

Guidance for Implementation of
Direct Beneficiary Monitoring and Reporting
(DBMR)

Project of Support to the Indonesia Time-Bound Program on the
Elimination of the Worst Forms of Child Labor – Phase II

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The guideline is devised to facilitate the collection of accurate and verifiable data on the children and adults benefiting from services provided to them through the Project of Support to the Indonesia Time Bound Program for the Elimination of Worst Forms of Child Labor – Phase II.

1. Definition of child labor to be eliminated in the project context

A **child** is defined as an individual under the age of 18 years, based on the 1989 United Nations Convention on the Rights of the Child and the ILO Convention on the Worst Forms of Child Labor, 1999 (No. 182).

Work is defined in terms of **economic activity**. Economic activity covers all market production (paid work) and certain types of non-market production (unpaid work), including production of goods for own use. Whether paid or unpaid, the activity or occupation could be pursued in either the formal or informal sector and in either urban or rural areas. For example, children engaged in unpaid activities in a market-oriented establishment operated by a relative living in the same household are considered as engaging in an economic activity. Children working as maids or other types of domestic work in someone else's household are also considered economically active. Children engaged in domestic chores within their own households, however, are not classified as economically active.

Child Labor definition according to International Standards

The concept of **child labor** is based on ILO Convention No. 138 on Minimum Age for the Admission to Employment, which represents the most comprehensive and authoritative international definition of minimum age for admission to employment or work, implying “economic activity”. Convention No. 138 defines a range of minimum ages below which no child should be allowed to work.

In the table below are the minimum ages according to ILO convention No. 138 in countries **where the economy and educational facilities are insufficiently developed**.

General minimum age	Light work	Hazardous work
Not less than 14 years for an initial period	12 - 14 years	18 years (16 years under certain strict conditions)

Thus, all children aged 5-11 years engaging in economic activities are considered to be engaged in child labor which requires elimination. Working children aged 12-14 years are considered to be in child labor, unless they perform light work.

In a country where the economy and education facilities are sufficiently developed, the minimum ages should be applied as depicted in the table below:

General minimum age	Light work	Hazardous work
Not less than 15 years for an initial period	13 - 14 years	18 years (16 years under certain strict conditions)

Thus in these countries, all children under 13 years old taking part in economic activities are considered to be engaged in child labor which requires elimination. Working children aged 13-14 years are considered to be in child labor, unless they perform light work.

Light work. Convention No. 138, Article 7, stipulates that light work should neither be harmful to a child's health and development, nor prejudice attendance at school and participation in vocational training or "the capacity to benefit from the instruction received". The works performed in light work should not be a hazardous work and should not exceed 14 hours per week. This cut-off point is supported by ILO Minimum Age (Non-Industrial Employment) Convention, 1932 (No. 33) and research findings regarding the impact of child labor on school attendance/performance and on health.

Children aged 15-17 years are in principle allowed to work because they have reached and surpassed the general minimum age. If they are engaged in work that is hazardous due to its nature or conditions, however, their work becomes a Worst Form of Child Labor (WFCL) in urgent need of elimination.

In a country where the economy and education facilities are sufficiently developed, "child labor" as estimated therefore comprises all children under 15 years of age who are economically active. Meanwhile, in a country where the economy and education facilities are insufficiently developed, "child labor" as estimated therefore comprises all children under 14 years of age who are economically active.

Exceptions to the above are:

(i) those under 5 years of age and

(ii) those aged 12-14 years in a country where economy is insufficiently developed and those aged 13 – 14 years in a country where economy is sufficiently developed who spend fewer than 14 hours a week on their jobs, unless their activities or occupations are hazardous by nature or circumstance. Added to this are children aged 15- 17 years, who are involved in hazardous work.

Shaded grey columns in the diagram below summarize the forms of child labor in need of elimination as per ILO Conventions Nos. 138 and 182:

Age groups	Forms of work			
	<u>Non-hazardous work</u> (in non-hazardous industries and occupations)		<u>Worst forms of child labor</u>	
	<u>Light work</u>	<u>Regular work</u>	<u>Hazardous work*</u>	<u>Unconditional worst forms**</u>
5-11				
12-14				
15-17				

***Hazardous work by children** is any activity or occupation which, by its nature or type, has or leads to adverse effects on the child's safety, physical or mental health, or moral development. Hazards could also derive from excessive workload, physical conditions of work, and/or work intensity in terms of the duration or hours of work even where the activity or occupation itself is known to be non-hazardous or "safe".

ILO Conventions Nos. 138 and 182 both define hazardous work only very generally as "likely to jeopardize/harm the health, safety or morals of children." The list of such work must be determined at the national level after tripartite consultation.

****Unconditional worst forms of child labor** refer to those forms covered by items (a) to (c) of Article 3 of ILO Convention No. 182 which read:

(a) all forms of slavery or practices similar to slavery, such as the sale and trafficking of children, debt bondage and serfdom and forced or compulsory labor, including forced or compulsory recruitment, of children for use in armed conflict;

(b) the use, procuring or offering a child for prostitution, for the production of pornography or for pornographic performances;

(c) the use, procuring or offering of a child for illicit activities, in particular for the production and trafficking of drugs as defined in the relevant international treaties.

Child Labor definition according to the national legislation in Indonesia

Indonesia has developed a range of legislative frameworks in its efforts to combat child labor. The following are the most important relevant laws:

1. Law No. 20 Year 1999 on Ratification of ILO Convention No. 138 on Minimum Age for the Admission to Employment. Through an attachment to the Law, the Government of Indonesia declares that the minimum age for the admission to employment in Indonesia is 15 years old;
2. Law No. 1 Year 2000 on Ratification of ILO Convention No. 182 on the Prohibition and Immediate action to Elimination of Worst Forms of Child Labor (WFCL);
3. Law No. 13 Year 2003 on Manpower;
4. Law No. 23 Year 2003 on Child Protection;
5. Law no. 39 year 2004 on Placement and Protection of Indonesia Workers in Foreign Countries (Migrant Workers Law);
6. Law No. 21 Year 2007 on Combating Trafficking in Persons

In addition to the above Laws, several regulations have been also enacted, such as:

- Presidential Decree No. 12 Year 2001 on Establishment of the National Action Committee on the Elimination of the Worst Forms of Child Labor;
- Presidential Decree No. 59 Year 2002 on National Action Plan on Elimination of the Worst Forms of Child Labor;
- Presidential Decree No. 87 Year 2002 on National Action Plan on Elimination of the Trafficking on Women and Children;
- Presidential Decree No. 88 Year 2002 on National Action Plan on Elimination of the Commercial Sexual Exploitation for Children;
- Manpower and Transmigration Ministerial Decree No. 235 Year 2003 on Jobs that Jeopardize the Health, Safety or Morals of Children;
- Manpower and Transmigration Ministerial Decree No. 115 Year 2004 On Protection of Children Performing Works For Developing Talents and Interests.

Based on the existing national laws and regulations, the following elements need to be considered when defining child labor that needs to be eliminated in Indonesia:

- Minimum age is 15 years old
- Children aged 13 to 14 are allowed to perform light work according to the Law on Manpower with the following conditions:

- a) There must be written permission from the parents or guardian of the children
- b) There must be a work agreement between the entrepreneur and parents/guardian
- c) The entrepreneur must not require the children to work longer than 3 hours a day
- d) The children should be employed only at day, or during the day without disturbing schooling
- e) The entrepreneur shall meet occupational safety and health requirements
- f) A clear-cut employment relationship (between the entrepreneur and the child worker/his or her parent or guardian) must be established
- g) The children shall be entitled to receive wages in accordance with valid rulings.

However, the provisions as mentioned under point a, b, f, and g above shall not apply to children who work in a family business (see article 70 Law No. 13 Year 2003).

- It is not allowed to employ children in hazardous works and WFCL and children are defined as those below 18 years old. WFCL is defined in accordance with the ILO Convention No. 182, as it is also mentioned in article 74 of Law No. 13 Year 2003

To summarize the forms of child labor to be eliminated as per national legislation in Indonesia are shaded in grey:

Age groups	Forms of work			
	Non-hazardous work (in non-hazardous industries and occupations)		Worst forms of child labor	
	<u>Light work</u> No longer than 3 hours a day	<u>Regular work</u> Not more than 40 hours per week	<u>Hazardous work*</u>	<u>Unconditional worst forms**</u>
5-12				
13-14				
15-17				

2. Definitions of different forms of child labor in the project context

The ILO Project of Support to the Indonesia TBP Project targets four types of Worst Forms of Child Labor (WFCL) to be eliminated during its four years of operations (2008 – 2011). The four targeted WFCL are part of the thirteen forms identified in Indonesia's National Action Plan on Elimination of WFCL (endorsed in 2002).

Referring to the ILO Convention 182 as well as to the Indonesian Law on Manpower, the four types of WFCL to be eliminated by the project are the following:

2.1 Child Domestic Labor

Child domestic labor is often associated with domestic work which typically involves girls more than boys. Of the 2.6 million domestic workers in Indonesia in 2004, approximately 700,000 were children, more than 90% of which were girls.¹

¹ ILO-IPEC, *Bunga-bunga di Atas Padas: Fenomena Pekerja Rumah Tangga Anak di Indonesia* (Flowers on the Rock: Phenomenon of Child Domestic Workers in Indonesia) (Jakarta: ILO, 2004), pp. xix, 21; see also Panudda Boonpala & Tina Staermose, *ILO Policy Framework and Challenges, Combating Child Domestic Labor in South East Asia* (Bangkok: ILO, 2003)

The first major study of the incidence of child labor, conducted by ILO/IPEC and the University of Indonesia in 2002/03², revealed that the number of children in this sector was higher than previously estimated. It suggested that 700,000 children below 18 were working in domestic labor nationally, with more than 90% being girls. Girls, mostly coming from rural areas, typically enter domestic work between the ages of 12 and 15 years. In many of the areas of high recruitment, education is poor or non-existent. Children are often lured with false promises of high wages in cities, without details of where exactly they will be taken, the tasks they would perform, hours they will work or conditions. Often girls work 14 to 18 hours a day, seven days a week, with no sick leave. Employers often withhold salary until just before the child returns home for the annual *Eid-ul-Fitr* holidays and then pay less than promised. Many employers forbid child domestic workers from leaving the workplace or from receiving visitors, rendering them isolated from the outside world. In the worst cases, some children are physically and sexually abused.

Domestic work is defined as household tasks performed in the household of a third person. It excludes domestic chores carried out by members of the family. Child domestic labor is domestic work undertaken by children under the legal minimum working age, as well as by children above the legal minimum age but under the age of eighteen, under slavery-like, hazardous, or other exploitive conditions – in other words, a form of ‘child labor to be eliminated’ as defined in international treaties.³

There are two forms of domestic work that is performed by children (those under 18 years old) as shown in the diagram below:

Child domestic labor: what is acceptable and what is NOT	
Acceptable	• The age of the working child is above the minimum age of admission to work (15 years and above); and • Working conditions comply with labor standards; • The child’s rights to education, rest and development are respected; • The child is offering a helping hand in his/her own home as part of his/her personal development; and conditions 2 and 3 above are fulfilled.
NOT Acceptable	• The working child is below the minimum age of admission to work (below 15 years); • The working child is trafficked to do domestic work; • The working child is above the minimum age of admission to work, but: - working conditions do not comply with labor standards, or - is trapped under the worst forms of child labor, or - rights to education, rest and development are interfered

While all children under 15 years old (minimum age for admission to work) who perform domestic work in the household of a third person are child laborers and subject to the complete withdrawal activity, children aged 15 years old and above who perform domestic works can be divided into two categories:

- a. Those who fall into the acceptable category which is legally allowed
- b. Those who fall into the NOT acceptable category and who are subject to withdrawal activity which can mean:

² ILO-IPEC Jakarta, ibid

³ ILO-IPEC Geneva, Hazardous child domestic work: A briefing sheet, 2007

- Complete withdrawal from the domestic work, or
- Eliminating hazards to make the work safer for these children. Hazards are any element related to the work with the potential to do harm.

Hazards faced by children under 18 years age who perform domestic work can involve:

- **Preparing food:** there are over forty tasks that child domestic workers are known to do in connection with preparing food. They use sharp kitchen utensils to cut meat and vegetables. They slaughter animals, they pour and light fuel for cooking, they cook with oils and fats that can splatter and explode, and they work around hot stoves and pans in sometimes smoky environments.
- **Cleaning the kitchen, equipment and utensils:** one of the many tasks related to this activity is scrubbing kitchen surfaces and utensils, sometimes using excessive force in awkward positions, with potentially harmful cleaners.
- **Washing clothes:** this activity includes a series of tasks such as transferring heavy loads of clothes from places where they are kept to areas where they are washed. These areas are as diverse as bathrooms, patios or terraces, public communal washing areas, or rivers, and lakes. In some cases, the clothes need to be hauled back and forth between external laundry services. Clothes are often scrubbed by hand for long periods of time with caustic detergents, chlorine bleach, and other potentially hazardous chemicals.
- **Cleaning objects, decorations, equipments, furniture, and furnishings:** tasks include washing items with potentially harmful cleaners.
- **Sweeping and washing floors:** It is common for child domestic workers to work bent over for hours everyday while sweeping and washing floors, particularly in countries where the traditional brooms have short handles. They may also spend considerable time working on their knees without adequate rest breaks. Both situations can lead to serious ergonomic injuries.
- **Maintaining outside areas:** This activity may involve sharpening tools and power equipment for turf and garden maintenance. It may involve spreading chemical substances on plants to fertilize and control pests. Child domestic workers may be required to clean outside walls, roofs, and/or chimneys, sometimes at high elevations, with potentially harmful chemical disinfectants and cleaners.
- **Repairing equipment and dwellings:** Child domestic workers repair and maintain homes, doing activities such as fixing roofs, changing light bulbs, repairing lamps and electrical sockets, cleaning gutters and downspouts, and painting walls and gates. Sometimes this type of work is conducted at dangerous heights on uneven surfaces with inappropriate ladders.
- **Giving personal assistance and care:** This is perhaps one of the most recognized child domestic labor activities, since it includes the tasks of transferring, changing position or posture, aiding with crutches, canes, walkers, helping to dress and undress, changing clothes, diapers and devices (such as catheters or drains), bathing, as well as feeding and giving massages. Child domestic workers may also be in charge of complying with medical prescriptions that involve injections and treating wounds. These tasks can lead to a variety of injuries and illnesses.
- **Hauling water:** In some dwellings it is necessary to transfer and haul water to the dwelling. In many cases, children must carry the heavy water containers for long distances.
- **Seeking and hauling firewood and other fuel:** Tasks associated with this activity can lead to cuts and ergonomic injuries, primarily from lifting and moving heavy loads. Pressurized fuel cylinders add another level of risk if they are transported without being properly secured.
- **Providing security:** Security tasks consist of walking around the dwelling or installations at night to protect and take care of them.

Hours of Work

Studies have shown that in many countries, children report working more than twelve to fourteen hours per day (up to sixteen hours per day in some cases), seven days a week. Children living in the homes of their employees are often on call for work duty throughout the whole day and night with little or no separation between work and private time.

Long hours of work are serious hazards for child domestic workers. Dawn to dusk is too often a typical working day, and the need for rest periods and holidays is generally ignored in many countries.

Excessive working hours and the denial of sleep can have a direct impact on the health and growth of children, with long term consequences in some cases including chronic fatigue syndrome. Due to psychosocial changes that occur during childhood and adolescence, child workers are particularly susceptible to fatigue. Sleep laboratory research has shown that adolescents may actually need as much or more sleep than younger children, at about 9.5 hours per night.⁴

According to a range of studies summarized in the recent ILO report, “Working Time: Its impact on safety and health”,⁵ long working hours, particularly those involving the irregular distribution of working hours and work at night, negatively affect adult health. The report states that regularly working in excess of 48 hours per week constitutes an important occupational stressor, which significantly increases the risk of mental health problems. Regularly working more than 60 hours per week clearly increases the risks of cardiovascular disease. The impact of long working hours on child health is not known although it is reasonable to assume that children would be at least as prone to the stated negative health effects as adults.

Harassment, violence and isolation

Children in domestic work report suffering frequent physical and verbal abuse, many say that they do not think they are free to quit their jobs.

The child frequently has no say, no control over conditions of service, often no access to his or her earnings, no privacy, no opportunity to go to school, no social interaction with peers and, for those living in employers’ homes, little or no chance to see his or her family. Some never leave the house, sleep on the kitchen floor, have virtually no holidays or rest breaks, and are paid very little or nothing at all.⁶ Many children were reported being lonely.

Child domestic workers experience discrimination in the household, even by the employers’ children and are often spoken to in different tones than family members use with one another. Such isolation is harmful for children and may lead to psychological stress and damage even where there is no physical abuse.

Girl children, particularly those living in employers’ homes, are at special risks of sexual harassment and abuse (although boys are not spared such abuse). Sexual harassment and abuse is much more than just a mental hazard. It negatively affects children’s lives in many

⁴ Carskadon, MA, *Sleep patterns during adolescent development*, presentation to the US National Research Council, Washington, 25 June 1997.

⁵ See <http://www.ilo.org/public/english/protection/condtrav/publ/wtwo-as-03.htm> for the report, accessed in January 2006.

⁶ Black, M. *Caged birds, silent song*, available at <http://www.neint.org/issue292/caged.htm> Accessed on January 2006

ways and can have harmful consequences such as unwanted pregnancies, sexually transmitted diseases, and HIV infection.

A study in one country found that the girls arriving in support centers for children working in prostitution often were former domestic servants who had been sexually abused in their places of work and turned onto the street.⁷

As happens with other forms of sexual abuse of children, the child faces long term repercussions from such exploitation. The impact is severe on the reproductive health of girls whose bodies are not ready for sexual activity. Beyond the risks of sexually transmitted disease (STD) infection, they may suffer lesions that do not heal properly and complications from pregnancy. There is also psychological damage from sexual activity that is not understood or that causes shame or guilt (and, sometimes, exclusion from the family or community).

Physical, chemical, and biological dangers

Children in domestic service may be exposed to hazardous substances such as cleaning fluids and agricultural chemical products. They may work in kitchens with poor ventilation in close proximity to fire and smoke. They may not understand the threat of fire or explosion when handling liquid petroleum gas and flammable liquids in enclosed areas. They also may have to use equipment that is beyond their physical capabilities, and they may not be instructed on how to operate the equipment safely.

Child domestic workers who care for animals, younger children, and the elderly are at risks of infection from bacterial, viral, and parasitic illness from secretions, blood, excreta, and vomit from persons or animals.

Child domestic workers are particularly prone to ergonomic problems because of their small size and underdeveloped bodies. They carry and manipulate heavy loads and are often forced to adapt to equipment and surroundings designed for larger adult workers. This can lead to serious injury to the hands, wrists, joints, back or other parts of the body. In particular, injuries can result from:

- Tools and tasks that require repeated twisting hand or joint movements (e.g. washing clothes for long periods of time with no rest breaks);
- Applying excessive pressure on parts of the hand, back, wrists, or joints (e.g. working on one's knees, washing floors, or extended periods);
- Working with the arms outstretched or over the head (e.g. cleaning ceilings or high walls or furniture);
- Working with a bent back (e.g. sweeping and washing floors, harvesting farm produce);
- Lifting or pushing heavy loads (e.g. transporting water and hauling laundry).

Ergonomic injuries usually develop slowly over a period of months or years as a result of repeated exposure and can be very painful or even permanently crippling. The risks of long term effects are even greater for children who suffer these injuries when their bodies are still in their early stages of development.

⁷ IPEC, *Helping hands or shackled lives? Understanding child domestic labor and responses to it*, ILO Geneva, 2004.

2.2 Trafficking for Commercial Sexual Exploitation of Children (CSEC)

In Indonesia, legal and illegal labor migration is extensive, from rural areas to cities, both internally and internationally. High-risk children are often poor, uneducated, unskilled, and excluded from socio-economic networks. Young girls are trafficked for a variety of purposes, but most commonly for commercial sex within Indonesia. A rapid assessment commissioned by ILO/IPEC in 2003 estimated there were 21,552 children in prostitution on Java Island. Data on the number of children and adults in prostitution recorded by the Ministry of Social Affairs showed an increase of 34% in ten years from 65,059 in 1994 to 87,536 in 2004 for the whole of Indonesia. In 2001, the Office of Women's Empowerment estimated that 20-30% of those in prostitution nationwide may be below the age of 18 years. Studies have identified urban areas on Java Island and Sumatra as high-risk receiving areas, and Jakarta, Bali, Batam and urban areas in North Sumatra as the main transit areas.⁸ In most of the sending/recruitment areas which are commonly rural areas, access to and quality of educational facilities is poor.

Child trafficking is defined based on international standards and conventions. The ILO has developed the following criteria and guidelines to identify child trafficking. The following elements should be considered:

- A child is a person under the age of 18 years;
- Recruitment, transportation, transfer, harboring or receipt, whether by force or not, by a third person or group;
- The third person or group organizes the recruitment and/or these other acts for exploitative purposes;
- Movement may not be a constituent element for trafficking in so far as law enforcement and prosecution is concerned. However, an element of movement within a country or across borders is needed - even if minimal - in order to distinguish trafficking from other forms of slavery and slave-like practices enumerated in Art 3 (a) of ILO Convention 182, and ensure that trafficking victims separated from their families do get needed assistance.

Exploitation includes:

- all forms of slavery or practices similar to slavery, debt bondage and serfdom and forced or compulsory labor, including forced or compulsory recruitment of children for use in armed conflict (ILO Convention 182, Art. 3(a));
- the use, procuring or offering of a child for prostitution, for the production of pornography or for pornographic performances (ILO Convention No. 182, Art. 3(b));
- the use, procuring or offering of a child for illicit activities, in particular for the production and trafficking of drugs as defined in the relevant international treaties (ILO Convention No. 182, Art. 3(c));
- work which, by its nature or the circumstances in which it is carried out, is likely to harm the health, safety or morals of children (ILO Convention No. 182, Art. 3(d) and ILO Convention No. 138, Art 3);
- work done by children below the minimum age for admission to employment (ILO Convention No. 138, Art. 2 & 7).
- Threat or use of force or other forms of coercion, abduction, fraud or deception, or the abuse of power or a position of vulnerability at any point of the recruitment and movement do not need to be present in case of children (other than with adults), but are nevertheless strong indications of child trafficking

⁸ Irwanto, Trafficking of children in Indonesia – a preliminary description of the situation, March 2001

The project specifically targets victims of child trafficking for commercial sexual exploitation. However, the project will also provide services to victims of trafficking for other exploitative purposes when such cases are encountered during the project's activities.

Child trafficking for CSEC should be differentiated from CSEC on its own.

Definition of Commercial Sexual Exploitation of Children (CSEC): Commercial sexual exploitation of children includes the following:

- the use of girls and boys in sexual activities remunerated in cash or in kind (commonly known as child prostitution) in the streets or indoors, in such places as brothels, discotheques, massage parlors, bars, hotels, restaurants, among others;
- child sex tourism;
- the production, promotion and distribution of pornography involving children; and
- the use of children in sex shows (public or private).

CSEC does not include element of movement from one area to another area.

However, the project will also provide services to victims of CSEC encountered during the activities but will report such cases under the category of rehabilitated CSEC victims.

2.3 Child Labor in Plantation

Agriculture is one of the most hazardous sectors to work in at any age. As it is largely unregulated, the use of child labor is widespread. It is estimated that over 1.5 million children aged between 10-17 years are working in the agricultural sector. The three provinces with the largest populations of agricultural sector child laborers are North Sumatra (155,196 children), Central Java (204,406) and East Java (224,075).

Agriculture is a major employer of laborers. It is known that working practices in the sector often leads to families involving children in the labor process and that there are a range of hazards facing children working in the sector, as follows:

The health and safety hazards they face include:

- **Hours of work tend to be extremely long during planting and harvesting**, often from dawn to dusk, excluding the transport time to and from the fields. The intensity of the work offers little chance for rest breaks, and the length of the working day offers insufficient time for recuperation or leisure.
- **Much agricultural work is physically demanding and strenuous**. It can involve long periods of standing, stooping, bending, repetitive and forceful movements in awkward body positions, and carrying heavy and awkward loads – baskets, bundles of crops, water containers, etc.- often over long distances.
- **Children must often work in extreme temperatures**. They may work in the hot sun or in cold, wet conditions without suitable clothing, footwear or protective equipment. In hot conditions, they may get dizzy from dehydration because they do not have access to drinking water.
- **Child laborers use dangerous cutting tools**, including machetes, knives, scythes, sickles, etc. to cut crops, hay, weeds, and brushwood. Cuts are frequent and even more serious injuries can be sustained, such as amputations. Repetitive and forceful actions associated with cutting can also harm their musculoskeletal development.
- **Children risk failing and injuries from falling objects**. Child laborers are especially used to help harvest crops. They may fall of ladders or even out of trees while picking high growing fruit, and may also be injured by fruit pods falling from trees.

- **Skin problems are commons.** Many of the crops children work with are abrasive, prickly or contain skin irritants that can provoke allergies, rashes, blistering, etc.
- **Child laborers are at risk of being injured or killed by farm vehicles and heavy machinery.** This includes operating powerful machinery and equipment, tractor overturns, and being hit by tractors, trailers, trucks, and heavy wagons used to transport farm produce; climbing on or off trailers or other machines whilst these are still in motion, slipping or missing their footing, and falling under them and being crushed or run over.
- **Exposure to loud noise can harm hearing.** Excessive exposure to noisy machinery can lead to hearing problems in later life.
- **Many child laborers are also asked to mix, load, and apply toxic pesticides,** some of which are extremely poisonous or potentially cancer causing, whilst others may adversely affect brain function, behavior and mental health, or can harm both male and female reproduction later in life. Lack of proper pesticide storage facilities or systems for disposal of empty pesticide containers can result in child poisonings or even deaths when containers are used for other purposes.
- **Child laborers are often exposed to high levels of organic dust** especially when harvesting or storing crops, preparing feed for farm animals, and sweeping up in workplaces. Breathing organic dust can result in allergic, respiratory diseases, such as occupational asthma and extrinsic *allergic alveolitis* (hypersensitivity, pneumonia).
- **Child laborers are at risks of injury and disease from livestock and wild animals.** Herding, shepherding and milking farm animals can be risky and children are frequently injured by being jostled, butted, or stamped on by farm animals. Working barefoot in fields or around livestock also exposes them to cuts, bruises, thorn injuries, skin disorders, or even catching water borne disease, especially where soil conditions are wet and sticky.
- **Child laborers are also at risk of abuse and psychosocial hazards.** Children on plantations usually work alone which constitutes a potential hazard. They are at risk of physical and verbal abuse, such as rape or sexual harassment, and must deal with isolation from peers.

The project will work to address the issue of child labor on plantations and will target company operated as well as community operated plantations in the palm oil, rubber, and tobacco sectors. The plantation sectors to be targeted may expand depending on the findings of the baseline surveys.

Child laborers on plantations to be targeted through this project will include children who are involved in product processing (e.g. processing tobacco leaves).

2. 4. *Street children*

According to the Ministry of Social Affairs (MOSA), in 2005, there were 46,800 street children across 21 provinces.⁹ Substantial numbers of street children are apparent in Jakarta and other major urban centers where they are vulnerable to involvement in the drugs trade.

The hazards facing street children in Indonesia are numerous, including abuse and random arrest by law enforcement officials, exploitation and control by thugs, being hit by passing vehicles, falling into drains or other street hazards, and everyday exposure to street pollution.¹⁰ In addition to this, street children are at high risk of involvement in the drugs trade as well as trafficking in children. Participatory action research, conducted in 2004 by

⁹ US Department of State, Country Reports on Human Right Practices, 2005

¹⁰ ILO-IPEC, Catalogue on the Worst Forms of Child Labor in Indonesia, 2001

ILO-IPEC and ARTI (Action Research and Training Institutes) in East Jakarta, has shown that 133 out of 255 street children were drug and alcohol users, including glue sniffing. This finding was confirmed by research conducted by ILO-IPEC (2005) in collaboration with the Centre for Social and Development Studies of the University of Atmajaya in 2005¹¹ which showed that 464 out of 500 street children were drug users. The experiences gained from Action Programs implemented under the first phase of the project revealed that such drug abuse led the street children being involved in the drugs trade (mostly as courier) as a way to earn easy money to buy drugs for their personal use. Street children are also potentially vulnerable to being trafficked due to their precarious economic situation and lack of physical security. They generally have no access to education.

Definition of *street children*

The United Nations have defined the term “street children” to include “any boy or girl ... for whom the street in the widest sense of the word ... has become his or her habitual abode and/or source of livelihood, and who is inadequately protected, supervised, or directed by responsible adults”. The term also widely refers to: (1) children forced to live in the streets and fend for themselves either because they have no families, were abandoned, or had run away from their families; and (2) children forced to work in the streets but who return home after having earned enough money or at the end of the day.¹²

In terms of labor, “*street children*” is a term often used to describe both ***market children*** (who work on the streets and on markets selling or begging, and who live with their families) and *homeless_street children* (who work, live and sleep on the streets, often lacking any contact with their families). At highest risk is the latter group.

A widely accepted set of definitions defines street children into two main categories:¹³

1. Children on the street are those engaged in some kind of economic activity ranging from begging to vending. Most go home at the end of the day and contribute their earnings to their family. They may be attending school and retain a sense of belonging to a family. Because of the economic fragility of the family, these children may eventually opt for a permanent life on the streets.
2. Children of the street actually live on the street (or outside of a normal family environment). Family ties may exist but are tenuous and are maintained only casually or occasionally.

Street work and survival

The vast majority of street children need to work, some to feed and clothe themselves, others to supplement family income and/or avoid beatings and punishment from parents back home. Many starts from an early age: pre-school or school age children already work on the streets.

The main activities undertaken, in order of popularity, are:

- **Begging.** These children are generally found in crowded places such as railway stations, intersections, markets, train compartments and often perform songs in order to attract attention. Sometimes the children are accompanied by younger siblings to

¹¹ ILO-IPEC and Center for Social and Development Studies, University of Atmajaya, Mapping of children involvement in Drugs Trafficking at Central and West Jakarta, 2005

¹² The consortium for street children acknowledges the limitations and many connotations, both positive and negative, of the term “street children”, but in the absence of a widely acceptable alternative – uses the term for convenience, on the understanding that “in reality, street children themselves often defy such convenient generalizations because each child is unique. The consortium also maintains that definitions of street children in different contexts must take into account the child’s own perceptions of their individual circumstances and how they themselves wish to be described.

¹³ UNICEF

generate further sympathy, but they often struggle to cope amidst the pollution, heavy rains or extreme heat. The risk of being hit by a car is particularly acute for these children as drivers become increasingly impatient with their presence.

- **Car washing.** Particularly teenagers turn to car washing as a source of income and can be found with their buckets and sponges at intersections. At traffic light they race to quickly wash the windscreens and lights of the cars. Like the child beggars, they are exposed to noxious car fumes for many hours a day, are often verbally abused by drivers and run a similar risk of being involved in an accident.
- **Street vendors.** Similar to children who wash cars, many children undertake informal vending throughout the day. This is one of the less dangerous types of work, and usually involves selling low-priced items, such as newspapers, city maps, candies, dolls, etc.

Hazards

For street children, in terms of working hours, the day extends far beyond sunrise and sunset, with rarely a day off. They work seven days a week and most of these for more than eight hours a day. Those who are engaged in begging are never “off the work”, and more than half the overall number of children reported feeling sleep-deprived, with potentially very serious consequences, including:

- Difficulty in focusing on work which increases the risk of accidents, especially for children performing different types of work (washing car, begging) in crowded places, especially intersections;
- Major difficulties in motor coordination, with possible risks for children engaged in hard work such as loading and unloading merchandise, etc;
- Problems in relating with thugs or the workmates leading to inter-group conflicts that may degenerate into physical and verbal violence.

These short term effects may have a devastating impact in the long term through accidents that may disable the children, prevent them from finding work, or encourage their parents to abandon them.

Drug abuse

As mentioned earlier, besides getting involved in drug trafficking, one of the most pressing health problems currently facing street children in Indonesia is drug abuse. Drug abuse is on the rise amongst this group since street children see it as offering an escape from the harsh daily realities of family break up.

The reasons for using drugs are varied and many. Some report that sniffing glue helps them to eat the rotten food they are forced to eat for survival, while others admit using it to quell their constant hunger pains. In many areas, sniffing glue is cheaper than eating. Glue and other drugs may also be used for the following reasons: to keep street living children awake for work or alert to possible violence; to facilitate sleep during the cold nights; or to anaesthetize physical or emotional pain.

The problems of drug addiction are in addition to more general health concerns for street-living and street-working children. The combination of malnutrition, inadequate sleep and the characteristics of the street (crowded, extreme hot or cold with many noxious substances) have afflicted many with skin disorders such as scabies, wounds, and burns and a number of respiratory disorders caused by cigarette smoke and glue sniffing. Most of them have only one set of clothes that quickly become dirty and shabby, and only bathe two or three times a week

(even a month) in the river or other public places. Many children who return home to families at the end of the day are also being denied the possibility to take a decent bath.

3. Definitions of services provided

The Project will prevent and withdraw children from child labor through various services which can be grouped into SERVICES FOR CHILD BENEFICIARIES which consist of main services and additional services.

MAIN SERVICES FOR CHILD BENEFICIARIES include:

- a. Bridging course and referral to Formal and Non Formal Education
- b. Vocational Training
- c. Remedial Program
- d. Pre - Vocational Training
- e. Literacy Training
- f. Support for Children already in school through provision of uniform, books, and other school supplies.

ADDITIONAL SERVICES FOR CHILD BENEFICIARIES include:

- Apprenticeship
- Job Placement
- Life Skill Education and Awareness on Hazards and Risks
- Home Visit
- Legal assistance
- Counseling
- Health services
- Nutrition

Additional services are provided to child beneficiaries on top of the main service that the child receives.

3.1. Main Services' Definitions

The following describes services to be delivered under the project and minimum requirements to be met by the implementing partners.

Type of Service	Project Specific Definition	Min Req #1	Min Req #2	Min Req #3	Min Req#4	Min Req#5
MAIN SERVICES						
Bridging course service. Bridging course service MUST BE followed by provision of services of non formal	The courses aim to help former child laborers who have dropped out to catch up for the years they have not attended school. The program will cover subjects i.e. Math, English, Indonesian and Science as well as learning skills i.e. listening skills, time management, etc. This program will enable children to reach an academic level where they can enroll in formal or non formal school.	Assessment (learning, personal and social skills) and pre-test (subject related) to children	Syllabus and lesson plan of bridging course based on the assessment and pre-test	Conduct bridging course (non formal or formal setting) for a min of 72 learning hours (1 hour = 45 minutes) or based on the needs assessment results and should include subjects, learning skills and life skills (3R).	Delivered by Teacher or tutor who has received training on Bridging course and who has at least 3 years experience in teaching (subject related or guidance	Monitor the attendance, progress and conduct post test.

Type of Service	Project Specific Definition	Min Req #1	Min Req #2	Min Req #3	Min Req#4	Min Req#5
MAIN SERVICES						
education and/or formal education.					and counseling) Note: Proven by CV	
Package B provided by project	Package B is a non formal education system in Indonesia and equivalent to junior secondary education level. The program should include subjects such as social science, literature, English, Math and Science. The subject of religion will not be financed by the project.	Syllabus and lessons plan based on Government curriculum.	In addition to the subjects, the package B program should also include life skills (3R, functional skill, professional personality)	Specific competencies for educators: minimum education background is Diploma II, must be teacher at SMP/MTS, field workers, or local leaders with knowledge on related subjects note: proven by CV	Monitor the attendance and progress. Note: Minimum attendance: 70%	Project should provide a minimum of one year package B
Formal Education	After receiving bridging course, a child may be referred to a formal education program in the area where the child is living. Formal education services should be provided for at least one year.	Existing education curriculum for formal education. Minimum attendance rate is 70%. The action program will provide life skills education to the children in addition to the referral to formal education.				
Vocational skill training	Vocational skills training will be provided, particularly to children 15 or over who have been withdrawn from the worst forms of child labor or as a way of preventing drop out. Assessment of local economic development potential combined with individual needs assessment of the children will be used in selecting the vocational skills to be provided. The duration of vocational skill training will vary according to the types of skills, but in general is between 36 learning hours (1 learning hours = 45 minutes) and 200 learning hours to be delivered during one to four months depending on available time of the participants. Vocational training can be delivered as centered based training as well as through	Assessment of children's needs and interests as well as of existing market opportunities .	Syllabus and lesson plan of vocational skill training and life skills (3R)	Minimum of 36 hours	Tutors/instructors should be competent in the skill training Note: Proven by CV	Monitor the attendance, progress and conduct post test.

Type of Service	Project Specific Definition	Min Req #1	Min Req #2	Min Req #3	Min Req#4	Min Req#5
MAIN SERVICES						
	mobile training unit depending on the local situation.					
Remedial Program	The class aims to help children who are weak at certain subjects to improve their ability in these subjects (such as English, Math, Indonesian and Science) to prevent them from failing the exam and dropping out. The length of the program depends on the individual child's assessment but should be a minimum of 72 hours.	Assessment of children who are weak in four core subjects (English, Math, Indonesian, science)	Syllabus and lesson plan based on the assessment and should include life skills training (3R)	A minimum of 30 hours	Implemented by teachers or tutors of the related subjects who have received transitional education training. Note: Proven by CV	Monitoring the progress, assessment of the child's achievement
Prevocational training program	Pre-vocational training program focuses on everyday life skills, increasing the relevance of education for Junior Secondary school children. The program consists of hard skills and soft skills for a total of 72 hours. The program itself will be given as extra-curricula activities for one semester for a total of 30 children in each program.	Assessment of personal and social skills as well as the local resources	Syllabus and lesson plan of prevocational to include personal and social skills.	A minimum of 72 hours (combination of soft and hard skills)	Vocational teachers, Guidance and counseling teachers and should receive training on prevocational program	Monitoring implementation of the program, assessment on child's personal and social skills at the end of the program
Literacy Training (only for street children)	Literacy Training is provided to child laborers (especially street children) who, because of their circumstances, might not be interested to go back to school or to join a non formal education program.	Assessment of children's needs	Syllabus and lesson plan based on the assessment			
Support for Children already in school through pro-vision of uniform books, and other school	The Support may take one of the following; a. 2 set uniform (hat, t-shirt, pants/skirt) for children who need the uniform.	Assessment should be conducted to define the child's needs	Uniform should fit to the size of beneficiaries			
	b. Books	Assessment should be conducted to define the child's needs				

Type of Service	Project Specific Definition	Min Req #1	Min Req #2	Min Req #3	Min Req#4	Min Req#5
MAIN SERVICES						
supplies (only provided for child who still studies at school and will stay in school at least for six months after receiving services)	c. 1 set of shoes and socks	Assessment should be conducted to define the child's needs				

4. Definitions of education enrolment, retention and completion in the project context

4.1 Education enrolment

Education enrolment refers to enrolment of a child beneficiary in the education services provided by the action programs or receipt of support from the action programs namely:

- Bridging course and referral to Formal and Non Formal Education
- Vocational Training
- Remedial Program
- Pre - Vocational Training
- Literacy Training
- Support for Children already in school through provision of uniform, books, and other school supplies.

4.2 Education Retention

A child is considered retained in education services when the child attended in average at least 70% of the education services during three months period being monitored.

For children who receive (f). Support for Children already in school through provision of uniform, books, and other school supplies, their attendance refers to the regular school attendance.

The implementing agency should therefore regularly monitor the child attendance (MONTHLY) in the education service provided by the project or the child attendance in regular school for children receiving (f). Support for Children already in school through provision of uniform, books, and other school supplies.

The implementing agency should report that the children are retained only if the child attendance in the last month of the 3 month period being monitored indicates that he/she attended 70% of the classes at a minimum.

To ensure quality of education service's results, children attendance should be monthly monitored. Mean value of the attendance percentage will be calculated at the end of each 3 month reporting period and the result will be recorded in the child monitoring form used in the DBMR.

4.3 Education Completion

A child is reported as having completed education when the child has participated in all required classes of the education services provided by the action programs.

For children who receive (f). Support for Children already in school through provision of uniform, books, and other school supplies, the completion of education will be measured based on a one year period calculated as starting on the first day the child receives the support.

5. Identification of direct beneficiaries and selection criteria

5.1. Prevention Program

Action Programs for Prevention of WFCL under this Project of Support will be implemented in Districts that are considered as high risk of particular forms of child labor due to factors such as: low education situation, high rate of poverty, high rate of migration for work, plantation areas, etc. Being in such areas, the children are at risk of particular types of child labor. However, not all children in the areas are at the same level of risk. Some children may be more at risk due to a particular situation such as having dropped out of school, being members of the poor households, etc. As the needs are greater than available resources, the action programs needs to prioritized to target the most vulnerable to make the most of the available resources by applying some criterion of risk factors. However, due to practical arrangements, it is often difficult to apply more than one criterion in selecting beneficiaries. Out of school children is one of the criteria that are commonly used in selecting children at risk but again not all drop out children face the same level of risk. Drop out children who are siblings of a domestic worker, for example, are at greater risk than merely drop out children. However, in the actual programming, drop out children with this particular criterion may live far from each other in village areas which will make it too difficult and costly to organize appropriate services, especially the services that should be provided in a group setting, such as non formal education packages, vocational skill training and other training in group.

The Project of Support will apply more than one criterion in selecting at risk children as its beneficiaries when this does not pose difficulties in organizing the services to be delivered. But when use of additional criteria gives rise to unsolved challenges for the implementing agencies in organizing the services, the implementing agency may apply only one criterion in selecting the beneficiaries, based on prior approval from IPEC Jakarta.

To some extent, the implementing agencies (IA) should come to consensus with local stakeholders involved in the AP as outlined in the APSO on criteria to select the child beneficiaries as well as adult beneficiaries. In discussing the criteria with the stakeholders, the IA should use the following criteria listed in the table below as a starting point. IA and stakeholders may use criteria other than the ones listed in table 1 but the IA will need to consult IPEC field staff to ensure that the proposed criteria are relevant. IPEC field staff should discuss the proposed criteria with the Monitoring and Evaluation Officer of IPEC and inform the IA of approval or rejection.

Table 1: Selection Criteria for targeting beneficiaries for Prevention

No.	Sector	Criteria
1.	Plantations	<i>Criteria for selecting beneficiaries for Prevention of Child Laborers in Plantation</i> Prevention of children from plantation works: General criterion: Children living in or close to plantation areas Specific criteria for at risk children: - Sibling of child laborers in plantation; - Low achievers in schools; - Frequent absences from schools; - Children who live away from school; - From single parent households; - Children are out of school and have not joined any education programs; - Do not have birth certificate; - Children from poor family; - Working after school for children above 15 years To be considered as at risk children, children in school should meet the general as well as at least 2 specific criteria. When the application of more than one specific criterion creates difficulties in organizing delivery of services, the IA may apply one specific criterion. In targeting the siblings of child laborers in plantation, the Implementing Agency may refer to the list of siblings of child laborers produced by the baseline survey.
2.	Child Domestic Labor	<i>Criteria for selecting beneficiaries for Prevention of Child Domestic Labor</i> Prevention of children from child domestic works: General criterion: Children living in areas at risk of child domestic work Specific criteria for at risk children: - Sibling of child domestic workers; - Sibling of migrant workers; - Low achievers in schools; - Frequent school absences; - Children with school away from their homes; - From single parent households; - Children are out of school and have not joined any education programs; - Do not have birth certificate; - Children from poor family To be considered as at risk children, children in school should meet the general as well as at least 2 specific criteria. When the application of more than one specific criterion creates difficulties in organizing delivery of services, the IA may apply one specific criterion.
3.	Child Trafficking for Sexual Purposes	<i>Criteria for selecting beneficiaries for Prevention of Child Trafficking</i> Prevention of children from child trafficking: General criterion: Children living in areas at risk of child trafficking

No.	Sector	Criteria
		Specific criteria for at risk children: - Sibling of migrant workers; - Low achievers in school; - Frequent school absences; - Children with school away from their homes; - From single parent households; - Children are out of school and have not joined any education programs; - Do not have birth certificate; - Children from poor family To be considered as at risk children, children in school should meet the general as well as at least 2 specific criteria. When the application of more than one specific criterion creates difficulties in organizing delivery of services, the IA may apply one specific criterion.
4.	Street Children	<i>Criteria for selecting beneficiaries for Prevention of Street Children</i> Prevention of children from working in dangerous situations on the streets: General criteria: Children living in areas at risk of becoming street children. Specific criteria for at risk children: - Sibling of Street Children; - Low achievers in school; - Frequent school absences; - Children with school away from their homes; - From single parent households; - Children are out of school and have not joined any education programs; - Children from poor family; To be considered as at risk children, children in school should meet the general as well as at least 2 specific criteria. When the application of more than one specific criterion creates difficulties in organizing delivery of services, the IA may apply one specific criterion.

5.2. Withdrawal Program

The project intends to withdraw child laborers from the following sectors:

- Child Laborers engaged in plantation work
- Street children
- Child Domestic Work
- Child trafficking

All children to be targeted for withdrawal should be those under 18 years old engaged in one of the above type of child labor or victims of trafficking.

Table 2: Criteria for selecting beneficiaries for withdrawal

No.	Sector	Criteria
1.	Plantations	<i>Criteria for selecting beneficiaries for Withdrawal of Child Laborers in Plantation</i> Criteria: Children are engaged in plantation labor that is unacceptable for children (under 18 years of age): b. Child laborers aged below 15 years old, except those meeting the criteria of light work. These children should be completely withdrawn. c. Children aged 15 to 17 years doing hazardous work on plantations that is at least characterized by one of the following criteria: • Work longer than 8 hours a day • Exposure to chemical substances • Exposure to extreme temperatures • Usage of sharp tools • Involving carrying heavy loads • Other hazards These children can be completely withdrawn or be withdrawn by eliminating hazards of the work to make it a safe work to be undertaken by children above the minimum age. In targeting the child laborers on plantations, the implementing agency may refer to the list of child laborers produced by the baseline survey.
2.	Child Domestic Labor	<i>Criteria for selecting beneficiaries for Withdrawal of Child Domestic Labor</i> Criteria: Children are engaged in unacceptable domestic work for children (those under 18 years old): • The working child is below the minimum age of admission to work (below 15 years); • The working child is trafficked to do domestic work The above children should be withdrawn completely from the work. • The working child is above the minimum age of admission to work, but: - working conditions do not comply with labor standards, or - rights to education, rest and development are interfered These children can be completely withdrawn or be withdrawn by eliminating hazards of the work to make it a safe work to be undertaken by children above the minimum age. • The working child is above the minimum age of admission to work, but: - is trapped in one of the worst forms of child labor. These children should be completely withdrawn.
3.	Child Trafficking for Sexual Purposes	<i>Criteria for victims of child trafficking</i> An assessment should be conducted whether the child victims are victims of trafficking for sexual exploitation. Child victims

No.	Sector	Criteria
		of trafficking for sexual exploitation are characterized by the following: a. Aged below 18 year old; b. The child was recruited, or transported, or transferred, or harbored, or received by the third person; c. Purpose of trafficking is for sexual commercial exploitation; d. The child was moved from a district/municipality to another district/municipality Victims of trafficking should be differentiated from CSEC (Commercial Sexual Exploitation of Children). CSEC does not involve recruitment, transportation, transfer, harbor and receipt by the third person. The Project will provide services for CSEC victims as well as victims of trafficking for other purposes and will clearly indicate in the report these different categories.
4.	Street Children	<i>Criteria for selecting beneficiaries for withdrawal of Street Children</i> Criteria: • Children under 18 years old who are engaged in economic activities in the street or other public spaces (train station, bus terminal, etc). - Those below 15 years should be withdrawn completely from the work on the street. - Those above 15 years old may be assisted to move to other types of work which are safe for children above minimum age.

6. Monitoring: methodology and responsibilities

6.1 Duration, frequency of checks, methodology and responsibilities¹⁴

The IA staff is responsible for monitoring beneficiaries at least monthly but will only have to officially record the status of the beneficiaries as it is found in the last month of each 3 month monitoring period pre determined by ILO-IPEC. The IA staff could be trainers/ outreach project staff/participating teachers/others. They should meet and interview beneficiaries and other relevant individuals who could verify the current situation of the children. The IA should decide on sources of information to be interviewed, specific to its context, in monitoring the status of the beneficiaries. Below is an example of such a list of resources. In developing such a list, the IA should consult with ILO-IPEC field staff.

¹⁴ It includes information about persons to be contacted and by whom for collection of data on direct beneficiaries in or at risk of specific forms of child labor

Information	Sources of information for all forms of child labor	Additional source of information for Child Domestic Labor	Additional source of information for children in CSEC or Child Trafficking
Work	-Interview with child -Interview with parents or head of household if reachable -Interview with employer if reachable	- Community watch group, RT/RW¹⁵ or similar, if any	-Community watch group, RT/RW or similar, if any
Education	-School or training attendance lists -Interview with child -Interview with school teacher or Vocational Skill Training tutors	-	-

After benefiting from training on DBMR from ILO, the IA should also train their staff and other related parties on the use of the beneficiary monitoring and reporting tools, the concept of child labor, definitions of different forms of child labor in project and AP context, definitions of services provided, definitions of withdrawal and prevention for different forms of child labor

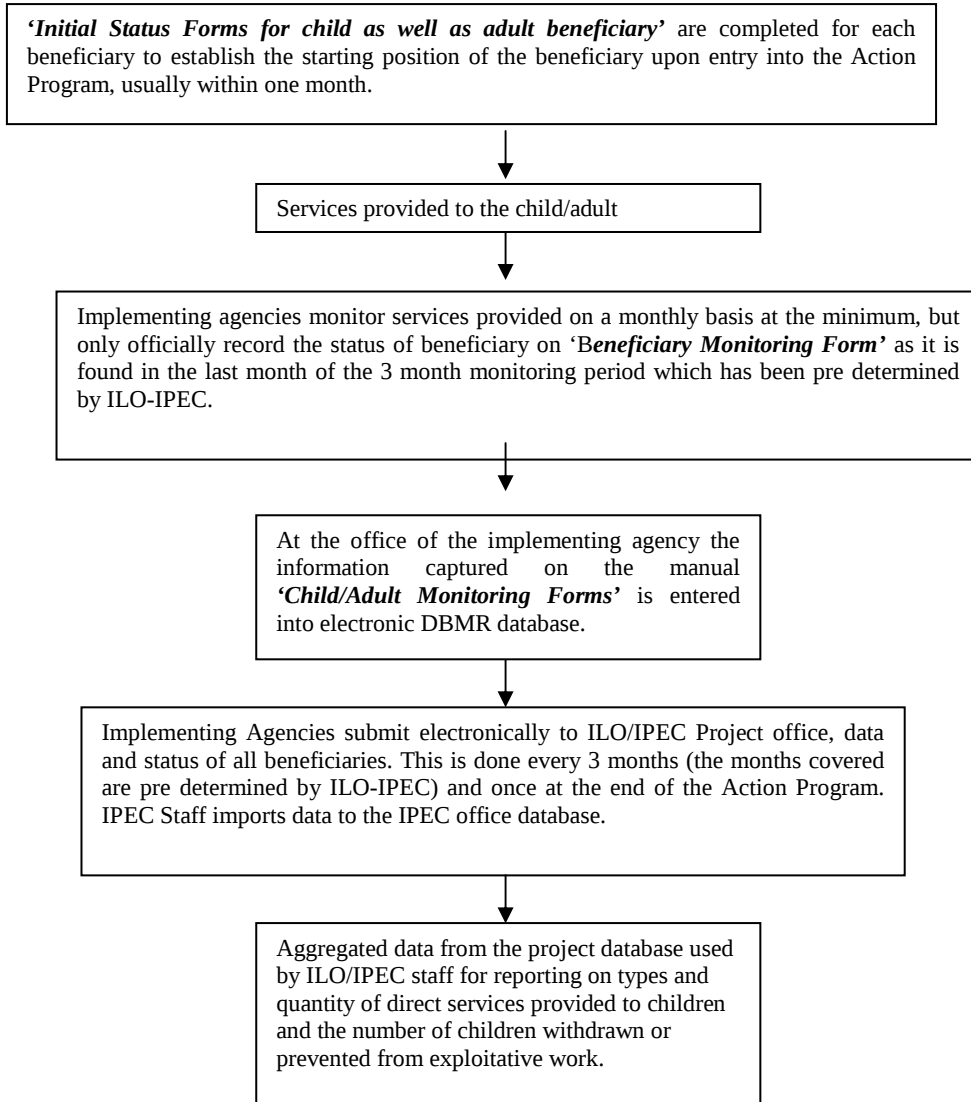
The IA should assign a staff member to maintain, verify and analyze monitoring information and give feedback to project staff members who conduct the monitoring.

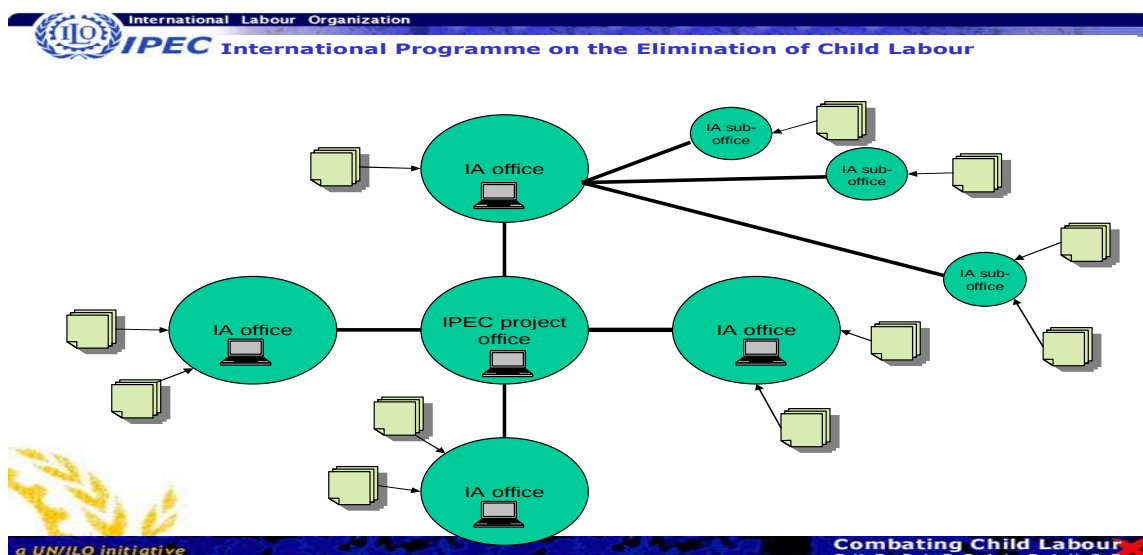
6.2. Methodology and responsibilities for maintenance of monitoring data

The project will use the steps and information flow outlined below in maintaining monitoring data on child and adult beneficiaries.

¹⁵ RT stands for Rukun Tetangga or the lowest level of Neighborhood Association. One RT consists of 40 to 50 households. RW stands for Rukun Warga, and it consists of a number of RT (5 to 10 RTs).

Steps and information flow in the DBMR





This diagram shows the data flow of DBMR in another way. Manual/paper forms are used in the field by IA staff or stakeholders (e.g. outreach workers, teachers, field workers, trainers etc.) trained by ILO staff. Data is collected through these forms as part of monitoring in the field. The manual/paper forms are taken to the IA office (or IA sub office from where manual/paper forms are periodically moved to IA office). The data is about action program achievements during a reporting/regular period. In the IA office the data is transferred to the database in the IA office computer by a person or people designated to do this. Every three months the database contents are stored at an IPEC office (through local IPEC field staff). After collecting the data, each IPEC field staff member shall analyze and report on his/her respective area. Results of the analysis will be reported to the Monitoring and Evaluation Officer in Jakarta where overall project monitoring takes place. Results of the analysis will be documented and will become the main reference for development of the progress report.

IA office staffs are responsible for the quality of data recorded by their staff or stakeholders trained by them. IPEC staff (wherever they are based) do quality control of the data submitted to IPEC staff to see if data is being collected with the level of detail required.

6.3 Operational Concepts and Definition

6.3.1 Withdrawal of children from exploitive/hazardous work

Children withdrawn refer to those children that were found to be working and no longer work as a result of a project intervention. This category also includes those children that were engaged in exploitive/hazardous work and as a result of a project intervention now work shorter hours under safer conditions.

For children not involved in an “unconditional worst form of child labor,” hazardous work conditions may be improved so as to make the work conditions acceptable for children who have reached the legal minimum working age. However, conditions can only be improved for children who are of legal working age (15 years old). This may include, for example, reducing hours of work or changing the type of work children perform.

Children involved in the unconditional worst forms of child labor as defined in ILO Convention 182, Article 3, (a) – (c), must no longer be working to be considered as withdrawn from exploitive work. That is, no improvements in the working conditions of children involved in slavery or slavery like practices, prostitution or pornography, or illicit activities will create an acceptable environment for children to work, even for one hour. Children intercepted or rescued from being trafficked may also be considered as withdrawn from an

exploitative situation since the moment they become victims of trafficking (even though still in transit to the “place of work”) they have already entered an unacceptable situation bound to lead to child labor. To count a child who is intercepted or rescued from being trafficked as withdrawn, a project must also confirm that the child is not engaged in any other form of child labor.

Enrolment in school is not the sole consideration that defines a child as withdrawn from child labor. For example, a child who attends a non-formal education program in the morning and works under hazardous conditions in mining during the afternoon and evening should not be counted as withdrawn. That is, if before program intervention, a child is not going to school and is working in a worst form of child labor and after program intervention the child is now enrolled in school but continues to work in a worst form of child labor that child is not, by definition, withdrawn from child labor and should not be counted in the withdrawn indicator. The process of withdrawing a child from the worst forms of child labor may take some time. Children should only be counted as withdrawn at the point at which the child is no longer working in child labor (this includes no longer working at all or working under improved working conditions such as shorter hours and/or safer conditions) and is benefiting from the education program(s) provided by the project.

To report a child as having been withdrawn from Trafficking or CSEC, please consider the following:

- If a child has been trafficked into CSEC, then that child should only be counted as trafficked, **NOT** CSEC.
- If the child is in CSEC, but has not been trafficked into that situation, then they should only be counted in the CSEC table.
- If a child is in CSEC, but it is unclear whether or not trafficking was involved, only count that child in CSEC.
- If a child is trafficked into any other form of labor exploitation (i.e. non-CSEC), they should be counted as trafficked.

6.3.2. Prevention of children from exploitative/hazardous work

Children prevented from entering work refers to children that are either a) siblings of (ex-) working children that are not yet working or b) those children not yet working but considered to be at high-risk of engaging in exploitive work.

A “*high risk*” situation refers to a set of conditions or circumstances (family environment or situation, vicinity of economic activities prone to employ children, etc.) under which the child lives or to which it is exposed.

Children at high risk could also include children who are not yet in school as well as those currently in schools but at high risk of dropping out, child working after school, low family income, child living in an area with a high level of child labor, child frequently absent from school or not attending school.

Fulfillment of one or a combination of the criteria will determine whether a child is at high-risk of engaging in exploitative work.

6.3.3. Prevention Parameter

The action program will report that a child is prevented based on the below parameters:

- a. After the child has attended at least 20% of whole service duration, and

- b. that the child is out of work

As education services (see main services in part 3) provided by the Project to prevent children from exploitive works are varied in terms of duration, the 20% attendance of the whole service means different period from service to service. For example: for a remedial course which takes 72 learning hours, 20% attendance means around 17 learning hours but for a formal school, 20% attendance means around 2.5 months.

The three monthly monitoring on work and education status of child beneficiary should be sustained after the child is considered as prevented children to verify whether s/he is still prevented or not. This should be recorded on the child monitoring form (prevention).

6.3.4. Withdrawal Parameters

A child should only be counted as withdrawn at the point at which the child:

- a. **receives education services from the project, and**
- b. **is not working in child labor (this includes no longer working at all or working under improved working conditions such as shorter hours and/or safer conditions), and**
- c. **it is proven that after two months quitting the work, the child is not engaged in any work for those under 15 years old or engaged in any hazardous work for those aged 15 to 17 years old.**

The quarterly monitoring of work and education status of the child beneficiary must continue after the reporting of withdrawal. This must have been monitored and documented in the child beneficiary monitoring form.

Table 3: Parameters for withdrawal for each targeted sectors

Sector	Withdrawal parameter
Child Domestic Labor	Children benefiting from service(s) under the project and • Completely withdrawn for children under 15 years old and proven not engaged in any work two months after quitting the work. • Completely withdrawn (15-17 years) or if s/he gets: ➤ access to education program ➤ working fewer hours and under safe working conditions ➤ proven not engaged in any hazardous work two months after quitting the works or after moving to a safer work
Plantation	Children benefiting from service(s) under the project and • Completely withdrawn for children under 15 years old and proven not engaged in any work two months after quitting the work. • Completely withdrawn (15 – 17 years) or if s/he gets: ➤ Access to education program ➤ Working fewer hours and under safe working conditions ➤ proven not engaged in any hazardous work two months after quitting the works or after moving to a safer work
Trafficking for Commercial Sexual Exploitation of Children	Children benefiting from service(s) under the project and • Completely withdrawn, or • Intercepted from being trafficked
Street Children (who are at	Children benefiting from service(s) under the project and

Sector	Withdrawal parameter
risk for drug trafficking and at risk of being trafficked)	• Completely withdrawn for children under 15 years old and proven not engaged in any work two months after quitting the work. • Completely withdrawn (15 – 17 years) or if s/he moves off the street and gets safe work and access to education program • proven not engaged in any hazardous work two months after quitting the works or after moving to a safer work

6.3.5. Reporting a child as withdrawn because working under improved working conditions such as shorter hours and/or safer conditions

In two out of four sectors, withdrawal of child labor will include withdrawal in terms of children working under improved working conditions such as shorter hours and/or safer conditions, namely for:

- a. Child Domestic Labor
- b. Child Labor in Plantation

a. Child domestic labor

A child should only be counted as withdrawn at the point at which the child is no longer working for children under 15 years old or working under improved working conditions for those aged 15 to 17 years old.

As described in the table above, child domestic workers who are 15 years old and above will be considered as withdrawn when they are completely withdrawn from work or when they get access to an education program with fewer working hours and safer working conditions. Safer working conditions means:

- a) sufficient training/instructions to the child domestic workers on proper handling of utensils and equipments used in the domestic work
- b) no exposure to toxic chemicals and heavy load
- c) no humiliating or degrading treatment, including physical and verbal violence and sexual abuse
- d) free movement and contact with parents/peers
- e) sufficient and adequate food
- f) sufficient rest time
- g) safe accommodation to sleep at night
- h) sufficient orientation/training to the employers of the child domestic workers to guide them comply with the above-mentioned requirements to make the working conditions non-hazardous for those children;
- i) not involve looking after babies, children or elderly.

Reduced working hours and safer working conditions should be monitored through:

- a) Self monitoring by child beneficiaries using a simple booklet to record progress towards safer working condition and reduced working hours from time to time. The project management will check the records during the monitoring of action programs to verify the withdrawn status of the children.
- b) The people doing surveillance in the community who would record what is seen and heard in the community concerning the child beneficiaries.
- c) Action program records on orientations/training provided to employers of the child domestic workers on efforts to create non hazardous working conditions and on responses of employers to be gathered through Focus Group Discussion with employers of child domestic workers.

b. Child Labor in Plantation

A child should only be counted as withdrawn at the point at which the child is:

1) no longer working - for children under 15 years old, except children aged 13 to 14 doing light work, or

2.) working under improved working conditions for those aged 15 to 17 years old. It should be verified that the child is not exposed any longer to any of the following hazards prior to reporting the child as withdrawn:

- Long periods of standing, stooping or bending; repetitive and forceful movements in awkward body positions
- Carrying heavy or awkward loads
- Walking long distances
- Dangerous tools
- Extreme temperatures
- Harvesting hazards
- Machinery in vicinity
- Transport in vicinity
- Hazardous substances
- Animals
- Cuts, bites and diseases
- Insufficient accommodation if living away from family or household when working
- Long periods of solitude
- Humiliating or degrading treatment, including physical and verbal violence and sexual abuse

6.4. Monitoring Forms

There are three types of monitoring forms to be used in monitoring the status of Project beneficiaries:

1. A set of forms for a prevented child
2. A set of forms for a withdrawn child
3. A set of forms for an adult beneficiary

Each set consist of:

1. *Initial Status Form* – this form records the initial status of the child or adult beneficiary and is used to plan the most appropriate course of action depending on the specific situation of the child/family;

2. *Child or adult beneficiary monitoring form* – this form records the change in work and educational status of the child or the change in awareness and livelihood of the family over each monitoring period.

Using the Forms

All forms are to be completed by the social/field workers employed by the implementing agency. IPEC field staff will need to randomly verify completed status forms for at least 10% of all child beneficiaries and 10% of all adult beneficiaries under an action program.

A Note on Confidentiality

Confidentiality is an important issue when handling data on children. A child's right to confidentiality must be respected when collecting, recording, and reporting information on children. The data collected must be carefully managed as insufficient attention to confidentiality may expose sensitive information.

Officials must be especially aware of issues surrounding the sensitivity of data, and take care to avoid the exposure of the child's identity when sharing information with other stakeholders. Beneficiary information should be stored assigning an ID number to the beneficiary while the actual personal information that links a child or adult to the given ID number should be in a separate file. That way access to the information on an individual child/adult can only be brought up when required and by those entrusted with access.

Below are child beneficiary monitoring forms.

Child beneficiary initial status form (Withdrawal)

1.Project:	2.Implementing Agency	3.Title of the Action Program	4.Start date:	5.End date:	6.Child Beneficiary IPEC ID Number	7.Sex: (M/F)	8. How old was the child at his/her last birthday?
TBP 2 INA	.....	.....	...../...../..... dd/mm/yyyy	/...../..... dd/mm/yyyy	.....	(.....)	(.....)

Personal and family information										
9. Date of birth:	11.Current place of residence:	12.Previous place of residence if child has moved within the last year	13. What is the child's relationship to the head of the household? Choose appropriate 1. Head 2. Spouse 3. Son 4. Daughter 5. Brother 6.Sister 7. Adopted/foster son 8. Adopted/foster daughter 9. Grandson 10. Grand daughter 11. No relation	14. How many children are there in the household who are 12 -17 years of age?	15. How many of these are working, how many go to school, and how many combine work and school? g=girls b=boys w=working s=school ws= working and school			16. How many children are there in the household who are less than 12 years of age?	17. How many of these are working, how many of children of age 5-12 years go to school, and how many combine work and school?	
DD/MM/YY:	Street: RT/RW: Village	Street: RT/RW: Village			Gw	Gs	Bw	Bs	Gws	Bws
10. Place of birth: District/City	Sub District District Province	Sub District District Province	(.....)	(.....)	..	..	..	..	..	..

Education Information

18. Is the child currently attending formal school? Yes/No. If YES, go to Q 19 – 22. If NO, go to 23	19. Which level is the child attending? Level: 1. Pre-school 2.Primary 3. Junior Secondary 4. Senior Secondary	20. Which grade is the child attending? Please use : 0 for pre school; 1-6 for Elementary; 7-9 for Junior secondary; 10-12 for senior secondary	21a. In the past week how many days did the child attend school? <i>21b. The past week was</i> 1. a normal full week 2. a week with school holidays	22. During the current school year, did the child attend school at any time? Yes/No IF YES, go to Q 28	23. IF THE CHILD IS CURRENTLY NOT ATTENDING SCHOOL Which level of school did the child attend? Level: 1. Pre-school 2.Primary 3. Secondary 4. Higher 5. Never been enrolled in school	24. At what grade was the child attending school? Please use: 0 for pre school 1-6 for Elementary; 7-9 for Junior secondary 10-12 for senior secondary 20 for never attending school	25. How many years the child has left school? 1. Less than 1 year 2. 1 - 2 years 3. 2 years and 1 day - 3 years 4. 3 years and 1 day - 4 years 5. above 4 years 6. Not applicable as never been in school
(.....)	(.....)	(.....)	21a. (.....) 21b. (.....)	(.....)	(.....)	(.....)	(.....)

26. What are/were the main reasons why child is not attending school or has never attended school? (Rank three answers beginning with the most important) 1. Is/was too young 2. Disabled/illness 3. School is too far 4. Cannot afford schooling 5. Family does not allow schooling 6. Poor in studies/not interested in school 7. School not considered valuable 8. School not safe 9. To work for pay or family business or farm 10. Help at home with household chores	27. Is the child currently attending a non formal education program? 1. No. 2. Package A 3. Package B 4. Package C 5. Non standard Curriculum	28. Has the child ever received any skills training? (Multiple answers allowed) 1. None 2. Certificate after 3 – 11 months 3. Certificate after 1-2 years 4. Certificate after +2 years 5. Formal apprenticeship 6. Informal apprenticeship 7. Other:	29. Type of and duration of training (e.g. Carpentry, Metal Works, and Tailoring etc.) Type of training: Duration of training: hours in week
1. (.....) 2. (.....) 3. (.....)	(.....)	i (.....) ii (.....) iii (.....)	

Work Information											
30. During the last seven days/during the last plantation seasonal work, did the child work? YES or No		32. Tick the sector(s)/activity where the child is working		33. Describe the main job/task the child was performing, e.g. washing clothes.		34. How many hours per week does the child usually work?		36. During the last seven days/the last plantation seasonal work, how many hours did the child actually work?		38. Where did the child carry out his/her main work? 1. At his/her family dwelling; 2. Employer's house; 3. Plantation/farm/ garden; 4. Shop/market/ kiosk; 5. On the street; 6. Different places/mobile; 7. Bar/restaurant; 8. Brothel; 9. Other:	
(.....)		☐ Plantation: Rubber ☐ CSEC		.....		(.....)		(.....)		(.....)	
31. During past week/the last plantation seasonal work, did the child undertake any activity for? 1. Payment in cash; 2. Payment in kind; 3. Own account; 4. His/her own enterprise; 5. A family member without pay; 6. Not applicable		☐ Plantation: Palm oil		☐ Trafficking victim: CSEC		35. During the last seven days/the last plantation seasonal work, how many days did the child work in a week?		37. During what time of day did the child usually carry out this work? 1. Day 2. Night 3. Day and night		39. What is the main reason why the child is doing this work? (Maximum two reasons in order of importance) 1. Supplement family income; 2. Pay outstanding family debt; 3. Help in household enterprise; 4. Learn skills; 5. Schooling is irrelevant; 6. School is too far; 7. Cannot afford school fees; 8. Not interested in school; 9. To replace adult who is working away from home; 10. Socialization	
		☐ Plantation: Tobacco		☐ Trafficking victim non CSEC. Specify purpose of trafficking:							
		☐ Domestic worker		☐ Other:							
		☐ Street children: begging		☐ Other:							
(.....)		☐ Street children: vending		☐ Other:		(.....)		(.....)		1. (.....); 2. (.....)	
40. What is the child's gross monthly income from the main work, both in cash and in-kind payments?		41. How long has the child been engaged in this main work? In months		42. Was the work done mainly during days when there are no school activity or mainly/also after school hours? 1. Yes 2. No 3. Not Applicable		43A. Does the child work with or under the following conditions? 1. Long working hours; 2. Dust, fumes, gas (oxygen, ammonia, etc.); 3. Noisy environment; 4. Extreme temperature; 5. Dangerous tools; 6. Wild animal; 7. Work at height; 8. Insufficient lighting; 9. Chemicals; 10. Carry heavy tools; 11. Heavy lifting; 12. With no freedom of movement; 13. No day off in a week; 14. Employer limits his/her contact with outside work place; 15. Salary/wage kept by employers; 16. Not enough rest time; 17. Risk of hit by vehicle; 18. Do not know		43B. If the child is in domestic labour, does the child also work with or under the following conditions? 1. No sufficient instruction on proper handling of utensil and equipment used in domestic work 2. Inadequate food; 3. Unsafe accommodation		44. Are you aware of any likely health problems or possible hazards, injuries or an illness connected with your work?	
Cash Currency:		In-kind: Details:		(.....)		(.....)		Circle when appropriate: 1 2 3		(.....)	
				(.....)		Circle when appropriate: 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18		Circle when appropriate: 1 2 3		(.....)	

Health Information																			
45. Did the child suffer from any illnesses in the last 12 months? 1. Yes; 2. No; 3. Do not know If YES, please specify: and go to Q 46 If NO, continue to Q 48				46. How often did the child fall ill in the last 12 months? 1. Once or twice; 2. Three to five times; 3. More than five times				47. How serious was the child's most recent illness? (Multiple answered allowed from the two categories) Consequences on work: 1. Permanently disabled; 2. Prevented from work permanently; 3. Stopped work permanently; 4. Changed jobs Consequences on schooling: 5. Stopped schooling permanently; 6. Prevented from schooling permanently				48. In your opinion, what was the cause of the child's illness? 1. Due to work; 2. Due to poor living conditions; 3. Travelling long distance under adverse conditions; 4. Outbreak of disease in the village/area; 5. None of the above; 6. Do not know				49. Did the child have any of the following in the last 12 months? (Multiple answers allowed) 1. Back/muscle pain; 2. Wounds/deep cuts; 3. Broken bones; 4. None			
(.....)				(.....)				1. (.....); 2. (.....)				(.....)				1. (.....); 2. (.....); 3. (.....)			
50. Did the child suffer from any other injury in the last 12 months? 1. Yes; 2. No; 3. Do not know If YES, please specify: and go to Q 51 If NO, continue to Q 53						51. How often was the child injured in the last 12 months? 1. Once or twice; 2. Three to five times; 3. More than five times				52. How serious was the child's most recent injury? (Multiple answered allowed from the two categories) Consequences on work: 1. Permanently disabled; 2. Prevented from work permanently; 3. Stopped work permanently; 4. Changed jobs Consequences on schooling: 5. Stopped schooling permanently; 6. Prevented from schooling permanently						53. In your opinion, what was the cause of the child's illness? 1. Due to work; 2. Due to poor living conditions; 3. Travelling long distance under adverse conditions; 4. Outbreak of disease in the village/area; 5. None of the above; 6. Do not know			
(.....)						(.....)				1. (.....); 2. (.....)						(.....)			
Abuse/Harassment Information																			
54. Did the child suffer from any verbal or physical abuse during working in the last 12 months? 1. Yes; 2. No If YES, go to Q 55, If NO, go to Q 58				55. Describe kinds of abuse the child suffered in workplace, e.g. hit, humiliated, etc.				56. Who did the abuse(s) in workplace? (Multiple answers are allowed) 1. Parents; 2. Friends/colleagues; 3. Supervisor; 4. Employers; 5. Other (please specify):				57. How often did the child suffer from abuse in workplace in the last 12 months? 1. Once or twice; 2. Three to five times; 3. More than five times							
(.....)								1. (.....); 2. (.....)				(.....)							
58. Did the child suffer from any verbal or physical harassment during working in the last 12 months? 1. Yes; 2. No If YES, go to Q 55, If NO, go to Q 62				59. Describe kinds of harassment the child suffered in workplace, e.g. • Unwelcome touching or patting, particularly in certain parts of the body. • Staring, leering, making offensive or indecent gestures • Verbal abuse, suggestive remarks and requests for sexual favors				60. Who did the harassment(s) in workplace? (Multiple answers are allowed) 1. Parents; 2. Friends/colleagues; 3. Supervisor; 4. Employers; 5. Other (please specify):				61. How often did the child suffer from harassment in workplace in the last 12 months? 1. Once or twice; 2. Three to five times; 3. More than five times							
(.....)								1. (.....); 2. (.....)				(.....)							
Knowledge, Attitude and Behavior																			
62. Would you like to stop working? (Tick one choice)					63. Doing what you do at work, is it harmful to your health? (Tick one choice)					64. Was working your own idea? (Tick one choice)					65. Do you like or would you like to go to school? (Tick one choice)				
No	Maybe not	Don't know	Maybe yes	Yes	No	Maybe not	Don't know	Maybe yes	Yes	No	Maybe not	Don't know	Maybe yes	Yes	No	Maybe not	Don't know	Maybe yes	Yes
66. Is going to school better than working? (Tick one choice)					67. Are you confident that you will have a good future if you continue doing the current work? (Tick one choice)					68. Will skill trainings be useful for you to get a better job? (Tick one choice)					69. What would you like to be when you become an adult?				
No	Maybe not	Don't know	Maybe yes	Yes	No	Maybe not	Don't know	Maybe yes	Yes	No	Maybe not	Don't know	Maybe yes	Yes					
70. Sector to which the child to be withdrawn				☐ Plantation				☐ Child Domestic workers				☐ Child Trafficking				☐ Street Children			

Targeted for services					
71. Educational services or training opportunities: (Tick next to types which will be offered to the child)		Planned duration/quantity/frequency		71. Educational services or training opportunities: (Tick next to types which will be offered to the child)	
Planned duration/quantity/frequency				Planned duration/quantity/frequency	
1. <i>Bridging course</i> and referral to Formal School OR Non Formal Education (through various services) and/or provided by additional support such as: uniforms, books, shoes					
2. Vocational training				3. Remedial Program	
4. Pre vocational training				5. Literacy and/or numeracy (street child)	
6. Support for children in schools (only provided for child who still studies at school and will stay in school at least for six months after receiving services): months					
6.1 Uniforms		6.2 Books		6.3 Shoes	
				6.4 Others	
72. Additional services					
1. Apprenticeship				2. Job placement	
3. Life skills education (using 3R)				4. Information on hazards and risks	
5. Home visit				6. Legal assistance	
7. Counselling				8. Health services	
9. Nutrition				10. Others	

Child monitoring form (Withdrawal)

Educational services or training opportunities

M1.Action Program monitoring period (one column for three months):	<u>From:</u>	<u>From:</u>	<u>From:</u>	<u>From:</u>	<u>From:</u>	<u>From:</u>	<u>From:</u>	<u>From:</u>
	01/03/2008	01/06/2008	01/09/2008	01/12/2008	01/03/2009	01/06/2009	01/09/2009	01/12/2009
	<u>To:</u>	<u>To:</u>	<u>To:</u>	<u>To:</u>	<u>To:</u>	<u>To:</u>	<u>To:</u>	<u>To:</u>
	31/05/2008	31/08/2008	30/11/2008	28/02/2009	31/05/2009	31/08/2009	30/11/2009	28/02/2010

M2.Enrolled into main educational services: (<u>Enter date of first enrolment, only when enrolment took place</u>)	M2.1 Bridging Course							
	☐ Bridging course and referral to formal school OR package B	☐ Bridging course and referral to formal school OR package B	☐ Bridging course and referral to formal school OR package B	☐ Bridging course and referral to formal school OR package B	☐ Bridging course and referral to formal school OR package B	☐ Bridging course and referral to formal school OR package B	☐ Bridging course and referral to formal school OR package B	☐ Bridging course and referral to formal school OR package B
	M2.1.1 Refer to (after benefiting from bridging course):							
	☐ Package B ☐ Elementary ☐ Secondary ☐ Senior Secondary	☐ Package B ☐ Elementary ☐ Secondary ☐ Senior Secondary	☐ Package B ☐ Elementary ☐ Secondary ☐ Senior Secondary	☐ Package B ☐ Elementary ☐ Secondary ☐ Senior Secondary	☐ Package B ☐ Elementary ☐ Secondary ☐ Senior Secondary	☐ Package B ☐ Elementary ☐ Secondary ☐ Senior Secondary	☐ Package B ☐ Elementary ☐ Secondary ☐ Senior Secondary	☐ Package B ☐ Elementary ☐ Secondary ☐ Senior Secondary
	M2.1.2 Additional services (after benefiting from bridging course)							
	☐ Uniform ☐ Books ☐ Shoes ☐ Others:	☐ Uniform ☐ Books ☐ Shoes ☐ Others:	☐ Uniform ☐ Books ☐ Shoes ☐ Others:	☐ Uniform ☐ Books ☐ Shoes ☐ Others:	☐ Uniform ☐ Books ☐ Shoes ☐ Others:	☐ Uniform ☐ Books ☐ Shoes ☐ Others:	☐ Uniform ☐ Books ☐ Shoes ☐ Others:	☐ Uniform ☐ Books ☐ Shoes ☐ Others:
	M2.2 Vocational Training							
	☐ Type of training:	☐ Type of training:	☐ Type of training:	☐ Type of training:	☐ Type of training:	☐ Type of training:	☐ Type of training:	☐ Type of training:
	M2.3 Remedial Program							
	☐ Remedial program	☐ Remedial program	☐ Remedial program	☐ Remedial program	☐ Remedial program	☐ Remedial program	☐ Remedial program	☐ Remedial program
	M2.4 Pre Vocational Training							
	☐ Pre Vocational Training	☐ Pre Vocational Training	☐ Pre Vocational Training	☐ Pre Vocational Training	☐ Pre Vocational Training	☐ Pre Vocational Training	☐ Pre Vocational Training	☐ Pre Vocational Training
M2.5 Literacy and/or Numeracy								
☐ Literacy and/or numeracy	☐ Literacy and/or numeracy	☐ Literacy and/or numeracy	☐ Literacy and/or numeracy	☐ Literacy and/or numeracy	☐ Literacy and/or numeracy	☐ Literacy and/or numeracy	☐ Literacy and/or numeracy	
M2.6 Support for children in school								
☐ Uniform ☐ Books ☐ Shoes ☐ Others:	☐ Uniform ☐ Books ☐ Shoes ☐ Others:	☐ Uniform ☐ Books ☐ Shoes ☐ Others:	☐ Uniform ☐ Books ☐ Shoes ☐ Others:	☐ Uniform ☐ Books ☐ Shoes ☐ Others:	☐ Uniform ☐ Books ☐ Shoes ☐ Others:	☐ Uniform ☐ Books ☐ Shoes ☐ Others:	☐ Uniform ☐ Books ☐ Shoes ☐ Others:	

Child monitoring form (Withdrawal)

Educational services or training opportunities

	<u>First date of enrolment:</u>	<u>First date of enrolment:</u>	<u>First date of enrolment:</u>	<u>First date of enrolment:</u>	<u>First date of enrolment:</u>	<u>First date of enrolment:</u>	<u>First date of enrolment:</u>	<u>First date of enrolment:</u>
	/...../..... Dd/mm/yyyy	/...../..... Dd/mm/yyyy	/...../..... Dd/mm/yyyy	/...../..... Dd/mm/yyyy	/...../..... Dd/mm/yyyy	/...../..... Dd/mm/yyyy	/...../..... Dd/mm/yyyy	/...../..... Dd/mm/yyyy
M3.Date when child completed education services, also indicate duration	/...../..... Dd/mm/yyyy	/...../..... Dd/mm/yyyy	/...../..... Dd/mm/yyyy	/...../..... Dd/mm/yyyy	/...../..... Dd/mm/yyyy	/...../..... Dd/mm/yyyy	/...../..... Dd/mm/yyyy	/...../..... Dd/mm/yyyy
	 month; week, or hour	 month; week, or hour	 month; week, or hour	 month; week, or hour	 month; week, or hour	 month; week, or hour	 month; week, or hour	 month; week, or hour
M.4 If the child has not completed the education program, how many percent did the child attend provided educational programs in each month?	1 2 3 % % %	1 2 3 % % %	1 2 3 % % %	1 2 3 % % %	1 2 3 % % %	1 2 3 % % %	1 2 3 % % %	1 2 3 % % %
M4a. What is the mean value of attendance percentage of the last three months?	(.... %)	(.... %)	(.... %)	(.... %)	(.... %)	(.... %)	(.... %)	(.... %)
	The TPR (six months period)		The TPR (six months period)		The TPR (six months period)		The TPR (six months period)	
M5. Additional services provided to the child in addition to the main services	Apprenticeship/...../..... Dd/mm/yyyy	Apprenticeship/...../..... Dd/mm/yyyy	Apprenticeship/...../..... Dd/mm/yyyy	Apprenticeship/...../..... Dd/mm/yyyy	Apprenticeship/...../..... Dd/mm/yyyy	Apprenticeship/...../..... Dd/mm/yyyy	Apprenticeship/...../..... Dd/mm/yyyy	Apprenticeship/...../..... Dd/mm/yyyy
	Job placement/...../..... Dd/mm/yyyy	Job placement/...../..... Dd/mm/yyyy	Job placement/...../..... Dd/mm/yyyy	Job placement/...../..... Dd/mm/yyyy	Job placement/...../..... Dd/mm/yyyy	Job placement/...../..... Dd/mm/yyyy	Job placement/...../..... Dd/mm/yyyy	Job placement/...../..... Dd/mm/yyyy
	Life skills education, using 3R/...../..... Dd/mm/yyyy	Life skills education, using 3R/...../..... Dd/mm/yyyy	Life skills education, using 3R/...../..... Dd/mm/yyyy	Life skills education, using 3R/...../..... Dd/mm/yyyy	Life skills education, using 3R/...../..... Dd/mm/yyyy	Life skills education, using 3R/...../..... Dd/mm/yyyy	Life skills education, using 3R/...../..... Dd/mm/yyyy	Life skills education, using 3R/...../..... Dd/mm/yyyy
	Information on hazards and risks/...../..... Dd/mm/yyyy	Information on hazards and risks/...../..... Dd/mm/yyyy	Information on hazards and risks/...../..... Dd/mm/yyyy	Information on hazards and risks/...../..... Dd/mm/yyyy	Information on hazards and risks/...../..... Dd/mm/yyyy	Information on hazards and risks/...../..... Dd/mm/yyyy	Information on hazards and risks/...../..... Dd/mm/yyyy	Information on hazards and risks/...../..... Dd/mm/yyyy
	Home visit/...../..... Dd/mm/yyyy	Home visit/...../..... Dd/mm/yyyy	Home visit/...../..... Dd/mm/yyyy	Home visit/...../..... Dd/mm/yyyy	Home visit/...../..... Dd/mm/yyyy	Home visit/...../..... Dd/mm/yyyy	Home visit/...../..... Dd/mm/yyyy	Home visit/...../..... Dd/mm/yyyy
	Legal assistance/...../..... Dd/mm/yyyy	Legal assistance/...../..... Dd/mm/yyyy	Legal assistance/...../..... Dd/mm/yyyy	Legal assistance/...../..... Dd/mm/yyyy	Legal assistance/...../..... Dd/mm/yyyy	Legal assistance/...../..... Dd/mm/yyyy	Legal assistance/...../..... Dd/mm/yyyy	Legal assistance/...../..... Dd/mm/yyyy

Child monitoring form (Withdrawal)

Educational services or training opportunities

		Counseling Dd/mm/yyyy		Counseling Dd/mm/yyyy		Counseling Dd/mm/yyyy		Counseling Dd/mm/yyyy		Counseling Dd/mm/yyyy		Counseling Dd/mm/yyyy
		Health services Dd/mm/yyyy		Health services Dd/mm/yyyy		Health services Dd/mm/yyyy		Health services Dd/mm/yyyy		Health services Dd/mm/yyyy		Health services Dd/mm/yyyy
		Nutrition Dd/mm/yyyy		Nutrition Dd/mm/yyyy		Nutrition Dd/mm/yyyy		Nutrition Dd/mm/yyyy		Nutrition Dd/mm/yyyy		Nutrition Dd/mm/yyyy
		Other:		Other:		Other:		Other:		Other:		Other:
M6. Write down the sector/activity where the child is working		..... ..... .....		..... ..... .....		..... ..... .....		..... ..... .....		..... ..... .....		..... ..... .....
M6B. If the child is street child, is s/he involved in drug trafficking?	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No
M7. How old was the child at his/her last birthday?		(.....)		(.....)		(.....)		(.....)		(.....)		(.....)
M8. During the last seven days/the last plantation seasonal work, how many hours did the child actually work?		(.....)		(.....)		(.....)		(.....)		(.....)		(.....)
M9A. Does the child work with or under the following conditions? If yes, please indicate with the following number(s).	☐ Yes,;; ☐ No	☐ Yes,;; ☐ No	☐ Yes,;; ☐ No	☐ Yes,;; ☐ No	☐ Yes,;; ☐ No	☐ Yes,;; ☐ No	☐ Yes,;; ☐ No	☐ Yes,;; ☐ No	☐ Yes,;; ☐ No	☐ Yes,;; ☐ No	☐ Yes,;; ☐ No	☐ Yes,;; ☐ No
1. Long working hours; 2. Dust, fumes, gas (oxygen, ammonia, etc.); 3. Noisy environment; 4. Extreme temperature; 5. Dangerous tools; 6. Wild animal; 7. Work at height; 8. Insufficient lighting; 9. Chemicals; 10. Carry heavy tools; 11. Heavy lifting work; 12. With no freedom of movement; 13. No day off in a week; 14. Employer limits his/her contact with outside work place; 15. Salary/wage kept by employers; 16. Not enough rest time; 17. Risk of hit by vehicle; 18. Physical/verbal abuse; 19. Sexual harassment; 20. Do not know												
M9B. If the child is in domestic labour, does the child work with or under the following conditions? If yes please indicate: 1. No sufficient instruction on proper handling of utensil and equipment used in domestic work 2. Inadequate food 3. Unsafe accommodation	☐ Yes,;; ☐ No	☐ Yes,;; ☐ No	☐ Yes,;; ☐ No	☐ Yes,;; ☐ No	☐ Yes,;; ☐ No	☐ Yes,;; ☐ No	☐ Yes,;; ☐ No	☐ Yes,;; ☐ No	☐ Yes,;; ☐ No	☐ Yes,;; ☐ No	☐ Yes,;; ☐ No	☐ Yes,;; ☐ No
M10. Are you aware of any likely health problems or possible hazards, injuries or an illness connected with the child's work?	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No
M11. Was the work done mainly during days when there are no school activity or mainly/also after school hours?	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No

Child monitoring form (Withdrawal)

Educational services or training opportunities

M12. During what time of day did the child usually carry out this work?	☐ Day ☐ Night ☐ Day and night	☐ Day ☐ Night ☐ Day and night	☐ Day ☐ Night ☐ Day and night	☐ Day ☐ Night ☐ Day and night	☐ Day ☐ Night ☐ Day and night	☐ Day ☐ Night ☐ Day and night	☐ Day ☐ Night ☐ Day and night	☐ Day ☐ Night ☐ Day and night
M13. The child is enrolled in education program (tick) – Refer to M2: Main education Services	☐	☐	☐	☐	☐	☐	☐	☐
M14. The child did quit from the work (tick)	☐	☐	☐	☐	☐	☐	☐	☐
M15. Was the child withdrawn from child labor Refer also to M9A, M9B , and M15	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No
M16. Date when withdrawn	/...../..... Dd/mm/yyyy	/...../..... Dd/mm/yyyy	/...../..... Dd/mm/yyyy	/...../..... Dd/mm/yyyy	/...../..... Dd/mm/yyyy	/...../..... Dd/mm/yyyy	/...../..... Dd/mm/yyyy	/...../..... Dd/mm/yyyy
M 17. The child was withdrawn from which sector of child labor? (tick only in the column when the child is reported as withdrawn) –	☐ Plantation ☐ CDW ☐ Trafficking ☐ Street children	☐ Plantation ☐ CDW ☐ Trafficking ☐ Street children	☐ Plantation ☐ CDW ☐ Trafficking ☐ Street children	☐ Plantation ☐ CDW ☐ Trafficking ☐ Street children	☐ Plantation ☐ CDW ☐ Trafficking ☐ Street children	☐ Plantation ☐ CDW ☐ Trafficking ☐ Street children	☐ Plantation ☐ CDW ☐ Trafficking ☐ Street children	☐ Plantation ☐ CDW ☐ Trafficking ☐ Street children
M18. TPR that This child was reported as withdrawn to ILO	Date:/...../..... Dd/mm/yyyy	Date:/...../..... Dd/mm/yyyy	Date:/...../..... Dd/mm/yyyy	Date:/...../..... Dd/mm/yyyy	Date:/...../..... Dd/mm/yyyy	Date:/...../..... Dd/mm/yyyy	Date:/...../..... Dd/mm/yyyy	Date:/...../..... Dd/mm/yyyy
M19. Is the child in the holding category?	☐	☐	☐	☐	☐	☐	☐	☐
M20. The child is retained in education program (tick)	☐	☐	☐	☐	☐	☐	☐	☐
M21. The child has completed education program (tick)	☐	☐	☐	☐	☐	☐	☐	☐
M22. Remarks on current situation of the child	...	...	...	...	...	...	...	...

How to fill in?

Since the form needs to be quantified, and is going to be recorded in a database, completion of the form should be in line with codes provided by the project.

Child beneficiary initial status form (Withdrawal)

This form need not be filled in fully during the intake interview with the child. Some of the questions may be too sensitive to ask before you have developed a rapport and established trust. You will need to use your own judgment about the kinds of questions that are appropriate to ask during the first interview as each child and each situation will be different. You need to ensure that you have completed the form fully within A MONTH of the child's intake, if possible. As you learn more about the child from different sources, add this information to the form. Circle questions where information is still needed. You can update the form as more information comes to light. Highlight any additions or changes you make so that the person capturing the information on the electronic database will notice them (e.g. by using an arrow in the margin).

Following are instructions and explanations that will help in filling out the child initial status form.

1. Project: the code is determined by ILO-IPEC Jakarta and the code is TBP2 INA

2. Implementing Agency (IA) code:

The code for IA should be short but descriptive enough. It can be an acronym. E.g. the IA “Lembaga Advokasi Perempuan dan Anak” could have the code of LAPA; “Yayasan Kesejahteraan Anak Indonesia” could have the code of YKAI, etc. To allow consistency, it is important that the same code is adopted by all staff entering and updating data in the manual forms and the database.

3. Title of Action Program code

Please put the complete title.

4. Start Date: See start date in the cover page of FINAL APSO attached to the agreement

5. End date: See end date in the cover page of FINAL APSO attached to the agreement

6. Child IPEC ID Number

Every child is identified by a child ID number given to the child by the action program. The child ID number is a permanent and unique number that remains with the child until the end of the program. Every child identified as a beneficiary must be assigned an ID number.

The project requires twelve digits for a child ID number. It includes:

- a. Child Beneficiary (one digit)
- b. Sector (one digit)
- c. Province (one digit)
- d. CCT or NON CCT areas (one digit)
- e. Code of action program (two digits)
- f. Main service received by the child (one digit)
- g. ID number (five digits).

For this project, the codes are following:

- a. Code for child beneficiary is 1

b. Code of Sector

Sector/Province	Code
Child Trafficking	1
Street Children	2
Child Domestic Worker	3
Children in Plantation	4

c. Code of Project Sites

Province	Code
North Sumatra	1
Lampung	2
Jakarta	3
West Java	4
East Java	5

d. Codes for CCT and Non CCT

Type of Areas	Code
CCT	1
Non CCT	2

e. Codes for Action Programme Code

This code will be provided by the ILO-IPEC Jakarta. It will be given to the implementing partner once the action program gets approval from CTA and technical clearance from ILO-IPEC in Geneva. For the time being, the list of action program codes is as follows. The list will expand when new action programs have been approved and cleared.

No	Title of AP	Implementing Partner	Code for AP
1	Withdrawal and Prevention of Child Labor in Plantation Sector through Education	LINGKAR, Deli Serdang	01
2	Prevention of Child Trafficking and Child Domestic Workers through Education	PPSW Pasoendan, Sukabumi	02
3	Combating Child Trafficking, Child Domestic Labour and Child Labor in Plantation in Selected Communities of Wongsorejo and Kalipuro Sub-Districts, Banyuwangi District	Hotline Surabaya	03
4	Rehabilitation and Reintegration of Child Victims of Trafficking	YKAI or ICWF, Jakarta	04
5	Withdrawal of Street Children through Education Services	YPI	05
6	...	...	...

f. Type of Main Services Received by the Child Beneficiaries

Since the ILO has provided certain services to prevent or withdraw children from the four sectors, the project will refer to the services. However, the mentioned services will only refer to the main service the child benefits from. The code for main service is following:

No	Type of Main Service	Code for Main Service
1	Bridging course and referral to Formal and Non Formal Education	1
2	Vocational Training	2
3	Remedial Program	3
4	Pre - Vocational Training	4

No	Type of Main Service	Code for Main Service
5	Literacy or numeracy	5
6	Support for children already in school (uniforms, books, shoes, etc)	6

f. The ID Number

The ID number consists of five digits. In each implementing agency, this starts from 00001.

Therefore, if the ID child number is 141201100001, s/he is a child beneficiary under plantation sector in North Sumatra, non CCT area and receives Bridging Course and referral to formal and non formal education, organized by LINGKAR Foundation.

Personal and Family information

Question	How to fill in?
<u>7. Sex:</u>	Enter either F for girl or M for boy
<u>8. How old was the child at his/her last birthday?</u>	Enter age in years if known or provide an estimate reflecting child's view, household members' view and your own assessment.
<u>9. Date of birth:</u>	Example: if the child was born on 1 August 1995, please write 01/08/1995
<u>10. Place of birth</u>	Please mention here in what District/City the child was born
<u>11. Current place of residence</u>	Provide as accurate details as possible starting from the name of the street (if any), RT/RW, village, sub-district, district/city, province in each provided space.
<u>12. Previous place of residence if child has moved within the last year</u>	Enter the last place of residence here, if the child has moved to the current place of residence within one year. Provide as accurate details as possible starting from the name of the street (if any), RT/RW, village, sub-district, district/city, province in each provided space.
<u>13. What is the child's relationship to the head of the household?</u>	Household is family where child comes, not employer's household. Choose as appropriate: 1. Head 2. Spouse 3. Son 4. Daughter 5. Brother 6. Sister 7. Adopted/foster son 8. Adopted/foster daughter 9. Grandson 10. Granddaughter and 11. No relation Enter the appropriate number 1-11.
<u>14. How many children are there in the household who are 12 -17 years of age?</u>	Enter figure.
<u>15. How many of these are working, how many go to school, and how many combine work and school?</u>	G = girls; b = boys; w = working; s = school, and ws = working and school. In each column under the question write number if applicable
<u>16. How many children are there in the household who are less than 12 years of age?</u>	Enter figure.
<u>17. How many of these are working, how many of children of age 5-12 years go to school, and how many combine work and school?</u>	G = girls; b = boys; w = working; s = school, and ws = working and school. In each column under the question write number if applicable.

Education Information

Question	How to fill in?
<u>18. Is the child currently attending formal school?</u>	Write down either "yes" or "no" If YES, go to Q 19 – 22. If NO, go to 23
<u>19. Which level is the child attending?</u>	<u>Level:</u> 1. Pre-school 2. Primary; 3. Junior Secondary; 4. Senior Secondary Enter number 1-4 indicating the answer.
<u>20. Which grade is the child attending?</u>	Enter number. Please use: 0 for pre school; 1-6 for elementary; 7-9 for junior secondary; and 10-12 for senior secondary

Question	How to fill in?
<u>21a. In the past week how many days did the child attend school?</u>	Enter number indicating the number of days
<u>21b. The past week was</u>	Indicate by ticking (1) or (2) whether the past week is: 1. a normal full week 2. a week with school holidays
<u>22. During the current school year, did the child attend school at any time? Yes/No</u>	Write down either “yes” or “no”.
<u>23. IF THE CHILD IS CURRENTLY NOT ATTENDING SCHOOL</u> <u>Which level of school did the child attend?</u>	Level: 1. Pre-school 2.Primary 3. Secondary 4. Higher 5. Never been enrolled in school Enter number 1-5 indicating the answer.
<u>24. At that grade was the child attending?</u>	Enter number. Please use: 0 for pre school; 1-6 for elementary; 7-9 for junior secondary; 10-12 for senior secondary; and 20 for never attending school
<u>25. How many years the child has left school?</u>	Enter number: Please use: 1. Less than 1 year; 2. 1 year to 2 years; 3. 2 years and 1 day to 3 years; 4. 3 years and 1 day to 4 years; 5. Above 4 years; or 6. Not applicable as never been in school
<u>26. What are/were the main reasons why child not attending school or never attended school? (Rank three answers beginning with the most important)</u> <u>1. Is/was too young 2. Disabled/illness 3. School is too far 4. Cannot afford schooling 5. Family does not allow schooling 6. Poor in studies/not interested in school 7. School not considered valuable 8. School not safe 9. To work for pay or family business or farm 10. Help at home with household chores</u>	Enter the three most important reasons, starting with the most important one. You only need to enter three numbers if there are three reasons or two numbers if there are only two reasons!
<u>27. Is the child currently attending a non formal education program?</u>	Enter number Please use: 1. No; 2. Package A; 3.Package B; 4. Package C; and 5. Non Standard Curriculum
<u>28. Has the child ever received any skills training? (Multiple answers allowed)</u> <u>1. None; 2. Certificate after 3 – 11 months; 3. Certificate after 1-2 years; 4. Certificate after +2 years; 5. Formal apprenticeship; 6. Informal apprenticeship; 7. Other: ...</u>	A child may have received more than one type of skill training. Enter number. Some definitions: • Formal apprenticeship is an apprenticeship with a structured program that is indicated at least by a syllabus of activities and assigned facilitators/tutors/supervisor. • Informal apprenticeship is an unstructured apprenticeship program. It does not have any syllabus as well as supervisors/tutors who are assigned to guide those taking the apprenticeship.
<u>29. Type of and duration of training (e.g. carpentry, metal works, tailoring, etc.)</u> <u>Type of training:</u> <u>Duration of training: hours in week</u>	Indicate training the child received. List the type of training and duration.

Work information

Question	How to fill in?
<u>30. During the last seven days, did the child work? Yes/No</u>	Write either “yes” or “no”.
<u>31. During past week did the child undertake any activity for: 1. Payment in cash 2. Payment in-kind? 3. Own account? 4. His/her own enterprise? 5. A family member without pay? 6. Not applicable</u>	Enter the number to the option where activity was undertaken.

Question	How to fill in?
32. <u>Tick the sector(s)/activity where the child is working</u>	Tick in the box next to the sector which is applicable for the child. You may tick several if the child is actually working in several sectors. Write on empty line if the appropriate option can't be found on the list.
33. <u>Describe the main job/task the child was performing e.g. washing clothes; etc.</u>	Very briefly describe what the child actually does in his/her work.
34. <u>How many hours per week does the child usually work?</u>	Provide an estimate best representing the hours of work per week of the child.
35. <u>During the last seven days/last plantation seasonal work how many days did the child work in a week?</u>	Write down the number how many days the child was working during the last seven days.
36. <u>During the last seven days how many hours did the child actually work?</u>	Write down the number how many hours the child was working during the last seven days.
37. <u>During what time of day did the child usually carry out this work?</u>	Write either "day" or "night" or "day and night"
38. <u>Where did the child carry out his/her main work?</u> 1. At his/her family dwelling; 2. Employer's house; 3. Plantation/farm/garden; 4. Shop/market/kiosk; 5. On the street; 6. Different places/mobile; 7. Bar/restaurant; 8. Brothel; 9. Other:	Enter one number 1-9 best describing the child's place of work.
39. <u>What is the main reason why the child is doing this work? (Maximum two reasons in order of importance)</u> 1. Supplement family income 2. Pay outstanding family debt 3. Help in household's enterprise 4. Learn skills 5. Schooling is irrelevant 6. School is too far 7. Cannot afford school fees 8. Not interested in school 9. To replace adult who is working away from home 10. Socialization	Enter at the most two numbers from 1-10 representing reasons why the child is doing this work. First enter the most important reason. Only enter one number if there is only one reason why the child is doing this work.
40. <u>What is the child's gross monthly income from the main work, both in cash and in-kind payments? (Cash sum, currency, in-kind goods, details).</u>	Enter an estimated average cash sum the child is making per month from the work he/she performs, the currency of the cash, and specify the in-kind goods/materials the children receive from the work
41. <u>How long has the child been engaged in this main work? In months</u>	How many months has the child been doing the main sector of work.
42. <u>Was the work done mainly during days when there are no school activity or mainly/also after school hours? 1. Yes. 2. No. 3. Not applicable</u>	Enter a number 1-3 indicating the answer. Not applicable answer is only for situation if the child is no longer in school
43. <u>Does the child work with or under the following conditions? 1. Long working hours; 2. Dust, fumes, gas (oxygen, ammonia, etc.); 3. Noisy environment; 4. Extreme temperature; 5. Dangerous tools; 6. Wild animal; 7. Work at height; 8. Insufficient lighting; 9. Chemicals; 10. Carry heavy tools; 11. Heavy lifting; 12. With no freedom of movement; 13. No day off in a week; 14. Employer limits his/her contact with outside work place; 15. Salary/wage kept by employers; 16. Not enough rest time; 17. Risk of hit by vehicle; 18. Do not know</u>	Circle numbers when appropriate.
43B. <u>If the child is in domestic labour, does the child also work with or under the following conditions?</u> 1. <u>No sufficient instruction on proper handling of utensil and equipment used in domestic work</u> 2. <u>Inadequate food;</u>	Circle numbers when appropriate.

Question	How to fill in?
3. Unsafe accommodation	
44. Are you aware of any likely health problems or possible hazards, injuries or an illness connected with the child's work?	Write down either "yes" or "no"

Health information

Question	How to fill in?
45. Did the child suffer from any illnesses in the last 12 months? 1. Yes; 2. No; 3. Do not know	Enter number 1-3. If YES, please specify: and go to Q 46 If NO and DO NOT KNOW, continue to Q 48
46. How often did the child fall ill in the last 12 months? 1. Once or twice 2. 3 to 5 times 3. More than 5 times	Enter number 1-3. Leave blank if no illness in the last 12 months.
47. How serious was the child's most recent illness? (Multiple answers allowed from the two categories) Consequences on work: 1. Permanently disabled 2. Prevented from work permanently 3. Stopped work permanently 4. Changed jobs Consequences on schooling: 5. Stopped schooling temporarily 6. Prevented from schooling permanently	Enter numbers describing the consequences of most recent illness of the child to work/school. Answer only if you didn't leave question 45 blank.
48. In your opinion, what was the cause of the child's illness? 1. Due to work 2. Due to poor living conditions 3. Travelling long distance under adverse conditions 4. Outbreak of disease in the village/area 5. None of the above 6. Don't know	Enter number 1-6. Answer only if you didn't leave question 45 blank.
49. Did the child have any of the following in the last 12 months? (Multiple answers allowed) 1. Back/muscle pain; 2. Wounds/deep cuts; 3. Broken bones 4. None	Enter number(s) 1-4.
50. Did the child suffer from any other injury in the last 12 months? 1. Yes 2. No 3. Don't know	Enter number 1-3 If YES, please specify: and go to Q 51 If NO and DO NOT KNOW, continue to Q 53
51. How often was the child injured in the last 12 months? 1. Once or twice 2. 3 to 5 times 3. More than 5 times	Enter number 1-3. Leave blank if no injury in the last 12 months.
52. How serious was the child's most recent injury? (Multiple answers allowed from the two categories) Consequences on work: 1. Permanently disabled 2. Prevented from work permanently 3. Stopped work permanently 4. Changed jobs Consequences on schooling: 5. Stopped schooling temporarily 6. Prevented from schooling permanently	Enter number(s) 1-6...
53. In your opinion, what was the cause of the child's injury? 1. Due to work 2. Due to poor living conditions 3. Playing/sports 4. Traveling long distance under adverse conditions 5. None of the above 6. Don't know	Enter a number 1-6 indicating the answer.

Abuse/Harassment Information

Question	How to fill in?
54. Did the child suffer from any verbal or physical abuse during working in the last 12 months? 1. Yes; 2. No	Enter number 1-2: If YES, please specify: and go to Q 55 If NO, continue to Q 58

Question	How to fill in?
55. Describe kinds of abuse the child suffered in workplace, e.g. hit, humiliated, etc.	Briefly describe about the abuse
56. Who did the abuse(s) in workplace? (Multiple answers are allowed) 1. Parents; 2. Friends/colleagues; 3. Supervisor; 4. Employers; 5. Other (please specify):	Enter at the number(s) from 1-5 representing person who did abuse. First enter the most important reason.
57. How often did the child suffer from abuse in workplace in the last 12 months? 1. Once or twice; 2. Three to five times; 3. More than five times	Enter number 1-3. Answer only if you didn't leave question 54 blank.
58. Did the child suffer from any verbal or physical harassment during working in the last 12 months? 1. Yes; 2. No	Enter number(s) 1-2. If YES, go to Q 55 If NO, go to Q 62
59. Describe kinds of harassment the child suffered in workplace, e.g. - Unwelcome touching or patting, particularly in certain parts of the body. - Staring, leering, making offensive or indecent gestures - Verbal abuse, suggestive remarks and requests for sexual favors	Briefly describe the harassment
60. Who did the harassment(s) in workplace? (Multiple answers are allowed) 1. Parents; 2. Friends/colleagues; 3. Supervisor; 4. Employers; 5. Other (please specify):	Enter at the number(s) from 1-5 representing person who did abuse. First enter the most important reason.
61. How often did the child suffer from harassment in workplace in the last 12 months? 1. Once or twice; 2. Three to five times; 3. More than five times	Enter number(s) 1-6. Answer only if you didn't leave question 58 blank.

Knowledge Attitude and Behavior

Question	How to fill in?
For questions 62-68	Questions 62 – 68 tick either “No”, “Maybe not”, “Don’t know”, “Maybe yes” or “Yes”.
69. What would you like to be when you become an adult?	Write answer
70. Sector to which the child to be withdrawn	Tick one box only as appropriate

Targeted for services

Question	How to fill in?
For question 71	Tick only ONE type of service which will be offered to the child (1, 2, 3, 4, 5). A child may receive only one type of these services. If the type of service will be offered is e, please further tick as appropriate whether it will be thru 1 or 2 or 3 or 4 or 5. OR, combination of these (for example: 1, 3 and 5).
For question 72	Additional services are serviced provided to children in addition to one of the services listed in question no. 71. A child may receive more than one additional service. Tick where appropriate.

Child monitoring form

The implementing agency should monitor the child regularly (ONCE A MONTH) through visits to the child's home, AND/OR workplace AND/OR school/training/social service centers. In terms of completing and reporting, the implementing partner should refer to the last visit of three months period as dated. However to determine retention status, the implementing partner should refer to mean of attendance rate of three month period. It records the change in educational status of the child as well as non-education related services provided to the child. It is a tool to monitor the impact of program interventions on the progress of the child and captures the movements of the child during the life-span of the action program – for example, from out of school to education (formal or non formal). It should be completed and reported to the ILO.

Following are instructions and explanations that will help in completing the child monitoring form.

Educational services or training opportunities

Question	How to tick?
<u>M1.Action Program monitoring period (one column for three months):</u>	The implementing agency should monitor the child beneficiary every month and record the status of the child beneficiary at the end of each three month period as dated in each column. The implementing agency should not delay recording the status of child beneficiary in each period. The Implementing Agency should submit to ILO-IPEC in first week of March and first week of September, information on the status of the child beneficiary as recorded in the period ending at the end of February for the report to be submitted in the first week of March and as recorded in the period ends at the end of August for the report to be submitted in the first week of September.
<u>M2.Enrolled into education type: (Enter date of first enrolment only when enrolment took place)</u>	Tick the education type in which the child is enrolled. Also provide a date when the child was first enrolled into this education under the type of education column when the enrolment first took place. The situation of a child after attending abridging course should be reported. Indicate by ticking the type of education or additional services after benefiting from the course.
<u>M3. Date when child completed education services, also indicate duration in weeks/months under the period column when completed</u>	Only enter the date under the monitoring period column when the education level or training course was completed. Enter the duration when applicable.
<u>M.4 If the child has not completed the education program, how many percent did the child attend provided educational programs in the three months under the monitoring period?</u>	Enter a number How to calculate the percentage: $\frac{\text{Hours/Days of attendance of the child in the monitored month}}{\text{Hours/Days the child is supposed to attend in the monitored month}} \times 100\%$ For service falling in the category of Support to Children in School, days of attendance of the beneficiary refers to regular school days when the child beneficiary studies.
<u>M4a. How is the mean value of percentage of the last three months?</u>	Enter a number How to calculate the mean value of percentage? $\frac{\text{sum of the total percentage of month 1, 2, and 3}}{3} \times 100\%$
<u>M5. Additional education services provided to the child in addition to the main services</u>	Tick as appropriate and enter first date when enrolment take place

Question	How to tick?
<u>M6. If working, write down the sector/activity where the child is working</u>	Write down the sector
<u>M6B. If the child is street children, is s/he involved in drug trafficking?</u>	Tick as appropriate. This is to capture involvement of the child in drug trafficking
<u>M7. How old was the child at his/her last birthday?</u>	Write down number
<u>M8. During the last seven days/last plantation seasonal works, how many hours did the child actually work in a week?</u>	Write down number
<u>M9. Does the child work with or under the following conditions? If yes, please indicate with the following number(s).</u>	If YES, enter number when appropriate,
<u>M9B. If the child is in domestic labour, does the child work with or under the following conditions? If yes please indicate:</u> <u>1. No sufficient instruction on proper handling of utensil and equipment used in domestic work</u> <u>2. Inadequate food</u> <u>3. Unsafe accommodation</u>	If YES, enter number when appropriate,
<u>M10. Are you aware of any likely health problems or possible hazards, injuries or an illness connected with the child's work?</u>	Tick as appropriate
<u>M11. Was the work done mainly during days when there are no school activity or mainly/also after school hours?</u>	Tick as appropriate
<u>M12. During what time of day did the child usually carry out this work? 1. Day, 2. Night, 3 Day and night</u>	Tick as appropriate

Assessment – Refer only to Services in M2

Question	How to tick and fill?
<u>M13. The child is enrolled in education program (tick) – Refer to M2: Main education Services</u>	Tick, if it is yes
<u>M14. The child did quit from the work (tick)</u>	Tick, if it is yes
<u>M15. Was the child withdrawn from child labor Refer also to M9A, M9B , and M15</u>	Tick as appropriate Please remember that, a child should only be counted as withdrawn at the point at which the child: • receives education services from the project, and

	• is not working in child labor (this includes no longer working at all or working under improved working conditions such as shorter hours and/or safer conditions), and • it is proven that after two months quitting the work, the child is not engaged in any work for those under 15 years old or engaged in any hazardous work for those aged 15 to 17 years old.
<u>M16. Date when withdrawn</u>	Enter the date when the child beneficiary is no longer work and is enrolled in education service.
<u>M 17. The child was withdrawn from which sector of child labor? (tick only in the column when the child is reported as withdrawn) –</u>	Tick as appropriate.
<u>M18. TPR that This child was reported as withdrawn to ILO</u>	Indicate the date, month and year
<u>M19. Is the child in the holding category?</u>	The holding category refers to a child who has benefited from a service (e.g. enrolled in transitional programs) but who has not yet been prevented or withdrawn. A child in this category of not yet fully prevented or withdrawn from exploitive labor is any child who in any given month engages in exploitive labor on at least one occasion. Each child will be tracked until s/he has completely been prevented or withdrawn from exploitive labor. Tick, if it is yes.
<u>M20. The child is retained in education program (tick)</u>	Tick, if it is yes. The beneficiary is considered retained in the education services when the child attends at a minimum 70% of the classes in the past months
<u>M21. The child has completed education program (tick)</u>	Tick, if it is yes.
<u>M22. Remarks on current situation of the child</u>	Please give your assessment about progress of the child in each reporting period. If s/he has been withdrawn, please explain where s/he is now; what kind of activity/work s/he does; etc. If s/he is still in the holding category (have been provided with services but not yet withdrawn), please explain what progresses have been achieved by the child; changes in current work s/he does; and why s/he still work, etc.

Child beneficiary initial status form (Prevention)

1.Project:	2.Implementing Agency	3.Title of the Action Program:	4.Start date:	5.End date:	6.Child Beneficiary IPEC ID Number	7.Sex: (M/F)	8. How old was the child at his/her last birthday?
			/...../..... dd/mm/yyyy	/...../..... dd/mm/yyyy			
TBP 2 INA	.....	.....			.....	(.....)	(.....)

Personal and family information

9. Date of birth:	11.Current place of residence:	12.Previous place of residence if child has moved within the last year	13. What is the child's relationship to the head of the household? Choose appropriate 1. Head 2. Spouse 3. Son 4. Daughter 5. Brother 6.Sister 7. Adopted/foster son 8. Adopted/foster daughter 9. Grandson 10. Grand daughter, 11 No relation	14. How many children are there in the household who are 12 -17 years of age?	15. How many of these are working, how many go to school, and how many combine work and school? g=girls; b=boys w=working; s=school ws= working and school	16. How many children are there in the household who are less than 12 years of age?	17. How many of these are working, how many of children of age 5-12 years go to school, and how many combine work and school?
	Street:	Street:					
DD/MM/YY:	RT/RW:	RT/RW:					
	Village	Village					
10. Place of birth: District/City	Sub District	Sub District					
	District	District	(.....)	(.....)	G W G S B W B S G W B W	(.....)	G W G S B W B S G W B W
	Province	Province					

Education Information

18. Is the child currently attending formal school? Yes/No. If YES, go to Q 19 – 22. If NO, go to 23	19. Which level is the child attending? Level: 1. Pre-school 2.Primary 3. Junior Secondary 4. Senior Secondary	20. Which grade is the child attending? Please use : 0 for pre school; 1-6 for Elementary; 7-9 for Junior secondary; 10-12 for senior secondary	21a. In the past week how many days did the child attend school? <i>21b. The past week was</i> 1. a normal full week 2. a week with school holidays	22. During the current school year, did the child attend school at any time? Yes/No IF YES, go to Q 28	23. IF THE CHILD IS CURRENTLY NOT ATTENDING SCHOOL Which level of school did the child attend? Level: 1. Pre-school 2.Primary 3. Secondary 4. Higher 5. Never been enrolled in school	24. At what grade was the child attending school? Please use: 0 for pre school 1-6 for Elementary; 7-9 for Junior secondary 10-12 for senior secondary 20 for never attending school	25. How many years since the child has left school? 1. Less than 1 year 2. 1 - 2 years 3. 2 years and 1 day - 3 years 4. 3 years and 1 day - 4 years 5. above 4 years 6. Not applicable as never been in school
(.....)	(.....)	(.....)	21a. (.....) 21b. (.....)	(.....)	(.....)	(.....)	(.....)
26. What are/were the main reasons why the child is not attending school or has never attended school? (Rank three answers beginning with the most important) 1. Is/was too young 2. Disabled/illness 3. School is too far 4. Cannot afford schooling 5. Family does not allow schooling 6. Poor in studies/not interested in school 7. School not considered valuable 8. School not safe 9. To work for pay or family business or farm 10. Help at home with household chores I. (.....) 2. (.....) 3. (.....)			27. Is the child currently attending a non formal education program? 1. No. 2. Package A 3. Package B 4. Package C 5. Non standard Curriculum (.....)	28. Has the child ever received any skills training? (Multiple answers allowed) 1. None 2. Certificate after 3 – 11 months 3. Certificate after 1-2 years 4. Certificate after +2 years 5. Formal apprenticeship 6. Informal apprenticeship 7. Other:		29. Type of and duration of training (e.g. Carpentry, Metal Works, and Tailoring etc.) Type of training: Duration of training: hours in, week	

Knowledge, Attitude and Behavior

30. What level of schooling do you want to complete? (Tick one choice)					31. Are you confident that you will be able to complete it? (Tick one choice)					32. What would you like to be when you become an adult?	
Junior high school	High school	Vocational high School	University/ Academy	Do not know	No	Maybe not	Don't know	Maybe yes	Yes	..... .....	

Risk Factors

33. Assessment of individual and family level risk factors (tick when applicable, minimum two risk factors)

☐ Out of school children ☐ Low achievement in school ☐ long distance to school ☐ frequent absences ☐ no birth certificate

Child beneficiary initial status form (Prevention)

☐ sibling of child workers in plantation
 ☐ sibling of street children
 ☐ sibling of child domestic workers
 ☐ sibling of migrant workers (no matter what age)
 ☐ father/mother/close relatives are migrant workers
 ☐ poor single-parent household

34. Sector to which the child is at risk
 ☐ Plantation
 ☐ Child Domestic Work
 ☐ Child Trafficking
 ☐ Street Children

Targeted for services

35. Educational services or training opportunities: (Tick next to types which will be offered to the child)	Planned duration/quantity/frequency	35. Educational services or training opportunities: (Tick next to types which will be offered to the child)	Planned duration/quantity/frequency
1. <i>Bridging course</i> and referral to Formal School OR Non Formal Education (through various services) and/or provided by additional support such as: uniforms, books, shoes.	<i>Bridging course</i> : hours Non formal education: 1 year Formal education/school: 1 year	2. Vocational training	Type of training to be provided: duration: hours in week
3. Remedial Program	Duration: hours in week	4. Pre vocational training	Type of training to be provided: duration: hours in week
5. Support for children in schools (only provided for child who still studies at school and will stay in school at least for six months after receiving services): months			
5.1 Uniforms Specify what types of and number of uniforms	5.2 Books Specify what types of and number of books	5.3 Shoes Specify what types of and number of shoes	5.4 Others Specify what types of and number of pieces
36. Additional services			
1. Apprenticeship	 hours in	2. Job placement	Name of company:
3. Life skills education (using 3R)	 relevant topics	4. Information on hazards and risks	Relevant topics:
5. Home visit	Numbers: times	6. Others	

Child monitoring form (Prevention)

Educational services or training opportunities

M1.Action Program monitoring period (one column for three months):	<u>From:</u>	<u>From:</u>	<u>From:</u>	<u>From:</u>	<u>From:</u>	<u>From:</u>	<u>From:</u>	<u>From:</u>
	01/03/2008	01/06/2008	01/09/2008	01/12/2008	01/03/2009	01/06/2009	01/09/2009	01/12/2009
	<u>To:</u>	<u>To:</u>	<u>To:</u>	<u>To:</u>	<u>To:</u>	<u>To:</u>	<u>To:</u>	<u>To:</u>
	31/05/2008	31/08/2008	30/11/2008	28/02/2009	31/05/2009	31/08/2009	30/11/2009	28/02/2010

M2.Enrolled into main educational services: (Enter date of first enrolment, only when enrolment took place)	M2.1 Bridging Course							
	☐ Bridging course and referral to formal school OR package B	☐ Bridging course and referral to formal school OR package B	☐ Bridging course and referral to formal school OR package B	☐ Bridging course and referral to formal school OR package B	☐ Bridging course and referral to formal school OR package B	☐ Bridging course and referral to formal school OR package B	☐ Bridging course and referral to formal school OR package B	☐ Bridging course and referral to formal school OR package B
	M2.1.1 Refer to (after benefiting from bridging course):							
	☐ Package B ☐ Elementary ☐ Secondary ☐ Senior Secondary	☐ Package B ☐ Elementary ☐ Secondary ☐ Senior Secondary	☐ Package B ☐ Elementary ☐ Secondary ☐ Senior Secondary	☐ Package B ☐ Elementary ☐ Secondary ☐ Senior Secondary	☐ Package B ☐ Elementary ☐ Secondary ☐ Senior Secondary	☐ Package B ☐ Elementary ☐ Secondary ☐ Senior Secondary	☐ Package B ☐ Elementary ☐ Secondary ☐ Senior Secondary	☐ Package B ☐ Elementary ☐ Secondary ☐ Senior Secondary
	M2.1.2 Additional services (after benefiting from bridging course)							
	☐ Uniform ☐ Books ☐ Shoes ☐ Others:	☐ Uniform ☐ Books ☐ Shoes ☐ Others:	☐ Uniform ☐ Books ☐ Shoes ☐ Others:	☐ Uniform ☐ Books ☐ Shoes ☐ Others:	☐ Uniform ☐ Books ☐ Shoes ☐ Others:	☐ Uniform ☐ Books ☐ Shoes ☐ Others:	☐ Uniform ☐ Books ☐ Shoes ☐ Others:	☐ Uniform ☐ Books ☐ Shoes ☐ Others:
	M2.2 Vocational Training							
	☐ Type of training:	☐ Type of training:	☐ Type of training:	☐ Type of training:	☐ Type of training:	☐ Type of training:	☐ Type of training:	☐ Type of training:
	M2.3 Remedial Program							
	☐ Remedial program	☐ Remedial program	☐ Remedial program	☐ Remedial program	☐ Remedial program	☐ Remedial program	☐ Remedial program	☐ Remedial program
	M2.4 Pre Vocational Training							
	☐ Pre Vocational Training	☐ Pre Vocational Training	☐ Pre Vocational Training	☐ Pre Vocational Training	☐ Pre Vocational Training	☐ Pre Vocational Training	☐ Pre Vocational Training	☐ Pre Vocational Training
	M2.5 Support for children in school							
	☐ Uniform ☐ Books ☐ Shoes ☐ Others:	☐ Uniform ☐ Books ☐ Shoes ☐ Others:	☐ Uniform ☐ Books ☐ Shoes ☐ Others:	☐ Uniform ☐ Books ☐ Shoes ☐ Others:	☐ Uniform ☐ Books ☐ Shoes ☐ Others:	☐ Uniform ☐ Books ☐ Shoes ☐ Others:	☐ Uniform ☐ Books ☐ Shoes ☐ Others:	☐ Uniform ☐ Books ☐ Shoes ☐ Others:
	First date of enrolment:/...../..... Dd/mm/yyyy	First date of enrolment:/...../..... Dd/mm/yyyy	First date of enrolment:/...../..... Dd/mm/yyyy	First date of enrolment:/...../..... Dd/mm/yyyy	First date of enrolment:/...../..... Dd/mm/yyyy	First date of enrolment:/...../..... Dd/mm/yyyy	First date of enrolment:/...../..... Dd/mm/yyyy	First date of enrolment:/...../..... Dd/mm/yyyy

M3.Date when child completed education services, also indicate duration	/...../..... Dd/mm/yyyy	/...../..... Dd/mm/yyyy	/...../..... Dd/mm/yyyy	/...../..... Dd/mm/yyyy	/...../..... Dd/mm/yyyy	/...../..... Dd/mm/yyyy	/...../..... Dd/mm/yyyy
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Child monitoring form (Prevention)

Educational services or training opportunities

	 month; week, or hour			 month; week, or hour			 month; week, or hour			 month; week, or hour			 month; week, or hour			 month; week, or hour			 month; week, or hour			 month; week, or hour		
	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
M.4 If the child has not completed the education program, what percentage of the provided educational program did the child attend in each month?	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
M4a. What is the mean value of attendance percentage of the last three months?	(.... %)			(.... %)			(.... %)			(.... %)			(.... %)			(.... %)			(.... %)			(.... %)		
	The TPR (six months period)			The TPR (six months period)			The TPR (six months period)			The TPR (six months period)			The TPR (six months period)			The TPR (six months period)			The TPR (six months period)			The TPR (six months period)		
M5. Additional services provided to the child in addition to the main services	Apprenticeship Dd/mm/yyyy	Apprenticeship Dd/mm/yyyy	Apprenticeship Dd/mm/yyyy	Apprenticeship Dd/mm/yyyy	Apprenticeship Dd/mm/yyyy	Apprenticeship Dd/mm/yyyy	Apprenticeship Dd/mm/yyyy	Apprenticeship Dd/mm/yyyy	Apprenticeship Dd/mm/yyyy	Apprenticeship Dd/mm/yyyy	Apprenticeship Dd/mm/yyyy	Apprenticeship Dd/mm/yyyy	Apprenticeship Dd/mm/yyyy	Apprenticeship Dd/mm/yyyy	Apprenticeship Dd/mm/yyyy	Apprenticeship Dd/mm/yyyy	Apprenticeship Dd/mm/yyyy	Apprenticeship Dd/mm/yyyy	Apprenticeship Dd/mm/yyyy	Apprenticeship Dd/mm/yyyy	Apprenticeship Dd/mm/yyyy	Apprenticeship Dd/mm/yyyy	Apprenticeship Dd/mm/yyyy	
	Job placement Dd/mm/yyyy	Job placement Dd/mm/yyyy	Job placement Dd/mm/yyyy	Job placement Dd/mm/yyyy	Job placement Dd/mm/yyyy	Job placement Dd/mm/yyyy	Job placement Dd/mm/yyyy	Job placement Dd/mm/yyyy	Job placement Dd/mm/yyyy	Job placement Dd/mm/yyyy	Job placement Dd/mm/yyyy	Job placement Dd/mm/yyyy	Job placement Dd/mm/yyyy	Job placement Dd/mm/yyyy	Job placement Dd/mm/yyyy	Job placement Dd/mm/yyyy	Job placement Dd/mm/yyyy	Job placement Dd/mm/yyyy	Job placement Dd/mm/yyyy	Job placement Dd/mm/yyyy	Job placement Dd/mm/yyyy	Job placement Dd/mm/yyyy		
	Life skills education, using 3R Dd/mm/yyyy	Life skills education, using 3R Dd/mm/yyyy	Life skills education, using 3R Dd/mm/yyyy	Life skills education, using 3R Dd/mm/yyyy	Life skills education, using 3R Dd/mm/yyyy	Life skills education, using 3R Dd/mm/yyyy	Life skills education, using 3R Dd/mm/yyyy	Life skills education, using 3R Dd/mm/yyyy	Life skills education, using 3R Dd/mm/yyyy	Life skills education, using 3R Dd/mm/yyyy	Life skills education, using 3R Dd/mm/yyyy	Life skills education, using 3R Dd/mm/yyyy	Life skills education, using 3R Dd/mm/yyyy	Life skills education, using 3R Dd/mm/yyyy	Life skills education, using 3R Dd/mm/yyyy	Life skills education, using 3R Dd/mm/yyyy	Life skills education, using 3R Dd/mm/yyyy	Life skills education, using 3R Dd/mm/yyyy	Life skills education, using 3R Dd/mm/yyyy	Life skills education, using 3R Dd/mm/yyyy	Life skills education, using 3R Dd/mm/yyyy	Life skills education, using 3R Dd/mm/yyyy		
	Information on hazards and risks Dd/mm/yyyy	Information on hazards and risks Dd/mm/yyyy	Information on hazards and risks Dd/mm/yyyy	Information on hazards and risks Dd/mm/yyyy	Information on hazards and risks Dd/mm/yyyy	Information on hazards and risks Dd/mm/yyyy	Information on hazards and risks Dd/mm/yyyy	Information on hazards and risks Dd/mm/yyyy	Information on hazards and risks Dd/mm/yyyy	Information on hazards and risks Dd/mm/yyyy	Information on hazards and risks Dd/mm/yyyy	Information on hazards and risks Dd/mm/yyyy	Information on hazards and risks Dd/mm/yyyy	Information on hazards and risks Dd/mm/yyyy	Information on hazards and risks Dd/mm/yyyy	Information on hazards and risks Dd/mm/yyyy	Information on hazards and risks Dd/mm/yyyy	Information on hazards and risks Dd/mm/yyyy	Information on hazards and risks Dd/mm/yyyy	Information on hazards and risks Dd/mm/yyyy	Information on hazards and risks Dd/mm/yyyy	Information on hazards and risks Dd/mm/yyyy		
	Home visit Dd/mm/yyyy	Home visit Dd/mm/yyyy	Home visit Dd/mm/yyyy	Home visit Dd/mm/yyyy	Home visit Dd/mm/yyyy	Home visit Dd/mm/yyyy	Home visit Dd/mm/yyyy	Home visit Dd/mm/yyyy	Home visit Dd/mm/yyyy	Home visit Dd/mm/yyyy	Home visit Dd/mm/yyyy	Home visit Dd/mm/yyyy	Home visit Dd/mm/yyyy	Home visit Dd/mm/yyyy	Home visit Dd/mm/yyyy	Home visit Dd/mm/yyyy	Home visit Dd/mm/yyyy	Home visit Dd/mm/yyyy	Home visit Dd/mm/yyyy	Home visit Dd/mm/yyyy	Home visit Dd/mm/yyyy	Home visit Dd/mm/yyyy		
	Other:	Other:	Other:	Other:	Other:	Other:	Other:	Other:	Other:	Other:	Other:	Other:	Other:	Other:	Other:	Other:	Other:	Other:	Other:	Other:	Other:	Other:		

Assessment on status of child beneficiary (REFER ONLY TO M2: MAIN EDUCATION SERVICES) – TO BE DONE AT END OF EACH PERIOD

M6. The child is enrolled in an education program (tick)	☐	☐	☐	☐	☐	☐	☐	☐
M7. The child is out of work (tick)	☐	☐	☐	☐	☐	☐	☐	☐
M8. Date when prevented	 Dd/mm/yyyy	 Dd/mm/yyyy	 Dd/mm/yyyy	 Dd/mm/yyyy	 Dd/mm/yyyy	 Dd/mm/yyyy	 Dd/mm/yyyy	 Dd/mm/yyyy
M9. The child was prevented from child labor (tick only in the column when the child is reported as prevented)	☐ Plantation ☐ CDW ☐ Trafficking ☐ Street children	☐ Plantation ☐ CDW ☐ Trafficking ☐ Street children	☐ Plantation ☐ CDW ☐ Trafficking ☐ Street children	☐ Plantation ☐ CDW ☐ Trafficking ☐ Street children	☐ Plantation ☐ CDW ☐ Trafficking ☐ Street children	☐ Plantation ☐ CDW ☐ Trafficking ☐ Street children	☐ Plantation ☐ CDW ☐ Trafficking ☐ Street children	☐ Plantation ☐ CDW ☐ Trafficking ☐ Street children
M10. The child does not still work in hazardous or other worst forms of child labor	☐	☐	☐	☐	☐	☐	☐	☐
M11. TPR in which this child was reported	Date:	Date:	Date:	Date:	Date:	Date:	Date:	Date:

Child monitoring form (Prevention)

Educational services or training opportunities

as prevented to ILO	/...../..... Dd/mm/yyyy	/...../..... Dd/mm/yyyy	/...../..... Dd/mm/yyyy	/...../..... Dd/mm/yyyy	/...../..... Dd/mm/yyyy	/...../..... Dd/mm/yyyy	/...../..... Dd/mm/yyyy	/...../..... Dd/mm/yyyy
M12. Is the child in the holding category?	☐	☐	☐	☐	☐	☐	☐	☐
M13. The child is retained in education program (tick) after being reported as prevented.	☐	☐	☐	☐	☐	☐	☐	☐
M14. The child completes education program (tick) after being reported as prevented	☐	☐	☐	☐	☐	☐	☐	☐

How to fill in?

Since the form needs to be quantified, and is going to be recorded in a database, completion of the form should be in line with codes provided by the project.

Child beneficiary initial status form (Prevention)

This form need not be filled in fully during the intake interview with the child. Some of the questions may be too sensitive to ask before you have developed a rapport and established trust. You will need to use your own judgment about the kinds of questions that are appropriate to ask during the first interview as each child and each situation will be different. You need to ensure that you have completed the form fully within A MONTH of the child's intake, if possible. As you learn more about the child from different sources, add this information to the form. Circle questions where information is still needed. You can update the form as more information comes to light. Highlight any additions or changes you make so that the person capturing the information on the electronic database will notice them (e.g. by using an arrow in the margin).

Following are instructions and explanations that will help in filling out the child initial status form.

1. Project: the code is determined by ILO-IPEC Jakarta and the code is TBP2 INA

2. Implementing Agency (IA) code:

The code for IA should be short but descriptive enough. It can be an acronym. E.g. the IA “Lembaga Advokasi Perempuan dan Anak” could have the code of LAPA; “Yayasan Kesejahteraan Anak Indonesia” could have the code of YKAI, etc. To allow consistency, it is important that the same code is adopted by all staff entering and updating data in the manual forms and the database.

3. Title of Action Program code

Please put the complete title.

4. Start Date: See start date in the cover page of FINAL APSO attached to the agreement

5. End date: See end date in the cover page of FINAL APSO attached to the agreement

6. Child IPEC ID Number

Every child is identified by a child ID number given to the child by the action program. The child ID number is a permanent and unique number that remains with the child until the end of the program. Every child identified as a beneficiary must be assigned an ID number.

The project requires twelve digits for a child ID number. It includes:

- h. Child Beneficiary (one digit)
- i. Sector (one digit)
- j. Province (one digit)
- k. CCT or NON CCT areas (one digit)
- l. Code of action program (two digits)
- m. Main service received by the child (one digit)
- n. ID number (five digits).

For this project, the codes are following:

- b. Code for child beneficiary is 1

b. Code of Sector

Sector/Province	Code
Child Trafficking	1
Street Children	2
Child Domestic Worker	3
Children in Plantation	4

c. Code of Project Sites

Province	Code
North Sumatra	1
Lampung	2
Jakarta	3
West Java	4
East Java	5

d. Codes for CCT and Non CCT

Type of Areas	Code
CCT	1
Non CCT	2

e. Codes for Action Programmes Code

This code will be provided by ILO-IPEC Jakarta. It will be given to the implementing partner once the action program gets approval from the CTA and technical clearance from ILO-IPEC in Geneva. For the time being, the list of action program codes is as follows. The list will be expanded as soon as new action programs have been approved and cleared.

No	Title of AP	Implementing Partner	Code for AP
1	Withdrawal and Prevention of Child Labor in Plantation Sector through Education	LINGKAR, Deli Serdang	01
2	Prevention of Child Trafficking and Child Domestic Workers through Education	PPSW Pasoendan, Sukabumi	02
3	Combating Child Trafficking, Child Domestic Labor and Child Labor in Plantation in Selected Communities of Wongsorejo and Kalipuro Sub-Districts, Banyuwangi District	Hotline Surabaya	03
4	Rehabilitation and Reintegration of Child Victims of Trafficking	YKAI or ICWF, Jakarta	04
5	Withdrawal of Street Children through Education Services	YPI	05
6	...	...	...

f. Type of Main Services Received by the Child Beneficiaries

Since the ILO has provided certain services to prevent or withdraw children from the four sectors, the project will refer to these services. However, the mentioned services will only refer to the main service from which the child benefits. The code for main services is as follows:

No	Type of Main Service	Code for Main Service
1	Bridging course and referral to Formal and Non Formal Education	1
2	Vocational Training	2
3	Remedial Program	3
4	Pre - Vocational Training	4

No	Type of Main Service	Code for Main Service
5	Support for children already in school	5

f. The ID Number

The ID number consists of five digits. In each implementing agency, this starts from 00001.

Therefore, if the ID child number is 141201100001, s/he is a child beneficiary under plantation sector in North Sumatra, non CCT area and receives Bridging Course and referral to formal and non formal education, organized by LINGKAR Foundation.

Personal and Family information

Question	How to fill in?
7. Sex:	Enter either F for girl or M for boy
8. How old was the child at his/her last birthday?	Enter age in years if known or provide an estimate reflecting child's view, household members' view and your own assessment.
9. Date of birth:	Example: if the child was born on 1 August 1995, please write 01/08/1995
10. Place of birth	Please mention here in what District/City, the child was born
11. Current place of residence	Provide as accurate details as possible starting from the name of the street (if any), RT/RW, village, sub-district, district/city, province in each provided space.
12. Previous place of residence if child has moved within the last year	Enter the last place of residence here, if the child has moved to the current place of residence within one year. Provide as accurate details as possible starting from the name of the street (if any), RT/RW, village, sub-district, district/city, province in each provided space.
13. What is the child's relationship to the head of the household?	Household is a family where child comes, not employer's household Choose as appropriate: 1. Head 2. Spouse 3. Son 4. Daughter 5. Brother 6. Sister 7. Adopted/foster son 8. Adopted/foster daughter 9. Grandson 10. granddaughter, 11 No relation Enter the appropriate number 1-11.
14. How many children are there in the household who are 12 -17 years of age?	Enter figure.
15. How many of these are working, how many go to school, and how many combine work and school?	G = girls; b = boys; w = working; s = school, and ws = working and school. In each column under the question write number if applicable
16. How many children are there in the household who are less than 12 years of age?	Enter figure.
17. How many of these are working, how many of children of age 5-12 years go to school, and how many combine work and school?	G = girls; b = boys; w = working; s = school, and ws = working and school. In each column under the question write number if applicable.

Education Information

Question	How to fill in?
18. Is the child currently attending formal school?	Write down either "yes" or "no" If YES, go to Q 19 – 22. If NO, go to 23
19. Which level is the child attending?	Level: 1. Pre-school 2. Primary; 3. Junior Secondary; 4. Senior Secondary Enter number 1-4 indicating the answer.
20. Which grade is the child attending?	Enter number. Please use: 0 for pre school; 1-6 for elementary; 7-9 for junior secondary; and 10-12 for senior secondary
21a. In the past week how many days did the child	Enter number indicating the number of days

Question	How to fill in?
attend school?	
21b. The past week was	Indicate by ticking (1) or (2) whether the past week is: 1. a normal full week 2. a week with school holidays
22. During the current school year, did the child attend school at any time? Yes/No	Write down either “yes” or “no”.
23. IF THE CHILD IS CURRENTLY NOT ATTENDING SCHOOL Which level of school did the child attend?	Level: 1. Pre-school 2.Primary 3. Secondary 4. Higher 5. Never been enrolled in school Enter number 1-5 indicating the answer.
24. At that grade was the child attending?	Enter number. Please use: 0 for pre school; 1-6 for elementary; 7-9 for junior secondary; 10-12 for senior secondary; and 20 for never attending school
25. How many years since the child has left school?	Enter number: Please use: 1. Less than 1 year; 2. 1 year to 2 years; 3. 2 years and 1 day to 3 years; 4. 3 years and 1 day to 4 years; 5. Above 4 years; or 6. Not applicable as never been in school
26. What are/were the main reasons why child not attending school or never attended school? (Rank three answers beginning with the most important) 1. Is/was too young 2. Disabled/illness 3. School is too far 4. Cannot afford schooling 5. Family does not allow schooling 6. Poor in studies/not interested in school 7. School not considered valuable 8. School not safe 9. To work for pay or family business or farm 10. Help at home with household chores	Enter three most important reasons, first being the most important one. You only need to enter three numbers if there are three reasons (or two numbers if there are two reasons)!
27. Is the child currently attending non formal education program?	Enter number Please use: 1. No; 2. Package A; 3.Package B; 4. Package C; and 5. Non Standard Curriculum
28. Has the child ever received any skills training? (Multiple answers allowed) 1. None; 2. Certificate after 3 – 11 months; 3. Certificate after 1-2 years; 4. Certificate after +2 years; 5. Formal apprenticeship; 6. Informal apprenticeship; 7. Other: ...	A child may have received more than one type of skill training. Enter number. Some definitions: - Formal apprenticeship is an apprenticeship with a structured program that is indicated at least by a syllabus of activities and assigned facilitators/tutors/supervisor. - Informal apprenticeship is an unstructured apprenticeship program. It does not have any syllabus as well as supervisors/tutors who are assigned to guide those taking the apprenticeship.
29. Type of and duration of training (e.g. carpentry, metal works, tailoring, etc.) Type of training: Duration of training: hours in weeks	Indicate the type of training the child received and its duration.

Knowledge, Attitude and Behavior

Question	How to fill in?
30. What level of schooling do you want to complete? (Tick one choice)	Tick either “Junior High School”, “High School”, “Vocational High School”, “University/Academy” or “Don’t know”.
31. Are you confident that you will be able to complete it? (Tick one choice)	Tick either “No”, “Maybe not”, “Don’t know”, “Maybe yes” or “Yes”.

Question	How to fill in?
<u>32. What would you like to be when you become an adult?</u>	<u>Write an answer</u>
<u>33. Assessment of individual and family level risk factors (tick when applicable).</u>	<u>Tick at least one.</u>
<u>34. Sector to which the child is at risk</u>	<u>Tick one box only as appropriate</u>

Targeted for services

Question	How to fill in?
<u>For questions 35</u>	Tick only ONE type of service which will be offered to the child (1, 2, 3, 4, 5). A child may receive only one type of these services. If the type of service will be offered is e, please further tick as appropriate whether it will be thru 1 or 2 or 3 or 4 or 5. OR, combination of these (for example: 1, 3 and 5).
<u>For question 36</u>	Additional services are serviced provided to children in addition to one of the services listed in question no. 35. A child may receive more than one additional service. Tick where appropriate.

Child monitoring form

The implementing agency should monitor the child regularly (ONCE A MONTH) through visits to the child's home, AND/OR workplace AND/OR school/training/social service centers. In terms of completing and reporting, the implementing partner should refer to the last visits. However to determine retention status, the implementing partner should refer to mean of attendance rate of three month period of three months period as dated. It records the change in educational status of the child as well as non-education related services provided to the child. It is a tool to monitor the impact of program interventions on the progress of the child and captures the movements of the child during the life-span of the action program – for example, from out of school to education (formal or non formal) education. It should be completed and reported to the ILO.

Following are instructions and explanations that will help in completing the child monitoring form.

Educational services or training opportunities

Question	How to tick?
<u>M1.Action Program monitoring period (one column for three months):</u>	The implementing agency should monitor the child beneficiary every month and record the status of the child beneficiary at the end of each three month period as dated in each column. The implementing agency should not delay recording the status of child beneficiary in each period. The Implementing Agency should submit to ILO-IPEC in first week of March and first week of September, information on the status of the child beneficiary as recorded in the period ends at the end of February for the report to be submitted in the first week of March and as recorded in the period ends at the end of August for the report to be submitted in the first week of September.
<u>M2.Enrolled into education type: (Enter date of first enrolment only when enrolment took place)</u>	Tick the education type in which the child is enrolled. Also provide a date when the child was first enrolled into this education type under the column when the enrolment first took place. The IA should report the situation of a child after benefiting from the bridging course. Indicate by ticking the type of education or additional services a child receives after benefiting from the bridging course.
<u>M3. Date when child completed education services, also indicate duration in weeks/months under the period column when completed</u>	Only enter the date under the monitoring period column when the education level or training course was completed. Enter the duration when applicable.

Question	How to tick?
<u>M.4 If the child has not completed the education program, how many percent did the child attend provided educational programs in each month?</u>	Enter a number How to calculate the percentage: Hours/Days of attendance of the child in the monitored month ----- x 100% Hours/Days the child is supposed to attend in the monitored month For service falling in the category of Support to Children in School, days of attendance of the beneficiary refers to regular school days when the child beneficiary studies.
<u>M4a. What is the mean value of percentage of the last three months?</u>	Enter a number How to calculate the mean value of percentage? sum of the total percentage of month 1, 2, and 3 ----- 3
<u>M5. Additional education services provided to the child in addition to the main services</u>	Tick as appropriate and enter first date when enrolment took place

Assessment – Refer only to Services in M2

Question	How to tick and fill?
<u>M6. The child is enrolled in an education program</u>	Tick, if it is yes
<u>M7. The child is out of work</u>	Tick, if it is yes
<u>M8. Date when prevented</u>	Enter the date when the child beneficiary is enrolled in education service.
<u>M9. The child was prevented from child labor (tick)</u>	Tick as appropriate. Make sure that a child should only be counted as prevented at the point at which the child: • has attended at least 20% of whole service duration, and • is out of work
<u>M10. The child does not still work in hazardous or other worst forms of child labor</u>	Tick, if it is yes
<u>M11. This child was reported as prevented to ILO-IPEC on:</u>	Indicate the date, month and year
PLEASE NOTE THAT THE CHILD CAN BE PREVENTED ONLY ONCE DURING THE AP. Therefore there can be only one date for prevention!	
<u>M12. Is the child in the holding category?</u>	The holding category refers to child who has benefited from a service (e.g. enrolled in transitional program) but who has not yet been fully prevented or withdrawn. Children in this category of not yet fully prevented or withdrawn from exploitive labor are children who in any given month engage in exploitive labor on at least one occasion. The child will be tracked until s/he has completely been prevented or withdrawn from exploitive labor. Tick, if it is yes
<u>M13. The child is retained in an education program (tick)</u>	Tick, if it is yes. The beneficiary is considered retained in the education services when the child has attended at the minimum 70% of the classes in the past months
<u>M14. The child has completed the education program (tick)</u>	Tick, if it is yes.

Adult beneficiary initial status form

1.Project:	2.Implementing Agency	3.Title of the Action Program:	4.Start date:/...../..... dd/mm/yyyy	5.End date:/...../..... dd/mm/yyyy	6. Adult Beneficiary IPEC ID Number	7.Sex: (M/F)	8. Project direct child beneficiaries related to this adult (put the child ID): 1..... 2..... 3..... 4.....
TBP 2 INA	.....	.....			.....	(.....)	

Personal and Family Information

9. Date of birth:	11.Current place of residence:	12.Previous place of residence if the adult has moved within the last year	13. Main job of the beneficiary: (.....)	15. What is the adult's relationship to the child beneficiary/beneficiaries supported? Choose appropriate 1. mother/father 2. brother 3. sister 4. foster parent 5. grand parent 6.uncle/aunt (blood related) 7. cousin (blood related) 8. other 9. not applicable (.....)	16. How many children are there in the household who are 12 -17 years of age? (.....)	17. How many of these are working, how many go to school, and how many combine work and school? g=girls; b=boys w=working; s=school ws= working and school	18. How many children are there in the household who are less than 12 years of age? (.....)	20. How many of these are working, how many of children of age 5-12 years go to school, and how many combine work and school?
DD/MM/YY:	Street: RT/RW:	Street: RT/RW:						
10. Place of birth:	Village Sub District	Village Sub District	14. Average income of the household in a month (Rupiah): (.....)					
District/City	District Province	District Province						

Knowledge, Attitude and Behavior – when enrolled into action program:

20. How many years of basic compulsory education do we have in Indonesia?	21. How important is education for the future of your children?	22. At what age are children allowed to work fulltime in general?	23. Which of the following four statements do you agree with? 1. it is more important for boys to finish school (SMP) 2. it is more important for girls to finish school (SMP) 3. It is equally important for boys and girls to finish school SMP 4. It is neither important for boys nor girls to finish school (SMP)
a. years b. Do not know	Not important Important Very important	a. Years b. Do not know	(.....)
24. There is a law about the age at which children should not work	25. Working can sometimes be bad for children	26. Why have I not been able to put/keep my children in school:	
Yes No Do not know	Yes No Do not know	a. b. not applicable as all my children are in school	

Targeted for services:

27. Main service (tick, specify if other)	28. Quantity/frequency/duration as applicable:
Training on livelihood improvement program: to start a small business	hours in week
Training in livelihood improvement program: to improve existing business	hours in week
Facilitation to become members of women's group	-
Facilitation to become members of credit union	-
Support to start the business: capital (to be provided in kind)	Specify materials provided and how much it is in IDR in total

Adult beneficiary initial status form

Support to improve existing business: capital (to be provided in kind) Other: specify Other: specify Other: specify Other: specify	Specify materials provided and how much it is in IDR in total
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Adult Monitoring Form

M1. The date when the adult was first provided services by this action program:/...../..... Dd/mm/yyyy				M2. The last date when the adult was provided services by this action program:/...../..... Dd/mm/yyyy					
M3. Action program monitoring period (one column for three months):	<u>From:</u>	<u>From:</u>	<u>From:</u>	<u>From:</u>	<u>From:</u>	<u>From:</u>	<u>From:</u>	<u>From:</u>	
	1/Mar/2008	1/Jun/2008	1/Sept/2008	1/Dec/2008	1/Mar/2009	1/Jun/2009	1/Sept/2009	1/Dec/2009	
	<u>To:</u>	<u>To:</u>	<u>To:</u>	<u>To:</u>	<u>To:</u>	<u>To:</u>	<u>To:</u>	<u>To:</u>	
	31/May/2008	31/Aug/2008	30/Nov/2008	28/Feb/2009	31/May/2009	31/Aug/2009	30/Nov/2009	28/Feb/2010	
Service provided: M4. Service provided:	Training on livelihood improvement program: to start a small business	Training on livelihood improvement program: to start a small business	Training on livelihood improvement program: to start a small business	Training on livelihood improvement program: to start a small business	Training on livelihood improvement program: to start a small business	Training on livelihood improvement program: to start a small business	Training on livelihood improvement program: to start a small business	Training on livelihood improvement program: to start a small business	
	Training in livelihood improvement program: to improve existing business	Training in livelihood improvement program: to improve existing business	Training in livelihood improvement program: to improve existing business	Training in livelihood improvement program: to improve existing business	Training in livelihood improvement program: to improve existing business	Training in livelihood improvement program: to improve existing business	Training in livelihood improvement program: to improve existing business	Training in livelihood improvement program: to improve existing business	
	Facilitation to become members of women's group	Facilitation to become members of women's group	Facilitation to become members of women's group	Facilitation to become members of women's group	Facilitation to become members of women's group	Facilitation to become members of women's group	Facilitation to become members of women's group	Facilitation to become members of women's group	
	Facilitation to become members of credit union	Facilitation to become members of credit union	Facilitation to become members of credit union	Facilitation to become members of credit union	Facilitation to become members of credit union	Facilitation to become members of credit union	Facilitation to become members of credit union	Facilitation to become members of credit union	
	Support to start the business: capital (to be provided in kind)	Support to start the business: capital (to be provided in kind)	Support to start the business: capital (to be provided in kind)	Support to start the business: capital (to be provided in kind)	Support to start the business: capital (to be provided in kind)	Support to start the business: capital (to be provided in kind)	Support to start the business: capital (to be provided in kind)	Support to start the business: capital (to be provided in kind)	
	Support to improve existing business: capital (to be provided in kind)	Support to improve existing business: capital (to be provided in kind)	Support to improve existing business: capital (to be provided in kind)	Support to improve existing business: capital (to be provided in kind)	Support to improve existing business: capital (to be provided in kind)	Support to improve existing business: capital (to be provided in kind)	Support to improve existing business: capital (to be provided in kind)	Support to improve existing business: capital (to be provided in kind)	
	Other: specify	Other: specify	Other: specify	Other: specify	Other: specify	Other: specify	Other: specify	Other: specify	
	Other: specify	Other: specify	Other: specify	Other: specify	Other: specify	Other: specify	Other: specify	Other: specify	
	Other: specify	Other: specify	Other: specify	Other: specify	Other: specify	Other: specify	Other: specify	Other: specify	

Adult Monitoring Form

M5. Assessment improved livelihood of the adult beneficiaries (tick)		The adult beneficiary has not yet implemented what s/he learned from the training to improve the family livelihood	The adult beneficiary has not yet implemented what s/he learned from the training to improve the family livelihood	The adult beneficiary has not yet implemented what s/he learned from the training to improve the family livelihood	The adult beneficiary has not yet implemented what s/he learned from the training to improve the family livelihood	The adult beneficiary has not yet implemented what s/he learned from the training to improve the family livelihood	The adult beneficiary has not yet implemented what s/he learned from the training to improve the family livelihood	The adult beneficiary has not yet implemented what s/he learned from the training to improve the family livelihood	The adult beneficiary has not yet implemented what s/he learned from the training to improve the family livelihood
		The adult beneficiary implements what s/he learned from the training to improve the family livelihood, in forms of:	The adult beneficiary implement shat s/he learned from the training to improve the family livelihood, in forms of:	The adult beneficiary implements what s/he learned from the training to improve the family livelihood, in forms of:	The adult beneficiary implements what s/he learned from the training to improve the family livelihood, in forms of:	The adult beneficiary implements what s/he learned from the training to improve the family livelihood, in forms of:	The adult beneficiary implements what s/he learned from the training to improve the family livelihood, in forms of:	The adult beneficiary implements what s/he learned from the training to improve the family livelihood, in forms of:	The adult beneficiary implements what s/he learned from the training to improve the family livelihood, in forms of:
		The family has indicated an increase in its livelihood by increased income by%	The family has indicated an increase in its livelihood by increased income by%	The family has indicated an increase in its livelihood by increased income by%	The family has indicated an increase in its livelihood by increased income by%	The family has indicated an increase in its livelihood by increased income by%	The family has indicated an increase in its livelihood by increased income by%	The family has indicated an increase in its livelihood by increased income by%	
		The adult beneficiary has become member of women's group	The adult beneficiary has become member of women's group	The adult beneficiary has become member of women's group	The adult beneficiary has become member of women's group	The adult beneficiary has become member of women's group	The adult beneficiary has become member of women's group	The adult beneficiary has become member of women's group	The adult beneficiary has become member of women's group
		The adult beneficiary has become member of credit union	The adult beneficiary has become member of credit union	The adult beneficiary has become member of credit union	The adult beneficiary has become member of credit union	The adult beneficiary has become member of credit union	The adult beneficiary has become member of credit union	The adult beneficiary has become member of credit union	The adult beneficiary has become member of credit union

Knowledge, Attitude and Behavior – *when leaving into action program:*

M6. How many years of basic compulsory education do we have in Indonesia?	M7. How important is education for the future of your children?			M8. At what age are children allowed to work fulltime in general?	M9. Which of the following four statements do you agree with? 1. it is more important for boys to finish school (SMP) 2. it is more important for girls to finish school (SMP) 3. It is equally important for boys and girls to finish school SMP 4. It is neither important for boys nor girls to finish school (SMP)
b. years b. Do not know	Not important	Important	Very important	b. Years b. Do not know	(.....)
M10. There is a law about the age at which children should not work		M11. Working can sometimes be bad for children			M12. Why have I not been able to put/keep my children in school: a. b. not applicable as all my children are in school
Yes	No	Do not know	Yes	No	Do not know

How to fill in?

Similar to the child beneficiary form, after looking at monitoring form on adult beneficiaries, data collector (could be trainers/ outreach project staff/participating teachers/others) should fill the form. Since the form needs to be quantified, and is going to be recorded in a database, completion of the form should be in line with codes provided by the project.

Adult beneficiary initial status form

This form need not be filled in fully during the intake interview with the adult. Some of the questions may be too sensitive to ask before you have developed a rapport and established trust. You will need to use your own judgment about the kinds of questions that are appropriate to ask during the first interview as each adult and each situation will be different. You need to ensure that you have completed the form fully within A MONTH of the adult's intake, if possible. As you learn more about the adult from different sources, add this information to the form. Circle questions where information is still needed. You can update the form as more information comes to light. Highlight any additions or changes you make so that the person capturing the information on the electronic database will notice them (e.g. by using an arrow in the margin).

Following are instructions and explanations that will help in filling out the adult beneficiary initial status form.

1. Project: the code is determined by ILO-IPEC Jakarta and the code is TBP2 INA

2. Implementing Agency (IA) code:

The code for IA should be short but descriptive enough. It can be an acronym. E.g. the IA “Lembaga Advokasi Perempuan dan Anak” could have the code of LAPA; “Yayasan Kesejahteraan Anak Indonesia” could have the code of YKAI, etc. To allow consistency, it is important that the same code is adopted by all staff entering and updating data in the manual forms and the database.

3. Title of Action Program code

Please put the complete title.

4. Start Date: See start date in the cover page of FINAL APSO attached to the agreement

5. End date: See end date in the cover page of FINAL APSO attached to the agreement

6. Child IPEC ID Number

Every child is identified by a child ID number given to the child by the action program. The child ID number is a permanent and unique number that remains with the child until the end of the program. Every child identified as a beneficiary must be assigned an ID number.

The project requires twelve digits for an adult ID number. It includes:

- o. Adult Beneficiary (one digit)
- p. Sector (one digit)
- q. Province (one digit)
- r. CCT or NON CCT areas (one digit)
- s. Code of action program (two digits)
- t. Main service received by the child (one digit)
- u. ID number (five digits).

For this project, the codes are following:

- c. Code for child beneficiary is 2

b. Code of Sector

Sector/Province	Code
Child Trafficking	1
Street Children	2
Child Domestic Worker	3
Children in Plantation	4

c. Code of Project Sites

Province	Code
North Sumatra	1
Lampung	2
Jakarta	3
West Java	4
East Java	5

d. Codes for CCT and Non CCT

Type of Areas	Code
CCT	1
Non CCT	2

e. Codes for Action Programme Code

This code will be provided by the ILO-IPEC Jakarta. It will be given to the implementing partner once the action program gets approval from the CTA and technical clearance from ILO-IPEC in Geneva. For the time being, the list of action program codes is as follows. The list will be expanded as soon as new action programs have been approved and cleared.

No	Title of AP	Implementing Partner	Code for AP
1	Withdrawal and Prevention of Child Labor in Plantation Sector through Education	LINGKAR, Deli Serdang	01
2	Prevention of Child Trafficking and Child Domestic Workers through Education	PPSW Pasoendan, Sukabumi	02
3	Combating Child Trafficking, Child Domestic Labor and Child Labor in Plantation in Selected Communities of Wongsorejo and Kalipuro Sub-Districts, Banyuwangi District	Hotline Surabaya	03
4	Rehabilitation and Reintegration of Child Victims of Trafficking	YKAI or ICWF, Jakarta	04
5	Withdrawal of Street Children through Education Services	YPI, Jakarta	05
6	...	...	...

f. Type of Main Services Received by the Adult Beneficiaries

Since the ILO has provided certain services to prevent or withdraw children from the four sectors, the project will refer to these services. However, the mentioned services will only refer to the main service from which the adult benefits. The code for main service is as follows:

No	Type of Main Service	Code for Main Service
1	Training on livelihood improvement program: to start a small business	1
2	Training in livelihood improvement program: to improve existing business	2
3	Facilitation to become members of women's group	3
4	Support to start and improve existing business: capital (to be provided in kind)	4
5	Other: specify	5

f. The ID Number

The ID number consists of five digits. In each implementing agency, this starts from 00001.

Therefore, if the ID adult number is 234202100098, s/he is an adult beneficiary under the Domestic Work sector in West Java, in a non CCT area, and receives training on livelihood improvement: to start a small business, organized by PPSW Pasoendan.

Personal and Family information

Question	How to fill in?
<u>7. Sex</u>	Enter either M for male or F for female
<u>8. Project direct child beneficiaries related to this adult:</u>	Enter here the IPEC beneficiary codes for all direct child beneficiaries related to this adult beneficiary and who are supported by this project.
<u>9. Date of birth:</u>	Example: if the person was born on 11 August 1960, please write 11/08/1960
<u>10. Place of birth</u>	Please mention here in what District/City, the person was born
<u>11. Current place of residence</u>	Provide as accurate details as possible starting from specific location and moving to village, district etc. level. Model is "house, RT/RW, village, sub-district, district/city, province". Separate words with comma.
<u>12. Previous place of residence if adult has moved within the last year</u>	Enter the last place of residence here, if the adult has moved to the current place of residence within one year. Provide as accurate details as possible starting from specific location and moving to village, district etc. level. Model is "house, RT/RW, village, sub-district, district/city, province". Separate words with comma.
<u>13. Main job of the beneficiary:</u>	Write down main job of the beneficiary
<u>14. Average income of the household in a month (Rupiah):</u>	Write down the number
<u>15. What is the adult's relationship to the child beneficiary/beneficiaries supported?</u>	Choose appropriate 1. Mother/father; 2. Brother; 3. Sister; 4. Foster parent; 5. Grand parent; 6. Uncle/Aunt (blood-related); 7. Cousin (blood-related); 8. Other; 9. Not applicable Enter the appropriate number 1-9.
<u>16. How many children are there in the household who are 12 -17 years of age?</u>	Enter figure.
<u>17. How many of these are working, how many go to school, and how many combine work and school?</u>	G = girls; b = boys; w = working; s = school, and ws = working and school. In each column under the question write number if applicable
<u>18. How many children are there in the household who are less than 12 years of age?</u>	Enter figure.
<u>19. How many of these are working, how many of children of age 5-12 years go to school, and how many combine work and school?</u>	G = girls; b = boys; w = working; s = school, and ws = working and school. In each column under the question write number if applicable.

Knowledge, Attitude and Behavior

Question	How to fill in?
20. <u>How many years of basic compulsory education do we have in Indonesia?</u>	Write down the answer
21. <u>How important is education for the future of your children?</u>	Tick as appropriate
22. <u>At what age are children allowed to work fulltime in general?</u>	Write down the answer
23. <u>Which of the following four statements do you agree with?</u>	Enter a number indicating answer <u>1. it is more important for boys to finish school (SMP)</u> <u>2. it is more important for girls to finish school (SMP)</u> <u>3. It is equally important for boys and girls to finish school SMP</u> <u>4. It is neither important for boys nor girls to finish school (SMP)</u>
24. <u>There is a law about the age at which children should not work</u>	Tick as appropriate
25. <u>Working can sometimes be bad for children</u>	Tick as appropriate
26. <u>Why have I not been able to put/keep my children in school</u>	State shortly what are the reasons beneficiary gives, if applicable.
27. <u>Targeted for services</u>	Tick next to types of services which will be offered to the person. Indicate who provides the service (the Implementing Agency itself or if the service is subcontracted to someone else then indicate other). Specify perceived duration/frequency/quantity of the service provided.

Adult monitoring form

Question	How to fill in?
M1. <u>The date the adult was first provided services by this Action Program:</u>	Enter the date when service provision began.
M2. <u>The last date the adult was provided services by this Action Program:</u>	Enter the date when services were provided for the last time under this Action Program. Please note that following up with the beneficiary is still interaction regarded as service provision.
M3. <u>Action Program monitoring period (one column for three months):</u>	The Implementing Agency should monitor the adult beneficiary every month and record the status of the adult beneficiary at the end of each 3 month period as dated in each column. The Implementing Agency should not delay recording the status of adult beneficiary in each period. The Implementing Agency should submit to ILO-IPEC in first week of March and first week of September, information on the status of the adult beneficiary as recorded in the period ending at the end of February for the report to be submitted in the first week of March and as recorded in the period ends at the end of August for the report to be submitted in the first week of September.
M4. <u>Types of services provided:</u>	Tick services received by the person in the relevant period. Only tick once in column of the period when the person receives the service. An adult may receive more than one service.
M5. <u>Assessment of improved livelihood of the beneficiaries (tick)</u>	Tick the correct one
Questions M6-M11 should be answered after the adult leaves the services.	
M6. <u>How many years of basic compulsory education do we have in Indonesia?</u>	Write down the answer
M7. <u>How important is education for the</u>	Tick as appropriate

Question	How to fill in?
<u>future of your children?</u>	
<u>M8. At what age are children allowed to work fulltime in general?</u>	Write down the answer
<u>M9. Which of the following four statements do you agree with?</u>	Enter a number indicating answer <u>1. it is more important for boys to finish school (SMP)</u> <u>2. it is more important for girls to finish school (SMP)</u> <u>3. It is equally important for boys and girls to finish school SMP</u> <u>4. It is neither important for boys nor girls to finish school (SMP)</u>
<u>M10. There is a law about the age at which children should not work</u>	Tick as appropriate
<u>M11. Working can sometimes be bad for children</u>	Tick as appropriate
<u>M12. Why have I not been able to put/keep my children in school</u>	State shortly what are the reasons beneficiary gives. This question should be answered at the end of the period during which the adult received services.

7. Examples of cases of withdrawn and prevented children through the provision of specific services

7.1 Examples of cases of withdrawn children

7.1.a Withdrawn Child Domestic Worker

N, 16 years old, is working as domestic work in Jakarta. The initial status of N recorded by the Action Program indicates the following situation:

When monitored for the first time, N had joined the package B program that was run in the afternoon by an Implementing Partner. Based on the self monitoring sheet, N is still working 12 hours per day on average, including on Saturdays and Sundays, though she reports that she has sufficient food and accommodation and been treated fairly well by her employers. At this stage, we should not count this girl as having been withdrawn as she is still working long hours exceeding the allowed hours (45 hours including overtime).

Another girl, T, aged 14, has been working as a domestic worker for almost a year. After persuasion of the child and awareness rising to the employer, the child decides to go back to her home village and refuses to receive any assistance to be enrolled in education services. As the project does not provide any educational services to the girl, we can not consider her as withdrawn from child labor.

But her friend, O, aged 13, is assisted by the Implementing Partner to go back to formal school (JHS) through provision of a full year scholarship by the project. This girl can be considered as withdrawn if the implementing partner through its monitoring activities found that the child:

- a. is still in school, and
- b. is not engaged in any work two months after quitting her work as domestic workers.

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7.1.b Withdrawn street children

A boy, 14 years old, sells news paper at the bus terminal. He joins an educational program organized by the Implementing Partner but he is still selling newspapers at the bus terminal. At this stage, we can not consider him as having been withdrawn. Two months after joining the education program, the boy quits his job of selling newspapers at the bus terminal but instead he is now assisting his mother selling snacks at his house in the mornings, working less than 3 hours a day. This boy can be reported as a withdrawn street child. A child aged 12 to 14 is allowed to do light work (not more than 3 hours in non hazardous work).

Another boy of 16 also sells newspapers at the bus terminal. He joins an educational program organized by the Implementing Partner but he is still selling newspapers at the bus terminal. We can not consider him as having been withdrawn because even though he has reached the general minimum age for work (15 years), working at the bus terminal is considered a hazardous situation and the minimum age should be 18 years. Two months after joining the education program, the boy now is running a small kiosk in front of his house selling newspapers and magazines. At this stage, the boy can be reported as a withdrawn street child.

7.1.c Withdrawn victims of trafficking

A, a girl of 14, is rescued from trafficking by the police and is referred to an implementing partner. The Implementing Partner assesses the girl and confirms that she is a victim of trafficking. The Implementing Partner then provides the child victim with various services including counseling, health examination, health care, and reintegration to the child's family as far as the situation allows, and provides the child with support to join a package B program in her village. However, the child is now also working to help her parents in the paddy fields and she spends more than 3 hours a day on this work. Because of this situation, the child can not be reported as withdrawn from child labor. The Implementing Partner should work with the parents to release the child from her work as she is still under the minimum age for work.

Two months later, the child is released from the work by her parents, as a result of awareness raising or persuasion to her parents. The implementing partner can not immediately record that the child is withdrawn. Only after it is proven that the child is not engaged in any work within two months period after she was released from work then the implementing partner can record the child as withdrawn from child labor.

Another girl victim, aged 17, has been reunited with her family and provided with a service for her to follow vocational training which she attends twice a week. When she does not attend the vocational training class, the girl helps her mother by attending the small kiosk selling daily basic needs such as sugar, rice, etc. This girl can be reported as having been withdrawn from trafficking. As she is already above the minimum age (above 15 years old), she is allowed to work as long as the work she performs is non hazardous work, such as attending the kiosk.

7.1.d. Withdrawn children from plantation

M, a 12 year old boy works on a plantation helping his father for five hours a day. He does not go to school anymore. The Implementing Agency works to persuade him and his parents to withdraw him from the work by inviting him to join a bridging course. The boy joins the bridging course program and at the same time quits work. And, after being monitored during two months later, he does not go back to the work in the plantation or engage in any other work; the boy can be reported as having been withdrawn.

Another boy, 14 years old, also works on a plantation to help his father for 5 hours a day. After persuasion by the implementing partner, the boy joins the bridging course but he still works to help his father in the fields. Because of this situation, the boy can not be considered as having been withdrawn as he still works on the plantation even though he has joined the bridging course. The Implementing Partner should further provide awareness rising and persuade the boy and his family for the boy to leave his work.

Another boy, 17 years old, works on a plantation in a job which exposes him to various hazards. The boy is provided with vocational skill training which he attends twice a week while he continues working as usual. The boy can not be considered as a withdrawn child even though he attends the vocational training, he is still working in a job which involves various hazards. The implementing partner should work with the boy, his parents and/or his employers to move the boy to non-hazardous tasks. The boy could be considered withdrawn only when he performs work that does not involve hazards.

7.2. Examples of Prevented Children

7.2.a Prevented Children from Trafficking

X, a girl of 14 who is in second grade of Junior Secondary High School, is identified as a low achiever in her JSH and lives in an area which is considered at high risk of trafficking. She has participated in a remedial program organized by her school with support from the IPEC Project. The remedial program includes life skill education to build her capacity to protect herself from trafficking. X can be reported as prevented after attending minimum 20% of the total learning hours of the remedial program.

7.2.b Prevented from Child Domestic Workers

W, a girl of 16 who has dropped out of school, is identified as an at-risk child of engaging in domestic work because she lives in an area considered as a high risk area and because she has a sister who already works as a domestic worker. She participates in a bridging course as she is interested to join the education program offered by an implementing partner. The bridging course curriculum includes life skill education to build her capacity to protect herself from engaging in unacceptable domestic work for children under 18 years old. W can be reported as prevented after attending minimum 20% of the bridging course program session on the first day she joins the bridging course.

7.2.c Prevented from becoming street children

Y, a girl of 13 who is in first grade of Junior Secondary High School, is identified as a low achiever in her JSH. Her family is CCT recipients in an area in which the children are considered at high risk of becoming street children. She participates in a remedial program organized by her school (or an implementing partner) with support of the IPEC Project. The remedial program includes life skill education and awareness rising on hazards and risks of doing economic activities on the street. Y can be reported as prevented after attending minimum 20% of the remedial program.

7.2.d Prevented from engaging in plantation work

B, a girl of 14 who is in second grade of Junior Secondary School, is identified as a low achiever in her education in an area which is considered at high risk of child labor in plantation work. She participates in a remedial program organized by her school or an implementing partner with support from the IPEC Project. The remedial program includes special awareness raising activities on the hazards of plantation work. B can be reported as prevented from child labor after attending 20% of the remedial program.

G, a boy of 16 who is a school drop out, is identified as working on a plantation watering the plants for 4 hours a day in the morning. The work he does is not hazardous. The boy joins a vocational training class and is provided with information on hazards and risks of plantation work, while he continues working. G can be reported as prevented after attending minimum 20% of the total program session of the vocational training. He is already above the minimum age and the work he carries out is not hazardous, so that he can continue working while attending the vocational training program. The AP prevents this child from engaging in hazardous plantation work.

8. Potential difficulties in DBMR as related to this project and its APs and how these should be addressed

8.1. Three out of 4 sectors targeted under the 2nd phase Project of Support are characterized by moderate and high mobility and to some extent it can be a potential difficulty for an Action Program to maintain records on the child beneficiaries' progress. Many child domestic workers return to their home villages to celebrate *Ied El-Fitr* (the festival at the end of the Muslim fasting month) and a high percentage of them do not return to their original employers. Many of them look for better offers in domestic work such as a higher salary or better working conditions (for example, they are looking for a work in households without children under five or babies). Such information may be provided by their friends or relatives working as domestic workers. Even higher mobility is found among street children and children in Commercial Sexual Exploitation.

This situation may cause some of the child beneficiaries to be moved to places far away from project sites before the service they receive has been completed. Although the Implementing Partner may be able to track the children, their new place of residence could be too far away from the project sites for the Implementing Partner to be able to continue providing services to these children. In such cases, Implementing Partner could try to contact other NGOs or service providers to find out whether they could include these children as their target groups. However, this is unlikely to be successful, as services are not abundant. For child domestic workers, the project will try to start Action Programs that provide services two or three months after *Eid El-Fitri* to ensure that most of the child domestic workers will complete the education services provided by the action program.

8.1. Some beneficiary may be only reached and be provided with education services a few months before an Action Program is completed. This makes it difficult for the Implementing Agency to monitor the beneficiaries for 12 months (the minimum requirement). In such cases, ILO-IPEC will develop mini programs or an external collaboration contract with a local consultant to be able to continue monitoring of these beneficiaries for the minimum number of months required.