



International
Labour
Organization

Guidelines for Developing Child Labour Monitoring Processes



International
Programme on
the Elimination
of Child Labour
(IPEC)



Guidelines for Developing Child Labour Monitoring Processes

International Labour Organization

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Guidelines for Developing Child Labour Monitoring Processes

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Table of contents

Introduction	1
Overview of the CLM model and how it is developed	1
Core CLM activities	2
CLM in the formal and informal economy	3
What is the information used for?	4
I. Preparing for CLM	9
Introduction	10
Step 1: Determine the problem and level of response.....	10
Step 2: Review existing legal and child labour policy frameworks, information collection and management capacities and basic services	15
Step 3: Raise awareness and build alliances to create the CLM framework..	18
II. Designing, testing and training	21
Introduction	22
Step 1: Set up the management of the CLM	22
Step 2: Develop and test monitoring tools.....	27
Step 3: Develop the referral system.....	33
Step 4: Organize the monitoring teams.....	34
Step 5: Train monitors and build capacity	36
Step 6: Test the CLM design and think about replication	38
III. The monitoring phase	41
Introduction	42
Step 1: Prepare the visit	43
Step 2: Arrival on site for the visit.....	44
Step 3: Withdrawal and referral	47
Step 4: Protection and prevention.....	52
Step 5: Close the monitoring visit	54
Step 6: Immediate data management and reporting	54

IV. The follow-up phase	55
Introduction	56
Step 1: Tracking of child labourers	56
Step 2: Quality control and verification.....	59
Step 3: Providing data for enforcement of laws	60
Step 4: Information dissemination and analysis.....	62
Step 5: Inputs to laws, policies and social planning.....	63
V. Conclusion	65
Summary of the key elements and issues concerning CLM	65
VI. Annexes	69
Annex A: Case studies.....	70
Annex B: Different roles and responsibilities in CLM	80
Annex C: Sample CLM profile	81
Annex D: Summary of general variables used to collect information through different CLM frameworks	85
Annex E: Interviewing girls and boys: Sample "Setting the climate" checklist	90
Annex F: Child participation in CLM.....	91
Annex G: Sample forms used in child labour monitoring	92

Table of figures

Figure 1: Conceptual map of CLM	5
Figure 2: Phases and steps in CLM.....	6
Figure 3: The CLM model	8
Figure 4: Key CLM partnerships in the formal and informal economies	14
Figure 5: Sample memorandum of understanding (MOU)	25
Figure 6: Example of an administrative structure for CLM - Kenya commercial agriculture project.....	26
Figure 7: Sample age verification form	48
Figure 8: Example of a child labour monitoring form, ILO-IPEC CLM soccer ball project, Pakistan	49
Figure 9: Areas of intervention in the CLM system in Turkey.....	51
Figure 10: Teachers' roles in CLM	58
Figure 11: Sample social protection monitoring form	61

Introduction

The purpose of child labour monitoring (CLM) is to identify and remove girls and boys from child labour and refer them to rehabilitation services. In this way CLM contributes to the progressive elimination of child labour in particular economic sectors or geographic areas. In the long run, the goal of developing and implementing CLM is to institutionalize an ongoing process of observation, identification and removal and, where possible, to expand it or replicate it in other sectors or regions. To do this, CLM requires a framework based on the active support and participation of the local community and government at all levels.

These guidelines provide information on how to design, develop and operate child labour monitoring. They describe a generic model of the process of child labour monitoring along with practical examples that will help you to adapt the model to specific child labour situations.

The model can be used when developing CLM work in specific child labour sectors, such as commercial agriculture, small-scale mining and manufacturing industries. It is recommended, however, that CLM be area-based, covering all forms of child labour in a given geographical region. To ensure its legitimacy, CLM should be operated through a wide multi-sector alliance. The guidelines describe the links and potential inputs of CLM to local and national policies.

These guidelines are intended for ILO-IPEC staff and governmental and non-governmental organizations involved in implementing child labour projects. They can also be useful for policy-makers and social planners engaged in designing national policies and action plans.

The guidelines are complemented by a CLM Overview document that provides information about the origins, evolution and basic features of child labour monitoring.¹

■ Overview of the CLM model and how it is developed

Developing CLM involves two principal stages: **preparation** and **designing, testing and training**. These two stages result into the actual CLM model consisting of two distinct phases: **monitoring** and **follow-up**. These are described in detail in Chapters I-IV.

Each chapter contains core information about developing and operating CLM and steps on how to implement them. These have been drawn from activities and procedures successfully tested and used in previous IPEC-supported child labour monitoring projects. Examples based on the lessons learned from these projects are also used to illustrate some of the potential challenges you may face and to suggest possible solutions.

A successful implementation of the model will lead to the creation of a system that ensures that child labourers are found and identified, that workplaces are continually monitored and that girls and boys who require referral are provided with adequate services.

1 Available from ILO-IPEC website: <http://www.ilo.org/public/english/standards/ipec/publ/>

Developing the CLM Model:

I. Preparation

In this section, you create the CLM framework. The CLM framework is the association of partners and the agreements among them. This preparatory stage ensures that the conditions necessary for monitoring are met and that the development of CLM process is supported by a wide array of stakeholders. Figure 1 presents the CLM framework as a conceptual map with the different operating levels in evidence.

II. Designing, testing and training

The design and testing of the CLM process must be consultative, participatory and based on a common agreement by all concerned.

During this stage the CLM process is designed and the procedures, documents and forms that enable monitoring to be implemented correctly are developed. Before a proper testing is possible, both those managing CLM and those involved in the actual monitoring work need to be trained and familiarized with each other's roles and responsibilities.

Designing, testing and training ensures that the CLM process will function and that the practitioners will have adequate skills and capacities to manage and conduct the actual monitoring and referral activities.

The CLM Model:

I. Monitoring

In this phase of the CLM model, the monitoring in workplaces and the referral to schools and other service sites take place. Reports are made on the monitoring visits and information from previous visits is crosschecked with the actual situation at the workplace under scrutiny.

II. Follow-up

In the second phase of the CLM model, the information collected is made available for wider use, and girls and boys removed from child labour are tracked in order to ensure that children have alternatives. Information collected through the monitoring at the local level is then disseminated to regional and national levels of government for purposes of policy review and social planning.

The monitoring and follow-up activities are ongoing; they are repeated on a regular basis. As child labour decreases, however, CLM would be expected to decrease in intensity as well and gradually become incorporated into government social protection functions.

Figure 2 outlines the two preparatory stages in developing CLM, the core phases of the CLM model and the practical steps within each and their expected outcomes.

Note that for CLM to be feasible after its initial testing period, it must be relatively easy and simple to operate and require only basic technical skills and equipment.

Furthermore, the operating cost of CLM has to be in line with the human and financial resources available for the effort. When CLM is incorporated into existing activities of government agencies, the main costs involved pertain to training, development of tools and cooperation mechanisms. The operational costs must be in line with the constraints of the government systems at various levels.

■ Core CLM activities

Once the framework has been created and the CLM designed and tested, the actual monitoring and follow-up begin. Figure 3 presents the functional generic CLM model in the monitoring and follow-up phases and shows the links between the various activities and the inputs of CLM to policy-making and law enforcement.

The core activities of CLM carried out in the monitoring phase include:

- **Identification and assessment:** Girls and boys at work or in transit to work are identified.
- **Protection and prevention:** The workplace is checked to see what types of work-related hazards exist to which child labourers may be exposed.
- **Referral:** If children are found, identified as child labourers and assessed to be at serious risk, they are removed and referred to services corresponding to their needs via a network of service providers and agreed procedures.

If child labourers are not found in a workplace, the monitoring team provides information about how to prevent child labour and on appropriate working conditions for legally employed young workers.

- **Immediate data management and analysis:** After the monitoring visit, information is recorded and reported upon for appropriate action.

Activities in the follow-up phase are:

- **Tracking:** Girls and boys covered by CLM are tracked to make sure that they are attending school or have been provided other suitable alternatives.
- **Quality control and verification:** The information from CLM is checked to make sure that it is credible and accurate.
- **Providing information for enforcement of laws:** Information about violations of laws related to child labour is made available to law enforcement officials and the judiciary.
- **Information dissemination and analysis:** Information is provided to the regional and national levels.
- **Inputs to laws, policies and social planning:** Information is used to review and promote anti-child-labour laws and policies for social planning.

CLM in the formal and informal economy

The generic principles of CLM are applied somewhat differently if the CLM is primarily being used in the formal or informal economy.

Formal economy

CLM in the formal economy is often conducted through multi-sector teams where labour inspectors are joined by social workers, educators and sometimes Non-governmental organizations (NGO) and community members, each one with a special function and purpose in the monitoring team. These multi-sector partnerships are often institutionalized and are a valuable complementary resource to general labour inspection work.

In child labour monitoring programmes established for export industries, monitoring can be conducted through monitors specialized in child labour. Lately, voluntary and private monitoring programmes have been developed where monitoring in a specific manufacturing sec-

tor has been expanded to include other core labour standards in addition to child labour.

The agreements covering CLM should provide a framework for the referral of child labourers to services, such as schooling and vocational training. The monitors can also coordinate the referral directly with school authorities. This is the case, for instance, in the CLM project of the *Bangladesh Garment Manufactures and Exporters Association (BGMEA)* where the monitors actively take part in the removal of the children from the workplace and their referral to schools. (See Annex A "Case studies")

Another interesting example of a monitoring process operated through formal government structures is found in *Turkey*. Here two distinct teams were set up: a workplace monitoring unit and a social support unit. (See Annex A.)

Teachers may also be part of the actual monitoring teams and take an active role in ensuring that child labourers and children at risk will be enrolled or encouraged to attend schools.

Employers' organizations and trade unions have a very important role to play in CLM as well. Their active participation in the development of CLM and their support of the aims of the CLM can greatly facilitate its functioning. For example, their involvement can ensure that monitors have free access to workplaces. They are also important partners in the prevention of child labour.

Informal economy

CLM in the informal economy is often focused more on preventive work than inspection and enforcement of labour laws. This type of CLM is principally implemented in rural areas and in sectors where physical withdrawal of children from the worksite is not possible. Many children working in the informal economy work with their families on small-holder farms, small-scale mining sites or fishing boats, for example. The monitors' work is therefore focused on educating the parents of the children about the dangers and potential harm to the child of the work in question and ensuring that the community members uphold agreed rules with respect to child labour.

The success of monitoring in the informal economy is typically founded on the social status of and the community's respect for the monitors. Traditional chiefs, religious leaders and basic-services professionals, such as health workers and schoolteachers, generally comprise the pool of potential child labour monitors for CLM here. Members

of voluntary organizations can also have an important role. As the monitors are rarely paid for their function, it is also important that they themselves see their work as a contribution to the overall good of the community and an undertaking that may further enhance their status in the village or neighbourhood.

In order to ensure effective monitoring and collection of information, different types of incentives are still typically used.

The actual act of monitoring includes checking school attendance and administering monitoring tools periodically to children, employers and schools or other service sites.

Examples of monitoring processes in the informal economy (small-scale mining in Bolivia, Ecuador and Peru and agriculture in Kenya) can be found in Annex A.

Approaches similar to CLM are sometimes used in prevention of trafficking of girls and boys. As part of interventions to combat trafficking, community watch and vigilance systems have been established to monitor the sending areas for trafficking. Monitoring processes have also been tested and established in receiving areas such as ports, airports and bus stations.

■ What is the information used for?

CLM not only removes children from child labour, it also generates information that can serve as valuable inputs to policy-making and the enforcement of laws and regulations.

Schools can use the information to ensure that girls and boys who have been identified by CLM enrol in school as well as to try to bring those who have dropped out back to school.

Businesses can use the information to ensure the respect for minimum working standards and the improvement of working conditions for legally employed young workers.

Trade unions can use the information to ensure compliance with collective agreements and codes of conduct.

Social welfare agencies can use the information to target and assist at-risk families to prevent child labour.

Local authorities can use the information for sanctioning employers that repeatedly violate child labour laws. District-level government agencies can use the information from the local level to chart child labour trends to evaluate changes in specific sectors and areas so that they can plan action accordingly. National governments can use the information to report on their progress in implementing the ILO Minimum Age Convention, 1973 (No. 138) and ILO Worst Forms of Child Labour Convention, 1999 (No. 182) and the United Nations Convention on the Rights of the Child. This flow of information from local to national levels of government is one of the ways that CLM supports the mainstreaming of child labour action into different levels of governance and promotes broader long-term institution building and attitude change against child labour.

Figure 1: Conceptual Map of CLM

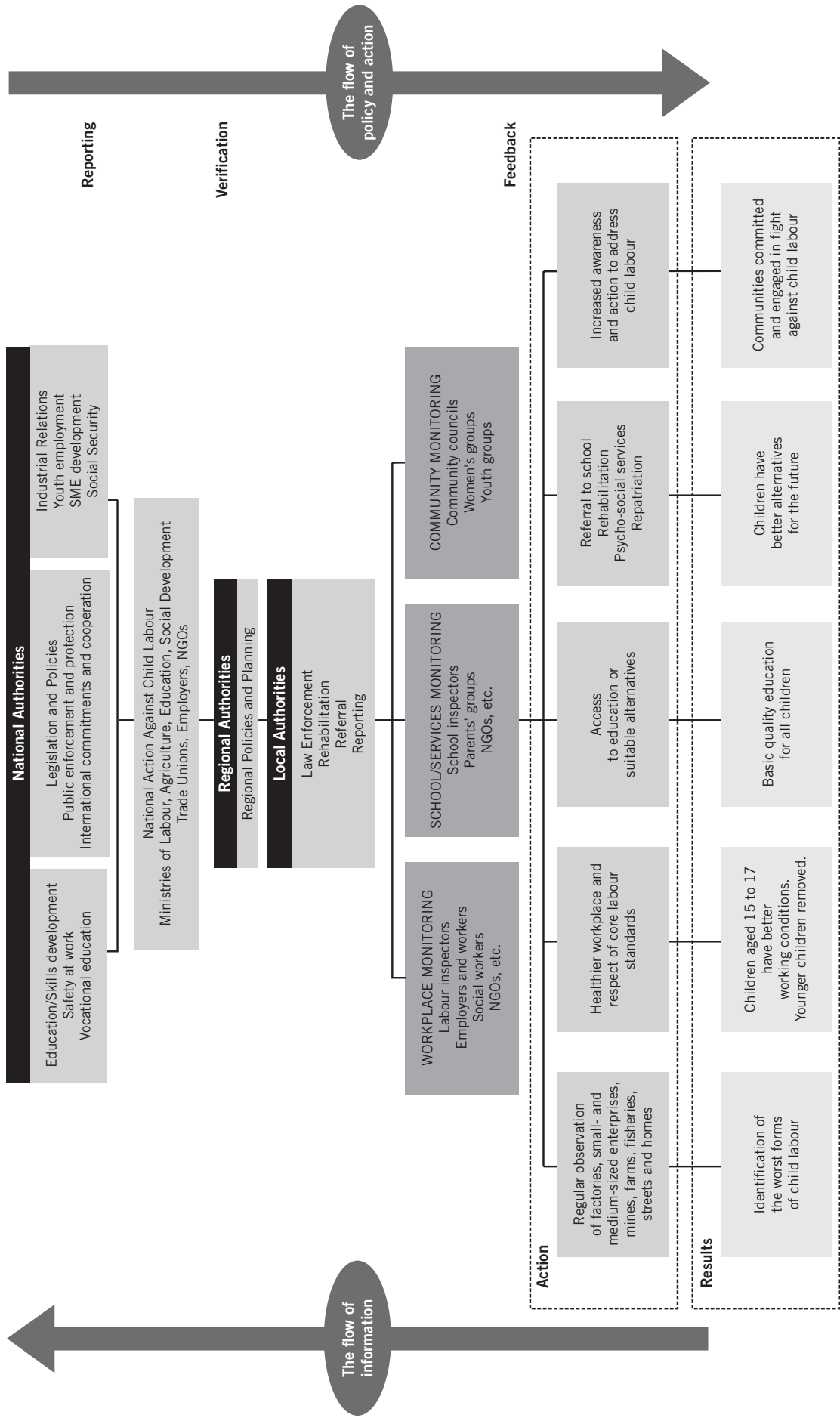


Figure 2: Phases and steps in CLM

Developing the CLM Model

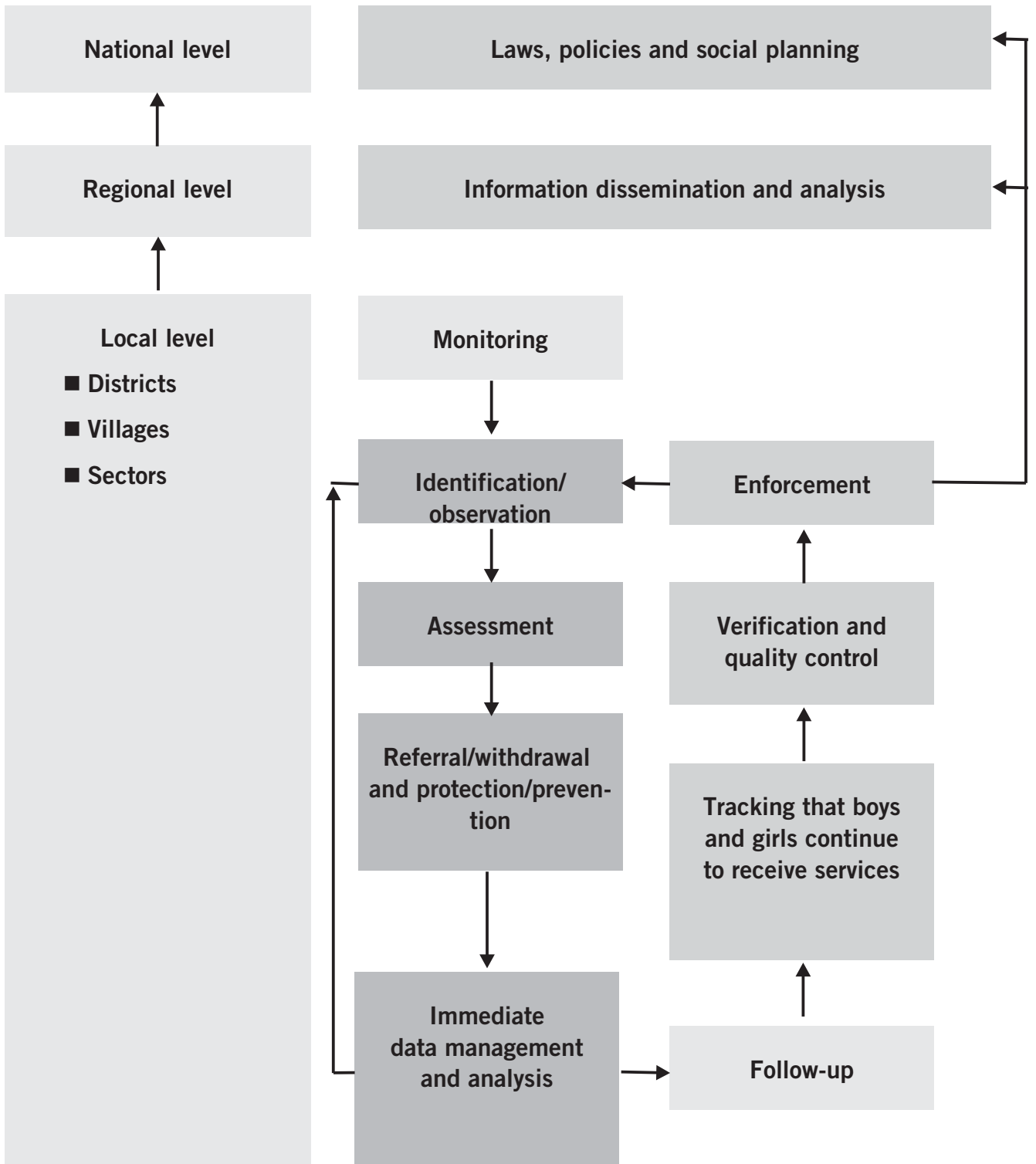
The Preparation Stage	
Steps	Expected Outcomes:
	Review of essential laws, institutional structures and raised awareness of child labour and CLM
1. Determining the problem and level of response	➔ Problem setting
2. Reviewing the legal and child-labour-policy frameworks, information collection and management capacities and building alliances	➔ Review of the relevant policies and information collection capacities
3. Raising awareness	➔ Raised awareness

The Designing, Testing and Training Stage	
Steps	Expected Outcomes:
	Credible, simple, cost effective and sustainable CLM developed
1. Setting up the management of the CLM	➔ CLM management system established
2. Developing and testing the monitoring tools	➔ Monitoring tools developed and tested
3. Developing a referral system	➔ Referral system developed
4. Organizing monitoring teams	➔ Monitoring teams organized
5. Training monitors and building capacity	➔ Monitors trained and practical skills provided
6. Testing the CLM design and thinking about replication	➔ CLM process tested and validated for replication

Process of monitoring child labour

The Monitoring Phase	
Steps	Expected Outcomes:
	Workplaces monitored regularly, child labourers identified and referred to services
1. Preparing for the visit	→ Visit prepared
2. Conducting the visit	→ Visit conducted
3. Withdrawal and referral	→ Withdrawal and referral implemented as necessary
4. Protection and prevention	→ Protective and preventive messages shared
5. Concluding the visit	→ Visit concluded
6. Immediate data management and analysis	→ Information treated and first analysis conducted
The Follow-up Phase	
Steps	Expected Outcomes:
	Information from the monitoring visits used for immediate follow -up and shared for social planning and policy review purposes
1. Tracking of child labourers	→ Information actively used to track ex-child labourer and to ensure their access to services
2. Quality control and verification	→ The accuracy and quality of the information has been checked
3. Providing data for enforcement of laws	→ Information used to improve working conditions for legally working young workers and children withdrawn from child labour
4. Information dissemination and analysis	→ Information on magnitude, location and trends of child labour disseminated widely and used for social planning and policy development
5. Providing inputs to laws, policies and social planning	

Figure 3: The CLM model





I.

Preparing for CLM

The conditions and institutional arrangements required for child labour monitoring

■ Introduction

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

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

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

Step 1: Determining the problem and level of response and build alliances (0-6 months).

Step 2: Reviewing the legal and child labour policy frameworks, information collection and management capacities and basic services (0-6 months).

Step 3: Raising awareness to create the CLM framework (6-12 months).

These steps are applicable regardless of the scope of the CLM framework created.

■ Step 1: Determine the problem and level of response

Why do you need to do this step?

You need to identify the problems of child labour that you are trying to address.

You must be able to explain the rationale and purpose of CLM, why it is a necessary and meaningful process and convince your partners of its benefits.

You need to have good basic knowledge about child labour in the particular sector or area that you intend to cover in order to be able to adapt and apply the model to your specific situation.

You must be able to identify key partners and generate a common understanding and consensus about CLM.

Determine the context of child labour

Many of your potential partners already have some idea of CLM work. They may have participated in child labour initiatives at different levels, either through policy dialogue or direct action, and may have already worked together. For some of them, however, child labour may be a completely new area of work. It is important that you are able to provide good basic information about the causes and consequences of child labour based on both quantitative and qualitative data. Your future partners need to understand the context and factors affecting child labour so that they can better see what their role could be in fighting it. A good way to share information is to share lessons learned from different types of child labour interventions and to use videos and other instructional materials.

Child labour can occur anywhere - in developed and developing economies alike - but the nature of the problem and the context varies. You must be able to describe why taking action is important, how CLM can contribute to fighting child labour and which types of child labour you think need most attention. CLM should be developed through a process of consultation to ensure as much buy-in as possible by the concerned parties. When consulting with partners, different developmental attitudes, philosophies and approaches need to be taken into account.

Profile and determine the causes and consequences of child labour

Understanding the context, causes and consequences of child labour underpins the design of CLM. This includes:

- Determining the roles of poverty and education as causal factors in child labour: Poverty is generally an important factor, but not the only one. The poor quality of education and distance to school may also push children into the workforce, whether or not they can afford to go to school. Parents of child labourers may not consider education to be important due to a lack of access to secondary education or limited job opportunities after graduation. On the demand side, exploitation of children can have both economic and social causes.
- Acquiring information about the characteristics of the child, the household and the workplace (including working conditions): This allows you to under-

stand the environment in which you are designing CLM.

Once you have a reasonable level of knowledge about the child labour problem, you will be able to assess the general requirements for developing a response mechanism.

Identify key partners

It is important to identify and contact all key partners for setting up CLM from the very start to commit them to the task ahead and as well as assess the available resources.

Questions to ask about potential partner organizations:

- Which have most experience in child labour work?
- Which are responsible for coordination of social planning efforts?
- Which have the mandate and authority to act on enforcement of labour laws?
- Which are engaged in developing action plans and resource mobilization for social programmes and projects?
- Which institutions are working on education, health or community mobilization?
- How can you collaborate with employers' and workers' organizations?
- Are there existing processes and systems for information collection, can they be used for CLM and how?

An important part of the preparatory stage is to identify and mobilize political support for the development and design of the CLM process. A good overview of the technical capacities and mandates of the civil service system is required as much of child protection work is conducted through government offices. Relationships between civil society groups and the government as well as industrial relations in general need to be taken into consideration. Comprehensive groundwork and a true consultative process from the start are among the keys to future success.

Conduct a stakeholder analysis

A stakeholder analysis enables you to establish potential partnerships and identify areas of cooperation based on the interest, resources and capacities of your partners. The analysis should look in detail into what types of experience and lessons learned various groups and actors

have in working against child labour: this will help you to identify their possible future role in CLM.

A particular area of interest should be how to collaborate with employers' and workers' organizations and benefit from their workplace-level experiences and knowledge.

Potential reasons why some partners may be more interested than others in participating in CLM

Some export-oriented industries may require monitoring because they have to show that they do not use child labour.

Pressure might come from employers, trade unions, NGOs, buyers, or donor or trading partners, such as the European Union, etc.

Trade unions may want to promote decent working conditions and ensure compliance with collective bargaining agreements.

Civil society organizations may want to enhance children's rights to education and their general welfare.

Government officials may want to rationalize services and better coordinate and use resources.

Figure 4 outlines potential CLM partnerships in the formal and informal economies and can be used to give direction on what types of institutions and partners should be part of building CLM.

Generate a common understanding of the rationale and purpose of CLM

You need a common understanding and consensus among all stakeholders about the rationale and purpose of CLM. You must also define the coverage (area and scope) of the actual monitoring - what the overall objective of developing CLM is and how you can achieve that goal.

This includes considering issues such as:

- Are you creating a nationwide or local-level CLM?
- Are you concentrating on a particular type of child labour or a geographic area?
- Could CLM be conducted through existing information collection, monitoring and enforcement systems?
- How would CLM be linked and contribute to national child labour and anti-poverty policies and programmes?

What to consider at the local level

At the local/community level you are expected to look at the basic physical infrastructure such as schools, health services and local economy. What type of household are you dealing with? Who are the moving forces of the community? What is the role of teachers, local government officials or community groups? Are there organized trade unions, employers' organizations, NGOs or professional groups?

In building the case for CLM, the economic advantages of working against child labour need to be emphasized. The ILO-IPEC study on the economic benefits of reducing child labour analyzes these in detail.²

It is important to point out that CLM is a way of institutionalizing child labour issues into governance. It will help in coordinating the delivery of different services to child labourers and build better communication between various enforcement and basic service providers.

Remember that the number of possible actors and their institutional roles differ depending on the nature of the CLM intervention that you are developing (urban-rural, manufacturing - agriculture, etc.) and the intended scope of the system (community, district/regional or national). To be most useful, CLM should be inclusive of all types of child labour, and be area based rather than limited to a particular sector. The different roles and responsibilities in CLM are outlined in Annex B.

In determining how to best apply the generic CLM model to your case, you should look at different examples of CLM used in the formal manufacturing sector, commercial agriculture and formal urban and rural economies such as small-scale mining and offshore fishing (See Annex A for examples.).

Building a CLM framework and designing the process requires a great deal of willingness among different parties to work together on approaches and mandates pertaining

to labour, education and social welfare. You must allow adequate time for partners to appreciate the concept of CLM and to reach their own conclusions on the matter.

Different stakeholders may also have their own particular reservations about the feasibility and technical viability of CLM. You need to let this dialogue prosper while continuing to provide information and material on lessons learned in CLM. The ownership and sustainability of CLM depends on how committed your partners are in allocating time and resources for it.

Build alliances

In order for your monitoring process to be strong and supported by all relevant partners, you need to invest time and effort into building the monitoring alliance and in mobilizing key partners for action. All participating agencies should be assigned a specific role in the overall framework for CLM.

Developing an alliance is also crucial at the local level where the actual monitoring work is conducted. It is at this level where the practical coordination of the work and follow-up on monitoring visit occurs. The coverage and purpose of the CLM will determine the organizational structures of the CLM framework and, as a consequence, who to involve in the alliance-building work.

Through the process of alliance building, you will ensure that partners own the process and commit resources to its operation - this is important for developing prerequisites for sustainability of the monitoring effort. To ensure sustainability of CLM, it should be gradually owned and internalized by the alliance.

The best assurance for a broad-based monitoring alliance is to allocate adequate time to consult partners and to test and to develop CLM through a participatory process. This process involves all levels of governance and must be designed in a way that takes into consideration the variety of concerns of different stakeholder groups and employers' and workers' organizations in particular.³

2 IPEC: *Investing in Every Child, An Economic Study of the Costs and Benefits of Eliminating Child Labour* (Geneva, ILO, 2004). More information can be obtained from ILO-IPEC website: <http://www.ilo.org/public/english/standards/ipcec/publ/>

3 A multi module ILO-IPEC CLM training manual has been designed to support these efforts and to provide ready to use training workshops for different target audiences on CLM. Please contact ILO-IPEC for further information: e-mail: ipcec@ilo.org

Who to involve in alliance building

Political decision-makers (parliamentarians, regional and local government bodies)

Public officials (social planning, education, employment, health, etc.)

Employers' organizations and trade unions (local chapters and national)

NGOs and civil society groups (professional associations, faith-based groups, etc.)

Grassroots-level actors (village teachers, opinion leaders, women's and youth groups, etc.)

Technical and professional organizations who can contribute to issues such as determination of work hazards and school-based programmes on health and nutrition

Families of affected children

All of these groups have different information requirements and subsequent training and capacity building needs.

University and research organizations (on occupational safety and health for instance), foreign-funded development projects and existing professional networks and media organizations may also play a valuable role in designing and developing CLM.

Alliance building does not necessarily end with the closing of the preparatory stage. You should consider it as a continuing dialogue through which you can bring new members to the alliance as the monitoring and general child labour work progresses. Even if you are developing a localized CLM, it is important that you think about what inter-linkages there may be with national-level actors in view of expanding your CLM and connecting it to national-level information collection systems on child labour.

Result and output of Step 1

After the first step, you have defined the problem you are trying to address and identified your main partners. You have also built alliances and agreed on the purpose and rationale for the CLM that your partners are able to use for their own internal discussions.

Figure 4: Key CLM partnerships in the formal and informal economies

This table presents examples of partnerships and areas of work in CLM. It emphasizes key differences in the composition and focus of CLM when applied to formal and informal economies. The two categories are linked and shifts can occur between the roles and functions of partners depending upon the situation. For instance, labour inspectors and education officials could be involved in all categories.

Formal economy

Emphasis: Integrating child labour concerns into formal labour inspection work and creating referral and social service linkages to facilitate remediation and rehabilitation of child labourers			
Sub-categories	Industry/area of work	Key partnerships	Composition
Manufacturing industries, SMEs, Commercial agriculture and fishing	Garment, shoe, textiles, toy and sporting goods manufacturing, food processing, etc. Export crops, deep-sea fishing	Labour inspectors, social workers, industry associations, trade unions and worker representatives, health, education and social workers, NGOs, chambers of commerce	Labour inspectors and multi-sector child labour monitoring teams (external and/or government based)

Informal economy

Emphasis: Creating community appreciation of ill effects of child labour and committing local actors to actively identify and combat child labour through self-surveillance, referral to schooling and preventive work			
Sub-categories	Industry/area of work	Key partnerships	Composition
Small-holder agriculture	Export cash crops (cocoa, tea, coffee sugar cane, banana, pineapples, etc.) and subsistence farming	Agricultural extension workers, local government, agriculture workers' unions, plantation owners' cooperatives, traditional chiefs, etc.	Community based monitoring teams and local child labour committees can also include formal economy partners depending on the systems of government.
Small-scale rural informal economy industries	Small -scale mining, quarrying, coastal fishing, commercial sexual exploitation	Local government, peoples organizations, faith-based groups, miners and fishermen's associations etc.	
Urban informal economy	Street vending, hawking, child domestic workers, commercial sexual exploitation and scavenging	Local government, labour inspectors, social workers, industry associations, trade unions and workers' representatives, health, education and social workers, informal sector organizations, NGOs, etc.	
Trafficking of girls and boys, and child soldiers	Trafficking for hazardous work, sexual exploitation and child soldiers	Local government, law enforcement officials, border patrols, community organizations, NGO's, etc.	Community-watch systems and vigilance groups; special law enforcement task forces, etc.

■ Step 2: Review existing legal and child labour policy frameworks, information collection and management capacities, and basic services

Why do you need to do this step?

CLM is based on laws regarding child labour and their enforcement mechanisms (such as labour inspection). A general assessment of the legal and administrative context and existing child labour policies helps to ensure this.

If you are developing a national information base on child labour through CLM, you need to establish links and assess the strengths and weaknesses of information management systems already in place.

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

Review the legal and child labour policy frameworks

Laws and policies should be consistent with the provisions of the ILO Worst Forms of Child Labour Convention, 1999 (No. 182), the Minimum Age Convention, 1973 (No. 138) and other child protection instruments.

In order for the CLM to be fully in line with existing national laws and legislation, it is important to consider the overall legal framework in which you are operating. This means 1) reviewing legal instruments to see if and where there are gaps; and 2) assessing the legal mandates of potential partner organizations.

Reviewing legal instruments

As part of the review of legal instruments you must see if there is national legislation that determines hazardous child labour as is called for under Article 4 of ILO Convention No. 182 on the worst forms of child labour. Existence of a list of hazardous work will help greatly when you develop criteria for the removal of girls and boys from child labour as part of the CLM process. Another consideration is whether or not national legislation contains any discriminatory elements against girls that would need to be revised.

The process of review may also include looking at customary laws and practices, particularly in cases where you intend to operate the system in tribal areas or with indigenous peoples.

Examples of legal instruments to consider

- Constitution
- Labour and employment, welfare and education laws
- Child care and family laws
- Customary laws and practices
- Local government codes

Note that the review of the legal framework is not intended to be a lengthy exercise but rather a concise assessment of the legal instruments covering child labour that will help guide you in setting up the CLM.

Assessing partners' legal mandates

A careful analysis of your partners' mandates and individual authority is particularly important when you are dealing with issues such as right of entry to the workplace, home and/or establishment. The monitoring of workplaces by government labour inspectors is very different from operating child labour monitoring through voluntary agreements and arrangements.

You also need to know about the legal mandates of different law enforcement agencies, such as the police, labour inspectors and prosecutors. Among the points to consider are:

- Do labour inspectors have the right of entry to all establishments where work is taking place, including home-based enterprises and farms?
- Is there an adequate mechanism for prosecuting cases such that infractions are actually brought to court, convictions are achieved within a short period of time, and penalties imposed and effected?
- What are the other enforcement agencies that work on child protection and is there existing collaboration between them and those enforcing the labour code?
- What are the differences between the legal powers of labour inspectors and other enforcement officials,

I. Preparing for CLM

such as police and sometimes social workers, and the voluntary and complementary functions that other partners in the alliance may have? Is everyone aware of these differences?

Labour inspectors may not have access to worksites in the informal economy. An area of action for the CLM alliance could be to get the right legal framework that will enable them to do so. Trade unions and/or employers' organizations can help the government to reform laws and enhance labour inspection capacities.

The process of reviewing the legal framework is important when you establish roles and responsibilities as well as the powers and limitations of powers that different partners have. For instance, voluntary agreements with owners of manufacturing companies need to be clear on the nature of the agreement to monitor child labour and specific about the composition of monitoring teams and their rights and responsibilities.

Review child labour policies

In addition to the legal environment, child-related policies should be reviewed, including education, social welfare, health and anti-poverty policies. This is important for understanding how child protection is organized and how public funding is being allocated.

A careful analysis of the child protection policy environment and the roles and involvement of various departments and branches of government will help in establishing potential areas of cooperation at different levels of governance. Knowing the policy priorities will also help in discussions with partners and motivating them for participation in CLM.

Examples of policies related to child labour

- Policies for poverty reduction
- Education and vocational training policy
- Early childhood care
- Youth employment
- Food security
- Social security and health insurance

Review the information collection and management capacities

Many different government and non-government agencies collect information on children at the local, regional and national levels⁴. Information that is particularly useful for CLM includes data on schooling and the terms and conditions of work, such as hours and hazards.

In order to be able to assess the best way to apply CLM locally, you must review what types of information are already available and how they are currently being collected and managed. You then need to review to what extent these information sources can be of use in developing CLM. Such a review will help you to avoid duplicating existing efforts and get a clearer understanding of what additional data and information are required. The following are some of the important points to consider in such a review:

- What are the different levels and types of information (indicators) collected?
- What is the value of these mechanisms to child labour work?
- How does the labour inspectorate collect information and is this information disaggregated and analyzed by sex?
- Is there an education information system (school inspection)?
- Is it possible to assign a focal agency to coordinate the CLM process?
- Who are the end users of this information?
- What are the existing mechanisms for sharing and disseminating information?
- What type of information technology is used (databases and forms)?

Collecting information on child labour

In order for CLM to operate effectively at the local level, you need to have basic information about the actual target group - child labourers. A variety of tools have been developed for this. This information is typically sector or area specific and is collected at the household and/or workplace level. Standardized methods for collecting data on child labour, such as household surveys, workplace/employer surveys, school or street children inquiries can be used for this purpose.

⁴ Consider for instance local government, agricultural and health information systems.

The method of information collection must be suited to the local culture and the type(s) of child labour that your CLM will target. Overall, the process of collecting household/workplace information for CLM is not very different from that used for developing general child labour programmes. The principal difference is that baseline information for child labour projects rarely includes the information about individual children at the level needed for CLM.

Potential sources of data for CLM

- National population censuses
- Specific surveys and on child labour (such as ILO-IPEC assisted national surveys or rapid assessments⁵)
- National education databases (based on school surveys, inspection, etc.)
- Living Standards Measurement Surveys (World Bank)
- Multiple Indicator Cluster Surveys (UNICEF)
- National labour market information system

Information management

It is important to agree on a common data-gathering format for the actual monitoring. This may require discussions and agreements with national statistical offices and information management departments of various ministries or agencies.

For the information collected at workplaces and schools to be usable at the policy level, it needs to be collected and treated in such a format that it can be extrapolated and analyzed for the benefit of planners and decision-makers. A number of statistical survey tools and data collection methods exist and/or have been developed and used by ILO-IPEC and its partners⁶. Consider using these valuable sources in establishing data on child labour.

The agencies collecting child labour data need to determine synergies and complementarities of work and ensure that a proper coordination mechanism is put in place. This mechanism must be built on and take into account the mandates and capacities of partner agencies and institutions.

CLM can link existing sector and/or area-specific child labour efforts to national-level information collection on child labour. Because of this, it can be highly useful for the overall organization of child labour information and gender-sensitive data for policy development and social planning. The information generated by CLM can also be used by governments to follow up on their progress in the implementation of ILO Convention No. 182 on the worst forms of child labour.

It is important to remember that at the local level there are many mechanisms that generate information that are not linked to national-level information gathering systems. These include community help organizations providing services, such as halfway houses, help-lines, women's shelters, orphanages and others. These mechanisms can provide some of the most accurate information about child labour by virtue of their everyday contact with girls and boys.

Some existing data collection methods, such as baseline surveys intended for setting priorities in programming and other action against child labour, are externally funded, costly and very complex in nature. They can be important in providing indicative information about child labour, but they do not adequately cover the needs of CLM regarding the reviewing of changes in child labour on a regular basis.

In the following chapter "Designing, testing and Training", we will look in greater detail at how the start-up information for monitoring will be collected.

Basic service structures and systems of governance

As part of the stakeholder analysis you looked at possible partners for the CLM framework. It is equally important to review how basic services are provided, what types of systems of governance exist (so that you can map out where CLM will be based), how decisions are taken and how information is moved between relevant actors.

5 See ILO-IPEC: *Time-Bound Programme, Manual for Action Planning, Guide Book III "Methodologies for data collection"* (Geneva, ILO, 2003) p.20. Available through the ILO website: www.ilo.org/public/english/standards/ippec/themes/timebound/index.htm

6 *ibid.* pp. 6-9.

I. Preparing for CLM

When setting up CLM, existing linkages and common areas of work need to be defined among providers of basic services - enforcement authorities (such as labour inspectors), school truancy officials, social workers, and occupational and health officers; and social service providers, such as teachers, welfare officials, NGOs, charitable groups, community groups and professional associations. Think of different tripartite collaboration mechanisms between government, employers' and workers' organizations and encourage the active involvement of employers' and workers' organization in defining their possible role in CLM.

You must establish the capacities, roles and responsibilities of each participating agency and identify how each partner can contribute to CLM. As CLM combines participating agencies with different degrees of legal authority it is important to be clear about mutual roles and the degree of authority by which they participate in CLM.

This mapping of services enables you to divide the participating agencies into groups who will contribute to the monitoring or the follow-up and those who will serve as technical support or provide resources to child labour monitoring efforts. This will help you to differentiate the different messages and capacity building efforts you may need to organize as part of preparing for CLM.

Result and output of Step 2

As a result of this step you have made a systematic assessment of existing laws and information collection capacities. You have also established sources of information and mapped out basic service structures for future work. This information will form the basis of the CLM framework.

■ Step 3: Raise awareness to create the CLM framework

Why do you need to do this step?

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

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

Awareness raising

The investment of time and energy in general awareness raising depends on the level of existing work against child labour in the country, area or sector you are covering. It is a strong tool to change attitudes and practices on child labour and is one of the most potent means of promoting the establishment of CLM as part of a comprehensive set of strategies and programmes against child labour. Some of the potential partners are listed in the box below.

Potential partners in awareness raising

- Government agencies
- Employers' organizations
- Trade unions
- Political decision-makers
- NGOs
- Community groups
- Professional and faith-based groups
- Media
- Local celebrities (both male and female)
- Youth organizations
- Women' organizations

Define target groups

The principal target groups for awareness raising can be divided into three categories: 1) public figures and decision-makers; 2) professionals active in fields related to social welfare; and 3) the general public.

1) Public figures and decision-makers.

It is important to mobilize public figures and decision-makers against child labour. They can show how action on child labour will promote the country's social and cultural values or have a positive effect on adult jobs. Locally, this can be achieved by sharing the stories of child workers, presenting films about the worst forms of child labour or engaging

community members in special events and presentations about the negative effects of child labour.

2) Professionals active in fields related to social welfare

Many people involved in social protection and welfare programmes do not fully understand what child labour means and/or they are not aware of national laws and regulations concerning child labour. Advocacy efforts will make people more aware of laws and their enforcement as well as gender issues as they pertain to child labour. Individuals can then make judgements about the functioning of the judiciary. Partners will also better understand and appreciate the range of enforcement mechanisms available.

3) The general public

Awareness raising is particularly important among the general public in the main target areas where the actual monitoring is going to start. Monitoring will be resented if people are not concerned about child labour. It is important that the people and institutions being monitored understand the rationale for it and are supportive of the process. Awareness raising is closely linked to working at the heart of the community's cultural beliefs and practices about childhood and gender, which may not be conducive to combating child labour. If community members fear that they will suffer financially from the monitoring activity, gaining their support for the monitoring process will be difficult.

Undertake awareness-raising activities

Simply broadcasting a message that child labour is bad is not sufficient to achieve the objectives of awareness raising, which include the willingness to act on the problem. A consensus must be built among the stakeholders that something needs to be done.

Raising awareness in preparation for monitoring

- Identify the root causes of the problem: cultural, gender, social, financial, etc.
- Conduct attitudinal surveys - find out what people think about child labour of girls and boys
- Design suitable messages based on the findings; choose awareness-raising methods that will reach the people who need to hear the message

Workshops and orientation sessions on work hazards are a good way of achieving this consensus. Perhaps the most important outcome of adequate public preparation is the readiness of employers, trade unions and basic service providers to take action. Making adult workers aware of their rights is also part of creating the foundation of CLM. Informing employers of the benefits of not using child labour contributes as well.

You also need to be aware of possible adverse effects of awareness raising and prepare additional positive messages on the benefits of fighting child labour to overcome initial difficulties. Attitude change takes time. Awareness-raising efforts should therefore be linked with the establishment of CLM, and this should be done in a coordinated manner that ensures that employers, for example, do not panic and send girls and boys away from work without proper guidance and social security networks in place. Preventive work is particularly important in rural economies where child labour often occurs as part of home-based agriculture and the workplace and home/living environment are the same.

Stakeholders who are disinterested or who have other priorities and agendas can be a significant problem. Building up a strong multi-sector monitoring alliance is your best opportunity to change their minds and engage them in the alliance.

Result and output of Step 3

After this step you have identified and conducted general awareness raising and made your partners understand and appreciate each other's roles in CLM.

As a result of steps 1- 3 you are now able to draft a CLM framework map that shows how CLM will fit within the official structures and establish the main partners in developing and testing CLM.



II. Designing, testing and training

Development of the technical foundations and capacities for child labour monitoring

Introduction

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

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

This stage includes the following steps:

Step 1: Setting up the management of the CLM (0-6 months)

Step 2: Developing and testing monitoring tools (6-12 months)

Step 3: Developing a referral system (6-12 months)

Step 4: Organizing monitoring teams (12 months)

Step 5: Training monitors and building capacity (12-18 months)

Step 6: Testing the CLM design and thinking about replication (12-18 months)

Step 1: Set up the management of the CLM

Why do you need to do this step?

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

- designating a management team for the CLM process;
- defining specific roles and responsibilities for setting up and operating the CLM process;
- agreeing on the authority and responsibilities of partner agencies; and
- ensuring an effective administration and coordination mechanism and agreeing on the means of financing the CLM.

Designating the management team the CLM process

You will need to set up a management team or a task force that will take on the responsibility of developing and implementing the CLM. This task force may be a sub-committee of a National Steering Committee on Child Labour, a regional council or any local authority that deals with child labour issues. If the intervention that you envision is to have an impact on a larger area you may consider a specially constituted body under regional or local government structures that can help to mainstream CLM directly into existing child labour and social programmes.

If you are considering setting up a national CLM effort where you intend to link together different area- and sector-based child labour initiatives, then you must have a clear institutional and management framework for designing and implementing the monitoring process. You need to designate a lead agency that is recognized and appreciated by all partners and has the ability to bring different partners together and that can recommend and/or issue ordinances in the public sphere.

Define roles, responsibilities and authority

Specific roles and responsibilities must be laid out in a written agreement that clearly reflects how different partners work together and what the practical arrangements are for the implementation of various processes and procedures of the CLM. (See Figure 5, Sample Memorandum of Understanding, for an indication of what to include.)

In the case of purely voluntary monitoring, the limitations of the process need to be clearly stated and different advisory, enforcement and supervisory functions must be clearly understood and established. The different roles that the partner agencies have in the CLM should be linked to the main functions of the monitoring process

An important part of this step is to establish levels of accountability of different partnering organizations.

It is particularly important to distinguish between the function and authority of labour inspectors and other institutions vested with similar powers for the purpose of CLM. Partners who operate and function as part of an integrated monitoring team must understand that their role may be a complementary and supportive one rather than that of enforcement. They must recognize the difference and communicate it to the management of institutions or employers that are being monitored to avoid any misun-

derstanding on the factory floor or worksite being targeted for monitoring.

In a community-based process, the roles of the monitors can be agreed through a short description of duties and responsibilities via participation of the community members. All concerned parties must be made aware of the intent and authority for monitoring and be part of a transparent process when these agreements are made.

Establish the administrative and coordination mechanisms

The complexity of the technical design and the operational mandates related to the CLM directly dictate the institutional, legislative and organizational framework of your CLM. The more complex a sector or geographical area covered, the more you need to develop an official management structure to oversee the functioning of the CLM process.

Bringing together a wide alliance of partners is by no means an easy task. You must be able to use existing collaborative mechanisms to the maximum. Coordination bodies that exist for social planning, other child labour programmes, education and/or poverty reduction task forces, can all be considered for this purpose.

For CLM to be sustainable it must be mainstreamed into government from the outset. The administrative set-up of CLM needs to be clear and embedded as much as possible into the public functions of technical ministries (primarily ministries of labour) and of local bodies at local and regional levels.

Examples of administrative structures

- Inter-ministerial steering committee
- Sub-committee of a national child labour committee
- Provincial or regional committee against child labour
- Technical steering group for CLM
- Tripartite steering group
- Village committee on education/child labour

The administrative organization needs to be clear. The foundations of CLM lie in the agreements that have been made. The effective management of the CLM on the other hand lies in the authority that the lead agency is able to command and is accepted by all partner agencies. The lead agency must be able to provide effective supervision and establish adequate arrangements for the involvement of all parties in the design process. The functions of the management structure must include a periodical review and assessment of the operational soundness and the quality of the monitoring effort. This can be done either internally or through an independent external body.

In a local community-based CLM, the administration of the process relies on existing structures of governance - formal or customary. A community consultation process is important in order to make sure that opinion-leader and diverse groups representing the community (such as youth groups, women's associations, neighbourhood watches, etc.) are consulted and heard in an equal manner.

Working with indigenous and tribal people:

The design of a CLM process may involve dealing with populations that have specific needs or issues. Indigenous and tribal peoples of the world generally experience major obstacles in the realization of their human, economic and social rights and have often remained marginalized in the process of globalization. Indigenous children and indigenous girls in particular face the risk of multiple discrimination and are often vulnerable to child labour. ILO Convention on Indigenous and Tribal Peoples, 1999 (No.169) is the leading international legal instrument concerning indigenous peoples and states that they have the right to determine their own priorities and to exercise control and participate in their self-development.

Indigenous peoples are often looked upon as passive receivers of help and objects of development that is not fitted to their needs and culture. In fighting child labour and developing CLM it is important to fully recognize and understand issues related to indigenous peoples such as participation, self-determination, use of indigenous knowledge systems and practices and the respect and use of indigenous governance and judiciary systems.

Working with indigenous and tribal people:

The focus of any child labour work in indigenous and tribal areas is that of community participation and respect for traditional culture and belief systems within the norms of universal human rights. This general principle reflects the need to engage indigenous peoples in a participatory community driven process of responding to child labour and in finding the most culturally appropriate way to prevent child labour that values age old processes of tribal social cohesion and traditions, and promotes common processes of keeping child labour in check.

Issues to consider when developing CLM in tribal areas:

- Ethnic and tribal relationships
- Indigenous governance systems i.e. councils of elders/chiefs
- Traditional employment, occupation and migration patterns
- Reliance on forest/land produce
- Borrowing practices
- Community coping mechanisms
- Indigenous knowledge
- Customary laws/ dispute resolution
- Cultural integrity and diversity
- Culturally appropriate education system

A structure with well-defined roles and responsibilities is necessary to ensure a credible, transparent and efficient monitoring outcome. When you are drafting your CLM profile, it is important to illustrate the functioning of the CLM with a chart showing the different links and connections, how information is moved between partners and who is responsible for the various activities. Figure 6 provides an example from a commercial agricultural project in Kenya.

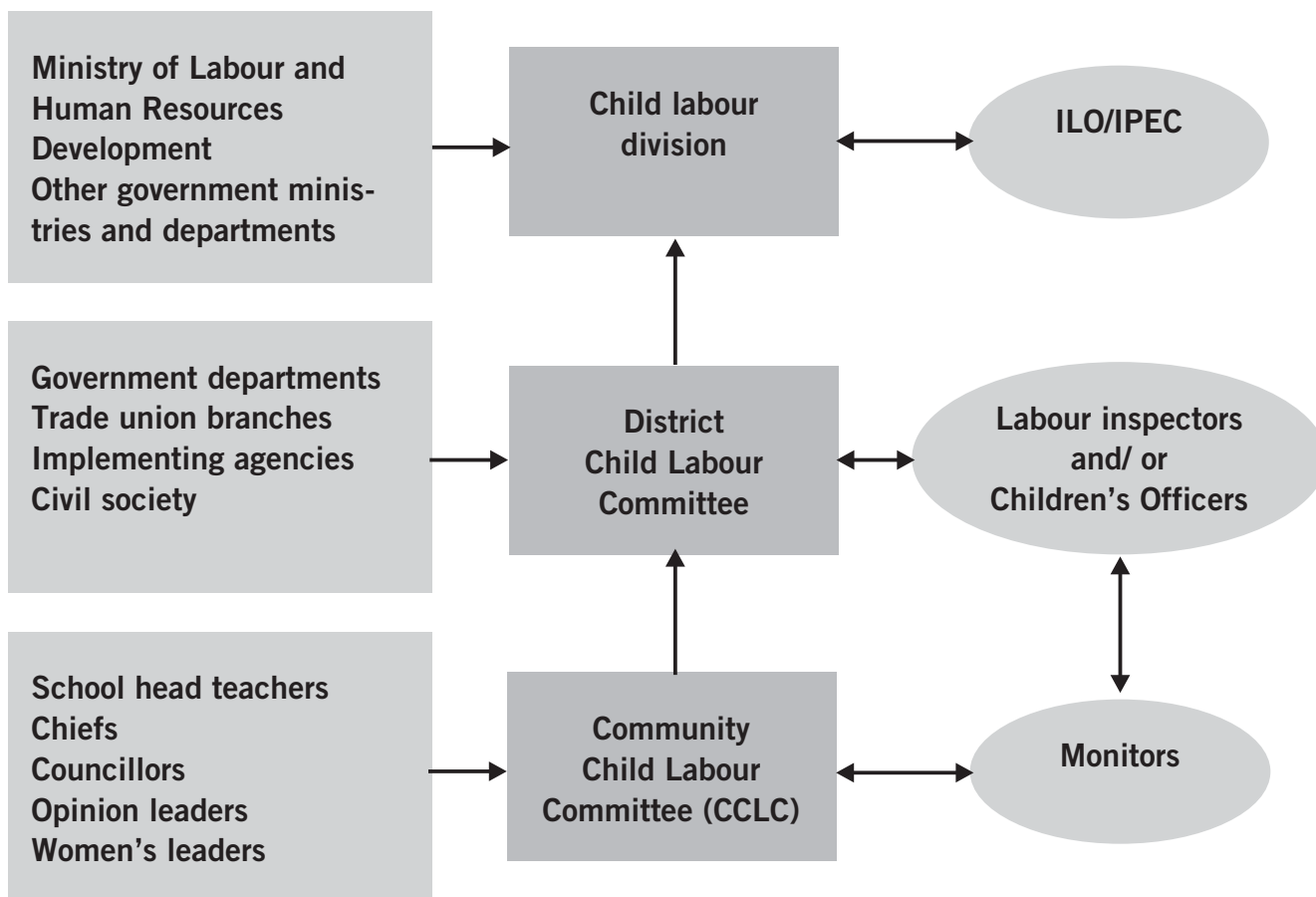
There are several functions and roles for a coordination committee. These may include the following:

- oversee and manage the monitoring process (monitoring, coordination of the referral system and active use of the information generated by the monitoring process);
- provide guidance and assistance to the key partners in their monitoring work;
- ensure that adequate resources are made available for CLM;
- periodically review and assess the quality of the monitoring, recommend and propose corrective action; and
- review and forward key synthesis reports of the CLM for purposes of social planning and social development at the national level.

Figure 5: Sample memorandum of understanding (MOU)

Partners	Identify the partners to the MOU. Future cooperation will be easier if the MOU identifies a precise unit within an organization, such as a special unit for combating child labour, and the specific NGOs that are to provide various services.
Purpose and Scope	Describe the general purpose and specific aims of the CLM. In the case of purely voluntary monitoring, the limitations of the CLM need to be clearly stated.
Authority	Specify the authority for monitoring.
Target group	List the precise target groups (types of child labour present in the locality). This will contribute to successful identification and removal of child labourers.
CLM management and administration	Stipulate where the management of the CLM is to be based. As a matter of principle the CLM should always be lodged in some form of official authority, typically represented by the local government. The actors responsible for coordinating the CLM process should be specified and the general responsibilities of the CLM coordinating group should be described.
Detailed description of different responsibilities	<p>In order to ensure effective cooperation the specific roles and responsibilities of different partners should be clearly defined. The different advisory, enforcement and supervisory functions must be clearly understood and established.</p> <p>It is particularly important to distinguish between the function and authority of labour inspectors and other institutions vested with similar powers for the purpose of CLM. Partners who operate and function as part of a monitoring team must understand that their role may be a complementary and supportive one rather than that of enforcement.</p> <p>The different roles that the partner agencies have in the CLM should be linked to the main functions of the actual monitoring.</p>
Details of the cooperation procedure between the partners	Describe the procedures that the partners are to follow in the identification, referral, verification and tracking of child labourers.
Mutual communication of information	<p>CLM partners must undertake to treat personal information regarding girls and boys in a responsible fashion and as confidential.</p> <p>Different partners should exchange information concerning the child labour situation and mechanisms for sharing such information should be clearly defined.</p>
Financial contributions	<p>Specify the details of any financial contributions that will be made by each of the signatory partners.</p> <p>Specify the details of any other sources of financial support for implementing CLM and the amount to be contributed.</p>
Quality control (as appropriate)	Describe the mechanisms by which the quality of the services provided are evaluated in order to ensure that the girls and boys are well treated and that the services provided are appropriate.
Time when the MOU comes into effect	Normally, the MOU comes into effect upon signature by all relevant parties.
Amendment and expansion of the MOU	On the basis of mutual consultation.

Figure 6: Example of an administrative structure for CLM - Kenya commercial agriculture project



Source: ILO-IPEC Concept paper, 2004

Determine the financing of the CLM

One of the basic principles of CLM is that it should be low cost, simple and linked to existing systems of governance. Issues of self-sufficiency and cost must be addressed from the very beginning. You need to be sure that the development and implementation of the CLM are adequately funded and that there is a continuing commitment by the participating agencies to allocate financial and human resources to the actual monitoring work.

At the national level this means that the different technical ministries and the lead agency are able to secure the funds required for child labour programmes and, particularly, ensure that the operations of CLM are adequately considered in the national budget.

Trade unions and employers' organizations can also be a source of financial support for CLM and child labour programmes in general. Budget allocations for enforcement agencies playing a crucial role in CLM, such as labour inspection and school inspection, are one of the best ways of ensuring that child labour and compulsory education laws are enforced.

As child labour monitoring often relies on local resources, it is important to leverage existing resources and find operational synergies so that the complexity and cost of the CLM is kept as low as possible. While developing the CLM process, keep in mind that beyond the start-up cost of consultation, alliance-building and technical design, the operational cost of the system should be such that no external resources are required. In general, you should not provide separate incentives to monitors unless you are considering constituting a professional independent monitoring agency.

Issues to consider

- Start-up cost vs. running costs of the CLM
- In-kind contributions and cash expenses
- Resource mobilization in the case of phase-out of any external financial support
- Sustainability if funding diminishes
- Local financing agreements and budgetary commitments

Ideally, the task of monitoring should be seen as part of the regular duties of those involved in the process. Daily subsistence and travel allowances may be considered if the funding base of the CLM allows that.

If the CLM operates through an externally managed monitoring mechanism where monitors are hired to conduct monitoring activities (such as the IPEC-supported child labour projects in the Pakistan Garment and Soccer ball industries), both the financial cost and the mechanism to sustain these efforts need to be well planned in advance.

Establish quality control and verification measures

You need to ensure that quality control measures and verification are developed and put in place. This is important for the credibility and accuracy of the data collected from the workplace and the community.

If your monitoring process has a significant role in establishing that child labour is not used in a particular sector or industry (especially in export industries⁷), then you may need to consider a more robust external verification system where international organizations, private social audit firms or other neutral parties can be called upon to verify that the information provided by the CLM is correct and truthfully reflects the local situation.

Transparency and clear accountability for the information generated through CLM is of paramount importance. The CLM must be able to track down the origins of the information back to the individual girls and boys, households and workplaces.

Result and output of Step 1

At the end of this step you have agreed to develop CLM through a common management structure. You have assigned roles and responsibilities for participating agencies and you have identified funding.

Step 2: Develop and test monitoring tools

Why do you need to do this step?

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

The monitoring tools referred to in this section comprise the manuals, monitoring forms, computer software and descriptive materials used in CLM. The monitoring techniques refer to practices used by monitors to conduct visits and respond to specific situations during their monitoring work.

This section includes information on:

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

Develop and test monitoring tools

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

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

The CLM profile is a document that should be produced fairly early when developing CLM. It describes the CLM initiative, its objectives and purpose. It is used as a road

7 For further information see: www.ilo.org/public/english/standards/ipec/publ/download/2004_soccerball_en.pdf

II. Designing, testing and training

map for the development of the CLM and may have a specific work plan attached to it to provide guidance on the way forward. (See Annex C for a sample CLM profile.)

The CLM operating guidelines are a comprehensive description of the operating principles and procedures of the system. It should provide detail on the monitoring tools, techniques and roles and responsibilities of participants and practical information concerning the monitoring activities. These guidelines can include extracts of pertinent agreements and laws and important phone numbers, for example.

The training manual for monitors supports capacity building efforts and direct training efforts of those involved in the actual monitoring and referral process. It includes advice on the process and the conduct of monitoring visits. It can be localized and adapted from the generic CLM training package developed by ILO-IPEC.⁸

Monitors' fact sheets and other support materials for monitoring may be used depending on the requirements of the monitoring effort. They would be used for practical guidance (notes/checklists) for those involved in monitoring or follow-up activities.

Examples of tools and techniques used to obtain and process information from monitoring visits

Tools:

- Monitoring plans
- Electronic or hard-copy databases
- Monitoring and data-entry forms
- Data input manuals
- Maps
- Checklists

Techniques:

- Criteria for action (when to initiate referral)
- Age verification methods
- Interview techniques
- Techniques to randomize visits

The general support materials (CLM profile, guidelines and manual) are meant to describe the system and guide the monitoring effort. The monitoring process also requires a set of tools to record and store the information and organize the monitoring visits.

The most important tool in child labour monitoring is the monitoring form, which is used to collect information on child labour (for sample forms used by different CLM projects see Annex G.).

There are at least three basic sets of data you may need to collect: 1) information about the child, 2) information about the workplace, and 3) information about the school or other service sites that are part of the referral system. Each set may require developing a specific form; in some cases you may be able to combine information from different sources into one form. The information collected about the child can be organized based on his/her status in terms of child labour. Has the child been removed from a child labour situation and provided with services? Is the child still working and is that work legal?

The design and testing of the monitoring tools should be conducted through a multi-stakeholder consultation to agree upon the information to be collected and definitions used. Gender considerations need to be taken into account. Gender analysis - a tool to diagnose differences in the treatment of girls relative to boys - can be used to make sure that gender issues are addressed in the monitoring tools.

You will need to consider:

- simplicity - user friendliness;
- gender/vulnerability;
- local culture and practices; and
- age appropriateness.

Monitoring tools must be designed to serve the monitoring activities and be as simple and user friendly as possible. When you design these tools, all actors involved must agree what information to collect, how this information is to be used and who will have access to this information.

8 Please contact IPEC for further information on the *CLM Training Manual*.

Sample breakdown of monitoring forms developed by Ghana CLM system in Commercial Agriculture*

Form No. 1: The child receiving support

This form is used to collect information about girls and boys who have been withdrawn, rehabilitated and enrolled in a school or an educational institution. The form collects the following information about the child:

- personal details;
- involvement in child labour in cocoa/commercial agriculture sector;
- family socio-economic situation;
- educational pursuit - previous and current, including performance in various school disciplines; and
- current opportunities and constraints

Form No. 2: The school/education institution

This form concerns educational institutions (schools and non-formal education) where former child labourers and those receiving support are enrolled. Information/data collection involves the following issues:

- basic profile of the school/learning institution;
- previous experience with child labourers including perceptions;
- performance of girls and boys who receive support;
- relationships between the institution and other stakeholders including parents and former employers of child labourers;
- incidents of girls and boys, that are not on the support, who are dropping out of school and into child labour;
- experience in implementing income generating project for the school, if any; and
- challenges and constraints associated with enrolling and retaining former child labourers in educational institutions.

Form No. 3: The workplace/employers

This form concerns workplaces, employers working in collaboration with the programme to eliminate the worst forms of child labour and those that are still employing girls and boys. The form covers:

- details of ownership/property;
- agricultural production process/working environment - isolating areas of child labour and hazardous risky works;
- engagement of girls and boys prior to and after the project;
- obligations of the employer/workplace under the project;
- current engagement of child - numbers and job allocation; and
- challenges and constraints in combating child labour.

Form No. 4: Girls and boys in labour situation

This form covers children that are engaged in labour in the cocoa/commercial agricultural sector. The issues include:

- personal details;
- involvement in child labour in cocoa/commercial farming;
- family socio-economic situation; and
- current opportunities and constraints

*Adapted from Ministry of Labour and Human Resource Development Child Labour Division: Guidelines For Administering Child Labour Monitoring Tools, Child Labour Monitoring System In Commercial Agriculture in Kenya (Nairobi, May 2004) Note that the information in forms No.2 and No 3. are collected once and that the regular monitoring is conducted through forms No. 1 and No. 4

About using monitoring tools

The monitoring team can use a variety of technical tools in conducting the monitoring visit. Most of the tools are meant to facilitate data collection. Some of them are meant as resource materials for the monitors to be used in case of doubt or simply to check on the proper process in a given situation encountered during the visit.

The monitoring plan covers the cycle and frequency of when and where to conduct visits. It is meant to facilitate and organize the work of the monitoring team. It can be either a static plan or one that is generated and updated on a daily basis. The latter can be the case in some manufacturing sectors where there are several monitoring teams which operate a daily schedule of monitoring and follow-up activities.

The monitoring form (described in the previous section) is perhaps the most important tool of the process as it pulls together the key information about the workplace and individual children found through the monitoring. The number and the clarity of the questions are key determinants that affect both the time that is spent in collecting and transferring the information and the quality of the data. All concerned parties must agree upon the indicators contained in the monitoring form. It is important that the purpose of the form is clear and that it is not overloaded with too many general indicators with no value to the key objectives of CLM, which are identification and referral.

The database for CLM may be computerized data or simply information recorded and kept for later use in a log-book or a physical register. While computerized databases are obviously preferred for storing, sorting and transferring large amounts of data, they can be costly. They can also vary in their complexity and ease of use, depending on whether the related software is designed for information technology (IT) professionals, statisticians, analysts or other more general end-users.

Problems with using computerized databases

- Technical expertise (high costs)
- Wrong design - structure, system analysis
- Technical problems
- Lack of understanding of system
- Need for flexibility (rigidity of databases)
- Credibility

Information collection should remain as simple and as low cost as possible (through community action, NGOs, labour inspectors, etc). The set of basic information should be relevant, collectable and comparable between the different types of child labour interventions that you are dealing with. It is important to keep in mind the virtue of easy transfer of data and flexibility that allows other forms of information to be brought into the database.

At the local level, information is typically collected and recorded manually. It is expected that the data from the workplaces and schools will be used either immediately for direct action or for purposes of verification and prevention (ensuring that the child stays in school and does not enter or re-enter child labour). Experience has shown that at this level it is better to start with a basic, simple data-collection system that relies on checklists and record books rather than to design vulnerable and expensive electronic (computerized) network-based systems.

Considerations concerning computerizing

Aggregation and inputting of CLM information to levels above the community (local government) may prove to be time consuming and difficult if there are no computerized databases.

If the CLM is intended to operate beyond the local community level a more sophisticated mechanism may be needed for storing and moving data into regional/provincial and national databanks on child labour.

Two key questions:

- 1) Are resources available to operate such mechanisms in a sustainable and cost effective way?
- 2) Can you incorporate child labour indicators into an existing database of a partner agency that has adequate technical capacity and resources to store, manipulate and analyze this data? For example, a Labour Market Information System (LMIS) in the Ministry of Labour or a central database in a social planning and development office.

Agreeing on core child labour indicators

There must be agreement on a minimum set of information that monitors need to collect in order to perform their tasks. This must include: information on the child,

type and nature of work performed by the child, and the services to which the child is referred. The general identifier information must include age, sex and residence. It is also advisable that different age groups are separated into sub categories such as: 7 and below, 8-12 years, 13-14 years and 15-17 years.⁹

The agreed indicators must be so simple that even if there are several partner agencies that are responsible for collecting and moving information to the level of decision making, the analysis and action quality of the data will remain unchanged. For the types of information that can be collected, see Annex D.

Recording monitoring data

You will need to be able to produce information that is as specific as possible concerning all of the girls and boys that your CLM intends to cover. You must also consider data from at least two different locations: schools and workplaces. In some cases, birth registration data can be used to establish a reliable picture of the age of children.

Small target area

If you are piloting CLM in a limited area, such as a village, cluster of villages or a small community, you can actually collect information and monitor all of the children there. It is very important to disaggregate this data by sex, as the impacts of child labour on girls and boys can be very different. This information will become your baseline and you will be able to monitor child labour against it by collecting information from workplaces and schools and comparing this information on regular basis.

Large target area

If the monitoring covers a large area, you may not be able to acquire information concerning the whole target population at once. It is not imperative to have a ready-made baseline or "master list" of all of the girls and boys in a given area in order to start CLM.

In this case you will build up the data on child labourers from workplace monitoring visits and information from schools and local authorities.

Examples of types of information that could be collected		
Variables/ Indicators	In the workplace	In the school
Identifiers	Name Age Address Sex	Name Age Address Sex
Indicators of child labour	Schooling (Yes /No - Full/ Part Time) Working (Yes /No - Full/ Part Time) Type of Work (by sector) Condition of Work (hours, hazards) Place of Work	Schooling (enrolment) Attendance Drop-out
Services	Referred to: Schooling Non-formal education Health, etc.	Services provided: Counselling After school activities Nutrition programmes, etc.

Remember, CLM monitoring and follow-up are ongoing: they are repeated regularly at short intervals. This is done in order to capture and reflect the actual child labour situation in the community where the child labour occurs. Surveys and rapid assessments are carried out infrequently and for this reason are not the best instruments for establishing factual information over short time periods. These types of surveys are not recommended for making direct or indirect verification of the elimination of child labour.

⁹ For general information about treatment of child labour data look at: Manual for child labour data analysis and statistical reports, Statistical Information and Monitoring Programme on Child Labour (SIMPOC), IPEC, ILO 2004. For further information look into ILO website www.ilo.org/public/english/standards/ipcc/simnoc/

II. Designing, testing and training

When dealing with child labour in the formal economy, such as in the manufacturing sector, tools to record information can be quite extensive and detailed. They can also include information that looks in general at conditions of work and compliance to labour standards.

In an informal economy and agriculture based CLM, information is often collected beyond the immediate workplace about the home (with the exception of home-based work) and the community where child labour takes place. Detailed information can be collected about the socio-economic status of the household, the family and basic service facilities.

In both cases, you need to collect and analyze sex-disaggregated information about schooling and particularly about the school attendance of children. This allows you to track and follow up individual children who have been transferred to schooling from child labour.

Gender considerations

Gender analysis can be used to diagnose gender-based disparities among boys and girls and address the practical and strategic needs of CLM in this regard. This requires data that is disaggregated by sex.

Applying a "gender lens" includes a comprehensive analysis and interpretation of the sex-disaggregated and gender-sensitive data. Child labour monitors must understand how and why the nature and possible causes of child labour differ between boys and girls, and how work can affect boys and girls differently.

Understanding girls' and boys' needs, constraints and opportunities in relation to knowledge and skills needed, divisions of labour, family responsibilities, economic and political decision-making and conditions of work are crucial in finding effective ways of responding to child labour at the level of the workplace and in general working towards gender equality.

There are many activities specific to women and men and gender specific action may need to be taken as part of the overall child labour response. Gender equality concerns must be taken into account at the early stages of CLM development and considered part of the awareness raising and capacity building as well as the practical level monitor-

ing work, i.e. coaching, gender responsive service provisions, etc.¹⁰

A gender checklist:

It is useful to keep a checklist in mind when designing the CLM:

- Have you conducted a gender analysis?
- Is the information you obtained disaggregated by sex?
- Is the project that you are covering having gender specific interventions (only one sex)?
- Is the project targeting the needs of both sexes (boys and girls) to attend school?
- Are the alternatives provided (skills training, etc.) gender sensitive, or are they reinforcing the existing socio-cultural bias?

Updating and storing the data

This part of the preparatory stage also includes planning for the basic treatment of data, such as the tabulation of results of the monitoring visits and preparing summary reports. The process for the first crosschecking of data must be outlined. If sex-disaggregated information is collected from a wide area and it is extracted progressively, there is always a chance that data received can be contradictory or be reported several times. It is important that adequate measures are introduced and that the specific responsibility for the treatment of the data is assigned to a partner or person who has the knowledge and skills to perform the tasks required.

An important ethical consideration is that of confidentiality and access to information. Access to information should be carefully limited to those who are an essential part of the rehabilitation of the child and that due attention is given to how information is stored, edited and made available to different actors in society.

10 IPEC: Good practices: Gender mainstreaming in actions against child labour, (Geneva, ILO, 2003); N. Haspels and B. Suriyasarn: Promotion of Gender Equality in Action against Child Labour and Trafficking. A Practical Guide for Organizations (Bangkok, ILO, 2003). For further information look into ILO website: <http://www.ilo.org/public/english/standards/ipcc/publ/>

Result and output of Step 2

After this step you have looked at key issues concerning the development and testing of monitoring tools. You have established core child labour indicators of the CLM process, planned how to record the monitoring data and considered how to address gender issues.

■ Step 3: Develop the referral system

Why do you need to do this step?

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

Reaching a formal agreement among service providers

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

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

You will need to consider:

- the resources and physical capacities of the service providers, and
- commitment and ability to receive and provide services,

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

Is it meant to be a mechanism that can be activated immediately to address an urgent child labour situation in a workplace? This would be the case in some factory-based monitoring projects, for example, where girls and boys

found working in hazardous conditions are immediately removed and enrolled in schools.

Is it a slower step-by-step process where, once a problem is identified, a task force or similar group makes an assessment of different possible options? If so, the child labourer's situation is then addressed within the shortest delay possible.

Operational links and procedures to activate the referral system

School-based and workplace data must be linked together and compared on a regular basis.

Most often, the referral is from child labour to school and/or informal education institutions. A proper link between the workplace monitoring effort and the education sector must be established to coordinate and follow up on the rehabilitation of the child labourer in the basic education system.

In most CLM interventions, schoolteachers play a central role as part of the monitoring team and/or in their function as a teacher in recording school attendance. Often the CLM includes specific monitoring tools and mechanisms covering schooling, either administered by particular child labour monitors or by the teachers as part of the monitoring process.

The most important aspect of the referral is the procedure through which the referral system is activated. It is important that, once the nature of the referral system has been agreed upon, a protocol covering the criteria and procedures to follow is established.

In the case of CLM dealing with unconditional forms of child labour, such as commercial sexual exploitation or trafficking of children, the referral system deals with girls and boys who have either been rescued from an exploitative situation or while being transferred from one place to another. In this case, the referral mechanism often includes special services, such as psycho-social help and halfway houses where child labourers get immediate assistance. A proper plan of action is then established for each child based on his/her needs.

Objective of the referral system

The CLM referral system aims to ensure that after the initial identification of a child labourer, measures are taken to:

II. Designing, testing and training

- ensure that, in the case that the child is of legal working age, s/he will not be exposed to hazardous work;
- withdraw the child physically from the workplace if there is imminent danger to the child (conditions such as exposure to dangerous chemicals, prostitution, bonded labour etc.); and
- provide the child with alternative services, such as schooling or/and skills development, with the aim of removing the child from work.

The outline of the referral system

- Service providers participating in the referral (listing of services)
- Operating principles: How does referral take place in different situations? Who can be contacted? When? What is the process by which services to girls and boys will be accessed and how will this process be followed up?
- Criteria for activating referral: When will removal/withdrawal take place?

Criteria for referral

The criteria for referral could include instruction on action if the child is:

- below the minimum age established for the type of industry or work performed;
- works more than the maximum number of hours established for their age, the industry, or type of work;
- works in unsafe conditions;
- at serious risk of being exposed to hazardous conditions;
- expresses that s/he is obliged/forced to work; or
- there is reason to believe that the child is ill treated and physically abused in the workplace.

Referral in unconditional worst forms of child labour

When a child is identified as involved in what are referred to as "the unconditional worst forms of child labour" (e.g. commercial sexual exploitation, bonded labour, trafficking), the removal of a child from the situation is the only option.

The identification and removal of the child in this case is an immediate act of rescue and often conducted by specialized rapid action teams or multi-sector monitoring/law enforcement task forces.

The referral in this context means that the child is immediately physically removed and attended to by qualified child-friendly service providers (health, psychological counselling and social assistance).

When determining what is child labour and the hazardous forms of child labour in a given situation, the ILO Worst Forms of Child Labour Convention No. 182 and national legislation should be used as references. If a national consultation for the determination of lists of hazardous child labour has been undertaken, it can be used to establish the criteria for the referral system.

Result and output of Step 3

As a result of this step you have developed a referral system and agreed to criteria for withdrawal and removal that allows for individual child labourers to be provided with appropriate assistance through a network of service providers.

Step 4: Organize the monitoring teams

Why do you need to do this step?

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

Types of monitoring teams

The composition of the monitoring team differs according to the situation, but in general there are three different types of teams:

1. external (independent) professional child labour monitoring teams;
2. integrated formal child labour monitoring teams (mixed teams with enforcement authorities); and
3. community monitors (local government, people's organizations, etc.).

The first type of team generally operates in the formal economy as part of an external monitoring project. This type of monitoring is costly and usually dependent on external funding, which can make it unsustainable in the long run. The second type of team reflects a multi-sector approach to CLM, characterized by a formal professional alliance of labour inspectors, social workers and other concerned departments of government. Civil society groups may also be part of these teams based on their specific knowledge about the sector and child labour issue at hand. The third category represents multi-stakeholder teams conceived and developed as part of a community-centred monitoring effort in which the community and local government level have a more direct role.

In establishing the criteria to select those participating in the monitoring team, you need to look at the sectors that you are dealing with and assess which types of individuals are best suited to the objectives of the CLM.

You should look at:

- objectives, outreach and coverage of the CLM,
- skills and capacities of participating agencies,
- existing mandates (authority and role),
- available resources, and
- commitment and motives.

Available resources and workload of participating agencies need to be kept in mind. You must already think about practicalities such as transport, distances to be covered and work schedules and coordination of the work of the team. The issue of incentives will probably be raised again at this point. Do you need to compensate the team beyond their regular duties? If you must, how will you be able to compensate the work of the team at a reasonable level in a sustainable way?

The sex-disaggregated information that you are able to collect by using the monitoring tools is only as good as the competence and inter-personal skills of the members of the monitoring team. The terms of reference (TOR) and the job description of the monitors should be drafted in such away that the qualities of the monitors are specified and that the monitoring teams have a set of common values and principles.

Also keep in mind that working in a mixed monitoring team is not an easy task when the team is composed of individuals from different disciplines who may have different traditions and perspectives to social issues.

Challenges in operating monitoring teams:

- Conflict of interest (social economic, cultural)
- Volunteer partners vs. full-time workers
- Lack of understanding/interest on the part of active stakeholders
- Lack of empowerment
- Lack of capacity and capability
- Enforcement capacities
- Lack of mandate
- Lack of transparency, cooperation, information-sharing among partners
- Funding and human resources
- Lack of training, lack of incentives

Psychological aspects of monitoring

You also need to consider how to ensure that the individuals involved in monitoring remain motivated and are able to get feedback on their performance at regular intervals. Remember that CLM can be something of a thankless task and the monitors themselves are part of the community they are working in, particularly in the case of voluntary community-based CLM. Monitors often find themselves faced with uncooperative employers, co-workers and children.

It is important that monitors are fully aware of the different types of situations they might encounter and that they are trained to take into consideration possible responses and reactions by the target groups of the monitoring activity.

Problem-solving should form part of the management of the monitoring process. It is important that personnel issues, questions of authority and roles among the team and between different institutional partners are openly discussed and facilitation and mediation is sought when necessary. Monitoring teams must act in a united manner and not expose any differences of opinion they may have while acting in their capacity as child labour monitors.

In summary, when developing the monitoring team, it is important to think about the criteria for a good monitoring team and the monitors themselves. Criteria for the team could include: shared values, complementary experi-

II. Designing, testing and training

ences, variety of disciplines, stakeholder and gender balance. For the monitors you should consider issues such as experience, technical and analytical capacities, knowledge about the target groups and culture and particularly skills to establish contact, interview and build rapport with boys and girls.

The following examples from CLM projects in Tanzania and Bangladesh list the roles and responsibilities of monitors as they were developed for each project.

Description of the monitor's role in a community-based CLM (Tanzania CLM manual, March 2004)

The interviewer (monitor) plays a central role in this process, particularly because most of the information will be obtained from children. As an information target group, children are delicate to handle but their responses are normally accurate to the best of their knowledge. The outcome of the CLM process will, therefore, depend on how the monitor conducts himself/herself during the interviews.

The responsibility of the interviewer will include:

- identifying the providers of information, i.e. respondents or interviewees;
- conducting the interviews;
- filling the various questionnaires;
- checking the completed questionnaires to ensure that all questions were asked and responses were neatly and legibly recorded;
- returning to the respondents for appointments or to finish uncompleted interviews;
- reporting to the village governments;
- preparing briefing notes for the supervisor on the problems encountered; and
- forwarding to the supervisors all completed questionnaires.

Responsibilities of child labour monitors in the Bangladesh Garment Manufacturers Association (BGMEA) child labour monitoring project ¹¹

Responsibilities include:

- identifying child labourers in the factories;
- removing the girls and boys from work and placing them in educational programmes;
- verifying former child workers' school attendance and performance;
- gathering and archiving sex-disaggregated information on the children, the factories where they were found, and the services they receive;
- preparing and forwarding reports; and
- educating and motivating factory owners, girls and boys, mothers, fathers, guardians, and teachers concerning child labour and the importance of schooling.

Result and output of Step 4

As a result of this step you have decided on the composition of the monitoring team and agreed on the monitors' roles and responsibilities.

Step 5: Train monitors and build capacity

Why do you need to do this step?

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

11 ILO-IPEC: *Manual for Child Labour Monitoring and Verification* – Vol I, A BGMEA/ILO/UNICEF MOU Project (Dhaka, 2004) p.26.

Building up the technical capacity and skills for monitoring

In order for the child labour monitoring team to be able to perform its duties in an objective and correct manner it needs to:

- have a good basic understanding of the process of monitoring;
- have a good basic understanding of the techniques for conducting a monitoring visit, including identification and interviewing of possible child labourers;
- understand the basic principles and tasks of monitoring;
- be able to respond to various situations they will encounter in their work as monitors; and
- understand issues concerning the rights of the child, vulnerability and gender.

A series of training and capacity-building exercises may need to be conducted on how to prepare for monitoring, how to conduct monitoring and how to use various monitoring tools.

CLM training materials available

Basic CLM orientation - for main stakeholders

Training on the concept and practice of CLM -for core groups of actors

Training on how to develop CLM

Training of Trainers - for those directly involved in the training/developing monitoring teams and monitoring processes

Training for monitoring teams:

- the process, tools and psychology of monitoring
- basic knowledge on occupational safety and health issues

Contact ILO-IPEC for further information about the materials

The quality of the observations and interviews (exchanges) depends as much on the correctness of tools as it does on the way that the tools are used and the personal qualities of the monitors. Training and understanding of how to conduct monitoring visits/activities and to en-

sure follow-up action are crucial and should be given due time and resources.

Training of trainers

You may need to develop a group of trainers who would then be in charge of continually improving and updating the knowledge of the monitoring teams.

Training of monitoring teams

You must ensure that your monitors have been adequately trained in the use of monitoring tools and have a solid understanding of the qualities and criteria for good and successful monitors.

In its simplest form the training of monitors would include an orientation to the rationale for monitoring and the use of a simple checklist type of a monitoring tool to assess the child labour situation in a given area.

Monitor training should include identification and assessment of child labour situations in different types of workplaces, development and operation of a referral system, and how to ensure that sex-disaggregated information collected is treated and disseminated in an appropriate way.

In a more sophisticated monitoring effort where there is a need for a professional and multi-skilled approach to monitoring a more thorough training may be needed with emphasis on the technical and psychological aspects of monitoring in different workplaces. This could include using robust and more complex information technology tools.

Training on occupational health and safety (OSH)

Once child labourers have been identified, it is important that the monitors are able to determine if they are at risk and what action needs to be taken protect children that are subject to specific hazardous working conditions. In some cases the only option is the immediate removal of the child from the workplace, in other cases the question is to ensure that legally working girls and boys are protected from hazardous conditions.

It is important that child labour monitors have a good basic understanding of working condition and assessment of occupational health and safety (OSH) risks. Unless team members have been trained in basic risk assessment meth-

ods they should not try to interpret law or to make value judgements about different types of work situations. If the team involves labour inspectors or trained OSH specialists then it is up to them to make a professional judgement in the situation and enact follow-up action as required.

Child labour monitors can be trained in basic risk assessment and management methods and provided with specific OSH information in the particular sector that they will be dealing with (such as agriculture, construction, fishing or mining). They will thus better understand the OSH risks involved and can consequently carry out their duties more effectively.

When monitoring teams involve professionals of the sector in which child labour is found (like agricultural extension workers in commercial agriculture), it is easier for the team to demonstrate the negative effects of child labour and talk about unwanted labour practices, as the monitors are talking to a target group with whom they are familiar.

Assessment of the hazards and working environment does not necessarily have to be a very complex task. Common sense and basic knowledge of the typical hazards in a given sector go a long way towards identification of problem areas. When the type of work and category of hazard (for example, chemical, biological, or physical) require special competency, then the monitors should have access to the advice of medical and technical specialists.

It is very difficult for a monitoring team to convince employers, workers or community members about the dangerous or hazardous nature of the work if these hazards have not been determined and if the CLM teams are not equipped with proper skills and preventive messages about the particular area of work. As part of developing the CLM process, it is important to link with competent OSH specialists and enforcement authorities, such as labour inspectors who are vested with adequate skills and powers to deal with OSH issues. That said - remember that CLM is not only aimed at hazardous child labour but should cover all forms of child labour.

Result and output of Step 5

In this step you have looked into different capacity-building needs related to CLM and considered various skills required for monitors to be able to perform their work.

Step 6: Test the CLM design and think about replication

Why do you need to do this step?

The functioning of your CLM is not only dependent on good design and training.

The procedures and tools need to be tested and validated. This stage may require a considerable amount of time (possibly up to a year) and should not be rushed.

Testing is done to see how the actual monitoring and follow-up action works in the field and to allow the validation and further development of the monitoring tools. It will also help to clear up any procedural misunderstandings about CLM among your partners, as they participate in the monitoring process and see with their own eyes how it operates.

One way of testing procedures and tools is through small-scale pilot projects, either conducting these in a cluster of factories and/or workplaces or selecting a specific site in the area where you will focus your monitoring efforts. In the commercial agriculture sector, for instance, you will want to test the tools at all points in the agricultural cycle. In small-scale mining, you need to think about the rainy season and dry season. The testing stage must take into consideration the nature of child labour that you are dealing with and be able to fully simulate all environmental, physical and technical aspects of the work that you are dealing with.

The CLM design should be tested at three levels:

1. Monitoring in the workplace and community
2. Referral and follow-up action
3. Transfer of monitoring information to the regional and national level

Testing of the tools that you have designed does not end once the CLM process has gone through several cycles and the main problems have been solved. Even with the CLM running on a regular basis, you must ensure that it will continue to do so and that the quality of the system remains high. Remember, the CLM should incorporate a system of continuing improvement and performance evaluation.

Possible ways to ensure continuous improvement

- Periodic review of the organization of the CLM
- Performance monitoring (including management reviews)
- Revision of CLM procedures when there are changes in national laws and regulations
- Internal and external verification (with separate procedures and rules)

If the CLM process is part of large-scale export-trade-related development effort to combat child labour, the setting-up of CLM may also involve the development of independent internal or external verification systems. Separate independent procedures apply for setting-up external verification functions, which are not covered in these guidelines.

Testing monitoring in practice

In testing the CLM at the workplace and services, the focus is on whether the procedures and tools that you use in conducting the monitoring visit or exercise are sufficient and properly adopted the local situation.

Some questions to consider:

- Is the team using appropriate tools (checklists, monitoring forms)?
- Are the prerequisites for monitoring met (available material, transport, etc.)?
- Does the team have enough information about the target area/establishment in question?
- Do the monitors know how to use the tools and how to prepare, conduct and close a visit?
- Have the key contacts in the target areas been informed about the CLM and agreements concerning the monitoring visits?
- Does your referral system function properly?

Checking the referral and follow-up action

Once the visit has been conducted the team needs to record the information, prepare a monitoring report and decide whether any follow-up action is required. The testing of the report format and the process by which the

information on follow-up action and the data obtained is transferred for decision making needs to be validated.

Some questions that could be raised:

- Is the format for the monitoring report adequate for the purpose?
- Is the process by which data and recommendations on action are transferred for decision-making clear?
- Are there follow-up procedures and a feedback mechanism in place to see that action is taken?
- Does the tracking work?

Testing the transfer of information to regional and national levels

If your CLM is designed to forward information to the regional and/or national level(s), you need to be sure that the way that the information is dealt with (disaggregating of data, statistical methods used etc.) ensures that the quality and integrity of your data are protected. If the information is meant to be used for national policy improvement and reporting purposes, it is of utmost importance that the information you put forward can be checked and verified at any time.

You should verify that:

- data collection instruments used in various CLM initiatives are compatible with each other;
- data requirements at the national level have taken into consideration the instruments and tools used at the local levels;
- the transfer, processing and analysis of sex-disaggregated information is planned and accounted for in order to reduce delays in releasing and making the information available for reporting;
- the repository of information (national database) has adequate resources and capacity to deal with the data; and
- mechanisms to analyze and report on the data are in place which permit the sharing and validating of the information as required.

Ensuring that information is used

For the purposes of maintaining links between local-level action and national-level policy efforts, it is important that you are able to emphasize the practical, direct-action nature of CLM through reporting on the information that you collect. It is this continuing identification of child labour and immediate action that differentiates CLM from

II. Designing, testing and training

many other data collection tools and brings the information you collect closer to decision making.

Data from CLM can be used for prevention and advocacy, and to enhance cooperation and coordination between local service providers. It is important that innovative approaches on how CLM information has been used in practice for local action against child labour are properly documented and shared among partner agencies. In the end, any real impact through CLM can only be achieved if the process is replicated and scaled up to cover as many potential child labourers as possible.

Scaling up the CLM intervention

The design of a sector- or area-specific CLM must take into consideration its expansion to new geographical areas or new areas of child labour work.

Two questions need to be answered in this regard:

1. How do you connect the monitoring to other regional and/or national structures?
2. How will the expansion affect the management, institutional structures and resources required to operate CLM?

Scaling-up and redesigning a monitoring process that was designed for a certain type of work or geographical coverage warrants a thorough rethinking of all aspects of the operation as any major change in mandate or coverage will affect the operational capacities and feasibility of the existing programme. Major changes will require different resources and institutional arrangements. A consultative review wherein the different parties agree to proposed changes and institutionalize it through formal agreement may be needed.

Scaling-up takes time. You may need to organize capacity-building and training programmes for new staff, upgrade the capacities of your databases, translate your tools to new languages, etc.

Your programme-based, sector- or area-specific CLM may be the testing ground and catalyst for bigger CLM initiatives with more ambitious goals for coverage and impact.

Proper documentation of the design as well as the lessons learned and good practice can help you in analysing your CLM and enable you to address any handicaps or shortcomings when bringing the CLM effort to a new level. As for any data collection, it is important that you are able to continually measure the impact of your system and to improve its performance to keep it simple, cost-efficient and sustainable.

Result and output of Step 6

As a result of this step, you have tested your CLM in a controlled manner and are in a position to expand its coverage and scope later, if required.

You are now ready to begin monitoring.



III.

The monitoring phase

Implementation of the monitoring
in places where children work

Introduction

The preparatory stage covered the steps that need to be taken in order to develop the conditions and technical basis for child labour monitoring. In this section we will go through the actual work involved in the act of monitoring and explore some key concepts related to monitoring and dealing with children and the hazards they face in the workplace.

After going through the steps in the preparatory and design, testing and training stage you have:

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

This section of the guidelines discusses what child labour monitoring involves in practice and what to consider in operating CLM. Some practical points on how to ensure the continuing improvement of your CLM on a regular basis are included, as well as some considerations of the different techniques used for both formal workplace and community-centred monitoring.

This section uses as its basis, structures, methods and procedures operated in formal workplace monitoring.¹² Application of these generic principles to community operated monitoring situations will be highlighted in the text as appropriate.

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

Step 1: Prepare the visit

Step 2: Conduct the visit

Step 3: Withdrawal and referral

Step 4: Protection and prevention

Step 5: Concluding the visit

Step 6: Immediate data management and reporting

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

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

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

Main activities in monitoring are:

- identifying child labourers and assessing their needs;
- promoting improvements in working conditions and OSH for the benefit of young workers;
- recording information about the monitoring visits and the children identified;
- activating referral procedures (including withdrawal from workplaces and referral to school or services) if required; and
- promoting protective measures and preventive messages, counselling, educating and motivating employers, factory owners, community members, parents and girls and boys on child labour.

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

To prepare for the CLM visit, the institution responsible should obtain general background information with basic data and possible records of any previous visits to the

12 See ILO-IPEC, ILO-SafeWork and International Association of Labour Inspection (IALI) *Combating Child Labour: A Handbook for Labour Inspectors* (Geneva, ILO, 2002) and Wolfgang Von Richthofen, *Labour Inspection. A Guide to Profession* (Geneva, ILO, 2002). For additional information about labour inspection look at: www.ilo.org/public/english/protection/safework/index.htm

workplace, including notes of any action taken or recommendations made to the employer.¹³

The initial monitoring visit establishes baseline information about child labour at the workplace in question. This visit also provides the monitors their first opportunity to create a rapport with the employer, which will pave the way for regular monitoring visits in the future.

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

■ Step 1: Prepare the visit

Why do you need to do this step?

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

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

Announced vs. unannounced visits

The process of monitoring and preparation is different depending on whether the monitoring visit is to be announced or unannounced. Labour inspectors, for instance, have the mandate to do both in order to ensure that they get accurate information about the situation in the workplace. If you announce the monitoring visit beforehand, then the nature of the visit becomes preventive

and you may not be able to see the workplace in a typical work situation.

If the monitoring process uses unannounced visits and the monitoring covers a large area you may need to randomize visits. This technique is used to ensure that you are getting an objective picture of the overall area/sector to be monitored. Sometimes the randomization is made in such a way that even the monitors themselves do not know before their assignment which location or worksite they are going to monitor that day. This helps to ensure the full integrity of the monitoring process.

Similarly, in community-based monitoring you will have a detailed plan for rotation among villages or municipalities. In the agricultural and rural sectors, monitoring visits will also need to be scheduled according to harvest times, school year and weather conditions in order to capture the actual situation of the target group.

Using a monitoring plan

What is common between the different types of monitoring is that monitoring is conducted step-by-step and that the visit is recorded using monitoring forms and checklists. In the sample monitoring plan that follows, different tools are administered to girls and boys, employers and schools depending on the school terms and the production cycle of the crop in question.

If this is the first time that the workplace is visited, then the monitor must be prepared to establish relations with the owner or employer and use some of the time there to get to know the location, the work being carried out and the hazards and risk management in place. Information on the number of workers (men and women) and attitudes of different parties involved (workers, employer, family members etc.) can be collected.

As part of the preparations, the monitors need to be equipped with ID cards and other material that identify them. They should carry a short description of the purpose of the monitoring and copies of any document (authorization) that provides them with the authority vested in them. They should be sure to have with them all necessary tools for recording the data (checklists, monitoring forms) and to have made preparations for transport.

13 Employer here is a generic term referring to anyone employing the child, such as factory owner, SME operator, parent or a family member.

Sample monitoring plan (Ghana CLM system in commercial agriculture, 2004)		
School term	Data collection targets	Period
1	Girls and boys School/learning institution Employer/ workplace	October
2	Girls and boys School/learning institution Employer/workplace	January
3	Girls and boys School/learning institution Employer/workplace	May
School holiday	Girls and boys	August/ Sept.

If the monitors have visited the workplace before, then they should go through the records of the previous visit and see if any recommendations or actions were taken. At a workplace that has been visited more than once, the team would have already established a working relationship with the employer and the monitoring procedures would be familiar to all those involved.

Besides routine visits, the monitors may conduct special visits and follow-up visits to either look into a particular issue (such as a specific type of work or area to be visited) or to follow up on a shortcoming or a situation involving children that does not warrant withdrawal.

In community monitoring, the monitoring visit should be properly announced and the purpose of the discussions with the community members clear to everyone participating in the event. The record of previous visits or discussions can be referred to and the status of girls and boy's engagement in work and their schooling discussed and facts verified.

The monitors can bring awareness raising material to be used as part of advocacy efforts on health and safety in the sector or more generally on child labour.

Result and output of Step 1

At the completion of Step 1 you have considered the different aspects of preparing for a monitoring visit and you have become familiar with the location to be monitored.

Step 2: Arrival on site for the visit

Why do you need to do this step?

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

If the visit has been announced, then the monitors need to confirm the visit by contacting the employer or announcing the visit beforehand through a local government office or other means. This gives time for the employer to arrange for documents and key persons to be available. The downside to announcing the visit is that it also allows the employer to "hide" documents or people, thus making it impossible for the monitors to see the workplace under actual conditions. As the goal of CLM is to find and identify child labourers, it is important to use unannounced visits, if possible, or a combination of both methods. The announced visit can be very productive in terms of prevention and information sharing, but it is only through unannounced visits that you are able to secure objective and first-hand information about who is working at the worksite and under what conditions.

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

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

Contact and formalities

The contact phase involves introduction and entry in the workplace. In a formal workplace the senior management should be contacted about the visit. The operating guidelines should have a procedure to follow in a case

where entry is refused. Usually this would involve filing a non-cooperation form and contacting authorities - labour inspectors, police, etc. - who have (or can secure) the right of entry to the workplace.

If the monitoring is conducted in a large open area (agricultural field, quarry etc.), the monitors should try to identify the key local figures, explain the purpose of the visit and ask for their assistance in conducting the visit.

CLM in the informal economy may include visits to worksites and a general discussion with community members, depending on the type of work. The visits can be conducted with local government officials or traditional chiefs that are not part of the actual monitoring team. Monitors can also come to the community un-announced, making their visit based on a previous agreement. They would then contact the local authorities at a later stage to discuss the findings.

Observation/ Identification

After the initial contact has been made, there should be a visual inspection of the premises to get an overview of the work being carried out and the different activities underway. This inspection of the production area can include spot interviews with workers and, if girls and boys or young persons are identified, interviews with them to establish their age and the nature of their work.

In community monitoring this observation phase can take place in streets, in small-scale mining sites, on fishing vessels or on agricultural plots that are not in the immediate vicinity of the living quarters of the family. Girls and boys, co-workers and family members can be interviewed and asked about children's work and presence at the worksite.

After a visual assessment and interviews with suspected child labourers, the monitors can proceed (if their mandate allows this) to review any records and documents of relevance, such as salary records, identification cards, etc. Missing files and documents may prove to be evidence that the employer has something to hide.

Possible flow of a monitoring visit in a formal-sector workplace

1. Contact
2. Visual assessment
3. Interviews with suspected child workers
4. Assessment of OSH
5. Review of records and documents
6. Closing the visit

Possible flow of a visit in an informal-economy workplace

1. Contact
2. Discussion and review of baseline and school attendance documents
3. Interviews with parents and suspected child workers
4. Assessment and discussion of OSH
5. Closing the session

How to interview children

If you find suspected child workers, observe the appearance of the child and conduct an interview to establish his/her age.

It is important that the monitors try to first build confidence with the respondent and make the interview situation as comfortable and safe as possible for the child. It is always better to interview the child without the employer present in order to make the situation less threatening and allow the respondent to give full answers to the questions posed. The child may also adapt to the questions that are asked, making it harder for the interviewer to get accurate and non-biased information.

In interviewing children, the monitors need to pay attention to the child's vulnerable role as a main subject of the monitoring visit. Many employers, workers and girls and boys alike know that child labour is forbidden. Girls and boys may fear being reprimanded or losing their employment and therefore may not want to talk to monitors. They may be tempted to lie about their age and evade questions concerning their work.

III. The monitoring phase

You may need to interact with the child for a longer period of time in order to develop a climate of trust. The way that you approach the child and the timing of the interview is also important. If the child is actively working, it may be better to wait for a break in the work. You must consider issues such as peer pressure, different situations of boys and girls and if the child has any confidants or family in the vicinity of the workplace or not.

If the CLM covers unconditional and illicit forms of child labour, it is particularly important to think about the ethics of the information collection and about how to approach and interview the child about his/her situation. Valuable experience and approaches of how to deal with this kind of situation have been acquired by institutions and programmes dealing with trafficking, particularly those providing psycho-social rehabilitation services to children recovering from various forms of abuse.¹⁴

Interviewing girls and boys: Ethical considerations checklist

The monitors should always stress the confidentiality of responses obtained. If the respondent is hesitant about responding to the questions, it is important that monitors explain how the information will be used and that the information will be treated in confidence. Monitors must respect the neutrality of the process. Monitors should never react negatively or positively to the responses or influence the responses by their own behaviour.

Monitors must have prepared for gender differences and need to take these into account in the interview situation. This may include women administering interviews to girls, men for boys and in general taking into account cultural values and issues such as "losing face".

Some key ethical considerations for a monitor:¹⁵

- Tell the child being interviewed why you are there and how the information you are gathering will be used.
- Be sensitive to the child's emotional state before, during and after the interview.
- Be aware of possible gender sensitivities involved in the interview, especially if a girl or a boy feels discriminated and stigmatized due to the nature of the work they perform.
- Be aware of the consequences of your questioning - what the child has to go through to give an answer, especially if the child has to relive a painful experience.
- Respect the child's right to speak (what is said, how it is said, how much is said).
- Most importantly, respect the child's right not to speak, to refuse to answer a question.
- Take all the time necessary. Interviews with children are likely to take longer than those with adults. Small talk, play, recurrent visits, patience and time are some of the major ingredients needed to obtain reliable data from children on delicate issues.
- Assurances of confidentiality must be given and observed.

Age verification

There are several ways to estimate a young worker's age. Observe the child's physical appearance, height, muscle tone and strength. In some cases, specific age estimation forms have been developed to establish how mature the child is. The child can be questioned about his/her physical maturation. For boys this could include questions about when their voice got lower and, for girls, questions about their monthly cycle. When using such tools the monitors must be aware of and respect local traditions

14 ILO-IPEC: *Creating a Healing Environment, Volume II, Technical Papers, Psycho-Social Rehabilitation and Occupational Integration of Child Survivors of Trafficking and Other Worst Forms of Child Labour*, (Kathmandu, 2000) and IPEC: *Helping hands or Shackles Lives, Understanding Child Domestic Labour and Responses to It* (Geneva, ILO, 2004), Website: <http://www.ilo.org/public/english/standards/ipec/publ/>

15 See Annex E for additional information about child interviews. For more information about ethical considerations on interviewing children and on collecting data on child labour please refer to ILO-IPEC:TBP MAP, Guide Book III "Methodologies for data collection" and the associated Paper III-2. Available from the ILO website: www.ilo.org/public/english/standards/ipec/themes/timebound/

and customs and consider the intimacy of some of the issues covered.

In a community-monitoring interview, situations may arise, for example, when dealing with urban informal economy such as street girls and boys. In rural areas where the monitors are local people, the interview situation may be more of a general discussion wherein the child's perspective and points of view about work and schooling are covered through normal interaction. The results are documented through the general CLM forms administered in the community. Often these discussions will directly or indirectly reveal the age of the child in question. For a sample age verification form, see Figure 7.

Result and output of Step 2

In this step you have initiated the monitoring visit, identified potential child labourers, assessed their ages and work situations and taken a decision on the appropriate way to proceed.

■ Step 3: Withdrawal and referral

Why do you need to do this step?

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

Immediate removal of child labourers

In formal-sector workplace monitoring, a specific mechanism can be established for situations covering the immediate (urgent) removal of a child from the workplace. There must be agreed criteria and a corresponding protocol for withdrawal that includes clear procedures on who takes charge of the child and how.

This could include the following actions:

- activating the withdrawal process at the workplace;
- accompanying the child home;
- accompanying the child to school or other service site;
- recording and following up on the child through a tracking system;
- explaining to the child what is happening and why;
- contacting and informing the family of the child (discussing options, schooling, stipends, etc.);
- discussing and agreeing on the withdrawal with the employer;
- informing the possible service provider (school or other services) about the child and organizing the enrolment of the child to services; and
- accompanying the child home to provide counselling to parents.

The first step is to make an initial diagnosis whether there is reason to start withdrawal procedures. If there is adequate basis for withdrawal and the employer is responsive (was not aware of the age of the child or about the laws; did not know about the danger of the work, etc.), corrective action can be discussed with management.

If immediate physical withdrawal is needed, then the protocol must be activated and the withdrawal organized with the employer. This will very likely include calling in social workers, teachers or NGO members who have been previously identified for this purpose. The parents and family of the child also must be taken into consideration in the withdrawal process.

If the employer is not cooperative, the monitors need to refer to the agreement made by the employer and try to insist on the agreed procedures. If the employer still refuses to cooperate, then it must be noted and the competent authorities called in to assist in the withdrawal process.

Sometimes the child is not cooperative and tries to hide or run away in fear of being punished by the employer or his/her parents. In these cases special attention must be paid to convincing the child that the removal is in their interest and that no harm will come to them.

Figure 7: Sample age verification form

The Eight-Eye Child Age Estimation Form (Abridged from ILO-IPEC BGMEA monitoring form)

Factory Name _____ Registration # _____

Observe height appearance, tone of voice, strength. If parents or guardians work in the factory we also ask them about the age of the child. Also, cross check educational information against other answers, given that girls and boys start school at 7. Ask the following questions, filling in the form.

What is your name? _____

How long have you been working here? _____

What is your age? _____ What is your educational level? _____

How many years since you left school? Did you drop out? _____

How many brothers and sisters do you have? _____ Who is the oldest? _____

How many years difference between you and your younger sister/brother? _____

How many years difference between you and your older sister/brother? _____

What are your younger brothers and sisters doing? _____

What is your job at the factory? _____

When did your voice get lower. _____ When did you begin to develop a beard? _____

The following assumptions about the age of girls and boys are used to make the age estimate.

Check	Indicator	Assumed Age of Boy	Assumed Age of Girl	Estimated Age
<input type="checkbox"/>	Small soft wrist	10-11	could be 14	
<input type="checkbox"/>	Bones soft	11-12 (malnourished)	Under 14	
<input type="checkbox"/>	Eyes look innocent	10-12	10-12	
<input type="checkbox"/>	Soft hands and nails	10-12	10-12	
<input type="checkbox"/>	Beginning breasts	Not applicable	12-13	
<input type="checkbox"/>	Educational Level 5+	12-13	12-13	
<input type="checkbox"/>	Confused	12-13	12-13	
<input type="checkbox"/>	Immature high voice	-12	-12	
<input type="checkbox"/>	Showing guilt about being found	10-12	12+	
<input type="checkbox"/>	Reading Level 4 or 5	11-12	11-12	
<input type="checkbox"/>	Large wrist	12-13	Not applicable	
<input type="checkbox"/>	Memory of 1988 flood	13+	13+	
<input type="checkbox"/>	Has menstruated 3 or 4 times	Not for boys	13+-14	
<input type="checkbox"/>	Voice changing	13+	13+	
<input type="checkbox"/>	Has not menstruated	Not for boys	-13	
<input type="checkbox"/>	Has not menstruated	Not for boys	-13	
<input type="checkbox"/>	Shame response to personal questions		Adults and +14	
<input type="checkbox"/>	Answers questions spontaneously	14 or over	14 or over	
<input type="checkbox"/>	Muscular legs, looks tough	14 or over	14 or over	
<input type="checkbox"/>	Facial hair	14+	Not applicable	
<input type="checkbox"/>	Mature voice	14+	14+	

Figure 8: Example of a child labour monitoring form, ILO-IPEC CLM soccer ball project, Pakistan

P NO. 4

LIST OF GIRLS AND BOYS IDENTIFIED DURING MONITORING VISITS

Name of Monitor(s) : 1. _____ 2. _____

Centre Code : Zone : Date : _____

Details of girls and boys identified:

Name	Parent/Guardian	Age	Complete Address
Name of Monitor(s) : 1. _____ 2. _____			
Centre Code :	<input type="text"/>	Zone :	<input type="text"/>
		Date :	<input type="text"/>

Follow-up is needed in order to secure services for the child and engage the parents and the child in discussions about the laws concerning child labour as well as the benefits of the services being proposed.

It is important to note that the institutions involved in CLM often have limited resources to carry out immediate physical removal of children from work. Partner agencies and institutions often participate in CLM above and beyond their regular functions and have limited capacities receive and take care of child labourers.

Some specific approaches have been developed for the unconditional worst forms of child labour, including the trafficking of children and commercial sexual exploitation. Here physical withdrawal is the only option.

Withdrawal of children in these cases is often done by special rapid-action teams composed of police, social workers and psychologists. The referral is conducted through an agreed protocol that includes immediate psycho-social assistance and help.

Different situations concerning referral

The referral procedures may be somewhat different when the child labourers have been identified through monitoring involving labour inspectors and partners of a

multi-skilled monitoring team. The role of labour inspectors is to counsel the employer about child labour laws and OSH risks. In the case of flagrant disregard and violation of laws, they initiate enforcement procedures.

In the context of multi-skilled monitoring teams, child labourers who have been identified through the monitoring visit should be recorded and a withdrawal process applied in which their status and identifier information is verified. Depending on the situation, either the child is escorted to his/her residence or asked to go home. The referral would include the immediate transfer of information concerning the child to the agreed clearing house or base unit to coordinate action for the child, i.e. enrolment in school or other services.

This referral may involve a visit to the child's family by social workers to explain the referral process and counsel them about schooling and other opportunities, such as skills development and vocational training options.

Formal monitoring may be complemented by establishing a social (neighbourhood) watch system which can also provide information about where the child lives (streets, dormitory, church etc.), why s/he is not in school, what type of work s/he is engaged in and other information about living and working conditions. These facts will then be the basis for any decisions made on how to promote

III. The monitoring phase

the child's schooling and withdraw the child from child labour situation. A "case management plan"¹⁶ or an individual follow-up plan can then be used to come up with a record and action plan to remedy the situation of the child.

In the following box, an example of CLM from Turkey shows how the different institutions involved in identification and referral coordinate child labour monitoring action.

Example of CLM from Turkey

In the case of Turkey the CLM is operated in close collaboration by the Ministry of Labour and Social Security and involves the education sector. The Child Labour Unit of the Ministry of Labour is the driving force of the monitoring, which is conducted through a multi-sector team led by labour inspectors. Labour inspectors were trained about how to consider child labour issues in their work and a special social support unit was established to facilitate the links between the identification of child labourers and their referral to education and vocational skill services. This extends to the families being visited frequently to keep their children from returning to work. Parents are also counselled and provided with opportunities for income generation and vocational training.

The experience in Turkey is one of a formalized state-run CLM where the state actors take a major role in the identification of child labour through existing enforcement and social support mechanisms. It is also one where non-state actors, such as trade unions and employers' organizations, have an important role to play in advocating against child labour and promoting links between the vocational training and apprentice programmes. The CLM establishes practical cooperation between the workplace, the school and the family through the referral system and is supported by workplace monitoring and social support units.

Referral in rural and informal economies

When the identification of child labourers is performed through a rural community-centred CLM, activation of the referral procedures is different than in the two previous scenarios. The monitoring rarely involves physical removal of the child: it ensures that the child is not subject to hazardous work and that all involved understand what is considered child labour and what girls and boys can and cannot do.

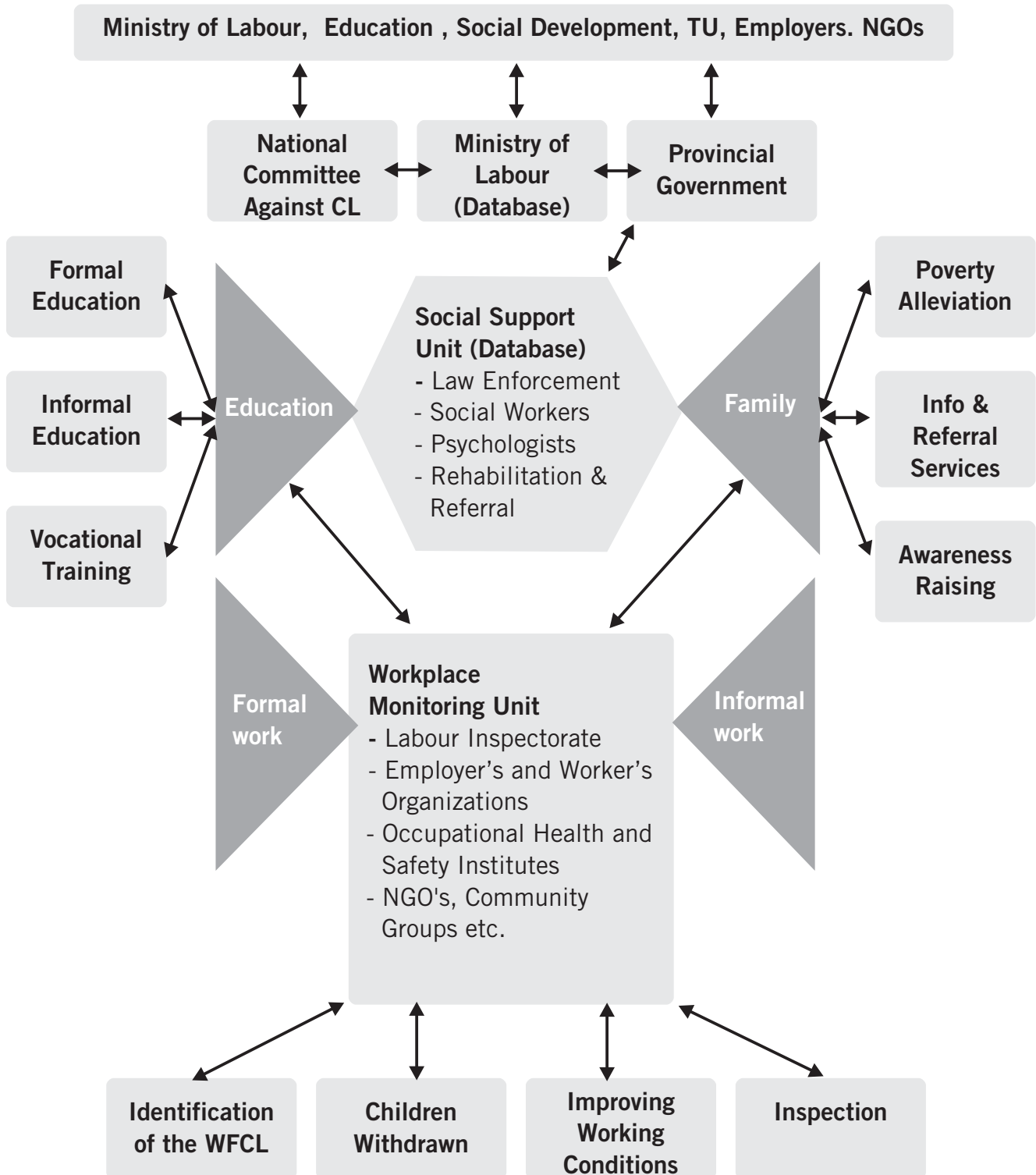
Community monitoring has a strong preventive and protective element: the word "withdrawal" is used in the sense that any violation of the agreement made by the community will be noted and discussed in public. The monitoring team will then ensure that the child no longer participates in dangerous work and has access to schooling. This must be discussed and agreed upon by the parents and those involved in the work situation. The agreement must be recorded and followed up by the monitoring team.

In community-centred monitoring, the involvement of key figures of the locality in advocating and working against child labour helps to provide the monitoring with adequate social acceptance. At the community level, the act of monitoring is also very much an act of awareness raising and prevention. It ensures that the voluntary agreements made are kept and that commonly agreed principles are applied. Schools and teachers have a central role in community-based monitoring in ensuring that children stay in school. They can make sure that absenteeism is reported and child labour eliminated as its cause.

Any findings of child labour by the monitoring team need to be discussed with the leaders of the community, parents and/or immediate employers of the child. The discussion and agreements made should be recorded for follow-up purposes.

16 The term "case management" has been developed through social work and medical practices and has been used by ILO-IPEC Trafficking programmes to illustrate a process where each child has a rehabilitation plan that allows individualized follow-up.

Figure 9: Areas of intervention in the CLM system in Turkey



Definition of "withdrawal" from the Kenya Child Labour Division Guidelines For Administering CLM Tools, May 2004

This is the act of removing children from a labour situation to a more favourable situation that gives hope for a better future. This includes:

- Children who are working are stopped from working;
- The children are provided with alternatives, normally education;
- Children working in hazardous conditions are removed to safer work situations.

If needed, a special "follow-up plan" for the child can be developed to make certain that the child will no longer be allowed to work and that schooling or other needed services are offered.

Referral to schooling is usually the preferred option sought. As teachers often are part of the monitoring team, agreements and arrangements about the schooling of the child labourer can be made immediately. This information is then transferred to those concerned such as school principals, other teachers of the local schools, etc.

If the referral network includes other service providers, such as NGOs providing health, income generation or skills development services, then their involvement and potential services may be discussed. Arrangements can be made for the children and the families to access these services. An important activity related to referral is an assessment of the education level and other needs of the child labourer so that the best available services can be provided to the child.

The referral process in its most basic form would include the following actions:

- decisions made with the family/employer;
- assessment of education level and other possible needs (health, psycho- social counselling);
- arrangements for schooling;
- arrangement for other services; and
- agreements on follow-up.

What is important in the referral at the community level is that there is a clear mechanism to follow up on the agreements made and the social pressure to comply with the agreements made is upheld. Whenever possible, advocacy,

social mobilization and awareness-raising campaigns should be developed and used to promote the vigilance against child labour and to continue to make the point that the community-based monitoring is continuing feature and that real behavioural change is required in terms of children's participation in work.

Result and output of Step 3

As a result of Step 3, you have successfully applied the agreed criteria for referral, withdrawn the child labourer from a perilous working situation and referred the child to appropriate services.

Step 4: Protection and prevention

Why do you need to do this step?

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

Protection - Occupational Health and Safety (OSH)

Protection as part of CLM is aimed at ensuring that young workers of legal age will not be exposed to hazardous conditions. In reality, many children remain in the workplace in the short term while prevention and withdrawal strategies are pursued.

Any child in the workplace remains at risk. Thus, there is a need to protect them at work by improving occupational safety and health and working conditions and arrangements in the workplace. The basis for improving OSH standards and protection is strengthening risk management in the sector of work concerned. For every hazard, effective risk management is the key to improving occupational safety and health standards.

When the monitoring visit is conducted for the first time, an initial assessment of occupational health and safety risks can form part of the monitoring visit. This can be done by walking around the work area, observing and taking notes about the work situation. It is important that whenever there is doubt about the nature and degree of

the OSH risks, competent authorities with special skills are called upon.¹⁷

If the monitors are equipped and skilled in OSH and risk prevention and management, then they may note areas of concern and discuss solutions with the employer and others concerned.

In many cases, applying risk management techniques does not require any particular expertise, just common sense. It is important to note that technical OSH services brought from outside can never be a substitute for OSH risk management capacities that are acquired and applied by workers themselves. This is one reason why the participation of trade unions and workers' representatives in CLM is crucial.

Examples of OSH messages used as wall posters in child labour monitoring work¹⁸

CHILDREN SHOULD NOT BE WORKING WITH FOOTWEAR CHEMICALS!

**KEEP CHEMICAL CONTAINERS COVERED!
DON'T LET HAZARDOUS VAPOURS ESCAPE
AROUND THE WORKSHOP!**

MAKE SURE THAT NOISE DOES NOT HARM WORKERS!

PROTECT THE WORKERS FROM EXCESSIVE HEAT!

INCREASE LIGHTING TO IMPROVE THE QUALITY AND TO PREVENT ACCIDENTS!

Determination of OSH risks in a particular sector are important for CLM as it dictates if children or young legally employed workers are engaged in child labour or not.

Prevention

Prevention is an important aspect of any child labour intervention. In the context of child labour monitoring, it involves advocacy about the ill effects of child labour and

laws and practices governing the legal employment of young workers. It also carries a more specific meaning as part of protection of workers from workplace hazards.

Prevention as part of child labour monitoring translates into the monitors' function to ensure that the employers and the workers know and are abreast of labour laws, OSH practices and current developments in work against child labour. As part of the monitoring visits the monitors are expected to motivate and educate those responsible for the workplace. This generic preventive task could be summarized as:

"To council, educate and motivate employers, factory owners, community members, parents and girls and boys on child labour and on protective measures"

Result and output of Step 4

In this step you have assessed or noted for further screening the different risks facing child labourers or young workers. You have also provided advice to the employer and concerned others on the importance of OSH matters.

Step 5: Concluding the monitoring visit

Why do you need to do this step?

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

Discussing results with concerned parties

If no major violations have been found, the occasion can be used to discuss solutions to problems that have been identified. Preventive material can be distributed and

17 See ILO-OSH: Guidelines on Occupational Safety and Health Management Systems, (Geneva, 2001). On hazards and risks in agriculture see IPEC: Child labour in agriculture, Guidance on policy and practice, Guide book 3: Tackling hazardous child labour in agriculture, (Geneva, 2005). Please contact IPEC for further information.

18 IPEC: *Improving Safety, Health and the Working Environment in the Footwear Informal Sector*, PATRIS Operators Manual (Jakarta, ILO-IPEC, 2002).

III. The monitoring phase

OSH and national laws and policies concerning child labour discussed.

In a community-monitoring situation the results of the visit need to be discussed with community members and leaders. Any violations of agreements made previously must be openly discussed and marked for improvement.

If particular sectors or problem areas are identified, then the monitors can go through them in open session to discuss the reasons for the recommendation and observations. Sometimes it is better to discuss individual cases with the employer (or parents and the family) only.

In community monitoring it is important to remember not to shame or disgrace anybody. The power of the community-centred monitoring lies in its preventive nature and its ability to change attitudes through social pressure. It is important that all members of the community sign on to the agreement not to use child labour and understand the rationale of such a commitment.

Result and output of Step 5

The visit to the workplace is concluded. An opportunity has been provided to those concerned to briefly discuss the findings and follow-up to the visit.

Step 6: Immediate data management and reporting

Why do you need to do this step?

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

Data management

In workplace monitoring it is important that the visit is properly recorded. The observations, conclusions and recommendations as well as identifying information about the people the monitors have dealt with need to be included. Information about the workplace, such as the

number of workers (men and women) and the ratio of young workers to child labourers, needs to be obtained and properly recorded. In gathering the information, the monitors are guided by the indicators that have been agreed in the operational guidelines of the CLM.

It is important that the data is recorded as accurately and in as much detail as possible to avoid any confusion at a later stage. If the monitors are not able to get the information, they must write down the reasons for this to prepare accordingly for the next visit.

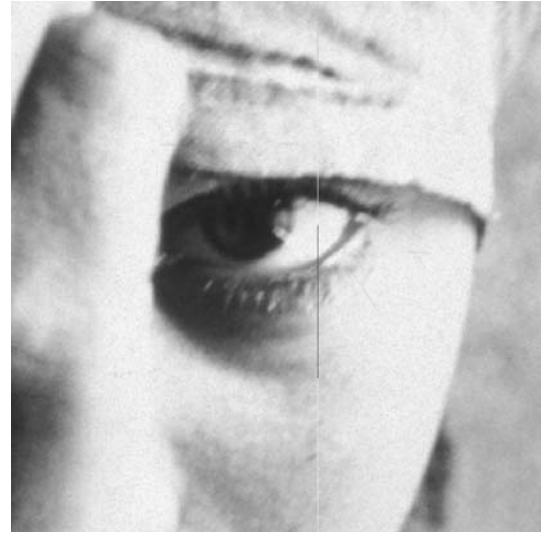
Reporting

Reporting of the visit includes forwarding the monitoring report, including information on action taken and recommendations made, to the body assigned to treat the information and to act upon it if necessary. It is important to forward this information as soon as possible to avoid delaying possible action or losing information. There are different types of administrative arrangements that can be used to treat and manage the information depending on the sector and type of monitoring work. If the whole monitoring process is operated through a system of external monitors, then the immediate treatment and analysis of information is conducted within the monitoring system established for this purpose. If monitoring is conducted through multi-sector monitoring teams involving labour inspectors, an entity to deal with the information must be chosen by the parties in question. This entity could be a clearinghouse or coordination unit with representatives from those involved in the monitoring and referral.

In community-centred monitoring similar procedures may exist. In the informal rural economy, the information is either collected through an assigned local government official or transferred to the assigned body. The transfer of information may be conducted by teachers when the child labour information can be matched with school attendance records.

Result and output of Step 6

The monitors have conducted an internal de-briefing of the visit that includes discussion on the initial findings and necessary follow-up action.



The follow-up phase

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

Introduction

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

The principal steps of the follow-up phase are:

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

Step 2: Quality control and verification

Step 3: Providing data for the enforcement of laws

Step 4: Information dissemination and analysis

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

■ Step 1: Tracking of child labourers

Why do you need to do this step?

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

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

The tracking mechanism

An active tracking mechanism ensures that proper action has been taken and that information about this action is recorded, available and withstands scrutiny.

Information from tracking may also be used for assessing the impact of CLM and associated child labour interventions as it generates data about the results of the workplace monitoring. This could include an assessment of data on how many child labourers have been identified, what types of services have been provided to them and how successful the referral system has been in providing them with access to education or other services.

Databases combining workplace information obtained through monitoring and information from schools and other service sites can be used to track individual girls and boys. The database must accommodate information from schools and other service providers and allow for the matching of the information generated from different sources such as school registers, skills development facilities and so on. In some cases these services may include psycho-social rehabilitation and occupational integration as well.

Tracking of child labourer can be also operated through the use of several existing databases and information systems that allow comparing of data on education, health and labour on a large scale. In this case, the information on services that different basic service sectors have provided to ex-child labourers are pooled together to establish the whereabouts and the current situation of the children.

Linking CLM to schools and services

The CLM process must be able to link information about the child and his/her situation from identification, to referral, to schooling or other services and to track the child until s/he has completed education or reached the age of legal entry to the workforce. In some instances such monitoring initiatives have been referred to as "social service monitoring" in order to emphasize that they are focused on ensuring that girls and boys are covered by education and welfare services.

Successful referral requires direct coordination with the service providers and a continuing follow-up of individual children through his/her cycle of schooling, rehabilitation or skills development services. The overall objective is to make sure that the referral leads to a better situation for the child.

There are several important challenges that need to be met. These include:

- establishing cooperation between different parties,
- defining clear roles and responsibilities,
- sharing of information (roles, timing, quality of information), and
- technical and statistical comparability of information (choice of variables, mandatory information, sources and references etc.).

Linking workplace and education information together

At the national and provincial levels, it is useful to be able to compare information about child labour trends and information about the schooling of girls and boys. This information can be used for purposes of policy improvement and better social planning. In order for this to be possible, the CLM must be able to link and match workplace monitoring information with available data from education information systems.

School inspection mechanisms and education committees at different levels of governance are important vehicles to analyze and access information about education.

Important work is being done in bridging formal and non-formal education and ensuring that child labour issues are mainstreamed into school curricula. Teacher mobilization, enhancement of community participation and development of education task forces are examples of education interventions that can be directly linked to child labour monitoring.

At the local level, it is important to collect data from schools and have direct access to information from individual schools through teachers' participation. The most relevant information is school attendance. Information about enrolment, dropout and completion rates can also be collected at various intervals. It is the sharing of information about work and schooling that allows community members or local authorities to take action on behalf of child labourers.¹⁹

It is not enough that a link between work and schooling has been established. School authorities must be actively encouraged to ensure the participation of the referred child in education and they must be provided with help in doing so through teachers training and capacity building efforts.

There are two different possibilities for monitoring in schools: 1) the school is monitored externally and teachers cooperate and provide information for the monitor-

ing exercise; and 2) they are active participants, indeed the driving force, in the monitoring process.

The latter case is often referred to as school based monitoring where the school is used as a starting place for collecting information about child labour, which is then complimented by work place information. Comparing school attendance and enrolment information to household data provides valuable insights to possible extent of child labour problem and helps in targeting appropriate responses. ILO has been successfully working with UNICEF on enhancing education and work place monitoring linkages for instance in Bangladesh and Pakistan.²⁰

Youth can be the driving force for change in society and teachers can help young people understand and promote social rights issues such as child labour. ILO-IPEC's Supporting Children's Rights through Education, the Arts and the Media (SCREAM) - a multi-module activity package - can be a helpful tool for educators and teachers to use in their work against child labour.²¹

Sources of information compiled from schools

The principal source of information in school monitoring is a simple school attendance list. If the CLM includes the participation of school authorities in an active referral system, there may be a need for a more robust monitoring sheet that allows detailed information to be covered. This information is usually collected periodically, either by external child labour monitors or teachers themselves as part of the monitoring team. In an integrated CLM, workplace, community and education information is collected and stored in a common database, which allows the information to be crosschecked and analyzed for various purposes.

External monitoring of education services

In this case the follow-up of the child's schooling is conducted through an external party. The teachers and the school authorities cooperate in the process by providing their attendance and dropout records and information concerning former child labourers. The child labour mon-

19 For further information about teachers role in CLM and interlinks between workplace monitoring and education information please look at: *Child Labour, An Information Kit for Teachers, Educators and their Organizations*, (ILO-IPEC 2003). <http://www.ilo.org/public/english/standards/ipcc/publ/>

20 UNICEF is currently developing a tool kit aimed at providing guidance to public officials on how to address child labour which uses as entry point school based monitoring. For further updates see www.unicef.org

21 SCREAM package is available through. www.ilo.org//scream

Figure 10: Teachers' roles in CLM

Teacher role with:	As part of the education monitoring (external monitoring)	As part of specific CLM efforts (teachers as monitors)
Children	Check attendance, enrolment, drop out, counsel and support individual learning, after school activities	Interact with girls and boys on their possible working, incorporate child labour concerns into education, provide special attention to reintegrated child labourer
Parents	Parental counselling, facilitating the moving of barriers to education (accessibility, affordability, quality and relevance)	Home visits and awareness rising on the value of education and ill-effects of child labour
School authority	Report on irregular attendance and children at risk	Provide information about attendance, cooperate and coordinate the reintegration of ex child labourer as part of CLM , consider special activities for girls and boys at risk
School inspector	Provide relevant information concerning irregular attendance of girls and boys and a list of those perceived at risk. Provide information about barriers to education (challenges)	Report on the collaboration between school and labour inspectors, parents associations, and the community in the school monitoring

itors fill a school-monitoring questionnaire that identifies key indicators. They may also monitor services provided to girls and boys, such as stipend disbursement or access to health services if these are provided to former child labourers through the referral system.

This type of school monitoring is often conducted at regular intervals and is normally part of a special child labour project in which monitoring and education services are linked together.

Internal monitoring by teachers

If teachers are part of the monitoring team, they are the ones filling the monitoring forms and matching them with workplace or community-based monitoring information. This data is then discussed and analyzed for possible follow-up. All of this is done at the level of the community. The information is then forwarded to the next level, which may be a district authority, education task force or special child labour committee formed for this purpose.

Information concerning the child and his/her education is an important determinant of child labour monitoring. Matching school-based information with workplace information on child labour provides an effective way of link-

ing efforts to achieve basic education for all and progressively eliminating child labour.

Other services

The referral system may include other services besides basic education. Depending on the agreements made and the scope of the referral network, children can be provided with the following services:

- skills development and vocational training,
- apprenticeship programmes,
- health and nutrition,
- psycho-social rehabilitation,
- enterprise development, and
- income generation and micro finance schemes.

Some of these services are provided to parents of children who have been identified through the monitoring efforts (see Figure 11 for examples). The CLM process may include monitoring of these establishments (looking at the conditions and the quality of the services provided) and the inclusion of the information about the former child labourers' attendance. It is important to remember that the actual objective of tracking is not to assess the services as such but to ensure that the child is accessing services and can be accounted for.

Some CLM initiatives have included a form of quality control to ensure that the services provided are appropriate and the children are well treated. Some traditional apprenticeship mechanisms, for instance, can be quite demanding in terms of children's participation. Likewise, livelihood and income generation programmes targeted for the parents of former child labourers may need to be verified at regular intervals in order to ensure that agreed services are provided to the target groups.

Tracking requires a well coordinated effort between different service providers that allows for the child and the family to be able to access appropriate services at appropriate times.

Possible scenarios of coordinated referral services

Identification of the child labourer
 Assessment of the need for immediate action and referral
 Assessment of the education level and other possible needs (health, psycho-social counselling)
 Basic education and informal education
 Apprenticeship and skills development
 The service providers need to be covered by a monitoring tool that allows the information to be collected and fed into a common database.
 Result and output of Step 1

The children identified and referred through the CLM are receiving appropriate services. Follow-up is continuing so that the children will not return to unwanted labour situations.

Step 2: Quality control and verification

Why do you need to do this step?

An internal quality control mechanism and a management plan on how to organize continual improvement of CLM are essential both to making sure that the informa-

tion collected is credible and improving the ability of the system to adapt to new challenges.

Verification, either internal or external, establishes the credibility of claims concerning the actual practices under scrutiny. It helps guarantee the observance of agreements and norms.

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

Quality control

The quality control measures may vary from periodical reviews of the accuracy of the data at different levels to assessment and check-up visits conducted in the areas where monitoring has occurred. In the case of the latter, the information collected and the process applied is assessed against information put forward in pertinent reports.

This process can also include a performance monitoring and management review with recommendations on how to improve the impact and effectiveness of the CLM. For a national CLM, such a review could be conducted under the auspices of existing oversight body, such as a national steering committee on child labour. For a more limited type of CLM, the internal control mechanism may simply be a regular check of information and an organized discussion among the management/supervisory team about how to improve the actual processes.

Quality control should also include a mechanism to ensure the appropriateness of the data collection methods and the quality of the data that is fed into programming and policy.

Verification

Verification, which is conducted periodically, should be independent and separated from the regular internal quality control measures.

Some large sector-specific CLM interventions that are connected to foreign trade issues, such as export manufacturing industries and commercial crops, may require an independent external verification system that is able to demonstrate the accuracy of the information that the monitoring collects.

IV. The follow-up phase

Verification must meet basic criteria such as agreed standards, a multi-stakeholder focus, worker involvement and a complaints mechanism.

In brief:

Verification is intended to secure that the information provided through CLM is accurate, credible and can be traced back to its origins.

Verification is part of the management of the CLM and can be internal or external.

Internal verification is part of the internal checks-and-balances mechanism and is conducted through an independent and specifically mandated agency or department. This entity can form part of the overall management of the CLM.

External verification is an independent assessment of the credibility of the information through an independent government body, commercial auditing firm, tripartite body or similar. External verification must be conducted by an entity which is totally autonomous from the institutional framework of the monitoring.

Result and output of Step 2

The reliability of the information collected and the basis for improving your CLM process have been assured.

At the level of the workplace, multi-sector monitoring teams can have a real effect on the knowledge about the ill effects of child labour and laws concerning employment of young persons and their conditions of work.

CLM work is based on prevention first and enforcement second. Prosecution of those not in compliance with labour laws should be the last resort in ensuring that the workplace is child labour free, but sanctions should be used whenever necessary to secure a proper course of action.

In summary, information collected by CLM can be used as inputs for:

- revision and harmonization of labour laws on child labour;
- enforcement of laws for the prosecution of offenders;
- enhancement of labour inspection and school inspection;
- revision of labour inspection policy and practice;
- improvement of international labour codes and supranational norms; and
- balancing of enforcement and protective strategies.

Result and output of Step 3

You are able to provide information from CLM for law enforcement purposes.

■ Step 3: Providing data for enforcement of laws

Why do you need to do this step?

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

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

Figure 11: Sample social protection monitoring form

Information on the Social Protection Activity (Social Protection Monitoring form)

Information on the Social Protection Activity (Social Protection Monitoring form ²²)							
Title of Activity							
Date/s conducted (dd.mm.yy)		No. of days					
Venue							
SP Classification, encircle code	Implementing Agency/ies						
Formal education	1	Livelihood, enterprise development, microfinance	10	1-Lead agency	2-Collaborating agency		
Non-formal education	2	Organizing of adults, footwear operators, parents	11	SAM-MP C		SAM-CO	
Early childhood care and development	3	Training activities / advisory services on OSH and WISE	12	ERDA		PUNLA	
Vocational & marketable skills training	4	Activity Sub-agenda		PNGOC		OSHC	
Life skills training	5	Awareness raising on CL issues and ILO-IPEC Programmes	91	TESDA		UP-CSW CD	
Recreational activities, special events	6	Public forum, consultation	92	IPEC-PW PM		ITGLWF	
Health, environment, nutrition services	7	Media attention	93	BCLC, etc. specify:		LBL	
Psychosocial counselling	8	Research and documentation	94	MHO		MSWDO	
Organizing of children/youth	9	Others, specify:		OHFW			

■ Step 4: Information dissemination and analysis

Why do you need to do this step?

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

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

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

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

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

Treatment of information

The actual treatment of information refers to the timely and cost effective inputting and storage of information to the selected data repository of the CLM.

The issue of confidentiality and access to information must be addressed as part of developing the CLM process. Safeguards must be in place to ensure that the information will not get into wrong hands or will be used for other purposes than indicated in the agreements made about CLM.

Inputs to child labour responses and goal setting

The monitoring data can also be analyzed and treated for local-level planning and the formulation of child labour responses. They can be used in discussions of the impact of CLM and associated services. The information should be discussed in whatever appropriate forum available: meetings of child protection or child labour committees, social-planning and development offices, neighbourhood or village committees, etc.

Identification and formulation of child labour indicators for target setting

CLM can help pinpoint the difficulties of collecting data on different forms of child labour. The analysis of information may also contribute to research and knowledge on the nature of child labour and thereby play an active role in setting national social development priorities.

Inputs to strategic monitoring and tracking of impact

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

Inputs to research and analysis

The data that the CLM collects on the incidence and trends of child labour may provide useful guidance for researchers on social issues. These may point to new areas on child labour for research. Information from CLM can be used to fill knowledge gaps on child labour. After the CLM has operated over several cycles of data collection (preferably for some years), it can be the basis for long-term analysis on the magnitude and social and economic impacts of child labour.

The CLM data (or selected indicators) can be integrated into existing national data sources, including Living Standard Measurement Surveys or labour market information systems. Through this process they can provide valuable

information for macro-economic analysis that can contribute to poverty reduction.

Result and output of Step 4

Information collected through CLM has been made available for planning, implementation and evaluation of various anti-child-labour activities.

■ Step 5: Inputs to laws, policies and social planning

Why do you need to do this step?

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

Disseminating CLM data

At the national level, the follow-up phase covers the dissemination of the CLM data coming from the local and district levels to national planning and policy development. This information may be anecdotal and come from a small-scale CLM in a specific sector; or it may be very accurate and periodically updated information from an ongoing, large-scale process. In both cases the data can be used to highlight gaps in laws and policies and provide the basis for social planning at the national level, including budgeting resources for child labour work or education initiatives.

Information from CLM can be used for enlisting donor support for specific projects and for strengthening cooperation and coordination mechanisms between government departments in their work against child labour.

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

At the national level, it can also effectively contribute to social planning and poverty monitoring systems such as those used for the Poverty Reduction Strategy Papers and the United Nations led Common Country Assessment frameworks. Through the active use of information

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

Result and output of Step 5

Information collected through CLM has been made available for the development of laws, policies and social planning.



V.

Conclusion

Summary of the key elements and issues concerning CLM

As each child labour situation is specific, the CLM created to deal with each one will be unique in its composition. There is clearly no single template that could fit every situation. These Guidelines were intended to provide a practical resource covering the many activities that comprise CLM and how they fit together. It is up to those responsible for designing an implementing CLM to seek out the most productive partnerships, create the most efficient links and choose the most appropriate tools in applying the model presented here.

The immediate goal of child labour monitoring is to identify and remove girls and boys from child labour. It is an active process that involves regular, ongoing direct observations to identify child labourers and determine risks to which they are exposed. It also includes referring children to services, verifying that they have been removed and tracking them afterwards to ensure that they have satisfactory alternatives. CLM aims to cover all children living in a given geographical area and is closely linked to the provision of basic education and the protection of young workers from hazards.

In a larger sense, CLM is a process to mainstream action against child labour at all levels of government. Attention is focussed in particular at the local level, for it is in the communities that child labour occurs and where actual services such as schooling are made available for children. CLM:

- sustains child labour elimination work beyond IPEC interventions,
- helps to coordinate action to identify and provide assistance to child labourers,
- promotes the use of local resources and the allocation of funds against child labour, and
- organizes the community, government agencies, employers, workers and all social partners to see the negative effects of child labour and respond in an organized way for the best interest of the child.

In addition, as a coordinative intervention based on collection and active use of information on child labour, it forms part of IPEC's overall strategy and directly supports the application of the ILO Child Labour Conventions No. 138 and No. 182.

CLM should work within and contribute to a larger child protection framework. It is important that child labour interventions be seen in the context of local economic development and anti-poverty measures.

CLM builds an active link between the identification of child labourers and the providers of appropriate services. Information that is collected through the identification process can also be used to assess the actual situation and trends of child labour. The gaps in available services revealed in and problems encountered can also be useful for social planning purposes at different levels of government.

Recap of the CLM model

Child labour monitoring involves the identification and referral of child labourers through the development of a framework of partnerships and coordinated multi-sector process. The CLM framework is the association of partners and the agreements among them. It encourages commitment and regular sharing of information among those who can contribute to elimination of child labour. The CLM process comprises the procedures and tools that enable monitoring to be implemented correctly.

Before the monitoring work can start it is important to: 1) prepare for the monitoring and 2) design, test and validate the proposed CLM model. These two stages result in a CLM model that has two phases: 1) monitoring and 2) follow-up.

The preparatory stage ensures that the conditions necessary for monitoring are met and the CLM process will be

designed and developed in such way that it is feasible and reflects local institutional capacities and policies.

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

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

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

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

Characteristics of a successful CLM

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

- Wide application: The coverage of CLM should be as wide as possible; both geographically and in terms of the types of child labour targeted (formal and informal economies, agriculture, illicit work, etc.). This allows for follow-up of children and addresses the issue of mobility and migration of target groups from one location to another.
- Local community involvement: CLM operates at the local level, covers work and service sites and includes a referral system to access services. CLM's chain of action - identification, assessment, referral, removal, reporting and verification - can contribute to immediate action against child labour at the local level and influence policies and practices at the intermediate and national levels as well. It is most effective when developed through a participatory community-based consultation that takes into account different cultures, traditions and gender roles of boys and girls
- Legal mandate: CLM has a legal mandate and operates under the authority and supervision of the local government or labour inspectorate. This implies a clear division of labour between law enforcement officials, government departments concerned with education and social protection and voluntary arrangements.
- Political commitment: CLM is most effective when it is mainstreamed and operated within the system of governance. Thus, it is paramount that key government agencies responsible for activities against child labour lead the process of developing CLM.
- Relevance to policies: CLM is linked to national child labour policy and action. In order for it to be truly appreciated, its usefulness and relevance to national child labour policy, enforcement and action must be understood by all partners. It should be linked to national policy priorities, such as poverty reduction strategies, attainment of Millennium Development Goals and similar initiatives that aim at policy and legislative changes on a national scale.
- Clear roles and responsibilities: Institutions dealing with management and workplace monitoring activities and forming part of the referral system have specific tasks. It is important that those participating in CLM are aware of these tasks and that there is a specific agreement that guides the functioning of the CLM process
- Sustainability: CLM should be sustainable in terms of technical complexity, human resource requirements and cost. The process of developing CLM and operating it as a system must be based on a thorough understanding of the key objectives of continuing and institutionalizing child labour monitoring. This requires long-term commitment and resources.
- Potential for replication and scaling-up: The overall aims of the "developmental" phase of CLM are to build a monitoring partnership, develop tools and operational mechanisms for monitoring and test how cost effective and feasible the CLM is for the intended purpose. The technical design of CLM must innovatively seek effective yet simple solutions for

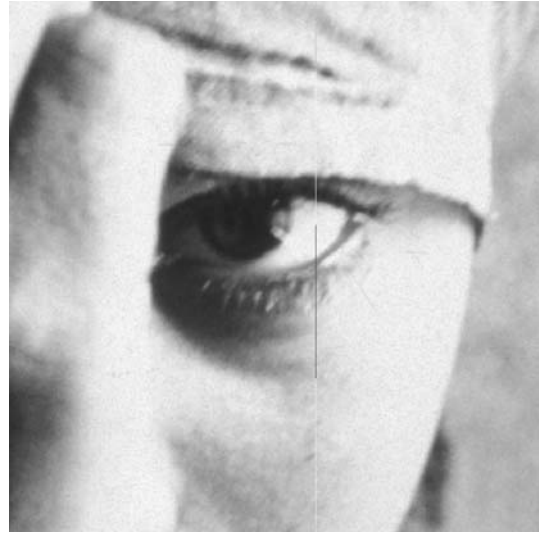
V. Conclusion

data collection and treatment and, whenever possible, use these options for financial and technical gains.

- Viable information collection systems: Rather than create a new system, CLM should be based on existing information collection systems. It should both draw upon and contribute to the strengthening of available local, regional and national monitoring/inspection capacities. All information collected must be treated in such a way that the confidentiality of the information is secured.
- Transparency: For CLM to be credible it must be based on good governance and transparency. This means an open process of accountability and the means to verify data and records. Verification of CLM data can be conducted both through internal or external verification.

Lastly, the most important element of CLM is the child. A successful CLM always keeps the child at the centre of the process.

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



VI. **Annexes**

Annex A. Case Studies

Formal Economy

Case 1. Bangladesh

ILO Projects: BGMEA/ILO/UNICEF MOU projects (1996-2002²³) and "A partnership approach to improving labour relations and working conditions in the Bangladesh garment industry" ILO Declaration project (2003-2005)

Project focus	Single-issue monitoring project
Type	Workplace monitoring linked to education services
Level	Local
Occupational sector	Garment industry
Partners, structure and composition	The monitoring structure has 12 teams of four people each: one labour inspector of the Government of Bangladesh (GOB), one monitor of the Bangladesh Garment Manufacturers and Exporters Association (BGMEA) and two child labour project monitors (ILO). Schoolteachers and NGO members participate in the referral system.
Description and monitoring procedures	<p>The monitoring structure is designed to continuously improve the compliance of factories with national law and international good practices, based on a monitoring checklist designed to prepare workplace improvement plans (WIPs) for BGMEA member factories that have volunteered to participate. The monitoring process combines factory visits and monitoring of services provided to girls and boys who have been found by the monitoring teams and referred to education services.</p> <p>The project monitors approximately 2500 factories (100 factories per month) and 350 schools (each visited once a month).</p> <p>Through a series of factory visits, monitoring teams assist factory managers in the identification of problems that need to be addressed by the WIP and in the assessment of progress made. Monitors conduct unannounced visits at the factories. If child labourers are identified and need withdrawing then monitors activate a referral process where pre-identified NGO members will be called to come over to the factory and ensure that children are taken care of and enrolled in school.</p>

23 The so-called "BGMEA project" had several phases and donors between 1996 and 2002. For further information contact ILO-IPEC.

Project focus	Single-issue monitoring project
Description and monitoring procedures	<p>If a child is identified in a factory outside Dhaka Metropolitan City, monitors will be responsible for taking the child home and noting down their residential address. The monitor will pass on this information to partner agencies cooperating in the referral system whose responsibility is to find a proper educational service for the child.</p> <p>Monitors visit participating schools once per month to follow up on girls and boys who have been identified by the monitoring process. School supervisors take part in the monitoring process and pay recurrent visit to schools and assess the needs of skills training for children and micro-credit for children's families. The links between the child labour project and skills training and micro-credit projects respond to the issues of child labour holistically.</p> <p>Information at the different stages – identification and withdrawal of working children from the workplace, enrolment of children into NGO schools, provision of skills training for children and micro-credit for their family, and status of the children after completion of skills training – is entered into a database operated by the project.</p>
Information management (Tools, collection, reporting, verification)	<p>The monitoring and verification at workplaces and schools is done by observations from monitors and discussions with workers, supervisors and managers as well as schoolteachers. A questionnaire is used for each type of monitoring.</p> <p>The information collected by monitors from the questionnaires is entered into a database centrally managed by the main project. Child labour monitors prepare weekly reports in accordance with the instructions prepared by the management of the project. On the basis of these narrative weekly reports, monthly monitoring reports are prepared and fed into a synthesis report once every three months. The same information is used for coordination of referral efforts and networking with partner agencies.</p> <p>A database was set up to record findings and progress of the project. Progress made by the garment factories is measured by the monitors in their WIP follow-up visits and recorded in the database under the following subject areas: employment, working conditions and welfare facilities, occupational safety and health, industrial relations/social dialogue, and management systems.</p>
Gender	<p>At least one of the project based child labour monitors is always a woman</p> <p>The information is disaggregated down by sex</p>
Strengths	<p>Accumulated experience in professional monitoring, capacity building and training, documentation of the methodologies and tools used, direct involvement of factory owners and workers</p>
Weaknesses	<p>Low involvement of public authorities, high cost, complexity and difficulty of coordination, lack of labour inspection capacities</p>
Sustainability	<p>Participation of a representative number of factory owners, managers and workers in the various subject areas covered by the project facilitates sustainability. However, the public authorities are only moderately involved. The process is not mainstreamed into governance and will be expensive to continue if the joint commitment to the cause is not maintained.</p>

Case 2. Turkey

ILO-IPEC Project: Country programme Turkey - Integrated programme for elimination of WFCL in selected industrial areas in Izmir. Start date: January 2000.

Project focus	Component of a child labour project
Type	Workplace monitoring linked to education services
Level	Local/ District/National
Sector	Worst Forms of Child Labour in selected industrial areas
Partners, structure and composition	<p>The monitoring and referral to social services at the local level is conducted through operations of two specific units: workplace monitoring and social support units.</p> <ol style="list-style-type: none"> Workplace Monitoring Unit: Partners are labour inspectors (Ministry of Labour and Social Security-MOLSS), employers, workers, teachers (Ministry of National Education-MONE), universities, NGO's, community members, municipalities. Social Support Unit: partners are social coordinators, social workers, sociologists, volunteers (students of the departments. of education, sociology and psychology of two universities) and teachers. <p>At the intermediate level, the partners are: Labour Inspection Board of MOLSS, labour unions, employer organizations, NGO's, municipalities, etc.).</p> <p>At the national level, the partners are:</p> <ol style="list-style-type: none"> Child Labour Unit of MOLSS; National Steering committee: MOLSS (Labour Inspection Board), ILO, Trade unions, Confederation of Tradesmen and Craftsmen of Turkey, State Ministry (General Directorate of Social Services and Child Protection), MONE, UNICEF (Observer). National Advisory Board
Description and monitoring procedures	<p>The child labour monitoring operates through the two units where the workplace monitoring unit is responsible for the identification of child labourer and workplace improvement process and the social monitoring unit accommodates and provides referred children with appropriate services.</p> <p>Workplace Monitoring Team tasks:</p> <ol style="list-style-type: none"> Preparatory: Identification of partners, primary risks at work, target groups, relevant national regulations and ILO conventions. Monitoring: improve working conditions in the workplace, inspection and observation, directing children and parents to the Social Support Unit, training target groups, determining measures to improve working conditions in the workplace. Follow up: inspection and observation ensuring suggested measures are implemented, girls and boys withdrawn from work don't return to work, and new child workers are not employed. <p>The Social Support Unit tasks: counselling girls and boys/parents, directing children to medical examination, training and awareness raising, implementing poverty alleviation measures, alternative ways of earning money (e.g. directing parents/older siblings to short term professional courses), organizing social and cultural activities for children, building up a social database (level of schooling, number of children in families etc.), monitoring, reporting.</p>

Project focus	Component of a child labour project
Description and monitoring procedures	<p>Information from both units is made available for intermediate and national level actors for guidance, policy development, proposing legal technical measures, reporting and preparation of documents for dissemination to related bodies such as the National Steering Committee and National Advisory Board on child labour in Turkey.</p> <p>The project covered over 4900 workplaces in the Izmir province, screened them for child-work and included them in a ‘workplace improvement’ programme designed to eliminate child work.</p>
Information management (Tools, collection, reporting, verification)	<p>Workplace Monitoring Unit builds up a technical database on the monitoring visit and uses monitoring forms to record the information. Information collected from the workplace monitoring unit and the social support unit goes to a Technical Coordinator that reports periodically to national level.</p> <p>The records of all girls and boys are kept at the Social Support Centre. Personal information and information regarding the family are taken.</p>
Gender	Not addressed specifically but information is disaggregated by sex
Strengths	<p>Prevents new children from entering the workplaces (though workplace monitoring emphasizing prevention), ensures that girls and boys withdrawn from work do not “migrate” to more hazardous, unregistered and/or worse paid jobs (through the Social Support monitoring). Links workplace and social service referral together in a coordinated and institutionalized manner and assigns clear tasks to all partners.</p> <p>Gives an important role to the Ministry of Labour through the Child Labour Unit and emphasizes the role of labour inspectors in fighting child labour.</p>
Weaknesses	Lacks documentation on the methodology to collect data.
Sustainability	Emphasizes the institutionalization of the system as part of governance

Informal Economy

Case 1. Bolivia, Ecuador and Peru

ILO-IPEC Project: Prevention and Elimination of Child Labour in Small-Scale Mining in South America (Bolivia, Ecuador and Peru). Start date: May 2000.

Project focus	Child labour project component
Type	Monitoring through community groups
Level	Local/ District/ National
Sector	Small-scale mining
Partners, structure and composition	<p>At the local level, a mixed Child Labour Monitoring Committee is formed including project staff and representatives of local health and education authorities, municipalities, as well as families, community organizations, mining cooperatives and enterprises. At the national level, the Mixed Monitoring team involves project staff and labour inspectors as well as local monitors who have played a key role in monitoring at the local level. At the higher institutional level, there is a National Committee composed of representatives of the Ministries of Labour, Education, Health, Energy and Mines, Women and Social Development: this is also part of the National Steering Committee on Child labour.</p>
Description and monitoring procedures	<p>Monitoring at the local level is conducted periodically through observations and interviews. The Mixed Local Committee identifies working children, raises awareness, verifies and reports on its findings to the Mixed Monitoring Team, which through periodical follow-up (regular observation and interviews) informs, recommends and reports to the National Committee and to the National Steering Committee on Child Labour, as well as to other authorities. These authorities work for the improvement of services available to working children and on provision of alternatives to child labourers and their families. In some cases, they can even impose sanctions.</p> <p>“Workplace monitoring” is combined with “tracking” that, girls and boys have accessed services” (education, health and project-related activities).</p> <p>Consultants were hired in all three countries to help to adapt the overall concept of CLM to the specificities and needs of each country. National coordinators held several meetings with authorities in order to involve them in the development of a national framework for CLM. At a community level, all social service programmes in the selected communities included a component aimed at developing mechanisms for self-regulation and monitoring of child labour.</p> <p>In Peru, after an inter-ministerial agreement was signed for the implementation of CLM in the mining sector, the CLM proposal was discussed at workshops with national authorities from the Ministries of Labour (MOL), Women’s Promotion and Human Development (PROMUDEH), Energy and Mines, Education and Health to ensure a participatory approach to the establishment of the model. Training on the implementation of CLM in mines was provided for designated monitors (three per Ministry: Education, PROMUDEH, Labour, and Energy and Mines). In addition, a workshop in the mining community was carried out to explore a monitoring and verification system at the local level and two local committees (in Mollehuaca and La Rinconada) were formed and trained.</p>

Project focus	Child labour project component
	<p>In Ecuador, the Ministry of Labour and Human Resources, through a ministerial agreement, created a National System for Inspection and Monitoring of Child Labour, which falls under the Labour Ministry's jurisdiction. The inspection work has begun in the banana sector. Discussions are underway to include the mining sector. At the local level: agreements were reached with the Bella Rica Cooperative, which includes all the mining companies in Bella Rica, to report cases of child labour in mining and prevent new children from becoming involved. A database and accompanying information gathering tools have been developed.</p> <p>In Bolivia, the Mining Sub-commission defined the "national model". The process started with the implementation of campaign, training for local people and the development of questionnaires, database and guidelines.</p>
<p>Information management (Tools, collection, reporting, verification)</p>	<p>Tools: A simple data base (which is also used to follow-up activities and social services); questionnaires; guidelines, reports, maps and a toolkit have been prepared and adapted in participatory workshops (e.g., observation and interview guides, data sets, training manuals).</p> <p>A baseline study allowed the target group to be identified and information to be gathered about girls and boys and their families, working conditions, schooling, health, family characteristics. At this point the information is not externally verified or integrated into national CLM efforts. It is shared with authorities (Ministries of Labour, Education and Mining Authorities) for policy improvement and action.</p>
<p>Gender</p>	<p>Involvement of Women and Social Development Department, The information is disaggregated down by sex.</p>
<p>Strengths</p>	<p>The CLM is a multidisciplinary and multi-sector effort to integrate labour, education, health and mining inspection.</p> <p>It has developed a user-friendly monitoring process that the communities and other actors involved are able to use without difficulty.</p> <p>The process foresees and tries to address the issue of child labour mobility to other mining zones where living/working conditions could be worse. It aims for low cost and complexity and tries to maximize available resources and capacities.</p> <p>The monitoring process covers the target population in the mining areas in two ways: in small communities, such as Bella Rica in Ecuador, the whole population is targeted, and in larger communities or in communities where only some girls and boys work in mining, a targeted segment of the population is covered.</p>

Project focus	Child labour project component
Weaknesses	<p>CLM focused only on mining runs the risk of underestimating other forms of child labour, especially if the mining activities are part of large communities with many economic activities.</p> <p>There are difficulties in reaching out to the children depending on the type of mining site they deal with (e.g., type of mineral being exploited, underground/surface/river mining, technology, dispersion).</p> <p>Integrating CLM-related actions among Ministries is important but difficult due to institutional jealousy and territorial domain issues.</p> <p>A risk of building alliances and having a participatory design is the “temptation” of creating ideal, but often unreal, models.</p> <p>It is not always feasible to mobilize the institutional resources needed to implement CLM. This involves political decisions and procedures that imply changes and may take a long time.</p> <p>The lack of reliable statistics about child labour, baselines of girls and boys working in different sectors and human resources for carrying out the task in CLM are the main obstacles for national system for monitoring child labour.</p>
Sustainability	<p>Both national frameworks for monitoring child labour and local monitoring processes based in the communities have to be clearly articulated. Authorities have been involved in the elaboration of tools for CLM. The signature of agreements and commitments undertaken show the political will to establish a monitoring process in the countries.</p> <p>The local participation assures, besides awareness on the issue, sustainability. When local stakeholders participate, more and better results can be achieved.</p> <p>Community-centred processes for monitoring child labour that would provide individualized follow-up of working children is required. A clear follow-up mechanism would make it possible to obtain commitments from parents and/or employers not to employ girls and boys and to ensure that girls and boys are enrolled in school. Each locality must implement the model according to its particular characteristics and involve key stakeholders from the community to ensure sustainability after the project that has been the catalyst for setting up CLM ends.</p>

■ Case 2. Kenya

ILO-IPEC Project: Prevention, withdrawal and rehabilitation of children engaged in hazardous work in commercial agriculture sector in Africa (COMAGRI - Including Kenya, Uganda, Tanzania, Malawi and Zambia). Start date December 2000.

Project focus	Child labour project component
Type	Monitoring through community groups
Level	Local/District/National
Sector	Commercial agriculture (tea, coffee and sugar)
Partners, structure and composition	<p>National Steering Committee (NSC): Government ministries and departments; workers' and employers' organizations; implementing agencies and other key stakeholders.</p> <p>District Child Labour Committees (DCLCs): Government ministries and departments, trade unions branches, implementing agencies and others.</p> <p>Community Child Labour Committees (CCLCs): Schoolteachers, community leaders; councillors, women leaders.</p> <p>A technical unit on CLM is hosted by the Children's Division, Ministry of Labour and Human Resource Development. This division coordinates CLM efforts in view of its mandate and possible outreach.</p> <p>The monitors are recruited from among schoolteachers, trade unionists (shop steward level), community development assistants and other fairly well educated locals.</p>
Description and monitoring procedures	<p>The monitoring mechanism is intended to establish a permanent institutional framework on child labour monitoring that enables tracking, reviewing and reporting on progress made on the elimination of child labour. The purpose of the monitoring is to verify that children that have been withdrawn from child labour as a consequence of monitoring are benefiting from services, that the worksite under scrutiny does not engage any more children and to continuously assess the child labour situation.</p> <p>Technical units are established at the national and sub-national levels to oversee/supervise the CLM work. These units provide training and logistical support to monitors and coordinate the activities on lower level structures.</p> <p>Developing the CLM:</p> <p>A) Preparatory: Formulation of a concept for CLM for selected areas in Kenya; development of instruments-forms, manual, guidelines; validation instruments and manual; development of a database.</p> <p>B) Implementation: Development of CLM action programmes; setting up the mechanisms at district and community levels; recruitment and training of monitors.</p> <p>Actual monitoring: Monitoring is conducted twice in a school term, two weeks after the term opens and at the end of the second month of the term. Information/data transmission directly to the CL Division, analysis and report preparation.</p> <p>C) Feedback and response: Presentation of report to the NSC; development of a response mechanism.</p> <p>The project involves both tracking of girls and boys who are benefiting from the child labour project and continuous appraisal of the general child labour situation in the sector.</p>

Project focus	Child labour project component
<p>Information management</p> <p>(Tools, collection, reporting, verification)</p>	<p>A set of information tools have been developed on child, parents and referral institutions:</p> <p>Child: Personal details; Involvement in child labour in commercial agriculture; family labour situation; educational pursuit - previous and current, including performance in various school disciplines; and current opportunities and constraints.</p> <p>Parents: Household profile data; information on the child labourer(s); experience with the child labour situation i.e. reasons for child labour in the household; family's working and living conditions.</p> <p>School/education institution: Basic profile of the school/learning institution; Previous experience with child-labourers including perceptions; performance of girls and boys; relationships between the institution and other stakeholders including parents and former employers; incidents of girls and boys that are dropping into child labour; and challenges and constraints associated with enrolling and retaining ex-child labourers in educational institutions.</p> <p>Employer/workplace: Details of ownership/propriety; agricultural production process/working environment – isolating areas of hazardous and risky works; engagement of children prior to and after the project; obligations of the employer/workplace under the project; current engagement of child - numbers and job allocation; and challenges and constraints.</p> <p>Manual for training and guiding monitors.</p> <p>Database at the CL Unit.</p> <p>The monitors are responsible for actual data collection. Labour inspectors may be used as direct monitors in workplaces that are uncooperative. The technical unit at the district level includes children officers and labour inspectors who perform supervisory duties over the monitors.</p> <p>The technical unit receives information/data from monitors and processes the information using computers in order to render it easy for production of reports. Data on individual entries is stored. Monitoring instruments are automated in a manner that renders the monitoring information/data ready for recording, manipulation, storing and retrieval with ease. Computer programme designed for this purpose is housed in the Child Labour Division, Ministry of Labour and Human Resources Development.</p>
<p>Gender</p>	<p>Women leaders are part the community committee. The information is disaggregated down by sex.</p>
<p>Strengths</p>	<p>CLM is being tested in various locations and there is a participatory process to develop the model and tools.</p>
<p>Weaknesses</p>	<p>There is a lack of baseline information on child labour in testing sites.</p>
<p>Sustainability</p>	<p>There is a good involvement of public institutions at different levels of governance; once the processes are tested the mechanism can be replicated elsewhere.</p>

Annex B. Different roles and responsibilities in CLM

Level of governance	Type of activity	Function	Responsibility	Active partners
National level	POLICY AND LEGISLATION	Political decision making and policy formulation	Legislative bodies National line ministries, Employer and trade union organizations	Parliamentarians Ministers and deputy ministers, higher level employer and trade union officials
	LAW ENFORCEMENT AND PLANNING	Social planning, budgeting and law enforcement	Ministries of finance, planning, education and labour	Labour inspectors School inspectors Social planning officers

Regional and provincial levels	POLICY	Decision making and planning	Governors Office, representative bodies	Governor and immediate staff, political representatives
	ENFORCEMENT AND ADVISORY SERVICES	Technical advisory services and local enforcement	Provincial planning offices, departments of labour, education, health and social welfare	Labour inspectors School inspectors Social planning officers OSH officials Social workers
	SUPERVISION AND MANAGEMENT	Operational Management	Child labour steering committees, task forces	Representatives of different departments of governance, employer and trade-union organizations, NGOs, faith-based groups, etc.
Local level	PREVENTION, PROTECTION REFERRAL	Monitoring and preliminary analysis	District and local government child labour committees	Representatives of local government units, community and peoples organizations, chambers of commerce, sector trade unions, professional associations etc.
		Prevention and protection	Teachers, parents, NGO, community groups or employer and trade-union representatives	All interested parties and service providers

Annex C. Sample CLM profile

1. Objective of the System

The CLM aims to contribute to the mainstreaming of child labour issues into systems of governance by institutionalizing a process of identification and removal of girls and boys from child labour at the level of the workplace ...

The CLM can be used for assessing trends and incidence of Child Labour and used for social planning and policy development at different levels of Governance - local, state and national.

2. CLM System Strategy

The strategy is based on design, adaptation and testing of CLM process in selected pilot location through ... XXX programme. Developing CLM would include:

- Building partnerships for establishing a CLM framework at the XXX and XXX levels
- Technical process and tool design, development and testing
- Capacity building & training of key partners and monitors
- Pilot implementation
- Process appraisal
- Scaling up and replication
- Continuing process improvement
- Phase -out of external resources
- Linear process development chart:

2005	2006	2007	
Dec	Dec	Dec	
—————→			
Process design and testing			
	—————→		
	Process evaluation and improvement		
		—————→	
		Scaling up and replication	

3. System Profile

Scope of the CLM framework

The CLM process is intended to serve and operate in XXX. CLM will involve monitoring workplaces and XXX. The process aims at ensuring that girls and boys do not work in XXX employment and are in schools.

Key partners (Summary)

At the local level XXX the XXX will be involved in monitoring the workplaces in the organized or formal economy and Education XXX in monitoring the informal economy,

Information management (Summary)

The information from these two levels will be collated at the XXX level and put forward to the XXX to take policy decisions. The XXX will collect, consolidate and present the data and information to the XXX for further follow-up and action.

Background: Current Systems of enforcement and information collection on child labour

Key actors and coordination mechanisms

Existing legal framework

Law enforcement - key challenges

The structure of the CLM framework

Areas and sector to be covered

Involvement of different levels of government (National/ State/ Region/ District/ Village)

Involvement of key partners

Key functions (roles and responsibilities)

Overview of the CLM process

Key operating principles (How is monitoring conducted?)

Composition of the CLM team (By whom is the monitoring conducted?)

Information management (How is the information acted upon and documented?)

The outline of the referral system

Key service provides participating in the referral

Key operating principles (How does referral take place in different situations?)

Key criteria for activating referral (When will removal - withdrawal take place?)

CLM process key elements

Identification/Assessment

- Identification of child labourers and girls and boys at risk and assessing on what action needs to be taken

Referral

- Removal of girls and boys at risk and their referral to services through agreed process

Protection and prevention

Immediate data management and analysis

- Documenting and making information available for action and as inputs to social planning and policy. Ensuring that the information is accurate and credible and that adequate measures have been taken based on the information.

4. Type of information collected/ Indicators

Examples of types of information that could be collected		
Variables/Indicators	In the workplace	In the school
Identifiers	Name Age Address Sex	Name Age Address Sex
Indicators of child labour	Schooling (Yes /No – Full/ Part Time) Working (Yes /No – Full/ Part Time) Type of Work (by sector) Condition of Work (hours, hazards) Place of Work	Schooling (enrolment) Attendance Drop out
Services	Referred to: Schooling Non-formal education Health, etc.	Services provided: Counselling After school activities Nutrition programmes, etc.

5. Information flow

To be presented in a flow chart:

Information will be collected and recorded manually and be based on names of individual girls and boys and establishments up to XXX level. Information will be aggregated and inputted at the XXX level into XXX (computerized/hard copy) database, from where it will be fed into XXX (district, state and potentially to national information system for policy improvement).

6. Capacity Requirements

Setting up and operating CLM requires adequate capacities and operational knowledge of the purpose and operating principles of the process. Following minimum capacity building and material development requirement are envisioned:

Material development:

- CLM Operations Manual
- Training Manual for CLM actors
- Field Workers Fact Sheet
- Record Books/Database Software/Manual
- Monitoring Form etc.

Training:

- For purposes of setting up CLM several different levels of training are required:
- Orientation/Sensitization (for state, district decision-makers and managers)
- Training of Trainers on CLM (for CLM trainers and community facilitators)
- Training of local CLM Teams

Pilot testing:**Community Organizing:**

- There is a need to do social mobilization and community organizing in order to provide communities with adequate orientation of CL and to ensure their commitment and cooperation. Advocacy and awareness raising strategy is needed to ensure that adequate information is provided to the target groups.

Awareness raising and communication strategies:

- Before starting the actual testing of the monitoring it is important to inform and consult all concerned in particular those who will be the object of the monitoring activity in order to prepare them for the moment the actual monitoring starts.

7. Steps to be taken

Following steps need to be taken for the setting up of the CLM system in the pilot location:

1. Design of Draft CLM framework, process overview and operational guidelines - Month/Year
2. Validation of the design (National, State and District levels) - Month/Year
3. Development of capacity building and training strategy - Month/Year
4. Selection of capacity building and training providers (State and District levels)
5. Development of CLM material (training, operations guidelines, database and information collection tools) - Month/Year
6. Testing and validation of the material - Month/Year
7. Constitution of management structures and monitoring teams- Month/Year
8. Pilot Testing CLM process at chosen levels - Month/Year
9. Appraisal and Evaluation of CLM process - Month/Year
10. Mainstreaming and replication - Month/Year
11. Continuing technical support - Month / Year Phase-out - Month/Year

8. Key challenges and pre- conditions

List key challenges

List general and area/site specific conditions that need to be met before the start up of the monitoring exercise such as information on child labour, agreements etc.

Annex D: Summary of general variables used to collect information through different CLM frameworks

General information concerning the child and its household
<p>Identifier</p> <ul style="list-style-type: none"> ■ Name ■ sex ■ age and date of birth ■ address ■ geographical location
<p>Other</p> <ul style="list-style-type: none"> ■ number of siblings ■ number of younger siblings ■ activities ■ working (yes, no) ■ non-economic activities, school, leisure ■ basic learning competencies (literacy, numeric and life skills) ■ health condition ■ attitudes (they accept help, or will they resist efforts to remove them from worst forms of child labour?)
<p>The household</p> <ul style="list-style-type: none"> ■ household composition ■ full name of each member of the household ■ his/her demographic characteristics (including relationship to household head) ■ sex ■ age ■ formal education and technical/vocational training. ■ parental perceptions ■ valuation and attitudes towards education ■ goals for girls and boys ■ awareness of worst forms of child labour ■ attitudes against worst forms of child labour ■ socio-economic status (income, wealth, assets, land)

Economic information concerning the household

Economic characteristics of all members of the household

- full or part-time worker or underemployed
- status in employment
- occupation
- earnings
- hours of work
- all other working conditions.
- If not working, whether he/she is a job seeker and duration of the job search, etc

Housing/dwelling

- conditions/particulars of the household,
- migration status of household
- level of household income and expenditures

Information concerning the child's activities

Economic and non-economic activities of each child 5-17 years old who is a member of the household

- Working (Yes/No)
- "current" and "usual" (duration of the "usual" employment or work)
- primary (principal)
- secondary (subsidiary)
- current economic activity of the child
- types of the child's occupation
- housekeeping activities carried out regularly in own parents/guardians household,
- types
- number of hours devoted to such work on daily/weekly basis

Complete idleness of children 5-17 years of age who work and live somewhere else and main reason for it

- details of where they live
- occupations
- earnings
- contributions to the household
- why and how they left the household to work there, etc.
- where relevant, on recruiters of girls and boys who work and live somewhere else.
- reasons for allowing the child to work
- the parents`/guardians` own perceptions about their working child or girls and boys

Information concerning the child's work and education status**Education**

- schooling status of the child (in school, out of school)
- reasons for not being at the school
- combining schooling and work (whether economic or non-economic work, including housekeeping activities)
- effect of such work on schooling.
- formal education and technical/vocational training.
- name of the school being attended by the child
- name of the school previously attended by the child
- last grade/year passed by the child
- last year of child in school
- current grade/year of the child's studies
- non-formal education

Community

- health and sanitation services
- primary health care facilities,
- family planning services,
- general health situation,
- availability of sufficient food and water

Attitudes

- regarding schooling,
- gender,
- awareness of worst forms of child labour,
- attitudes against worst forms of child labour, degree of mobilization against worst forms of child labour,
- community participation on social issues
- schools
- presence
- distance
- access
- cost
- quality
- teacher characteristics
- monitoring

Local economy

- income distribution
- land ownership
- capacity of local government
- adult labour markets,
- types of industry/employment
- technology
- availability of vocational training

Work

- age when started work for the first time
- reasons for working
- whether or not satisfied with present job and reasons if not satisfied
- own perceptions about working and current choice and future plans
- type of employment
- characteristics of work
- working hours
- working also during evenings/nights and weekends or public holidays
- salaries/wages and mode of payment
- workplace characteristics
- sector
- size
- working conditions
- hazards faced by girls and boys (occupational accidents and diseases, ergonomic hazards, types of the hazards: e.g., chemical, physical, biological, psychological etc. with details within each category
- negative consequences of working: e.g., frequency of exhaustion, heavy physical work, stressfulness, risks
- other safety and health aspects sustained at the workplace during the past
- responsibility for covering costs of medical treatments and hospitalisation
- if working for someone else name and address of the workplace of the employer, industry relationship with the employer
- details on all other benefits: e.g., paid holidays, pay for overtime, full or subsidised meals/uniform/training, etc,
- social security benefits (including insurances for health, family, unemployment, etc. and pension plan)
- union membership of the child
- whether or not supervised on the job by adult(s)
- whether or not part or all of earnings saved and if saved, reasons for saving
- whether part or all earnings given to parents/guardians
- regularities of the payments/contributions and how they are made: directly by working child or, by the employer if working for someone else.
- whether or not the child knows recruiters of young persons to work and live somewhere else
- types of work the youngsters are recruited for and where they are taken etc.

Source: Dominice, Riccardo: Child Labour Monitoring Working Paper, Comparison & Analysis of Existing Monitoring Materials and Procedures ILO-IPEC 2002. For ILO-IPEC suggested list of indicators (child labour, housekeeping activities, intensity of labour, industry, occupation, location, status in employment and working conditions), please see IPEC-SIMPOC: Manual for child labour data analysis and statistical reports, Statistical Information and Monitoring Programme on Child Labour (Geneva, ILO, 2004), p.87-89.

Annex E: Interviewing girls and boys: Sample "Setting the Climate" Checklist

Create a positive physical climate

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

Create a positive psychological climate

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

Annex F: Child Participation in CLM

- ☑ In child labour monitoring it is important to bear in mind some basic considerations about child participation and children as stakeholders in designing, developing, implementing and evaluating CLM processes.
- ☑ Girls and boys have the right to express their opinions and to participate in the decision making concerning their future and well-being. Child participation means that children's rights are respected and that they are empowered to claim their rights to education, leisure and culture. Peer education and counselling has been used to promote anti-child labour messages and help to bring up the issue of child labour through meetings and consultations on education and poverty. The views of boys and girls (including gender issues) can be solicited during interviews and surveys to give them voice and an opportunity to influence projects and programmes aimed to help them. For referral and rehabilitation to be truly in the interest of the child it is paramount to bring girls and boy's insights and perspectives to the surface.

When collecting information:

- ☑ To participate meaningfully children need information about the reasons and purpose of child labour monitoring.
- ☑ Information about the purpose of monitoring and the different steps involved in referral must be presented in a way the child can understand and relate to, regardless of the age of the child.
- ☑ Girls and boys who are providing information have the right to know what that information will be used for.
- ☑ The language used must be as simple as possible and it is the responsibility of the monitors to make sure of that.
- ☑ To consider:
- ☑ Recognise children's right to be informed about how the information collected will be used and its possible consequences.
- ☑ Recognise girls and boys have the right to consent or dissent of being involved in interviews. They have a right to refuse to participate.
- ☑ Children have the right to decline answering questions at any moment during the interview.

When developing and planning the CLM:

- ☑ Child participation is important also in the actual planning of developing and designing the child labour monitoring process. After all, CLM is intended to affect directly the lives of girls and boys by removing them from dangerous work, promoting their access to education and by improving working conditions for young workers. Consulting and building children's true ownership to monitoring efforts at the local level is important in order to make sure that the proposed interventions are effective and meaningful from their perspective.
- ☑ Child participation if facilitated responsibly is also an effective tool to empower working girls and boys and youth to take action to help them selves and better understand social justice issues.

Annex G: Sample forms used in Child Labour Monitoring

Form 1:

This factory monitoring questionnaire is used in the Bangladesh Garment Manufacturers Association (BGMEA) child labour monitoring project.

It is a sample of a monitoring form typically used in factory based manufacturing industries as part of tools that external child labour monitors use to determine the child labour status of the participating establishments. For further information about the monitoring procedure look at: Manual For Child Labour Monitoring and Verification -Vol.I And II, A BGMEA/ILO/UNICEF MOU Project, ILO-IPEC (Dhaka 2004).

Form 2:

This form is part of Ministry of Manpower Development and Employment (child labour unit) Child labour monitoring system in cocoa/commercial agriculture in Ghana.

This is a sample of a baseline questionnaire that constitutes a basic set of information about the child, his/her education, employment and possible services made available to the ex- child labourer. It is administered once as part of the setting up of the monitoring process. The subsequent monitoring visits will use different simplified forms that will collect information that will be checked against this initial data.

Form 3:

Worst Forms of Child Labour reporting form from Romania.

This form is a sample of a tool that collects basic information about the child labourer with a specific focus on the worst forms.

Form 4:

This form from Republic of Turkey, Ministry of Labour and Social Security, Workplace Inspection Unit is used in a joint project ILO-IPEC project for elimination of WFCL in selected industrial areas in Izmir.

The form is a very short identifier and work information collection tool that is used by labour inspectors to determine the child labour status of a specific workplace such as a factory or other formal economy workplace. A separate form is used to elaborate on the social services i.e. education and health status of the child and family status in order to determine if some form of assistance is required.

Note: The forms have been bridged from the original ones and are presented here as examples of different types of monitoring forms used.

FORM 1**EMPLOYERS**

Note: Please fill in all the questions in this section ONLY if the factory is visited for the first time or using child labour. Otherwise, fill in question nos. 1, 2, 3, 7 and 8 only.

1. Name and address of the factory: _____
2. BGMEA Code: _____
3. Zone: _____
4. Interviewee: _____
 - 4.1 Name: _____
 - 4.2 Job title: _____
 - 4.3 Sex: Female Male
 - 4.4 Age group: Less than 29 years
 30 – 39 years
 40 – 49 years
 50 – 59 years
 Above 60 years
 - 4.5 Educational level: No schooling
 Primary school
 Secondary school
 Higher secondary school
 University degree
 Advanced university degree
5. Year of establishment of the factory: _____
6. Ownership: Local owner(s) Joint venture Foreign owned
7. Number of workers: Total: _____ Female: _____ Male: _____

8. Are there any child workers identified? yes no
 If no, please skip over to the question number 13.
 If yes,8.1 How many child workers? Total: _____ Boys: _____ Girls: _____
 8.2 Do you know who has recruited the(se) child(ren) yes no
 If yes,8.2.1 who? _____
 8.2.2 when did you recruit the child? _____
 8.2.3 why? _____
 8.2.4 how? _____
9. Do you know relevant national legislative provisions on the minimum age to employment?
 yes no
10. Do you think that there will be economic effects on your business if the child worker is withdrawn from the factory yes no don't know
 If yes, what effects?

11. When a child worker is withdrawn from your factory, do you think that this child should receive:
 education?
 skill training?
 others? (Please specify): _____
12. If this child needs any financial support to receive the above-mentioned programme, do you wish to provide financial support to them? yes no
 If yes, how much: less than one-third
 between one-third and two-thirds
 more than two-thirds
 full financial support
13. Working environment:
- 13.1 Is there any safe drinking water? yes no
 13.2 Are there separate toilets for male and female workers? yes no
 13.3 Is the condition of ventilation good? yes no
 13.4 Is the workroom overcrowded? yes no
 13.5 Is the workplace well lit?

WORKING CHILDREN

Note: Please fill in the following section for EACH child identified at the garment factory.

14. Name of the child: _____

14.1 Age: _____

14.2 Sex: ? Female ? Male

14.3 ILO ID Number: _____

14.4 Addresses:

14.4.1 Present: _____

14.4.2 Permanent: _____

15. Name of the parents/guardian: _____

16. What do the parents/guardian do?

17. Date of withdrawal from the factory:

18. What is the job title of the child?

helper

apprentice

operator

others. Specify: _____

19. In which section does the child work

sewing/stitching

finishing

trimming

others. Specify: _____

20. What is the salary? _____

21. How many hours does the child work per day? _____
22. Does the child work overtime? yes no Don't know
If yes, how many hours per day (average)? _____
23. How many days does the child work per week? _____
24. Does the child often work on weekly holidays? yes no Don't know
25. Is the child entitled to paid annual leave? yes no Don't know
If yes, how many days per year: _____
13. Since when has the child been working on this job? _____
14. Has the child ever attended any school? yes no Don't know
If yes, what is the educational level:
 Illiterate Class I
 Class II Class III
 Class IV Class V Above Class V
15. Would the child like to receive:
 education
 skill training (please specify on what): _____
 other (please specify): _____
16. Does any member of the child's family work in this factory? ? yes ? no
If yes, what is the relationship between the child and this person?
 Father
 Mother
 Close relative
 Distance relative
 Employer
 Person from the same village
 Paying guest
 Other (please specify): _____
17. What is the dream of the child for future? _____

- Name and signature of the BGMEA monitor: _____
- Name and signature of the GOB official: _____
- Name and signature of the ILO monitors: _____

- Date: _____

FORM 2

■ Questionnaire/Form No. □□□□□□□□□□

Monitoring Mission No. □□

MINISTRY OF MANPOWER DEVELOPMENT AND EMPLOYMENT (**CHILD LABOUR UNIT**)
CHILD LABOUR MONITORING SYSTEM IN COCOA/COMMERCIAL AGRICULTURE IN GHANA

BASELINE QUESTIONNAIRE

[NOTE: To be filled during the first monitoring mission ONLY, The information provided by the respondent will be treated with absolute confidentiality and will be used for no purpose other than for Child Labour Monitoring]

EMPLOYMENT INFORMATION BRANCH

AUGUST 2004

SECTION A: PERSONAL DETAILS

A1: Name of child. _____

A2: Date. __ __/__ __/__ __ __ __

A3: Address of place of interview:

District. _____ District code. □□□□

Region. _____ Region code. □□□□

Town/Village _____ Community/Locality _____

Community code □□□□□□

A4: Age of Child. □□ (years)

A5: Sex of child: 1 = Male 2 = Female

A6: Hometown of Parents:

Father: Town/village. _____ District. □□□□

Region: □□

Mother: Town/village. _____ District. □□□□

Region: □□

A7: Child's Ethnic group (Tribe):

1 = Akan 2 = Ga Adangbe 3 = Ewe 4 = Guan 5 = Gurma

6 = Mole-Dagbani 7 = Hausa 8 = Grusi 9 = Mande

10 = Other (Specify) _____

A8: Who does child live with currently?

1 = Both parents 2 = Father alone 3 = Mother alone

4 = Foster parent 5 = Relative 6 = Friends 7 = lives alone

8= Other, (specify)_____

A9: Who provides for most of child's needs?

1 = Both parents 2 = Father alone 3 = Mother alone

4 = Foster parent 5 = Relative 6 = Friends 7 = Self

8 = Employer (not parents or relatives)

9 = Others, (specify)_____

SECTION B: FAMILY INFORMATION

B1: List the names and the following details of immediate family members of the child.

No.	(a) Name	(b) Relationship to the child	(c) Age relative to child	(d) Life status	(e) Employment status
		1 = Father 2 = Mother 3 = Brother 4 = Sister	1 = Younger than the Child 2 = Older than the child	1 = Alive 2 = Deceased (If 2 end here)	1 = Working 2 = Attending school 3 = Not working 4 = Too young 5 = Other (specify)
1		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> _____
2		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> _____
3		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> _____
4		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> _____
5		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> _____
6		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> _____
7		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> _____

B3: Place where Parents currently live

Father: Town. village. _____ District. □□□□

Region: □□

Mother: Town. village. _____ District. □□□□

Region: □□

B4: From B1e if father is employed, what kind of work does your father do?

Activity. _____

Code. □□□ (Refer to Vocational/Trade/skills code list)

B5: From B1e if mother is employed, what kind of work does your mother do?

Activity. _____

Code. □□□ (Refer to Vocational/Trade/skills code list)

SECTION C: CHILD'S EDUCATIONAL INFORMATION

C1: Have you ever been to school: 1 = Yes 2 = No (GO TO C6)

C2: If yes, highest level attained:

1 = Nursery/KG 2 = Primary 3 = Middle/JSS 4 = SSS/Technical

5 = Vocational 6=Commercial 7= Post Secondary 8= Polytechnic

9= Tertiary education 10=Others, (specify) _____

C3: Highest class/stage completed (In words): _____

Class/Stage No. □□

C4: How often do you go to school?

1 = Regularly 2 = Irregularly 3 = Rarely 4 = Dropped out

C5: Performance:

Area	Position/Grade/Number
1 = Class work – overall assessment in class, latest test/exam (see report form)	
2 = Number of times punished	
3 = Games, sports and interest	
4 = Number of close friends in school	

C6: Are you experiencing any problems?

Problem location	Answer (Yes/No)	If yes what is the problem	How can the problem be solved
At school/ education/Institution			
At home			
Personal			

C7: If dropped out of school, why?

1 = Parents could not afford cost 2 = Parents sent me to work

3 = Sickness/injury 4 = Not doing well in class 5 = Parents died

6 = Wanted to learn a trade 7 = Teenage pregnancy

8 = Others, specify _____

SECTION D: Child's Employment Information

D1. Are you currently working? 1. Yes 2. No (End interview)

D2: Complete the table below for working child (child may have multiple working places)

(a) Workplace	(b) Type of work (refer to codes below)	(c) Time of work: 1. Before school hours 2. During school hours 3. After school (daily) 4. Weekends 5. School holidays 6. Peak season	(d) Hours usually worked per day	(e) Days usually worked per week	(f) Mode of payment: 1. Cash 2. Kind 3. Cash & kind 4. Not paid
Parents' home	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>
Farm	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>
Domestic work i.e. at other peoples' homes	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>
Sundry e.g. oil preparation, petty trade, truck pushing, kayayo etc.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>

1 = Farm labourer 2 = Fishing 3 = Mining/Quarrying 4 = Spraying 5 = Livestock 6 = Selling
7 = Truck pushing/Kayayo 8 = House chores 9 = Others, (specify) _____

D3. For how long have you been working?

1 = Under one year 2 = One to less than three years 3 = three to less than five years 4 = five to less than ten years 5 = Over ten years

D4: Have you ever suffered any health problems in relation to the work you do?

1 = Yes 2 = No

D5: If yes, what kind of problems/risks have you experienced or are experiencing?
(Tick (☑) all that are mentioned by the child, but leave blank if not mentioned))

No.	Problem	Yes/No
A	Exposed to Chemicals	<input type="checkbox"/>
B	Carrying heavy load	<input type="checkbox"/>
C	Working for long hours	<input type="checkbox"/>
D	Attacks by insects/snakes etc.	<input type="checkbox"/>
E	Noisy/Poor environment	<input type="checkbox"/>
F	Sexual abuse/harassment	<input type="checkbox"/>
G	Psychological/Emotional	<input type="checkbox"/>
H	Bullying/harassment	<input type="checkbox"/>
I	Injury from working machines/tools etc.	<input type="checkbox"/>
J	Other (specify) _____	<input type="checkbox"/>

D6: If yes to any one in QD5, has any steps or actions been taken to address the problem?
1 = Yes 2 = No (GO TO SECTION E)

D7: What steps or actions were taken, and by whom?

Problem letter (eg. A)	Action taken 1 = Provided protective work attire 2 = Treated at hospital/Clinic 3 = Refused to work again 4 = Reported to chief/police 5 = Herbal Treatment 6 =Other (specify)	Action taken by whom 1 = Myself 2 = Parent/guardian 3 = Employer 4 = Recruiter 5 = Friends/Work Colleagues 6 = Other (Specify)
	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>

SECTION E: Child's Rehabilitation Information

(Information for this section should be provided by the project official/government official or other official involved in the data collection after withdrawal of the child)

E1: Date of withdrawal? ___/___/_____

E2: Place of withdrawal, Region _____ Code:

District Code:

Community Code:

E3: What type of project impact is targeted for the child?

1 = Withdrawal 2 = Prevention 3 = Social protection (to family)

4 = Reintegration 5 = Other s, specify _____

E4: If withdrawal and/or prevention case, what type of intervention/rehabilitation is child registered for

1 = Formal school 2 = Non formal school/Basic literacy 3 = Vocational training

4 = Counselling 5 = Health 6 = Family support i.e. income generating activity

7 = Others, Specify _____

E5i: If formal schooling/vocational training, what type of school/institution is child registered in?

1 = Government/Public 2 = Private/NGO 3 = Quasi (Both)

4 = others, specify _____

E5ii: Name and address of Institution _____

E6: What was the date of registration? ___/___/_____

E7: What type of direct assistance or support did child receive or will receive?

1 = Uniforms 2 = Shoes 3 = School bags 4 = Learning Materials

5 = Examination fees 6 = School levies/fees 7 = Feeding 8 = Medications

9 = Others, (specify) _____

E8: Check QE3, if reintegration, who is child reunited with?

1 = Both parents 2 = Father alone 3 = Mother alone 4 = Foster parent

5 = Relative 6 = Others, (specify) _____

E9: Check QE3, if social protection, what kind of social protection is given to parents/guardian of the child?

1 = Skill development 2 = Tools e.g. push truck, machine 3 = Raw material

4 = Financial support e.g. seed money 5 = Counselling e.g. Health, Legal

6 = Other: (Specify) _____

E10: What kind of trade area is the social protection targeted for?

1 = Farming 2 =oil making 3 = Food Processing 4 = Spraying of farm 5 = Livestock

6 = Selling 7 = Sewing 8 = Hairdressing 9 = Others, (specify) _____

THANK YOU VERY MUCH - END OF INTERVIEW

Name of monitor _____

Signature: _____ Date: _____

FORM 3

**Ministry of Labour, Social Solidarity and Family
National Authority for Child Protection and Adoption, Romania,
International Foundation for Child and Family, Romania and
ILO-IPEC.**

■ Reporting Form of the worst forms of child labour

I. General data about the child

I/01 Surname Name Nickname

Sex Age

I/02 Date of birth Rank

I/03 Education level (no of school years)

I/04 Currently attending school Yes /No

If Yes, which

If No, last school attended was

I/05 Health condition: with special needs Yes/ No

I/06 Legal living place: County / Locality Address

I/07 Residency: Urban / Rural County / Locality Address

I/08 Where do the child live:

I/09 In the natural family Yes No

I/10 In the placement center: Yes No

placement entrustment

Yes No Yes No

I/11 In the extended family:

placement entrustment

Yes No Yes No

I/12 With a person/family :

placement entrustment

Yes No Yes No

I/13 With the foster parent

placement entrustment

Yes No Yes No

I/14 Others

I/15 Date on which he/she was found working

I/16 Place where he/she was found working

II. The worst forms of child labour

II.1. The worst forms of child labour - intolerante (corresp. to Convention 182/1999). More answers allowed

Nr crt	Type of activity	Duration			Period (no. of hours)		Contract		Payment	
		Day	Week	Month	Daily	Weekly	Yes	No	Yes	No
1	Victim of internal traffick									
2	Victim of cross-border traffick									
3	Prostitution									
4	Pornography									
5	Drugs traffic									
6	Beggary									
7	Servant work									
8.	Work in agriculture									
9.	Others activity: <input type="checkbox"/> Yes <input type="checkbox"/> No If Yes, which:									
	1.									
	2.									
	3.									
	4.									

II.2. The worst forms of child labour – dangerous activities (corresp. to Recom. 190/1999). More answers allowed

Nr crt	Type of activity	Duration			Period (no. of hours)		Contract		Payment	
		Days	Weeks	Months	Daily	Weekly	Yes	No	Yes	No
10	Work underground									
11.	Work on buildings/ demolishing									
12.	Work in tinny spaces									
13.	Manipulation of dangerous machines, materials or instruments									
14.	Manipulation or transport of weights									
15.	Work with toxic substances or dangerous procedures									
16.	Work at extreme temperatures (under 0° C or over 40° C)									
17.	Work in noisy environment									
18.	Work more 6 hours duration									
19.	Work on night time									
20.	Work in environment with vibration									
21.	Work at dangerous heights									
22.	Others: <input type="checkbox"/> Yes <input type="checkbox"/> No If Yes, which									
	1.									
	2.									
	3.									
	4.									

Who is working for?	Yes	No
a) parents' hohehold		
b) relatives		
c) employer (owner)		
d) public employer		
e) other persons – specify:		
e.1)		
e.2)		
e.3)		

Why are you working ?	Yes	No
a) for „pocket money”		
b) my parents forced me		
c) the gang's boss forced me		
d) to mantain myself		
e) I must help my parents		
f) others – which:		
f.1)		
f.2)		

IV. Observations

Name of the person who filled the form.....

Signature..... Date of reporting

FORM 4

**Republic of Turkey
Ministry of Labour and Social Security
Workplace Inspection Unit
ILO/IPEC Project
FORM 2**

Name of Workplace :
Case Number :
Address :
Owner/Manager :
Telephone/Fax :
E-Mail :
Type of Business :

INFORMATION ABOUT WORKING CHILDREN

- | | |
|-------------------------------------|-------------------------------|
| 1) Name-surname: | Type of job: |
| Mother/father's name: | Start date: |
| Birthdate and place: | Working hours: |
| Address: | Weekend: |
| Telephone number: | National and other holidays: |
| Number of siblings : | Salary: |
| Educational status : | Vacation time: |
| Attending apprenticeship education: | Other information |
| | |
| 2) Name-surname: | Type of job: |
| Mother/father's name: | Start date: |
| Birthdate and place: | Working hours: |
| Address: | Weekend: |
| Telephone number: | National and other holidays : |
| Number of siblings : | Salary: |
| Educational status : | Vacation time: |
| Attending apprenticeship education: | Other information |



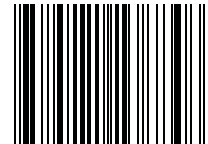
Stop Child Labour

For further information:

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