



International
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Organization

IDENTIFICATION AND DOCUMENTATION OF GOOD PRACTICES IN ZAMBIA

Time-bound measures against the worst forms of child labour

January 2010



International
Programme on
the Elimination
of Child Labour
(IPEC)

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International Labour Organization (ILO)

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Photo on cover

Children of the Don Bosco school, Luwingu district, northern province of Zambia

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Foreword

Children's involvement in work is highly prevalent in Zambia. The Labour Force Survey 2005 estimates that 47 percent of children aged 7-14 years, over 1.2 million children in absolute terms, were economically active in the 2005 reference year. The elimination of worst forms of child labour (WFCL) requires innovative and multi-faceted responses.

Agricultural work, child domestic labour, commercial sexual exploitation of children, mining and quarrying work, child trafficking and work in the urban informal sector constitute the worst forms of child labour (WFCL) in Zambia. The main causes of child labour in Zambia include poverty; lack of coping mechanisms with respect to food security; vulnerability to economic shock effects; lack of basic social services such as quality education; limited social protection; stressed traditional safety nets (e.g. extended family); HIV and AIDS and cultural and gender practices. Child labour constitutes a major obstacle to achieving universal primary education and the Millennium Development Goals (MDGs) in Zambia. It does not only harm the welfare of children, but slows national poverty reduction and development efforts. Children forced out of school into labour to help their families make their ends meet are denied the opportunity to acquire the knowledge and skills needed for future development, thereby perpetuating the cycle of poverty.

Zambia's implementation environment for eliminating child labour is conducive. Zambia has ratified the ILO Convention No. 138 on minimum age of employment and Convention No. 182 on elimination of worst forms of child labour. There are a number of key policies that address child labour related issues affecting children and youth. These include the National Employment and Labour Market Policy; National Gender Policy; HIV and Acquired Immune Deficiency Syndrome/Tuberculosis /Sexual Transmitted Infections Policy; and the National Child and Education Policies. The Fifth National Development Plan (2006-2010) has chapters on employment and labour, children and youth, social protection and education.

Legal instruments include the 2004 Employment of Children and Young Persons Act; a draft statutory instrument on prohibited hazardous child labour; a Penal Code amended in 2006 to prohibit human trafficking; and the 2008 Anti-Human Trafficking Act. There is urgent need for the finalization of the Child Labour Policy which is still in draft, and the Statutory Instrument on Hazardous Labour.

The participatory formulation of a National Action Plan (NAP) on Child Labour, spearheaded by the Ministry of Labour and Social Security (MLSS) with technical support from ILO, is a positive indicator of Government's commitment to address the WFCL. There is need to create greater impetus for the successful implementation of the NAP.

This report highlights some achievements by ILO and its partners in contributing to the elimination of child labour through the Time-Bound Programme Support Project (TBP-SP). The TBP-SP provided support to the development and implementation of measures against the WFCL in Zambia. This report identifies good practices at policy, institutional and community levels, ranging from innovative to replicated good practices, through which child labour is being eradicated. This report should be used as a guiding tool, to support action against the WFCL. It has to be emphasized therefore that, the good practices identified in this report are not a blueprint but they can be modified to best suit the environment. This publication is part of IPEC's global efforts to identify and document successful interventions aimed at eliminating the WFCL. It provides a compendium of practices which will contribute to implement the National Action Plan (NAP) on child labour.

There has been increased awareness on child labour through projects implemented by the ILO's social partners, non-governmental organizations (NGOs), community-based organizations, and the local communities. The ILO and its partners continuously advocate for the provision of educational

opportunities and other social services to ensure that children are living under conditions that are safe and conducive to their development. By addressing issues that exacerbate the WFCL, the ILO and its partners provide opportunities for children to grow in circumstances that promote their physical, psychological, social and intellectual development.

The ILO expresses its gratitude to the United States Department of Labor (USDOL) for its support to the TBP-SP in Zambia. The ILO is also grateful to the Government of Zambia for the continued commitment towards elimination of the WFCL, as well as to all the stakeholders who have actively participated in effectively implementing projects under the TBP-SP. The ILO hopes that they will find this report beneficial.

Gerry Finnegan
ILO Representative
Malawi, Mozambique and Zambia

Acronyms

AIDS	Acquired Immune Deficiency Syndrome
ANPPCAN	African Network for the Protection and Prevention of Child Abuse and Neglect
AOHD	Advocacy on Human Development
APSO	Action Programme Summary Outline
ASLIZ	Association of Sign Language Interpreters of Zambia
CBP	Capacity Development Programme
CCLC	Community Child Labour Committee
CDL	Child domestic labour
CEF	Child Empowerment Fair
CHIN	Children in Need
CLC	Child Labour Club
CLU	Child Labour Unit
COC	Code of Conduct
Com-Agri	Commercial Agriculture
CP	Cooperating Partner
CRC	Child Rights Club
CSO	Civil society organization
CSR	Corporate Social Responsibility
CWAC	Community Welfare Assistance Committee
CYC	Community Youth Concern
DA	Direct Action
DC	District Commissioner
DCLC	District Child Labour Committee
DDCC	District Development Coordination Committee
DEBS	District Education Board Secretary
DRC	Democratic Republic of Congo
EC	European Commission
EMIS	Education Monitoring Information System
GBV	Gender Based Violence
HBC	Home-based Care
HIV	Human Immune Virus
HOD	Head of Department
HOS	Head of Section
IEC	Information Education Campaign
IGA	Income Generating Activity
ILO	International Labour Organization
IOM	International Organization on Migration
IP	Implementing Partner

IPEC	International Programme on the Elimination of Child Labour
JCM	Jesus Cares Ministry
KCCC	Kasama Christian Community Care
LIP	Livelihood Improvement Programme
MCDSS	Ministry of Community Development and Social Services
MFI	Micro Financing Institutions
MLSS	Ministry of Labour and Social Security
MOE	Ministry of Education
MOU	Memorandum of Understanding
MSG	Mining Sector Group
MSYCD	Ministry of Sport Youth and Child Development
MYDJCC	Multi Vision Youth Development and Job Creation Centre
NAP	National Action Plan
NGO	Non-governmental organization
NGOCC	Non Governmental Organization Coordinating Committee
NSC	National Steering Committee
NTBP	National Time-Bound Programme
OVC	Orphans and Vulnerable Children
PAP	Provincial Action Plan
PaVidia	Participatory Village Development in Isolated Areas
RA	Rapid Assessment
SACCOS	Savings and Credit Cooperative Society
SCREAM	Supporting Children's Rights through Education, the Arts and the Media
TBP-SP	Time-Bound Programme-Support Project
TF	Task Force
TOT	Training of Trainers
UN	United Nations
VGP	Valuable Girl Project
VSU	Victim Support Unit
WDACL	World Day Against Child Labour
WFCL	Worst forms of child labour
ZAMISE	Zambia Institute for Special Education
ZCTU	Zambia Congress of Trade Unions
ZFE	Zambian Federation of Employers
ZNFU	Zambia National Farmers Union

Executive summary

Country context

The worst forms of child labour (WFCL) in Zambia include agricultural work, child domestic labour (CDL), commercial sexual exploitation of children, mining and quarrying work, child trafficking and work in the urban informal sector.

The main causes of child labour in Zambia include poverty, HIV and AIDS, lack of basic social services such as quality education, lack of social security, lack of coping mechanisms with respect to food security, vulnerability to economic shock effects, stressed traditional safety net (extended family), and cultural and gender practices.

Zambia's implementation environment is favourable for a national time-bound programme. Zambia ratified ILO Convention No. 138 and No. 182 in 1976 and 2001, respectively. The ILO has implemented child labour projects in Zambia since 2000 with implementing partners (IPs) from government, civil society organizations (CSOs), employers' and workers' organizations.

The policy and legal framework is sufficiently conducive. Even though the Child Labour Policy is still in draft, a number of key policies address child labour, children and youth issues directly or indirectly. These include the gender policy, HIV and Acquired Immune Deficiency Syndrome /Tuberculosis/Sexual Transmitted Infections policy, as well as national child and education policies. The Fifth National Development Plan (FNDP), which runs from 2006 to 2010, has chapters on employment and labour, children and youth, social protection and education. From the legal point of view, the Employment of Children and Young Persons Act was amended in 2004 and a draft statutory instrument outlining prohibited hazardous child labour in the country. The Penal Code was amended in 2006 to prohibit human trafficking.

Good practices documentation methodology

The objective of the good practices documentation exercise is to provide inputs to partners in government, workers' and employers' organizations and CSOs for the implementation of the National Time-bound Programme (NTBP).

A good practice is defined as ***“any experience that, fully or in part, works to combat child labour, and that may have implications for practice at any other level elsewhere.”***

The methodology for the documentation exercise involved:

- Literature review.
- Facilitation of the workshop to identify good practices.
- Selection of IPs to be visited based on the workshop output and logistical considerations with respect to time availability.
- Field work with visits to selected IPs to further concretise the good practices identified in the workshop and also document potential good practices identified through literature review and consultations. This included administering the good practice submission form to IPs, focus group discussions with CCLCs and individual interviews with caregivers and children.
- Individual interviews through telephone communication with IPs that could not be visited.

Documentation of good practices

Apart from the background information provided below, the documentation of good practices in the main body of the report includes information on why each selected intervention is a good practice, key steps in establishing it, achievements, preconditions for success, challenges, areas of improvement and lessons learned.

Documented good practices

A total of 22 good practices have been identified and documented from the Zambian Time-Bound Programme Support Project (TBP-SP): “Support to Development and Implementation of Time-Bound Measures against the Worst Forms of Child Labour in Zambia” from 3 different levels namely macro (2 good practices), meso (9 good practices) and micro (11 good practices under 5 broad categories). The macro level encompasses interventions at the policy level, with the meso level representing practices at partner level and the micro level highlighting practices at the community level.

Macro Level

1. Formulation of the National Action Plan

The formulation of the National Action Plan (NAP) which started in late 2008 is a government driven initiative being spearheaded by the Ministry of Labour and Social Security (MLSS). During the formulation process, the MLSS adopted an all inclusive and participatory approach in order to ensure acceptability and ownership of the NAP.

2. Mainstreaming child labour into teachers training curriculum

Under the TBP-SP, a SCREAM Network was created with the objective of mainstreaming child labour into various programmes using the SCREAM Pack as a tool. One of the key partners within the SCREAM Network is the Zambia Institute of Special Education, who are implementing a programme to mainstream child labour at the tertiary level in teacher training colleges, police service training, the National Institute of Public Administration and in the school of education at the University of Zambia. The documentation of this good practice will focus on teacher training colleges as they have been the most proactive in the programme. All principals, Heads of Department (HOD) and Heads of Section (HOS) for Social Sciences in 14 colleges were sensitised and trained and child labour is being mainstreamed in these departments.

Meso Level

3. Formulation of an Employers Code of Conduct on corporate governance

Under the TBP-SP, Zambia Federation of Employers has facilitated the development of a comprehensive code of conduct which includes issues on corporate governance, environmental issues, HIV and AIDS in the work place and a section dedicated to child labour. The task forces (TFs) formed under the TBP-SP are also members of the District Child Labour Committees (DCLCs).

4. Trade union task forces and working committees

Under the TBP-SP, task forces (TFs) and working committees at work places have been formed in 5 districts namely Livingstone, Lusaka, Luanshya, Kapiri Mposhi and Kitwe. The TFs’ role is to sensitise workers at working places on child labour as a means of combating and addressing child labour issues in each district. Working committees are then established at each work place to monitor that the legal age for employment is being adhered to. In work places where children or young persons are

employed and cannot be withdrawn, the committees submit a report to the TFs who further work hand in hand with the district labour inspectors to withdraw the children and improve the young persons' working conditions at the work places.

5. Mining sector group

The findings of the European Commission (EC) Rapid Assessment (RA) on child labour in the non-traditional mining sector in Zambia led to the formation of the Mining Sector Group (MSG). The objective of the RA was to expand the knowledge base on the extent and types of illegal child labour mining in Zambia. The RA findings were that children below the age of 18 years were working in the small-scale mining sector, with 75.8 percent of all the children interviewed being 15-17 years old. These children work in small-scale mines at the expense of going to school. The MSG includes men and women from the mining sector, those involved in mining related works and NGOs implementing child labour projects. The MSG is developing a strategy to combat child labour in the non-traditional small scale mining sector especially the gemstone sector. The MSG aims to achieve this through direct action including support to caregivers in entrepreneurship and business training and capital support towards IGAs. The MSG does not rely on ILO-IPEC for financial support of projects but has formed a resource mobilization committee that will develop strategies and proposals to attract funding from various donors.

6. Promoting networks and collaboration

Since 2002, ILO-IPEC has increasingly lobbied the implementing partners (IPs) for the formation of a network. At the Good Practices and Sustainability Workshop held in October 2009, discussions were held on the formation of a consortium on child labour as a way of facilitating effective implementation and coordination for the National Time-Bound Programme (NTBP).

7. Lead partner concept

Since 2000, IPEC has built the institutional and organizational capacity of various organizations to implement child labour projects. During the programming of the TBP-SP, some organizations with experience in implementing child labour projects were considered as "lead partners". These have been key in facilitating the development of new partner organizations' capacity to implement child labour projects. The identified lead partners include Hosanna Mapalo for Copperbelt Province, Jesus Care Ministry (JCM) for Northern and Luapula Provinces, Community Youth Concern (CYC) for Central and Lusaka Provinces, African Network for the Protection and Prevention of Child Abuse and Neglect (ANPPCAN) for SCREAM activities for civil society organizations (CSOs), Ministry of Education (MOE) for SCREAM activities in the education sector. Ministry of Labour and Social Security (MLSS) is lead through the FNDP mandate.

8. Recreation and reading centres

This practice is being spearheaded by ANPPCAN. The recreation and reading centres provide an alternative by discouraging children going to work. The purpose of the practice is to create a buffer between children's homes and places where they may end up being involved in child labour. ANPPCAN partnered with Ministry of Sport Youth and Child Development (MSYCD) who are providing their existing infrastructures for the centres. The centres will be used for various recreation activities including sports and libraries to encourage a reading culture for the children and the community at large. Centres will also be used as psychosocial assessment centres for the children withdrawn and prevented children.

9. District Child Labour Committee

This practice has been implemented in Kenya, Tanzania and Uganda. It was replicated in Zambia after the Ministry of Labour and Social Security (MLSS) went on a study tour to Kenya organised by the TBP-SP team. The District Child Labour Committee (DCLC) is a group of strategic stakeholders elected to represent the wider community in the district to make decisions or gather information about child labour. The main aim of the DCLC is to facilitate and implement the process of eliminating child labour at district level. The formation of the DCLCs was based on the understanding that MLSS is the custodian of child labour issues and therefore has the mandate to address these issues at any level. With the foregoing, the MLSS is the DCLC Secretariat and has facilitated the formation of 17 DCLCs nationwide under the TBP-SP.

10. Children's empowerment fair

The first Children Empowerment Forum (CEF) was organised on the 20th of June 2009. It was attended by IPEC implementing partners and other civil society organizations (CSOs) implementing child centred programmes, especially those providing educational and recreational support, and the private sector. The objectives of the 2009 CEF were as follows: to contribute towards the World Day Against Child Labour (WDACL) and the 10th Anniversary of Convention No. 182 on worst forms of child labour; to provide a platform for organizations working with children to share experiences and network; and to give children access to information on various line ministries and CSOs offering educational support, social and health services, and recreation facilities as a means of children's empowerment.

11. Seminar for media practitioners

The TBP-SP team initiated 5-half-day sensitisation seminars which attracted 40-50 media practitioners. The objective was to build the capacity of media practitioners to effectively report on child labour issues. For each day, information on the following themes was provided with support from the organizations shown in brackets: child labour and education (UNICEF and Camfed); child labour and HIV and AIDS (ILO-IPEC); child labour in agriculture (MLSS and Hodi); child labour in mining (European Commission rapid assessment researchers); and child labour in trafficking (International Organization on Migration, IOM). Furthermore, the seminar provided an opportunity to mobilise the media to understand the link between child labour and various themes such as education and HIV and AIDS. The themes were selected to give new information and provide a platform for under-reported areas such as agriculture and emerging issues such as trafficking and mining.

Micro Level

12. Community mobilisation

Use of Community Child Labour Committees in combating child labour

The Community Child Labour Committees (CCLCs) are the core drivers in social mapping, identification of beneficiaries, implementation and continuous monitoring of child labour programme activities. Further, they also play a key role in the mobilization of community members to participate in the program implementation and planning. Under the TBP-SP, the practice has been implemented by all implementing partners (IPs) direct action. CCLCs are seen as permanent working groups that act as a "watch dog" in the community as their existence is a deterrent for people perpetuating child labour.

Social mapping

Social mapping uses a holistic approach to effective child labour interventions and allows community members to be initiators in solving their social problems including child labour. Social mapping has been seen as a key strategy in providing a factual baseline for the implementation of the TBP-SP as it

provides a self explanatory pictorial location of critical landmarks with respect to child labour within a community.

13. Changing attitudes to education

Role models for parents/guardians and children

This practice is a mentorship concept being taken under the direct action project implemented by Multi-vision Youth Development and Job Creation Centre (MYDJCC) in Mansa. Due to the low school attendance in the records, the CCLCs and parents held consultative meetings and later made follow-ups to households where children who did not attend class regularly lived. The CCLCs discovered that the underlying cause was that the attitude and practice of parents towards their children attending school was negative in that they discouraged their children from attending school. The parents/guardians did not see the importance and benefits of education. After the role model intervention, the children themselves and their parents/guardians have started appreciating education through the motivation they receive from the role models.

Parents involvement in classroom at supported schools

One of the communities being supported by St. Peters in Luwingu under the TBP-SP is Kopu. The schools in the catchment had low school attendance in the records. To establish the core causes of this low attendance, St. Peters undertook a rapid assessment which established that parents thought it was a waste of time to send children to school, especially the female children. To address this, a day has been selected when parents of children that are at risk of dropping out of school and those not going to school are invited to go into classrooms and participate in typical class activities. This is called the “Family Pack” and the results are usually positive with parents and children changing their negative perception towards education.

14. The use of sign language in the fight against worst forms of child labour

Association of Sign Language Interpreters of Zambia (ASLIZ) discovered that the deaf community receive little or no attention in developmental interventions aimed at mitigating their vulnerability. This is mainly due to language barrier and high levels of illiteracy inherent within the deaf community. Under the TBP-SP, ASLIZ is implementing a direct action programme to address the WFCL especially CDL which some deaf children have been subjected to within the houses of their parents or guardians. The purpose of this practice is to initially ease communication amongst deaf children by introducing effective and assertive means of communication using conventional sign language. Through this, knowledge on child labour is disseminated as a means of contributing towards the elimination of the WFCL among the deaf community in Lusaka district through prevention and withdrawal of deaf children from child labour and also support to vulnerable or at risk children born from deaf parents.

15. Economic empowerment of caregivers through linkages to start-up capital

Extra-ordinary membership of caregivers in CCLCs

Most CCLCs have a set number of members but in three communities in Mufulira, there was a demand from caregivers to be incorporated into the CCLC as extraordinary members. Advocacy on Human Development (AOHD) has been empowering community members in its catchment areas through a programme supported by Non Governmental Organization Coordinating Committee (NGOCC). As the NGOCC programme is being implemented in 3 of the communities (Mokambo, Kankoyo and Kawama West) where the child labour programme is also being implemented, AOHD saw the need to include the CCLCs and caregivers into the NGOCC role model groups so that they benefit from the seed capital to help them undertake income generating activities (IGAs).

Caregivers' Savings and Revolving Fund Clubs

Dackana in Kabwe is using the Caregivers' Savings and Revolving Fund Clubs to assist women and men generate income through a revolving fund and own savings. Members contribute an agreed amount on a weekly basis from which the group members borrow money to engage in micro enterprises. They repay the borrowed amount after a period of 2 months with a minimum interest set by each group.

Empowering caregivers through the Savings and Credit Cooperative Society

Due to the prevalence of high poverty levels among caregivers and CCLC members, it was found prudent to train them in income generating activities (IGAs). For these IGAs to be undertaken, it was realised that there was need for start up capital. Kasama Christian Community Care (KCCC) is empowering caregivers through the Savings and Credit Cooperative Society (SACCOS). The objective of SACCOS is to empower caregivers and members of the CCLC by pooling resources. The caregivers and CCLC members in each community form groups of 10 and each member within the group contributes 10,000 Kwacha per month. Members borrowing money are monitored on what they spend the money on and a repayment period of 2 months is given. The loan is dependent on the IGA ventured into and the interest rate is not fixed but determined by each group ranging between 5 to 10 percent.

Livelihood Improvement Programme (LIP)

Kasama Christian Community Care (KCCC) developed the Livelihood Improvement Programme (LIP) concept to address sustainability and continuity of the child labour project through empowerment. LIP is similar to the PaVidia Methodology but addresses child labour directly through awareness raising and support of CCLCs and caregivers; prevention of children at risk of going into child labour; and withdrawal of those in child labour. LIP is working alongside SACCOS, which is also an empowerment concept, outlined above. To do this, one of the LIP interventions has been adopted from the Heifer Project Concept for animal husbandry. When the pigs reproduce, they are given to a new group for them to rear. Once the group's pigs reproduce, they give some to another group and return some to the main project.

School nutrition gardens

This practice is being undertaken by Community Youth Concern (CYC) where some parents/guardians are allowed to own gardens at schools where their children are enrolled. CYC mobilised additional resources from "Terre des Hommes" to implement these nutrition gardens. CYC provides seeds, garden tools and hold discussions with schools for the distribution of land to the parents/guardians. The parents/guardians grow food and harvest it for household consumption or sale. The objective is to create food security at household level so that the families are nourished and children continue attending class regularly as a result of the poverty alleviation.

16. Child forum

The child domestic labour and the capacity building Programmes, introduced Child Labour Clubs (CLCs) in schools and these have since continued and are still functional under the TBP-SP. The matrons or patrons of the CLCs are trained in the SCREAM methodology and impart skills on conducting interviews, surveys and debates to the children. During the implementation and support to these CLCs, AOHD realised that there was a lack of effective networking and information sharing amongst the CLCs in their catchment area and hence the concept of a Child Forum was born. This is a forum where children from different CLCs and Child Rights Clubs (CRCs) from various implementing partners (IPs) catchment areas meet in one place annually to discuss child labour issues and children's rights in general. At this forum, the children invite area councillors, parents and other people for sensitisation and lobbying on issues affecting child development.

Conclusion

The good practice documentation exercise has focused on the achievements of ILO-IPEC, its IPs and other stakeholders in progressively contributing towards prevention and elimination of the WFCL under the NTBP. Sustainability for daily implementation interventions including the identified good practices is highly dependent on resource availability, commitment, coordination and effectiveness of existing structures at all levels.

1. Introduction

The objective of this documentation of good practices is to provide input to partners in government, workers' and employers' organizations and civil society organizations (CSOs) for the implementation of the National Time-Bound Programme (NTBP) titled "Support to Development and Implementation of Time Bound Measures against the worst forms of child labour in Zambia". Refer to Annex 1 for the Terms of Reference (ToR).

This document includes several good practices and lessons learned while carrying out the programme. These good practices and lessons are key contributing factors to achieving the programme objective of prevention and elimination of the worst forms of child labour (WFCL).

The guidelines on identification, review, structuring, dissemination and application of good practices of the IPEC Design, Evaluation and Documentation section (DED) were used in the preparation of this document. A good practice is defined as ***"any experience that, fully or in part, works to combat child labour, and that may have implications for practice at any other level elsewhere."*** Kindly refer to Annex 2 for detailed guidelines on identifying and documenting good practices.

It is important to point out that even though the good practices documented herein have a single organization as key contacts (Annex 5); the other organizations that are also implementing the good practice have been acknowledged using footnotes. This is because a good practice is not owned by one organization alone; the documentation has promoted a participatory approach with widespread input from all Time-Bound Programme Support Project (TBP-SP) implementing partners (IPs). It is also important to remember that a good practice is not a blue print; therefore it does not have to be followed step by step but can be modified to suit the needs and socio-economic environment of the target group. Therefore, a good practice allows us to learn from others' successful experiences and insights, and apply them more widely in our own contexts.

1.1 Methodology

The methodological strategy included the following sources and techniques:

- Documentary analysis of programme documentation
- Group work at the workshop which promoted collective building of perspectives and opinions on the identified good practices
- Field work using semi-structured interviews with programme staff and consultants, government representatives, IPs, CCLCs, local government officials, employers' and workers' organizations, caregivers, boys and girls.

The consultancy was undertaken as follows:

Preparation phase

An initial meeting with ILO/IPEC was held to discuss/review the ToR and to agree on the logistical planning for the assignment. Another meeting was held for the review and approval of the methodology and technical material required for the execution of assignment. These included:

- A power-point presentation on the definition of and guidelines for identifying Good Practices

- A general outline on how group work would be undertaken to effectively achieve the objectives of the workshop
- Handouts for group work and relevant data collection sheets for follow-up consultations.

Literature review

This included the review of the TBP-SP project document, action programme summary outlines, progress reports, the DED guidelines on good practices¹, the Emerging Good Practices on Action to Combat Child domestic Labour in Kenya, Tanzania, Uganda and Zambia, the Mid Term Evaluation Report, the European Commission Rapid Assessment on Child Labour in the Non-Traditional Mining Sector, Facilitators guide and handbooks on CCLCs and DCLCs.

Good practice workshop - Generation of good practices

The 3-day workshop initiated the good practice documentation exercise. The first task was to define good practices with definitions adapted from the IPEC guidelines on good practices. This was followed by a plenary session. The good practice identification exercise was then introduced by clearly defining the objective and intended output of the workshop. The participants were divided into 5 groups consisting of a broad spectrum of IPs and good practices were generated based on the following questions:

1. What good practices can be identified from each project in your group? Please give their general background descriptions.
2. What are the key steps in establishing/undertaking each good practice?
3. What makes each practice a good practice? What are the key benefits/achievements/accomplishments/impacts of each practice and on what basis can one determine this (are there any formal or informal evaluations or assessments)?
4. What necessary conditions should be in place to undertake and make each good practice successful? What constraints can be experienced and how can the practice be improved?
5. What are the lessons learned in implementing the identified good practice?

The output of the workshop was a preliminary list of good practices which provided a sample and direction of the IPs to be visited to further confirm and clarify the good practices. Other good practices identified through literature review and consultations were further investigated and the relevant ones documented. Information was gathered by administering the good practice submission form (Annex 4) to IPs, conducting focus group discussions with CCLCs and individual interviews with caregivers and children. Individual interviews with IPs that could not be visited were made possible through telephone communication.

Field visits

The field work was undertaken over a period of 10 days. The TBP-SP IPs visited Hosanna Mapalo in Ndola, Salem in Kitwe, AOHD in Mufulira, Dackana in Kabwe, MLSS, ZFE, ZCTU, ZAMISE, ASLIZ, ANPPCAN, CYC and GAWUZ in Lusaka. The consultant was privileged to further consult KCCC from Kasama as they were in Lusaka during this time. A trip was also undertaken to Rufunsa with ANPPCAN

¹ IPEC: *Guidelines on identification, review, structuring, dissemination and application of good practices*. IPEC Design, Evaluation and Documentation section (DED). Geneva, ILO, 2001.

to see the recreation centre there. Telephone interviews were conducted with St. Peters from Luwingu and MYDJCC from Mansa.

As cited in the TBB-SP project document, the collecting of experiences and lessons learned for future use by IPs is a key element to strengthening the knowledge base in Zambia. These good practices can be replicated within the framework of the NTBP.

1.2 Report outline

This report is organised as follows:

- Section 1 is the introduction section outlining the objective of the good practice documentation exercise, the definition of a good practice and the methodology used to document the good practices
- Section 2 documents the macro-level good practices i.e. policy level
- Section 3 documents the meso-level good practices i.e. institutional level
- Section 4 documents the micro-level good practices i.e. community level
- Section 5 highlights the conclusions for each good practice documentation level and gives the general report wrap up.

2. Macro level good practices

The Macro level plays a key role in providing a conducive environment in terms of policy and legislative instruments for the implementation of national time bound child labour programmes. It is at this level that key government ministries take the lead in providing guidance and the necessary instruments to effectively implement the NTBP. Two good practices, one from the Ministry of Labour and Social Security (MLSS) and another from the Ministry of Education (MOE) working through ZAMISE, have been identified and documented at this level.

2.1 Formulation of the National Action Plan

Level 2 – Successfully demonstrated good practice

2.1.1 Introduction

The Government through the Ministry of Labour and Social Security (MLSS) launched the NTBP in 2006 after realising that there was no coherent structure of implementing child labour activities and no guide for stakeholders to follow. For this to be realised, there was need for a National Action Plan (NAP) to guide stakeholders in the implementation of child labour interventions. The formulation of the NAP which started in late 2008 is a Government driven process being spearheaded by the MLSS. The formulation process has used an all inclusive and participatory approach in order to ensure acceptability and ownership of the NAP. Alongside the formulation of the NAP, the MLSS is also setting up the District Child Labour Committees (DCLCs) and has so far created 17 of them to strengthen implementation and monitoring capacity.

Social partners were highly consulted during the formulation process. At the national level, employers and workers officials from the national structures i.e. Zambia Federation of Employers, Zambia Congress of Trade Unions and Federation of Free Trade Unions of Zambia were consulted. At the provincial level, during the formulation of the Provincial Action Plans (PAPs), provincial employers' and workers' representatives were consulted and contributed to the formulation process. Their consultation at district level was limited as the social partner mobilisation for membership in the DCLC was also being undertaken simultaneously with the formulation of the NAP. All 17 DCLCs have representatives from employers' and workers' organizations.

2.1.2 Why is it a good practice

Even though NAP formulation has been undertaken by various countries implementing NTBP, the good practice is attributed to the fact that the Zambian formulation process has been unique, as a result of the use of a systematic bottom-up approach. The formulation was done through district and provincial consultations which culminated into the formulation of PAPs as key inputs to the NAP. This participatory approach through wide consultations of stakeholders from all districts will ensure ownership of the NAP.

The NAP is user friendly as each PAP will be annexed to the NAP as a logical framework for each province to follow. The NAP provides guidance for all stakeholders on their roles and responsibilities with a set timeframe for targets as a means of effectively implementing the NTBP. The NAP will act as a platform for awareness raising and a tool for improved resource mobilisation. The implementation of the NTBP driven by the NAP will contribute to the reduction of child labour.

2.1.3 Key steps in establishing the good practice

- Consultation through provincial workshops with representatives from all districts in the province.
- Awareness raising on child labour issues providing information on national statistics, ILO conventions, the status of the policy, and legal framework and provisions of the Employment of Young Persons and Children's Act.
- Establishing prevalent child labour types and priority focus areas per district.
- Consolidating the district information including budgets into PAPs.
- Collecting provincial action plans (PAPs) i.e. 2 – 3 days duration.
- Consolidation of all PAPs into a NAP with budget tied to it.
- Circulation of NAP for comments.
- Invitation to all key representatives from all provinces to a National Validation Symposium for the validation of the finalised NAP.

2.1.4 Achievements

- The NAP will not only reduce child labour in Zambia but provide guidance and encourage effective collaboration by all stakeholders contributing to the cause.

2.1.5 Necessary conditions for success

- Clear resource mobilisation modalities
- Resources availability
- District and provincial stakeholder mapping
- Awareness raising both on child labour issues and the need for a NAP
- Consultations using a participatory approach
- Good will or political will on the part of government commitment by providing a platform for stakeholders to formulate the plan.

2.1.6 Constraints/challenges that can be experienced

- Representation by the district was limited usually represented either by a social welfare or planning officer
- The formulation process is very costly
- Delays due to unforeseen eventualities in this case the death of President Mwanawasa
- There was no comprehensive list of stakeholders during the formulation process
- Delays due to erratic funding from the Ministry of Finance and National Planning.

2.1.7 Areas for improving the good practice

- The NAP formulation process could be enhanced further by ensuring that the DCCLs play a critical role in stakeholder identification and mapping. The DCLC involvement would facilitate a more comprehensive and effective participatory consultative process.

2.1.8 Lessons learned

- For the successful formulation and consequent implementation of the NAP, there is need for a clearly identified “engine”, in this case the MLSS, to take full ownership of the NAP process. There is also need to ensure that this engine has sufficient capacity to drive the process.
- Participatory consultations at district, provincial and national levels add value and ensure a sound and representative NAP in terms of interventions included and stakeholder coordination.
- Formulation of a NAP is costly and requires a readily available, comprehensive and systematic budget to cater for key activities and unforeseen eventualities.

2.2 Mainstreaming child labour into teachers training curriculum

Level 1 – Innovative good practice

2.2.1 Introduction

The absence of child labour in the education curriculum led to the conceptualisation that mainstreaming child labour into teaching modules can effectively contribute to reaching out to people at the community and household level. The mainstreaming of child labour into the education sector curriculum is a continuation of the programme that was started under the CBP in 2004. Under the CBP, consultations with the MOE through the Curriculum Development Centre resulted in the inclusion of child labour at primary and secondary school level namely in social studies (grades 1 – 7), civics (grades 8 - 9) and civic education (grades 10 – 12) curricula.

Under the TBP-SP, a SCREAM Network was created with the objective of mainstreaming child labour into various programmes using the SCREAM Pack as a tool. One of the key partners within the SCREAM Network is Zambia Institute of Special Education (ZAMISE), who are implementing a programme to mainstream child labour at the tertiary level in teacher training colleges, police service training, the National Institute of Public Administration and in the School of Education at the University of Zambia.

The documentation of this good practice will focus on teacher training colleges as they have been the most proactive in the programme. All principals, Heads of Department (HOD) and Heads of Section (HOS) for Social Sciences in 14 colleges were sensitised and trained and child labour is being mainstreamed in these departments.

2.2.2 Why is it a good practice

It is a good practice because SCREAM is a very effective tool for raising awareness on child labour for both adults and children. It does not require extra resources as teacher graduates are used as a vehicle for disseminating child labour information to children in schools. Mainstreaming child labour in the education mainstream also promotes MOE ownership of the child labour programme as teachers are empowered through knowledge acquisition. It also allows for sharing of resources especially human resources and materials between the learner, the institution and the funding organization. Apart from the teacher training colleges, child labour has been identified as a human rights issue by including it in human rights syllabuses at institutions teaching law, police training centres and public administration colleges.

2.2.3 Key steps in establishing the good practice

- Sensitisation of MOE officials.
- Identification of colleges and institutions where child labour will be mainstreamed.
- Introduction of child labour mainstreaming to the director at headquarters and principals of these colleges so that they are aware of the objective of the programme.
- Agreement by the principals and the director (headquarters) of these colleges to implement the programme.
- Sensitisation of resource persons (HOD, HOS and 2 lecturers) on child labour by ILO-IPEC and provision of materials to use in the colleges, such as SCREAM, Teacher's Guide on Child Labour, Training Manual on Child Labour and HIV and AIDS, Psychosocial Needs and Skills for Teachers and Community Groups Supporting Working and At Risk Children Affected by HIV and AIDS in Zambia, HIV and AIDS SCREAM, etc.
- Selection of teacher trainer to undertake child labour lectures and discussions on programme implementation by lecturers.
- Identification of child labour issues and topics to be mainstreamed.
- Identification of existing courses in which child labour can be mainstreamed.
- Development of syllabus to mainstream child labour into the teacher training curriculum.
- Monitoring of the programme.

2.2.4 Achievements

- Child labour is being taught in teacher training colleges and is creating awareness within the education system and filtering to the community level through the children taught by the trained teachers.
- The child labour sensitisation materials being used for mainstreaming child labour such as the SCREAM and the Teacher's Guide on Child Labour are valued and have been well accepted amongst the HOD, HOS, lecturers and trainee teachers. At the ZAMISE for example, child labour is mainstreamed at the Department of Learning and Disabilities in the neuropsychology course.
- All new students are sensitised on child labour and are given SCREAM Packs.
- The trained teacher will use the SCREAM methodology to teach the children on child labour at the school they are finally attached to.
- The trickle-down effect of this intervention is that it contributes to increased awareness on child labour leading to a reduction in child labour and as a result, more children enter, re-enter and are retained in the education system.

2.2.5 Necessary conditions for success

- Policy dialogue between ILO-IPEC and MOE.
- Existence of teacher training colleges with relevant departments.
- Existence of child labour materials.
- Existence of teacher training curriculum into which to mainstream child labour.
- Willingness of colleges to mainstream child labour into their core curriculum.

- Availability of resources and support from government and cooperating partners.
- Qualified lecturers.
- Acceptance that child labour is not an overload in the training but is a core component in social sciences i.e. the need to look at social topics from a holistic point of view.

2.2.6 Constraints/challenges that can be experienced

- Despite the availability of SCREAM Packs and training of provincial headquarters SCREAM trainers, the network has faced a number of challenges including lack of financial resources, high labour turnover in organizations involved and lack of monitoring as a result.
- Mainstreaming child labour has not been easy due to overloads in the teacher training curriculum. It has also proved difficult to mainstream child labour into the highest institutions of learning (University of Zambia and Copperbelt University) even though graduate students from these institutions are increasingly choosing to be attached to organizations implementing child labour programmes for their study projects and dissertations. Even though the increase in private universities and colleges nationwide provides an opportunity for child labour mainstreaming, there are also challenges on how this can be done effectively especially with variations in mandates and the limited resources available.

2.2.7 Areas for improving the good practice

- Increased sensitisation for some key ministry officials to change their attitude and for them to buy into the idea.
- Training of Provincial Education Standards Officers, District Education Board Secretaries, District Education Standards Officers and Standards Officers in child labour mainstreaming.
- Standards Officers should monitor the institutions mainstreaming child labour.
- More lobbying for the MOE to contribute to the printing of child labour materials for tertiary institutions.
- Provision of certificates to trainees i.e. as an incentive for mainstreaming child labour in all relevant institutions in the education system.
- Continued learning opportunities should be included under the NTBP sustainability plans/measures i.e. awareness raising, information education materials, workshops and other trainings.

2.2.8 Lessons learned

- For the SCREAM Network to be effective there should be coordination points at all levels i.e. national, provincial and district levels. There should also be clarity from the beginning on what needs to be done to achieve the objectives of the network.
- With the foregoing, in the context of mainstreaming child labour into the education system through the utilisation of SCREAM, it goes without saying that the inclusion of the Provincial Education Standards Officer, District Education Standards Officer, District Education Board Secretary and Standards Officers is key to the sustainability and effective mainstreaming of child labour in the education system.

3. Meso level good practices

The meso level is very important in the effective implementation of child labour programmes as IPs are the drivers of programme interventions or activities. It is therefore imperative that ILO-IPEC builds the capacity of IPs to effectively implement the programme and that the IPs themselves show commitment in addressing child labour issues. Nine good practices have been identified at this level, an indication that a lot of effort has been instituted by ILO-IPEC and its partners through the years to foster these achievements. Focus has not only been on IPs, as ILO-IPEC has proactively sought for the involvement of other stakeholders outside the programme such as line ministries, CSOs and media institutions as a means of mainstreaming child labour issues into their programmes.

3.1 Formulation of an Employers Code of Conduct on corporate governance

Level 3 – Replicated good practice

3.1.1 Introduction

The Employers Code of Conduct (COC) was first implemented in Zambia under the ILO-IPEC Child Labour in Commercial Agriculture (Com-Agri) Project. The Com-Agri Project was a child labour programme focussed on children working in commercial agriculture in the Mkushi block and Southern Province. The COC was started in 1999 with ZFE forming Task Forces (TFs) within the regional committees in Lusaka, Livingstone and the Copperbelt after sensitisation of employers on child labour issues at the work place. The core mandate of these TFs is that they are the focal point for child labour issues as they are human resource officials who ensure that children are not engaged in these organizations.

The COC under the Com-Agri project had worked very well but focused only on child labour. The current COC under the TBP-SP is a more comprehensive one focussing not only on child labour in agriculture but also on all WFCL. The COC on corporate governance includes issues related to the environment, HIV and AIDS in the work place and a section dedicated to child labour. The Com-Agri Project COC was a good practice that the TBP-SP is building from.

3.1.2 Why is it a good practice

The formulation of the current COC is a good practice in that ZFE adopted thorough consultative process in the engagement of employers during the sensitisation phase. The process, through good will and commitments of the employers has been outstanding and their continued support on child labour issues is highly expected. The involvement of employers in the formulation process itself is a good practice as acceptance and ownership of the COC has already been instilled.

With the foregoing, it is envisaged that the COC will contribute to the overall reduction of child labour in the formal employment sector through sensitisation of employers and its implementation will be a good indicator. The trigger effect will be that children who cannot be employed will re-enter the education system with possible support from employers through their corporate social responsibility (CSR). A direct link between the employers and key stakeholders at district level has been provided as a result of TFs being part of the DCLCs. This will further increase employers' efforts in contributing towards the prevention and reduction of child labour.

3.1.3 Key steps in establishing the good practice

- Development of methodology and strategy for employers' sensitisation (workshops, field visits to employers and discussions with human resource managers, chief executive officers and handing out sensitisation materials).
- Sensitisation of employers by ZFE on content of COC and child labour issues (ILO Conventions No. 138 and No. 182, national policies, legislation such as Act 274 on the Employment of Young Persons and Children and penalties for abrogating the law).
- Endorsement of COC by employers reached.
- Formation of TFs.
- Discussions with the TFs on the content of COC, ILO conventions, national policies, legislation, penalties for abrogating the law and mainstreaming of child labour issues.
- Set up of membership, recruitment and service committee.
- Development of COC by the membership, recruitment and service committee.
- Submission to the board for approval.
- Circulation to ILO-IPEC for comments.
- Publishing of the finalised COC.
- Circulation of the COC to ZFE members for implementation.

3.1.4 Achievements

- The following section is based on perceived achievements as the COC is planned to be launched in March 2010 at the ZFE General Meeting. As the COC has not yet been implemented, ZFE is comfortable in predicting the success of the Corporate Governance COC based on the achievements of the previous Employers' COC on Child Labour under the Com-Agri Project. The current COC on Corporate Governance is predicted to have greater impact as it is a COC for all employers whereas the first one only focussed on the agricultural sector i.e. farmers as employers.
- The formulation process of the COC has contributed to awareness raising on child labour issues amongst employers, and its implementation will ensure increased outreach on child labour awareness raising amongst all ZFE affiliated members. It is envisaged that employers will be more educated on the penalties of employing children as the COC includes laws and penalties for employing children. The CSR enshrined in the COC encourages employers to contribute to children's welfare through educational support ensuring the creation of a skilled labour force for the future. The COC also encourages support to orphanages and community schools in terms of financial and material support.
- Sensitisation on child labour issues by ZFE has reduced the number of persecutions of employers and this has raised the number of employers wanting to be affiliated to ZFE due to the benefits derived from the knowledge they get. The interest of employers in child labour issues can be seen by the increase in the number of employers reading child labour literature from the ZFE library.

3.1.5 Necessary conditions for success

- Continued sensitisation on the COC.
- Employers once affiliated to ZFE should become signatories to COC.
- ZFE will only associate with members who observe and adhere to the COC, those who do not will have their affiliation revoked.
- Commitment from members to follow rules and ethics of the in the COC.

3.1.6 Constraints/challenges that can be experienced

- Not every member genuinely accepts the set rules.
- Some employers who are affiliated to other employers organization e.g. Zambia National Farmers Union (ZNFU) do not want to be “controlled” by ZFE even though by their employers’ organization being affiliated to ZFE, they also become direct affiliates of ZFE.
- Limited resources for monitoring make it difficult to make follow ups.

3.1.7 Areas for improving the good practice

- There is need to increase the child labour sensitisation coverage by including members of parliament and local government authorities.

3.1.8 Lessons learned

- Sensitisation coupled with provision of simplified materials on legislation such as the Employment of Young Persons and Children’s Act and the ILO conventions provides clear information on child labour issues and makes it easier for employers to understand and adhere to provisions.
- Sensitisation on the COC should be provided as a service by ZFE to its affiliates as employers should not be persecuted for something they do not understand.

3.2 Trade union task forces and working committees

Level 3 – Replicated good practice

3.2.1 Introduction

The formation of workers’ Task Forces (TFs) was initiated by Zambia Congress of Trade Unions (ZCTU) in 2000 under the Com-Agri project. ZCTU formed 6 district (Mumbwa, Mukuhi, Katete, Choma, Kalomo and Mongu) TFs which were focusing on agriculture work places. Under the TBB-SP, TFs and working committees at work places have been formed in 5 districts namely Livingstone, Lusaka, Luanshya, Kapiri Mposhi and Kitwe. The districts covered under the TBB-SP were chosen based on a Child Labour Survey undertaken in 2005 which established that child labour in various forms was prevalent in these areas.

The TF’s role is to sensitise workers in working places on child labour as a means of combating and addressing child labour issues in each district. Working committees are then established at each work place to monitor that the legal age for employment is being adhered to. In work places where children or young persons are employed and cannot be withdrawn, the committees submit a report to the TFs

who further report the findings to the district labour inspectors in order to withdraw the children and improve the young persons' working conditions at the work places.

3.2.2 Why is it a good practice

It is a good practice because TFs and working committees have worked well in sensitising workers on child labour issues and can be used for mainstreaming child labour issues, gender, HIV and AIDS and human rights at work places. They are cost effective implementation structures as they mobilise their own resources from companies and other fundraising ventures and are not dependent on ZCTU for funding.

The TFs are members of the District Child Labour Committees (DCLCs) and are key informants on issues of child labour at the work place in the district. TFs could also create impact at the macro level from the child labour monitoring perspective. This is because the TFs collaboration with government labour inspectors in the focus districts has enhanced results on the ground and could significantly contribute to the national level child labour monitoring system once implemented.

The working committees are considered as key ZCTU structures that contribute to the elimination of child labour at the work place. Working committees do not only play a key role in identifying child labour issues at work places but are also involved in negotiations of collective bargain agreements (CBAs) and workers recruitment. This ensures that children are not engaged at work places or in cases where young persons cannot be withdrawn, TFs negotiate for better working conditions and advocate for improved occupational health and safety (OHS).

3.2.3 Key steps in establishing the good practice

- Sensitisation workshops for workers on child labour in each district.
- Formation of TFs comprising of 10 members from ZCTU affiliates in each district – these TFs are aligned to ZCTU district committees which are guided by the ZCTU constitution.
- Formation of working committees at the work place.
- Training of working committee members (shop stewards) on child labour at workplaces in each district – these shop stewards report child labour issues identified at the work place to ZCTU.
- Development of rules and guidelines for the working committee including information on the legal provisions on child labour including the legal age for employment, provision of alternatives for child labour, measures to be taken when young persons cannot be withdrawn from labour, rights at work, OHS, HIV and AIDS and gender.

3.2.4 Achievements

- There has been widespread sensitisation of trade unions on child labour and children rights as these have been effectively included in the education of members. The TFs are facilitating information filtration to the intended beneficiaries at grassroots including children themselves.
- Under the TBP-SP a national level Trade Union Steering Committee on Child Labour comprising members of affiliated unions through elected district TF members has been formed. This Steering Committee has developed the ZCTU Policy on Child Labour at the workplace with technical assistance from ILO-IPEC. The policy will among other things facilitate information gathering on child labour issues at work places; child labour and its impact on children and the national economy; gender issues in child labour and who is

more affected; rights of the child; effective channels for combating child labour; HIV and AIDS and the necessary trade union efforts needed to combat it. The policy implementation framework has already been prepared with the work plan currently under development.

3.2.5 Necessary conditions for success

- Policy on child labour at the work place to help trade unions understand child labour better.
- Implementation frame work and work plan to positively contribute to the NTBP objectives.
- Adequate resource mobilisation.
- Training of trade union members in child labour issues.
- More dialogue with the employers through ZFE as training of workers alone does not work due fear of intimidation by employers.
- Information on channels for reporting cases at district level as getting labour inspectors in some districts has proved difficult.
- Use of existing structures within the district (e.g. DCLCs and CCLCs) for continuity and sustainability.
- Experience sharing (study tours) with other sister institutions.

3.2.6 Constraints/challenges that can be experienced

- Transport for TFs to reach all work places in the district.
- Financial, material and human resources.
- Limited training on child labour to TF members.
- Provision of alternatives to child labour has been challenging as linkages to organization providing direct action support (educational support to children, vocational training to young persons and empowerment of caregivers) in some districts has been difficult.

3.2.7 Areas for improving the good practice

- Increase resource mobilisation for TFs to effectively implement their activities.
- Training of one person on child labour in each union is not enough, training of 5 people per union would be ideal.
- Increased distribution of sensitisation material.

3.2.8 Lessons learned

- Establishment of district level structures is an effective way of combating child labour nationally as prevalence differs from district to district as a result of the inherent socio-economic situations.
- Child labour issues are still prominent and there is still more that can be done through increased and continuous sensitisation.

- Child labour is extensively prominent in unorganised work places especially in the informal sector.
- More effort is needed from the tripartite to finalise and then effectively implement policy and legislative provisions for child labour issues to be effectively handled.

3.3 Mining sector group

Level 1 - Innovative good practice

3.3.1 Introduction

The findings of the European Commission Rapid Assessment of Child Labour in the Non-Traditional Mining Sector in Zambia led to the formation of the Mining Sector Group (MSG).

The broad aim of the rapid assessment (RA) was to contribute to the progressive and effective elimination of child labour in non-traditional mining in Zambia. The objective of the RA was to expand the knowledge base on the extent and types of illegal child labour in mining in Zambia. The RA was undertaken in specific sites within five provinces namely, Lusaka in the capital city; Lufwanyama on the Copperbelt Province; Lundazi in Eastern Province; Kalomo in Southern Province; and Mkushi and Kabwe in Central Province. The RA established that children below the age of 18 years were working in the small-scale mining sector, with 75.8 percent of all the children interviewed being 15-17 years old. These children work in mines at the expense of going to school.

The MSG includes men and women from ILO's social partners (MLSS, ZFE and ZCTU), those involved in mining related works and NGOs implementing child labour projects. There is a deliberate policy of recruiting members who have key experience in the mining sector and those working within child labour and child related programmes. The MSG has developed a strategy to combat child labour in the non-traditional small scale mining sector especially the gemstone sector. As a means of reaching the affected, the strategy aims at identifying areas where child labour is being used in non-traditional small scale mining and applying the ILO-IPEC direct action intervention approach. This approach also includes support to caregivers in entrepreneurship and business training and capital support towards IGAs.

3.3.2 Why is it a good practice

The formation of the MSG is a good practice because it is a stakeholder driven approach with no financial support from ILO-IPEC. The resource mobilisation for all planned interventions is being initiated by the MSG working group with ILO providing secretariat support and offering technical assistance on a needs basis. The MSG is taking a proactive role in addressing issues in a highly sensitive, secretive and hidden form or area of child labour. The MSG comprises of employers and workers organizations in the non-traditional mining sector such as Women in Mining, Federation of Women in Mining, Federation of Small Scale Mining etc. It is therefore a good starting point in the acquisition of vital information for decision making and the general awareness raising on the ills of employing children in mining.

Based on the RA findings, the MSG members have realised that the children involved in mining in the non-traditional sector are doing so as a means of supplementing household income, without which there would be no coping mechanisms for household food security. In order to address this problem, the MSG members have included capital support for caregivers' IGAs as a key component to the interventions in order to sustainably keep the withdrawn and at risk children in school.

3.3.3 Key steps in establishing the good practice

The following steps are key to the establishment of a MSG for the effective elimination of child labour in non-traditional mining.

- Identification of key stakeholders.
- Sensitisation and discussions of the available baseline information on the extent of child labour in non-traditional mining sector.
- Formation of a MSG by selecting relevant members.
- Identification of key areas where children are working in mines.
- Development of an intervention strategy which MUST providing entrepreneurship and business training for various trades and provision of seed capital for IGAs.
- Formation of Budgeting and Resource Mobilisation Group.
- Resource mobilisation through fund raising ventures.
- Sensitisation of communities and mine owners.
- Provision of direct action support to selected communities.

3.3.4 Achievements

The perceived achievements of the interventions are that:

- The sensitisation and education of both the mine owners and communities in the areas will contribute to effective combating of child labour in the non-traditional mining sector.
- As a result of the MSG members being a network of experts on the ground, withdrawal and prevention of children from child labour in the non-traditional mining sector will have a significant impact in the selected mining areas and communities.
- The IGAs will provide more income in homes resulting in the targeted children staying in school and getting a good education.
- It will result in compounded effects in value addition to the economy through an increase in the tax base nationally as a result of employment of skilled and eligible people, in terms of age, when children are no longer available to work in mines.

3.3.5 Necessary conditions for success

- Relevant memberships i.e. organizations with expertise in mining and those working within child labour and/or child labour issues.
- Commitment by members.
- Sensitisation and awareness raising.
- Capacity building on child labour programme implementation (financial management and project management) for all members to have similar understanding of issues.
- Availability of resources.
- Involvement of influential people like chiefs, headmen, teachers and NGOs in the area.

- Economic empowerment for the caregivers as core component of the intervention to withdraw or prevent child labour in non-traditional mines and keep children in school.

3.3.6 Constraints/challenges that can be experienced

- Foreseen resistance from mine owners to access the premises where children are working.
- Lack of transport limits accessibility of places which are in distant remote areas.

3.3.7 Areas for improving the good practice

- Coordination of stakeholders and commitment by members
- More resources need to be mobilized for the intervention to be viable

3.3.8 Lessons learned

- There is need for facilitation or technical expertise to develop a common understanding on child labour.

3.4 Promoting networks and collaboration

Level 1 - Innovative good practice

3.4.1 Introduction

ILO-IPEC has been implementing child labour programmes in Zambia since 2000. In 2002, the formation of a network was proposed but the partners felt they were not ready to form one. Over the past 7 years, ILO-IPEC has increasingly lobbied the IPs for the formation of a network and there now seems to be a positive response from the partners. At the Good Practice and Sustainability Workshop held in October 2009, another proposal to set up a consortium was put forward by IP representatives and discussions were held on how this would be done.

3.4.2 Why is it a good practice

ILO-IPEC has initiated and promoted systematic networking and coordination amongst the IPs. Networking brings together all partners in the fight against the WFCL and not only facilitates coordination, but also promotes the acquisition and exchange of knowledge and provides a platform through which challenges can be addressed. This has resulted in networks that work together to provide more comprehensive services contributing to the elimination of child labour in Zambia.

3.4.3 Key steps in establishing the good practice

- Building partners' technical expertise in child labour issues through continued sensitisation by ILO-IPEC staff.
- Promotion and facilitation of systematic networking and coordination by ILO-IPEC.
- IPs identification of the need to work together for effective implementation of child labour programmes.

- Continuous follow up from ILO-IPEC to deal with challenges (IPs now work with limited ILO-IPEC technical assistance).

3.4.4 Achievements

- Networking is attributed to ILO-IPEC's efforts and consequent results over a long period of time. ILO-IPEC support to IPs has encompassed project support through technical assistance to enhance their knowledge on child labour issues. This has created a group of IP experts and ILO-IPEC has continuously nurtured a number of IPs since the programme started in Zambia with sound relationships being built. The result of this long-term partnership is now positively contributing to the elimination of child labour as some IPs with long term experience are now working in the capacity of lead partners, offering technical support to other IPs through continuous capacity development.
- The TBP-SP has been built on a foundation that prioritises and promotes increased networking and coordination at policy and operational levels. The TBP-SP has made networking more systematic and brought new partners on board. During the formulation of the TBP-SP action programme summary outlines (APSOs), ILO-IPEC brought together all IPs for 3 days to develop concept papers on child labour projects for their organizations. This was done through the peer review mechanism of APSOs whereby IPs shared and exchanged ideas through experiences, and were able to produce bankable proposals for funding. ILO-IPEC has also promoted partner meetings as an opportunity for information exchange and learning.
- Networking has strengthened coordination with IPs' roles and responsibilities being determined by their area of technical expertise. A good example is the cross referencing of other action programmes (APs) into APSOs where an IP includes another IP in their APSO to provide complementary services. Apart from using a capacity based approach as the core engine for the networking, the TBP-SP has benefited from the increased geographical coverage by IPs in the country as a result of growth in the network, which has multiplied the national impact of child labour programmes.
- Networking has fostered improved coordination resulting in the creation of effective referral systems as a result of the wide range of stakeholders working together i.e. line ministries, CSOs, employers' and workers' organization. Further, there is an increase in the knowledge base on the extent, type and nature of child labour in Zambia as the programme has knowledgeable partners working in different parts of the country.
- The coordination mechanisms put in place have also contributed to effective participation in the formulation of the NAP.
- All the achievements highlighted above are key ingredients that have led to the process of setting up a consortium on child labour, which is underway with a draft concept note having already been developed.

3.4.5 Necessary conditions for success

- Enabling legal and policy framework.
- Cooperating partners' and local partner resource contributions towards child labour programmes.
- Strong technical capacity and commitment on the part of ILO-IPEC staff.
- Committed and reliable partners.

- Continuous capacity building (sensitisation and programme management) that takes into account emerging issues.
- Coordination and willingness to work together amongst all stakeholders.

3.4.6 Constraints/challenges that can be experienced

- Resource and time constraints for networking meetings.
- High expectation for total project support by IPs i.e. limited local contribution.
- Finding long term committed and genuine IPs.

3.4.7 Areas for improving the good practice

- IPs need to find means of mobilising resources for sustainability of the network which will in turn contribute to the sustainability of interventions in the NTBP.

3.4.8 Lessons learned

- Formation of a network on child labour takes a long time to be established and needs patience, commitment and concerted efforts from all stakeholders involved.
- Greater impact, sustainability and effective networking can only be created if IPs involved in the implementation of child labour programme work together.

3.5 Lead partner concept

Level 2 – Successfully demonstrated good practice

3.5.1 Introduction

ILO/IPEC had before the TBP-SP implemented various child labour projects such as the CBP, CDW, Com-Agri, Child Trafficking and the HIV and AIDS Induced Child Labour in collaboration with line ministries, CSOs and employers' and workers' organizations. Through these programmes, ILO/IPEC has built the institutional and organizational capacity of these organizations to implement child labour projects. During the programming of the TBP-SP, some of these experienced organizations were considered as "lead partners" who are key in facilitating the development of new partner organizations' capacity to implement child labour projects. The identified lead partners include Hosanna Mapalo for Copperbelt Province, JCM for Northern and Luapula Provinces, CYC for Lusaka and Central Provinces, ANPPCAN for SCREAM activities for CSOs, MOE for SCREAM activities in the education sector. MLSS is lead though the FNDP mandate. The practice was initiated in September 2007.

Lead partners' responsibilities include the following:

- To provide overall leadership to a coalition of partners;
- To train/capacity build other members of the network;
- To coordinate project activities;
- To monitor project activities, and;
- To report back to other partners and coordinate with ILO-IPEC.

The new partners were coming from non child labour backgrounds and focussed mainly on orphans and vulnerable children (OVCs) whilst operating as institution care based facilities. Some had limited experience and capacity to address child labour interventions. The purpose of this practice is to use organizations with past experience and capacity in implementing child labour projects to strengthen the capacity of new IPs and their CLCCs; build technical capacity to manage the programme effectively; and in some cases provide training in relevant areas of management and programming.

3.5.2 Why is it a good practice

It is a good practice because it relieves ILO-IPEC of work and transfers capacity to national partners. Some IPs lacked experience in child labour issues and with the lead partner concept, these IPs have built capacity to engage communities and implement child labour projects. The lead partner concept has also enhanced coordination mechanisms and improved IP performance in terms of monitoring and evaluation. Further, before the lead partner concept, IPs had low management capacities for implementing child labour projects. The concept has improved the IPs' compliance with management practices and standards in terms of service delivery and report writing, leading to improved timely disbursement of funds by ILO-IPEC. It has also brought about increased accountability and a sense of responsibility due to the lead partner's monitoring role. Further, it has installed a sense of transparency as IPs are now able to network and enhance the sharing of both positive and negative experiences as a solution oriented mechanism. This has facilitated learning through best practices. It has also provided quality assurance in terms of IPs service delivery. The practice has responded to the needs of IPs and the project beneficiaries (children and parents/guardians). The concept also kept the IPs focused on achieving the targeted children (withdrawn and prevented) as each partner had to be on target at any particular time. To further concretise the practice, ILO-IPEC shared information on gaps/weaknesses they identified at community and partner levels and made follow ups with the lead partner to help address these issues.

3.5.3 Key steps in establishing the good practice

- Stakeholder mapping by ILO/IPEC to identify organizations for the implementation of the TBP-SP.
- Development of Memoranda of Understanding (MOUs) between IPs outlining responsibilities and roles of each partner (role of lead is contained in their APSOs as a contractual obligation).
- Selection of organization with implementation experience of child labour projects as lead partners based on selection criteria. The precursor for selection is long term experience with child labour projects and relevant capacity to lead other partners in combating child labour.
- Each lead partner is allocated roles or responsibilities taking into consideration the lead partner's technical specialisation and/or geographical areas of coverage.

3.5.4 Achievements

- The lead partners have achieved considerable success in building the capacity of "new" IPs in managing child labour issues. They have gone further to provide effective mentorship and technical support in community mobilisation, finance, M&E, and management practice in addressing child labour issues.
- This practice has allowed for the creation of a platform that encourages linkages and coordination with line ministries, other IPs and their CCLCs. The TBP-SP has helped IPs enhance programme implementation allowing the IPs to become articulate in child

labour implementation modalities. This has led to effective and enhanced sharing of experiences, an improved knowledge base on child labour and new partners coming on board to address child labour issues in their programmes.

- Furthermore, the lead partners have facilitated linkages with other sub-grant IPs (ANPPCAN for SCREAM Pack training for CLCCS and ZFAWIB for entrepreneurship and business training) to strengthen the capacities of IPs' caregivers and their CLCCs. The communities have started reporting child labour to the CCLCs and line departments such as the Police Victim Support Unit (VSU) and Social Welfare. Due to the improvement in management of the IPs, they have been able to attract funding from other cooperating partners.

3.5.5 Necessary conditions for success

- Commitment and ability of the lead partner to own the concept and effectively undertake their functions.
- Lead partners should understand their roles and responsibilities and the needs of the IPs.
- Mutual respect of IPs as equal partners and use of appreciative enquiry approaches (engaging the process of learning on what works for the partner and strengthening these areas).
- Training in relevant institutional and organizational needs.
- Supervision support and effective mentorship.
- Regular visits to IPs for monitoring and information sharing.
- Adequate resources for executing the lead partner responsibilities.
- Diplomatic internal conflict management i.e. lead partners must contain issues that may bring conflict and also maintain confidentiality.
- Upholding of integrity and discipline for effective project management both at lead and partner level.
- Open relationship between lead partner, IPs and ILO-IPEC.

3.5.6 Constraints/challenges that can be experienced

- Limited budget allocations to meet IPs training needs and technical support.
- Limited authority over contractual obligation between IPs vis a vis ILO-IPEC.
- A time constraint as a lot of time is needed to develop the capacity of IPs.
- Availability of transport for monitoring large numbers of communities i.e. lead partner communities and IPs communities.

3.5.7 Areas for improving the good practice

- For time efficiency, IPs quarterly information sharing forums should be provided for in such a way that the budget allows for all IPs to meet in one common place at the same time.
- The work load for the lead partner on the internal project should be minimised with specific staff managing the lead initiative.

- Need for increased capacity building of lead partners on the “Lead Partner Concept” for compliance and effective mentorship and technical support to IPs.

3.5.8 Lessons learned

- To avoid conflicts, selected lead partners require more overall experience and expertise on child labour issues than their counterparts i.e. lead partners should have capacity in all program areas.
- For the concept to work there is need for mutual respect amongst all partners and realising that the practice creates a platform for all partners to learn as no one partner is an expert.
- Monitoring of IPs implementation by the lead partner is best done and desired results achieved when an appreciative inquiry process is undertaken.
- To avoid conflicts, the lead partner-IP relationship is best managed through solution oriented support rather than problem focused support.
- Training of IPs should be demand based as this approach is more effective at improving the IPs capacity to implement child labour projects.
- Each partner is unique and should therefore be treated in their individual capacity with regards to their strengths and weaknesses.
- Change in management procedures and programming for child labour interventions has to be gradual and the lead partner should not expect changes there and then i.e. lead partners should possess patience and tolerance as key attributes.
- With support from ILO-IPEC, lead partners have the ultimate responsibility of delivering effective capacity development to the IPs.

3.6 Recreation and reading centres

Level 3 – Replicated good practice

3.6.1 Introduction

This practice was studied from Kenya when ANPPCAN went on an ILO-IPEC organised study tour under the TBP-SP. The recreation and reading centres provide an alternative by discouraging children going to work. To increase their impact, these centres are best suited for areas that are densely populated and prone to HIV and AIDS and child labour. The purpose of the practice is to create a buffer between children’s homes and places where they may end up being involved in child labour.

Originally, 5 centres were proposed to be located in 5 different geographical areas, namely Lusaka, Ndola, Kitwe, Kasama and Mansa or Luwingu. This coverage proved too ambitious and a few changes were made. Originally, APPCAN was to acquire land from the city councils and then build the centres. When this was not feasible, ANPPCAN approached MYSCD to discuss the possibility of using their existing infrastructure. These discussions were fruitful with three buildings being provided in Rufunsa, Kabwe and Ndola. The structure in Rufunsa was a local court in a dilapidated state. MYSCD successfully held discussions with the Chongwe Council for ANPPCAN to adopt the building. The renovations have been done and a toilet is being constructed to complete the centre.

The ZFE were also partners in the creation of these centres. Their role was to facilitate the participation of the private sector through corporate social responsibility (CSR).

The centre will be used for various recreation activities including sports and a library to encourage a reading culture for the children and the community at large. These centres will also be used as psychosocial assessment centres for the withdrawn and prevented children.

3.6.2 Why is it a good practice

The creation of recreation centres in a place where none were available is a good practice because they provide a child friendly environment where children can play and read instead of roaming the streets or being involved in child labour or other harmful vices. The centres act as a drop in centre where the children are not only involved in sport and educational support but are also provided with a platform to seek professional counselling for the various problems they may be facing.

3.6.3 Key steps in establishing the good practice

- Identification of target communities and stakeholders including the private sector.
- Sensitising them on the concept of the recreation and reading centres and getting people's perception/views and acceptance of the idea.
- Partnering with government to use their existing structures and personnel where applicable.
- Renovating the structures.
- Acquisition of recreation and reading materials.
- Establishing community based management.

3.6.4 Achievements

- Existing structures have been provided by government. Most of these structures were in a dilapidated state due to lack of maintenance over time. ANPPCAN has renovated the structures to a usable state and community consultations have shown that there is need for the centres. The Rufunsa recreation centre, shown in the Figure 1 below, lies on a 50x60m piece of land and a further 100x100m has been allocated by the traditional leader for sports activities. The sport fields are already being used for football and netball with children coming to play from between 14.00 hrs to 17.30 hrs. ANPPCAN has so far delivered chess boards, footballs and netballs to be used at the centre.

Figure 1: *Recreation Centre in Rufunsa*



There is high community acceptance of the centre in Rufunsa, where a community member has volunteered to oversee the rehabilitation works and supervision of sporting activities.

Figure 2: *Community Volunteer Mr. Ngulube (left) and Builders Constructing a Toilet for the Centre*



3.6.5 Necessary conditions for success

- Good rapport with the concerned authorities in government.
- Availability of existing structures.
- Active involvement of community members.
- Resources have to be available for the purchase of recreation and reading materials.
- Solid partnership among the IP, government, local authorities, local traditional leadership and communities and clarity of their roles and responsibilities.

3.6.6 Constraints/challenges that can be experienced

- Limited budget.
- Lack of contractual arrangements and unclear roles between IP, ZCTU and ZFE which has led to ineffective private sector involvement.
- Bureaucracy in the allocation of structures/land by local authorities.

3.6.7 Areas for improving the good practice

- There is need for clarity in the roles and responsibilities of all partners.
- Involvement of the private sector.

3.6.8 Lessons learned

- There is need to clearly state the roles and responsibilities of all parties involved to avoid misunderstandings and delays and increase resource mobilisation.

3.7 District child labour committee

Level 3 – Replicated good practice

3.7.1 Introduction

The formation of DCLCs was replicated from East Africa and studied in Kenya at the beginning of the TBP-SP when the MLSS went on an ILO-IPEC organised study tour to Kenya. Some realisation from the implementation of previous ILO-IPEC programmes including the CBP was that:

- There was also lack of policy guideline from government with the child labour programme being mainly driven at the national level by the MLSS.
- There was lack of coordination and policy dialogue from other line ministries such as social welfare, education and youth, sport and child development.
- There was lack of coordination between CSOs and line ministries.
- There was lack of coordination on what CSOs were doing with regard to child-centred programmes.
- Even though CCLCs were a structure at local level, some were CSO driven leading to a lack of ownership of these structures in some communities.

It was learned that CSOs at the district and grass-root level lacked the mandate to fully address child labour issues. At district level, there was need for cooperation by various CSOs and the need to link CCLCs to government through a structure at district level.

As a result of the issues highlighted above, it became apparent that the issues be addressed as a means of ensuring sustainability of initiatives put in place to combat child labour. The formulation of the TBP-SP took into account the need to address these issues and identified the formation of DCLCs as key structures for steering the child labour agenda at lower levels to enhance sustainability.

The DCLC is a group of strategic stakeholders² elected to represent the wider community in the district to make decisions or gather information about child labour. The main aim of the DCLC is to facilitate and implement the process of eliminating child labour at district level.³

The formation of the DCLCs was based on the understanding that MLSS is the custodian of child labour issues and has the mandate to address them at any level. With the foregoing, the MLSS is the DCLC Secretariat and has facilitated the formation of 17 DCLCs nationwide under the TBP-SP. Of these, only a few are functioning effectively and it is from these that lessons can be learned on how to address the challenges being faced. Good examples of DCLCs working more effectively are the Ndola and Mufulira DCLCs from which this good practice has been documented.

3.7.2 Why is it a good practice

The creation of DCLCs is a good practice because:

- They are expected to play a key role in the implementation of the NAP.
- It ensures sustainability at the district level as the Department of Labour, who are the Secretariat will always be there.
- It avoids duplication of efforts by various stakeholders as a result of coordination.
- It promotes policy dialogue in child-related issues.
- It has brought on board other CSOs and line ministries thus broadening awareness on child labour issues.
- It is a pool of or reservoir for information on child labour and other child-related issues.
- It ensures that communities continue to participate through CCLCs for sustainability and therefore allowing the grass-roots to influence policy dialogue and making government more responsive to child labour issues at community level.
- It creates an enabling environment for private sector, CSO and government to mainstream child labour as a result of policy and legislative guidance.
- Private sector, CSO and government work together to coordinate programmes that address child labour.

3.7.3 Key steps in establishing DCLCs

- Identification of potential DCLC members through stakeholder mapping.
- Invitation to government line ministries, CSOs, the private sector, employers and workers representatives, media and the District Commissioner for further sensitisation, screening and formation of the DCLC membership.
- Election of DCLC executive committee.
- Development of TOR for the DCLC defining roles and functions and orientating for all members.

² DCLC composition: Ministry of Labour & Social Security, Ministry of Education, Ministry of Community Development and Social Services, Ministry of Local Government, Ministry of Agriculture & Cooperatives, Ministry of Home Affairs, representatives from NGOs implementing child labour & child centred projects, District Commissioner, the local media, workers, employers & any other relevant district level organizations.

³ ILO-IPEC, 2008: Handbook for the District Child Labour Committees: Zambia, TBP Support Project Community Action: Working Paper No. 2, Lusaka.

- Development of work plans and integrating the activities and objectives to the DDCC objectives.
- Monitoring and evaluation of activities at district level.

3.7.4 Achievements

- There has been increased sensitisation on child labour for CSOs and key governmental organizations at district level through the comprehensive DCLC membership. Child labour has been placed on the district agenda as the DCLCs have been very active in working with IPs and other stakeholders thus enhancing the mainstreaming of child labour issues into district and national planning. Examples of the achievements so far include dialogue and agreement between IPs and the MYSCD, Department of Child Development for use of their facilities for child recreation; collaboration between IPs and MOE where the DEBS uses the EMIS to provide information on children already being supported in the education system. MCDSS, Social Welfare Department under the Community Welfare Assistance Committees (CWACs) is improving household security through cash transfers and therefore indirectly contributing to combating child labour. This coordination by various stakeholders through the DCLC has facilitated referrals and resource provisions by government and other CSOs. The coordination mechanisms put in place involve a holistic approach which helps to build strong referral systems between stakeholders as a means of improving the general quality of a child's life. This coordination and referral mechanism is illustrated in Box 1.

In Mufulira, through the DCLC, one of the TBP-SP IP, AOHD has been given the Mufulira Municipal Play Park to run in partnership with the Mufulira Municipal Council. AOHD intends to use the park as a recreation facility to service the Mufulira community.

Box 1: DCLC – A coordination mechanism for an effective referral system

As mentioned above, the DCLC take decisions and gathers information on child labour by facilitating the implementation of activities contributing to the elimination of child labour at district level. By nature of its membership, the DCLC provides a coordination mechanism and establishes a referral system for child labour and child-related issues. An interesting example of the effectiveness of this referral system can be seen in the following example of what transpired in Ndola.

A man had just been fired and reported the unfair dismissal to the labour inspector who is the DCLC Secretariat. The man, who is also a parent narrated how he could no longer send his children to school or provide for their food and health requirements because he had lost his job and had no other sources of income. Because his first point of contact was the MLSS through the DCLC Secretariat. The Secretariat was adequately equipped with information pertaining to the man's predicament and a chain reaction was created in finding possible solutions to his problem. The labour inspector advised him on the steps to take to address his dismissal and referred him to the MOE and some CSOs who could provide educational support to the children. He was also referred the man to other governmental and CSOs who could provide social security and health care.

This is a clear example of how a workable referral and networking system can be created by an effectively functioning DCLC.

3.7.5 Necessary conditions for success

- Commitment of the Secretariat and Chair.
- Relevance of child labour issues on the district agenda.
- Willingness to learn from weaknesses and challenges and address them as a means for improving capacity of the DCLC.
- DCLC membership must be institutional driven rather than individually driven to avoid effects on membership when an individual leaves.
- The DCLC membership must comprise of CSOs implementing child labour projects as these are sparring partners that facilitate learning and improve ways of addressing child labour.
- Proactivity of DCLC in resource mobilisation.
- Uniform approach in dealing with child labour issues among members.

3.7.6 Constraints/challenges that can be experienced

- Establishing DCLCs, which are decentralised structures, in a centralised culture brings about a lot of inevitable teething problems.
- Turnover as a result of transfers of individuals in the capacity of secretariat and chair, including the executive committee has created a vacuum in the DCLC leading to delays in implementation of plans as new personnel settle in.
- There have been problems faced with regards to continuity as executive members were nominated on an individual basis and not as an institution.
- Another challenge is the understaffing of the MLSS meaning that the Secretariat has limited time to spend on DCLC activities.

3.7.7 Areas for improving the good practice

- The DCLC executive committee should elect members on an institution basis as opposed to an individual basis.
- Due to the wide range of stakeholders in the DCLCs, there is need for continuous knowledge building on child labour issues.
- Inclusion of CCLC representatives in the DCLC to foster linkages that support information sharing and ensure sustainability.
- Allocation of more resources by government to the DCLC or more proactive means of resource mobilisation by DCLC.
- Increased proactivity by the Secretariat in addressing issues related to child labour at district level.
- Inclusion of DCLC as a sub-committee in the respective DCLC.
- It is proposed that human resource constraints in the MLSS with respect to the DCLCs be addressed by electing a co-secretary to work hand in hand with the Secretariat in order to provide gap filling when need arises.
- As proposed in the ILO-IPEC Handbook for District Child Labour Committees, it is recommended that the DC be included in all DCLCs. This can effectively contribute

towards resource mobilisation as the DC's office budget has a "miscellaneous" budget line from which some child labour activities can be financed.

- National AIDS Council provides resources to committees at the provincial and district level, it is therefore recommended to include NAC Committee representatives into the DCLC for them to tap into available NAC resources.
- Once the decentralisation implementation plan is fully rolled out, it is proposed that the NTBP takes active policy dialogue for the devolution of funds to the DCLCs to facilitate effective redistribution of resources to key players in the fight against child labour at district level.

3.7.8 Lessons learned

- The DCLC Secretariat cannot be moved as MLSS is mandated to provide policy and legal guidance on child labour issues to the committee. The chair can however be moved.
- For sustainability, members of the DCLC should be institution based as opposed to individual membership.
- Given time and patience, DCLCs can be effective in a centralised system even though they function better in a highly decentralised system.

3.8 Children's empowerment fair

Level 1 - Innovative good practice

3.8.1 Introduction

The idea of holding a Children's Empowerment Fair (CEF) was conceptualised by the Joint UN Programme on Human Trafficking which ILO is part of through IPEC. The first CEF was organised on the 20th of June 2009 and showcased the activities being undertaken by government, ILO-IPEC IPs and other CSOs⁴ implementing child centred programmes, especially those providing educational and recreational support, with the support of cooperating partners (CPs) and the private sector.

The objectives of the 2009 CEF were as follows:

- To contribute towards the World Day Against Child Labour (WDACL) and the 10th Anniversary of Convention 182 on WFCL.
- To provide a platform for organizations working with children to share and network.
- To give children access to information on various line ministries and CSOs offering educational support, social and health services and recreation facilities as a means of children's empowerment.

Some key activities included in the CEF were reading clinics advocating for the development of child literacy; child trafficking sensitisation and counter trafficking measures; career guidance; spelling bee contest; motivational talks; drama and traditional dance; salsa dancing; karate demonstrations; horse riding; and survival and life skill information.

⁴ ILO-IPEC partners, HODI, Kids' Party, Jesus Army Academy, Joy on Human Development Centre, Girl Guides Association, Families and Nations (FAN), Right to Play, Jiva Salsa Club, Read Beyond Zambia, OVC Media.

3.8.2 Why is it a good practice

The CEF turns the focus from the usual “victim-centred approach” to an empowerment approach for children to have fun on the day as they are sensitised on child labour issues, children’s rights and also provided with knowledge to deal with the social and economic challenges they face. These challenges contribute directly to child labour i.e. poverty including lack of food security and general vulnerability to economic effects, HIV and AIDS, lack of basic social services and social security among others. The knowledge gained helps to contribute to positive child development and security by minimising the chances of these children being victims of negative vices that are detrimental to their development and well being. The CEF brings on board new stakeholders who through the knowledge they acquire contribute to the fight against child labour and also provides a platform for coordination of all relevant stakeholders. Further, this coordination platform ensures that children’s issues are effectively tackled as the IPs and CSOs have a broad base of specialisations and expertise. The CEF fosters networking amongst the participating stakeholder and provides a better understanding of activities being undertaken by stakeholders thereby creating a basis for partnership development.

3.8.3 Key steps in establishing the good practice

- Conceptualisation of CEF by relevant partners, in this case ILO-IPEC, and other Joint UN Programme partners to set its objective, list potential stakeholder to be involved and identify general activities to be part of the CEF.
- Constituting of the CEF organising committee comprising 20 members from various organizations.
- Sending invitation letters, highlighting what the CEF is about, to line ministries, ILO-IPEC IPs, newly mobilised CSOs, CPs and private sectors.
- Hold an introductory meeting on child labour issues and the objectives of the CEF for all identified stakeholders and defining their roles and responsibilities.
- Detailed planning meeting to identify the CEF activities and requirements (financial and material).
- Mobilisation of CEF sponsors from the private sector.
- Identify a suitable venue (both indoor and outdoor).
- Ensure security and first aid services are provided for the event.
- Post event evaluation.

3.8.4 Achievements

- The CEF takes on a positive focus on addressing child labour issues. CSO involvement was not a challenge as there was overwhelming response from those interested in gaining more knowledge on child related issues especially child labour as they view this as a noble cause.
- The private sector was also involved through provision of resources and identification of motivational speakers for the CEF.
- Close to 600 children turned up, were sensitised and had fun with 150 of the children coming from IPs supported by the TBP-SP.
- Due to the CEF, new partners expressed interest in the child labour programme. To address this need, ILO-IPEC provided post CEF training of interested organizations in mainstreaming child labour into their programmes. These new partners include the Girl

Guide Association and Families and Nations (FAN). FAN is training women and children in trafficking and gender based violence (GBV).

3.8.5 Necessary conditions for success

- Good network of committed organizations.
- Resources both financial and material.
- Education information campaign materials (posters, T-shirts, brochures, videos, etc.).
- Suitable venue.
- Security and first aid services.
- Private sector and government participation.
- Adequate planning in terms of availability of time, financial and material requirements and man power or support staff.
- Equipment including computers, public address system, marquis, sports equipment, etc.
- Sanitary facilities.
- Purchasing of first aid kits including pharmaceuticals.
- Provision of fuel and lunch allowances for service providers such as police/security and first aid providers.

3.8.6 Constraints/challenges that can be experienced

- Resource constraints due to limited private sector participation can affect execution of the event.
- Limited time allocated to planning of the event.
- Few support staff or limited man power.

3.8.7 Areas for improving the good practice

- Involvement of the children masters of ceremonies in the planning phase in order for them to fully understand the context of the events of the day.
- Set up by exhibitors needs to be done a day before to avoid losing time on the actual day of the event.

3.8.8 Lessons learned

- Planning of the event should start 6 months earlier to encourage wider participation and to allow it to work.
- Recreation and education are key to child development.
- Private sector participation is key to the fight against child labour as they are potential partners in awareness raising, social mobilisation and the provision of linkages for increased support in terms of human, capital, material and other services.
- For the CEF to be successfully carried out there is need for an all inclusive approach through the involvement of as many stakeholders as possible.
- Time allocated to the planning phase determines the level of the events success.

3.9 Seminar for media practitioners

Level 1 - Innovative good practice

3.9.1 Introduction

The Seminar for Media Practitioners came about because the TBP-SP did not have a budget line for conventional awareness raising activities for the media practitioners. To address this, ILO-IPEC initiated 5-half-day sensitisation seminars which attracted 40-50 media practitioners. The objective was to build the capacity of media practitioners to effectively report on child labour issues. For each day, information for the following themes was provided with support from the organizations shown in brackets: child labour and education (UNICEF and CAMFED); child labour and HIV and AIDS (ILO-IPEC); child labour in agriculture (MLSS and HODI); child labour in mining (European Commission rapid assessment researchers); and child labour in trafficking (IOM). Further, it provided an opportunity to mobilise the media to understand the link between child labour and themes such as education and HIV and AIDS. The themes were selected to give new information and provide platform for under-reported areas such as children in agriculture and emerging issues such as child trafficking and children in mining.

3.9.2 Why is it a good practice

It is a good practice because it shows what can be done with little resources to mobilise actors in the meso level to provide useful information. The facilitation for each theme was done by technical experts who understand the theme and its linkages to child labour.

3.9.3 Key steps in establishing the good practice

- Identification of media organizations to be sensitised.
- Identification of thematic areas for the seminars.
- Identification, mobilisation and securing of experts for thematic area facilitation.
- Selection of date for seminar and preparation of half day seminar programmes.
- Invitation of media institutions stating date, venue, objectives and programme of seminar.
- Conducting the media seminars.
- Continuous nurturing of talented reporters.
- Monitoring of media reports covering child labour issues.

3.9.4 Achievements

- The media seminars bring about better quality and more sensitive reporting on child labour issues. As a result of the seminar, a lot of interest was generated with more organizations getting involved. To cater for this demand, a Media Rooster of IPs with substantial knowledge on child labour has been developed to help journalist cover child labour issues effectively.

3.9.5 Necessary conditions for success

- Continuous awareness and sensitisation for media organizations to keep child labour on the agenda and recognise the child labour issues themselves for effective mainstreaming.
- Commitment and responsiveness from thematic experts, media practitioners and IPs.
- Availability of venue.
- Availability of ILO-IPEC staff and partner staff who can deliver training.
- Good training materials and facilitators.
- Provision of good and relevant information to media practitioners.
- Audience-tailored practical training.

3.9.6 Constraints/challenges that can be experienced

- Resources in terms of staff and time.

3.9.7 Areas for improving the good practice

- There is need for time and staff availability for effective awareness raising media seminars and for wider participation of stakeholders implementing child labour programmes.

3.9.8 Lessons learned

- Sensitisation of media practitioners on child labour is an economical and effective conduit for delivering awareness raising as more people are reached at the same instant in various geographical areas than conventional awareness raising which can be resource heavy in terms of capital injection and human resources.
- There is need to sustain the media seminars for constant reports on child labour issues.
- There is also need to ensure that media practitioners have easy access to information and resource persons through the mobilisation of partners conversant with child labour to provide the needed information after the training.

4. Micro level good practices

The micro level is the hub for implementation of all child labour activities at the grass root. The micro level is community centred with direct action interventions being implemented jointly by the IPs and the CCLCs for the benefit of the community in terms of support to the CCLCs themselves and the targeted caregivers and children at risk of being affected or those actually affected by child labour. The IPs and CCLCs have continuously worked together to implement the programme and have in some cases introduced ingenious means of contributing towards the elimination of child labour. The micro level show cases these efforts with 11 good practices identified and documented below in 5 broad categories.

4.1 Community mobilisation

4.1.1 Use of Community Child Labour Committee in combating child labour

Level 3 – Replicated good practice

Introduction

Due to the high prevalence of HIV and AIDS, the number of OVCs has increased, leading to increased incidences in child labour. There are high incidences of child labour in Zambia, particularly in the target communities (peri urban and rural areas), as such there is need to combat the WFCL. The purpose of using the Community Child Labour Committees (CLCCs) is to help in identification of beneficiaries, implementation and continuous monitoring of programme activities. Further, they also play a key role in the mobilization of community members to participate in the program implementation and planning. CCLCs are a standard strategy element in all IPs direct action interventions under the TBP-SP. Due to their importance and the need for them to function effectively, a CCLC manual has been developed under the TBP-SP. Please refer to Figure 3 below for a pictorial depiction of direct action interventions and the role of CCLCs. Some communities have also included area councillors in the CCLC. These area councillors further identify influential leaders in the community as a means of providing the political drive for the child labour interventions.

Why is it a good practice

CCLCs and IPs implement the programme jointly at community level. They are seen as permanent working groups with multiple functions including the facilitation of outreach, community mobilisation, social mapping and psycho-social support to a certain extent. The CCLC also act as a “watch dog” in the community as their existence is a deterrent for people perpetuating child labour. In the same context, one of the IPs described the CCLC as a “community police post” in the fight against Child labour.

The CCLCs have made the programme very cost effective due to their inherent spirit of voluntarism which ensures sustainability of the CCLC. In the TBP-SP, the CCLC’s capacity has been enhanced as a result of their role in the identification of the children to be provided with direct action, the placement of children into schools and monitoring that the children stay in school.

Communities now know the difference between child socialisation and child labour and with the children attending school normally; the caregivers have devised several survival mechanisms without depending on working children. This can be attributed to awareness raising workshops that have facilitated the understanding of child labour issues and the provision of business entrepreneurship

skills and resource mobilisation training for effective management of income generating activities (IGAs). This has contributed to significant reductions of child labour in communities.

Figure 3: Depiction of direct action interventions and the role of the CCLC

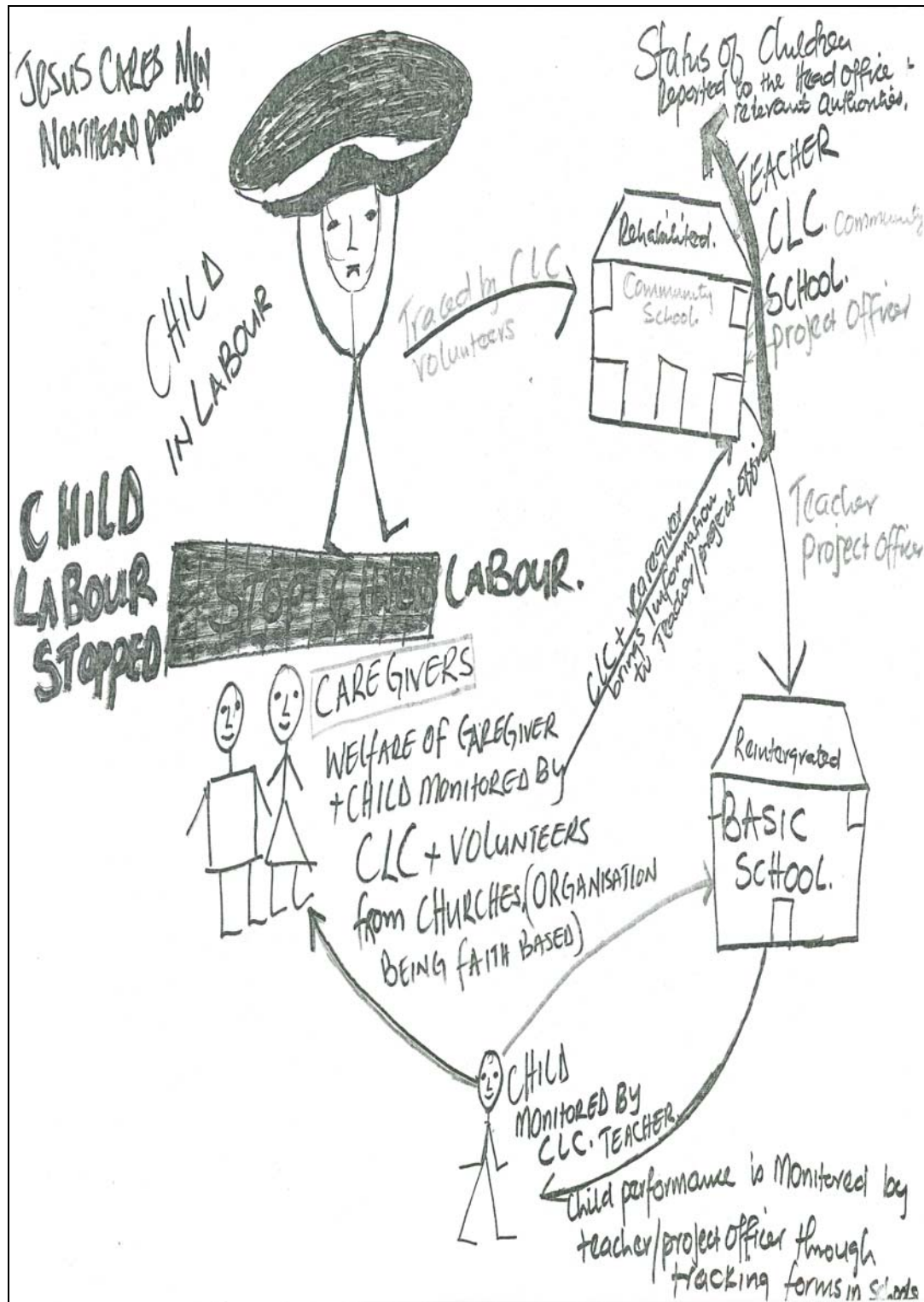


Illustration by Jesus Cares Ministries, Northern Province.

One of the communities with a CCLC is in Mwange in Ndola rural. The CCLC has been so dedicated in their work that they have used the community mode to build a modern 1x2 classroom block at the community school where the withdrawn and prevented children are taken. The commitment levels of this CCLC is so high that the MOE plans to help the community in putting up a 1x3 classroom block and two teachers houses. The CCLC at Mwange has further mobilised the community to prepare for the construction of a recreation centre which will include a community library, an early learning centre and other recreation facilities.

Key steps in establishing the good practice

- Conduct mass meeting to raise community's awareness on issues of child labour and children's rights (responsibilities in general).
- Identify key opinion leaders in the community and hold a stakeholders meeting, explaining the values of the project.
- Form CLCCs, stakeholders elect office bearers, the IP works only as a facilitator or change agent.
- Form Sub Committees.
- Sensitize members on the role of the CCLC and train CLCCs on child labour issues.
- Conduct door to door campaigns on child labour issues.
- Implementation of activities e.g. conduct social mapping, identify beneficiaries, counsel parents and children on dangers of child labour, and provide monitoring information.

Box 2: Impact of sensitization by CCLC members at beneficiary level

Mrs. Twatasha⁵ living in Kawama West, a peri-urban area in Mufulira has seven children including both hers and from the extended family. She however could not afford to send them to school as she could not afford to pay the PTA fund, user fees and buy school requisites such as books, uniforms and shoes for them. As a result, the school would not let the children attend class and she resorted to sending the boys to sell paraffin in the township whilst the girls would go to the market to sell various produce. Mrs Twatasha would also contribute to the household income by working on farms on a part time basis.

At her first encounter with child labour sensitization, her comment was:

"If these children are taken to school and do not work to provide for the family, what are we going to eat?"

She narrated that one of her daughters had earlier stopped school in grade 9 due to lack of finances. After continuous sensitization by the CCLC, Mrs. Twatasha changed her perception of child labour and sent her daughter back to school. The girl completed her secondary education and started teaching as a volunteer at the community school. She is currently enrolled at a teachers college in Choma undertaking a Diploma in Art.

Mrs. Twatasha is now a member of the CCLC, with a complete change in her attitude and perception towards child labour. As a result of the TBP-SP, all her children are now in school and Mrs. Twatasha has now started selling vegetables and brooms to raise money for food and other household requirements. She continues looking for means to continue providing educational support for the children.

She acknowledges that the programme has not only helped to empower the community with knowledge through sensitization and entrepreneurship and business training but has also contributed to improved livelihoods of beneficiaries.

⁵ Not real name.

Achievements

- Ease of identification of beneficiaries as CLCCs are part of the community.
- Increased level awareness of child labour and children's rights in target communities.
- More children are being retained in schools/programme as a result of the consistent monitoring of children by the CLCCs.
- Child related cases are increasingly being reported to the relevant authorities and the associated problems are being resolved effectively.
- One of the indirect impacts that can be attributed to the work being undertaken by the CCLC can be seen through registered increases in the pass rate for exam classes.
- In Kawama West in Mufulira, the CCLC through its sensitization and lobbying has brought about reductions in children patronising in bars. The council, through the councillor has put re-enforced age restrictions and operating hours for bars.

Necessary conditions for success

- Acceptability of the project by key community leaders and the community as a whole.
- Effective participation of CLCC members.
- Thorough training of CLCCs on child labour issues.
- Frequent monitoring visits by the IP.

Constraints/challenges that can be experienced

- Possibility of demand for monthly allowance by CLCC members.
- Project might not be viewed as a priority for a particular community hence, low commitment and participation.
- Lack of clear information may also lead to anxieties and low levels of commitment.
- High expectations from the CCLCs and labour demands for other activities may affect the dropout rate when there are no incentives available.
- Withdrawal of children is difficult especially in households where there is a sick bread winner or those that are granny headed.
- Dependency by some caregivers on the CCLC and IP where by the child is no longer perceived to be under the caregivers responsibility but on the organization providing educational support.

Areas for improving the good practice

- Economic empowerment of CLCCs both at individual and committee level through linkages to MFI or innovative capital mobilisation for IGAs.
- For sustainability of the project, CCLCs need to receive IGA support for CCLCs operations and to increase household income.
- Networking and linkage with the DCLC.
- Training for all CCLC members would be more effective if all CCLC members are trained than the training of trainers (TOT) approach.

- Due to the excess in the number of children identified for prevention and withdrawal, there is need to increase the sense of responsibility of parents/guardians by introducing a cost sharing mechanism where a larger percentage is paid by the IP and the remaining amount by the parents/guardians. This also reduces the hand out dependency syndrome.

Lessons learned

- Parents and guardians perceive child labour as a survival strategy i.e. a contribution by the children to food security in their households.
- Children most likely to be involved in child labour or at risk of going into child labour come from granny headed or child headed households.
- A child that is given work as a means of socialisation (i.e. in accordance with their age and physical ability) concentrates better at school.
- The TOT for selected CCLC members may be cost effective but the possibility of effectiveness of information feedback to the other CCLC members may be compromised as a result of trained members' lack of technical capacity to retrain.

4.1.2 Social mapping

Level 3 - Replicated good practice

Introduction

In the past, communities have not been given the opportunity to be consulted, as CSOs who introduce programmes have not tried to learn from these communities but have instead dictated their perceived interventions. As a result, poor results of programmes nationwide can be attributed to lack of community consultation and participation. For IPs and communities implementing child labour interventions for the first time under the TBP-SP, child labour was narrowed to their core focus areas e.g. streetism. Only after sensitisation and social mapping did they learn the holistic approach to effective child labour interventions. Communities did not know what child labour was as there was a lack of local knowledge. Child labour has always been inherent in communities but it was not an issue due to lack of knowledge on what it is and where it was occurring. Social mapping has been seen as a key strategy in providing a factual baseline and social mobilisation tool for the implementation of the TBP-SP. All TBP-SP IPs implementing direct action projects undertook social mapping exercises.

Why is it a good practice

Social mapping is important in terms of authenticating the actual situation on the ground with respect to child labour. Social mapping is self explanatory as the location of critical landmarks with respect to child labour are pictorial addressing the areas and issues of concern within a community. Further, social mapping bears the stamp of community participation and the intended and rightful beneficiaries are objectively identified.

Social mapping contributes to two ILO-IPEC strategic areas, namely direct action and increasing the knowledge base, through the “field research” oriented approach of the exercise. In this sense, social mapping provides a cheap method of obtaining catchment information. Due to its “field research-oriented” approach, the process also contributes to the increase in the child labour knowledge base not only for the community, but for the IP and ILO-IPEC and can be used as a basis for programming.

Key steps in establishing the good practice

The following steps for undertaking the social mapping exercise were narrated by Salem, it is important to bear in mind that innovative steps maybe included in order to achieve the best results with respect to the community and socio-economic settings of the area or catchment.

- Congregate all 10 CCLC members who have been sensitised and trained in child labour issues (some communities have more than 10 CCLC members).
- Each member picks 5 members in a community who are resident in the community and conversant with the area in terms of knowledge (the 10 CCLC members therefore identify a total of 50 community members).
- Convene meeting for all 60 social mapping agents (10 CCLC members and the 50 CCLC nominated community members) to build their capacity on child labour issues and mapping of the area.
- Divide the 60 social mapping agents into groups of 10.
- Each group nominates a team leader who is responsible for mapping the area.
- The groups accompanied by the IP move around the whole community in a systematic way, identifying key and important areas or structures in the community related to child labour and where child labour is occurring e.g. markets, quarry sites, farms, bars, schools, vocational training centres, clinics, other organizations that are complimentary to the fight against child labour, roads etc.
- The groups further maps vulnerable households such as child, single-parent and granny headed households where children to be prevented and withdrawn from child labour are identified.
- The identified beneficiaries are screened according to selection criteria and entered into the DBMR.

Achievements

- This exercise leaves no stone unturned in terms of sensitising masses on child labour issues as all areas of the catchment are covered. It also gives the CCLC members, the IP, ILO-IPEC and others involved a clear visual map of the areas of concern in a particular catchment (refer to Figure 4 below). More than the targeted number of children for withdrawal and prevention were identified. The children who could not be supported by the project are referred to other CSOs or government institutions identified in the mapping exercise capable of support or are put on the waiting list to be fused into the system when space is available.

Necessary conditions for success

- Awareness raising on child labour issues
- High commitment levels of IP and social mapping groups
- Use of local people in social mapping groups with good knowledge of the area or catchment
- Adequate literacy levels of the social mapping groups especially the team leaders
- Proficiency of the IP and social mapping groups in the local language as communication is key
- Continuous awareness raising during the social mapping exercise

- All the groups have to map the same area in order for quality assurance and inclusion of sites that may have been excluded by another group
- Honesty and clarity towards the community on the number of children the project can support
- Reputation of the IP in the catchment as trust for the IP enhances community participation.

Constraints/challenges that can be experienced

- Social mapping is extremely involving taking between 1 to 2 weeks for the whole catchment to be mapped and the time and resources (e.g. transport refunds for CCLC members) allocated to it is usually limited as a result of hidden costs such as meal allowances.
- The timing for social mapping is very critical in documenting conclusive results, it should not be undertaken during farming seasons as some CCLC and community members are busy with their fields.

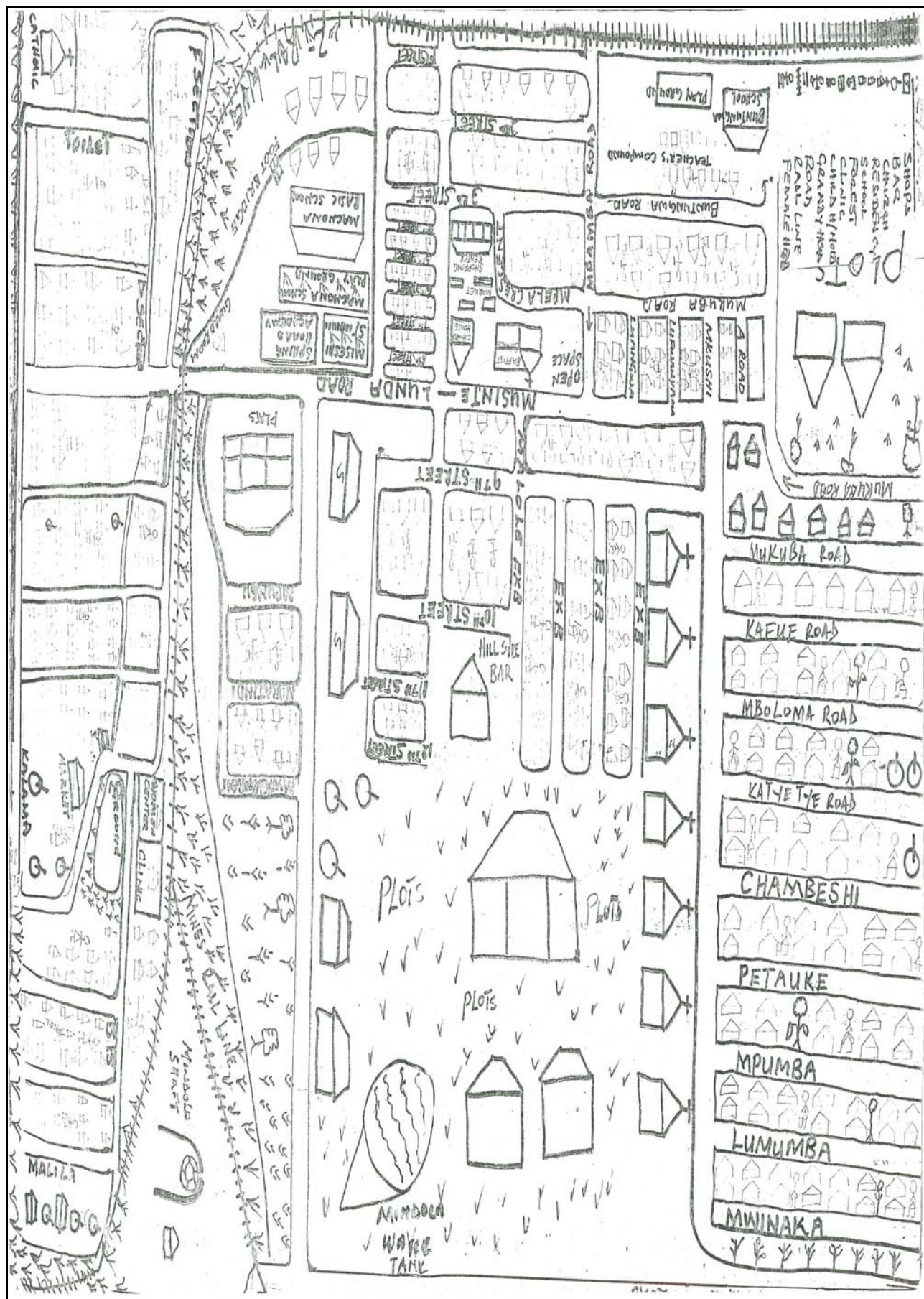
Areas for improving the good practice

- More resource allocation for the implementation of social mapping.
- Timing of intervention should be planned to avoid delays.
- Motivation must be higher at critical times especially if social mapping is undertaken during the farming season.
- Need for increased learning opportunities i.e. awareness raising, IEC materials, workshops and other training.

Lessons learned

- The bottom-up approach of social mapping is key and allows the community leaders to be initiators in solving their social problems including child labour.
- Social mapping is critical for knowledge on the exact beneficiaries affected by child labour and provides opportunities to learn from communities.
- Social mapping provides authenticity and helps in facilitating community participation and ownership as people accept that child labour is an issue that needs to be addressed, therefore fostering sustainability of the programme.
- Interacting with the community broadens the knowledge base on child labour issues in a given locality and contributes significantly to combating child labour.
- Community participation through social mapping is key to programme effectiveness.
- Knowledge is power, social mapping through advocacy and awareness raising are powerful tools in reducing ignorance and addressing certain customs, myths and norms inherent in a community.
- Child labour is a serious developmental and socio-economic problem in various communities.

Figure 4: Child labour social map of Salem's partial catchment in Mindolo, Kitwe



Source: Illustrated by Salem, Kitwe, Copperbelt Province.

4.2 Changing attitudes to education

4.2.1 Role models for parents/guardians and children

Level 1 – Innovative good practice

Introduction

This practice, initiated in June 2008, is a mentorship concept being undertaken under the direct action project implemented by Multi Vision Youth Development and Job Creation Centre (MYDJCC) in Mansa. The school attendance records indicated that some children were not attending classes. The CCLCs and parents held consultative meetings and later made follow-ups to the identified households. The CCLCs discovered that the underlying cause was that the attitude and practice of parents towards their children attending school was negative in that they discouraged their children from attending school. The parents/guardians did not see the importance and benefits of education. A successful role model who has experienced similar socio-economic hardships in their life and has a positive story to share is identified from the community to motivate these parents/guardians to send their children to school.

MYDJCC is also using another role model approach called Big sister - Little sister illustrated in Box 3.

Box 3: Big sister - little sister role model concept

In impoverished communities in Zambia, lack of resources drives girls out of school and into early marriage, early pregnancies, and HIV infection at rates dramatically higher than boys. To address these issues, MYDJCC is using a role model approach called the Big sister - Little sister Project or Valuable Girl Project (VGP) with funding HOPEHIV-UK, Stephen Lewis Foundation and American Jewish World Service.

The VGP objectives contributing to a reduction in child labour encompass advocacy in gender equality and children's rights through awareness raising; provision of entrepreneurship capacity to vulnerable household for self-sustenance through creation and provision of role models; promotion of sexual behaviour change to reduce the spread of HIV and AIDS in communities; provision of direct support to OVCs so that they are able to progress and complete their education; provision of skills training to out-of-school youths for self-sustenance.

To achieve these objectives, VGP is helping vulnerable young women to become self-reliant by gaining the necessary skills to run IGAs and support OVC girls to stay in school. These vulnerable young women are the "Big sisters" and the OVC girls are the "Little sisters".

The VGP has linkages with the child labour project in that there is collaboration with the CCLCs and the Big sisters are supporting and mentoring almost 250 children under the child labour project as Little sisters. The overall objective is to prevent parents withdrawing their children from school due to lack of funds to meet their basic school requirements.

Why is it a good practice

It is a good practice because the parents/guardians have started appreciating sending their children to school through the motivation they receive from the role models. Role models are channels for addressing challenges being faced by vulnerable families and they also provide a service to the CCLCs by effectively changing attitudes and perceptions.

Key steps in establishing the good practice

- The class teacher monitors the class register and identifies regular absentees.
- Consultative meeting between school authorities, teacher and CCLCs.
- CCLCs and teacher make follow-ups by tracing the children to households.
- CCLCs and teacher hold discussions with the parents/guardians to establish reasons for absenteeism.
- CCLCs and teachers identify role model who is successful and educated to hold motivational talks with the parents/guardians and children and encourage some change in their mindset.

Box 4 below outlines the key steps in establishing the Big sister - Little sister concept.

Box 4: Key steps in implementing the Big sister – Little sister concept

- Identification of geographical areas for support using data from the District strategic plans. Selection is based on poverty levels and OVC prevalence.
- Sensitization of communities about the project.
- Meetings with traditional leaders to identify young women, grade twelve graduates and even grade nine dropouts, to become role models for young vulnerable girls through a one-on-one mentoring relationship.
- Identification of the most needy households with OVCs.
- Validation of the beneficiary list of Little sisters' households.
- MYDJCC trains Big sisters in entrepreneurship skills known as BEST Game (Business – Expenses – Savings and Training), mentors them. The training also includes early childhood development, psychosocial counselling, sex and HIV education.
- The Big sisters' group open an account with the reputable bank with their own contributions, i.e. K10, 000 membership and an agreement form is signed between the Big sister and MYDJCC.
- Small grants (revolving loans) of K500, 000 are disbursed to each Big sister in presence of her parent or guardian to enable the Big sister run an income generating activity.
- The Big sister pays back 10 percent of the loan into the group's account monthly and uses 10 percent of the monthly profit for her personal use and her Little sister's basic school needs.
- Selection of 10 Little sisters each by the Big sisters (from the beneficiary list).
- Provision of mentorship and educational support by Big sisters to ensure that Little sisters go to school.
- Each Big sister visits her Little sisters' households once in a month and shares issues affecting them on a one-on-one basis.
- Each month, all the Big sisters and Little sisters in the community meet under one roof and share what they have been going through.
- All Big sisters meet once a month to discuss their achievements, challenges and way forward.

Figure 5: *A Big sister (left) receiving a grant from MYDJCC Accountant*



Figure 6: *MYDJCC project staff handing out shoes to withdrawn and prevented children at Mundubi Primary School in Mansa*



Achievements

With both role model concepts, children and parents/guardians in the communities where the intervention is implemented have responded positively and school attendance has improved. Parents/guardians continue encouraging the children to attend their classes as they have realised the benefits of education based on the success of the role models. There is enhanced awareness of the plight of OVCs among the communities, which has increased their participation in the program.

Under the VGP, the following has been achieved:

- Young OVC girls within the programme are protected from all worst forms of abuse as they are mentored by their Big Sisters and are able to access basic needs such as education, food, health care including sex and HIV and AIDS education.

- With Agri-BEST training, Big sisters are cultivating communal gardens which produce vegetables to help supplement their families' diet, and those of their Little sisters'. Surplus vegetables are sold and the money is put into the group's account.
- Most of the Big sisters are grade twelve graduates who are running successful IGAs with good record keeping and are providing their Little sisters with mentorship and educational support.

Necessary conditions for success

- Similar backgrounds and/ or experiences at household level for both the role model and the benefiting family i.e. the role model should have before their success gone through similar experiences as those being faced by the family.
- Cooperation between parents/guardians, teachers and CLCCs within the community.
- CLCCs and teachers need to have a positive attitude and patience towards the parents/guardians and children in order to accomplish the goal of positive attitudes amongst the affected family members towards education.
- The process is dialogue based and involves a trust building process with emphasis on the parents view on education.
- Identify role models and their willingness to provide motivational sessions.
- Perseverance and commitment from the parents/guardians as the results or benefits of education are usually long-term.

Constraints/challenges that can be experienced

- Low attendance in class demotivates teachers.
- The ability to identify role models and their willingness to provide motivational sessions.
- Parents negative attitude towards their children and lack of encouragement with regards to education motivation.

Areas for improving the good practice

- The NTBP needs to place emphasis on including attitude and perceptions of education as a key and visible component within awareness raising campaigns. Alongside this program, parents should be engaged in discussions and on how they can contribute to keeping children in school.

Lessons learned

- The Role Model practice is more effective when the identified role model is adopted as a core member of the CCLC as they are then readily available to motivate identified parents/guardians.
- Role models are effective agents of change at community level.

4.2.2 Parents involvement in classroom at supported schools

Level 1 – Innovative good practice

Introduction

One of the communities being supported by St. Peters in Luwingu under the TBP-SP is Kopu. This community is a high poverty level unplanned settlement with people who originated from very remote areas. Children are involved in various worst forms of child labour including selling of basic food stuffs, prostitution and working in the agricultural sector for families and other employers.

Due to these vices, the schools in the catchment have low school attendance of pupils. To establish the core causes of this low attendance, St. Peters undertook a rapid assessment by visiting the affected homes and the general findings were that parents thought it was a waste of time to send children to school, especially the female children who ended up in early marriages.

The practice was introduced in March 2009 in order to involve parents in classrooms, and the practice was also conceptualised as a means of trying to change parents' attitudes towards education. The practice is being carried out at Don Bosco School in the Kopu community. A day is selected when parents of children that are at risk of dropping out and those that dropped out are invited to go into classrooms to assist the teacher and also participate in typical class activities. This extra service initiated by St. Peter is called the "Family Pack". It encourages parents to participate in what goes on in classrooms and schools in general including recreation activities such as physical education.

When parents go back home, they usually have a changed perception towards education and encourage their children to go to school.

Why is it a good practice

It helps parents to have a positive attitude towards education. When they learn the value of education parents tend to encourage their children to take education seriously and attend class regularly. This has resulted in improvements in school attendance and early marriages are no longer rampant as the female child is given an opportunity to get educated.

Figure 7: Children supported under the TBP-SP in Mansa



Key steps in establishing the good practice

- Identification of the problem through home visitations by the IP and the CCLC.
- Sensitisation of the CCLC on the problem of low school attendance, its consequences and invitation of CCLC to the respective school.
- Invitation to parents to go into the classroom for 2-3 hour or up to midday for them to comfortably mingle with the children and observe what is happening.
- Involvement of village headman through the village committee to assist if parents are not willing to attend the orientation.
- Village committee invites the unwilling parents to the house of the village headman for discussions and further sensitisation on the importance of education.

Achievements

- Most of the children whose parents were targeted are going to school leading to an increase in school attendance and a reduction in child labour and early marriages.
- People are aware of child labour and can now differentiate it from socialisation.

Necessary conditions for success

- On-going sensitisation and regular monitoring by the CCLC and IP.
- Parents have to be willing to participate by taking part in the orientation process.
- Befriending the parents and gaining their trust so that they do not feel intimidated in order to help them understand the value of education.
- The teaching should be in both English and vernacular to accommodate all parents irrespective of their education backgrounds.
- Psychosocial counsellors.
- Cooperation between CCLC, school and IP to hold the orientation.

Constraints/challenges that can be experienced

- High poverty levels may hinder school attendance and children are at risk of going back into child labour.

Areas for improving the good practice

- Empowerment of parents through IGAs for them to continuously support their children's education.
- More support from the village head man and village committee and their acceptance and encouragement of the practice.

Lessons learned

- When communities are sensitised and made aware of an issue, they easily cooperate and their participation is enhanced once they understand the benefits of an intervention.
- Demonstration of what education actually is to poorly educated parents/guardians reduces anxieties and fosters a change in attitudes to education.

4.3 The use of sign language in the fight against worst forms of child labour

Level 1 – Innovative practice

4.3.1 Introduction

ASLIZ discovered that the deaf community receive little or no attention in developmental interventions aimed at mitigating their vulnerability. This is mainly due to language barriers and high levels of illiteracy. Deaf people are vulnerable both at home and within the education system. The MOE 2006/2007 Educational Statistical Bulletin has shown that 97 percent of the deaf drop out of school prematurely. Once out of school, they are engaged in WFCL by their parents/guardians.

Under the TBP-SP, the Association of Sign Language Interpreters of Zambia (ASLIZ) is implementing a direct action programme for the deaf in 4 communities of Lusaka namely Matero, Munali, Bauleni and Chawama. These communities are peri-urban in nature with most people living below the poverty datum line. A peculiarity in all 4 communities is that some deaf children have been subjected to CDW within the houses of their parents or guardians. As CDW is of a hidden nature, these children become slaves in the very homes where they are expected to be protected. In extreme cases, the situation is worse in that some children have no identity because they know very little about their background including their name, who their parents are and their date of birth. They are further degraded by being physically, mentally and emotionally abused due to lack of communication.

The purpose of this practice is to initially ease communication amongst deaf children by provision of educational support through the introduction of effective and assertive means of communication using conventional sign language. Further the practice builds on this acquisition of communication skills to impart knowledge on child labour thus working towards the elimination of WFCL among the deaf community in Lusaka district through withdrawal and prevention of deaf children from child labour and also support to vulnerable or at risk children born from deaf parents. ASLIZ is doing this through providing school support in order to elevate education and literacy standards as well as reduce levels of child labour among the deaf. The practice was initiated in June 2009 and will continue being implemented under the TBP-SP which is scheduled for closure in March 2009.

4.3.2 Why is it a good practice

Incorporating the use of sign language in the fight against child labour is a good practice in that sensitisation also reaches the deaf, who are highly affected by it especially through CDW. It is a learning and knowledge building process bringing out experiences of the deaf. Empathy created through communication and education brings about change in the way the deaf are treated. The use of sign language in fighting child labour has brought out issues that were hidden in the homes of the deaf. Sign language is the only means of communication they have to “speak out” on their experiences and issues affecting them.

4.3.3 Key steps in establishing the good practice

- Identification of communities to be supported.
- Sensitisation on child labour and selection of CCLCs including deaf community members.
- Identification of schools with special units for the deaf.
- Consultative meetings with the school authorities (principals and heads) and identification of children in need i.e. both in-school and out-of-school children.

- CCLCs, including teachers, identify children within the communities who are vulnerable.
- Make appointment with the school to meet the identified children's parents/guardians.
- CCLCs sensitisation of parents/guardians of the deaf, deaf children, deaf parents/guardians of hearing children and teachers on child labour, human rights, children's rights and compassion for the deaf.
- Registration of the identified children into schools and verification that they are deaf or children of deaf parents/guardians.
- Provision of school requisites.
- Monitoring by CCLCs.

4.3.4 Achievements

Through the promotion of sign language as a means of reducing child labour amongst the deaf, ASLIZ has:

- Collected a list of 254 eligible deaf children and children of deaf parents.
- Managed to support 35 pupils at Desai School in Matero.
- Reduced stigma among the deaf children in schools.
- Increased the use of sign language in schools.
- Continuously sensitised on mainstreaming sign language to address child labour issues as a means of inclusion of deaf children.

4.3.5 Necessary conditions for success

- Simplified translation of child labour sensitisation in vernacular based on sign language including finger spelling.
- Acceptance of the programme by the community especially the children involved and their parents/guardians.
- Willingness and acceptance of the affected (deaf) children to be in school and learn sign language.
- Availability of trained sign language interpreters.
- Availability of basic sign language teaching materials/tools e.g. sign language alphabet.
- Availability of other support services apart from education to address multiple traumatic situations of the deaf children.
- Psychosocial counselling and health care for the affected children.

4.3.6 Constraints/challenges that can be experienced

- Lack of sign language policy reduces the impact of implementation of practice.
- Resistance by parents/guardians and deaf children to be assisted.
- Language/communication barrier between the deaf and hearing.
- Larger numbers of deaf children than the project can support.

- Lack of adequate sign language teachers and materials/tools in the education system as this is not budgeted for.
- High transport costs for the children to get to school may reduce school attendance as the schools are limited and usually far from the community.
- Transport for IP as vast areas and distances need to be covered to access the beneficiaries.

4.3.7 Areas for improving the good practice

- More support to the deaf from cooperating partners to fill the ever increasing gap.
- Increased sensitisation on sign language to the general public.
- Train more teachers, both deaf and hearing, in sign language.
- Production of sign language learning materials and distribution to schools.
- For a holistic approach, there is need to link up and network with other disability programmes e.g. ILO-IPEC Disability Rights Programme.

4.3.8 Lessons learned

- There is little involvement of the deaf community or those able to facilitate communication to the deaf at both the upstream and downstream levels.
- Abuse and neglect is rampant in the deaf community as some deaf children are forced into CDW by their parents/guardians and are physically and sexually abused.
- There is increasing government support in the formulation of enabling disability policies.
- Upstream and downstream interventions can only be of mutual benefit to the deaf and hearing by the extensive use of sign language interpreters at all levels to break the language barrier.
- Most children of deaf parents/guardians have to work to make ends meet at home and stay in school.
- Educating the deaf in sign language is key to their social well-being and educational attainment.

4.4 Economic empowerment of caregivers through linkages to start-up capital

This section showcases the CCLC and caregivers economic empowerment good practices that were identified. The following are examples of how child labour APs can come up with innovative means or/and linkages with other projects to enhance service provision.

4.4.1 Extra-ordinary membership of caregivers in CCLCs

Level 1 – Innovative good practice

Introduction

Most CCLCs have a set number of members but in three communities in Mufulira, there was a demand from caregivers to be incorporated into the CCLC as extraordinary members. AOHD has been

empowering community members in its catchment areas through a programme supported by Non Governmental Organization Coordinating Committee (NGOCC). The programme started in January 2009 and is on-going. This programme focuses on sensitising women on Gender Based Violence (GBV), its causes and provides seed money for IGAs. Through the Advocacy Community Committees, women with potential are identified from within the community and trained as role models so that they can also educate other community members on how to be a role model. As the NGOCC programme is being implemented in 3 of the communities (Mokambo, Kankoyo and Kawama West) where the Child Labour programme is also being implemented, AOHD saw the need to include the CCLCs and caregivers into the role model groups so that they benefit from the seed capital to help them undertake IGAs. Most of the households in these areas are either granny headed or child headed.

Mokambo is a border area near Democratic Republic of Congo (DRC) and the most predominant form of economic activity there is cross boarder trading. Mokambo is a low income area with very high poverty levels and children are employed to sell merchandise or paid to carry heavy goods for cross boarder traders. As a result of the high number of truck drivers frequenting the boarder, children are also involved in prostitution commonly known as “*amalalo*” in the area. Some children from the Zambian side also cross over to DRC to work on farms.

Kankoyo is a very poor community constituting a large population of mine retirees from Mopani. The economic activities in which children are involved include selling of food staffs such as cassava, tomatoes and other vegetables, stone crushing, sugarcane cutting and high levels of prostitution.

Kawama West also has high poverty levels with most of the children in labour selling merchandise or working on farms.

After the withdrawal of children from child labour, AOHD saw the need of empowering the caregivers for economic security at household level. The objective was to prevent the withdrawn children from going back into child labour through improved household income as mitigation to child labour.

Why is it a good practice

It is a good practice because it enhances community ownership of the programme and ensures sustainability as the caregivers learn and appreciate the benefits of the programme. It also installs a sense of responsibility in the caregivers for their children. The involvement of caregivers in the implementation process promotes their understanding of the programme and its challenges, thereby instilling transparency and trust. Involving caregivers also enhances economic security at household level and ensures that children remain in school as a result of the extra income from IGAs.

Figure 8: *Some of Mokambo community's withdrawn and prevented children at Mokambo Primary School in Mufulira*



Key steps in establishing the good practice

- Sensitisation and identification of caregivers of withdrawn children.
- Contracting trainers in entrepreneurship and business development.
- Training of caregivers in entrepreneurship and business development.
- Payment of K200, 000 affiliation fees to entrepreneurship and business development trainers.
- Formation of groups comprising 20 members including CCLC members, caregivers and other community members benefitting from NGOCC.
- The group of 20 is divided into 4 to 5 groups with a nominated group leader per group.
- Sourcing for start up capital ranging from K500, 000 to K5, 000,000 per member depending on the phase.⁶
- Each member gets a start up capital as an individual and payment is also made on an individual basis to the group leader.
- When the group has repaid in full, the group qualifies to the next phase of funding.

Achievements

- The practice, through the involvement of extra caregivers as extraordinary members of the CCLC has led to the parents understanding the programme better and this has led to a multiplier effect in the numbers of people raising awareness and sensitising community members on a continuous basis. At the time of the GP documentation, the project had 35 extraordinary members of the CCLC and these caregivers had been trained and provided with start up capital for IGAs and are now paying back the funds they had received. A bank account has been opened for all caregivers including the 10 CCLC members.

⁶ Phase 1: K500,000 – K800,000 Phase 2: K1,000,000 – K1,500,000 Phase 3: Up to a maximum of K5,000,000.

Necessary conditions for success

- Willingness for caregivers to be trained in entrepreneurship and business development.
- Availability of start up capital.
- Honesty and genuineness of members.
- Enthusiasm, innovation and commitment of members.
- Positive attitudes and values toward repayment.

Constraints/challenges that can be experienced

- More caregivers than the start up capital can support.
- Loss of buying power of money as there is no interest charged.

Areas for improving the good practice

- Effective resource mobilisation for start up capital.
- Introduction of minimum interest rates.

Lessons learned

The lack of economic empowerment of women does not only contribute to household poverty and child labour, but is one of the causes of GBV.

The extraordinary members have the zeal to work on a voluntary basis as they are the real victims or people affected with respect to child labour.

4.4.2 Caregivers' Savings and Revolving Fund Clubs

Level 3 – Replicated good practice

Introduction

Dackana is providing support to selected communities in Kabwe through direct action. Before the intervention, children were involved in labour activities and were also patronising bars and the girls were prone to early pregnancies. The main cause for the aforementioned vices is the poverty situation in these communities where household incomes are very low. As a means of addressing the economic challenges in the most vulnerable households, 190 caregivers in these communities were trained by ZFAWIB in entrepreneurship skills through the TBP-SP.

As only training was provided by ZFAWIB, the caregivers opted to link up with a Micro Financing Institution (MFI) for seed capital, which was provided. The MFI's conditions and terms of payment for the loans have been difficult to meet. As a way forward for IGA support, Dackana adopted the Caregivers Savings and Revolving Fund Clubs from IDE and PLAN International programmes. The concept was introduced to the communities being supported under the TBP-SP and the caregivers accepted the concept and decided to contribute money towards the Savings and Revolving Fund Clubs in their groups.

The practice started in July 2009 when the trained women were divided into groups of 10-15 members in all zones. The group members then identified the IGAs they wanted to venture into. The objective of the practice was to assist these women generate income through a revolving fund and own savings. Women contribute an agreed amount on a weekly basis from which the group members borrow to

engage in micro enterprises. They repay the borrowed amount after a period of 2 months with a minimum interest set by each group.

Why is it a good practice

This is a good practice because through the clubs, children are kept in school as they no longer have to work to contribute to household income. Caregivers are able to increase household income but also provide for their families in terms of nutrition, education and other requirements. Working in groups has also helped caregivers to learn and exchange business practices. This helps to address challenges being faced by group members and also helps in avoiding mistakes that others have gone through as they undertake the IGAs. The clubs have proved to be better than MFIs as the savings and loans are determined on the basis of what each member can afford to contribute and pay back. The clubs are good initiatives that have started small but in the long-term, the constant contributions and repayments including interest will increase the capital base. The practice encourages team work to the extent that every child in the community is seen as everyone's responsibility.

Key steps in establishing the good practice

- Members should be residents of the same area.
- Self selection for group membership to avoid "free riders".
- Election of executive consisting of the chair, vice chair, secretary and treasurer by group members.
- Development of constitution with rules and regulations.
- Election of a disciplinary committee.
- Agreement by group members on the contribution amount and interest to be paid.
- Development of schedule for meetings indicating dates and time.
- The Secretary and Treasurer open their books (minute books and treasurer's book) in readiness for the next meeting.
- Selection of member to borrow the money by first considering the most vulnerable in the group.

Achievements

- At the time of the good practice documentation, about 5 groups had already implemented the borrowing and those who have borrowed have started business ventures. The impact of the practice is evident as group members who have borrowed have shown signs of improvements in their socio-economic status such as being able to afford 3 meals per day and education support to their children.
- Caregivers met during the good practice documentation field visit to Kabwe acknowledged that child labour has reduced in the communities supported by the TBP-SP.

Necessary conditions for success

- Training in entrepreneurship and business.
- Group members must reside in the same area.
- Self selection by choosing trusted group members.
- Disciplinary committee to keep members in check.

- The amount to be borrowed must be affordable by each group member.
- Development of a constitution for guidelines including clauses for repayment, punctuality, discipline and penalties for defaulters.
- Monitoring of activities by the IP.
- IP's account keeps the groups money.

Constraints/challenges that can be experienced

- Failure by some group members to pay back due to socio-economic hardships at household level.
- Disintegration of the group due to misunderstandings.
- Time taken for everyone to borrow is too long.
- Poor record keeping.
- Small weekly contributions as agreed by the groups have led to inadequate start-up capital which contributes to a slow rate of loan acquisition by members and low profits.
- Repayment period is too long and due to the small contributions, it takes a long time for all the members to benefit.
- The caregivers including CCLC members have not been provided with certificates after the training in entrepreneurship and business, making it even more difficult for them to access loans.
- There are more vulnerable caregivers in the community who need training in entrepreneurship and business than the project could support.

Areas for improving the good practice

- Increasing the amounts contributed by each member can significantly increase the number of members benefiting from the fund in a given space of time.
- Enforcing of penalties in the constitution and using a holistic approach that incorporates counselling to avoid defaulting.
- Reducing the number of members per group to a maximum of 10.

Lessons learned

- To sustain the provision of education support to children, training of caregivers in entrepreneurship and business training should be coupled with the provision of start-up capital for IGAs. The only way to put the knowledge gained through the training into practice is through implementation of IGAs.
- Low contributions hinder the lending rate in terms of amount and benefiting members during a space of time.
- The terms and conditions attached to borrowing money from MFIs make it difficult for caregivers to access loans from these institutions and even where it is possible, the same terms and conditions have become a deterrent to building the capital base of caregivers. As one of the caregivers said:

"MFIs are exploiting the poor. They came to assist us but they are milking us."

4.4.3 Empowering caregivers through the Savings and Credit Cooperative Society

Level 3 – Replicated good practice

Introduction

Kasama Christian Community Care (KCCC) is offering DA intervention support to four communities namely Luyeye, Bwebe, Chishipula and Location and caregivers are being empowered through the Savings and Credit Cooperative Society (SACCOS). Luyeye, Bwebe and Chishipula are villages close to the urban setting whilst location is a peri-urban area. Most people in these communities are self employed, small scale subsistence farmers or traders in basic food stuffs at markets or makeshift stores within the community, nationally known as “tuntemba”. The poverty levels in these communities are above the national level and there is a high prevalence of HIV and AIDS. The communities characterised by child-, female- and granny-headed households. As a result, child labour in domestic work, street peddling brick moulding, agriculture and carrying of goods is prominent in these areas.

Due to prevalence of high levels of poverty among caregivers and CCLC members, it was found prudent to train them in IGAs. For these IGAs to be undertaken, it was realised that there was need for start up capital.

SACCOS is a replicated economic empowerment concept practiced by many programmes including the Agricultural Support programme (ASP). The objective of SACCOS is to empower caregivers and members of the CCLC by pooling resources. The caregivers and CCLC members in each community form groups of 10 and each member within the group contributes 10,000 Kwacha per month. Members that borrow the money are monitored on what they spend the money on and they have to pay back the money within 2 months. The loan is dependent on the IGA ventured into and the interest rate is not fixed but determined by each group ranging between 5-10 percent.

Why is it a good practice

It is a good practice because it forms a basis for caregivers and the CCLCs to raise the basic capital for IGA. These IGAs help reduce child labour through the economic empowerment of caregivers and CCLCs by contributing towards the provision of food and educational support at household level. Since it is group based, it promotes ownership and cohesion of the group thus enhances monitoring of IGAs. It is hoped that in the long run, the capital base will increase and the groups can then form bigger groups by merging to give them better opportunities to access finances from MFIs. It is also very easy to replicate and has potential to ensure sustainability of child labour programmes.

Key steps in establishing the good practice

- Training in entrepreneurship and business skills.
- Sensitise caregivers and CCLCs on the SACCOS.
- Formation and registration of members of SACCOS in the catchment community.
- Members elect committee and develop guidelines/constitution highlighting objectives, membership and executive committee issues, functions and responsibilities of office bearers, financial management including loans, interest and penalties and other contractual issues.
- Registration with the local authority to formalise or legalise the group.
- Pooling of resources through contributions by members to a revolving fund.
- Opening of a bank account.

- Disbursement of funds as loans with minimal interest (5-10 percent).
- Mobilisation of external funding once SACCOS is established to help increase the capital base.

Achievements

The funds have continued to revolve among members and every member has the opportunity of accessing funds. The practice has increased income of the members and is contributing towards households' economic security.

Necessary conditions for success

- There is need for cohesion among members.
- Willingness and commitment to contribute the agreed upon amount by members.
- Timely repayments.
- IGAs have to be demand driven or marketable within the locality.
- Penalties for non payment of loan.
- Guidance by implementing agency is needed in the initial stages of the practice.

Constraints/challenges that can be experienced

- Possibility of defaulters i.e. non-recovery of loans from some members.
- Time taken for every member to access funds in long.
- Due to the small contributions, empowerment takes long as returns are minimal making it difficult to meet basic needs at household level.
- Bank accounts have not yet been opened, money is being kept by the treasurers, there is a risk that the funds may be misappropriated.
- Dependency of caregivers and CCLCs on the IP for sustainability.

Areas for improving the good practice

- Financial management and record keeping skills.
- Groups need to be more proactive in initiating projects to increase capital base.

Lessons learned

- Given the technical know-how, communities have the ability to manage their own projects or programmes.
- For the effective elimination of child labour direct action and empowerment must be implemented simultaneously.

4.4.4 Livelihood Improvement Programme (LIP)

Level 1 - Innovative good practice

Introduction

Kasama Christian Community Care (KCCC) developed the Livelihood Improvement Programme (LIP) concept which is currently being supported by the Netherlands Embassy. KCCC conceptualised the LIP practice as a result of the TBP-SP in order to address sustainability and continuity of the child labour project through empowerment. LIP is similar to the PaVidia Methodology (attached as Annex 6) which was presented at the Good Practice and Sustainability Workshop by a representative from Ministry of Agriculture and Cooperatives. Compared to PaVidia, LIP addresses child labour directly through awareness raising and support to CCLCs and caregivers and children in and at risk of going into child labour. LIP is working alongside SACCOS (please refer to section 4.4 above), which is also an empowerment concept. KCCC realised that SACCOS was not adequate in the effective empowerment of caregiver and CCLCs and did not cater for other vulnerable members of the community. LIP on the other hand establishes integrated life improvement centres in the community in the sense that it promotes sustainable projects in the community by offering using a holistic approach to contribute towards sustainability. It includes sensitisation on and provision of services to tackle child labour and HIV and AIDS, skills training, reading centres and implementation of self sustaining IGAs.

LIP is being implemented in 2 communities Luyeye (benefiting through the TBP-SP and is also implementing SACCOS) and Mponda⁷. The beneficiaries include child-, vulnerable female-, granny- and disabled headed households. Land has been acquired in both communities and one of the IGAs that LIP has started implementing is pig rearing in both communities.

Why is it a good practice

The initial beneficiaries of LIP in Luyeye are the members of SACCOS groups and there for e LIP is contributing towards the fight against child labour. KCCC hopes to strengthen the SACCOS groups through LIP by increasing the SACCOS group capital base in order for them to access bigger loans. To do this, one of the LIP interventions has been adopted from the Heifer Project Concept for animal husbandry. When the pigs reproduce; they are given to a group to rear. Once the group's pigs reproduce, they give some to another group and return some to the main project. There is the realisation that not all community members can rear pigs e.g. child headed households and those households affected by HIV and AIDS, therefore 60 percent of the money raised from the piggeries go to these vulnerable households as a means of combating child labour.

The LIP is being driven by the CCLC by rearing the pigs and keeping records. KCCC is initially providing feed free of charge until the groups projects are able to sustain themselves after which the feed will be processed by the KCCC hammer mill and sold to the groups at a minimum profit. This not only empowers the CCLC and caregivers but enhances sustainability of the CCLC and the child labour projects through the provision of resource mobilisation knowledge.

Key steps in establishing the good practice

- Conducting a needs assessment based on the gaps or challenges in a programme.
- Selection of communities for support based on the IP's and CCLC comparative advantage i.e. how well the IP is established in the community and how well the CCLC is organised.
- Hold a community meeting through the Village Committee introducing the concept and acquiring traditional land for establishment of the LIP projects.

⁷ Not supported under TBP – has high levels of poverty, HIV and AIDS and child labour.

- Meet with CCLCs for an in-depth explanation LIP and their roles and responsibilities in the project.
- Setting up of various LIP projects such as the piggery project in the community.
- Training in LIP projects' management .e.g. training in animal husbandry for pig and village chicken rearing.
- Training in entrepreneurship and business skill for those who have not been trained.
- Establishing guidelines and conditionalities for the passing on of produce to other groups e.g. pig handovers.
- Monitoring of projects by IP together with the CCLC.
- Replication to other areas by firstly targeting SACCOS groups and later other vulnerable community members.

Achievements

- Projects have already been set up, care givers have been trained and the CCLCs are managing the projects. A clear foreseen achievement is the resource generation to increase the SACCOS capital base and general empowerment of caregivers, CCLC and the community at large through the provision of self sustaining projects within the community. This will consequently lead to poverty reduction meaning that more children will enter, re-enter and remain in the education system resulting in a reduction of child labour.
- Other foreseen achievements are that there will be replication for other groups to benefit using the 40 percent held by the main project and the 60 percent will ensure that the vulnerable in the community are catered for by the CCLC. LIP looks towards setting up well established and self sustaining centres that address child labour issues in a holistic manner i.e. LIP will be a one-stop shop for all services in the community.

Necessary conditions for success

- Need for in built capacity for IPs and CCLCs.
- Community good will i.e. acceptance and ownership of the projects.
- Effective monitoring system.
- Availability of sufficient resources.
- Proactive resource mobilisation by the IP.
- Support from cooperating partners based on their area of interest and expertise.

Constraints/challenges that can be experienced

- Higher and immediate expectations of results by communities, the project is long term in nature and may not bring about immediate results to the community.
- Resource constraints including human resource, LIP is staff intensive.
- Winning donor confidence especially for small indigenous grass root NGOs.

Areas for improving the good practice

- Initiate the out-grower scheme for soya beans, maize, sun flower and groundnuts as a means of providing raw materials for feed production and community nutrition.

- Staff and community orientation to staff needs to be more extensive in term of training.
- Due to the holistic nature of LIP, there is need to build more capacity in relevant areas such as CL and HIV and AIDS for effective service delivery at the community level.

Lessons learned

- Sustainability with respect to DA is challenge especially in the short term and IPs need to continuously mobilise resources to find means of filling up the intervention support gaps.
- Combating child labour requires a holistic and simultaneous approach with respect to child labour reduction and IGAs.
- A community participatory approach is key in promoting community ownership of projects.
- Empowering the community with knowledge and skills in child labour and HIV AND AIDS will go a long way in mitigating their negative impacts in communities.

4.4.5 School nutrition gardens

Level 3 – Replicated good practice

Introduction

CYC is implementing a direct action support programme in Jack Compound in Lusaka. The area has high poverty levels and high HIV and AIDS prevalence. The areas also has a high number of OVCs some of whom are engaged in various forms of child labour including quarrying, carrying goods for people and selling at markets and road side. In the evenings, children can be seen patronising bars with some young girls being involved in prostitution. With CYC's intervention, some of these children have been withdrawn from labour and those at risk prevented from entering into child labour by providing them with education support at various schools. Some of the children benefiting from the project in the area are enrolled at Kamulanga Basic School where 20 parents/guardians have been allowed to own gardens at the school as a means of improving the livelihoods of these children. CYC provides seeds, garden tools and the school distributes the land to the parents/guardians. The parents/guardians grow food in these nutrition gardens and harvest it for household consumption or sale. The objective is to create food security at household level so that the families are nourished and children continue attending class regularly as a result of the poverty alleviation.

Why is it a good practice

It contributes to household food security and improves the nutritional intake for the children resulting in better concentration in class and improved school attendance. It also provides an opportunity for parents/guardians to have direct contact with school officials allowing them to easily monitor their children's performance at school. The nutrition gardens use a conservation farming approach in order to safe guard the environment, conserve water and reduce on chemical inputs. This approach also contributes to the sustainability of the gardens.

Figure 9: *Part of the nutrition garden at Kamulanga Basic School in Chawama, Lusaka*



Key steps in establishing the good practice

- Identification of schools supporting withdrawn or prevented children.
- Selection of parents/guardians of selected children interested in owning gardens.
- Selected parents/guardians and the school are trained in horticulture and land management by a CYC agronomist and an agriculture officer from the Ministry of Agriculture and Cooperatives.
- Allocation of plot within the school to each interested parent/guardian for growing horticultural crops.
- Parents/guardians plant a variety of vegetable and fruit trees and maintain their own gardens by watering and weeding as necessary.

Achievements

- At the time of the GP documentation, 20 families were managing nutrition gardens. Children whose parents have gardens rarely miss school and there has been an increase of food security at household level.

Necessary conditions for success

- Availability of arable land and water at the school.
- Willingness of parents/guardians to participate in gardening activities.
- The IP must be proactive in monitoring the gardening activities.
- The school must be actively supportive the implementation of the project.
- Only parents who have interest and time to manage a garden should be considered.

Constraints/challenges that can be experienced

- Limited land to accommodate to accommodate all parents/guardians.
- Dependency syndrome of supported parents/guardians on IP.

Areas for improving the good practice

- Scaling up of the practice by acquiring more land and shifting from school bases to other areas that can allow for more parents/guardians to participate.

Lessons learned

- Good nutrition is a positive contributing factor to educational performance and school attendance.

4.5 Child Forum

Level 3 – Replicated good practice

4.5.1 Introduction

Since the CDW programme and the CBP, there have been Child Labour Clubs (CLCs) in schools and these have also continued under the TBP-SP. During the implementation and support to these CLCs, AOHD realised that there was a lack of effective networking and information sharing amongst the CLCs in their catchment area and hence the concept of a Child Forum was born. This is a forum where children from different CLCs and Child Rights Clubs (CRCs) from various IP catchment areas meet in one place annually to discuss child labour issues and children's rights in general. At this forum, the children invite area councillors, parents and other people for sensitisation and lobbying on child labour issues. The matrons or patrons of the CLCs are trained in the SCREAM methodology and impart skills on conducting interviews, surveys and debates to the children.

Figure 10: Children petitioning the area MP and councillors at the Child Forum



4.5.2 Why is it a good practice

The child Forum is a good practice because it promotes a child's participation in the elimination of child labour as its main objective. Merging of the CLCs and CRCs to form the Child Forum allows for children to share information, experiences and challenges as a means of finding workable solutions. This interaction therefore broadens their scope, creativity and enhances their knowledge on child labour and child right issues. The forum also facilitates referrals as children identified for support through the forum are taken in by schools and requisites provided through the referral system.

4.5.3 Key steps in establishing the good practice

- CLCs and CRCs in place at schools in catchment areas.
- Training in SCREAM for matrons or patrons.
- Organising and logistical planning for the forum.
- Notification to all CLCs and CRCs on date and venue of the forum.
- Invitation to all key stakeholder to attend the forum.
- Staging the forum.

4.5.4 Achievements

- Children are given a voice on this day by discussing issues that affect them. It is a day when the older generation has to sit and listen to the children without interruptions or judgment. Each child has the freedom to participate and express their experiences, in the process helping those that are going through similar situations to know they are not alone. This allows children to open up and seek the necessary help required.
- The children also tackle issues that they feel should be addressed by local traditional leaders and local government authorities. The children therefore effectively petition these leaders to take actions on issues identified by the forum.

4.5.5 Necessary conditions for success

- Knowledge on child labour and children's rights.
- Commitment from school matrons or patrons as CLCs are not recognised at the MOE and therefore no resources are allocated for allowances to the matrons or patrons.
- Availability of SCREAM packs and other related materials.
- Resources for organising and conducting the meeting.

4.5.6 Constraints/challenges that can be experienced

- Resources (funds and material).
- Lack of commitment by matrons or patrons due to lack of payment.

4.5.7 Areas for improving the good practice

- Resource mobilisation to include costs of running the CLCs including allowances for matrons and patrons. Availability of more child centred child labour materials for learning.

4.5.8 Lessons learned

- With guidance and capacity building, children have the ability to run clubs and effectively coordinate and network.
- Children are a pool of knowledge and know what they want.
- Children offer community policing by informing CCLCs, schools, parents, CSOs, local government and the general public.
- Children open up much more easily to their peers than elders or authorities and those children who are affected benefit from this interaction.

5. Conclusion

The good practice documentation exercise has endeavoured to focus on the progress achieved so far by ILO-IPEC, its IPs and other stakeholders in progressively contributing towards prevention and elimination of worst forms of child labour. The documented good practices will be key to the sustainability of the NTBP in that they will provide key inputs towards its implementation process. Sustainability for daily implementation of macro, meso and micro interventions including the identified good practices is however highly dependent on availability of resources; continued sensitization; commitment levels of all key stakeholders; their coordination; networking and the effectiveness of existing structures at all levels and the extensive utilization of these structure by stakeholders.

At the macro level, Zambia has a conducive policy and legislative framework for the implementation of child labour programmes. There is however need for the finalization of the child labour policy, the statutory instrument on hazardous labour and to implement these, the finalization of the NAP if interventions are to be soundly implemented and sustained. The progress made so far towards the formulation of the NAP is a major achievement for the NTBP. All three documents are aimed for finalization before the end of the year. There is also need for continued coordination and policy dialogue between ILO-IPEC and key ministries in addressing various challenges faced in the areas of provision of social security, social welfare, education support, healthcare and general improved livelihood support to those affected by various forms of child labour. The mainstreaming of child labour into the education training system using SCREAM and other child labour tools is proving an effective means of sensitization as it filtrates through the entire education system, a key delivery channel for information to the lowest levels, the target beneficiaries of child labour programmes.

At the meso level, ILO-IPEC has facilitated the capacity development of IPs who now have a sound understanding of child labour issues and strategies on how to address them. Continued strengthening of IP institutions through capacity building is vital. Through this inherent capacity, the employers and workers organizations have shown commitment by mainstreaming child labour in their organizations through the respectively developing an employer's COC and a child labour policy at the workplace. As a result of the capacity built over the years, local partner coalitions through the lead partner practice have broadened the mainstreaming of child labour issues in not only projects but communities where child labour was not on the agenda. As the DCLCs are key structures in the implementation of activities, coordination of key stakeholders and facilitation of networking at the district level for the NTBP, there is need to improve their performance, functionality and viability. The DCLCs also provide opportunities for building partnerships that will contribute to combating the WFCL. Fostering of new partnerships has proved successful in bridging resource gaps during programme implementation e.g. use existing MYSCD structures for recreation centres. These partnerships need to be further strengthened through commitment and investment by government, CSOs, workers' and employers' organizations, private sector and CPs. At the meso level, the programme has seen the establishment of referrals for identified beneficiaries (children, parents and guardians) who cannot be supported under ILO-IPEC programme funds.

At micro level, the NTBP interventions are community and demand based and this approach has facilitated local ownership of child labour programmes through the use of CCLCs for social mapping, programme implementation and monitoring. There is need for continued capacity building of the CCLCs, community consultations and sensitization for continued sustainability and effective impact. There is also need to directly link the CCLCs to the DCLC as this is missing in some districts. Further, community child labour monitoring systems must also be linked to existing structures at district level such as MOE EMIS and DCLC for representative data for the purpose of planning. Start up and sustainability of IGAs is one of the key challenges being faced by all caregivers, CCLCs and IPs. IPs have

been proactive and innovative in trying to find means of addressing this issue as can be seen by the documentation of five (5) good practices targeting the empowerment of caregivers and CCLCs.

It is important to emphasize that there is need for concerted efforts by all stakeholders for the goals of the foregoing interventions at the three levels (macro, meso and micro) to be achieved. It is also worth re-emphasizing that these good practices cannot work in isolation as there is need for experience sharing as a means of facilitating their successful implementation and improvement.

Annex 1: Terms of reference

International Programme on the Elimination of Child Labour (IPEC)

Identification and documentation of good practises in Zambia

Time-bound measures against the worst forms of child labour

October – December 2009 (tentatively)

Background

Zambia ratified ILO Convention No. 182 in 2001 and ILO Convention No. 138 in 1976. Ratification of C182 meant Zambia has obliged itself to put in place national time-bound measures to eliminate the worst forms of child labour. The Government, under the leadership of MLSS is in the process of formulating a National Action Plan for the elimination of child labour. The NAP will be the backbone of the National Time-Bound Programme. Since 2006, and with funding from USDOL, ILO has implemented the Time Bound Programme Support Project in Zambia

The following immediate objectives have been formulated for the TBP Support Project:

I/O 1: By the end of the project, the Government of Zambia is equipped to design, implement and monitor initiatives to address WFCL through a national TBP;

I/O 2: By the end of the project, inclusive educational and training opportunities for (ex) child labourers and at risk children have improved sufficiently to support the NPA's education-focused strategies;

I/O 3: By the end of the project, models of interventions on providing direct support to children and families are implemented and documented.

Under these objectives the project will support both up-stream and down-stream levels of *interventions* as the two levels reinforce each other mutually. An important element of this is to identify good practises from project implementation and document these for use in the National TBP and other programmes that can contribute to the elimination of child labour in Zambia.

Under I/O 3 a number of direct support action programmes, designed to promote prevention and withdrawal of children from child labour are under implementation. These Action Programmes focus on mobilising communities to take action, providing educational support, recreational facilities, psycho-social support and support for income generating activities in the children's families.

Under I/O 2 activities to promote the SCREAM Pack and to develop a spiral curriculum have been implemented with MOE and NGOs.

An important element of the project is to provide technical advice on strategies and approaches to tackle child labour within the context of the National TBP. The projects many and diverse activities are now so well developed and mature that good practises may be identified and documented from them. Documentation of good practises will provide an important input to partners in government and civil society as they embark on implementation of the national TBP.

Therefore, the ILO intends to contract a national consultant to carry out good practise documentation in close cooperation with implementing partners and project staff.

The consultant will be expected to carry out the following tasks:

1. Co-facilitate and plan (with the TBP SP CTA) a good practise and sustainability workshop to allow implementing partners to jointly identify potential good practises and share these with each other. Good practices documented will relate to all three IOs of the project.
2. Document good practises through field visits and interviews with partners, beneficiaries and others. This will include determining whether potential good practises identified during the workshop are indeed good practises
3. Document the good practises in a short, easy to read report. The report must include details of the good practise (how it was implemented, necessary conditions for its implementation, possible pit falls etc) as well as recommendations for which good practises can be replicated in the National TBP, as well as other projects in Zambia and the region, and how the replication can take place.
4. Revise and finalise report upon receiving comments from the ILO and its partners

The exercise shall be guided by the IPEC DED Guidelines on Identification, Review, Structuring, Dissemination and Application of Good practices (ILO/IPEC, October 2001).

Timeframe

The assignment will run from 1st October to 1 December 2009. The total numbers of working days are as follows:

- Desk review of project documentations: 2 days
- Workshop preparations: 2 days (facilitation only, ILO will organize logistics)
- Workshop facilitation: 3 days
- Field work and interviews: 20 days (including travel)
- Report drafting: 5 days

Total number of working days: 22

Qualifications

The consultants should have the following qualifications:

- Degree in social sciences or related
- Documented experience from evaluation and review assignments and solid understanding of M&E concepts and methodology.
- Excellent drafting skills in English
- Proven ability to deliver quality work on time

Annex 2: Guidelines for identification and documentation of good practices

Criteria for identifying good practices

The criteria are general guidelines and may vary in applicability depending on the level or nature of a specific practice. There are 7 key criteria* to determine whether a practice is “good”:

1. Innovative/creative

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

2. Effectiveness/Impact

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

3. Replicability

Is the practice applicable in other situations or settings?

4. Sustainability

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

5. Relevance

How does the practice contribute directly or indirectly to actions against WFCL?

6. Responsive and ethical

Is the practice consistent with the needs?

Has it involved a consensus building approach?

Is it respectful of the interests and desires of the participants?

Is it in accordance with ILO standards and conventions?

Is it in line with the national policy and legal framework?

7. Efficiency and implementation

Were resources used in a way that would maximize impact?

IPEC levels of good practices

GPs can be classified into 3 levels, depending on verification efforts made and the number of different situations where the practice has been applied. The proposed GPs will be classified into the following levels*:

⇒ **Level 1: Innovative good practice**

An innovative practice/intervention must answer one of the following questions:

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

There may be no data or formal evaluation to substantiate the practice/intervention but it has been tried and proven to be logically effective when analysed using the 7 criteria for identifying GPs. Care must be taken to avoid practices/interventions that conflict with national or international legal framework.

⇒ **Level 2: Successfully demonstrated good practice**

Successfully demonstrated practice/intervention respond to the following questions:

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

⇒ **Level 3: Replicated good practice**

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

Annex 3: List of people consulted (field work consultations)

NAME	ORGANIZATION	TITLE
Mr. Patrick Mnthanga	Hosanna Mapalo	Programme Manager
Mr. Barnabas Mwansa	Hosanna Mapalo	Financial & Administrative Manager
Mr. Kapambwe	Mwange CCLC	Chairperson
Ms. Liz Mkandawire	Mwange CCLC	Member
Ms. Irene Kunda	Mwange CCLC	Member
Ms. Sara Kalemba	Mwange CCLC	Member
Ms. Febby Chikumbi	Mwange CCLC	Member
Ms. Freda Mulenga	Mwange CCLC	Member
Mr. John Shonga	Mwange CCLC	Member
Mr. Joseph Mukuka	Ndola DCLC	Labour Officer/DCLC Secretariat
Mr. Mwape Mbai	Salem	Director
Mr. Godfrey Kafunga	Salem	Programme's Manager
Ms. Prisca Mubanga	Salem	Secretary – DBMR
Mr. Casben Nkulelwa	Salem	Finance Officer
Mr. Hansen Shawa	Salem	Education Officer
Mr. Chris Mweemba	AOHD	Project Coordinator
Mr. Gift Daka	AOHD	Project Officer
Mrs. Ngulimba	Mufulira DCLC member	DCLC Chairperson & District Development Officer
Ms. Sophie Mwela	Kawama West CCLC	Chairperson
Mr. Godfrey Musumali	Kawama West CCLC	Vice Chairperson
Ms. Godfridah Katamba	Kawama West CCLC	Treasurer
Ms. Rachael Chama	Kawama West CCLC	Member
Mr. Jackson Mulega	Kawama West CCLC	Crime Prevention
Mr. Jones Bwalya	Kawama West CCLC	Publicity Secretary
Mr. Peter Matimba	ANPPCAN	Executive Director
Mr. Harrington Chibanda	ZFE	Executive Director
Mr. Daniel Mwewa	ZFE	Project Coordinator
Mr. Michael Mulwanda	MLSS	Programme Officer
Ms. Olivia Musukuma	MLSS	Project Accountant
Ms. Helen Chifwayela	MLSS	Labour Inspector
Ms. Gift Muziya	Dackana	ILO Focal Person
Ms. Lexina Banda	Dackana Child Labour project	CCLC member

Time-bound measures against the worst forms of child labour

NAME	ORGANIZATION	TITLE
Ms. Pandiah Musonda	Dackana Child Labour project	Caregiver
Ms. Mary Kayula	Dackana Child Labour project	Caregiver
Mr. Weston Semo	Dackana Child Labour project	Caregiver
Ms. Berita Tembo	Dackana Child Labour project	Caregiver
Ms. Vestina Mwanza	Dackana Child Labour project	Caregiver
Ms. Elina Kunda	Dackana Child Labour project	Caregiver
Ms. Mary Maina	Dackana Child Labour project	Caregiver
Ms. Mable Mwiche	Dackana Child Labour project	Caregiver
Ms. Juliet Mfula	Dackana Child Labour project	Caregiver
Ms. Harriet Changwe	Dackana Child Labour project	Caregiver
Ms. Jane Mfula	Dackana Child Labour project	Caregiver
Ms. Hazel Shamfuti	Dackana Child Labour project	Caregiver
Ms. Rosemary Shamunali	Dackana Child Labour project	Caregiver
Ms. Felisters Mchima	Dackana Child Labour project	Caregiver
Ms. Rosemary Chisenga	Dackana Child Labour project	Caregiver
Ms. Pauline Chisanga	Dackana Child Labour project	Caregiver
Ms. Arine Mambo	Dackana Child Labour project	Caregiver
Ms. Cecelia Musakanya	Dackana Child Labour project	Caregiver
Ms. Zelipa Zulu	Dackana Child Labour project	Caregiver
Ms. Ester Phiri	Dackana Child Labour project	Caregiver
Ms. Thelesa Mutuka	Dackana Child Labour project	Caregiver
Ms. Rosemary Kalunga	Dackana Child Labour project	Caregiver
Ms. Mildred Nawakwi	Dackana Child Labour project	Caregiver
Ms. Rosemary Nkhuwa	Dackana Child Labour project	Caregiver
Ms. Florence Sakala	Dackana Child Labour project	Caregiver
Mr. David Sakala	Dackana Child Labour project	Caregiver
Ms. Betina Banda	Dackana Child Labour project	Caregiver
Ms. Eunice Shonga	Dackana Child Labour project	Caregiver
Ms. Maureen Chimpampwe	Dackana Child Labour project	Caregiver
Ms. Felistus Manyama	Dackana Child Labour project	Caregiver
Ms. Edna Banda	Dackana Child Labour project	Caregiver
Ms. Anna Mwale	Dackana Child Labour project	Caregiver
Ms. Shalom Judith Lungu	Consultant	ILO-IPEC Consultant on WDACL Commemoration
Mr. Simon Kaoma	ZAMISE	Child Labour Assistant Manager – MOE
Ms. Chipampe Ngulimba	ASLIZ	Executive Director

NAME	ORGANIZATION	TITLE
Ms. Jamila Kosa	ASLIZ	School Coordinator
Mr. Frankwell Mwila	KCCC	Programme Manager
Pastor Edward Mutale	St. Peters	Programme Manager
Sifuniso Nyumbu	GAWUZ	Union President
Simpande Haachizovu	CYC	Programmes Officer
Joseph Phiri	MYDJCC	Executive Director
Olga Silimi Mwanza	ZCTU	Programme Coordinator
Birgitte Krough Poulsen	ILO-IPEC TBP-SP	CTA
Maria-Theresa Malila	ILO-IPEC TBS-SP	CPC
Shebbah Hamusimbi	ILO-IPEC TBP-SP	PA
Marybe Mushibwe	ILO	Project Coordinator: Women Workers' Rights

Annex 4: Good practice submission form

1. Descriptive title
2. When was the practice initiated (and completed if applicable)?
3. Brief description of the practice (background, objective, purpose and nature of the practice)?
4. How was this practice carried out (key steps), with particular emphasis on ideas or hints one could suggest to others who would want to implement something similar?
5. What makes each practice a “good” practice i.e. what are the key achievements/accomplishments/ impacts of each practice and on what basis can one determine this (are there any formal or informal evaluations or assessments?) What can one expect this practice to do?
6. What necessary conditions should be in place to undertake and make each good practice successful? What constraints or limitations can affect its applicability in other settings or situations and how can the practice be improved?
7. What lessons have been learned from the implementation of the good practice?
8. For more information:
 - Other related documentation about the practice that might be of interest to others:
 - i. Electronic documents
 - ii. Hard copies, including both formal (e.g. reports or studies) and informal (e.g. notes, newspaper clippings) information
 - iii. Multimedia (e.g. videos) or other information
9. Contacts:
 - Name and position of person who provided the information and/or edited it(postal address, telephone/cell e-mail)

To be provided by IPEC:

- Name and position of IPEC staff familiar with practice (postal address, telephone/cell e-mail)

Annex 5: Contact list of specialists on good practices

ILO (FAMILIAR WITH ALL IDENTIFIED GOOD PRACTICES)

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⁸ CYC.

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COMMUNITY MOBILISATION

Use of CCLCs in combating child labour – Hosanna Mapalo¹¹

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⁹ JCM, ANPPCAN, MOE.

¹⁰ Hosanna Mapalo, AOHD.

¹¹ All TBP – SP IPs implementing direct action projects are familiar with this good practice.

¹² All TBP – SP IPs implementing direct action projects are familiar with this good practice.

CHANGING ATTITUDES TO EDUCATION

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Big Sister Little Sister

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Parents Involvement in Classroom at Supported Schools – St. Peters

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EMPOWERMENT OF CAREGIVERS THROUGH LINKAGES TO START UP CAPITAL

“Extra-ordinary” Membership of Caregivers in CCLCs - AOHD

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