

# **Work Book**

# **Child Labour**

**Rights-Based Situation Analysis**  
**Data collection and report writing**

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Rights-Based Situation Analysis  
Data collection and report writing

Save the Children fights for children's rights.

We deliver immediate and lasting improvements to children's lives worldwide.

Save the Children works for:

- A world which respects and values each child
- A world which listens to children and learns
- A world where all children have hope and opportunity.

ISBN 974-93900-7-5

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Published by: Save the Children Sweden  
Regional Office for Southeast Asia and Pacific  
14<sup>th</sup> Floor, Maneeya Center South Building  
518/5 Ploenchit Road, Bangkok 10330, Thailand  
Tel: ++ 662 684 1046-7, Fax: ++662 684 1048

Production: Keen Publishing (Thailand) Co., Ltd.  
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Electronic version available for download at:

<http://www.scswedenseap.org>

Save the Children Sweden Southeast Asia and the Pacific Regional Office funded the compilation and production of this publication.

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# Part I

## How to use this Work Book

In the past two decades, international agreement that children should not do work that harms their development has grown into a movement that seeks to eliminate all harmful economic activities for human beings less than 18 years of age. Policies have been drawn up, and programmes set in motion, but these have tended to fail because detailed, accurate information is lacking – or not consolidated – at national level. Programmes based on inadequate information are unlikely to meet their objectives, and may even cause harm.

The aim of this Work Book is to provide tools for collecting and combining information on children's work at national level. This information is the essential basis for national-level situation analyses of child work and child labour. The Work Book shows how information can be collected in a systematic, rights-based process, which can be repeated at intervals to check the impact of programmes and can also be replicated in different countries for comparative purposes. All too often the main sources of information about children's work are isolated studies of specific times, places and industries – which cannot be compared and may use dubious research methods. This Work Book offers an opportunity for national research to make a meaningful contribution to understanding children's work and the ways in which political, economic and social contexts improve or erode children's rights and well being. Debates about child labour rarely consider these factors adequately.

Information about working children cannot be found simply by looking for information on 'child labour' in one or two ministries or organizations. Information may exist in many places, because children do not work in a vacuum, separated from the rest of their lives. A situation analysis seeks to understand child work and child labour in political, legal, cultural, social, economic, demographic and historical contexts.

## Children, childhood and work

We have based the Work Book in the human rights of children, which means (among other things) that information should be collected about the full range of people defined as children by United Nations agencies – from birth to 18 years of age. While this is the legal definition, the experience of childhood varies from country to country, and within countries; between girls and boys, urban and rural children, as well as for different ethnic and economic groups. Thus, throughout the Work Book, we emphasize the need to find, record and if necessary calculate the differences such factors make to the work performed by children of different ages.

Information gathered with the purpose of exposing and eliminating harmful work ('child labour') tends to focus on overall numbers of children, without consideration of important characteristics such as the exact tasks they perform, hours worked, and pay (even if such information is available) nor even to age and gender. The way all types of child work are combined to produce general statistics, with insufficient attention to detail, may weaken policy responses and practical interventions.

It is for this reason that we do not make a distinction between child work and child labour – because there is no 'once-for-all' definition applying at all times, in all places and to all children. Nevertheless, we do use distinctions from international human rights treaties, which draw attention to the minimum ages at which children should work at particular tasks, as well as to the forms of work that children must not do at any time – the 'worst forms'. Here again the Work Book is a tool for analyzing the total situation. Treaties about children's work are examined in relation to the human rights of children, those that they share with all human beings (such as freedom from discrimination and slavery, the right to free expression, access to information and basic services) and those that they have because they are developing human beings (such as the principle of 'best interests of the child', the right to special protection and specific rights with respect to health and education).

## General definitions

<b>Word or term</b>	<b>What it means in this Work Book</b>
<b>Child</b>	Human being less than 18 years of age (Definition according to CRC and ILO Convention 182).
<b>Childhood</b>	Variable and culturally-defined life stage, before taking on adult roles and responsibilities.
<b>Child labour</b>	Term used to refer to forms of work that are harmful to children's development.
<b>Children-centred statistics</b>	Statistics in which the data are presented (for example in tables) so that they focus on children, rather than (as is usual) on adults, households, institutions or services.
<b>Children's work</b>	All economic activities and tasks performed by children, whether paid or unpaid, within the family, for a third party or independently.
<b>Data</b>	Information collected by a researcher from either primary or secondary research.
<b>Disaggregation</b>	The process of dividing statistical data into smaller groups, by gender, age or location for example. This allows analysis to show differences between groups of people and is a guide to identifying inequalities and rights violations.
<b>Gender</b>	Gender roles are performed by men and women, boys and girls, based on what is appropriate in a particular society or culture. Gender roles change over time and are often different depending on age, religion and class. Gender roles are thus distinct from sex roles, which are biologically-determined differences between males and females – such as childbearing and breastfeeding for women.
<b>Mapping</b>	Systematic collection of information on a specific theme or topic, for example making a comprehensive list, with descriptions, of all national street children projects.
<b>Primary data</b>	Original data collected for a specific research project.
<b>Secondary data</b>	Data that already exist, including books, statistics, published and unpublished reports, academic theses, current and planned laws, information from the Internet, records of schools, hospitals, clinics, police stations and courts of law, statistics, media articles, CD-ROM materials, sound and video recordings, photographs and films.

## Structure of the Work Book and how to use it

We have designed this Work Book on the basis of our own experience of collecting information about children's work and child labour in many different countries. The Work Book is intended for use by a researcher collecting secondary (already-existing) data. It is not for use in primary research.

The Work Book provides systematic advice on how to collect, and record, the secondary data required for a national situation analysis of children's work, as well as how to write the analysis itself. The intended user will have background knowledge of child work issues, including contacts in the field, and probably some higher education in a social science such as sociology, politics, economics or geography. Some familiarity with simple statistics would be particularly helpful. It is not necessary for the researcher to be a highly-qualified academic.

We estimate that six months would be ample time for a single researcher to collect all the information required, with a further two months for writing the situation analysis.

The Work Book has three parts:

Part I: Introduction, including details about how to find information, and an introduction to the data-collecting matrices.

Part II: Matrices – or tables – detailing the information to seek, why it is important, guidance on where it may be found, and with spaces for recording the information itself. Part II is divided into three types of information:

- Rights issues;
- Background information;
- Mapping children's participation in the labour market.

Part III: Provides guidance on how to write the situation analysis once the data have been collected.

To make collecting (and especially recording) information easy for the researcher, the Work Book comes in three forms:

- Hard copy, with pockets for storing papers, as well as blank pages for making notes. It is intended that researchers will take this hard copy with them when they are collecting data, and use it for making notes and recording data on the relevant matrix;
- CD-ROM electronic copy (the CD-ROM is stored in a pocket in the Work Book). In many cases, the information sought for the matrices will exceed the space provided on the hard copy. Thus the CD-ROM is intended to be used to make a detailed and clear record of data as these are collected;
- Electronic copy, identical to the CD-ROM version, which can be downloaded from <http://www.scswedenseap.org>. Once the information has been collected and entered on this electronic version, we suggest that it can be posted on an appropriate web page, where it may be accessed by interested organizations and individuals.

## Where to find information

Research makes a distinction between primary data (new information, usually collected directly from individuals during a particular research process) and secondary data, which already exist and include all relevant information collected for other studies or purposes. Secondary data include books, published or unpublished reports, situation analyses, rapid assessments, theses, current and planned laws, records of schools, hospitals, clinics, police stations and courts of law, statistics such as population censuses and household and labour force surveys, information from the Internet, records, media articles, videos, photographs or films.

Finding existing data often means doing some detective work. Some reports and studies are published and easily available in university or public libraries, but others may be unpublished and stored by specific institutions or offices. Most population censuses, household surveys and labour force surveys are available in libraries, but the recent volumes may only be available from the ministry or agency that collected the data.

Access to the Internet can also provide information, particularly from international organizations, but also from international journals. The Internet provides access to many excellent sources of information, but needs to be used with caution. Not all information on the Internet is reliable – and some is very unreliable indeed. Particular care should be taken with information from websites that are not associated with recognized organizations.

In all cases it is important to ask:

- Who is providing this information?
- For what purposes is the information made available?
- How reliable is the information – what is the source?
- How were the data collected?
- Can the conclusions be justified?

In most cases, it is necessary to go beyond libraries and the Internet to find existing data. Researchers will need to visit government agencies, non governmental and community organizations, and international agencies that may have undertaken studies on children’s work or related issues, and ask whether they have reports or other information that can be accessed. If there is a national office of the International Labour Organization (ILO) and/or ILO-IPEC these can be good starting points. It is also useful to identify and contact researchers in the area of children’s work, as they are likely to be able to provide helpful information about existing sources of data, and willing to share their own resources and contacts.

## Terms used in the matrices

The matrices in Part II include columns giving advice about where to seek particular information. But we are aware that different agencies (particularly within government structures) have different names and functions in different countries. Thus we have used a set of abbreviations in the matrices, which are clarified in the following table, where the Internet webpage addresses of international organizations are also provided.

We suggest that researchers should familiarize themselves with this table before beginning to look for information.

<b>Acronym or abbreviation used in this Work Book</b>	<b>Explanation and further information</b>
<b>Alternative Reports to the Committee on the Rights of the Child</b>	If non governmental organizations have submitted reports to the Committee on the Rights of the Child, which supplement the official government reports, these can be downloaded from the CRIN webpage (see below). Alternative reports often contain additional information about child work. Click on ‘NGO Alternative Reports’, under ‘child rights’ on the home page <a href="http://www.crin.org">www.crin.org</a> .
<b>Anti-Slavery International</b>	The oldest human rights organization in the world has been collecting information about child work and child labour since the 1970s. <a href="http://www.antislavery.org">www.antislavery.org</a>
<b>Children’s organizations</b>	Non governmental organizations working with children often include child work among their interests. Particularly interesting information is often available from organizations of child workers (workers less than 18 years of age).
<b>Civil society</b>	‘Civil society’ includes all organizations within a country that are not part of the state machinery. This includes not-for-profit, charitable and advocacy groups usually called ‘NGOs’ as well as religious organizations, commerce and (in countries where these exist) may include mass organizations.
<b>Coalition to Stop the Use of Child Soldiers</b>	NGO activist group working to stop the recruitment of children in armed conflict. <a href="http://www.child-soldiers.org">www.child-soldiers.org</a>

<b>Acronym or abbreviation used in this Work Book</b>	<b>Explanation and further information</b>
<b>Census</b>	A census is a survey of the economic and social characteristics of the population of a country, usually taking place once every ten years. Population censuses often include the entire population of a country (although many exclude illegal or unrecognized migrants, either from within the country or from other countries). Check whether a population census is based on the entire population or a sample. Also check who is excluded. Respondents (the people answering the questions) in a population census are usually adult 'heads of household', and rarely children.
<b>Constitution</b>	The body of fundamental principles or established precedents according to which a state or other organization is acknowledged to be governed. Most, but not all, countries have a written Constitution, which may include a Bill of Rights.
<b>Country studies</b>	United States government country information, which can be very instructive and is continuously updated. <a href="http://lcweb2loc.gov/frd/cs/cshome.html">http://lcweb2loc.gov/frd/cs/cshome.html</a>
<b>CRIN</b>	The Child Rights Information Network (CRIN) is a network of children's rights organizations that work to improve the lives of children. Click on the theme 'child labour' on <a href="http://www.crin.org">www.crin.org</a> .
<b>ECPAT</b>	ECPAT International is a network of organizations and individuals working together for the elimination of child prostitution, child pornography and trafficking of children. Information about countries and contacts can be found on <a href="http://www.ecpat.net">www.ecpat.net</a> .
<b>Focal point for children</b>	The government focal point for children's rights issues may be an agency, a person, or a ministry – or a mixture of all three. In some cases there will be (or appear to be) two or more 'focal points' – for example, a Ministry for Children, Family and Social Services <i>and</i> a Commissioner or Ombudsperson for Children; or a Ministry for Children and Youth <i>and</i> a Committee/Council for Children. We suggest that researchers include relevant information from all focal points, as it is hard to judge where various responsibilities lie, and different agencies may collect different information.
<b>Governance</b>	How a country is governed, including structures, agencies and methods.
<b>Health records</b>	National-level health data – morbidity (illness) and mortality (death) figures – sometimes including hospital and clinic records for injuries, may include certain kinds of work-related diseases (for example, skin or respiratory diseases in areas where children work with fertilizers, or with cotton dust). For child commercial sex work, look for sexually-transmitted diseases among people less than 18 years of age, and teenage pregnancies (including miscarriages). If you are not familiar with medical terms find a doctor to work through the data with you.

<b>Acronym or abbreviation used in this Work Book</b>	<b>Explanation and further information</b>
<b>History books</b>	Academic histories are best for accurate information. Also look at country studies, and official government web sites, which usually have substantial history sections.
<b>Household surveys</b>	Household surveys are carried out by government agencies (usually the Statistical Office), to provide accurate, up-to-date information on the composition and economic situation of households, as well as the roles (including both paid and unpaid work), behaviour and (sometimes) attitudes of individuals living in a particular household. Household surveys are often conducted more frequently than population censuses, and may include a sample rather than the whole population. Respondents (the people answering the questions) in household surveys are usually adult 'heads of household', and rarely children.
<b>Human rights organizations</b>	Some national and international human rights NGOs collect information about child workers. These include organizations to protect the rights of ethnic groups, women, particular groups of workers (such as bonded labourers) and general human rights groups.
<b>IGO</b>	Intergovernmental organization: an organization operating across state borders, which is made up of sovereign states (governments) and (sometimes) other intergovernmental organizations. Some IGOs are global (the United Nations for example) and others regional (such as the European Union). IGOs are sometimes incorrectly referred to as 'International Organizations', but this would logically include INGOs (see below).
<b>ILO</b>	<p>The International Labour Organization is part of the United Nations system, although much older. It sets global standards for employment through 'Conventions', and collects information from governments about the implementation of these standards. The site map of the main ILO webpage is the best place to search for information about Conventions, which governments have ratified them and reports on implementation (<a href="http://www.ilo.org/public/english/sitemap.htm">www.ilo.org/public/english/sitemap.htm</a>). ILO is also a good place to start looking for labour statistics, by country, for background information. Try <a href="http://www.laborsta.ilo.org">www.laborsta.ilo.org</a></p> <p>Countries that are members of the ILO will also have national ILO offices, which can usually provide national information.</p>
<b>ILO-IPEC</b>	The ILO International Programme for the Elimination of Child Labour has national offices in some countries, which can provide reports and other information. Statistics and reports can be downloaded also from the international web page <a href="http://www.ilo.org/public/enlgish/standards/ipec">www.ilo.org/public/enlgish/standards/ipec</a>
<b>INGO</b>	International Non Governmental Organization, such as Save the Children Sweden, which operates across national borders.
<b>IOM</b>	International Organization for Migration, a key INGO for information about migrant workers.

<b>Acronym or abbreviation used in this Work Book</b>	<b>Explanation and further information</b>
<b>Labour force survey</b>	Labour force surveys provide information on the types of work that people perform, wages, rates (sometimes estimates) of employment, unemployment and underemployment and, occasionally, conditions of employment. Labour force surveys sometimes include workers aged below 18 years, but often use categories such as 15-24 years, which make analysis of children's work almost impossible. Labour force surveys are usually conducted more frequently than population censuses, and may include a sample rather than the whole population.
<b>Ministry</b>	By 'Ministry' we mean a government office, including Department, Commission, Office. Each government organizes the business of government in different ways, using different names, structures and levels of authority. One of the first activities of data collectors in a situation analysis is to find out the places in the structure of governance where information about children is collected, analyzed and stored.
<b>Ministry of Defence</b>	The 'Ministry of Defence' is the agency within the structure of government that has responsibility for securing the external threats. In some countries the Ministry of Defence may also have responsibility for controlling 'internal threats', such as rebel movements.
<b>Ministry of Education</b>	The 'Ministry of Education' is the agency within the structure of government that has responsibility for formal schooling, usually from primary school through to higher education. In some countries, the Ministry of Education has responsibility for vocational training. Check which types of school the Ministry of Education has responsibility for, and whether some responsibility also lies with other Ministries (for example, in some countries formal schooling provided by religious organizations is governed by the Ministry of Religious Affairs). Sometimes the 'Ministry of Education' includes culture and vocational training. Sometimes these are separate parts of governance. Ministries of vocational training can be important sources of information about working children aged 15-18 years.
<b>Ministry of Ethnic Affairs</b>	Not necessarily (or usually) a ministry – but often a separate part of government, which may have information about school, work and gender relations in ethnic groups. Also check the ethnic groups listed in Country studies (see above).
<b>Ministry of External Affairs</b>	May have many other names – for example 'Ministry of Foreign Affairs', or be part of the 'Office of the President/Prime Minister'.
<b>Ministry of Finance</b>	The 'Ministry of Finance' is the agency within the structure of government that has responsibility for the financial management of the nation. This may include financial planning and allocation of resources. In some countries it includes responsibility for revenue (including taxation).
<b>Ministry of Internal Affairs</b>	The 'Ministry of Internal Affairs' has many other names – for example 'Home Affairs', 'Home Office', or is part of the 'Office of the President/Prime Minister'.

<b>Acronym or abbreviation used in this Work Book</b>	<b>Explanation and further information</b>
<b>Ministry of Justice</b>	Gathering information from the 'Ministry of Justice' includes looking up records of juvenile detention centres, police records, and court records.
<b>Ministry of Labour</b>	The 'Ministry of Labour' is the part of government that deals with all employment matters.
<b>Ministry of Planning</b>	The 'Ministry of Planning' is the agency within the structure of government with responsibility for determining the broad direction of government policy, resource management, government spending and resource allocation. Some Ministries of Planning coordinate development assistance from foreign donors.
<b>Ministry of Social Affairs</b>	'Ministry of Social Affairs' is the term we are using to cover the range of ministries that look after welfare and social protection. There will almost certainly be more than one; for example Ministry of the Family, Ministry of Pensions, Ministry of Women and the Community, even (very occasionally) Ministry of Children. Because there is so seldom a 'Ministry of Children' the welfare of children tends to be spread between different branches of government dealing with social welfare.
<b>National reports to the Committee on the Rights of the Child</b>	Full reports can be downloaded free from the UNHCHR web page (see below), along with discussions between the Committee and the government and the Committee's concluding observations. Look especially for references to Articles 32 and 34 of the CRC.
<b>Official government webpage</b>	All governments have web pages, containing official information about the system of government, the economy and recent major events. This can be found on the Internet by typing the name of the country in the search panel on <a href="http://www.google.com">www.google.com</a> and clicking on the link that leads to the official website (hint, the web address will probably end in '.gov'). It is useful to know what information is official.
<b>Police records</b>	Includes juvenile detention and rehabilitation centres and court records; see also Ministry of Justice.
<b>Social research</b>	Research by sociologists, anthropologists (especially on ethnic groups), social workers, geographers, economists and political scientists. Sometimes this can be found in national universities. But much is published in international books and journals. Try searching on <a href="http://www.google.com">www.google.com</a> by entering 'child labour' and the country name. Some articles can be downloaded free.
<b>Statistics Office</b>	Sometimes the 'Statistics Office' is an independent part of government, sometimes part of a larger department or ministry (such as the Ministry of Planning). The Statistics Office is responsible for collecting information about all demographic, social and economic aspects of a country.

<b>Acronym or abbreviation used in this Work Book</b>	<b>Explanation and further information</b>
<b>Teacher unions</b>	Organizations that aim to represent the interests of teachers.
<b>Trade unions</b>	Organizations of workers in various types of employment, which represent the interests of members against employers and government. Many trade unions take an interest in child labour and carry out research or publish reports.
<b>UN Agencies</b>	United Nations Agencies are increasingly collaborating to write ‘common country assessments’ to ensure that their national programmes do not overlap or contradict each other. The UNDP (see below) usually leads this process. Common country assessments are general national situation analyses and may contain useful background information – although they very rarely focus on children’s issues.
<b>UNAIDS</b>	UNAIDS, the Joint United Nations Programme on HIV/AIDS, is an inter-agency project providing information and support in the fight against HIV/AIDS. The international UNAIDS site contains national reports (‘fact sheets’) that include statistics for cases of infection among people less than 18 years of age, as well as numbers of ‘AIDS orphans’, who may be child workers. <a href="http://www.unaids.org/en/geographical+area/by+country.asp">www.unaids.org/en/geographical+area/by+country.asp</a>
<b>UNDP</b>	United Nations Development Programme. Annual Human Development Reports are useful for national background information. <a href="http://www.undp.org">www.undp.org</a>
<b>UNESCO</b>	United Nations Educational, Social and Cultural Organization; a key source for education statistics. <a href="http://www.unesco.org">www.unesco.org</a>
<b>UNICEF</b>	National UNICEF offices often have libraries, where it is useful to spend some time looking for relevant reports. UNICEF programme staff tend to have a high turnover, so current staff may not know what has been published even in the recent past. Internationally, UNICEF annual reports on the <i>State of the World’s Children</i> have useful background statistics, although they rarely give information about child workers. UNICEF Multiple Indicator Cluster Surveys (MICS – national-level statistical reports on children) included some questions on child labour in Phase Two. The easiest way to find these is to ask in national offices.  The UNICEF Innocenti Child Research Centre in Italy has considerable information and reports on child labour – often including country case studies. <a href="http://www.unicef-icdc.org">www.unicef-icdc.org</a>
<b>UNHCHR</b>	United Nations Office of the High Commission of Human Rights contains the full texts of UN human rights documents, lists of ratifying countries, and the full texts of government reports to the Committee on the Rights of the Child, together with records of discussions between the Committee and government representatives and the Committee’s final observations and recommendations. <a href="http://www.unhchr.ch">www.unhchr.ch</a>
<b>UNHCR</b>	United Nations High Commission for Refugees, country and international offices can usually produce overall figures for refugees – although these tend not to be disaggregated by age and gender. <a href="http://www.unhcr.ch">www.unhcr.ch</a>

<b>Acronym or abbreviation used in this Work Book</b>	<b>Explanation and further information</b>
<b>US DoL</b>	The United States Department of Labor, Bureau of International Labor Affairs produced reports of child labour in 16 countries ( <i>By the sweat and toil of children</i> ), which can be downloaded from <a href="http://www.dol.gov/ilab">www.dol.gov/ilab</a>
<b>Women's organizations</b>	Organizations (usually NGOs) concerned with issues identified as having particular relevance for women. Many women's organizations are concerned with advancing the human rights of women, in overcoming discrimination against women and promoting equality between men and women. Some women's organizations are not concerned with these issues and aim to promote a 'conservative' role for women. Other women's organizations take an interest in the employment of girls, especially in commercial sex work and domestic work.
<b>World Bank</b>	World Bank national offices tend to be an accurate source of economic information. The international web page contains substantial reports on child labour, which can be downloaded. <a href="http://www.worldbank.org">www.worldbank.org</a>





# Rights issues

The following group of matrices focuses on collecting information on the human rights of children that are relevant to the work they do. This provides a firm foundation for a situation analysis of children's work because it gives clear, internationally-recognized reasons why children should not do certain kinds of work. The modern system of human rights is expressed in international treaties between governments, most of which date from after the United Nations Universal Declaration of Human Rights in 1948. As these treaties are legally-binding agreements, they prevent discussions about what is, or is not, 'child labour' from being trapped in emotional debates that focus on culture and child welfare.

The Universal Declaration established that all human beings have the same rights, based on dignity, non discrimination and equality, as well as fundamental freedoms to express their opinions and participate in making decisions that affect their lives. Just over 40 years later, the UN Convention on the Rights of the Child (CRC) not only confirmed the status of children as subjects of rights, including the fundamental freedoms of expression and participation, but also added special rights for people less than 18 years of age, based on their developmental needs. These include rights to protection from economic exploitation through minimum age legislation (Article 32), from sexual exploitation (Article 34) and from trafficking (Article 35). As human beings, children already had these rights, which are expressed in a series of international Conventions against slavery and trafficking, dating back as far as 1926.

With specific relevance to children's work, the International Labour Organization has been setting standards in international Conventions dating even further back than the United Nations – beginning in 1919. A long series of Conventions on minimum ages for employment in different types of work and working conditions were combined in one Minimum Age Convention (ILO Convention 138) in 1973. Since then, international agreement that some forms of work are completely unacceptable for children resulted in ILO Convention 182 on the Worst Forms of Child Labour. It is worth noting that two types of 'worst form' are defined in Article 3 of Convention 182:

- Types of work, and of organization of work, that had already been prohibited by international law long before Convention 182: slavery, forced labour, trafficking, bonded labour for example, are the subjects of both UN Human Rights Treaties and ILO Conventions, as is work below the age of 12 years;
- Any work that hinders the development of children, which is not defined in Convention 182 but which (according to the accompanying Recommendation 190) should be defined in national contexts by experts including children.

The provisions of international treaties can only be fulfilled through the active participation of member states (of the United Nations and of the ILO). Broad international provisions need to be expressed in national laws and implemented through national policies and programmes.

This first part of data collection therefore concentrates on the extent to which the nation that is the topic of the situation analysis of children's work has agreed to international legislation and is implementing it within national boundaries.

## International rights treaties relevant to children's work

<b>Brief name of treaty used in this Work Book</b>	<b>Full name and how to find information</b>	<b>Relevance to children's work</b>
<b>CRC</b>	United Nations Convention on the Rights of the Child (1989) <a href="http://www.unhchr.ch">www.unhchr.ch</a>	Defines children as less than 18 years of age. The CRC does not define child labour, but emphasizes the need to protection from certain types of exploitation, including from economic exploitation through national minimum age legislation.
<b>CRC optional protocol on armed conflict</b>	Optional Protocol to the Convention on the Rights of the Child on Involvement of Children in Armed Conflict (2000) <a href="http://www.unhchr.ch">www.unhchr.ch</a>	Additional legislation, which extends the minimum age for recruitment into armed forces (15 years in the CRC) to 18 years, and includes non governmental forces in this provision. Optional Protocols need to be signed and ratified in addition to the CRC.
<b>CRC optional protocol on sexual exploitation</b>	Optional Protocol to the Convention on the Rights of the Child on the Sale of Children, Child Prostitution and Child Pornography (2000) <a href="http://www.unhchr.ch">www.unhchr.ch</a>	Additional legislation, which expands Articles 34 and 35 of the CRC, making more detailed provisions for protecting children from sexual exploitation. Optional Protocols need to be signed and ratified in addition to the CRC.
<b>ICCPR</b>	United Nations International Covenant on Civil and Political Rights (1966) <a href="http://www.unhchr.ch">www.unhchr.ch</a>	These two UN Covenants expanded on the human rights in the 1948 Declaration, detailing the rights and freedoms to be enjoyed by all human beings – which includes children.
<b>ICESCR</b>	United Nations International Covenant on Economic, Social and Cultural Rights (1966) <a href="http://www.unhchr.ch">www.unhchr.ch</a>	
<b>ILO Convention 29</b>	Forced Labour Convention (1930) <a href="http://www.ilo.org/public/english/sitemap.htm">www.ilo.org/public/english/sitemap.htm</a>	Applies to all workers, and includes bonded labour. One of the fundamental principles of the ILO Declaration.

<b>Brief name of treaty used in this Work Book</b>	<b>Full name and how to find information</b>	<b>Relevance to children's work</b>
<b>ILO Convention 77</b>	Medical Examination of Young Persons (Industry) (1946) <a href="http://www.ilo.org/public/english/sitemap.htm">www.ilo.org/public/english/sitemap.htm</a>	These two Conventions supplement minimum age legislation by emphasizing the importance of people less than 18 years old being fit to work, regardless of their age. Together with Convention 138 they point to the importance of labour inspectors being adequately trained in child work issues, and they also indicate the need for doctors to be trained in recognizing occupational health hazards for children who are unfit to perform specific tasks, or too immature to protect themselves from occupational risks.
<b>ILO Convention 78</b>	Medical Examination of Young Persons (Non-Industrial Occupations) (1946) <a href="http://www.ilo.org/public/english/sitemap.htm">www.ilo.org/public/english/sitemap.htm</a>	These two Conventions supplement minimum age legislation by emphasizing the importance of people less than 18 years old being fit to work, regardless of their age. Together with Convention 138 they point to the importance of labour inspectors being adequately trained in child work issues, and they also indicate the need for doctors to be trained in recognizing occupational health hazards for children who are unfit to perform specific tasks, or too immature to protect themselves from occupational risks.
<b>ILO Convention 87</b>	Freedom of Association and Protection of the Right to Organize (1948) <a href="http://www.ilo.org/public/english/sitemap.htm">www.ilo.org/public/english/sitemap.htm</a>	Workers should be free to form associations to protect their interests against employers, and to be able to bargain for better conditions of work.
<b>ILO Convention 98</b>	Right to Organize and Collective Bargaining (1948) <a href="http://www.ilo.org/public/english/sitemap.htm">www.ilo.org/public/english/sitemap.htm</a>	Both those Conventions are fundamental principles of the ILO Declaration.
<b>ILO Convention 105</b>	Abolition of Forced Labour (1957) <a href="http://www.ilo.org/public/english/sitemap.htm">www.ilo.org/public/english/sitemap.htm</a>	Together with ILO Convention 29, this forms one of the principles of the ILO Declaration.
<b>ILO Convention 138</b>	Minimum Age Convention (1973) <a href="http://www.ilo.org/public/english/sitemap.htm">www.ilo.org/public/english/sitemap.htm</a>	A minimum age for employment must be set, and should be no lower than the age for completion of compulsory schooling (generally, 15 years). Children less than 18 years of age may not undertake dangerous work, or work that might jeopardize their health, morals or safety. Children aged 13 to 15 years can undertake 'light' work that does not interfere with their schooling.

<b>Brief name of treaty used in this Work Book</b>	<b>Full name and how to find information</b>	<b>Relevance to children's work</b>
<b>ILO Convention 182</b>	Worst Forms of Child Labour (1999) <a href="http://www.ilo.org/public/english/sitemap.htm">www.ilo.org/public/english/sitemap.htm</a>	Defines children as less than 18 years of age. Defines Worst Forms as (a) unacceptable by any international standards and conventions (b) work that 'by its nature or the circumstances in which it is carried out, is likely to harm the health, safety or morals of children.' Defining this latter type of Worst Form depends on good standards of research.
<b>ILO Declaration</b>	ILO Declaration on Fundamental Principles and Rights at Work (1988) <a href="http://www.ilo.org/public/english/sitemap.htm">www.ilo.org/public/english/sitemap.htm</a>	Expression of commitment by governments, employers and workers' organizations to uphold basic human values and freedoms: association and collective bargaining; elimination of forced labour; abolition of child labour; and elimination of discrimination in the workplace. Countries are obliged to report on these principles, and the ILO reports on progress of each principle at four-year intervals.
<b>ILO Recommendation 190</b>	Worst Forms of Child Labour Convention Recommendation (1999) <a href="http://www.ilo.org/public/english/sitemap.htm">www.ilo.org/public/english/sitemap.htm</a>	Accompanying Convention 182, this Recommendation provides advice about how countries can work towards implementation. Includes the recognition that children are stakeholders.
<b>Organized Crime Convention</b>	United Nations International Convention against Transnational Organized Crime (2000) <a href="http://www.unhchr.ch">www.unhchr.ch</a>	Provides the first international definition of trafficking, which states that children are trafficked if they cross borders for work, even if they do so willingly.
<b>Slavery Convention 1926</b>	Slavery Convention (1926) <a href="http://www.unhchr.ch">www.unhchr.ch</a>	This early human rights treaty prohibited slavery.
<b>Slavery Convention 1954</b>	United Nations Supplementary Convention on the Abolition of Slavery, the Slave Trade, Institutions and Practices Similar to Slavery <a href="http://www.unhchr.ch">www.unhchr.ch</a>	Expands the 1926 Convention to include similar practices, including bonded labour and child labour. Until 1973, this was the main international instrument used to lobby against child labour in United Nations contexts.

<b>Brief name of treaty used in this Work Book</b>	<b>Full name and how to find information</b>	<b>Relevance to children's work</b>
Suppression of Trafficking Convention	Convention for the Suppression of the Traffic in Persons and of the Exploitation of the Prostitution of Others (1921) <a href="http://www.unhchr.ch">www.unhchr.ch</a>	Predating the United Nations by many years, this Convention established international prohibition of trafficking for all human beings.
Universal Declaration	United Nations Universal Declaration of Human Rights (1948) <a href="http://www.un.org/overview/rights.html">www.un.org/overview/rights.html</a>	Following the establishment of the UN by Charter in 1945, the Universal Declaration set up the UN system of human rights treaties. This is a basic document and essential reading for anyone working in the human rights of children. It includes prohibition of slavery and servitude, as well as the extension of human rights and freedoms to all human beings without discrimination

## RIGHTS ISSUE

# Workers' rights

Relevant Human Rights Treaties: Universal Declaration; ICCPR; ICSECR; ILO Declaration; ILO Conventions 182, 29, 105; CRC Articles 12, 13, 15, 35, 38; Slavery Conventions (1926 and 1954); Suppression of Trafficking Convention (1951); Organised Crime Convention (2000)

Children are protected against economic exploitation if their parents are able to earn enough money to provide for them and can work in freedom under good conditions. Children are also especially vulnerable to abuse of their rights in the workplace.

## Topic: **Slavery**

### This is important because:

- A national history of slavery is one indicator of possible ongoing slave-like practices.
- A national history of slavery may have created an underclass, whose children are likely to be involved in exploitative forms of work.
- Many of the worst forms of child labour identified by ILO Convention 182 are forms of slavery.

INFORMATION REQUIRED	WHERE TO FIND IT	INFORMATION
A brief recent history (since 1800) including year of abolition (if abolished). <ul style="list-style-type: none"><li>• Slavery</li></ul>	Ministry of Labour ILO Anti-Slavery International History books	
<ul style="list-style-type: none"><li>• Servitude</li></ul>	History books Ministry of Justice Anti-Slavery International Ministry of Labour	
<ul style="list-style-type: none"><li>• Feudalism</li></ul>	History books Ministry of Justice Anti-Slavery International	
<ul style="list-style-type: none"><li>• Forced labour</li></ul>	Ministry of Labour ILO Anti-Slavery International	
<ul style="list-style-type: none"><li>• Indentured labour</li></ul>	History books	
<ul style="list-style-type: none"><li>• Bonded labour (debt bondage)</li></ul>	Ministry of Labour Ministry of Justice NGOs	

## Rights Issue: Workers' rights

Rights to freedom of expression and association are necessary if workers – including working children – are to be protected and treated fairly according to international treaties.

# Topic: **Freedom of expression**

### This is important because:

- People, including children, should be able to speak up about violations of their rights.

<b>INFORMATION REQUIRED</b>	<b>WHERE TO FIND IT</b>	<b>INFORMATION</b>
List any limitations/restrictions on freedom of expression	Constitution ILO Ministry of Justice (Sedition laws) Trade unions	
List any limitations on children's freedom of expression	Children's organizations  National Reports to Committee on the Rights of the Child  Alternative Reports to the Committee on the Rights of the Child	

## Rights Issue: Workers' rights

# Topic: Freedom of association

### This is important because:

- Trade unions and other organizations of workers protect workers rights, although not all trade unions work on behalf of working children.

<b>INFORMATION REQUIRED</b>	<b>WHERE TO FIND IT</b>	<b>INFORMATION</b>
List trade unions and activities	Trade unions	
List limitations/restrictions on freedom of association	Ministry of Justice Ministry of International Affairs ILO Trade unions	
List limitations/restrictions on trade union activity	Children's organizations	
Relationship between trade unions and government	Trade unions Ministry of Labour	
Main sectors in which are trade unions active	Trade unions	
Trade unions with youth sections or policies	Trade unions	
Trade union programmes against child labour	Trade unions	
Organizations of child workers:  List organizations and summarize activities	UNICEF NGOs	



## RIGHTS ISSUE

# Labour conditions

Relevant Human Rights Treaties: CRC Article 32; ICSECR

Try to find out about both the formal and informal sectors of each part of the economy. As a general guide, the 'formal' sector pays taxes while the 'informal' sector does not. Governments often include small workshops in statistics on the informal sector but neglect to collect information about casual workers, seasonal workers and 'hidden' workers such as domestics. ILO may have information about these workers. Include information about workers of all ages – not just children.

## Topic: **Economic sectors**

### This is important because:

- Definitions and classifications of the economy are necessary in order to understand how the government views the economy and employment.

<b>INFORMATION REQUIRED</b>	<b>WHERE TO FIND IT</b>	<b>INFORMATION</b>
Economic activities included in 'Agriculture, Forestry, Mining and Fishing'	Labour Force Surveys	
Economic activities included in 'Manufacturing, Transport and Construction'	Labour Force Surveys	
Economic activities included in 'Services'	Labour Force Surveys	

**Rights issue: Labour conditions**

Topic: **Agriculture, forestry, mining and fishing**

**This is important because:**

- Children are often particularly exploited and at risk in this sector, where they often work as unpaid assistants to adults, including family members.

<b>INFORMATION REQUIRED</b>	<b>WHERE TO FIND IT</b>	<b>INFORMATION</b>
Minimum wage	Ministry of Labour ILO World Bank	
Average wage	Labour Force Surveys	
Average hours worked	Labour Force Surveys	
Percentage of the workforce aged under 12 years	Ministry of Labour Labour Force Surveys	
Percentage of the workforce aged 13-14 years	Ministry of Labour Labour Force Surveys	
Percentage of the workforce aged 15-18 years	Ministry of Labour Labour Force Surveys Trade Union	
Economic activities within the agriculture, forestry, mining and fishing sector where children are most likely to be working	ILO NGOs UNICEF Social research	
Economic activities in this sector that are home-based or family-based	World Bank UNICEF ILO	
Economic activities in this sector that are export-oriented	NGOs World Bank UNICEF ILO	
Payment (regular, casual, daily, monthly, hourly, piece work, seasonal)	Trade unions Social research	

**Rights issue: Labour conditions  
Agriculture, mining and fishing (cont'd)**

<b>INFORMATION REQUIRED</b>	<b>WHERE TO FIND IT</b>	<b>INFORMATION</b>
Rehabilitation programmes for working children in this sector  List activities and providers	Ministry of Labour ILO-IPEC UNICEF NGOs Ministry of Social Affairs	

**Rights issue: Labour conditions**

Topic: **Manufacturing, transport and construction**

**This is important because:**

- Children often provide cheap labour in unskilled, labour-intensive production.
- Many children work in informal enterprises, where the conditions of work and wages are not regulated.

<b>INFORMATION REQUIRED</b>	<b>WHERE TO FIND IT</b>	<b>INFORMATION</b>
Minimum wage	Ministry of Labour ILO World Bank	
Average wage	Labour Force Surveys	
Average hours worked	Labour Force Surveys	
Percentage of the workforce aged under 12 years	Ministry of Labour Labour Force Surveys	
Percentage of the workforce aged 13-14 years	Ministry of Labour Labour Force Surveys	
Percentage of the workforce aged 15-18 years	Ministry of Labour Labour Force Surveys Trade unions	
Enterprises in these sectors that are home-based	ILO, NGOs UNICEF Social research	
Enterprises in these sectors that are export-oriented	World Bank UNICEF ILO	
Payment (regular, casual, daily, monthly, hourly, piece work, seasonal)	NGOs World Bank UNICEF ILO	
Rehabilitation programmes for working children available in this sector  List activities and providers	Trade unions Social research	

**Rights issue: Labour conditions**

Topic: **Services**

The service sector includes shopwork and street vending, personal services such as shoe-shining or hairdressing, entertainment, sex work, drug trafficking and many more economic activities.

**This is important because:**

- Large numbers of children work in the service sector.
- The types of services that children provide differ dramatically and need different responses.
- Children often provide services that are different from these provided by adults.

<b>INFORMATION REQUIRED</b>	<b>WHERE TO FIND IT</b>	<b>INFORMATION</b>
List the main services that children provide through formal or informal employment (Do not forget child domestic work, and tourism)	ILO-IPEC Labour force surveys UNICEF Social research Ministry of Social Affairs	
Rehabilitation programmes for working children in this sector  List activities and providers	Ministry of Labour ILO-IPEC UNICEF NGOs Ministry of Social Affairs	

**Rights issue: Labour conditions**  
**Services: Child soldiers**

INFORMATION REQUIRED	WHERE TO FIND IT	INFORMATION
Age for recruitment for military service (for (i) combat; (ii) training)?	ILO-IPEC Ministry of Defence NGOs	
Number of children under the age of 18 employed by the government in military service	ILO-IPEC Ministry of Defence NGOs	
Number of children under the age of 18 involved in non-governmental armed forces  List forces involved	ILO-IPEC Ministry of Defence Ministry of the Interior Coalition Against Child Soldiers	

**Rights issue: Labour conditions**  
**Services: Child commercial sex workers**

INFORMATION REQUIRED	WHERE TO FIND IT	INFORMATION
Number of children involved in providing sexual services	NGOs ECPAT Ministry of Social Affairs Police stations Ministry of Justice	
Laws about the involvement of children providing sexual services	Ministry of Justice Ministry of Social Affairs ECPAT	
Rehabilitation programmes for child commercial sex workers  List activities	NGOs ILO-IPEC UNICEF ECPAT Ministry of Social Affairs	

**Rights issue: Labour conditions**

Topic: **Labour migration and trafficking**

**This is important because:**

- Both legal and illegal migrants are often unprotected by labour law and likely to be exploited.
- Data about the movements of people give an indication of the potential for illegal movement (including trafficking).
- Cross-border treaties, plans of action and memoranda of understanding are important instruments of policy aiming to end trafficking in children.

INFORMATION REQUIRED	WHERE TO FIND IT	INFORMATION
Total number (adults and children) of migrants within the country annually for the period 2000-05	Statistics office IOM	
Total number (adults and children) of migrants to other countries annually for the period 2000-05	Statistics office IOM	
Number of child migrants to other countries annually for the period 2000-05	IOM ILO-IPEC NGOs Ministry of Social Affairs	
Number of illegal child migrants returned to the country annually for the period 2000-05	ILO-IPEC Ministry of Social Affairs IOM	
Number of illegal child migrants returned from the country to other countries annually for the period 2000-05	ILO-IPEC Ministry of Justice IOM	
Cross border treaties with neighbouring countries	Ministry of External Affairs	(List the treaties, countries and dates with information about the agreements in these treaties.)
National Plan of Action on trafficking	ILO-IPEC	

**Rights issue: Labour conditions****Topic: Labour migration and trafficking (cont'd)**

<b>INFORMATION REQUIRED</b>	<b>WHERE TO FIND IT</b>	<b>INFORMATION</b>
Memoranda of Understanding on trafficking: i between departments/ ministries (state which ones) ii with IGO (state which ones) iii with other nations (state which ones)	ILO-IPEC	
Memorandum of Understanding with ILO-IPEC on trafficking	ILO-IPEC	

**Topic: Unprotected workers**

<b>INFORMATION REQUIRED</b>	<b>WHERE TO FIND IT</b>	<b>INFORMATION</b>
Home-based work for export	ILO Trade unions UNICEF	
Small-scale mining	ILO Trade unions	
Artisan fishing	ILO Trade unions	
Live-in domestic service	ILO Anti-Slavery International	
Tourism	ILO UNICEF	
Plantation agriculture	ILO Trade unions	



# RIGHTS ISSUE

## Relation to governance

Relevant Human Rights Treaties: CRC Articles 32, 2, 34, 42, 43, 45; ICCPR; ICESCR; ILO Conventions 138 and 182

### Topic: **Treaties**

**This is important because:**

- When countries ratify human rights treaties they are agreeing to protect certain rights. This includes adopting and implementing laws and policies within the country, including laws and policies about children’s work.
- Countries are also obliged to report on how they implement treaties.

INFORMATION REQUIRED	WHERE TO FIND IT	INFORMATION		
		Treaty	Ratified (yes/no)	Date Ratified
<ul style="list-style-type: none"> <li>• Human Rights treaties ratified</li> <li>• Collect copies of reports to the Committee on the Rights of the Child if available, including, alternative reports from NGOs, and Concluding Observations from the Committee on the Rights of the Child</li> <li>• Collect reports to ILO on the Follow-Up to the Fundamental Principle and Rights at Work (Conventions 138 and 182)</li> </ul>	ILO CRIN UNHCR UNHCHR	CRC		
		ICCPR		
		ICESCR		
		Convention on Organised Crime (2000)		
		Slavery Convention (1926)		
		Slavery Convention (1954)		
		ILO Member		
		ILO 138		
		ILO 182		

**Rights issue: Relation to governance**

Topic: **Political system**

**This is important because:**

- This tells us about the political context within which policy is made, including policies and laws about children’s work.

INFORMATION REQUIRED	WHERE TO FIND IT	INFORMATION		
<ul style="list-style-type: none"> <li>• Type of political system</li> <li>• Length of time that the current political system has been in place</li> </ul>	History books  Ministry of Internal Affairs  Official government webpage  Ministry of Planning  Constitution  National reports to the Committee on the Rights of the Child  Country reports	Type of political system	(you may tick more than one)	Date established
		Absolute Monarchy		
		Constitutional Monarchy		
		Presidential Democracy		
		Parliamentary Democracy		
		Socialist Republic		
		Republic		
		Single-Party		
		Multi-Party		
		Theocracy		
		Federal System		
Was/is your country colonized?	History books Official government webpage			
If so, by which other country/countries?	History books Official government webpage			
Date(s) of commencement of colonization	History books Official government webpage			
Date of independence	History books Official government webpage			

**Rights issue: Relation to governance**

Topic: **Budget allocation**

For each topic, calculate the percentage of the Total National Budget – does this change over time?  
If so, why?

**This is important because:**

- It shows what proportion of the budget is allocated for children’s issues, including for working children’s issues.
- Without adequate budgetary allocation, it is not possible to implement policies to abolish child labour and improve children’s lives.

<b>INFORMATION REQUIRED</b>	<b>WHERE TO FIND IT</b>		<b>INFORMATION</b>	
Total National budget	Statistics Office	Sector	Amount of Budget	Year
	Ministry of Finance Ministry of Planning	National		
Education budget	Ministry of Finance Ministry of Planning Ministry of Education	Education		
Social Protection budget	Ministry of Finance Ministry of Planning Ministry of Social Affairs	Social Protection		
Child and Family Welfare budget	Ministry of Finance Ministry of Planning Ministry of Social Affairs	Child and Family Welfare		
Defence budget	Ministry of Finance Ministry of Planning Ministry of Defence	Defence		

**Rights issue: Relation to governance**

Topic: **Responsible agencies in government**

**This is important because:**

- Within a country, several different agencies may have responsibility for various aspects of children’s work.
- It is important to know which agencies are responsible and how the work together.

<b>INFORMATION REQUIRED</b>	<b>WHERE TO FIND IT</b>	<b>INFORMATION</b>
<p>List any Government ministries, departments or agencies with responsibility for child welfare or child work (including health, child abuse, trafficking, sex work, street children, education, training and protection)</p> <p>(For each one list the responsibilities for children)</p>	<p>Ministry of Internal Affairs</p> <p>Ministry of Social Affairs</p> <p>Ministry of Education</p> <p>Ministry of Justice</p> <p>Ministry of Health</p> <p>Ministry of Labour</p> <p>Focal point for children</p>	

**Rights issue: Relation to governance****Topic: Coordination of policies****This is important because:**

- Several ministries/departments and organizations are probably responsible for issues relating to children’s work.
- Without coordination between these agencies, the implementation of policies and services for working children is difficult and inefficient.

<b>INFORMATION REQUIRED</b>	<b>WHERE TO FIND IT</b>	<b>INFORMATION</b>
Identify main agency/body for children’s work	Ministry of Internal Affairs	
List other departments/ ministries and organizations that this agency works with	Ministry of Internal Affairs	
Coordination between levels of government (ie: national/ local)	UN Agencies World Bank Ministry of Internal Affairs	

**Topic: Child welfare policies****This is important because:**

- Child welfare policies determine the protection and services provided for children, including working children.
- Child welfare policies cannot be implemented without an adequate budget.

<b>INFORMATION REQUIRED</b>	<b>WHERE TO FIND IT</b>	<b>INFORMATION</b>
List child welfare policies (including the date that the policy came into effect)	Focal point for children  Ministry of Social Affairs	
Identify which of these policies refer to working children.		
List agencies responsible for implementing child welfare policies		
Budgetary allocation for the implementation of child welfare policies		

**Rights issue: Relation to governance**

Topic: **Government structures for children**

**This is important because:**

- A special focal point for children often has responsibility for all children’s issues, including children’s work.
- The existence of a special office or commissioner for children is one indicator of how serious the government is about children’s issues.
- Many countries do not have this kind of provision for children – are there any plans or advocacy campaigns to provide it?

INFORMATION REQUIRED	WHERE TO FIND IT	INFORMATION
Office/department/ ministry for children?	Focal point for children  Ministry of Social Affairs	
If so: i Name  ii Date established  iii Relationship to other agencies and place in bureaucratic hierarchy  iv Powers	NGOs	
Activities in the area of child work		
If so: i Name		
ii Responsibilities		
iii Priority issues		
iv Annual budget		
v Number of staff		
vi Appointment/recruitment process for the ombud/commissioner		
vii Year established		
viii Reports to (ie: a ministry/department/ government/parliament/ other)		

**Rights issue: Relation to governance**

Topic: **Children’s participation**

**This is important because:**

- The existence and role of a children’s parliament, council or other processes for consultation with children are indicators of the level of children’s participation in decision making, including about children’s work.
- If there are no procedures or structures, are there plans or advocacy campaigns?

INFORMATION REQUIRED	WHERE TO FIND IT	INFORMATION
Is there a children’s parliament?  If so: i Level of operation (local, state/province, national) Frequency of meetings	Children’s parliament  Focal point for children  NGOs	
ii Election/selection process for child parliamentarians	UNICEF  Children’s organizations	
iii Representation of working children	Office/commissioner for children	
iv What topics does the parliament discuss?		
v Relationship between the children’s parliament and government?		
Processes for government to consult with children?  If in existence: i Processes		
ii Selection process for children?		
iii Relationship between these processes and relevant departments/government?		

**Rights issue: Relation to governance**

Topic: **Civil society organizations**

**This is important because:**

- Civil society organizations are often very important in providing services to working children.
- Civil society organizations may also be active in working with or lobbying government on policy.
- Civil society organizations often compete against each other or duplicate.

INFORMATION REQUIRED	WHERE TO FIND IT	INFORMATION		
Main civil society players in the area of children’s work	ILO-IPEC	Main QANGOs (list)	Main NGOs (list)	Main INGOs (list)
	Focal point for children NGOs INGOs UNICEF			

**Civil society organizations: Restrictions or limitations**

**This is important because:**

- The way civil society organizations operate has important implications for the development and implementation of policy, including policy for working children.
- Restrictions on what they can do limit the ability of civil society organizations to provide services for working children, limit the ability of working children to organize, and indicate the extent to which the government listens to the concerns of civil society organizations, including in relation to children’s work.

INFORMATION REQUIRED	WHERE TO FIND IT	INFORMATION		
Restrictions on civil society organizations	Ministry of Internal Affairs			
	Ministry of Justice NGOs INGOs UNICEF			

**Rights issue: Relation to governance**  
**Civil society organizations: Restrictions or limitations on media**

**This is important because:**

- Restrictions on media freedom limit the information that is available to the public, including information about children’s work, the exploitation of children, and trafficking in children.

INFORMATION REQUIRED	WHERE TO FIND IT	INFORMATION
Restrictions/limitations on the media	Ministry of Internal Affairs  Journalists’ association(s)  Human rights organizations	

**Civil society organizations: Submissions to the Committee on the Rights of the Child**

**This is important because:**

- The existence of alternative reports to the Committee indicates the extent to which the government listens to the concerns of civil society organizations, and how these differ from government, including in relation to children’s work.

INFORMATION REQUIRED	WHERE TO FIND IT	INFORMATION		
		Year	Name of organization	Information about children’s work
Civil society submissions to the Committee on the Rights of the Child	Alternative reports to the Committee on the Rights of the Child			

**Rights issue: Relation to governance**  
**Civil society organizations: Partnerships**

**This is important because:**

- Partnerships indicate that local organizations see children’s work as an important issue.

<b>INFORMATION REQUIRED</b>	<b>WHERE TO FIND IT</b>	<b>INFORMATION</b>
<p>Partnerships between local NGOs and IGOs in the area of children’s work?</p> <p>List organizations and activities carried out in partnership</p>	<p>ILO-IPEC</p> <p>UNICEF</p> <p>NGOs</p>	

Relevant Human Rights Treaties: Universal Declaration; ICCPR; ICSECR; CRC Articles 7, 8

If it is difficult to register a child's birth, families may choose not to, or be unable to complete the procedure. In some countries it is more difficult for certain groups (religious or ethnic groups, classes or castes) to register their children's births. Late registration allows children who were not registered at birth to be registered later in life. Poor families may be unable to afford to register the birth of their child. Parents/family members may not register their child's birth if they need to travel large distances to do so.

## Topic: **Birth registration**

### This is important because:

- Birth registration ensures that children have an official identify (including a nationality).
- Without birth registration children may be excluded from some rights (including education), and may never be able to work legally (even as an adult).
- It is difficult to gather statistical data on children who are not registered.

INFORMATION REQUIRED	WHERE TO FIND IT	INFORMATION
Compulsory birth registration	UNICEF Ministry of Internal Affairs	
Process for registering a child's birth	UNICEF Ministry of Internal Affairs	
Processes for late registration of birth	UNICEF Ministry of Internal Affairs	
Cost of registering a child's birth	UNICEF Ministry of Internal Affairs	
Cost of late registration	UNICEF Ministry of Internal Affairs	
Where are registration offices located?	UNICEF Ministry of Internal Affairs	

**Rights issue: Identity**

Topic: **Promotion of birth registration**

<b>INFORMATION REQUIRED</b>	<b>WHERE TO FIND IT</b>	<b>INFORMATION</b>
List government activities to promote birth registration	UNICEF Ministry of Internal Affairs	
List NGOs promoting birth registration, and their activities	UNICEF NGOs	
List international organisations promoting birth registration, and their activities	UNICEF IOM ILO-IPEC	

Topic: **Non registration**

<b>INFORMATION REQUIRED</b>	<b>WHERE TO FIND IT</b>	<b>INFORMATION</b>
List any groups of children whose birth cannot be registered	UNICEF Ministry of Internal Affairs IOM NGOs Human rights organizations Ministry of Ethnic Affairs	

## Rights issue: Identity

# Topic: Identity cards

### This is important because:

- Children of unregistered parents are particularly vulnerable to exploitation.

<b>INFORMATION REQUIRED</b>	<b>WHERE TO FIND IT</b>	<b>INFORMATION</b>
List the criteria for obtaining an identify card  For registration of families	Ministry of Internal Affairs  Ministry of Social Affairs	
For individuals, age at which children receive an identity card	Ministry of Internal Affairs	
List services and activities that are only available to individuals  For families with an identity card	NGOs  Human rights organizations  Trade unions  Ministry of Internal Affairs	
List categories of children/adults who are not eligible for identity cards		



# Family and social protection

Relevant Human Rights Treaties: ICSECR; CRC Articles 5, 18, 26, 27

## Topic: **Family structures and support**

### **This is important because:**

- It is often assumed that when families are under pressure and lack support, children are more likely to be working.
- We need to know about family structures and levels of support in order to know whether this assumption is correct or not.

<b>INFORMATION REQUIRED</b>	<b>WHERE TO FIND IT</b>	<b>INFORMATION</b>
Official definition of a household (according to statistics office)	Statistics office	
Total number of households	Household surveys	
Average household income (for wealthy, medium and poor households)	Statistics office World Bank	
Number of children not living with their biological parents	Social Protection NGOs UNICEF	
Number of households headed by children	Social Protection NGOs UNICEF	
Number of households with two parents present	Household surveys	

**Rights issue: Family and social protection**

Topic: **Family structures and support (cont'd)**

<b>INFORMATION REQUIRED</b>	<b>WHERE TO FIND IT</b>	<b>INFORMATION</b>
Number of households headed by grandparent(s)	Household surveys	
Number of households headed by lone adult women	Household surveys	
Number of single parent households headed by lone adult men	Household surveys	
Informal fostering practices including name given to practices in local custom.	Social research	
Information about when (under what circumstances) and where (geographic regions) informal fostering occurs	Social research	

**Rights issue: Family and social protection**

Topic: **Social protection**

**This is important because:**

- A lack of social protection may be a reason for children working.
- We need to know about the types and levels social protection available in order to understand the relationship between social protection and children’s work.

<b>INFORMATION REQUIRED</b>	<b>WHERE TO FIND IT</b>	<b>INFORMATION</b>
Most common forms of social protection (formal and informal)	Ministry of Social Affairs ILO UNICEF	
List any sudden changes in social protection since 1980	ILO World Bank	
Availability of unemployment benefits	Ministry of Labour Trade unions	
Time limits on unemployment benefits	Ministry of Labour Trade unions	
List types of social security provided by the government	Ministry of Labour	
Can government benefits be paid directly to children? If yes, under what circumstances and at what age?	ILO-IPEC Ministry of Labour	
List common forms of insurance (formal and informal)	ILO Trade unions	
Government child benefits	Ministry of Social Affairs	
Availability of child care Cost of child care Availability of preschool Cost of preschool	ILO Women’s organizations Ministry of Social Affairs	
Availability of after-school care Cost of after school care	Ministry of Education UNICEF Women’s organizations	
List parenting programmes available and providers	Ministry of Social Affairs NGOs UNICEF Women’s organizations	



# RIGHTS ISSUE

## Education

Relevant Human Rights Treaties: CRC Articles 28, 29, 19; ICSECR; ICCPR

### Topic: **Formal education**

**This is important because:**

- School and work are two important activities for children.
- Whether or not children work is often related to the quality and accessibility of schooling.

Disaggregate information about state or non state schools if possible.

<b>INFORMATION REQUIRED</b>	<b>WHERE TO FIND IT</b>	<b>INFORMATION</b>
% of children not enrolled in school (boys/girls)	Ministry of Education	
Drop-out rate (boys/girls; primary/secondary)	Ministry of Education	
Repetition rates (boys/girls; primary/secondary)	Ministry of Education	
% of children transitioning from primary to secondary school (boys/girls)	Ministry of Education	
Attendance rates (boys/girls; primary/secondary)	Ministry of Education	
Female adult literacy rate (rural/urban)	Ministry of Education	

## Rights issue: Education

# Topic: Education policies

### This is important because:

- Education policies can either encourage or discourage children from going to school. This means that it is important to analyze education policy from children's perspectives.

INFORMATION REQUIRED	WHERE TO FIND IT	INFORMATION
Compulsory education	Ministry of Education	
If so, compulsory until what grade/age?	Ministry of Education	
Legislation about corporal punishment in schools?	Ministry of Justice Ministry of Education	
Policies or advocacy about banning corporal punishment	NGOs Ministry of Education	
Length of school day (for primary and secondary school)	Ministry of Education	
What is the school year?	Ministry of Education	
Are school uniforms compulsory? If so, cost of uniforms	Ministry of Education	

# Topic: School services

### This is important because:

- A lack of appropriate services can stop children from going to school. For example, girls may stop going to school (especially when they reach puberty) if there are no separate toilets for girls.
- Inadequate budgets usually mean inadequate facilities.

INFORMATION REQUIRED	WHERE TO FIND IT	INFORMATION
Availability of clean toilet facilities (including latrines)	Ministry of Education UNICEF	
Availability of separate toilet facilities for girls and boys	Ministry of Education UNICEF	
Responsibility for providing facilities (government, school, NGOs, community, donors, parents)	Ministry of Education NGOs	
Responsibility for providing school equipment (government, school, NGOs, community, donors, parents)	Ministry of Education NGOs	

**Rights issue: Education****Topic: Teachers****This is important because:**

- Levels of teacher training, wages and hours worked all impact on the quality of education provided to children.

<b>INFORMATION REQUIRED</b>	<b>WHERE TO FIND IT</b>	<b>INFORMATION</b>
Average child:teacher ratios (disaggregated according to urban/rural/remote)	Ministry of Education Ministry of Ethnic Affairs	
Maximum and minimum child:teacher ratios	Ministry of Education	
Teacher training requirements: Number of years (primary/secondary)	Ministry of Education	
Level of training (primary/secondary)	Ministry of Education	
Qualifications (primary/secondary)	Ministry of Education	
Teachers' wages (disaggregated according to primary/secondary; rural/urban/remote)	Teacher unions	
Regularity of payment of teachers' wages	Teacher unions	
Agency responsible for payment of teachers' wages	Ministry of Education	
Incidence of teachers supplementing their wages with other forms of employment or by working in other schools/providing private tuition	Teacher unions NGOs	

**Rights issue: Education**

Topic: **Access to education**

**This is important because:**

- Many schools have several shifts per day. It is important to understand if and how shifts relate to children’s work and whether they are children-centred.

INFORMATION REQUIRED	WHERE TO FIND IT	INFORMATION
<p>Number of school shifts per day</p> <p>Shifts worked by each teacher per day</p> <p>Extent to which shifts respond to children’s needs</p> <p>When do children change shifts?</p>	<p>Ministry of Education</p> <p>NGOs</p> <p>World Bank</p>	
<p>School:pupil ratios in urban, rural and remote areas</p> <p>Teacher:pupil ratios in urban, rural and remote areas</p>	<p>Ministry of Education</p> <p>Ministry of Ethnic Affairs</p>	
<p>Education provision for minority groups</p> <p>Language of instruction</p> <p>Access to primary education (boys/girls)</p> <p>Access to secondary education (boys/girls)</p>	<p>Ministry of Education</p> <p>Ministry of Ethnic Affairs</p> <p>Human rights organizations</p> <p>NGOs</p>	

**Rights issue: Education**

Topic: **Costs of education**

**This is important because:**

- High cost and problems of accessibility are reasons that children give for leaving school.
- Some children may need to work in order to meet the costs of going to school.

Do not forget to include all schools – not just those provided by the state.

<b>INFORMATION REQUIRED</b>	<b>WHERE TO FIND IT</b>	<b>INFORMATION</b>
List official costs of education (including fees)	Ministry of Education	
List 'hidden' costs of attending school (shoes, uniforms, books, etc.)	NGOs UNICEF	
Provision of free school meals  If provided: <ul style="list-style-type: none"> <li>• in what schools</li> <li>• to whom</li> <li>• to what grades?</li> <li>• funded by whom?</li> </ul>	Ministry of Education  Ministry of Social Affairs	
Average distance to primary school  Average distance to secondary school  Government regulations about distance to school  Forms of transport children use to go to school  Costs of transport to school	Ministry of Education	
Do any children move away from the family home in order to attend school?  If yes, at what age?  If yes, how many children live away from home in order to attend school?	Ministry of Education  Ministry of Ethnic Affairs	

**Rights issue: Education**

Topic: **Apprenticeships and vocational training**

**This is important because:**

- Apprenticeships and vocational training are often considered to be bridges from school to work. It is important that we have information about the quality of these forms of education, and what work opportunities they lead to.

INFORMATION REQUIRED	WHERE TO FIND IT	INFORMATION
Availability of apprenticeships <ul style="list-style-type: none"> <li>• for what ages?</li> <li>• list providers</li> <li>• list responsible government agency(ies)</li> </ul>	Trade unions  Ministry of Education	
Availability of vocational training  If available: <ul style="list-style-type: none"> <li>• list areas (including private)</li> <li>• for what ages?</li> <li>• list providers</li> <li>• list responsible agency(ies)</li> <li>• do providers assist students in finding employment?</li> <li>• do providers give students assistance in setting up their own businesses?</li> <li>• list qualifications gained</li> </ul>	Ministry of Education  NGOs	

## RIGHTS ISSUE

# Minimum age for employment

Relevant Human Rights Treaties: CRC Article 32; ILO 138

## Topic: Minimum age legislation

INFORMATION REQUIRED	WHERE TO FIND IT	INFORMATION	
Provide a list of minimum age legislation by sector, for types and hours of work	Ministry of Labour	Sector	Minimum age(s)
	ILO-IPEC	Agriculture, forestry, mining and fishing	
		Manufacturing, transport and construction	
	Services		

**Rights issue: Minimum age for employment**

**Topic: Implementation of minimum age legislation**

INFORMATION REQUIRED	WHERE TO FIND IT	INFORMATION
<p>Ministry/department responsible for implementing minimum age laws</p> <p>Involvement of trade unions and/or NGOs in overseeing minimum age</p> <p>List sanctions for violation of minimum age laws</p> <p>Are sanctions applied?</p>	<p>ILO Website</p> <p>Ministry of Labour</p> <p>ILO-IPEC office</p> <p>Trade unions</p>	
<p>Ratio of labour inspectors to enterprises</p> <p>Labour inspectors' wages (amount and regularity of payment)</p>	<p>Ministry of Labour</p>	
<p>Provision of special child labour inspectors</p> <p>If provided, ratio of child labour inspectors to enterprises</p> <p>Training provided for special child labour inspectors (if they exist)</p> <p>List types of training and providers</p>	<p>ILO</p>	
<p>Gap between school leaving age and age for entry to employment</p>	<p>Ministry of labour</p> <p>Ministry of Education</p>	

# Occupational health

Relevant Human Rights Treaties: CRC Articles: 32, 24; ILO 182, 77, 78; ILO Recommendation 190

## Topic: **Workplace deaths and injuries**

**This is important because:**

- Death and injury figures give an overall picture of hazardous work.
- But many work-related injuries and deaths are not reported as such.
- Do the statistics give some ideas about where (and what) hazards may be under-reported?

<b>INFORMATION REQUIRED</b>	<b>WHERE TO FIND IT</b>	<b>INFORMATION</b>
Number and type of reported workplace accidents among workers under 18 years annually for the period 2000-05	Labour Force Surveys Ministry of Health	
Number and type of reported workplace deaths among workers under 18 years annually for the period 2000-05	Ministry of Health	
Number and type of reported workplace injuries among workers under 18 years annually for the period 2000-05	Ministry of Health	

**Rights issue: Occupational health**

Topic: **Occupational health and safety laws**

<b>INFORMATION REQUIRED</b>	<b>WHERE TO FIND IT</b>	<b>INFORMATION</b>
List occupational health and safety laws relating to children	Ministry of Labour ILO-IPEC	
Cases brought against employers of people less than 18 years of age since 2000 and outcomes.	Ministry of Labour Trade Unions Ministry of Justice	

# RIGHTS ISSUE

## Programmes

Relevant Human Rights Treaties: CRC Article 32; ICSECR; ILO 182

### Topic: **Programmes for protection from child labour**

INFORMATION REQUIRED	WHERE TO FIND IT	INFORMATION
<p>Child labour prevention programmes:</p> <p>List, with aims of programmes, budgets, and implementing agencies</p>	<p>ILO UNICEF NGOs Ministry of Labour Ministry of Social Affairs</p>	
<p>Time-bound child labour programmes</p> <p>What are the time-bound targets?</p> <p>What sectors/occupations are involved?</p> <p>Which children are included?</p>	<p>ILO-IPEC</p>	
<p>National Plan of Action on Child Labour</p> <p>If yes, list responsible agency(ies)</p> <p>Collect reports</p>	<p>ILO-IPEC Ministry of Labour Ministry of Social Affairs</p>	



# BACKGROUND ISSUES

## Demography

### Topic: **Population**

<b>INFORMATION REQUIRED</b>	<b>WHERE TO FIND IT</b>	<b>INFORMATION</b> (Do not forget to include dates and disaggregate by gender)
Total population	Statistics office	
Child population under 5 Child population 6-15 years Child population 16-18 Urban population (total)	Statistics office	
Urban population (under 18) Rural population (total) Rural population (under 18)	Statistics office	
Have there been any major population changes since 1980? If yes, provide summary	Official government website Statistics office	

**Background issue: Demography**

Topic: **HIV/AIDS**

Try to disaggregate this information by age and gender.

<b>INFORMATION REQUIRED</b>	<b>WHERE TO FIND IT</b>	<b>INFORMATION</b>
How many AIDS orphans are there?  Cumulative number at 2000  Cumulative number at 2005	UNAIDS	
What are HIV/AIDS infection rates among the 15-49 age group, annually for the period 2000-2005?  If possible, provide figures for 0-18 year-olds	UNAIDS	

Topic: **Refugees**

<b>INFORMATION REQUIRED</b>	<b>WHERE TO FIND IT</b>	<b>INFORMATION</b>
How many persons of concern* to UNHCR are in the country?  Provide annual figures for the period 2000-2005  Try to disaggregate adults and children (less than 18 years of age)	UNHCR	

\* Persons of concern to the UNCHR means:

- Refugees;
- Those who belong to a broader category but have been recognized by States as being entitled to both the protection and assistance of the Office;
- Those to whom the High Commissioner extends her 'good offices', mainly but not exclusively to facilitate humanitarian assistance;
- Returning refugees, for whom the High Commissioner may provide reintegration assistance and a certain protection;
- Non-refugee stateless persons whom UNHCR has a limited mandate to assist.

**Background Issue: Demography**

Topic: **Migration**

<b>INFORMATION REQUIRED</b>	<b>WHERE TO FIND IT</b>	<b>INFORMATION</b> (Where possible, disaggregate by gender)
<p>How many people (adults and children, disaggregated) migrated within the country, annually for the period 2000-2005?</p> <p>How many people (adults and children, disaggregated) migrated to other countries, annually for the period 2000-2005?</p>	<p>IOM</p> <p>Statistics office</p>	
<p>How many illegal migrants are in the country?</p> <p>Provide annual figures for the period 2000-2005.</p>	<p>UNHCR</p> <p>IOM</p> <p>NGOs</p>	
<p>Have there been any major patterns of child migration since 1980?</p> <p>Include both cross-border and internal migration</p>	<p>IOM</p> <p>NGOs</p>	



## BACKGROUND ISSUES

# Transitions and uncertainties

1980 is the year chosen to begin collection of information, because today's children and young people (including young parents) will have been affected by these transitions.

### Topic: **Political transition**

<b>INFORMATION REQUIRED</b>	<b>WHERE TO FIND IT</b>	<b>INFORMATION</b>
Give details of major political transitions (change of political system) since 1980.	Official government website	

### Topic: **War and conflict**

<b>INFORMATION REQUIRED</b>	<b>WHERE TO FIND IT</b>	<b>INFORMATION</b>
Has there been any internal conflict since 1980? <ul style="list-style-type: none"><li>• If yes, provide dates of beginning and end of conflict</li><li>• If yes, which parties were involved?</li><li>• If yes, what was the basis of the conflict (ie: religion, ethnicity, region, ideology, etc.)?</li><li>• If yes, what regions were affected?</li><li>• If yes, what populations were affected?</li></ul>	Official government website  Ministry of Ethnic Affairs  Human Rights Organization	
Have there been any wars since 1980? <ul style="list-style-type: none"><li>• If yes, provide dates of beginning and end of war</li><li>• If yes, which parties (countries) were involved?</li><li>• If yes, what was the basis of the war (independence, territorial, etc)</li><li>• If yes, what regions were affected?</li><li>• If yes, what population group were affected?</li></ul>	Official government website  Ministry of Ethnic Affairs	



# BACKGROUND ISSUES

## Environment

### Topic: **Natural disasters**

INFORMATION REQUIRED	WHERE TO FIND IT	INFORMATION
Have there been any natural disasters in the past five years?	UN agencies Ministry of Internal Affairs INGOs	
If yes, provide information:  Type of disaster	UN agencies	
Date(s)	UN agencies	
Area(s) affected	UN agencies	
Population(s) affected	UN agencies	
Economic areas affected	World Bank	
Effects on children	UN agencies	

**Background Issue: Environment**

Topic: **Environmental change**

<b>INFORMATION REQUIRED</b>	<b>WHERE TO FIND IT</b>	<b>INFORMATION</b>
Have there been any major environmental changes since 1980?	UN agencies Ministry of the Environment	
Effects on economy	World Bank	
Effects on labour migration	Statistics office Ministry of Labour IOM	
Effects on families and children	Statistic office Ministry of Labour UNICEF	

# BACKGROUND ISSUES

## Economy

### Topic: **Macro economy**

<b>INFORMATION REQUIRED</b>	<b>WHERE TO FIND IT</b>	<b>INFORMATION</b>
Have there been any economic crises since 1980? If yes, <ul style="list-style-type: none"> <li>• Type of crisis</li> <li>• Date</li> <li>• Population affected</li> <li>• Sectors affected</li> </ul>	Internal Affairs Ministry of Finance Ministry of Planning	
Have there been any changes to macro-economic policy since 1980? If yes, <ul style="list-style-type: none"> <li>• Type of change</li> <li>• Date</li> <li>• Main population affected</li> <li>• Sectors affected</li> </ul>	Ministry of Planning	
Have there been any changes in the major economic sectors since 1980?	Ministry of Finance Ministry of Labour	
What are the major export industries?	Ministry of Planning Ministry of Finance	
What export industries are children involved in?	NGOs Trade unions World Bank	
What is the GDP (annual for period 2000-2005)?	Ministry of Finance Statistics Office World Bank	
What proportion of the population lives on less than \$US 1 a day? (annual for the period 2000-2005)	World Bank	

**Background Issue: Labour markets**

Topic: **Unemployment and underemployment**

<b>INFORMATION REQUIRED</b>	<b>WHERE TO FIND IT</b>	<b>INFORMATION</b> (If possible, disaggregate by gender)
How is unemployment defined?	Ministry of Labour  Labour force surveys	
What is the rate of adult unemployment?		
How is underemployment defined?		
What is the rate of adult underemployment?		
How is youth unemployment defined?		
What is the rate of youth unemployment?		
How is youth underemployment defined?		



# MAPPING CHILDREN'S PARTICIPATION IN THE LABOUR MARKET

## Sectors

What does smaller-scale research add to information in national-level data about the sectors children work in?

<b>Income</b>		<b>Agriculture, forestry, mining and fishing</b>	<b>Manufacture, transport and construction</b>	<b>Services</b>	<b>More research needed</b>
Wage earner	Boys				
	Girls				
Piece work	Boys				
	Girls				
Family 'helper'	Boys				
	Girls				
Apprentice	Boys				
	Girls				
Self-employed	Boys				
	Girls				
Bonded labour	Boys				
	Girls				
Unpaid	Boys				
	Girls				
Unpaid	Boys				
	Girls				
Other	Boys				
	Girls				

# MAPPING CHILDREN'S PARTICIPATION IN THE LABOUR MARKET

## Geography

Compiling the results of all the research mapped, give an account of where children are working on a national scale.

Area	Agriculture, forestry, mining and fishing		Manufacture, transport and construction		Services		Unknown because research not yet done	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Urban Capital city centre Other city centres Slums Periphery								
Rural								
Remote/mountainous								
Coastal								
Tourist areas								
'Enclaves' (for example mining)								

# MAPPING CHILDREN'S PARTICIPATION IN THE LABOUR MARKET

## School and work

The information for this matrix will be found in social research.

<b>Relationship between school and work</b>	<b>Boys</b>	<b>Girls</b>
Going to school and not working		
Combining school and work successfully		
Receiving informal education at the workplace		
Not working or going to school		
Going to school but frequently absent because of work (including seasonal work)		
Leaving school to go to work		
Working having never gone to school		
Incentives paid to parents for children to attend school		

# MAPPING CHILDREN'S PARTICIPATION IN THE LABOUR MARKET

## Worst forms of child labour

This refers only to the 'unconditional' worst forms and does not include trafficking (which is a form of labour not a form of work and dealt with elsewhere) or 'street children' (which is a description of working environment), who should be included according to the work they perform.

<b>Form of organization of labour or type of work</b>	<b>Boys</b>	<b>Girls</b>
Bonded and forced labour (include information on sector and tasks)		
Plantation work (with or without parents)		
Commercial sex work (full, or part-time; whether or not organized by adults)		
Domestic work		
Illegal activities (for example drug trafficking)		
Child soldiers (government or non-governmental forces; paid or unpaid)		
Other		

# MAPPING CHILDREN'S PARTICIPATION IN THE LABOUR MARKET

## Gender

Although information on gender will have already been provided in other matrices, it is worthwhile to try to sum up gender issues and highlight any problem areas.

<b>Boys by age group</b>	<b>Problems and issues identified that particularly affect boys</b>
Less than 8 years	
9 to 12 years	
13 to 15 years	
16-17 years	

<b>Girls by age group</b>	<b>Problems and issues identified that particularly affect girls</b>
Less than 8	
9 to 12 years	
13 to 15 years	
16-17 years	

# MAPPING CHILDREN'S PARTICIPATION IN THE LABOUR MARKET

## Age

- Children have working careers, some kinds of work being regarded as suitable for particular ages or stages in life.
- It is important for policy and programme planning to identify in detail the work performed by boys and girls at different ages.

Age group (years)*	Types of work		Tasks performed	
	Boys	Girls	Boys	Girls
Less than 8				
9 to 12 years				
13 to 15 years				
16-17 years				

\* If necessary, divide these age groupings into smaller range of ages, but do not change the overall groups, as these could be useful for international comparisons.





Analysis is a systematic process of examining information: the source, why it was collected and what methods have been used to store, analyze and publish the results. Not all raw data collected are adequately analyzed and it is worth trying to find out if all existing data have been fully used, and if they can be further analyzed to produce the information needed for a situation analysis of children's work. This applies particularly to disaggregations by gender, for example, as well as to recalculation for children-centred statistics.

A surprising (and often shocking) amount of published data are poorly-analyzed, often presenting tables with no description of how the numbers were collected and what they mean. Sometimes only percentages are provided with no information about sample size. Such tables are misleading. One task of a situation analysis is to examine whether the analysis in previous research used data appropriately and whether the conclusions reached were based on the data and relevant to the research questions. Conclusions must be based on available evidence rather than on pre-existing beliefs.

## Definitions for writing a situation analysis

<b>Word</b>	<b>Definition</b>
<b>Acronym</b>	A word formed from the initial letters of other words, for example 'MoE' for Ministry of Education, 'CEDC' for Children in Especially Difficult Circumstances, 'ILO-IPEC' for International Labour Organization - International Programme for the Elimination of Child Labour.
<b>Annex/Appendix</b>	Section added to a research report containing additional information to which readers may wish to refer.
<b>Bibliography</b>	Alphabetical list (by family name of author, or name of organization) of all sources referred to in a report, whether published or unpublished, with details of author, title, publisher, date and place of publication.
<b>Conclusion</b>	A statement based on analysis of research data.
<b>Glossary</b>	List of acronyms and technical terms, with definitions.
<b>Paragraph</b>	A distinct section of a piece of writing, beginning on a new line. Paragraphs usually combine a group of sentences around a single theme, topic or thought. Single-sentence paragraphs should not, in general, be used.
<b>Recommendation</b>	Suggestion at the end of a report or situation analysis, based on conclusions, which indicates what specific actions might be taken (and by whom) to tackle a problem.
<b>Reference</b>	In the text of a book, report or situation analysis, a reference must be given for the source of any data, information or opinions cited. No information should be provided without stating where it was found by the author, and where others might be able to check it. Brief references in the main text should all be listed in full in a bibliography (see above).

# Evaluating information

The first step in analysis is examining the information available and coming to some conclusions about its quality and reliability. This means looking at the way it has been collected, recorded, organized, stored and analyzed.

## *What is the source of the information?*

Considering the type of organization or individual that collected the data is important because information will vary depending upon the purpose for which it was collected. The aims of the census office, ministry of education, health ministry, justice department, or an academic institution, are different, and each organization collects information according to its definition of, and interest in, children. For example, a ministry of education thinks of children as pupils, and a justice department collects information about juvenile delinquents. What was the purpose of data collection? Did the sponsoring organization work towards banning children's work or promoting its own policies on fundraising? What interests were at stake?

Media reports, court records and reports by child protection agencies can be useful sources for identifying attitudes to, and even types of, children's work. However, such reports are seldom representative of the situation as a whole and may draw attention to a few particularly shocking forms, while overlooking child work that is hidden from public knowledge (such as prostitution), or condoned by public opinion (such as child domestic work).

## *Collection and recording*

The methods used to collect data affect their quality and usefulness. Research results can only be assessed and verified if researchers give an honest account of data-collection methods and how they were used. It is important to know about the specific questions asked, definitions used, conditions under which research was carried out, sample sizes and how they were chosen, characteristics and training of researchers and composition of the research team, recording methods and language used, as well as use of control groups. A control group of research participants is necessary for most research, particularly when the aim is discovering the cause of a problem. Members of a control group have all the same characteristics as the research sample (for example age, gender, ethnicity, economic status), except for the factor being researched. For example, it is not possible to state that research has shown that poverty causes child labour, unless poor families whose children's work is compared with similar poor families whose children who do not work.

It is also essential to know when or how often the data were collected. All this information can usually be found in official reports in detail, usually in an appendix, but is often lacking in reports of research carried out by NGOs, academics and intergovernmental organizations.

Is it useful to know if researchers had sufficient training? Did they understand the research aims and methods? Did they have any role in the design of the research? How responsible were they? Is there any possibility that untrained or uncommitted researchers filled in questionnaires themselves, without carrying out interviews?

## *Organization and storage of data*

It is important to know how the data are stored: in report form or on computer databases (or both). If computer databases exist it may be possible to access them and perform new calculations. For example, tables in a database may show children divided by conventional five-year age groups (0-5, 6-10 years and so on), whereas information ordered according to whether children are pre- or post-puberty might be more interesting. Statistics offices can often do this kind of calculation if they are requested, providing tables with different age groupings or disaggregated by districts or provinces, for instance. Some will do this free – others will ask for payment. Programme managers should check with government offices and include payments for these services in the budget for a situation analysis.

## Typical age groupings used by government agencies for information about children

Ministry or agency	Age groupings
<b>National census or statistics office</b>	0-5 years 6-10 years 11-15 years 16-20 years
<b>Ministry of education</b>	Age groupings for ministry of education statistics usually depend on the structure of the education system. For example:  1-2 years (nursery provision) 3-5 years (pre-school or kindergarten) 6-9 years (elementary education) 10-13 years (lower secondary school) 14-18 (upper secondary school)  or  9-11 years (elementary school) 12-15 years (junior secondary school) 16-18 Years (senior secondary school)
<b>Ministry of health</b>	Less than 12 months 13 months-4 years 5-14 years 15-49 years 50+ years

In most countries the age groups depend on the perspective of the agencies involved in collecting and presenting data for different purposes. Census offices' five-year age groups can make it difficult to calculate the actual child population (less than 18 years), and are not sensitive to the stages of childhood, such as infancy, early childhood and adolescence. Ministries of education concentrate on children in schools, and often do not compare these numbers with children of the same age who are out of school. Ministries of health are likely to publish information according to the risks of illness and/or programmes for preventing illnesses (but seldom for counting or preventing injuries among child workers).

In practice, most regular government surveys, such as labour force surveys, household surveys, and population censuses, focus on people over 14 years of age. Figures about youth are mixed with data about adults, and often classified as 14 to 21 years old, rather than 14 to 18 years. Accident, injury and mortality figures are usually not disaggregated by age. If they are, they can be used to identify some possible links with workplace hazards. Sometimes the records of individual schools and hospitals can give more information than national- or district-level data.

### *Mapping*

It is useful to understand the methods used to process 'raw data' (the original information collected on forms, questionnaires and other research tools). It is also important to consider the degree of clarity and honesty with which the data are published and processed. Try making an inventory of available data, showing what exist, how they have been processed and by whom, in order to compare methods and results easily – a technique known as 'mapping'.

## Example of a table for mapping secondary data from different sources

<b>Location of work</b> <i>(the list below gives examples only)</i>	<b>Source(s) of information</b>	<b>Year of research</b>	<b>Research method(s)</b>	<b>Definitions</b>	<b>Samples (especially age groups)</b>	<b>Research findings</b>
<b>Family</b>						
<b>Factory</b>						
<b>Workshop</b>						
<b>Plantation</b>						
<b>Service industry</b>						
<b>Tourism</b>						
<b>Street</b>						
<b>Others according to national context</b>						

Ask some of the following questions: What different ages were given for childhood in different documents? How were these different ages presented in tables? What age groupings were used for data collection and presentation by different agencies (government, UN agencies, NGOs)? How easy is it to compare figures between agencies (for example children in school compared to children who are working)? What are the main problems caused by trying to compare age groups between agencies? How could these problems be solved?

Using a mapping table it is possible to make meaningful comparisons by recalculating the numerical data, comparing the results obtained from different groups of children, varied locations and using different research methods. If there are contradictions these should be explained. A mapping table also helps to identify gaps – groups of children, types of work, geographical locations, about which little or nothing is known.

### *Accuracy*

Numerical data seem to be given more credibility than descriptive data, and, as a result, many researchers do not check their accuracy. However, not all published statistics add up accurately or are sensible. Advocacy programmes frequently focus on one number to the exclusion of others, without checking accuracy or considering context. Some numbers gain legitimacy through constant repetition, even although their origin is unclear and their accuracy doubtful. Check the origin and credibility of any numbers for child work that are in common use.

Check constantly that statistics are consistent, viable and up-to-date. It is usually easy and quick to check if the numbers in the columns of tables add up to the numbers given as 'totals', or whether numbers in graphs and tables are consistent with figures given in the text, and if percentages make sense and are not being calculated from very small samples of people. It is more difficult to assess whether numbers derived from one source are, or even should be, consistent with those from other sources. Important clues to the reliability of the data can always be found in the clarity with which tables and graphs are titled, with proper reference to the source, sample and year of data collection.

To analyze available data ask the following questions:

- Which group (or groups) of children was the subject of data collection?
- How useful and reliable is existing information on children's work?
- How was the information produced?
- What do the data tell us reliably about children's work?
- What do the data fail to say about children's work?
- Do the conclusions reached in reports match the data?
- Where are the gaps in existing information?
- How can these gaps be filled?

## Common mistakes in data on children's work

- Missing information – on illegal, underground or informal work;
- Missing contextual information – on economic and political issues in particular;
- Unclear definitions and concepts;
- Leaving out some age groups within childhood;
- Not disaggregating data;
- Focusing on children's vulnerabilities rather than their strengths;
- Assuming that working children do not go to school;
- Gathering information from adults rather than from children;
- Failure to use control groups;
- Relying on a single method of collecting data;
- Gathering 'case studies' and a small number of unrepresentative interviews;
- Imagining that what people say in interviews and focus group discussions is fact rather than opinion;
- Relying only on information gathered from or about children in institutions, projects or programmes;
- Conclusions and recommendations based on preconceptions rather than research results.

## Writing a situation analysis

Organize the situation analysis according to a logical easy-to-follow framework, with clear sections and sub-headings, based on the data-collection matrices for rights issues and children's participation in the labour market. Deal with the information in each matrix in turn, describing the information available, and indicating any limitations in quality.

Choose a form of presentation that catches people's attention. Although it is necessary to describe the context, results and analysis in detail, the situation analysis should be as brief as possible, and especially avoid repetitions.

- Use short sentences and clear language without technical terms (unless these are clearly explained in the text and defined in the glossary).
- Although bullet points and diagrams can be used, they should be clear. Over-use of bullet points makes a report unreadable.
- Group sentences on the same theme into paragraphs. Avoid single-sentence paragraphs, like bullet points they make a report difficult to read.
- Do not exaggerate. Organizations using research reports for awareness-raising campaigns and advocacy often sensationalize in order to attract more attention. To be scientific and ethical, a research report should present and analyze only facts, and should base conclusions only on research results, not on assumptions and opinions.
- Avoid emotive words and moral judgments (for example 'suffer', 'victim', 'scourge', 'wretched', 'misery', 'plight' or 'slavery' – unless actual slavery is involved).
- Do not use negative, degrading or stigmatizing images of children, either in pictures or in words. Do not represent children as powerless, helpless victims.

- Do not use photographs of children, their drawings or their names unless you know they have given their informed consent.
- Ensure that facts and figures from secondary data are fully and correctly cited and referenced.
- Ensure maps are legible and include a clear explanation of any symbols used.
- Make full use of charts, tables, diagrams, and illustrations, label each item clearly, and link each one to the text by describing the contents and meaning of each in turn.
- Do not use photographs of children, or illustrations they have drawn, simply to make the text attractive. Illustrations should be used to prove a point in the text.
- Use graphs or charts rather than tables of numbers, provided that the meaning of graphs and charts are clear, and the sample size is given.
- If tables are used, ensure columns and rows add up correctly. Provide sample size and raw numbers together with percentages (but do not give percentages for numbers below 100).
- Avoid acronyms when you are writing. Acronyms are often for the benefit of the writer rather than the reader, and make a report very difficult to read. If acronyms are unavoidable, ensure that they are fully explained at the beginning of each section or chapter and include them in the glossary at the front of the report.

All information used in a situation analysis must be accurately referenced to the source of information. Sometimes this is done through using the 'footnotes' tools in a word-processing programme. The most usual and efficient way to reference a text is to give the author's or organization's name (together with date of publication, and page number if actual text is being quoted) at the end of the sentence or paragraph citing the information. The full reference can be provided in a bibliography at the end of the situation analysis. Where actual words of an author are quoted, these must be accurately copied and included in quotation marks.

The following example of references in a paragraph about street children shows how this method is used, in the text, and the corresponding information that should be included in a bibliography:

#### *References in the text*

Street children manipulate their own identities; they shop around different projects, and may even say that nongovernmental organizations are their 'clients' (Ahmed et al; 1999; Baker, 1998; Hecht, 1998). Children accept support services and find that they still require the skills of impression management that are vital to their survival on the streets, because they need to conform to the stereotyped notions of care workers that street children are entirely without resources (Richter, 1990).

#### *Corresponding references in the bibliography*

Ahmed S. J. Bwana, E. Guga, D. Kitunga, A. Mgulambwa, P. Mtambalike, L. Mtunguja and E. Mwandayi (1999). *Children in Need of Special Protection Measures: A Tanzanian study*. Dar es Salaam: UNICEF.

Baker, R. (1988). "Runaway Street Children in Nepal: Social Competence Away from Home." In Hutchby, I and Moran-Ellis, J. eds. *Children and Social Competence: Arenas of Action*. London: The Falmer Press. pages 46-63.

Hecht, T. (1998). *At Home in the Street: Street Children in Northeast Brazil*. Cambridge: Cambridge University Press.

Richter, L. (1990). "An Analysis of Child Care Workers" Descriptions of Street Children." In Biderman-Pam, M. and Gannon, B. eds. *Competent Care, Competent Kids*. Cape Town: National Association of Child Care Workers, pages 100-112.

As a general rule, only one method of referencing should be used. References for the sources of all tables, figures, diagrams and illustrations should be provided close to each of these items.

## **Example of situation analysis structure**

### **Title page**

Title, authors, date, organization, place, contact information.

### **List of contents**

An exact list of all chapter titles, together with the headings for subsections.

### **Acknowledgements**

Expressing thanks to individuals and organizations that have helped in the compilation of data and writing of the situation analysis, including any funding organizations.

### **Glossary**

Explaining technical terms, special words used, terms in the local language, acronyms and abbreviations.

### **Summary**

(usually 1-3 pages)

This is a condensed version of the main situation analysis. The summary is always written last, once the main report has been completed. It should state in clear language: objectives, methods and circumstances of the situation analysis; main results; main conclusions and recommendations. Unless the situation analysis is targeted to specific agencies who intend to take (execute) actions on the basis of recommendations, the summary is not an 'executive' summary.

### **Introduction**

National background information and structure of the situation analysis.

### **Background and context of child labour**

Brief summary of population; economy; political background; legal framework, using the background matrices.

### **Collecting the information**

Comment on difficulties experienced gathering together the information for the situation analysis, especially those that might have affected results, such as problems of access to data.

Describe the data obtained. Mention gaps in data and any shortcomings of the research. Researchers have a special responsibility to be honest about practical obstacles encountered in data collection.

### **A series of chapters on information**

This should be the largest part of the report, at least three-quarters of the total length. Each chapter should end with a summary based on the data and analysis in that chapter.

In general, follow the structure of the topics in the matrices on rights issues, followed by the section on mapping children's participation in the labour market, supplementing with relevant information from the background matrices.

### **Conclusions**

Base these directly on analysis of the data collected and explanations provided in earlier chapters. Compare and contrast your conclusions with those of the various sources of information collected and described in the previous chapters of the situation analysis. Comment on the following issues:

- The work children do;
- Rights violations involved in children's work;
- Differences between different groups of children (boys/girls, different age groups, ethnic groups, urban/rural and other geographical differences);
- Effects of work on children's health;
- Effects of work on children's education;

- Government policies and programmes and their effectiveness;
- Civil society programmes and their effectiveness;
- Effects of macroeconomic factors;
- Effects of historical factors;
- Obstacles to eliminating child labour;
- Gaps in information.

Do not present new data or ideas in the conclusion. Make a distinction between conclusions you can be sure about, and those that are not certain. Include analysis of factors critical to designing policies and putting them in to practice.

### **Recommendations**

There should be a clear distinction between conclusions and recommendations. Make only practical recommendations that could be carried out by organizations likely to read and act upon the report. Base recommendations on the data and analysis presented in the report. Suggest which organization or organizations have responsibility for carrying out each recommendation.

### **Bibliography**

List all sources cited and used in the report, using a consistent style.

### **Appendices/annexes**

If necessary these can be used to present some examples of data that are too long or complex to be included in the main body of the report. Appendices must not be longer than the report.

*Main rules for writing a situation analysis:*

- Do not get so involved in details about children's work that you lose sight of the wider context;
- Speculation and un-referenced opinion should never be used;
- The information you have collected forms the basis of the situation analysis;
- In the first instance, concentrate on writing the situation analysis, do not get distracted by glossaries and contents lists;
- Check that all information you have collected is as accurate as possible;
- Use clear language and style to communicate the information to a wide audience;
- Avoid technical terminology, unnecessarily long words, emotive language and language intended to shock;
- Remember that children and adults must not be harmed by the information or style of the report;
- Base conclusions only on the information you have collected;
- Make clear, practical recommendations;
- Write the summary last.

# Sources

## *Using secondary data in research*

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## *Key books for understanding child work and child labour*

Boyden, J., Ling, B., and Myers, W., 1998, *What works for working children*, Stockholm, Save the Children Sweden and UNICEF.

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International Save the Children Alliance Task Group on Children and Work, 2003, *Save the Children position paper on children and work*, London, UK, International Save the Children Alliance. [www.savethechildren.net/alliance/resources/child\\_wk.pdf](http://www.savethechildren.net/alliance/resources/child_wk.pdf)

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***The authors would like to express their thanks to Jim McKechnie for generous and invaluable advice and feedback when preparing this Work Book.***

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**Judith Ennew** is a Senior Research Associate in the Centre for Family Research, University of Cambridge (UK) and Honorary Research Fellow in the School of Human Sciences (Applied Social Sciences) University of Wales Swansea. An anthropologist by training, she received a PhD from the University of Cambridge and has been an activist and researcher in children's rights since 1979, specializing in child work and child labour, with professional experience in the Caribbean, Latin America, Africa, South and South East Asia, Central and Eastern Europe and the Middle East, working with major agencies in the field of child work, such as UNICEF, ILO, Save the Children and Anti Slavery International, as well as with organizations of child workers. In addition to many scholarly publications, she is the author of *Street and working children: A guide to planning* (Save the Children UK, 1995 and 2000), and (with Dominique Pierre Plateau) *Child labour: Getting the message across* (Regional Working Group on Child Labour, 2001).

As this Work Book is a new concept in developing information about children's work, we welcome feedback to [scs@seap.savethechildren.se](mailto:scs@seap.savethechildren.se)



Accurate information about working children and the implementation of their rights on a national scale is lacking in almost all countries and in all regions of the world. Recognizing that this is an obstacle to protecting children from abuse and exploitation, as well as identifying and eliminating the worst forms of child labour, Save the Children Sweden has developed this Work Book as a practical, rights-based tool for gathering, recording and analyzing existing data.

Based on the extensive experience of the authors in collecting and analyzing information on children's rights and child work, this is a unique contribution to combating the most hazardous forms. The Work Book, designed to be used in any country in the world, provides step-by-step instructions on what data to collect and where to find it, as well as providing uncomplicated matrices in which it can be recorded. Clear directions are provided on writing a situation analysis on working children and child labour, within overall national contexts. Such contextual situation analysis will develop better understanding of the circumstances of working children, and result in focused programme responses for better protection of working children and fulfilment of their rights. The process offered in the Work Book can be easily followed by programme officers, social workers, Government employees or activists who do not have substantial experience of research.

The Work Book is accompanied by a CD-ROM in which data can be recorded, with the idea that the final results can be posted on the Internet to allow comparisons to be made between countries.



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