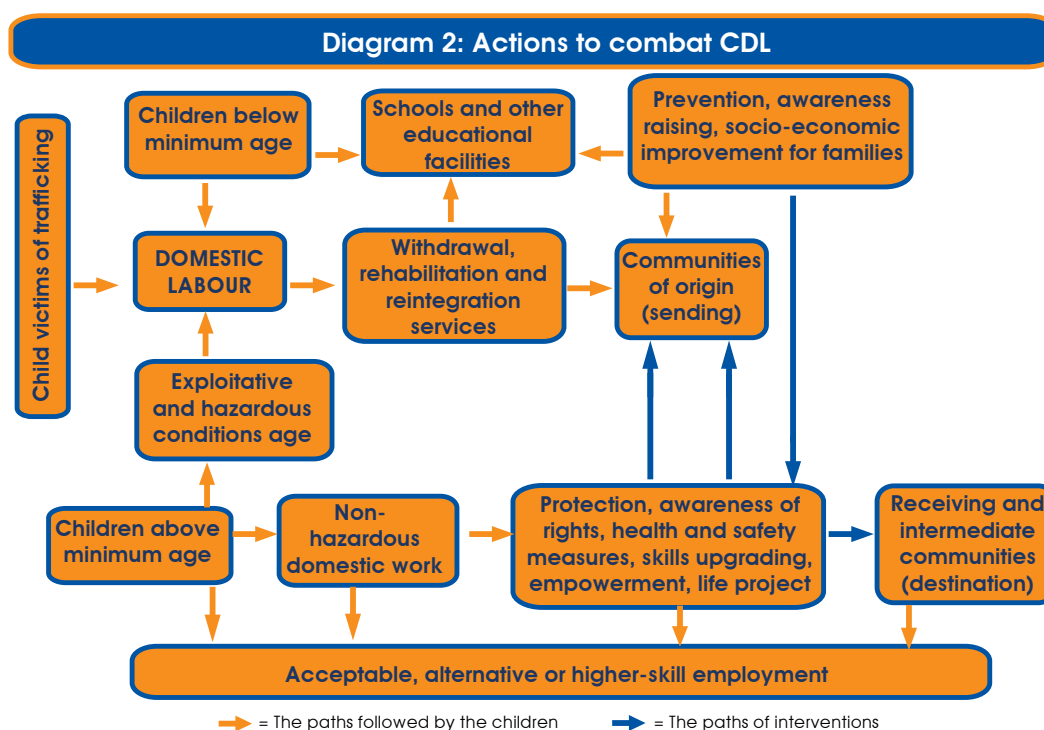
The holistic care model² should comprise the following characteristics:

1. *Prevent* the recruitment of children below the age of admission to work into domestic labour.
2. *Withdraw* from domestic labour children below the age of admission to work and those who are in the worst forms of child labour.

3. *Protect* adolescent domestic workers from abuse and exploitation and enhance the welfare and capabilities of child and adolescent domestic workers by guaranteeing their rights.
4. *Influence* of the development of legislation and public policies in order to defend, guarantee and promote the rights of working children, *paying special attention to children likely to be exploited in the informal sector such as child or adolescent domestic workers.*
5. *Strengthen* the capacity of families of origin both socially and economically, to retain their children and adolescents and guarantee their rights.

Diagram 2 shows a classical flow of recommended actions and interventions in the case of Child Domestic Labour.

Diagram 2: Actions to combat CDL



² Adapted from *Guidelines for the Construction of a Holistic Care Model for Children and Adolescents in Domestic Labour*. Montserrat Sagot and Teresita Ramellini. ILO-IPEC, Costa Rica, December 2005.

Key pointers

- *Prevention* is always preferred within the overall strategy to combat child domestic labour because prevention is better and more cost-effective than cure. It has a greater probability of leading to sustainable, long-term results.
- Priority must be given to *immediately abolish* child domestic labour that puts children under the situation of *the worst forms of child labour*.
- In case where immediate withdrawal is not possible, *protection* of working children below the minimum working age must be strictly considered a transitional strategy only, with a plan to gradually but ultimately remove them from the exploitative situation and provide them with viable alternatives.
- Protective measures can change the situation of *working children and adolescents (above the minimum age)* and transit them from hazardous child labour to an acceptable employment. The protective measures should therefore be reserved principally for this age group.
- *Temporary measures* to protect children at work must be linked to concrete measures to remove them from hazardous work.
- The development of *options* should be available for the children to build an alternative life project.
- Efforts should be taken to work with *families* of origin and *employers* of children or working with employers of the families of origin (as they could influence their employees not to send their children into exploitative employment).
- There should be *recognition and integration of differences* in terms of gender, ethnicity, age, working conditions etc.
- Support of active *participation by children* and adolescents in the care process should be encouraged.
- Empowerment of children, adolescents and their families should be cross-cutting in all efforts.
- *Integration of actions* and services should be ensured so that responses are not proposed in an isolated manner.
- There should be an availability or generation of *specific data on child domestic labour* and the main sites of child expulsion and reception (sending and receiving/destination communities).
- Provision of *quality basic services* must be guaranteed at the local level, including legal protection and psycho-social care which are linked with the efforts to return or maintain children within the educational system.
- It is critical to develop a *module of comprehensive multi-sectoral strategies* that targets children orphaned by HIV/AIDS.
- *Gender sensitivity* should be observed in all stages of an action programme and in decision-making process.



Knowing the stakeholders

Users' guide

Why? This section aims at familiarizing project planners with groups of actors and their potential roles in combating child domestic labour.

How? The proposed list of stakeholders and actions can be used in two ways: (1) for an implementing agency to explore what it could possibly do (where to start), and (2) for a project planner to explore who are stakeholders on the issue and what they can do (who can do what.)

Outcome: Users will have been able to effectively elaborate and incorporate in the project document the various groups concerned and their roles in the project. This should help strengthen the sections of Target Groups, Institutional Framework and Collaborating Institutions of the Action Programme Summary Outline.

Actors to combat child domestic labour do vary and they can play complementary roles. In simple terms the stakeholders can include (1) beneficiaries who will directly benefit from the actions, (2) potential allies who share visions and objectives of the project, (3) decision makers whose actions might have positive or negative effect on the problem or project and (4) adversaries who have opposing or conflictive views with regards to the problem or project.

The below list (by alphabetical order) describes key stakeholders and their possible roles as beneficiaries, as decision makers and as potential allies or partners. Typically, adversaries to the project could be viewed as target of awareness raising and improved law enforcement. Many of the roles can apply to more than one group of actors. This list should help project planners to identify strategic actions and partnership with the different groups.

Note:

By reviewing stakeholders' roles, project planners are expected to be able to design coherent strategies that promote coordination mechanisms among stakeholders.

Academic and research institutions: This group can contribute to building the knowledge base on the issue by initiating qualitative and quantitative research studies and/or carrying out fact finding activities in all areas related to child domestic labour.

Children and youths: They are the most important stakeholders and they can participate actively in forming children's and youth's clubs which promote their rights to play, to education, act as peer educators, express their own needs in matters concerning their lives (right to participation). They can as well initiate own activities to reach other children in need, participate in awareness raising activities initiated by adults.

Community groups: This group can include child labour committees, vigilance groups who can help to monitor local situations, reach out to private households who hire child domestic workers, by means of consultation and sensitization. They can participate in prevention and awareness raising activities, form support networks, and collaborate actively with other actors.

Educators, school teachers and school administrators: Another important group of stakeholders who can be very active in raising awareness of children and parents at school level, sensitizing teachers and educators at all level, collaborating with NGOs and other monitoring bodies to identify and detect children at risk and child domestic workers. They are crucial actors in offering formal, informal, non-formal and alternative educational and training services to children at risk and CDWs as well as their family members. They can as well participate in surveys and research activities at school and community level.

Employing families: This is a crucial group that should be engaged in the effort to combat child domestic labour. They can be any families of any social classes who have domestic workers. Awareness raising on the issue, promotion of employers' social responsibilities, education of labour rights and close consultation can be initiated with this group to invite their support, using a positive and participatory approach.

Employers' organizations: Although there may be no employers' organizations for domestic work, the employers' groups in general can still be involved in the social movement to eradicate this exploitative form of child labour. They can take part in legislative campaign and in the preparation of national reports on child rights and child labour. They can develop codes of conduct for and lobby among their members against employing child domestic workers. They can collaborate actively with workers' organizations, government agencies and NGOs in policy and campaign matters. They can take on and sustain preventative education programmes as part of their strategic corporate social responsibility programmes with a view to strengthening their worker community who sends children out to work.

Government agencies: This is one of the most important actors to combat child domestic labour, particularly the ministries of labour, education and social welfare and child protection agencies. The various agencies can join force with other social partners in the ratification campaign of international conventions relating to children's rights and child labour, especially the ILO Convention No 182. They can be responsible for preparing reports on progress made in areas of child labour and child domestic labour, improving related laws and policies, strengthening law enforcement, establishing list of hazardous child labour and

ensuring that child domestic labour issues are included in national plans and policies.

Media institutions: This stakeholder can contribute greatly in the long-term efforts to change the public attitude and social indifference towards the issue. They can sensitize the public on the issue, mobilize media practitioners to pay more attention to the issue, offer training to media students and NGO workers on how to initiate an effective media campaign and participate in policy and legislative campaign.

NGOs: These are classic stakeholders in all efforts to combat child labour. They can lobby for policy change, conduct awareness raising and prevention activities at all level (community, school, provincial, regional and national) and with all stakeholders. Many of them can provide educational, social and rehabilitative services to withdrawn children as well as assist in the formation of groups of young domestic workers and empowering them through training activities. NGOs can play an important role in preparing alternative national reports on the issue to submit to relevant international monitoring bodies of children's rights and child labour. Operating telephone hotlines to receive reports on child domestic labour is another activity that NGOs can do successfully in collaboration with government agencies, law enforcement bodies and specialized care providers.

Workers' organizations and teachers' unions: This is a very dynamic group that can contribute greatly to efforts to lobby for policy changes, form domestic workers' associations and promote roles in youth workers in trade unions. The group can take part in tri-partite discussion on the issue, provide alternative reports or comments on the government reports on child labour issues and develop codes of conduct for trade unionists regarding the issue.

Note:

The Annotated Action Programme Summary Outline format describes AP target groups as Intended Beneficiaries (i.e. working children and family members) and Direct Recipients (intermediate partner groups or community groups, workers' and employers' organizations, governmental and non-governmental organizations or departments). Stakeholders should be placed appropriately under these two groups when an APSO is drawn up.

Diagram 3: Matrix of stakeholders in actions against child domestic labour

Main actions	STAKEHOLDERS								
	Government	Employers	Workers	NGOs	Schools	Academic sector	Media sector	Community groups	Children & youths
1. Campaign for the ratification of international conventions related to child rights, child labour and child domestic labour	P	P	P	P	P	P		B	B
2. Take part in the preparation of national reports on child rights and child labour	D	P	P	P	P	P	P	B	B
3. Provide alternative reports or comments on the government reports on child labour issues		D	D	D					B
4. Improve provisions in related laws and policies	D	P	P	P	P	P	P	B	B
5. Strengthen law enforcement mechanism and capacity of law enforcers	D	P	P	P					B
6. Establish list of hazardous child labour and ensure that CDL is included	D	P	P	P					B
7. Develop codes of conduct for members regarding child labour and CDL	P	D	D	P					B
8. Lobby for policy and legislative change	P	D	D	D	D	D	D	P	B
9. Take part in tri-partite discussion on the issue	D	D	D						B
10. Form domestic workers' associations	P	P	D	P					B
11. Promote roles in youth workers in trade unions			D	P					D
12. Form groups of young domestic workers and empower them		P	D	D					D
13. Conduct awareness raising and prevention activities at all levels (community, school, provincial, regional and national)		D	D	D			D	D	B
14. Provide rehabilitative services to withdrawn children				D	D			P	B
15. Provide reintegration services and support to withdrawn children and their family members			P	D	D			P	B
16. Raise awareness of children and parents at school level	D		P	D	D	D			B
17. Sensitize teachers and educators at all levels				P	D	P			B
18. Set up systems to monitor local situation and strengthen capacity of the monitors			D	D	D	P		D	B
19. Offer formal, informal, non-formal and alternative educational and training services to children at risk and CDWs			D	D	D			P	B
20. Offer economic and livelihood alternatives to families	D	P		D				P	B
21. Initiate qualitative and quantitative research studies and/or fact finding activities in all areas related to CDL	P	P	P	P	P	D			B
22. Surveys and research activities at school and community level.	P	P	P	D	D	D		P	P
23. Sensitize the public on the issue	D		D	D	P	P	D	P	B
24. Mobilize media practitioners to pay more attention to CDL	P		P	P			D	B	B
25. Offer training to media students and NGO workers on how to initiate an effective media campaign									B
26. Operate telephone hotlines and similar detection and/or outreach functions	D		D	D	P		P	P	B
27. Form support network for children at risk and CDWs as well as their families			D	D	D			B	B

B = Beneficiaries

D = Decision makers (implementing agencies)

P = Partners

Prevention strategy

Users' guide

Why? This section aims at guiding project planners on how to draw up strategies that lead to effective prevention of child domestic labour.

How? The section describes the objective of the prevention strategy, what to do, what not to go and examples based on proven good practices from actual projects. Users can make use of good examples in drawing up their own prevention strategies.

Outcome: Users will have been able to construct comprehensively preventive actions against child domestic labour, taking into account the multi-dimensional causes and effects of the problem. This should also help strengthen the sections of Strategy, Immediate Objectives, Outputs, Activities and Indicators of the Action Programme Summary Outline.

Objective: To prevent the recruitment of children below the age of admission to work into domestic labour.

What TO DO

- Prevent child domestic labour both at *sending communities* (origin) and *receiving communities* (destination).
- Address root causes of child labour such as poverty, lack of education, ignorance of children's rights, impact of HIV/AIDS epidemic and other socio-economic as well as political factors.
- *Build knowledge base* through research to establish baselines, rapid assessments and other forms of documentation to contribute to increasing the understanding on the dynamic and characteristics of child domestic labour, the awareness of the issue therefore enhancing preventive actions. e.g. case studies, documentation of good practices and lessons learnt, etc.
- Create an *enabling environment* such as policy improvement, better enforcement of law, training of law enforcement personnel and improving education quality and facilities.
- Establish community watch groups and strengthen their capacity involving them in assisting in the identification and monitoring of target children, in discouraging the family to send children to work and in promoting children's education.
- Involve local school teachers in identifying children at risk of dropping out of school, and for providing appropriate responses for children to remain in class.
- *Sensitize* employers and families employing domestic workers in order to prevent recruitment of under-aged children and violation of the rights of domestic workers.
- Improve *quality of schooling* that can contribute to retaining children in educational system as well as establish children's clubs so that children can enjoy their right to play.
- In regions where trafficking in children is known to be one path that brings children into domestic work, incorporate interventions to *eliminate or reduce push and pull factors of trafficking* in the programme strategy in order to more effectively address child domestic labour.
- Analyze the gender perspective to understand historical, cultural and situational differences that contribute to unequal power relationships between women and men particularly that push girl children to domestic work.

What NOT to do

- Ignore push and pull factors of child labour in general and child domestic labour in particular.
- Raise awareness about education among parents and children but not able to meet with increased demands to enrol children in school afterwards.
- Choose target locations for prevention that are too widespread making it physically difficult to monitor the result.
- Exclude national and local media in campaign activities to alert public attention and invite for denunciation.
- Deliver campaign messages that are of poor quality or lack professionalism.
- Rely only on frequent presence in the media to generate greater awareness of the problem or actions by individuals for prevention or denunciation.

Good example 1: Support children in their own family settings as opposed to institutions while strengthening the capacity of family members and care-givers by means of involving them in income generating activities.

Good example 2: Set up Child Rights School Clubs for child-to-child outreach. Children select teachers to lead the clubs as matrons and patrons and in turns the teachers guide the children in the running of the activities and select children to be trained as club leaders. Each school has two out-of-school youth attached to the club to ensure continuity when children move out of the school as well as to act as the big brother and sister.

Good example 3: Use of popular media such as drama, street theatres, songs and poems to convey the message to the communities, using the local available arts and promoting participation of groups at risk in the delivery of the message.

Good example 4: Promote the participation of existing community youth groups either on the promotion of child rights, women's rights, prevention of STDs and HIV/AIDS or other social issues. Support the participation of these groups in awareness raising campaign such as in the design and production of mobile theatres that reflect the real situation faced by child domestic workers.

Good example 5: Negotiations with Ministry of Education or private sector partners regarding sponsorships for orphans and children who are unable to pay enrolment fees (good

area to promote strategic corporate social responsibility amongst the corporate sector partners).

Good example 6: Mainstream child labour in poverty reduction strategies and support the translation of the issues to the actual lives of men, women and children.

Good example 7: Prevent child domestic labour through a comprehensive package of activities in a selected location e.g. awareness raising, livelihood development for children and families, support of vigilance action or child labour monitoring practice, early warning action, economic situation enhancement for families, and capacity building of key actors.

Good example 8: Conduct an *effective gender analysis* which includes:

- Gathering information disaggregated by sex,
- Identification of gender differences at work and in life,
- Understanding boys' and girl's needs, as well as the restrictions, and opportunities available for each one, in a given social context,
- Economic and non-economic activities carried out by children,
- Extent of their participation in domestic labour either paid or un-paid,
- Needs, options, strategies, opportunities and limitations corresponding to each sex, and

- Review of the capacities of existing institutions and their mechanisms for reaching boys and girls in an equitable manner.

Good example 9: Launch media campaigns to influence the public opinions that child domestic labour is a problem and to start working in prevention, intervention and protection. Promote, through the campaign, child domestic labour as a highly hazardous activity for the public discussion agenda, as well as show the effects it has on working children and adolescents and their employers. Focus on the human rights of children and adolescents by disseminating national and international legislation that protects or sanctions those involved in child domestic labour. Inform the different sectors involved and key allies about the alternatives for boys, girls and adolescents in domestic labour.

Good example 10: Ensure gender-sensitive programming and implementation of the project by providing gender specific training to build capacity on gender issues. Carry out gender analysis at the beginning of the project to determine the particular concerns, needs and aspirations of both female and male child domestic workers



Withdrawal strategy

Users' guide

Why? This section aims at guiding project planners on how to draw up strategies that lead to effective withdrawal of child domestic labour.

How? The section describes the overall objective of the withdrawal strategy, what to do, what not to do and examples based on proven good practices from actual projects. Users can make use of good examples in drawing up their own withdrawal strategies.

Outcome: Users will have been able to construct comprehensively withdrawal actions against child domestic labour, taking into account the best interest of the child. This should also help strengthen the sections of Strategy, Immediate Objectives, Outputs, Activities and Indicators of the Action Programme Summary Outline.

Objective: To withdraw from domestic work children below the age of admission to work and those who are in the worst forms of child labour.

What TO DO

- 'Reach the children in need' through effective monitoring, early warning system, law enforcement and other forms of detection.
- Remove children from workplaces using a comprehensive and integrated assistance approach including shelter, food, legal and psychological counselling, school support and others. A whole package of services has to be put in place to ensure *full rehabilitation and social reintegration*.
- Focus on a community-based approach as much as possible.
- Awareness raising among workers' and employers' groups should go hand in hand with withdrawal efforts.
- Ensure access to education coupled with educational support, to counseling in schools and basic needs of withdrawn children.
- Identify ways to work with private households through groups such as child labour committees, vigilance teams and local leaders to promote households free of child domestic workers.
- Conduct a mapping exercise to identify persons or groups who are morally influential and who can have access to private household owners in order to sensitize them on the issue.

What NOT to do

- Raise expectations among the target population without having BEEN able to meet them or having put in place professional and comprehensive care providing services.
- Set up hotlines without adequate and accessible emergency response services.
- Generate the public awareness and denunciation reports without having proper and adequate response system in place.
- Lack socio-economic alternatives and counselling services for families and siblings of withdrawn children.
- Leave under age children to continue to work as well as working age children to work under exploitative conditions, even if they are enrolled in school.
- Withdrawn children and reintegrate back to families without addressing the abusive situations at their poverty stricken homes.
- Reintegrating children back to families and communities with inadequate or no follow-up.
- Plan education programmes without taking into account the academic cycle and the availability of children in domestic work.
- Send children back to a class in the formal school sector if they are unprepared – retention rates will be very low.
- Move the public in such a way that they feel desperate of changing the situation or are left unclear about what actions they can take.
- Consider communications strategies as the only tool to change the public attitude without having parallel institutional capacity building activities.
- Use campaign messages that focus on prohibition, feelings of guilt, pursuit or punishment of those who perform child domestic labour.

Good example 11: Strengthen outreach to child domestic workers who are mostly invisible by using *innovative outreach activities* such as call-in hotline services; recreational activities to attract children at public parks, places of praying, local markets and shops; community radio programmes to send messages to children, sending families and receiving families.

Good example 12: Set up a rescue center for child domestic workers, especially for urban areas in consultation with development partners on the ground. Establish alliance with care providing agencies to ensure that children receive comprehensive support according to their specific needs.

Good example 13: Support the formation of capable *child labour monitors* who can play crucial roles. The monitors can be formed and trained from among local community members or existing local committees and groups. Their roles should be to identify and detect cases of children and coordinate with appropriate authority that can do the actual withdrawal.

Good example 14: Support trade unions to play strong role in *advocating among union members* against employing child domestic workers under 18 years of age. Working with and through adult domestic workers' groups or associations can reinforce the effort. Involve trade union members in monitoring efforts.

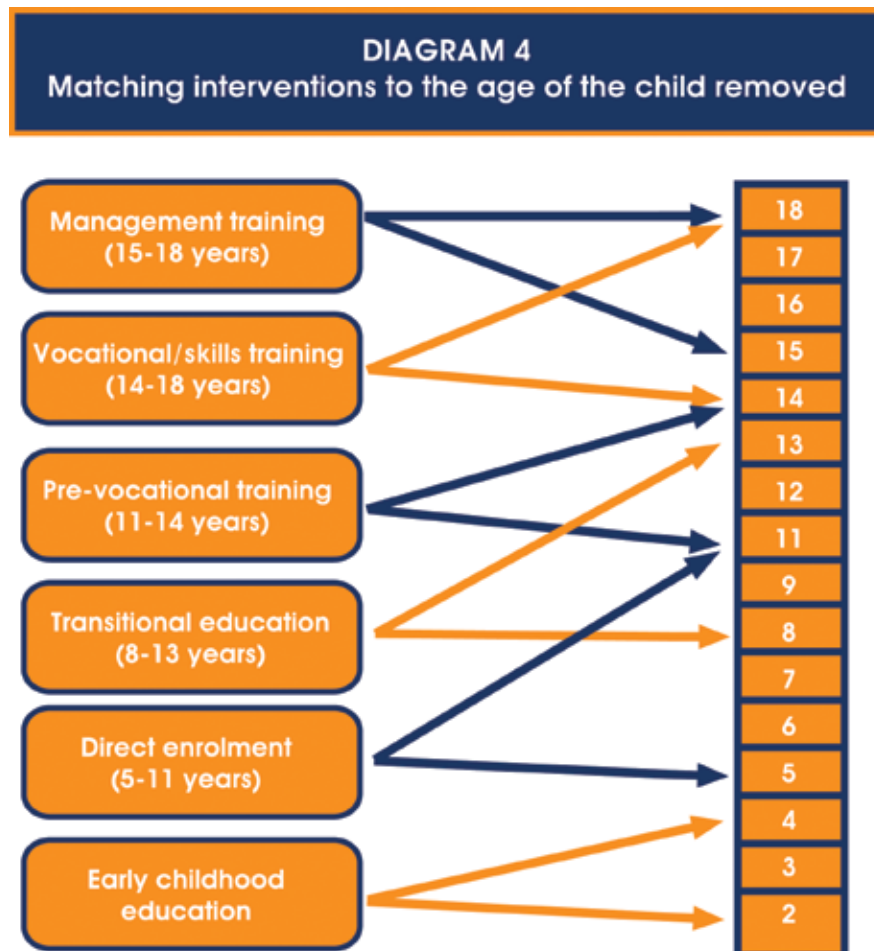
Good example 15: Involve parents, community leaders, children and employers in the process of withdrawal. Reach working children by convincing parents to remove their children from exploitative jobs, by peer to peer withdrawal where withdrawn children would tell other working children of the opportunities awaiting them if they leave their jobs, and through negotiation with employers. Use specific criteria in identifying potential child domestic workers and develop the criteria in consultation with communities to avoid complaints of injustice and favouritism.

Good example 16: Provide training to school teachers including how to handle children in difficult circumstance, basic counselling skills, and referral arrangements for children

withdrawn from domestic work. Work closely with teachers through school structures e.g. matron- and patron-system (female and male teachers) to monitor, mentor, counsel and guide the children in the different schools where they have been placed. Support school matrons and patrons in their actions to ensure that children are properly integrated within the school system and their performance, retention and attendance rates are satisfactory.

Good example 17: Strengthen the parents/ elder siblings or other family members of withdrawn children to ensure the loss of income in withdrawing child domestic workers does not adversely affect family income."

Diagram 4:
Matching educational interventions to the age of the child removed



Source: ILO-IPEC Handbook on Combating child labour through education

Protection strategy

Users' guide

Why? This section aims at guiding project planners on how to draw up strategies that lead to effective protection of youths or adolescents, above the legal minimum age of employment, in domestic work.

How? The section describes the overall objective of the protection strategy, what to do, what not to do and examples based on proven good practices from actual projects. Users can make use of good examples in drawing up their own protection strategies.

Outcome: Users will have been able to identify the subtle difference between and overlap of withdrawal and protection of adolescents in domestic work, as well as able to design protective actions against possible abuse, taking into account the rights to work and the best interest of the child. This should also help strengthen the sections of Strategy, Immediate Objectives, Outputs, Activities and Indicators of the Action Programme Summary Outline.

Objective: To protect young domestic workers (above legal minimum age) from abuse and exploitation at work and enhance their welfare and capabilities by guaranteeing their rights.

What TO DO

- Support passage of regulatory legislation to protect youth domestic workers.
- Support passage of social legislation to ensure a rights-based approach to protection and rehabilitation of child domestic workers.
- Determine whether there are *intermediate cities* near a capital where young persons end up in domestic work. It could be more effective to protect and withdraw them at this stage before they move into capital cities.
- Consider withdrawal and protection activities in both receiving (urban) and sending (rural) communities as well as in intermediate cities, in collaboration with alliance agencies.
- Ensure that the young workers are mainstreamed as quickly as possible into the formal education system as part of or after rehabilitation programmes.
- Coordinate and collaborate with the national and local education authorities to ensure smooth reintegration and sustainability.
- Improve situations in which young persons are working by promoting good collaboration of key actors such as monitoring bodies, community surveillance teams, safety and health specialists, employers and workers' unions.
- Develop medium-term and long-term actions to reduce work schedules and working conditions.

What NOT to do

- Allow young domestic workers to continue working long hours with no rest day without having worked with employers and sought for alternatives.
- Ask young domestic workers to sacrifice their weekly day of rest to have access to their educational rights.
- Design education programmes that do not take into account working hours, days and hours of rest of children.
- Offer ABC classes as the only option, without any plan to insert the young workers into formal education and/or vocational training.

Good example 18: Provide vocational skills to adolescents above 16 years withdrawn from work for gainful self-employment or be employed in other fields in line with their skills. Establish job counselling or job search services to assist these young people in finding employment after the training.

Good example 19: Conduct awareness raising and extensive family counselling in sending (rural) communities to draw the attention of parents on the hazards of child domestic labour and on the importance of education on the children's future. Encourage parents to get in touch with their employers and law enforcement officials, and/or with trade unions to which they belong in order to withdraw adolescents who work in capital cities or intermediate cities and reinsert them in schools.

Good example 20: Place young domestic workers in educational institutions that are stable, have sufficient teachers, follow curriculum and have facilities for them to adequately learn the trade, that feeds the labour market.

Good example 21: Examine and *monitor regularly working conditions* of these young persons, to improve these conditions if found detrimental to children's health and safety, to transit these working adolescents to safer jobs and to upgrade their vocational skills for better career prospects.

Good example 22: Establish *networks of service providers* to ensure effective protection and guarantee that the adolescents *get the needed assistance in due time* in case they are abused and exploited at work.

Good example 23: Conduct *awareness education in demand communities* to ensure that individuals and communities understand the context of the problem and children's rights, that children below minimum age must not be used in domestic work, that those above minimum age must be protected against abuse at work and that abusive employers must be denounced.

Good example 24: Work closely with law enforcement institutions to guarantee that denounced employers are prosecuted while making available and accessible call-in hotline services so that abused young workers can contact authorities if needs arise.

Good example 25: Support personal development of working adolescents including basic literacy and numerical classes (ABC classes), formal or non-formal education, skills training programmes, health services and legal counselling. Work closely with their families and employers where possible. Provide the services through *drop-in centres* that serve also as places where adolescents can meet and socialize with peers.

Good example 26: Design skills and vocational training courses that are based on local market assessments so that skills trainings are linked up with potential future employment.

Good example 27: Create systems to bridge the gap between education and formal employment, or to assist young domestic workers in becoming self-employed. This can be done through *apprenticeship or job counselling schemes*.

Good example 28: Offer *non-formal or catch up education programmes* to bring the adolescents' level of education up to speed so that they can make the transition into formal school.

Good example 29: Establish local offices of Ombudsman for Childhood to hear accusations of violence, abuse and exploitation against adolescent girls working in private households. Promote the defence of girls' rights through dissemination, awareness heightening, and training actions to have girls' rights respected, especially in receiving communities.

Good example 30: Work with employers from the moment a domestic worker gets involved in the project. Send written notices to employers, which explain the actions of the organisation and invite the employers to participate in some activities. Inform participating employers about workers' rights and the duties and obligations as employers. Seek positive approaches to involve them in convincing other employers who are not yet informed nor involved in the programme.

Good example 31: Launch pilot projects with local artisans so that they can offer skills training and apprenticeship to withdrawn youths and children as well as provide the artisans with training on teaching skills and with teaching tools.

Good example 32: Respond to the needs of the target beneficiaries both boys and girls separately by providing different types of vocational training that match with their aptitude, interest and employment potential.



Policy improvement strategy

Users' guide

Why? This section aims at guiding project planners on how to draw up strategies that lead to effective improvement of policies and legislation relating to child and adolescent domestic labour.

How? The section describes the overall objective of the policy improvement strategy, what to do, what not to do and examples based on proven good practices from actual projects. Users can make use of good examples in drawing up their own policy strategies.

Outcome: Users will have been able to draw up comprehensive plans to improve policy environment that may be unfavourable to child and adolescent domestic workers, taking into account the best interest of the child. This should also help strengthen the sections of Strategy, Immediate Objectives, Outputs, Activities and Indicators of the Action Programme Summary Outline.

Objective: To influence the development of *legislation and public policies* in order to defend, guarantee and promote the rights of working children and adolescents.

What TO DO

- Recognize all children regardless of their gender, culture, nationality or any other condition, as entitled to the whole range of rights inherent to human beings, as well as those considered special or specific.
- Create a new awareness that leaves behind the idea that minors are non-citizens; legally incapable, and therefore, passive receivers of protection, to consider them true subjects of these rights and duties, in accordance with their own situational development. Support the State and society in general to guarantee the necessary spaces, opportunities, and conditions so that children and adolescents can develop all their abilities.
- Recognize and defend the whole range of rights that children are granted by the State, social institutions, families, and civil society, among others.
- Incorporate child domestic labour into national plans against child labour in order to create synergies among the different initiatives.
- Promote legal frameworks that take into account the realities and necessities of the children and adolescents in domestic work.
- Make sure legal reforms include as a minimum (1) the minimum age for a domestic worker, (2) the possibility of inspection in the household suspecting of having child domestic worker, and (3) determine child domestic labour as a hazardous activity.
- Improve mechanisms for administration of justice in the case of child domestic labour.
- Strengthen the relationships among civil society, the State and relevant international agencies, facilitate the sharing of knowledge and develop consensual views and policies on child domestic labour.
- Encourage active participation and inclusion of voices and experiences of children in legal reforms and proposals as children have the right to be heard on matters that concern their wellbeing.

What NOT to do

- Promote legal improvement under political instability and without having sufficiently sensitized policy makers and the public.
- Attempt to change the laws without sufficient awareness raising and consultation with policy makers.

Good example 33: Conduct sensitization workshops for members of national union of teachers for lobbying and advocacy on the protection of children as enshrined in the Convention on the Rights of the child and the ILO convention 182.

Good example 34: Participate in the World Day Against Child Labour and similar events dedicated to children's issues and labour rights issues (May Day) and highlight the issue of child domestic labour along with other child labour issues.

Good example 35: Provide inputs on situations, progress and challenges of child domestic labour to the Country Report to be submitted to the Committee on the Rights of the Child and to other relevant reports (e.g. Conventions 138 and 182) to international monitoring bodies.

Good example 36: Plan intensive training and awareness-raising process to engage officials of ministries of labour and related agencies to understand specific issues related to child domestic labour and to assume this issue as part of their duties and responsibilities. Work with key officials to arrive at an agreement on how important it is to make efforts to deal with child domestic labour and to develop actions to face it as one of the worst forms of child and youth labour exploitation.

Good example 37: Promote tripartite and multi-disciplinary approach whilst ensuring participation of women and men in decision making in the legislative aspect, employment, as well as labour and social protection fields. Pay particular attention to include women and men in the stakeholders' seminars, workshops and consultation to discuss the legislation on child domestic labour, and the local situation of child domestic workers and role of the government.

Good example 38: Carry out a comprehensive revision of national and international legislation and of existing mechanisms at the national level. Review different laws and regulations, existing gaps, inconsistencies, regulatory overlaps, as well as the mechanisms for legislative application. Consult with individuals from different sectors not only to gather different views, but also to heighten awareness, allowing each player to consider its role in protecting and guaranteeing the rights of girls and adolescents in domestic labour. Hold workshops and interviews with girls and adolescents in domestic labour to gather information about their experiences and needs, contrasting them with existing regulations and proposing legal modifications in accordance with the demands they expressed. Seek sound technical criteria from experts in legal and labour issues as inputs to prepare proposed legislative changes. Seek also contributions from officials in charge of justice administration and protecting children and adolescents, as well as from the young domestic workers themselves.



Family empowerment strategy

Users' guide

Why? This section aims at guiding project planners on how to draw up strategies that lead to effective empowerment of families at risk and of child domestic workers at the communities of origin.

How? The section describes the overall objective of the family empowerment strategy, what to do, what not to go and examples based on proven good practices from actual projects. Users can make use of good examples in drawing up their own empowerment strategies.

Outcome: Users will have been able to design comprehensively actions that promote socio-economic situations of and positive attitude among the families concerned with the issue, taking into account the family needs and the best interest of their children. This should also help strengthen the sections of Strategy, Immediate Objectives, Outputs, Activities and Indicators of the Action Programme Summary Outline.

Objective: To strengthen the *capacity of families of origin* to retain their children and adolescents, and guarantee their rights.

What TO DO

- Intervene at the family level both before children enter into domestic work and after they have been withdrawn and reintegrated.
- Analyze the family situation, identify their needs and then support them so that their basic needs are covered and their children can enrol in the schools.
- Conduct surveys of precarious neighbourhoods and establish contacts with community institutions and leaders in order to facilitate identification of the families.
- Launch a series of awareness-raising activities to inform and mobilize community leaders and family members on the risks of child domestic labour and hazards involving unsafe migration as well as to promote respective relationships that protect the human rights of all family members.
- Create community surveillance networks that can identify children at risk and take measures to ensure that they are not engaged in domestic labour.
- Ensure that surveillance networks go hand in hand with support networks to avoid re-victimizing families.
- Improve socio-economic conditions of the families via income generation, job promotion, education and skill training.
- Work with schools and training institutions to ensure that children remain in school and adolescent in decent jobs or training.
- Work with families after the reintegration of their children withdrawn from exploitative domestic work by improving socio-economic conditions, providing on-going psycho-social support to the children and to counsel the families and the community at large to prevent re-entry of children into domestic work.
- Establish credible tracking and tracing systems to assess impact of interventions – the results could provide direction for future programmes based on lessons learnt.

What NOT to do

- Work only with children at the destination communities without addressing the needs of families and root causes at the sending communities.
- Try to provide services to far-away rural families when interventions take place in big cities and resources are limited.
- Promote income generating activities without assessing the market demands.
- Attempt to change public and family attitude in a short-term, one-time off initiative.
- Providing training on small business management and other skills training to families without support

Good example 39: Carry out a market analysis to determine the supply and demand of the products of income generating activities made by parents and guardians of vulnerable children.

Good example 40: Support and provide income generation skills to parents, guardians and families of vulnerable children. Skills will match the market demands such as tie and dye, crop production, poultry farming and mushroom growing.

Good example 41: Support parents through grants for income generation at individual and group levels. Provide on-going follow-up and guidance to families until they are able to establish firmly their income generating activities.

Good example 42: Support school-based income generating activities in schools and ensure sufficient professional support, monitoring and assistance in terms of management and accountability.

Good example 43: Mobilize parents to become promoters of the prevention and elimination of this form of child labour, and support them in their actions to bring their daughters (and sons) back from the homes of employers in spite of poverty and economic needs of the family.

Good example 44: Address the issue of alcoholism to ensure changes in behaviours of alcohol abusers most of whom are family heads. Sensitize families and stakeholders on the fact that alcoholism leads to gender-based violence which could be in the form of incest or unwanted pregnancies and an erosion of reproductive rights, especially of girls and women.



Knowledge base strategy

Users' guide

Why? This section aims at guiding project planners on how to draw up strategies that lead to effective development of knowledge base on child domestic labour.

How? The section describes the overall objective of the knowledge base strategy, what to do, what not to go and examples based on proven good practices from actual projects. Users can make use of good examples in drawing up their own knowledge base plans.

Outcome: Users will have been able to develop plans and methods to establish a reliable and functional knowledge base that can support planning and actions to combat child domestic labour. This should also help strengthen the sections of Strategy, Immediate Objectives, Outputs, Activities and Indicators of the Action Programme Summary Outline.

Objective: To gather quantitative and qualitative data on child domestic labour to provide guidelines and recommendations for an intervention proposal.

What TO DO

- Selection of highly skilled researchers in legal analysis who are sensitive and highly knowledgeable regarding the rights approach and the gender perspective
- Use a broad and participative consultation process to gather perspectives, experiences and opinions from the different social players to understand “living” issues of legal rules and regulations.
- Define a methodological strategy that include a series of techniques, such as the survey, in-depth interviews, observation, focus groups and workshops, which would allow triangulation to verify the data.
- Include actual needs, expectations and demands of child and adolescent workers in domestic labour in any legal analysis and proposed legislative change.
- Hold consultative workshops on rapid assessment methods on child domestic labour in order to discuss the different proposals and agree on a methodological strategy.
- Take advantage of the consultation process to heighten awareness among the different actors in a process that provides for a faster approval of the needed legal changes to protect and guarantee the rights of girls, boys and adolescents in domestic labour.

What NOT to do

- Use research studies and research teams as entry points to detect children in domestic work instead of using direct action programmes, as this can undermine the research objectivity and credibility and has unethical overtones.

Good example 45: Design a joint research proposal among the parties interested in the issue (universities, non-governmental organisations, public agencies, international organisations). Use the “rapid assessment” methodology that provides relevant information relatively quickly and at a reasonable cost. Select carefully research teams composed of technically trained individuals that are sensitive and experienced in child domestic labour. If Rapid Assessments include focussed group discussions with children, the presence of a child psychologist is highly recommended.

Good example 46: Incorporate in the research the elements to examine the gender issues or to understand the social dynamics that affect the problem. Ensure participation of researchers from several women’s organisations to provide key methodological and analytical tools to increase the quality of the findings.

Good example 47: Identify both children at risk and those already working as child domestics in the target areas. Carry out a needs assessment to determine which grade in school each child should be integrated into, whether in government or community schools conducive for each individual child.

Good example 48: Collect relevant data disaggregated by sex and use the data to raise awareness on the issue and to provide better understanding of how girls and boys are involved in it.



Users' guide

Why? This section aims at helping project planners to examine the various factors that may affect the quality of their strategy design.

How? The section provides checklists of strategic questions that can be applied both at the levels of planning (by project planners) and of implementation (by project staff or officers).

Outcome: Users will have been able to examine thoroughly the proposed strategies and make modifications where necessary.

Note:

Many points under these checklists can apply for projects addressing child labour in general.

Design Checklist 1: Project design

- ✓ Are all actors on board from the beginning to the closing stages of the project?
- ✓ Is the planning process participatory?
- ✓ How are the views of children and families incorporated in the design?
- ✓ Are coordination, collaboration and networking strategies in place before action programmes are off the ground?
- ✓ Is there any involvement of government Ministries (particularly Ministry of Labor, Education and Children's welfare) in order to enlist more technical support to the Action Programmes?
- ✓ Is the timeframe of the action programme appropriate in terms of academic cycle and pilot testing new strategies?
- ✓ Is there a component for capacity building built in the programme, either to main implementing partners or to intermediate partner groups at grassroots level?
- ✓ If so, what kind of assistance is planned for including support for materials such as computers, information management systems and books for schools?

Design Checklist 2: Research on child domestic labour

- ✓ Which are the socio-economic conditions of the community/families?
- ✓ Who are the boys and girls involved in domestic labour?
- ✓ What do they do and what are their working conditions and hazards?
- ✓ Why do they become involved in domestic labour?
- ✓ Who are their families and why do they send their girls and boys to domestic labour?
- ✓ Who are their employers and why do they hire children?
- ✓ What are possible strategies for intervention?

Design Checklist 3: Gender mainstreaming

- ✓ Does the problem analysis analyze clearly the hardship conditions of child domestic workers in order to break the myth that domestic work is just the extension of girls' duties and draw a proper attention to the different kinds of hazards faced by girls and boys in this work?
- ✓ Are interventions and activities tailored to need and different working conditions of girls and boys?
- ✓ Is there a gender component in the project design? Are women, men, girls and boys quantified clearly at the levels of strategy, target group, outputs, activities and indicators?
- ✓ Since a majority of child domestic labourers outside the school system are girls, has an effort been made to pay special attention to and articulate the needs of the girls and female adolescents in the educational services to ensure greater equity in the distribution of opportunities?
- ✓ Is it necessary to include gender awareness activities among stakeholders so to reduce existing gender inequality in the project context?
- ✓ Are there activities or interventions to promote economic empowerment of women?
- ✓ Will withdrawal interventions lead to children being pushed into a more hazardous form of alternative economic activity?

Monitoring Checklist 1: Planning of mass media campaign

- ✓ Has a plan been drawn with clear objectives and specific target populations?
- ✓ Does the plan combine different strategies and formats (mass messages for radio, television and newspapers) that will best attract the intended audience?
- ✓ Does the campaign plan include opinions from local or national authorities?
- ✓ Do communications activities systematically present that the child domestic labour issue is related to the socio-economic, political, and cultural context within which it occurs, to give witness to the multiple causes and complexity of the problem?
- ✓ Has a broader discussion by key parties on the issues taken place to solicit their opinions and support?
- ✓ Has participation of several sectors been promoted in activities fostering public reflection?
- ✓ Is a mechanism that promotes accusations filed by working children and adolescents included in the campaign plan?
- ✓ Have research results been used to give greater credibility to the messages, while at the same time provided well-grounded bases for the arguments given by key actors in the media?
- ✓ Are testimonials and life histories of girls and adolescents in domestic labour that can “deeply touch” the audience taken into account in the campaign message without compromising their rights to privacy?
- ✓ Are key contacts with individuals from the media being well used to benefit from their commitment and help?
- ✓ Have alliances been set up with local media, as a strategy to encourage free dissemination of materials and to guarantee the relevance of the information to the specific issues of the local reality?
- ✓ Are renowned journalists or reporters in the sector involved and in charge of “opening-up doors” in the media?
- ✓ Are materials with analyzed information made available for dissemination in the mass media to facilitate the work of journalists who want to publish news and articles on this issue?
- ✓ Has a resource list of media materials been developed such as radio spots, television spots, press releases, reports and editorials, statistics and listings with the names of individuals?
- ✓ Is a message of understanding, joint search for solutions, progressive elimination of child domestic labour, and institutional support used instead of a condemning message?



Monitoring Checklist 2: Development of direct action model for girls

- ✓ Are former domestic workers to be identified and trained to become promoters and facilitators?
- ✓ Is there a possibility to contact working girls by these trained promoters and facilitators mainly when these children go to markets, on Sundays in the parks, and in bus terminals?
- ✓ Are these outreach activities scheduled at the times convenient for the children to participate such as at the end of the school year when the girls migrate to the city looking for jobs?
- ✓ Are the girls encouraged to think of a life project different from the one that the society has imposed on them?
- ✓ Do these girls have a vision in life for themselves? Or what are their aspirations?
- ✓ Is there a process to integrate girls in domestic labour as well as the population at risk into schools?
- ✓ Is the plan of studies modified to include changes not only in contents but also in schedules and time as required by the girls?
- ✓ Does the study curriculum include a component on building self-confidence, self-respect and self assessment—essential life skills to social and economic empowerment?
- ✓ Are the girls integrated into self-help groups as fundamental spaces, where they can share their life histories, receive support in difficult situations and take part in recreational and socialization activities?
- ✓ Are there boards of directors of girls to be established and organized through raising awareness of their rights, self-esteem improvement, and strengthening of their capacity to participate as citizens?
- ✓ Is there a plan to integrate these boards of directors of girls into existing community networks and to promote their active participation in local activities as a means to strengthen their group identity and facilitate recognition by their community?
- ✓ Are organizations in communities of origin and reception integrated in the plan to make the intervention strategy sustainable and ensure a holistic approach to prevention, protection and intervention? E.g. bringing on board private sector to sustain programs through strategic corporate social responsibility interventions.
- ✓ Is the work focused on a limited number of communities, without losing sight of activities with national impact, or in order to bring about changes in public policies related to the problem?



Monitoring Checklist 3: Empowerment of girls and adolescents

- ✓ Have local organisations and several international organisations been convinced of the need to provide specific services and opportunities to serve and give support to girls and adolescents in domestic labour?
 - ✓ Has a proposal for holistic attention been drafted to focus on education, as well as vocational training, self-development and recreation?
 - ✓ Is it planned that the girls will be provided with material, technical, psychosocial and affective tools for their personal development and empowerment?
 - ✓ Have alliances been entered into with other agencies, such as international cooperation organisations, public institutions, and groups from civil society to create synergies and maximize resources?
 - ✓ Are the girls' families of origin and employers incorporated where possible in project activities to ensure a holistic approach to the problem?
- ✓ Has an approach been developed that considers girls and adolescents as the principal players in the process, which is based on the needs, expectations, demands and real conditions of these individuals?
 - ✓ Is a multidisciplinary team to be put together to supervise and support the educational process for those girls and adolescents, while providing them with health, psychological and legal counselling services?
 - ✓ Are play and recreational activities incorporated into the program, in order to encourage learning through enjoyable activities, allowing these children to recover a part of their lost infancy?



Monitoring Checklist 4: Education for children in domestic work

- ✓ Is the presence of a non-governmental organization with prior experience in child domestic labour with technical strengths in alternative teaching methods and good relations with affected communities ensured?
- ✓ Is active participation of ILO/IPEC and the Ministry of Labour in project management and implementation encouraged?
- ✓ Is a clear, simple and coherent proposal being drawn that emphasizes education, as well as personal development and training?
- ✓ Are play and recreational activities integrated to the program, which stimulate learning through enjoyment?
- ✓ Are alliances set up with community organisations, which can result in physical space to develop the project and are these organisations involved in the actions to deal with the problem?
- ✓ Are local educational authorities lobbied and convinced to help facilitate children's reintegration?
- ✓ Are training courses being offered to teachers on the use of appropriate teaching methodologies, according to the needs of the target population?
- ✓ Is a multidisciplinary team of highly skilled professions in alternative pedagogies and in a rights approach to be established so that it can supervise and give support to schooling of child domestic workers and provide them with personal assistance?
- ✓ Are families integrated into the process in order to heighten their awareness of the importance of education for the development of their children and particularly of the girls to continue in school?
- ✓ Are efforts to build alliances and collaborate, set up with other donor agencies and technical agencies working in the field to optimise the use of their varying technical strengths, expertise and resources?



Monitoring Checklist 5: Establishing local network

- ✓ Have national and local authorities been lobbied and informed of the magnitude of the problem so that they can allocate existing spaces and resources to combat child domestic labour?
 - ✓ Have mechanisms been identified and established for local and national coordination and integration, to achieve harmonisation of national policies and local programmes?
 - ✓ Has vision and mission of the local committee been defined as well as the responsibilities of each participating sector or institution drawn?
 - ✓ Are actions to heighten awareness and train local authorities to be taken to make this problem one of their priorities in their political agenda?
 - ✓ Are local authorities assisted sufficiently so that they can define their role and responsibilities in the local strategy to prevent, protect, assist and eradicate child and adolescent domestic labour?
- ✓ Is a work plan drafted and agreed by consensus in which responsibilities and financial contributions of each participant are detailed?
 - ✓ Does the work plan allow for envisaging scopes and constraints of the strategy as well as guiding the search for allies and resources to cover existing needs and gaps?
 - ✓ Are meetings to be called regularly by the leadership of a local entity to follow up on the work plan and get members of the committee working when needed?
 - ✓ Are people highly committed to the problem identified and involved in the implementation?



Monitoring Checklist 6: Social mobilization among churches

- ✓ Has an agency with contacts in different sectors and a great deal of creditability been identified?
 - ✓ Have extensive and open calls to churches been made by an agency considered “neutral” in religious terms, but respected by different religious denominations?
 - ✓ Has an inclusive and ecumenical working methodology been developed to avoid religious competition, but rather, to recover ethical and theological issues common to different religious viewpoints, which lead to setting up a defence for children’s and adolescents’ rights?
 - ✓ Is a methodology used to provide serious and reliable data, derived from project surveys, which result in a statement that could be signed by almost all participants?
- ✓ Is a gender perspective integrated in all activities, so that ideals of equity and eradication of all forms of discrimination against women and girls are incorporated into the religious discourse?
 - ✓ Are statements or declarations that group together concrete commitments or actions to be executed by participants issued?
 - ✓ Are statements derived from these activities disseminated, using the power and authority religious leaders’ sayings have on a large portion of the population?
 - ✓ Is the widest media coverage ensured to act as a multiplier of the churches’ messages and declarations?



Resource materials



1. Anti-Slavery International: *Child domestic workers: A handbook on good practice in programme intervention*. London, 2005.
2. IPEC: *Guidelines for the construction of a holistic care model for children and adolescents in domestic labour*. ILO, San Jose, 2005.
3. IPEC: *Helping hands or shackled lives? Understanding child domestic labour and responses to it*. ILO, Geneva, 2004.
4. IPEC: *IPEC action against child labour 2004-2005: Progress and future priorities*. ILO, Geneva, 2006.
5. IPEC: *IPEC Programme Operations Manual (POM)*. ILO, Geneva, 2003.
6. IPEC: *IPEC Time-Bound Programme Manual for Action Planning*. ILO, Geneva, 2003.
7. Child Workers in Asia (CWA): *Raising our voice: A training manual for advocates on the rights of child domestic workers*. Bangkok, 2005.
8. IPEC: *Good practices and lessons learned on child and adolescent domestic labour in Central America and the Dominican Republic: A gender perspective*. ILO, San Jose, 2005.



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