



International  
Labour  
Office  
Geneva



# Child Labour Monitoring

## Training Manual *Workshop 1* The CLM National Orientation Workshop

Test version



International  
Programme on  
the Elimination  
of Child Labour  
(IPEC)



**Test Version**

**The Child Labour Monitoring (CLM)  
Training Manual**

**Workshop 1**

**The CLM National Orientation Workshop**

**December 2004**



# Workshop 1

## CLM National Orientation Workshop

### The Training Outcomes

By the end of the CLM National workshop, participants (members of the national steering committee against child labour, which may include: representatives from the Ministries of Labour, Education, Health, other Ministries, the National Bureau of Statistics, the ILO, Trade Unions, Employer Associations and other national partners) will have committed to setting up CLM to eliminate child labour in their country. They will have:

- Improved their knowledge of CLM;
- Created a National CLM Coordination Chart among government agencies, the ILO, NGOs, Trade Unions and employer organizations;
- Increased their capacity and motivation to support CLM at intermediate and local levels;
- Planned how CLM can be coordinated between different partners and levels;
- Drawn up a preliminary CLM National Framework;
- Agreed to support the CLM process.

**After this Orientation, the National Child Labour Steering Committee will be committed to taking action against child labour and have agreed to set up and support CLM at different levels.** The committee will then maintain coordination mechanisms with the ILO and other national partners; establish coordination mechanisms with the intermediate and local levels; decide how and by whom CLM information will be managed at the national level; manage child labour information survey collection; and facilitate financial support of the CLM training, as appropriate.

## 2 Day CLM National Orientation Workshop

If different national level actors are coming together for the first time to consider establishing CLM in the country, a two day orientation workshop could be planned. Participants focus on better understanding the CLM concept and strategy and how it could be applied to their specific country context as well as focusing on key national level CLM activities, in particular on how the CLM process could be coordinated among and between national and local levels and on establishing an overall CLM vision and strategy and a consensus to support the process.

### Sample Schedule

Day one	Day two
Formal Welcome and Opening of the Workshop Introductions/Expectations Workshop Objectives/Workshop Schedule	Opening of the Day Feedback. Icebreaker
Keynote address: The Child Labour Situation in the Country and CLM activities to date	Groupwork: Drawing up a National CLM Coordination Chart and a Preliminary CLM National Framework
CLM Panel Presentations: <ul style="list-style-type: none"> <li>• An Overview of CLM</li> <li>• Core Phases and Steps of CLM</li> </ul>	
<b>LUNCH</b>	<b>LUNCH</b>
CLM Panel Presentations: <ul style="list-style-type: none"> <li>• Key Issues Concerning CLM</li> </ul>	Agreement – Consensus to Support the CLM Process
Presentation/Groupwork: Key National or State Level CLM Activities	Next Steps: Action planning
Closure of the Day	Closure & Closing Ceremony

#### DAY ONE

- Registration
- Formal Welcome and Formal Opening of the Workshop
- Session 1: Introductions, Expectations
- Session 2: Day Schedule, Objectives, Overview
- Session 3: Keynote Address: The Child Labour Situation in the Country and CLM activities to date
- Session 4: Panel Presentations with Q&A: Overview of Child Labour Monitoring, Core Phases and Steps of CLM; Key Issues Concerning CLM.
- Session 5: Key National or State Level CLM Activities
- Session 6: Closure of the Day

#### DAY TWO

- Session 1: Opening of the Day, Feedback, Icebreaker
- Session 2: Drawing up a National CLM Coordination Chart and a Preliminary CLM National Framework
- Session 3: Agreement: Consensus to support the CLM process
- Session 4: Next Steps: Action Planning
- Session 5: Closure
- Session 6: Closing Ceremony

# 1 Day CLM National Orientation Workshop

If participants already have considerable knowledge of CLM and have held meetings to discuss establishing CLM in the country, the CLM presentations are likely to be “refresher” presentations and can be touched upon fairly briefly. Participants focus on what their next steps will be in order to support the design and development of CLM in their country. Participants focus on key national level CLM activities, in particular on how the CLM process could be coordinated among and between national and local levels as well as on establishing an overall CLM vision and strategy and a consensus to support the process.

## Sample Schedule

<b>CLM National Orientation Workshop</b>
Formal Welcome and Opening of the Workshop Introductions/Expectations Workshop Objectives/Workshop Schedule
Keynote address: The Child Labour Situation in the Country and CLM activities to date
CLM Presentations: <ul style="list-style-type: none"> <li>• An Overview of CLM</li> <li>• Core Phases and Steps of CLM</li> <li>• Key Issues concerning CLM</li> </ul>
Presentation/Groupwork: Key National or State Level CLM Activities
<b>LUNCH</b>
Groupwork: Drawing up a National CLM Coordination Chart and a Preliminary CLM National Framework
Agreement – Consensus to support the CLM process
Next Steps: Action Plannin
Closure & Closing Ceremony

- Registration
- Formal Welcome and Formal Opening of the Workshop
- Session 1: Introductions, Expectations
- Session 2: Day Schedule, Objectives, Overview
- Session 3: Keynote Address: The CL Situation in the Country and CLM activities to date
- Session 4: Panel Presentations with Q&A: Overview of Child Labour Monitoring, Core Phases and Steps of CLM; Key Issues Concerning CLM
- Session 5: Presentation/Groupwork: Key National or State Level CLM Activities
- Session 6: Groupwork: Drawing up a National CLM Coordination Chart and a Preliminary CLM National Framework
- Session 7: Agreement: Consensus to support the CLM process
- Session 8: Next Steps: Action Planning
- Session 9: Closure
- Session 10: Closing Ceremony

# Day One CLM National Orientation Workshop

- Registration
- Formal Welcome and Formal Opening of the Workshop
- Session 1: Introductions, Expectations
- Session 2: Day Schedule, Objectives, Overview
- Session 3: Keynote Address: The CL Situation in the Country and CLM activities to date
- Session 4: Panel Presentations with Q&A: Overview of Child Labour Monitoring, Core Phases and Steps of CLM; Key Issues Concerning CLM.
- Session 5: Key National or State Level CLM Activities
- Session 6: Closure of the Day

## Registration

Time	Process and Activities
60	<p><b>REGISTRATION</b></p> <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. Ensure that all participants have received the CLM Orientation Kit which includes:</p> <ul style="list-style-type: none"> <li>• The <i>CLM National Orientation</i> briefcase;</li> <li>• The Orientation Folder or binder</li> <li>• CL Awareness raising brochures in the mother tongue;</li> <li>• Background paper on Child Labour situation in the country;</li> <li>• CLM Brochure</li> <li>• CLM Guidelines</li> <li>• Background paper or brochure or materials on National Steering Committee Against Child Labour</li> <li>• Training Centre information if necessary.</li> <li>• A writing pad and pen</li> </ul>
	<p><b>MATERIALS &amp; EQUIPMENT:</b></p> <p>CLM orientation kit            Registration forms            Sign in sheets</p>
	<p><b>HANDOUTS, TOOLS &amp; REFERENCE MATERIALS:</b></p>
	<p><b>TRAINER NOTES:</b></p> <p>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> <p>(1) beforehand, in a formal manner for the first part of the morning so that the VIP and keynote 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> <p>If at all possible, the tables used should be moveable, so that the tables can be set up for small group work during the tea break.</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 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 chair of the National Steering Committee against child labour, or the Minister of Labour who sits on the committee*

**Session Outputs:** None

Time	Process and Activities
15 - 30	<p><b>FORMAL OPENING</b></p> <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"> <li>• All rise:</li> <li>• National anthem is sung (if appropriate – see trainer notes).</li> <li>• Someone leads the group in prayer.</li> <li>• The ILO official and/or the Steering Committee Official who would welcome the group of participants.</li> <li>• 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.</li> <li>• Then the official would introduce the facilitator and turn the workshop over to her/him.</li> </ul> <p>The facilitator would then immediately begin the next (Introductions and Expectations) exercise.</p>
	<p><b>MATERIALS &amp; EQUIPMENT:</b> Microphones, podium, Dias</p>
	<p><b>HANDOUTS, TOOLS &amp; REFERENCE MATERIALS:</b></p>
	<p><b>TRAINER NOTES:</b> 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.</p>

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

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

- *Learned guidelines for writing on cards as part of the “Card and Chart” visualization technique;*
- *Shared their positions in government and on the National Steering Committee against Child Labour;*
- *Suggested key elements to set up and support the CLM process; and*
- *Disclosed their expectations of the Orientation.*

**Session Outputs:** *Key Elements to set up and support the CLM process*

Time	Process and Activities
5	<p><b>PRESENTATION &amp; FACILITATION: HOW TO WRITE ON CARDS</b></p> <p>After welcoming participants to the course, state that before going any further, you would like to gather some information.</p> <p>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.</p> <ul style="list-style-type: none"> <li>• <b>WRITE BIG</b></li> <li>• <b>THREE LINES ON A CARD</b></li> <li>• <b>ONE IDEA—(No “AND”)</b></li> <li>• <b>FOLLOW THE COLOR SCHEME</b></li> <li>• <b>BE SPECIFIC: USE A FULL SENTENCE IF POSSIBLE</b></li> <li>• <b>FORGET SPELING AND GRAMMER (SIC)</b></li> <li>• <b>WRITE IN YOUR OWN LANGUAGE</b></li> </ul>
	<p><b>MATERIALS &amp; EQUIPMENT:</b>              8.5 x 3.5 cards, pins, boards              Cards with card and chart (cc) guidelines</p>
Time	Process and Activities
40	<p><b>VISUALIZED PRESENTATION: GATHERING EXPECTATIONS &amp; OTHER INFORMATION</b></p> <p>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.</p> <ol style="list-style-type: none"> <li>1. <b>NAME, POSITION, ORGANIZATION MEMBERSHIP (MINISTRY and NATIONAL STEERING COMMITTEE)</b></li> <li>2. <b>EXPECTATION OF THIS ORIENTATION (By the end of this Orientation, I expect to...)</b></li> <li>3. <b>1 KEY ELEMENT TO SET UP AND SUPPORT THE CLM PROCESS IS...</b></li> </ol>
Time	Process and Activities
	<p><b>Make extra cards available by supplying the different coloured cards on tables near pax.</b></p> <ul style="list-style-type: none"> <li>• Give the instructions one at a time, giving pax 2 minutes or so per card. Give pax 15 minutes to complete the six cards.</li> <li>• When all pax have completed their cards, start with yourself, pinning your cards under the appropriate heading, giving your name, organization, expectation, etc.</li> </ul>

	<ul style="list-style-type: none"> <li>• Ask each pax in turn to stand near the matrix and read s/his cards, while you or 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 CLM—in this way you can tell what they know and their ideas, before the presentations.)</li> <li>• Thank the pax for sharing this information. Summarize</li> <li>• Review and synthesize the outputs of the key elements to set up and support CLM</li> <li>• Link to the overview session.</li> </ul>
	<p><b>VISUALIZATION</b></p> <p>Now, briefly describe the “Card and Chart” visualization technique that will be used throughout the orientation. Say something like:</p> <div data-bbox="228 638 1461 1126" style="border: 1px solid black; padding: 10px;"> <p style="text-align: center;"><b>Visualization:</b></p> <p>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:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> allows everyone to participate</li> <li><input type="checkbox"/> is owned by the group;</li> <li><input type="checkbox"/> saves air time;</li> <li><input type="checkbox"/> provides simultaneous response;</li> <li><input type="checkbox"/> allows ideas to be considered for their own merit; and</li> <li><input type="checkbox"/> can be anonymous.</li> </ul> </div>
	<p><b>MATERIALS &amp; EQUIPMENT:</b></p> <p>Enough large cork boards to display all of the pax cards individually Six (6)</p>
	<p><b>TRAINER NOTES</b></p> <p>Give this exercise to be documented as soon as possible and distribute the output to the participants so that they can each have a copy of the group expectations, names, elements of CLM, and key statements of any CLM agreement by the end of the Orientation that day.</p>

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

### Session Objectives:

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

Time	Process and Activities
15	<p><b>VISUALIZED PRESENTATION: THE CLM ORIENTATION OUTCOMES &amp; SCHEDULE</b></p> <p>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 participant expectations to Orientation objectives where they overlap. Also, deal with those that <i>do not</i> overlap. Say something like, “This is a good idea, but we can’t really cover this in this orientation. Perhaps you can plan a separate meeting for it.” However, if there is a good idea presented, that should be incorporated, think about it and ask the group whether they want to incorporate it—and ask them to choose what they would eliminate.</p> <p><b>The CLM Orientation Outcomes</b>            State something like: <i>“By the end of this CLM Orientation today we expect you to have committed to setting up and supporting CLM to eliminate child labour in your country. We expect you to have:</i></p> <ul style="list-style-type: none"> <li>• Improved your knowledge of CLM;</li> <li>• Created a National CLM Coordination Chart among government agencies, the ILO, NGOs, Trade Unions and employer organizations;</li> <li>• Increased your capacity and motivation to support CLM at intermediate and local levels;</li> <li>• Planned how CLM can be coordinated between different partners and levels;</li> <li>• Drawn up a preliminary CLM National Framework;</li> <li>• Drafted a preliminary agreement to support the CLM process.</li> </ul> <p><b>Orientation Schedule and Overview</b>            Display the schedule (as a power point slide, on paper or produced on cards.) Give an overview of the Orientation schedule, highlighting how the workshop is designed in the following main parts:</p> <ul style="list-style-type: none"> <li>• A brief recapitulation of the CL situation in the country;</li> <li>• A series of short panel presentations on child labour monitoring (CLM) —with opportunities for questions and answers;</li> <li>• Group work in which we will examine National or State level CLM actions and draw up a National CLM Coordination Chart and CLM National Framework;</li> <li>• Establishing a consensus to support the CLM process.</li> </ul> <p><b>Brainstorming: Norms Setting (Optional)</b>            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.</p>
	<p><b>MATERIALS &amp; EQUIPMENT:</b>            Flipcharts</p>
	<p><b>HANDOUTS, TOOLS, &amp; REFERENCE MATERIALS:</b>            Workshop objectives and schedule</p>

## Session #3: 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 and CLM activities to date;*
- *be motivated to do something about taking multi level action to address the problem of child labour.*

**Session Outputs: None**

Time	Process and Activities
20	<p><b>KEYNOTE ADDRESS</b></p> <p>You will have previously communicated with the VIP keynote speaker to help s/him prepare s/his brief 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;            The government and the ILO: Conventions and laws;            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 CL and the challenges faced.</p> <p>Details of action that has been taken at the national level to date to prepare for establishing and supporting the CLM process should be presented. Some issues which might be covered are:</p> <p>The importance of CLM - A partnership approach to addressing child labour            The national child labour steering committee and its CLM functions            Challenges and opportunities facing the national steering committee</p> <p>If appropriate, details of any existing child labour monitoring initiatives should also be presented.</p>
	<p><b>MATERIALS &amp; EQUIPMENT:</b>            Overhead projector (if available)</p>
	<p><b>HANDOUTS, TOOLS, &amp; REFERENCE MATERIALS:</b>            A copy of the speech should be distributed to each participant, including any charts or graphs or power point presentations.</p>
	<p><b>TRAINER NOTES</b>            The purpose of the keynote address is to inspire. The members of the Steering Committee are knowledgeable about the child labour situation. 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 #4: CLM Panel Presentations: Q&A

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

- what is meant by CLM;
- the steps in preparing for, setting up, and operating the CLM process;
- key issues concerning CLM.

### Session Outputs: Q&A Questions and Answers

Time	Process and Activities
90	<p><b>CLM PRESENTATIONS:</b>  <b>Presentation #1: Overview of CLM;</b>  <b>Presentation #2: Core Phases and Steps of CLM;</b>  <b>Presentation #3: Key Issues Concerning CLM.</b></p> <p>Have the National Steering Committee Chair or Head of ILO/IPEC introduce the speakers.</p> <p>Say that each will speak for 20 minutes and then there will be a question and answer period of 30 minutes after all have made their presentations.</p> <ul style="list-style-type: none"> <li>• Ask pax to write down questions on cards as they occur to them during the 20 minute presentations. Ask them to specify the speaker on the card if they have one particular speaker in mind.</li> <li>• Let the presenters know how much time they have left. Show three cards to the presenters, 10, 5 and 1.</li> <li>• Distribute handouts as necessary</li> </ul> <p><b>QUESTIONS AND ANSWERS PANEL ON CLM</b></p> <ul style="list-style-type: none"> <li>• Moderate a question and answer discussion about the presentations.</li> <li>• If more time is needed to continue, suggest that each presenter join a group for lunch to continue, or set up another time to continue the discussion.</li> <li>• Have the presenters document their answers for distribution.</li> <li>• Distribute the one –page handout for each presentation before the presentation.</li> </ul> <p>PowerPoint presentations appear on the next few pages. Be sure to use country specific references where possible.</p>
	<p><b>MATERIALS &amp; EQUIPMENT:</b>  Overhead projector (if available)</p>
	<p><b>HANDOUTS, TOOLS &amp; REFERENCE MATERIALS:</b>  Copy of the presentations (in English and mother tongue)  CLM Brochure  CLM Guidelines</p>
	<p><b>TRAINER NOTES:</b>  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&amp;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:

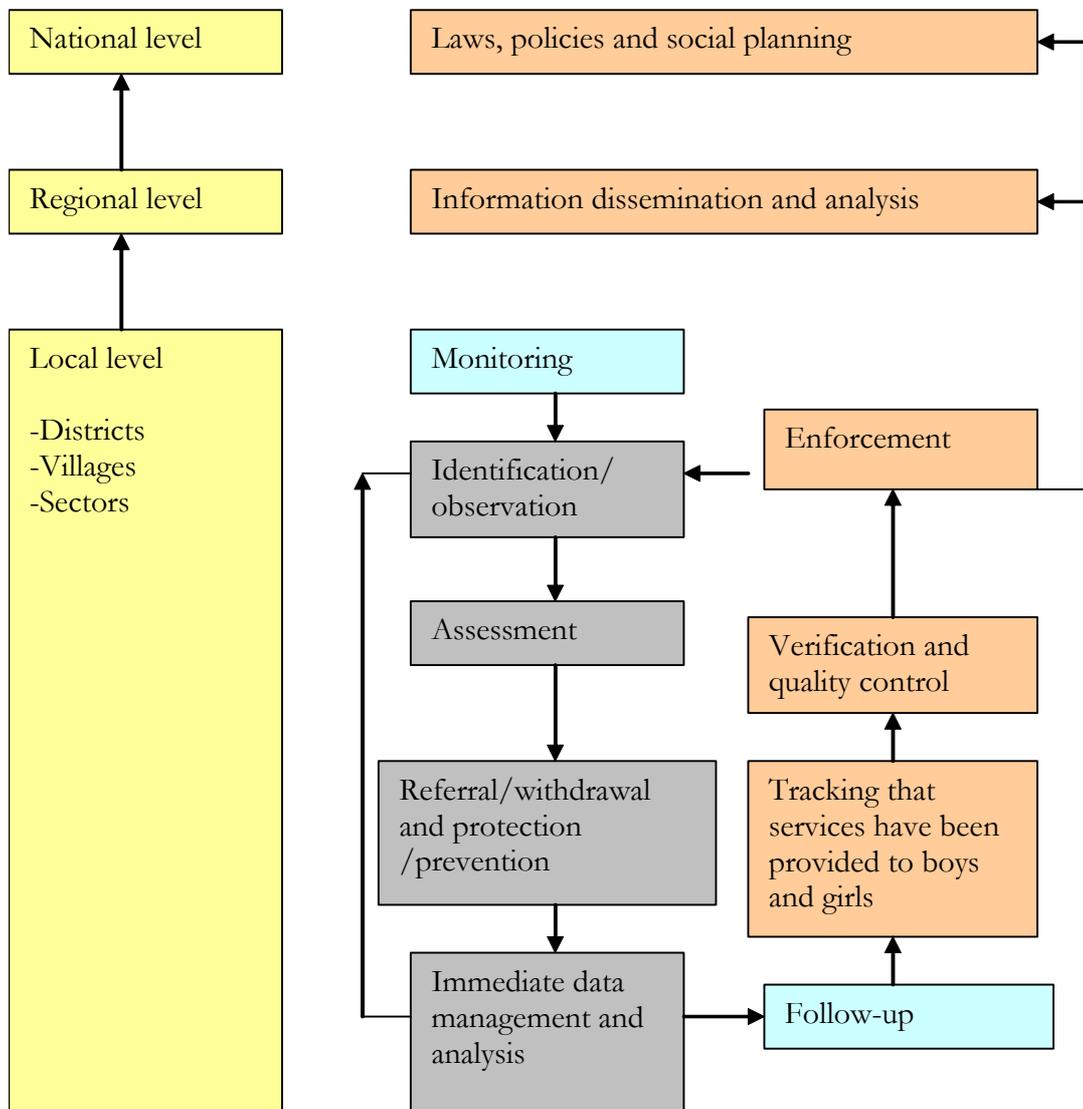
1. **Identification and assessment:** Girls and boys at work or in transit to work are identified.
2. **Referral:** If children are found, identified as child labourers and assessed to be at serious risk, they are removed and referred to services corresponding to their needs via a network of service 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"><li>■ Factories, small and medium-sized enterprises</li><li>■ Home-based industries</li><li>■ Small-scale mines</li><li>■ Fields</li><li>■ Fishing vessels</li><li>■ Shopping malls</li><li>■ Streets</li><li>■ Bus stations</li><li>■ Marketplaces</li><li>■ Ports</li></ul> <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.

## Presentation #2

# Core Phases and Steps of CLM

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

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

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

The CLM model has been divided into four phases:

### Preparation

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

### Design, testing and training

- Design, testing and training ensures that the CLM process will function and that the practitioners will have adequate skills and capacities to manage and conduct the actual monitoring and referral activities.
- The design and testing of the CLM process must be consultative, participatory and based on a common agreement by all concerned.
- Before a proper testing is possible, both those managing CLM and those involved in the actual monitoring work need to be trained and familiarized with each other's roles and responsibilities.

### Monitoring

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

### Follow-up

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

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

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

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

<b>The Preparatory Phase</b>	
Steps	<ul style="list-style-type: none"> <li>• Expected Outcomes</li> <li>• Review of essential laws, institutional structures and raised awareness of child labour and CLM</li> </ul>
<ol style="list-style-type: none"> <li>1. Determining the problem and level of response</li> <li>2. Reviewing the legal and child-labour-policy frameworks, information collection and management capacities</li> <li>3. Raising awareness and building alliances</li> </ol>	<ul style="list-style-type: none"> <li>• Problem setting</li> <li>• Review of the relevant policies and information collection capacities</li> <li>• Raised awareness</li> </ul>

<b>The Design, Test and Training Phase</b>	
Steps	<ul style="list-style-type: none"> <li>• Expected Outcomes :</li> <li>• Credible, simple, cost effective and sustainable CLM developed</li> </ul>
<ol style="list-style-type: none"> <li>1. Setting up the management of the CLM</li> <li>2. Developing and testing the monitoring tools</li> <li>3. Developing a referral system</li> <li>4. Organizing monitoring teams</li> <li>5. Training monitors and building capacity</li> <li>6. Testing the CLM design and thinking about replication</li> </ol>	<ul style="list-style-type: none"> <li>• CLM management system established</li> <li>• Monitoring tools developed and tested</li> <li>• Referral system developed</li> <li>• Monitoring teams organized</li> <li>• Monitors trained and practical skills provided</li> <li>• CLM process tested and validated for replication</li> </ul>

<b>The Monitoring Phase</b>	
Steps	<ul style="list-style-type: none"> <li>• Expected Outcomes</li> <li>• Workplaces monitored regularly, child labourers identified and referred to services</li> </ul>
<ol style="list-style-type: none"> <li>1. Preparing for the visit</li> <li>2. Conducting the visit</li> <li>3. Withdrawal and referral</li> <li>4. Protection and prevention</li> <li>5. Closing of the visit</li> <li>6. Immediate data management and analysis</li> </ol>	<ul style="list-style-type: none"> <li>• Visit prepared</li> <li>• Visit conducted</li> <li>• Withdrawal and referral implemented as necessary</li> <li>• Protective and preventive messages shared</li> <li>• Visit closed</li> <li>• Information treated and first analysis conducted</li> </ul>

<b>The Follow-up Phase</b>	
Steps-	<ul style="list-style-type: none"> <li>• Expected Outcomes</li> <li>• Information from the monitoring visits used for immediate follow -up and shared for social planning and policy review purposes</li> </ul>
<ol style="list-style-type: none"> <li>1. Tracking of child labourers</li> <li>2. Quality control and verification</li> <li>3. Providing data for enforcement of laws</li> <li>4. Information dissemination and analysis</li> <li>5. Providing inputs to laws, policies and social planning</li> </ol>	<ul style="list-style-type: none"> <li>• Information actively used to track ex-child labourer and to ensure their access to services</li> <li>• The accuracy and quality of the information has been checked</li> <li>• Information used to improve working conditions for legally working young workers and children withdrawn from child labour</li> <li>• Information on magnitude, location and trends of child labour disseminated widely and used for social planning and policy development</li> </ul>

## The Preparatory Phase

### Introduction

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

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

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

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

### Why do you need these steps?

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

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

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

- You need to identify the key problems of child labour that you are trying to address.
- You must be able to explain the rationale and purpose of CLM, why it is a necessary and meaningful process and convince your partners of its benefits.
- You need to have good basic knowledge about child labour in the particular sector or area that you intend to cover in order to be able to adapt and apply the model to your specific situation.
- You must be able to identify key partners and generate a common understanding and consensus about CLM.

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

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

- CLM must operate in accordance with existing laws, enforcement mechanisms (such as labour inspection) and official standards. A general assessment of the legal and administrative context and existing child labour policies helps to ensure this.
- If you are developing a national information base on child labour through CLM, you need to establish links and assess the strengths and weaknesses of information management systems already in place.

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

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

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

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

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

### **The design, test and training phase**

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

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

This phase includes the following steps:

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

### **Why do you need these steps?**

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

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

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

- designating a management team for the design of the CLM process;
- defining specific roles and responsibilities for setting up and operating the CLM process;

- agreeing on the authority and responsibilities of partner agencies; and
- ensuring effective administration and coordination mechanism and agreeing on the financial foundations of CLM

## **Step 2: Developing and testing monitoring tools**

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

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

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

This section includes information on:

- developing and testing monitoring tools;
- agreeing on core child labour indicators;
- recording monitoring data; and
- age verification

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

- A CLM profile
- CLM operating guidelines
- A training manual for monitors (including forms and monitors' fact sheets/checklists)

## **Step 3: Developing a referral system**

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

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

## **Step 4: Organizing monitoring teams**

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

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

## Step 5: Training monitors and building capacity

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

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

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

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

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

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

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

## The Monitoring Phase

### Implementation of the monitoring process in workplaces

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

After going through the steps in preparatory phase you have:

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

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

<b>Step 1:</b>	Prepare the visit
<b>Step 2:</b>	Conduct the visit
<b>Step 3:</b>	Withdrawal and referral
<b>Step 4:</b>	Protection and prevention

<b>Step 5:</b>	Close the visit
<b>Step 6:</b>	Immediate data management and reporting

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

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

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

The purpose of monitoring is to:

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

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

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

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

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

<b>Why do you need these steps?</b>
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**Step 1: Prepare the visit**

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

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

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

## **Step 2: Conduct the visit**

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

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

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

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

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

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

## **Step 3: Withdrawal and referral**

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

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

### **Referral**

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

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

You will need to consider:

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

- commitment and ability to receive and provide services,

When you develop a referral system you must also agree on the nature and responsiveness of the referral mechanism.

- Is it meant to be mechanism that can be activated immediately to address an urgent child labour situation in a workplace? This would be the case in some factory-based monitoring projects, for example, where girls and boys found working in hazardous conditions are immediately removed and enrolled in schools.
- Is it a slower step-by-step process where, once a problem is identified, a task force or similar group makes an assessment of different possible options? If so, the child labourers' situation is then addressed within the shortest delay possible.

#### **Step 4: Protection and prevention**

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

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

#### **Step 5: Close the visit**

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

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

#### **Step 6: Immediate data management and reporting**

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

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

## **The Follow-up Phase**

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

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

The principal steps of the follow-up phase are:

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

**Why do you need these steps?**

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

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

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

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

**Step 2: Quality control and verification**

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

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

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

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

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

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

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

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

## **Step 4: Information dissemination and analysis**

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

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

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

1. **Quantitative information** about the incidence of child labour and the numbers of girls and boys who have been referred to remedial activities such as schooling
2. **Qualitative information** that reveals the gaps or weaknesses in substantive areas, such as workplace OSH and attitudes of employers/parents in regard to child labour and CLM.

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

- treatment of information, preliminary analysis and making it available for use;
- inputs to formulation of child labour responses and goal setting;
- identification and formulation of child labour indicators for target setting;
- inputs into strategic monitoring and tracking of impact;
- inputs to research and analysis; and
- inputs to national social planning and development, (discussed in Step 5).

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

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

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

## Recap of the CLM model

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

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

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

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

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

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

## Presentation #3

### Key Issues Concerning CLM

Experience has shown that there are several characteristics of CLM are common to successful application of the model presented in these Guidelines. These can be considered as the necessary conditions:

- **Wide application:** The coverage of CLM should be as wide as possible, both geographically and in terms of the types of child labour targeted (formal and informal economies, agriculture, illicit work, etc.). This allows for follow-up of children and addresses the issue of mobility and migration of target groups from one location to another.
- **Local community involvement:** CLM operates at the local level, covers work and service sites and includes a referral system to access services. CLM's chain of action – identification, assessment, referral, removal, reporting and verification – can contribute to immediate action against child labour at the local level and influence policies and practices at the intermediate and national levels as well. It is most effective when developed through a participatory community-based consultation that takes into account different cultures, traditions and considers the gender roles of boys and girls
- **Legal mandate:** CLM has a legal mandate and operates under the authority and supervision of the local government or labour inspectorates. There implies a clear division of labour between mandated law enforcement officials, government department concerned with education and social protection and voluntary complementary types of arrangements to participate in CLM.
- **Political commitment:** CLM is most effective when it is mainstreamed and operated within the system of governance, thus it is paramount that key Government agencies lead the process of developing CLM and that the CLM framework is aimed to become the organizing principle of active collection of information on child labour and Government-led monitoring activities on child labour.
- **Relevance to policies:** CLM is linked to national child labour policy and action. In order for it to be truly appreciated, its usefulness and relevance to national child labour policy, enforcement and action must be understood by all partners. It should be linked to national policy priorities, such as poverty reduction strategies, attainment of Millennium Development Goals and similar initiatives that aim at policy and legislative changes at broader national scale.
- **Clear roles and responsibilities:** Institutions dealing with management, monitoring activity at the level of the workplace and which are part of the referral system all have specific tasks that they are responsible for. It is important all those participating in the CLM are aware of these tasks and that there is as specific agreement that guides the functioning of the CLM process
- **Sustainability:** CLM is sustainable in terms of technical complexity, human resource requirements and cost. The process of developing CLM and operating it as a system must be based on a thorough understanding of the key objective of continuing and institutionalized monitoring of child labour that requires long-term commitment and resources to be effective. Sustainability must be addressed both in terms of political commitment and allocation of adequate financial and human resource for CLM, as well as in terms of technical complexity, and operational cost.
- **Potential for replication and scaling-up:** The overall aim of the “developmental” phase of CLM is to build a monitoring partnership, develop the tools and operational mechanisms for monitoring and to test how cost effective and feasible the CLM is for the intended purpose. The technical design of CLM must innovatively seek effective and yet simple solutions and possibilities for data collection and treatment and whenever possible use these options for financial and technical gains.
- **Viable information collection systems:** Rather than create a new system, CLM should be based on existing foundations of information collection systems and draw upon/contribute to strengthening of

available local, regional and national monitoring/inspection capacities. The information collected by the competent authorities and partner agencies must also be treated in such away that the confidentiality of the information is secured.

- **Transparency:** For CLM to be credible it must be based on good governance and transparency. This means an open process of accountability and the means to verify data and records that are the basis of CLM information. Verification of CLM data can be conducted both through internal or external verification.

Lastly, the most important element of CLM is **the child**. A successful CLM always keeps the child at the centre of the process. It establishes an identification and referral system that ensures that child labourers are found and identified, that workplaces are continually monitored and that girls and boys who require referral are provided with adequate services.

- It is also important to be conscientious that CLM never becomes an end in itself. At its best, CLM is a simple mechanism by which people and institutions concerned about child labour identify and help children with services that can improve their wellbeing and provide them with better alternatives to work. This is why the emphasis of CLM is at the local level where the children and the services are.

## Session #5: Key National or State level CLM Activities

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

- Focused on key National or State level CLM activities;
- Worked on one of the key activities and assessed the work to be done for each activity.

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

Time	Process and Activities
120	<p><b>Small group exercise – National or State level CLM Activities:</b> Introduce this session outlining key National or State level CLM Activities (see introductory presentation on the following page).</p> <p>Introduce this exercise. Say something like “now we are going to focus on the key national or state level CLM activities. Each of you will be working on one activity in a small group.</p> <p>Divide the participants into 4 mixed groups (5 or 6 in each group) you have determined beforehand (see trainer notes).</p> <p>Hand out the Exercise Instructions, a different one to each group, which specifies the action to be taken. Instructions for Activity X for example, might look something like:</p> <div data-bbox="236 981 1457 1328" style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p style="text-align: center;"><b>Instructions for Activity x</b></p> <ul style="list-style-type: none"> <li>• Refer both to the “Guidelines” and to the “National or State Level CLM Activities’ presentation” for “Activity #x” ;</li> <li>• Reflect about that Activity x for 5 minutes by yourself;</li> <li>• Next, spend 30 minutes discussing the situation vis-à-vis Activity x in your group; Then prepare how you will go about that activity;</li> <li>• Select someone to present this information to the other groups in plenary.</li> </ul> <p>You have 60 min to prepare your flipchart for a 7 min presentation.</p> </div> <p><b>Small Group Presentations</b> 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.</p> <p><b>Link to the next Session—the CLM national coordination chart:</b> State something like, “Now that you have a good idea about national or state level action to be taken vis-à-vis CLM in your country, we will work on establishing a national CLM coordination chart and a preliminary CLM national framework.</p>
	<p><b>MATERIALS &amp; EQUIPMENT:</b> Flipcharts, cards, magic markers, brown paper</p>
	<p><b>HANDOUTS, TOOLS, &amp; REFERENCE MATERIALS</b> One page of Instructions for each small group, one set for the record and one set for you. Handout 1: National or State Level CLM Activities Handout 2: The CLM Framework Structure Handout 3: Sample CLM Profile</p>
	<p><b>TRAINER NOTES:</b> Organize small group membership beforehand and, to the extent possible, be sure that you have organized the groups to maximize a mixture of government, NGO, Trade Union, and Employer Association members in each.</p>

**Introduction:  
National or State Level CLM Activities**

**At the National or State level:**

**AIM:** to identify and consult with national authorities and partners about setting up the CLM process, to commit to supporting CLM at all levels, to plan how CLM will feed into national level structures, policies and activities, and to plan how CLM will be coordinated among and between different levels.

**RATIONALE:** CLM is a mainstreaming mechanism. It is intended to be integrated into the ordinary processes of governance in order to provide surveillance of child labour for the long run. In order for CLM to function effectively, it is important that national level authorities work together with local authorities in establishing and supporting the CLM process.

**OUTPUT:** an overall national framework which shows where CLM will fit within the official structures and authorizes the CLM to be set up.

**KEY ACTIVITIES:**

1. Identify all the official agencies with responsibilities that touch on CLM – those that deal with labour enforcement and protection, information and social planning, children and education.
2. Map their structures of authority and reporting from the topmost all the way down to the local level – this constitutes the CLM National Framework.
3. Identify any coordinating bodies or links between these different agencies and inform, consult and seek consensus and agreement on CLM
4. Develop a CLM profile with relevant partners and map out a work plan on how to test CLM in specific locations and sectors

## Day One, Session #6: Closure for the Day

*Session Objective: By the end of the session pax will:*

- *feel that they have begun to understand CLM;*
- *have begun to see how CLM could be applied to the real child labour situation in their locality.*

Time	Process and Activities
<b>15</b>	<p><b>CLOSURE</b></p> <ul style="list-style-type: none"> <li>• After the presentations are over for the day, spend 10 minutes bringing the group to closure in plenary.</li> <li>• Brainstorm on a flipchart some learnings for the day:</li> <li>• Ask pax what they have learned about CLM, and applying CLM to their locality.</li> <li>• Write their comments on the flipchart.</li> <li>• Preview the following day, telling them what is on the schedule;</li> <li>• Remind them about the dinner that evening and say that you will see them there.</li> </ul>
	<b>MATERIALS &amp; EQUIPMENT:</b>
	<b>HANDOUTS, TOOLS &amp; REFERENCE MATERIALS:</b>
	<b>TRAINER NOTES:</b>

# Day Two CLM National Orientation Workshop

- Session 1: Opening of the Day, Feedback, Icebreaker
- Session 2: Drawing up a National CLM Coordination Chart and a Preliminary CLM National Framework
- Session 3: Agreement: Consensus to support the CLM process
- Session 4: Next Steps: Action Planning
- Session 5: Closure
- Session 6: Closing Ceremony

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

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

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

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

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

## Session #2: Drawing up a National CLM Coordination Chart and a Preliminary CLM National Framework

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

- visualized possible functions and foci for CLM functions within organizations at the national level
- drawn up a National CLM Coordination chart among government agencies, the ILO, NGOs, Trade Unions and employer organizations;
- Increased their capacity and motivation to support CLM at the Intermediate and Local levels;
- Planned how CLM can be coordinated between the different levels;
- Drawn up a preliminary CLM National Framework.

**Session Outputs:** A National CLM Coordination Chart, and a preliminary national CLM framework

Time	Process and Activities																				
120 – 150	<p><b>Small Group Exercise – National CLM Coordination Chart:</b></p> <p><b>Multi-level child labour monitoring chart for each organisation</b></p> <ul style="list-style-type: none"> <li>• Separate participants into organizational groups. (If there is only one representative from an organization s/he would work alone)</li> <li>• Have each organization complete an organisational chart like the sample below for its own organization—at all levels at which it operates. (For example, an Employers Association may not have branches at the local level. That box would be left blank.)</li> <li>• Go over the column headings, asking pax to add any headings that they think are missing—and stating that if during the exercise they think of another, it can be added as well.</li> <li>• Assign a tentative focal point person and department as the anchor for CLM—if one already exists, so much the better.</li> <li>• Fill in <i>any</i> of the other column functions which you think your organization can do or already does to contribute to the setting up and running of the CLM. To do this assign departments/units/or people by writing cards and placing them on your organizations line, under that column.</li> <li>• You have 30 minutes to come up with placements of functions.</li> <li>• Then you have 10 minutes to examine the chart before we discuss it.</li> </ul> <p><b>Sample Organisational Chart</b></p> <p>Organisation: Ministry of Labour (at all levels)</p> <table border="1"> <thead> <tr> <th>Government Level/Functions</th> <th>CL Monitoring Admin</th> <th>CL Monitoring Data Management</th> <th>CL Monitoring Policy</th> <th>CL monitoring</th> </tr> </thead> <tbody> <tr> <td>National</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Intermediate</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Local</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Some suggested COLUMN headings would be:</p> <ul style="list-style-type: none"> <li>• Administration</li> <li>• Child Labour Monitoring Focal Point (Person and Department)</li> <li>• District Level CLM Focal Point and Department</li> <li>• Local Government CLM Focal Point</li> <li>• CLM Data Gathering</li> <li>• CLM Database Management</li> <li>• CLM Policy Development</li> <li>• Capacity Building</li> <li>• Enforcement</li> </ul>	Government Level/Functions	CL Monitoring Admin	CL Monitoring Data Management	CL Monitoring Policy	CL monitoring	National					Intermediate					Local				
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- Education
- Vocational and Skill Training
- Apprenticeship Programs
- Family Support
- (Micro Credit)
- Tracking
- Health and Counselling Services
- Withdrawal
- Reintegration

**Putting it all together – the National CLM Coordination Chart**

- Create a matrix on a long chart somewhere in the room using all the CLM function headings from the individual organisation charts (see sample chart below);
- Give instructions for completing the big chart as follows: “For your organization, rewrite the national level CL monitoring functions on colour A cards. Also think of one thing you are going to do to set up and run each function and write this on the card. Place your cards on the row next to your org (in the right column)”:

Organisation/CLM functions	CL Monitoring Admin	CL Monitoring Data Management	CL Monitoring Policy
Ministry of Labour (MOL)			
Employer Association			
NGO1			
National Trade Union			

**Analysis: Co-ordinating action at the national level**

- Fill in any gaps to ensure that all key CL monitoring functions have been assigned; Use Colour A (National Level) cards;
- If more than one national actor volunteers for a particular function, decide how they are going to co-ordinate that function.

**The Intermediate CLM Co-ordination Chart and Co-ordinating action at the intermediate level**

Follow the same process as for the national level.  
Use the same matrix. Add Colour B (Intermediate Level) cards,

**The Local CLM Co-ordination Chart and Co-ordinating action at the local level**

Follow the same process as for the national level.  
Use the same matrix. Add Colour C (Local Level) cards,

**Drawing an Institutional CLM National Framework**

- Refer to the CLM Framework Structure model handed out in the previous session;
- Sample national framework designs can be used as they become available;
- Divide the group into Government Level groups;
- Ask each group to come up with a CLM Framework.
- Have them produce it on a flipchart and present it to the group.
- Facilitate a Discussion on the CLM Framework.
- Choose the best Framework design and adapt as necessary.

**MATERIALS & EQUIPMENT:**

**HANDOUTS, TOOLS, & REFERENCE MATERIALS:**

Flipcharts (for organisational chart – probably be around 3 - 4 flipcharts wide by 2 flipcharts down)

**TRAINER NOTES:**

National level organisations involved in child labour monitoring might be:

- Ministry of Labour
- Ministry of Health
- Ministry of Education
- National Bureau of Statistics
- Other involved government organizations

Also included would be, by name:

- Trade Unions
- Employers Associations
- NGOs

And

- ILO/IPEC
- And possibly the ILO Time Bound Programme, UNICEF, UNDP etc.

## Session #3: Agreement: Consensus to support the CLM Process

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

- *Drafted a vision and strategy for CLM in their country;*
- *Agreed to support the CLM process in their country;*
- *Considered whether a formal agreement is needed and what it would include.*

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

Time	Process and Activities
60	<p><b>GROUPWORK – A COMMON CLM VISION &amp; STRATEGY</b></p> <ul style="list-style-type: none"> <li>• Divide pax into random groups (counting off 1-2-3...; 1-2-3...)</li> <li>• Ask each group to write one or two key statements about the following:               <ul style="list-style-type: none"> <li>- Overall objective – what CLM aims to achieve</li> <li>- Coverage and scope – sectors, areas and/or scope of work of the CLM</li> <li>- CLM Process Strategy – what they are going to do about supporting the development of the monitoring process</li> </ul> </li> </ul> <p><b>Establish Consensus</b></p> <ul style="list-style-type: none"> <li>• Write the statement headings on a flipchart – “Overall Objective”; “Coverage and Scope”; “CLM Process Strategy”</li> <li>• Ask the pax to put their statements under the correct heading</li> <li>• Ask the pax for comments and suggest changes and reordering</li> <li>• Make changes on which pax all agree and circle any areas of disagreement</li> <li>• Be sure that at least one overriding statement committing to establishing CLM in the country has been clarified and agreed upon.</li> </ul> <p><b>PLENARY DISCUSSION – SETTING UP AND SUPPORTING THE CLM PROCESS</b></p> <ul style="list-style-type: none"> <li>• Display (on PowerPoint or on a flipchart) the list of cards participants made during the Introduction/Expectations Session in which each wrote a card about an important element to set up and support the CLM process;</li> <li>• Get consensus on the elements on the list that should remain, those that should be eliminated because they are redundant, and those that are unnecessary;</li> <li>• Ask the group if there are any more elements which need coverage;</li> <li>• Add those upon which the group agrees.</li> </ul> <p><b>PLENARY DISCUSSION – FORMAL AGREEMENTS FOR THE IMPLEMENTATION OF CLM</b></p> <ul style="list-style-type: none"> <li>• Discuss the benefits of drawing up a formal agreement for the implementation of CLM. This could include: Agreements -               <ul style="list-style-type: none"> <li>- demonstrate commitment between partners</li> <li>- provide an official framework for the management and implementation of the monitoring process</li> <li>- set out a vision of the purpose and scope of the CLM</li> <li>- clarify roles and responsibilities</li> <li>- give authority for the CLM process to be set up</li> </ul> </li> <li>• Ask the pax to discuss whether a formal agreement is required between national partners, and, if so, what it should include;</li> <li>• Distribute the handout “Agreement between ILO-IPEC and The Pakistan Carpet Manufacturers and Exporters Association to Eliminate Child Labour in the Carpet Industry in Pakistan” as an example of a national level agreement.</li> </ul>

	<p><b>MATERIALS &amp; EQUIPMENT:</b> Multi system for display of PowerPoint or overhead projector</p>
	<p><b>HANDOUTS, TOOLS, &amp; REFERENCE MATERIALS:</b> The Agreement between the ILO-IPEC and The Pakistan Carpet Manufacturers and Exporters Association to Eliminate Child Labour in the Carpet Industry in Pakistan.</p>
	<p><b>TRAINER NOTES</b> You need to be sure that you know the key elements used in Agreements to set and a commit to a CLM process by having referred to The Agreement between the ILO-IPEC and The Pakistan Carpet Manufacturers and Exporters Association to Eliminate Child Labour in the Carpet Industry in Pakistan and any other agreements available before the session.</p>

## Session #4: Next Steps: Action Planning

**Session Objectives:** *By the end of this session participants will have a schedule for their next meeting, a checklist of tasks for CLM Start-up, and persons assigned for key tasks.*

### Session Outputs: A CLM Action Plan Checklist

Time	Process and Activities																																																												
60	<p><b>Next Steps: Action Planning</b></p> <ul style="list-style-type: none"> <li>Facilitate a plenary Action Planning activity based on the CLM National Framework Chart, the National or State Level CLM Action Work, and the outcomes of the Agreement: Consensus to support the CLM Process Session as follows:           <ul style="list-style-type: none"> <li>Hand out two cards to each person—each of a different colour;</li> <li>Ask each participant to write down the first action s/he is going to do take to contribute to setting up the CLM process in the country and the date s/he will take that action by —on the card of colour A;</li> <li>On the card of colour B, ask each participant to write down whether s/he thinks an Agreement is needed, and if so, what s/he is going to do about it;</li> <li>Have each person quickly read s/his personal cards! Visualize them;</li> <li>Based on the cards, draw up a checklist of short and medium term action to be taken (see trainer notes);</li> <li>Based on the perceived need for a national level agreement, choose an Agreement Focal Point to follow up.</li> </ul> </li> </ul> <p><b>Action Plan Checklist Format Example</b></p> <table border="1"> <thead> <tr> <th>What we need to Explore</th> <th>Check</th> <th>Actions to be Taken</th> <th>Actors Involved</th> <th>Date to be done by</th> </tr> </thead> <tbody> <tr> <td>Is the child labour national steering committee formation process complete?</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Is there true national level political commitment?</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Is child labour included as a National priority?</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Have key institutions and partners that could be involved in the CLM process been identified and the existing and potential capacity of each been assessed?</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Has the CLM National Framework been finalized?</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Have CL Coordination Mechanisms been established?</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>What is needed to involve worker and employer organizations among key partners?</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Is the public aware of child labour issues?</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>What is needed to develop CLM coordinating groups?</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Have the types of monitoring mechanisms and information collection systems that currently exist and the strengths and weaknesses of these systems been identified?</td> <td>√√</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Have we established how the CLM process could be linked with existing mechanisms and</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	What we need to Explore	Check	Actions to be Taken	Actors Involved	Date to be done by	Is the child labour national steering committee formation process complete?					Is there true national level political commitment?					Is child labour included as a National priority?					Have key institutions and partners that could be involved in the CLM process been identified and the existing and potential capacity of each been assessed?					Has the CLM National Framework been finalized?					Have CL Coordination Mechanisms been established?					What is needed to involve worker and employer organizations among key partners?					Is the public aware of child labour issues?					What is needed to develop CLM coordinating groups?					Have the types of monitoring mechanisms and information collection systems that currently exist and the strengths and weaknesses of these systems been identified?	√√				Have we established how the CLM process could be linked with existing mechanisms and				
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	systems?				
	Has the scope and tasks that you want the CLM to cover been established?				
	Have the types of preconditions that should be met before establishing the process of developing CLM (e.g. revision of legislation, enabling environment, capacity building) been assessed?				
	Is information on the child labour situation available? If not have we identified who could be responsible for compiling child labour information?				
	Have resources available to support the CLM process been identified? If not, can they be sourced? What are the possible sources?				
	And others...				
<b>MATERIALS &amp; EQUIPMENT:</b>					
Cards					
<b>HANDOUTS, TOOLS &amp; REFERENCE MATERIALS:</b>					
<b>TRAINER NOTES:</b>					
A sample action planning checklist has been included, but it is important to note that the trainer must help the participants to develop their own checklist, specific to their situation, of what needs to be done at the national level to further develop the CLM process.					

## Session #5: Closure

Time	Process and Activities
30	Closure is important and should be given credence and designed according to national customs. There may be a closing speech. 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.

## Session #6: Closing Ceremony and Presentation of Certificates

### Session Objectives:

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

### Session Outputs: Pictures of Everyone with a Certificate

Time	Process and Activities
30	<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><b>DISTRIBUTION OF CERTIFICATES</b></p> <ul style="list-style-type: none"> <li>• Facilitate the closing ceremony of the workshop.</li> <li>• Make some opening remarks.</li> <li>• Invite a participant to speak on behalf of the trainees;</li> <li>• Invite another participant to speak to the group about the workshop experience.</li> <li>• Invite a dignitary to speak about the workshop.</li> <li>• Invite the co-trainer to speak about the participants;</li> <li>• Invite the co-facilitator and dignitaries and officials to hand out the certificates, to ensure each person has a chance to do so.</li> <li>• Ask each person to say something, like “On behalf of the ILO, I am happy to present you with this Certificate of Completion for the Child Labour Monitoring workshop.</li> </ul> <p><b>PHOTO OPPORTUNITY</b> Ask the photographer to take a picture of the entire group with the banner outside.</p> <p><b>TEA AND SNACKS</b> After the Ceremony, all can enjoy tea and snacks together.</p>
	<p><b>MATERIALS &amp; EQUIPMENT:</b> Camera</p>
	<p><b>HANDOUTS, TOOLS &amp; REFERENCE MATERIALS:</b> Certificates of Completion with every person’s name, signed by the ILO official the sponsor and facilitators</p>
	<p><b>TRAINER NOTES:</b> 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.</p> <p>If possible, place the chairs auditorium style, so there is an aisle down the middle and a “stage” at the front.</p> <p>Organize someone to take pictures of speakers and participants receiving certificates.</p> <p>Give any participant who did not qualify for the Certificate of Completion, a <i>Certificate of Attendance</i>.</p>