

Liberia Child Labour Monitoring System Standard Operating Procedures



Funding is provided by the United States Department of Labor under cooperative agreement number IL-32821-18-75-K. This material does not necessarily reflect the views or policies of the United States Department of Labor, nor does mention of trade names, commercial products, or organizations imply endorsement by the United States Government.

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Acronyms & Abbreviations

ATLAS	Attaining Lasting Change for Better Enforcement of Labor and Criminal Law to Address Child Labour, Forced Labour and Human Trafficking
CBO	Community-Based Organization
CSO	Civil Society Organization
CL	Child Labour
CLC	County Labour Commissioner
CLM	Child Labour Monitoring
CLMS	Child Labour Monitoring System
CPN	Child Protection Network
CRC	Convention on the Rights of the Child
CWC	Community Welfare Committee
DWC	District Welfare Committee
FBO	Faith-Based Organizations
FL	Forced Labour
HT	Human Trafficking
ILO	International Labour Organization
INGOs	International Non-Governmental Organizations
IPEC	International Program on the Elimination of Child Labour
LEA	Liberia Employer's Association
LCLMS	Liberia Child Labour Monitoring System
LIS	Liberia Immigration Service
LFS	Labour Force Survey
LNP	Liberia National Police
MIA	Ministry of Internal Affairs
MOE	Ministry of Education
MGCSP	Ministry of Gender, Children and Social Protection
MOH	Ministry of Health
MOI	Ministry of Information
MOJ	Ministry of Justice
MOL	Ministry Of Labour
MYS	Ministry of Youth and Sports
NACOMAL	National Commission on Child Labour
NAP	National Action Plan
NEC	Not Elsewhere Classified
NGOs	Non-Governmental Organizations
NSCCL	National Steering Committee on Child Labour
PTA	Parent Teacher Association
SSNP	Social Safety Nets Project
SOP	Standard Operating Procedures
TIPTF	Trafficking in Persons Task Force
UN	United Nations
WACPS	Women and Children Protection Section
WFCL	Worst Forms of Child Labour

Preface

The Liberian government is committed to eliminating child labour (CL) and the Worst Forms of Child Labour (WFCL) in Liberia and ensuring compliance with international labour standards. The government has developed a National Action Plan (NAP) on the Elimination of Child Labour that aims to achieve this goal and improve conditions for children. It also has contracted with international partners including Winrock International to create a comprehensive system to monitor CL in all sectors. This monitoring system aims to identify children engaged in or at risk of CL, especially children involved in forced labour (FL) and human trafficking (HT); it is a national and local framework in which different partners collaborate efficiently while laying strong social, policy, and institutional foundations for the elimination and prevention of all forms of CL in the longer term. The child labour monitoring system (CLMS) will operate at the district or county level linking local child welfare committees, child labour monitoring committees, and other stakeholders with relevant structures at the district, county, and national levels. These CLMS standard operating procedures (SOPs) outline and standardize reporting pathways, roles, and responsibilities for various actors, and the tools to be used both at the input stage (community-level reporting) and the output stage (national-level aggregation/response to reported cases of CL). This report is the result of ongoing concerted work from the stakeholders including government agencies, social partners, and international partners such as non-governmental organizations (NGOs) and civil society organizations (CSOs).

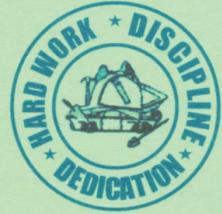
The content of this document is guided by the NAP; the International Labour Organization (ILO) Convention No. 182; ILO Convention No.138; ILO Convention No. 29; the Hazardous Activity Frameworks for different sectors; and several ILO and country reports, CLMS, and SOPs on CL, FL, and HT. It is also informed by the experiences of the consultant, the Attaining Lasting Change for Better Enforcement of Labor and Criminal Law to Address Child Labor, Forced Labor and Human Trafficking (ATLAS) team, and partners working in the field.



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RL/MOL/CHG/M/164/'22

November 28, 2022

The National Commission on Child Labor and the National TIP Secretariat
c/o Child Labor and TIP Divisions, Ministry of Labour
Ministerial Complex, Congo Town
Monrovia, Liberia

Dear Colleagues:

I am pleased to extend our collective heartfelt appreciation to the US Department of Labor (USDOL) which funds the Winrock International ATLAS Liberia project. This project further engaged Lawyers Without Borders (LWOB) as technical partner in providing expertise to support efforts of the Government of Liberia to eliminate Child Labour, Forced Labour, and Human Trafficking.

Winrock ATLAS project and partners (Lawyers Without Borders) engaged the Government of Liberia to assess current circumstances relating to Child Labour, Forced Labour and Human Trafficking and then identified specific activities based on Government of Liberia priorities, along with ATLAS project and USDOL priorities to implement for the enhancement of building the government's capacities to address Child Labour, Forced Labour, and Human Trafficking in Liberia. In the engagement process, three key activities referred to as Differentiated Model of Practices (DMOPs) were identified by a special **Working Group** representing the Ministry of Labour, Ministry of Gender Children and Social Protection, Ministry of Internal Affairs, INGOs, Liberia National Police (LNP), Liberia Immigration Services (LIS), Liberia Drug Enforcement Agency (LDEA) and Civil Society Organizations (CSOs). The three key activities identified by the **Working Group** include: (1) Support to the Child Labour Monitoring System (CLMS) in Liberia, (2) TOT Training Program for Grassroots and Local Actors, and (3) Enforcement Training Program (ETP). The ATLAS project, partner and Working Group developed curriculums/Guidelines for each of these key activities (DMOPs).

The Ministry of Labour, through her designated staff from the Child Labour Division, Trafficking-In-Person Division and the Inspectorate Division were highly participatory in the development of concept notes, curriculums/guidelines, piloting, refinement, and institutionalization plans for these DMOPs. The result of our joint effort and as per MOU signed between Winrock International ATLAS project and the Ministry of Labour for the institutionalization and sustainability of these DMOPs, the Government of Liberia through the Ministry of Labour considers the process as part of the broader effort to advance the fight against the menaces of Child Labour, Forced Labour, and Human Trafficking.

The ATLAS project collaboration with the Ministry of Labour also extended to the development and endorsement of hazardous and light work lists for children in Liberia, and the drafting of Child Labour Law for Liberia that is currently in Committee Room for revision and for subsequent enactment by the National Legislature.

In view of the collaboration and MOU, the Ministry of Labour endorses these Training Curriculums/Guidelines and institutionalization plans that are developed through joint and collaborative efforts for the enhancement of building the capacities of key Actors and partners in the fight against Child Labour, Forced Labour, and Human Trafficking in Liberia.

Together, we can end Child Labour, Forced Labour, and Human Trafficking in Liberia.

Kind regards.

Very truly yours,



Cllr. Charles H. Gibson
MINISTER

Acknowledgments

The Attaining Lasting Change for Better Enforcement of Labor and Criminal Law to Address Child Labor, Forced Labor and Human Trafficking (ATLAS) Project was funded by the United State Department of labor and implemented by Winrock International from 2021 to 2022. The project developed Liberia's first Child Labour Monitoring System (CLMS) Standard Operation Procedures (SOPs) in response to the need for improved and standardized the monitoring of child labour at national and regional levels. The process began by engaging the participation of a Special Working Group representing the Ministry of Labour, Ministry of Gender Children and Social Protection, Ministry of Internal Affairs, Liberia National Police, Liberia Immigration Services, Liberia Drug Enforcement Agency international non-governmental organizations and civil society organizations. Through consultative workshops, the Working Group identified the improvement of the Child Labour Monitoring System in Liberia as one of the key activities that the ATLAS project should focus on. A series of consultative workshops with ATLAS' local partners, including members of the Special Working Group, resulted in development of comprehensive Standard Operation Procedures to support the Child Labour Monitoring System in Liberia.

Winrock would like to acknowledge with gratitude the lead consultant and author of the CLMS SOPs document, Nadine Assemien, who worked with great passion and commitment to prepare this pivotal resource. Winrock is also grateful to the Special Working Group members that participated in workshops and provided feedback and inputs for the document. The organization extends special acknowledgement to the Ministry of Labour—especially the Child Labour Division, the Anti-Trafficking Division, and the Inspectorate Division—for their level of cooperation and collaboration in the process. Winrock also acknowledges the contributions of other line ministries, including the Ministry of Gender Children and Social Protection, The Ministry of Agriculture, the Ministry of Internal Affairs and other CSOs.

Lastly, Winrock would like to acknowledge the Winrock ATLAS Headquarters Team and the Winrock ATLAS Liberia Team for their invaluable revisions, feedback, and inputs toward the development of the CLMS SOPs document for Liberia.

How To Use The Child Labour Monitoring System Standard Operating Procedures

The CLMS SOPs are presented in five sections, including appendices. Each section has several chapters.

- **Section 1: Global context of Liberia CL.** Section 1 has two chapters and provides the introduction, background, and the legal and policy framework for the CLMS SOPs.
- **Section 2: Overview of CLMS.** Section 2 includes two chapters and covers CLMS concepts, objectives, and phases.
- **Section 3: Liberia CLMS SOPs.** Section 3 presents the Liberian CLMS SOPs. It consists of four chapters and includes the different components, reporting pathways, and tools.
- **Section 4: SOPs guidelines to remove children from CL.** Section 4 consists of two chapters on the SOPs to rescue children from CL. The SOPs cover the identification, rescue, rehabilitation, family tracing and reintegration with families, and support of children and their families through social protection schemes.
- **Section 5: Appendices.** Section 5 contains 19 appendices that provide CL information related to the SOPs. These include the Liberia CLMS tools. Other useful information provided in the appendices includes the names of the local and international NGOs working on CL in Liberia and a reference list of documents researched for the development of these SOPs.

I. Context Of Liberia Child Labour

A. INTRODUCTION

Liberia is a relatively urbanized country and heavily centralized around the capital, with about one-third of the population living in the greater Monrovia area. CL in Liberia is a concern to the government and people of Liberia. It comes in many forms. It can be visible or invisible. In Liberia, it is the result of multi-interdependent vulnerabilities and factors pushing children into work prematurely.

First, widespread poverty is one of the most significant and influential factors perpetuating CL in Liberia.

Underemployment is another major cause. Rapid urbanization, which has led to labour constraints in many families, has generated a need for mobilizing children's labour. Other contributing factors are unit-based remuneration systems in concession areas, deficiencies in the educational system (lack of adequate structure and acute shortage of trained teachers, especially women teachers in the rural areas), low levels of awareness around CL, and harmful traditional practices.

CL prevents a child from acquiring quality education. This in turn results in poor knowledge and inadequate employable skills, causing unemployment, underemployment, and household poverty, which traps the next generation in poverty. The ILO report on CL in 2010 indicated that the number of children 6 to 17 years old who were attending school in Liberia in 2010 was estimated at 738,100 or 78.7 percent of the total. The proportion of boys (50.6 percent) was 1.2 percent higher than that of girls (49.4 percent). According to the Labour Force Survey (LFS) and the background study conducted to develop the NAP for the Elimination of Child Labour in Liberia, most hazardous work is found in agriculture, forestry, and fishery. Another risk faced by children is the time spent at work. The LFS found that 12.5 percent of boys and 19.1 percent of girls work very long hours (over 43 hours per week). In 2016, approximately 16.6 percent of children between 5 and 14 years of age were working in Liberia. Of economically active children in that age range, the majority worked in agriculture (78.5 percent), followed by services (17.4 percent), and industry (4.2 percent). Today children often engage in dangerous tasks, including rubber production, gold and diamond mining, and in activities classified as WFCL such as forced domestic work. These children are used to earning food for the family through mining gold or diamonds, working in the sex trade, crushing rocks, tapping rubber, selling among moving vehicles or undertaking other activities that prevent them from attaining an education.

They are also involved in street selling and work in the streets across the country. There are cases where children are engaged in child sex trafficking, drug trafficking, and many other activities that deprive them of their dignity and the opportunity to learn.

The government of Liberia takes CL seriously and has taken steps to address it across sectors and regions in the country.

B. BACKGROUND

The legal framework of Liberia's CL laws is relatively current and comprehensive despite the numerous challenges faced in combatting CL, such as low budgetary allocations. However, there are some significant gaps in the law. For example, Liberia has not yet signed ILO convention 138. The government—through the Ministry of Gender, Children and Social Protection (MGCSP)—has established a coordinating body called the Child Protection Network (CPN). This initiative brings together a substantial number of government agencies and civil society members, including NGOs, ready to act against all child rights and abuse issues. The National Steering Committee on Child Labour (NSCCL) was established in Liberia in 2013 to eliminate the WFCL.

Several capacity-building workshops for stakeholders (local governments, CSOs, NGOs, the media, etc.) to address issues related to CL have been provided. In addition, to address CL issues throughout Liberia, a NAP was developed. To increase public knowledge of CL, awareness-raising exercises, such as community outreach, radio talk shows, town hall meetings, and the use of jingles, have all been initiated and are currently being carried out by the Ministry of Labour (MOL).

C. LEGAL AND POLICY FRAMEWORK

In Liberia, one of the many challenges faced by the government is to address the issues of CL within the legal framework. The Decent Work Act of 2015 declared that no person shall employ or allow a child under the age of 15 years to be employed in full time employment. The government has generally demonstrated political will in combating CL in Liberia by signing and ratifying relevant treaties and conventions

The Decent Work Act of 2015 emphasizes the right of children not to be subject to WFCL; Article 12 of the Liberian Constitution (12, 34) provides that no one shall be a slave or forced into labour; and the Children's Law of Liberia prohibits WFCL. The government of Liberia ratified the ILO Convention 182 in June 2003 in response to this background and to further commit to this fight against WFCL as well as ILO Convention 138 in September 2019. As part of this commitment, the government, through the MOL, established the National Commission on Child Labour (NACOMAL) in 2004 for the purpose of supervising and coordinating anti-CL activities in Liberia. Through NACOMAL, the NSCCL was established in 2013.

Though the Decent Work Act was passed in 2015, children continue to work in hazardous conditions in the mining sector and in the agriculture sector, especially in the production of rubber, palm, cocoa, coffee, and sugar cane.

Liberia has ratified some key international conventions concerning CL (Table 1).

Table 1. Ratification of International Conventions on Child Labour (U.S. Department of Labor Bureau of International Labor Affairs)

Convention	Ratification in Liberia
International Labour Organization Convention 138, Minimum Age	✓
ILO Convention 182, Worst Forms of Child Labour	✓
United Nations (UN) Convention on the Rights of the Child (CRC)	✓
UN CRC Optional Protocol on Armed Conflict	
UN CRC Optional Protocol on the Sale of Children, Child Prostitution and Child Pornography	
Palermo Protocol on Trafficking in Persons	✓

The government has established laws and regulations related to CL (Table 2).

Table 2. Liberia CL laws (partly from U.S. Department of Labor Bureau of International Labor Affairs and Decent Work Act)

Standard	Meets International Standards	Age	Legislation
Minimum Age for Work	Yes	15	Chapter 21.2 of the Decent Work Act
Minimum Age for Hazardous Work	Yes	18	Chapter 21.4 of the Decent Work Act
Identification of Hazardous Occupations or Activities Prohibited for Children	Yes		Chapter 21.4 of the Decent Work Act
Prohibition of Forced Labour	Yes		Chapter 2.2 of the Decent Work Act; Article 7, Section 8 of the Children's Law; Article 12 of the Constitution; Article 1, Section 5 of the Revised Trafficking in Persons Act 2021
Prohibition of Child Trafficking	Yes		Article 7, Section 8 of the Children's Law; Article 1, Section 5 of the Revised Trafficking in Persons Act 2021
Prohibition of Commercial Sexual Exploitation of Children	Yes		Chapter 2.3 of the Decent Work Act; Article 3, Section 21 of the Children's Law; Article 1, Section 5 of the Revised Trafficking in Persons Act 2021

Standard	Meets International Standards	Age	Legislation
Prohibition of Using Children in Illicit Activities	Yes		Chapter 2.3 of the Decent Work Act; Chapter 16 of the Penal Code
Minimum Age for Voluntary State Military Recruitment	Yes	18	Article 3, Section 22 of the Children's Law
Prohibition of Compulsory Recruitment of Children by (State) Military	N/A*		Article 3, Section 22 of the Children's Law
Prohibition of Military Recruitment by Non-state Armed Groups	Yes		Article 3, Section 22 of the Children's Law
Compulsory Education Age	Yes	14	Chapter 4 of the Education Reform Act
Free Public Education	Yes		Article 4.4.1 (a) and 4.4.2 (a) of the Education Reform Act

The Decent Work Act prescribes working conditions for children over the age of 15. Under the Act, a child who has not yet attained the age of 16 years may not be employed for more than 7 hours in any day, or for more than 42 hours in any working week; the employer must keep records of the child's schooling, and the child must be literate and attend school regularly. Although the Decent Work Act prohibits children younger than age 15 from working full time, a child who is at least 13 years old may be employed to perform light work for up to 2 hours per day.

An updated version of the hazardous and light work list has been endorsed by the MOL on June 13, 2022.

D. KEY MECHANISMS TO COORDINATE GOVERNMENT EFFORTS ON CHILD LABOUR

The government has established several organizations to address CL. The organizations' responsibilities and roles are described below.

1. National Commission on Child Labor (NACOMAL)

NACOMAL coordinates government and civil society activities concerning CL. It is led by the MOL and comprises representatives from key government agencies that are concerned with child rights and protection issues, international partners, and CSOs. It assists in coordinating CL investigations and seeks to reform national CL laws and create a national CL database to assist surveys on the extent of CL issues in Liberia. NACOMAL celebrates the annual World Day against Child Labour on June 12 along with the NSCCL to promote the campaign against CL. Activities conducted include media engagement, community outreach, street parades, and indoor programs to commemorate the day. Although progress and gains have been made, NACOMAL reports that it has insufficient funding to pursue its mandates. The government has a draft referral mechanism for CL, but due to resource, capacity, and coordination constraints, cases were mostly handled outside the formal pathways and in an ad hoc manner.

2. National Steering Committee on Child Labour (NSCCL)

The NSCCL aims to implement anti-CL policies in Liberia. Set up by NACOMAL, it has four subcommittees with 38 members from government ministries, CSOs, and NGOs. These include:

- Law reform committee
- Resource and mobilization
- Awareness raising
- Monitoring and Evaluation

3. Child Protection Network (CPN)

The CPN coordinates child protection efforts, including CL and HT. It refers child victims of abuse to social services providers with support from international and national organizations. It is chaired by the MGCSP, and comprises MOL, the Ministry of Health (MOH), the Women and Children Protection Section (WACPS) of the Liberia National Police (LNP), CSOs, and several NGOs. In addition, the CPN meets monthly throughout the year.

4. Trafficking in Persons Task Force (TIPTF)

The Trafficking in Persons Task Force (TIPTF) coordinates anti-trafficking activities. Chaired by the MOL, it comprises representatives from the Liberia Immigration Service (LIS), the LNP, the Ministry of Justice (MOJ), the Ministry of Foreign Affairs, Ministry of Internal Affairs (MIA), MGCSP, associate members (the Ministry of Education [MOE], Ministry of Youth and Sports [MYS], Ministry of Finance and Development Planning, etc.), and CSOs. The TIPTF meets monthly, sometimes virtually, to share interagency information related to HT cases and strategy formulation to prevent HT and care for the victims. These meetings help promote coordination among investigating authorities and service providers in suspected cases of HT.

According to the United States Department of State, the government of Liberia is making significant efforts to meet the minimum standards for the elimination of trafficking. These efforts included opening a new shelter for HT victims, investigating a high-profile trafficking case in cooperation with foreign governments, and allocating funding to NGOs to conduct awareness-raising campaigns.

E. GOVERNMENT POLICIES ON CHILD LABOUR

The government has established policies related to CL. However, policy gaps exist that hinder efforts to address it and there is a lack of implementation of existing policies.

1. National Action Plan (NAP) on the Elimination of Child Labour

The government has worked with partners to develop the NAP. The development process was extensive, incorporating many consultative meetings across the counties in Liberia and involving participants at all levels and from many sectors. It aims to reduce CL and WFCL by 50 percent by 2030 through three strategic objectives:

- Increasing public awareness of the causes and consequences of WFCL;
- Strengthening the legal and institutional frameworks to reduce CL; and
- Increasing social services and protection for children of vulnerable households.

2. National Action Plan (NAP) for Trafficking in Persons (2019–2024)

The NAP for Trafficking in Persons outlines the government's anti-trafficking efforts, including those for child victims, and creates benchmark goals related to HT. It also establishes roles and responsibilities for coordinating government assistance to HT victims and provides shelter and care to children who may have been victims. Research during the reporting period could not determine whether activities were undertaken to implement the NAP for Trafficking in Persons.

3. National Child Welfare and Protection Policy

The National Child Welfare and Protection Policy focuses on the implementation and enforcement of existing child protection laws.

4. National Social Welfare Policy

The National Social Welfare Policy prioritizes the development of action plans and policies focused on children subjected to WFCL, including child trafficking.

F. SOCIAL PROGRAMS TO ADDRESS CHILD LABOUR

In 2020, the government funded and participated in programs that include the goal of eliminating CL. However, gaps exist in these social programs, including insufficient funding.

1. Anti-Trafficking Awareness Campaign

The anti-trafficking awareness campaign aims to raise public awareness of HT using radio and billboard messages. With significant international support, Liberian security institutions conducted events around World Day against Trafficking in Persons, which included training security officials on HT.

2. Liberia Social Safety Nets Project

The Social Safety Nets Project (SSNP) for Liberia is implemented by the MGCSP. According to the World Bank, the project's purpose is to establish key building blocks of a basic national safety net delivery system and provide income support to households who are both extremely poor and food insecure in the Republic of Liberia. There are three components to the project. The first component is to strengthen the national social safety net system in Liberia by improving efficiency and enhancing capacity through developing basic building blocks of a safety net delivery system. This component finances the development of a database that uses data to assist with the delivery of social assistance.

The second component involves cash transfers to extremely poor and food insecure households. The component's objective is to provide income support to about 10,000 extremely poor and food-insecure households in Liberia through regular cash transfers and accompanying measures. This component is implemented in the Bomi, Maryland, Grand Kru, and River Gee Counties. These counties have been selected because they have the highest rates of poverty and food insecurity in comparison to all other counties in Liberia.

Finally, the third component consists of project management and capacity building. The objective of this component is to finance project management and capacity building of the SSNP. The component will also strengthen coordination among safety net programs at the national and subnational levels. Approved on April 28, 2016, the project is expected to end on June 30, 2023 (World Bank, 2022).

3. Shelters

The MGCSP operates shelters for vulnerable street children in Lofa and Nimba counties. The government of Liberia also made financial resources available to establish and manage a new shelter for victims of CL and HT and agreed to provide nighttime safety security for the shelters.

II. Child Labour Monitoring System Standard Operating Procedures Guidelines

A. OVERVIEW OF CHILD LABOUR MONITORING

The idea of Child Labour Monitoring (CLM) began in the 1990s through the work of the International Program on the Elimination of Child Labour (IPEC) of the ILO. The concept of CLM is clearly explained in the Overview of Child Labour Monitoring and Guidelines for Developing Child Labour Monitoring Process published by the ILO in 2005. The definition, description and process below derived from these publications (ILO, 2005).

1. Child Labour Monitoring (CLM) — Definition and Rationale

CLM is based on repeated inspections of places where children might be working, regardless of whether the work is conducted in a factory, field, or home. Because so much CL is in the agricultural and informal sectors, monitoring cannot be done by the official inspectorate alone. Monitoring functions can be delegated to community groups, NGOs, or the police to expand the number of inspectors or gain access to hidden work. CLM draws upon all existing child information systems, such as schools, social welfare bureaus, or drop-in centers; alternatively, monitoring can be done in conjunction with the inspectorate through joint monitoring teams. Whatever the means, monitoring must not be done without follow-up action, such as awareness-raising to employers and parents, enforcement actions, or referral of child workers to schools.

The concept of CLM has been developed through sector-specific efforts to monitor CL. These evolved as a result of specific industry requirements or were based on particular CL projects.

Examples of different “monitoring” approaches relevant to CL include:

- School inspection and monitoring (acting through teachers and parents’ groups)
- Workplace monitoring (acting through a labour inspector and/or independent monitoring teams)
- Health referrals (acting through health workers)
- Community-based monitoring (acting through local government, peoples organizations, and local action groups, i.e., anti-trafficking efforts)
- Social auditing and industry-specific labeling and certification schemes (voluntary self-monitoring, codes of conduct, specialized verification, and ISO standards)

2. How Does It Work?

To perform all intended functions, CLM should be nationwide and based on a set of agreements about the information to be collected and how the system will be managed. It should also be based on a collective partnership using methods and tools from different sectors and traditions of inspection work.

CLM is always conducted at the local level: this is where the work and the service providers are located. The information that is generated can also be used at the national and regional levels to determine CL trends for the purposes of policy improvement, enforcement of labour laws and social planning. At the local level, CLM involves observing workplaces to identify working children and the hazards they are exposed to and finding meaningful alternatives to refer the children to, such as school, informal education, or skills development programs.

This process also involves prevention. Employers and parents are provided with advice about the ill effects of CL and educated about CL laws and work-related hazards. An important part of the CLM process is to ensure that, once child workers have been identified follow-up action is taken, the information generated through CLM is actively disseminated and used. This includes tracking children to know their whereabouts and verifying the information that has been generated through the CLM process (quality control).

At the national level, the information generated through CLM can give an indication of the effectiveness of national measures that have been taken to eradicate CL by providing numbers that can be compared over time. This is especially valuable for reporting on international commitments such as on the implementation of ILO Worst Forms of Child Labour Convention, 1999 (No. 182) and the Minimum Age Convention, 1973 (No. 138). Article 5 of Convention No. 182, in fact, calls for establishing appropriate mechanisms for monitoring the provisions of the Convention. This information on working children—who they are, where they come from, and what hazards they are exposed to—helps policymakers at all levels know where the problem lies so they can act accordingly.

CLM should always link to and work through the labour inspection system as the main institution mandated to address CL in the workplace. Through multi-sector teams that are linked to labour inspection and to local governments, CLM can extend the scope of action against CL to traditionally hard to reach areas and sectors of CL such as the informal economy and agriculture. Such multi-sector monitoring teams may involve social workers, teachers, community members, and village committees. CLM requires a framework that allows for CL sharing of information among those who can contribute to the elimination of labour. Agreements among these agencies help to create partnerships, enhance long-term commitments, promote the institutionalization of CLM, and contribute to the sustainability of the monitoring process.

CLM is an active tool for stopping CL. It involves direct observations, repeated regularly, to identify child laborers, determine the risks they are exposed to, verification that those risks have been removed (or have been reduced to an acceptable level), and tracking of the children to ensure that they have satisfactory alternatives. Information generated through CLM can be used to document CL trends in specific sectors or areas.

Box 1. Description of Child Labour Monitoring

One of the most potent means of addressing CL is regularly checking places where girls and boys may be working. CLM is the active process that ensures that such observation is put in place and is coordinated appropriately. Its overall objective is to ensure that, as a consequence of monitoring, children and young legally employed workers are safe from exploitation and hazards at work. The active scrutiny of CL at the local level is supported by a referral system that establishes a link between appropriate services and ex-child laborers. CLM's principal activities include regular and repeated direct observations of workplaces to identify child laborers and determine the risks to which they are exposed; referral of the child workers to services; verification that the children have been removed from the work setting; and tracking of the children to ensure that their situation has improved. CLM is a way of mainstreaming anti-CL efforts into all levels of government. It is an active process to check workplaces regularly to ensure that children are not working there and that young workers are adequately protected. This process is particularly effective at the local level where CL occurs, as it combines continuing identification of child laborers with referrals to available services. The information gathered from CLM is immediately used to assist children, but it also allows systematizing and analyzing information about the dynamics of CL at local and national levels. The main activity used by CLM is direct observation by monitoring teams. At the local level, CLM generally links information between work sites and schools and services to confirm that children are provided with alternatives to work and, as a consequence of monitoring, are better off and have not fallen into something worse.

B. CHILD LABOUR MONITORING FRAMEWORK, PROCESS, AND STAGES

1. CLM Framework

An effective and sustainable monitoring of CL occurs in the context of an institutionalized structure. The CLM framework is the association of partners (and agreements among them) that operates and maintains the CLM process. Although CLM takes place at the local level, for it to be sustainable and effect real impact, it should be part of a larger inspection and enforcement policy. The CLM framework should, therefore, include government structures, such as the inspectorates (labour, health and safety, and school), and take direction from a multi-sector national policy body. In principle, CLM processes should always be part of local government systems and operate under their supervision and authority.

The CLM framework should also connect existing social planning and monitoring mechanisms of local government, wherever they occur. Ideally, the framework will be nationwide and based on national agreements about the information to be collected and how the CLM process will be managed. This would imply using shared monitoring tools and a shared database or repository for the information. CLM activities at the local levels should feed into a coordinated information management mechanism at the national level. This may require changes in existing information management systems. Developing and agreeing to a CLM framework requires political will, adequate national resources, and a long-term view on how to mainstream CLM into existing systems of governance.

2. CLM Process

The CLM process comprises the procedures, documents, and forms that enable monitoring to be implemented correctly. While each situation is unique, experience has shown that effective CLM includes the following characteristics:

- It is area-based and applicable to all types of CL (formal and informal economies, agriculture, illicit work, etc.).
- It operates at the local level, covers work and service sites, and includes a referral system between the two.
- It has a legal mandate and operates under the authority and the supervision of the local government or labour inspectorates.
- It is linked to national CL policy and action.
- It is sustainable in terms of technical complexity, human resource requirements, and cost.
- It is replicable and can be scaled up.
- It builds upon existing information collection systems.
- It is transparent.
- The information can be verified, and there is a process of accountability.

3. CLM Stages

Developing a CLMS involves two principal stages: preparation and design and testing and training. These two stages result in the actual CLM model, which consists of two distinct phases: monitoring and follow-up. The monitoring and follow-up activities are repeated regularly. However, as CL decreases, CLM would be expected to decrease in intensity and gradually become incorporated into government social protection functions.

a. Preparation

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

b. Design, testing, and training

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

- The design and testing of the CLM process must be consultative, participatory, and based on a common agreement by all concerned.
- Before proper testing is possible, both those managing CLM and those involved in the actual monitoring work need to be trained and familiarized with each other's roles and responsibilities.

c. Monitoring

- **Identification and assessment.** Girls and boys at work or in transit to work are identified. A team of CL monitors who have been trained in monitoring techniques conducts the monitoring to identify such children.
- **Referral.** If children are found, identified as child laborers, and assessed to be at serious risk, they are removed and referred to services corresponding to their needs via a network of service providers and agreed-upon procedures.
- **Protection and prevention.** Using a standard set of tools, the workplace is checked to see which work-related hazards exist that child laborers may have been exposed to.
- **Immediate data management and analysis.** After the monitoring visit, information is recorded and reported for appropriate action.

d. Follow-Up

In the final phase, the information collected is made available for use. Girls and boys removed from CL are actively tracked to ensure that, as a consequence of monitoring, the children have alternatives to CL. The follow-up phase ensures that children have accessed available services and verifies the credibility of the overall CLM process. The monitoring and follow-up activities are repeated regularly. Each of these phases contains core elements and steps that most CLM projects have found to be important. As the CL situation varies from place to place, these core elements and steps will need to be adapted accordingly. The principal activities in the follow-up phase include:

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

Tracking and verification of information are part of the overall monitoring process. They are intended to ensure that there is a regular check of the quality and accuracy of the information that the CLM process provides to confirm that the services provided to the child laborers are improving their situation, that the girls and boys are better off, and that they do not instead just transfer to another sector of work with equal or worse conditions. For this reason, the CLM must be able to link labour and education data and cross-check information on school attendance with information from monitoring visits conducted at the workplace.

Table 3. CLMS phases

Preparatory Phase	
Steps <ol style="list-style-type: none"> 1. Determining the problem and level of response 2. Reviewing the legal and CL policy frameworks, information collection and management capacities 3. Raising awareness and building alliances 	Expected Outcomes <ul style="list-style-type: none"> • Review of essential laws, institutional structures and raised awareness of CL and CLM • Problem setting • Review of the relevant policies and information collection capacities • Raised awareness
Design, Testing and Training Phase	
Steps <ol style="list-style-type: none"> 1. Setting up the management of the CLM 2. Developing and testing the monitoring tools 3. Developing a referral system 4. Organizing monitoring teams 5. Training monitors and building capacity 6. Testing the CLM design and thinking about replication 	Expected Outcomes <ul style="list-style-type: none"> • Credible, simple, cost effective and sustainable CLM developed
Monitoring Phase	
Steps <ol style="list-style-type: none"> 1. Preparing for the visit 2. Conducting the visit 3. Withdrawal and referral 4. Protection and prevention 5. Closing of the visit 6. Immediate data management and analysis 	Expected Outcomes <ul style="list-style-type: none"> • Workplaces are monitored regularly and child laborers identified and referred to services • Visit prepared • Visit conducted • Withdrawal and referral implemented as necessary • Protective and preventive messages shared • Visit closed • Information treated and first analysis conducted
Follow-up Phase	
Steps <ol style="list-style-type: none"> 1. Tracking of child laborers 2. Quality control and verification 3. Providing data for enforcement of laws 4. Information dissemination and analysis 5. Providing inputs to laws, policies, and social planning 	Expected Outcomes <ul style="list-style-type: none"> • Information from the monitoring visits used for immediate follow-up and shared for social planning and policy review purposes • Information actively used to track ex-child laborers and to ensure their access to services • The accuracy and quality of the information has been checked • Information used to improve working conditions for legally working young workers and children withdrawn from child labour • Information on magnitude, location, and trends of child labour disseminated widely and used for social planning and policy development • Information actively used to track ex-child laborer and to ensure their access to services • The accuracy and quality of the information has been checked • Information used to improve working conditions for legally working young workers and children withdrawn from child labour • Information on magnitude, location, and trends of child labour disseminated widely and used for social planning and policy development

The characteristics of a comprehensive and credible CLMS can include the following:

- The system is focused on the child at work and/or in school.
- It involves all relevant partners in the field, including labour inspectors if appropriate.
- It uses regular observation to identify children in the workplace.
- It refers identified children to the most appropriate alternative to ensure that they are withdrawn from hazardous work.
- It verifies whether the children have shifted from hazardous work to an appropriate situation (school or other).
- It keeps records on the extent and nature of CL and the schooling of identified child workers.

It is important to understand the difference between comprehensive CLMS and “project” monitoring, which is done to evaluate impact of a particular project or other short-term initiative. CLM is intended to be part of “governance” and thus outlive any particular CL projects or programs. As much as possible, a CLMS should be based upon existing inspection and referral systems. This makes the system cost-effective, sustainable, and avoids the creation of parallel structures.

CLMS should rely on information produced by government agencies and from community-based resources such as “community watch” groups and NGOs. In addition to this “routine” monitoring process, it is important for CLMS to have an established process of independent verification and cross-checking of data to ensure credibility. Consequently, setting up of a CLMS will require political commitment and may necessitate procedural changes in existing information management systems. Core elements of CLMS are that it:

- operates within a single integrated data collection and referral framework;
- has internal monitoring procedures and tools; and
- has an external means of verification.

It is important to understand that CLMS is not a “ready-made fits all” type of a system but an overall framework, the parts of which can be assembled from different starting points. A general prototype can provide direction and guidance, but the system will need to be fitted to the particular development context of a given country. When CLMS are designed as part of specific project or programs, such as the ILO IPEC Time Bound Programs, it is important to conceive the system as operating within a wider nationwide CL and labour inspection framework. CLMS needs to:

- be applicable to all types of CL (formal and informal sectors, agriculture, illicit work etc.), and cover worksites and service sites (e.g., education).
- be applicable to all CL work of the government, employers, NGOs, and other development partners.
- be linked to national CL policy and action.
- be limited to the monitoring part of the work, i.e., linked to but not encompassing other types of action (e.g., research, law reform, direct services, enforcement).
- be sustainable in terms of technical complexity, human resource requirements, and cost.
- be used as a programming strategy, around which a set of direct service activities can be built.
- be used as an information base for NAPs against CL, through which different services (education, health, advocacy, etc.) can be provided. The operational parameters of the system need to be decided by the stakeholders at the very beginning of the system development. How the system will be developed and put into place will depend on the intended coverage and scope of the system, and if the system will be developed through different phases.
- be in-built in national and local structures of governance for the purpose of sustainability. Comprehensive CLMS would incorporate national government structures, such as the inspectorates (labour, health and safety, and school), and take direction from a multi-sector national policy body.
- be developed given national development priorities and commitments of all main stakeholders working against CL. It should capitalize on the work done on monitoring and innovatively build new operational bridges across agencies, among different information collectors, and to various repositories of information.

CLM as an active tool to eliminate CL does not merely collect information for statistical purposes but incorporates an immediate follow-up mechanism to act upon the information recovered through monitoring. “Situation Reports” of unacceptable working conditions of children at risk must immediately be dealt with through referring cases to pre-identified service providers for help, treatment, or advice. Cooperation between government and non-government parties and communities is essential.

III. Liberia Child Labour Monitoring System Standard Operating Procedures

A. INTRODUCTION AND OBJECTIVES

1. Introduction

The Liberia Child Labour Monitoring System (LCLMS) is an instrument that helps to identify and assist children involved in all forms of CL. It is a national and local framework in which different partners work together efficiently.

In addition, it is a means of collecting and sharing information on CL while ensuring that the information is used for the implementation of concrete actions. It complements the formal inspection services of the government, in particular the Labour Inspectorate. It is an effective approach for the detection and prevention of CL and the rehabilitation of child laborers.

The proposed LCLMS will focus mainly on the prevention and elimination of all forms of CL; the monitoring of hazardous workplaces and conditions; and the withdrawal of the children involved in CL, hazardous work, FL, and HT.

2. Objectives

The objective of these SOPs is to develop a cost-efficient CLMS at the community, district, county, and national levels. The LCLMS aims to identify children in or at risk of all forms of CL, especially children involved in FL and HT, in the country. It is a national and local framework in which different partners work together efficiently while laying strong social, policy, and institutional foundations for eliminating and preventing all other forms of CL in the longer term.

The implementation of the LCLMS involves:

- The development of a permanent general framework for the supervision and monitoring of CL that will cover the structure, actors involved, management, and requirements as noted in reports drafted at each level of operation.
- Direct and regular observation of children and their employers/users in the workplace.
- Identification of children and the risks to which they are exposed to.
- Orientation towards the appropriate structures (a reference system).
- Timely, adequate, sustainable, and appropriate institutional response at all levels to eliminate all forms of CL.
- Verification to ensure that children have been removed (or that the risks have been eliminated).
- Monitoring to ensure that the children have satisfactory alternative occupations and do not return to WFCL or the previous situation.
- Support of national efforts to meet obligations under ILO C.182 and ILO c138 after its ratification.
- Data management and analysis after monitoring visits to ensure information is recorded and transmitted for appropriate action.
- Follow-up at to ensure that children covered by LCLMS go to school, benefit from appropriate alternative activities or adequate social services, and no longer return to the CL.
- Verification and quality control to verify the credibility of the information collected and updated.
- Knowledge of the laws and regulations governing the fight against WFCL and defining key concepts is required.
- Analysis and dissemination of information, so that data processed and disseminated at the national and local levels is used to review and promote policies and laws against CL.

The success of the monitoring and data collection largely depends on those in charge of this mission and primarily, those in charge of the administration of the tools. It is therefore important that they understand all the contours of these operations, so they can always defend the system and are able to correctly complete the tools that are made available to them.

The purpose of these SOPs is to strengthen the capacity of all actors to carry out their duties properly. The SOPs also describe the roles of actors and their responsibilities.

The SOPs first define standard concepts, then present reporting pathways and the tools or the report templates, and finally indicate the approach for the codification of the data collection sheets.

B. KEY CONCEPTS

To meet the information and data collecting objectives, the information collected must refer to the same realities as those of the environment. To achieve these objectives, this section defines the concepts and unfamiliar terms (from ILO and Decent Work Act) used in the SOPs to facilitate their understanding during training, data collection, and analysis.

Child: Any person under the age of 18.

Child labour: The term is often defined as work that deprives children of their childhood, their potential, and their dignity, and that is harmful to physical and mental development. It refers to work that:

- is mentally, physically, socially, or morally dangerous and harmful that the Decent Work Act specifies as likely to harm the health, safety, or welfare of children; and/or
- interferes with their schooling by depriving them of the opportunity to attend school, obliging them to leave school prematurely, or requiring them to attempt to combine school attendance with excessively long and heavy work.

Whether or not particular forms of “work” can be called “child labour” depends on the child’s age, the type and hours of work performed, the conditions under which it is performed, and the objectives pursued by individual countries. The answer varies from country to country and among sectors within countries.

Light work. Light work is work children can do if it does not threaten their health and safety or hinder their education or vocational training (generally, non-hazardous work for fewer than 14 hours per week). It should only be performed by children aged 13 years or over (or, provisionally, age 12 in certain developing countries) when permitted by local law. In Liberia, children ages 13 and over are permitted to engage in light work for up to 2 hours a day if the work does not negatively impact their health, safety, welfare, or education.

Hazardous child labour or hazardous work. Hazardous CL or work is work that is likely to harm the health, safety, or welfare of children by its nature or the circumstances in which it is carried out. Guidance for governments on some hazardous work activities that should be prohibited are provided by Article 3 of ILO Recommendation No. 190, and incorporated into Liberia Decent Work Act:

- Work which exposes children to physical, psychological, or sexual abuse.
- Work underground, under water, at dangerous heights or in confined spaces.
- Work with dangerous machinery, equipment, and tools, or which involves the manual handling or transport of heavy loads.
- Work in an unhealthy environment which may, for example, expose children to hazardous substances, agents, or processes, or to temperatures, noise levels, or vibrations damaging to their health.
- Work under particularly difficult conditions such as work for long hours or during the night or work where the child is unreasonably confined to the premises of the employer.

WFCL. WFCL involve children being enslaved, separated from their families, exposed to serious hazards and illnesses, and/or left to fend for themselves on the streets of large cities, often at a very early age. ILO Convention No. 182 (1999) on the WFCL classifies trafficking among “forms of slavery or practices similar to slavery” and thereby, a WFCL to be eliminated as a matter of urgency, irrespective of the country’s level of development.

While CL takes many different forms, a priority is to eliminate without delay WFCL as defined by Article 3 of ILO Convention No. 182 and incorporated into Liberia Decent Work Act:

- All forms of slavery or practices similar to slavery, such as the sale and trafficking of children, debt bondage and serfdom, and forced or compulsory labour, including forced or compulsory recruitment of children for use in armed conflict.
- The use, procuring, or offering of a child for prostitution, for the production of pornography, or pornographic performances.
- The use, procuring, or offering of a child for illicit activities, in particular for the production and trafficking of drugs as defined in the relevant international treaties.
- Work which, by its nature or the circumstances in which it is carried out, is likely to harm the health, safety, or welfare of children (“hazardous child labour,” see above).

Forced or compulsory labour. According to the ILO Forced Labour Convention, 1930 (No. 29), forced or compulsory labour is “all work or service which is exacted from any person under the threat of a penalty and for which the person has not offered himself or herself voluntarily.”

The Forced Labour Protocol (Article 1(3)) explicitly reaffirms this definition. This definition consists of three elements:

- **Work or service** refers to all types of work occurring in any activity, industry, or sector including in the informal economy.
- **Menace of any penalty** refers to a wide range of penalties used to compel someone to work.
- **Offered voluntarily** refers to the free and informed consent of a worker to take a job and his or her freedom to leave at any time. This is not the case when an employer or recruiter makes false promises so that a worker takes a job that he or she would not otherwise have accepted.

Moreover, the Revised Trafficking in Persons Act, in Section 1 (Article 107), defines FL as labour or services obtained through force, the threat of force, or other means of coercion or physical restraint.

Child Trafficking. Child trafficking is, according to the Protocol to Prevent, Suppress and Punish Trafficking in Persons, Especially Women and Children (2000) and the Revised Trafficking in Persons Act, the recruitment, transportation, transfer, harboring, or receipt of children for the purpose of exploitation. It is a violation of their rights, their well-being, and denies them the opportunity to reach their full potential.

Section 2 (b) of the Revised Trafficking in Persons Act declares that “[r]egardless of the means employed by the traffickers, the recruitment, transportation, transfer, harboring or receipt of a child or a mentally incompetent person for the purposes of exploitation shall be considered “Trafficking in Persons.” It is irrelevant whether the child or guardian of the incompetent person expressed consent or not; the consent of the victim or the parent or person having legal or de facto control of a child victim of Trafficking in Persons shall be irrelevant.”

In Liberia, most trafficking victims originate from and are exploited within the country’s borders, where they are subjected to domestic servitude, forced begging, sex trafficking, or FL in street vending, rubber plantations, and alluvial diamond mines. Traffickers typically operate independently and are commonly family members who may promise poorer relatives a better life for their children. Children sent to work as domestic servants for their wealthier relatives are vulnerable to FL or, to a lesser extent, commercial sexual exploitation.

Orphaned children remain susceptible to exploitation, including in street selling and child sex trafficking. A small number of Liberian men, women, and children are subjected to HT in Cote d’Ivoire, Guinea, Sierra Leone, Nigeria, and the United States. Victims of transnational trafficking come to Liberia from neighboring West African countries, including Sierra Leone, Guinea, Cote d’Ivoire, and Nigeria, and are subject to the same types of exploitation as internally trafficked victims.

Human Trafficking. Human Trafficking is the recruitment, transportation, transfer, harboring, or receipt of people through force, fraud, or deception to exploit them for profit. Men, women, and children of all ages and backgrounds can become victims of this crime, which occurs in every region of the world. The traffickers often use violence or threats of violence or fraudulent employment agencies and fake promises of education and job opportunities to trick and coerce their victims.

Exploitation. Exploitation includes exploitation for prostitution or other forms of sexual exploitation, FL or forced services, slavery or slavery-like practices, servitude, or the removal of organs.

Economically employed or child laborers. Economically employed children are those who conduct production activities intended for the market or not, paid or unpaid, full time or part time. This category includes children employed legally and engaged in CL; child laborers are the ones whose work is considered illegal.

Children “at risk.” These are the children who are:

- brothers or sisters of former child workers who are not yet in a working situation; or
- children who are not yet working but have a high probability of entering the labour chain considering their living conditions and environment, such as poverty and proximity to a business or company inclined to employ them.

C. PRESENTATION OF THE LIBERIA CHILD LABOUR MONITORING SYSTEM

1. Stages of the LCLMS

The stages for implementing the LCLMS are as follows:

- **Education, awareness creation, and sensitization.** Sensitize the community on the basic concepts on CL issues, including national laws, international conventions, and the rights and duties of children/parents/guardians.
- **Identification and assessment.** Obtain and analyze data from all households in the community to identify child laborers/children at risk. A team of community CL monitors/data collectors will conduct monitoring using a set of agreed tools to identify children suspected to be in or at risk of CL, FL, or HT.
- **Remediation, referrals, protection, and prevention.** Children identified as involved in or at risk of CL, FL, and HT are referred to relevant institutions for social services corresponding to their needs (prevention, removal, protection) through a network of service providers and SOPs and guidelines. The assessment information is used to protect legally employed children and put into place interventions to protect children at risk of CL.
- **Tracking.** Continuous monitoring of workplaces, schools, training centers, etc., to track children to ensure that they attend and stay in school or have been provided other suitable alternatives and that children withdrawn from CL are not replaced with other children.
- **Reporting.** Periodic information and data gathered per agreed indicators/formats should be properly communicated to the relevant institutions for necessary action.

2. Functioning of the LCLMS

- **Inspection.** At the local or community level, district and county level, regular observations/visits are used to identify children/hazards in the workplace.
- **Evaluation.** Verifies the worst forms of labour or risks to which children are involved or exposed and whether these risks are managed properly.
- **Withdrawal/Referral.** Immediately removes children from WFCL and refers them to social services.
- **Verification.** The LCLMS is used as a control measure to see if victims' children have left CL and/or been sent to school (or other).
- **Alliance formation.** At the national level, the LCLMS puts into action all organizations holding a legal mandate, skills, and access for monitoring.
- **Organization.** Assigned in the follow-up process is a mission and role to the best-equipped organization.
- **Information circuit.** Information circulates in the form of a pyramid from the local, district, and county levels to the national level to identify and assist children at risk or victims of WFCL.
- **Basic unit or focal individual.** A focal point whose mission at the local level is to compile and transmit the database's data.
- **Central unit.** This focal point at the national level is responsible for analyzing, centralizing, and disseminating information gathered from the database.

Ultimately, the LCLMS is an integrated approach to combating CL.

3. Operational Structures of the LCLMS

Implementing the LCLMS is done through two operationalization components. These are the administrative and database components.

a. Administrative Component

The Administrative Component of the LCLMS is the hierarchical system of Child Labour Committees from the local level through the district, county, and national levels. Thus, at the national level, there is the NSCCL, at the district level, the District Welfare Committees (DWCs), and at the county level, the County Welfare Committees. At the community level, the Community Welfare Comity (CWC). Generally, the role of these Committees is to provide supervision, coordination, and management of the LCLMS operations at their respective levels.

Community Level

Community Welfare Committee (CWC). At the community level, the LCLMS administrative structure will be composed of the existing local monitoring team called the Community Welfare Committee (CWC). The Committee will be chaired by either the Assemblyman or a Key Opinion leader in the community, with the Traditional Leader playing an active role.

Composition of the CWC. Membership of the CWC will be made up of relevant social partners depending on the size of the community. The membership of the CWC shall include:

- Representative of the Traditional Leaders
- Town chiefs
- Religious leaders (Pastors and Imams)
- Chair ladies
- Teachers
- Representative of School Management Committee/Parent Teacher Association (PTA)
- Youth Group
- Women's Association
- Trade organization
- Children's representative
- People with disabilities

The Roles and Responsibilities of the CWC include:

- Developing and implementing CWC Action Plans.
- Creating awareness and sensitizing the community on CL and the importance of children receiving an education.
- Undertaking community surveillance, identification, and assessment of children in/at risk of all forms of CL.
- Collecting and analyzing data on children in/or at risk of all forms of CL.
- Referring all forms of CL cases for remediation and ensure that children get the support needed.
- Tracking to ensure the sustainability of remediation efforts.
- Transmitting the data to the District Child Welfare Committee through the Labour Inspector/Labour commissioner.
- Instituting community rules, regulations, and sanctions.

District Level

DWC. The DWC implements the activities of the LCLMS at the district level. Chaired by the Labour Inspector, it is composed of the following:

- MGCSP
- Child Welfare Officer

- MOL Labour inspectors
- MOE
- PTA focal person
- MOJ
- MOA
- Police/WACPS
- MOH
- Trade Union
- Children forum
- Youth group
- Women group
- Religious (Pastors & Imams)
- CSOs
- Media,
- Etc...

The Roles and Responsibilities of the DWC include:

- Overseeing the effective implementation of the DWC Program for the Elimination of Child Labour, Hazardous Labour, Forced Labour, Human Trafficking, and other forms of Child Labour.
- Supervising data collection, collation, verification, and analysis for use in the district and for onward submission to the Labour Commissioner.
- Facilitating the mainstreaming of CL into the Labour Development Plans
- Reporting to the County Welfare Committee through the Labour Commissioner.
- Developing awareness and sensitization on CL.
- Organizing data collection at the district level.
- Utilizing the LCLMS information in the provision of social services (policy, social planning, education, health, law enforcement, etc.).

County Level

Child Labour Monitoring Committee. At the county level, the CPN will be the implementing agency of the LCLMS. The LCLMS will be located within the County Labour Office, which will be responsible for the day-to-day management of the system. In the absence of a Labour Office, the County Social Welfare office will serve as the focal point.

At the county level, the LCLMS administrative structure chaired by the County Labour Commissioners (CLCs) is composed of various line ministries and agencies, CSOs, and local and international NGOs. Relevant government line agencies:

- MGCSP
- MOH
- MOE
- MIA
- MOI
- MOJ

Employers' and workers' organizations:

- Workers unions
- Employers' Associations

CSOs:

- Media
- Community-based organizations (CBOs)
- International non-governmental organizations (INGOs)/NGOs
- Children Parliament
- Religious group
- Youth group
- Women group, etc...

The roles and responsibilities of the Child Labour Monitoring Committee include:

- Overseeing the effective implementation of the County Program for the Elimination of Child Labour, Hazardous Labour, Forced Labour, and Human Trafficking.
- Facilitating the mainstreaming of CL into the County Development Plans and advocating for resources for CL interventions in the County Administration.
- Planning and facilitating the setting up of CWCs in communities.
- Supervising data collection, collation, verification, and analysis for use in the county and for onward submission to the Division of Research and Statistics of the MOL.
- Facilitating the establishment and/or enforcement of relevant CL laws and by-laws.
- Utilizing the LCLMS information in the provision of social services (policy, social planning, education, health, law enforcement, etc.).

National Level

National Steering Committee on Child Labour (NSCCL). The NSCCL is the highest policy advisory body on CL issues in Liberia. It is a multi-stakeholder, national-level institution that oversees and provides guidance and overall coordination of the NAP for the Elimination of Child Labour in Liberia, including the implementation of the LCLMS.

The NSCCL facilitates effective inter-ministerial and institutional cooperation among the institutions with a relevant mandate toward the elimination of CL. The NSCCL also reviews and advises on the implementation of all CL interventions by all partners. The NSCCL is chaired by the Minister of Labour, with the Child Labour Division as its Secretariat.

The NSCCL meets monthly. Throughout the year, it works with the CLMS working group whose key responsibilities are to oversee and monitor the progress of the National Child Labour Elimination Program in addressing CL, FL, and HT in the respective sectors and to identify policy options and measures required to sustain impact and expand coverage of target groups in all identified sectors.

The terms of reference of the working group are as follows:

- Mobilize and coordinate resources, including written commitment of collaborating entities for their representatives to the CLMS Working Group;
- Conduct a regular meeting of CLMS members;
- Advocate and lobby at national level for support of regional efforts on CLM;
- Develop reporting templates for various levels, such as district and community, and conduct training on the use of templates;
- Develop a referral pathway;
- Develop and put into place reporting guidelines;
- Ensure capacity building training for various actors in the CL spectrum;

- Monitor all CL practices in Liberia and take measures to correct such practices;
- Ensure the establishment and management of a national database on CL-related issues/cases;
- analyze data, identify relevant cases, and follow up on all CL cases to their logical conclusion, including following an established referral pathway;
- Undertake periodic field visitation;
- Develop a communication strategy;
- Organize and undertake awareness-raising campaigns on CL; and
- Do quarterly reporting.

Membership of the NSCCL comprises the following categorized institutions, represented by officers of the directorate class (See below, Table 4).

The roles and responsibilities of the NSCCL include:

- Providing policy guidance for activities aimed at eliminating CL in the country'
- Ensuring the achievement by the government and responsible agencies of the objectives and targets set by the NAP;
- Playing a leading role in advocacy for the elimination of CL;
- Monitoring and periodically reviewing and evaluating the implementation of the NAP to ensure the achievement of objectives;
- Reviewing and endorsing projects and activities aimed at addressing CL in Liberia;
- Advising on human resources and technical needs of key institutions dealing with CL;
- Providing leadership in resource mobilization to support national efforts to eliminate CL; and
- Reviewing national LCLMS and National Child Labour Progress Reports;
- Making recommendations for national social policy planning and international reporting; and
- Ensuring that social protection is enhanced by all stakeholders (mainstreaming CL into social protection).

Table 4 below summarizes the composition and functions of the various LCLMS Committees.

Table 4. Composition and functions of LCLMS committees

Administrative structure	Secretariat	Composition	Functions
Community Level			
CWC	Town Chief of the CWC	<ul style="list-style-type: none"> • Representative of the Traditional Leaders • Town chiefs • Religious leaders (Pastors and Imams) • Chair ladies • Teachers • Representative of School Management Committee/Parents and Teachers' Association • Youth Group • Women's Association • Trade organization • Children's representative 	<ul style="list-style-type: none"> • Developing and implement CWC Action Plans • Creating awareness and sensitize community on CL and the importance of education • Undertaking community surveillance, identification, and assessment of children in / or at risk of the CL • Collecting and analyzing data on children in / or at risk of the CL • Referring CL cases for remediation and ensure that children get the support needed • Tracking to ensure the sustainability of remediation efforts • Transmitting the data to the district through the Labour Officer • Instituting community rules, regulations, and sanctions.
District Level			
DWC	District Labour Inspector/Social Welfare Officer	<ul style="list-style-type: none"> • MOGCSP • Child Welfare Officer • MOL labour inspectors • MOE PTA focal person • MOJ • Police/WACPS • MOH • Children forum • CSOs • Media • MIA 	<ul style="list-style-type: none"> • Overseeing the effective implementation of the DWC Program for the Elimination of Child Labour, Hazardous Labour, Forced Labour, Human Trafficking, and other forms of Child Labour • Supervising data collection, collation, verification, and analysis for use in the district and for onward submission to the Labour Commissioner. • Facilitating the mainstreaming of CL into the Labour Development Plans • Reporting to the County Welfare committee through the Labour Commissioner. • Developing awareness and sensitization on CL. • Organizing data collection at District level. • Utilizing the LCLMS information in the provision of social services (policy, social planning, education, health, law enforcement, etc.).

Administrative structure	Secretariat	Composition	Functions
County Level			
County Welfare Committee	CLC/County Level Gender Officer	a) Central County Administration <ul style="list-style-type: none"> • CLCs • County Planning Coordinating Unit • Planning and Budget Officers • Presiding Member • Conveners of the Social Services Justice and Security and Women and Children Sub-Committees b) Relevant Government Line Agencies <ul style="list-style-type: none"> • MOGCSP Coordinator • MOH • MOE CEO • MIA • MOI • MOJ c) Employers' and Workers' Organizations: <ul style="list-style-type: none"> • Workers unions • Trade Associations d) CSOs: <ul style="list-style-type: none"> • The Media • CBOs • INGOs/NGOs • Children Parliament 	<ul style="list-style-type: none"> • Overseeing the effective implementation of the County Program for the Elimination of the Child Labour, Hazardous Labour, Forced Labour, Human Trafficking, and other forms of Child Labour • Facilitating the mainstreaming of CL into the County Development Plans and advocate for resources for CL interventions in the County Administration. • Planning and facilitating the setting up of CWCs in communities. • Supervising data collection, collation, verification and analyses for use in the county and for onward submission to Labour Department of the MOL. • Facilitating the establishment and/or enforcement of relevant CL laws and by-laws; and • Utilizing the national CLMS information in the provision of social services (policy, social planning, education, health, law enforcement, etc.).
National Level			
NSCCL	Child Labour Unit of the Labour Department	a) Major government agencies concerned with the welfare of children and the elimination of CL: <ul style="list-style-type: none"> • MOL (chair) • MOGCSP • MOE • MOH • MIA • MOI • MOJ • Ministry of Agriculture • MYS • LIS • LNP • Legislative Reform Committee b) Social Partners <ul style="list-style-type: none"> • Liberia Employers' Association (LEA) • Liberia Workers Union c) CSOs active in the field of CL <ul style="list-style-type: none"> • Verité and Lawyers without Borders • Children Against Force Labour • Community Watch Forum d) International Development Partners (observers) <ul style="list-style-type: none"> • ILO • United Nations Children and Education Fund • International Organization on Migration 	<ul style="list-style-type: none"> • Providing policy guidance for activities aimed at eliminating CL in the country. • Ensuring the achievement by the government and responsible agencies of the objectives and targets set by the NAP. • Playing a leading role in advocacy for the elimination of CL. • Monitoring and periodically reviewing and evaluating the implementation of the NAP to ensure the achievement of objectives. • Reviewing and endorsing of projects and activities aimed at addressing CL in Liberia. • Advising on human resources and technical needs of key institutions dealing with CL. • Providing leadership in resource mobilization to support national efforts to eliminate CL. • Reviewing national LCLMS and National Child Labour Progress Reports. • Making recommendations for national social policy planning and international reporting. • Ensuring that social protection is enhanced by all stakeholders (Mainstreaming CL considerations into social protection).

4. Specific Roles of the LCLMS Partners

To enhance participation and collaboration among LCLMS partners, each partner is given explicit responsibilities to perform. These responsibilities have been agreed to by all the stakeholders. Table 5 below shows the specific roles of the main partners of the LCLMS.

Table 5. Roles of the key LCLMS actors at the various levels

Item	Partner Agencies	Roles and Responsibilities
Community Level		
1.	Community Monitors (members of the CWCs with adequate literacy and numeracy capacity)	Observation of work places, data collection (recording) on identified children, submission of data to CWC and onward submission to the Labour Inspector DWCs, removal and referral of affected children to social service providers. Also engaged in school-based monitoring
2.	Civil Society Organizations (CSOs)	Awareness raising/sensitization and advocacy on CL issues
3.	Community Advocates (members of the LCLMS who are known opinion leaders of the community)	Awareness raising and sensitization on CL, community surveillance, enforcement of community regulations, liaison with District Assembly
4.	General Community	Involvement in social action against CL.
District and County Level		
5.	Labour Inspectors	LCLMS focal Office: Coordination, labour inspection, LCLMS data management
6.	District Welfare Office	<ul style="list-style-type: none"> Focal Office (where there is no Labour Office) Support for referral services
7.	District Education Office	Provision of educational services to prevented and withdrawn children/ coordinating school-based LCLM
8.	Trade Union/Cooperative	Awareness and Advocacy on workers' rights and the promotion of decent work for adults
9.	Faith-Based Organizations (FBOs)	Awareness raising; advocacy
10.	Civil Society Organizations (CSOs)	Referral services: satisfactory and sustainable alternatives
11.	District Police Service	Prosecution of CL offenders and law enforcement
12.	District Statistical Office	Support in the compilation, verification, entering, cleaning, analysis, and the production of the district LCLMS reports.
13.	Traditional Authorities	Designing and implementation of community regulations and sanctions; advocacy, social mobilization
National Level		
14.	Ministry of Labour (MOL)	Overall management (administration and coordination) of the LCLMS.
15.	Ministry of Gender, Children and Social Protection (MGCSP)	Advocacy, referral, and social protection services
16.	Ministry of Education (MOE)	Among other things, the MOE will mainstream and apply LCLMS tools and provide relevant school level data. Assist to establish a teachers network for the implementation of the LCLMS
17.	Ministry of Finance and Development Planning (MFDP)	Budget allocation for CL activities
18.	Ministry of Justice (MOJ)	Surveillance, arrest, and prosecution of CL offenders.

Item	Partner Agencies	Roles and Responsibilities
19.	National Development Planning Commission	Incorporate LCLMS in the National Planning, Monitoring and Evaluation Framework.
20.	Liberia Employer's Association (LEA)	Prevent CL and support the mobilization of resources for the implementation of the LCLMS.
21.	Ministry of Health (MOH)	Provide medical services
22.	Ministry of Internal Affairs (MIA)	Coordinates with locals, mobilize, and promote awareness
23.	Ministry of Information (MOI)	Awareness raising/sensitization on CL issues
24.	Child Labour Division of the MOL	Coordination of functional linkages of key partners and capacity building of partners
25.	Ministry of Agriculture	Integrate the implementation of the LCLMS into the plans of the Extension Services Directorate.
26.	Development Partners	Providing technical and financial supports to complement government efforts on CL interventions
27.	Liberia Institute of Statistics and Geo-information Services	Support in the compilation, verification, analysis, and the production of the National LCLMS reports.
28.	Civil Society Organizations (CSOs)	Carry out advocacy, hold government accountable for the implementation of the NAP and lobby for resources

5. Data Management Component

The database component of the LCLMS comprises the processes, procedures, and actors involved in the generation and management of CLM data.

Community-Level Data Collection. At the community level where CWC exist, partners will make use of the data; in the absence of the Town Chief, data will be administered by community actors.

A combination of household and workplace approaches will be adopted in the identification of children in or at risk of CL. Community Monitors (members of the CWCs) will be involved in the observing workplaces, collecting data (recording) on identified children, presenting the data to CWC, forwarding submissions to DWCs, and referring affected children to social service providers. They will also be engaged in school-based monitoring and the monitoring of other places where children may be found. The Community Monitors shall be members of the CWCs with the requisite skills and availability, such as teachers and others in the community.

District-Level Data Management. The District Labour Office with support from the CWC office shall be responsible for the management of the district LCLMS data. Partners will share their data with the districts through the appropriate and available forms that this CLMS-SOPs document will develop (See Appendix). The Labour Office will be provided adequate assistance from the DWCs to process and analyze LCLM data from the communities and include it in the district CL report to be prepared by the District Labour Inspector.

County-Level Data Management. The County Labour Office shall be responsible for the management of the district LCLMS data. Partners will share their data with the counties through the appropriate and available form that this CLMS-SOP develops (see Reporting Tool 4). The Labour Office will be provided with adequate assistance from the County Welfare Committees to process and analyze LCLMS data from the communities and include it in the county CL report to be prepared by the CLC.

National-Level Data Management. At the national level, the Assistant Minister for Research and Statistics shall collect, collate, and compile LCLMS data from the various county labour offices and partners/agencies. These shall be analyzed to produce a LCLMS integrated report.

6. Incidence and Performance Indicators

a. Incidence Indicators

Children in WFCL

The number of children engaged in WFCL by classification:

- Number of children in slavery or slavery-like conditions (child trafficking, debt bondage, ritual servitude, armed conflict)
- Number of children in Commercial Sexual Exploitation of Children and pornographic performances
- Number of children in illicit activities (drug production and trafficking)
- Number of children below 18 years engaged in hazardous work

Children in CL

- Number of children in CL
- Number of children below 13 years engaged in work
- Number of children below 15 years engaged in employment

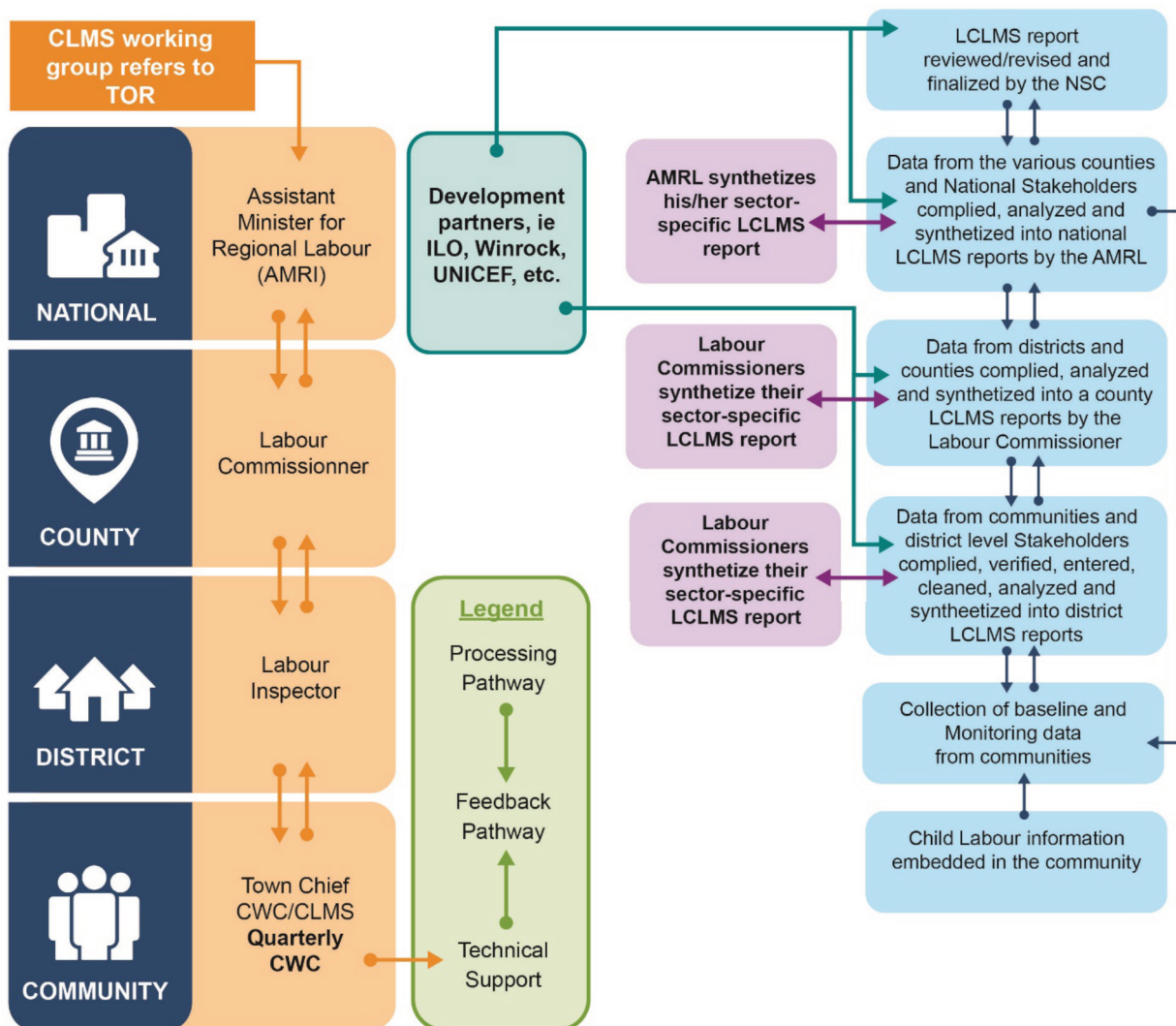
Children at risk

- Number of children at risk
- Number of children below 13 years out of school
- Number of children from very poor families
- Number of children of migrant families
- Number of children who are not living with any of their biological parents
- Number of children in school with poor attendance and performance
- Number of children below 18 years but married
- Number of children found in priority hazardous sectors

b. Performance Indicators

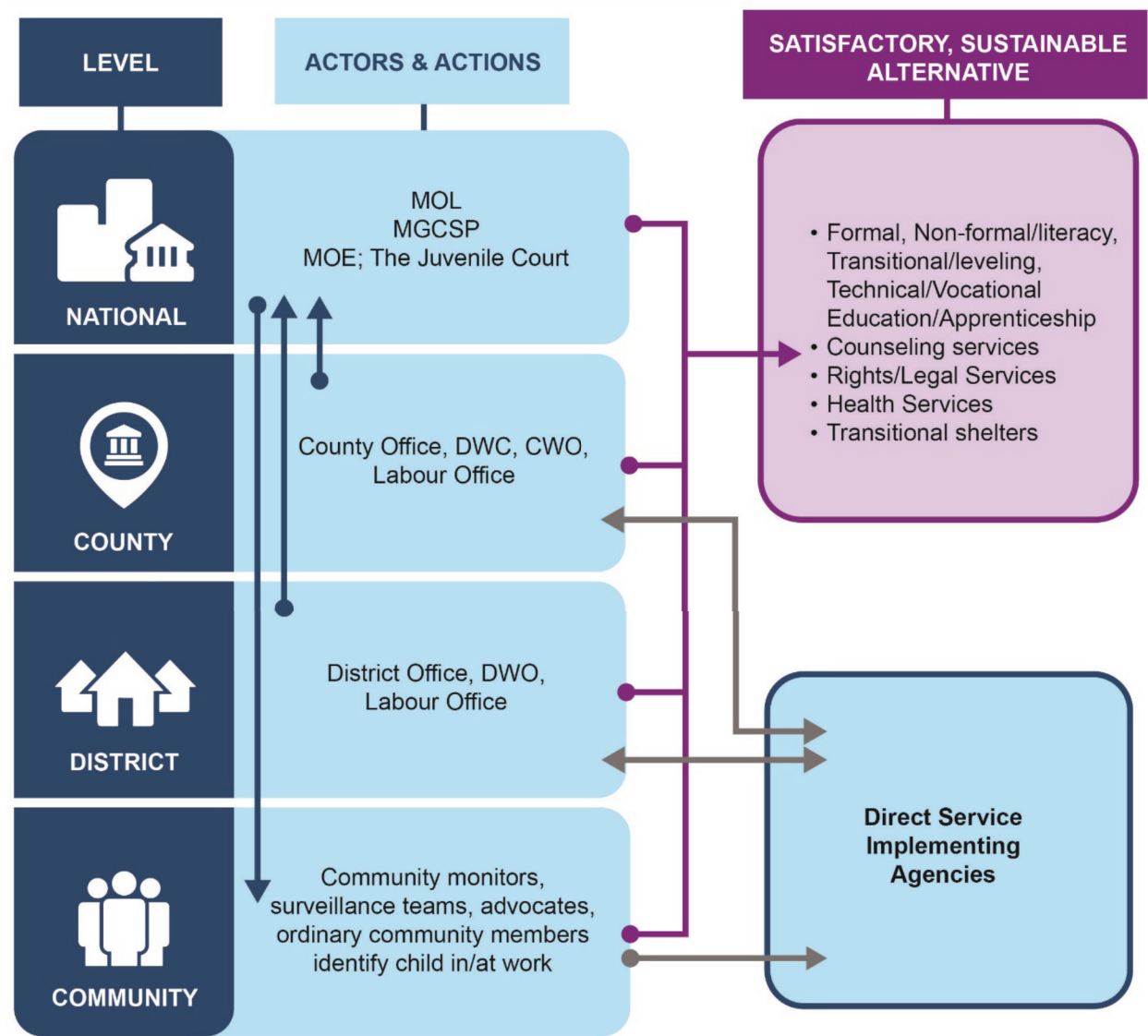
- Functional national LCLMS database to be established
- Number of mandated institutions with capacity to deal with CL
- Number of institutions with planned interventions on CL
- Number of planned CL interventions executed
- Number of institutions with actual budgets on CL interventions
- Number of unconditional CL cases prosecuted
- Number change in the incidence of the CL
- Number of children prevented or withdrawn from CL and provided with social services

Figure 1: Data Collection and Processing Pathway



The referral system consists of the mechanisms by which children removed from all forms of CL are linked to alternative, satisfactory, and sustainable services. These services are usually education in the form of school or vocational training. The diagram below shows the nature of the referral system under the LCLMS.

Figure 2: Referral System



7. Linkage of the LCLMS with Relevant Institutions

In addition to the above, it is important to describe the various roles of partners in the LCLMS. These roles depict the multi-dimensional inclusive approach for the implementation of the LCLMS.

a. NACOMAL

NACOMAL is a core partner in the implementation of the LCLMS. Its role is at the national policy planning level. Along with the CL working group, it has actively started implementing activities against CL issues in the field. NACOMAL will continue to mainstream CL into the national development agenda and achieve the NAP goals.

b. Labour Inspectorate Division

The Labour Inspectorate Division is the fulcrum of the LCLMS. At the district level, Labour Inspectors will carry out workplace monitoring, checking both formal and informal establishments to ensure that children are not in illegal employment. To overcome the challenge posed by poor administrative infrastructure and logistics, the Division will train volunteer community-based monitors who will carry out CL inspection at the community level. The Division will serve as the focal agency at the district level and will also be directly responsible for the compilation and analysis of LCLMS data from the communities; it is the vital link between community monitoring and district monitoring and will liaise with the DWCs and the Local Government Authority, facilitating the application of LCLMS information in social planning and law enforcement. The District Labour Inspectors will submit their reports to the County Labour Office, copying the County Gender Coordinator. At the national level, through its Child Labour Unit, the Division will coordinate the network of LCLMS partners, ensuring that stakeholders are functionally linked and sectoral LCLMS data and information are well integrated into a national LCLMS report.

c. County Gender Coordinator

The County Gender Coordinator is a key functionary in the LCLMS. With a national mandate of inspecting informal workplaces and enforcing child protection and welfare laws, in the absence of a Labour Office, it will be responsible for both data management and the receipt of referrals of CL cases for determination and provision of appropriate social services. The County Gender Coordinator will also promote networking and coordinating of the district-level LCLMS partners. In collaboration with the DWC, the Coordinator will promote CL advocacy through awareness-raising activities and community mobilization.

d. Employers' Organizations and Organized Labour

The relevant workers' organizations will prominently partner with the LCLMS. Their organizational skills will facilitate the actions of CWCs for the effective identification and referral of victims of CL to alternative services. They will also strengthen the capacity of workers, including farmers, fishermen, miners, and teachers to prevent the exploitative use of children as substitutes for adult labour. At the national level, the LEA will actively engage in monitoring CL through the establishment of standards. The Codes of Conduct developed for its members will be effectively applied to enhance the abolition of CL in their workplaces.

e. Education Sector

In the communities, school teachers and students will be actively involved in identifying children engaged in or at risk of CL, FL, and HT. Through the class registers, teachers will pay special attention to children enrolled but irregular in school. The capacity of students will be built to provide information on the possible reasons for the absence of their peers. Children absent because of CL will be noted. In addition, teachers will help in the identification of children at risk, such as children who are currently regularly attending school but may drop out because of a lack of school supplies. In many communities, teachers will be key members of the CWC and will be committed to educating parents and raising their awareness of the negative consequences of CL and the benefits of education. Teachers will also play key roles in

counseling children returned to schools after being withdrawn from situations of CL. The District Education Officer will carry out periodic school inspections to check the effects of CL on school attendance and take remedial measures. The PTA will be involved in efforts at the national level to integrate CL concerns into the national Education Monitoring Information System.

f. Human and Child Rights Organizations

Officers of the human and child rights organizations will be members of the DWCs. Their role includes the provision of information on CL, FL, and HT cases tantamount to human or child rights abuse and to aid the provision of justice to victims. They will ensure that parents withdraw their children from CL and send them to school in addition to providing for their basic livelihood. At the national level, they will be involved in the education and advocacy against CL, FL, and HT and play a key role in the NSCCL. They will strengthen the inclusion of CL in its Annual Human Rights Reports.

g. Law Enforcement

One of the key purposes of the LCLMS is to enhance law enforcement against CL. Thus, the LNP, especially the WACPS, will be actively involved in community and workplace inspections and advocacy programs. Their presence will be strategic in sending warning signals to would-be CL perpetrators. They will independently identify and receive referred CL cases for judicial processing.

h. Local Government

The District Committees are the implementing agencies of the LCLMS in their areas of jurisdiction. The DWCs will be established by the District Assemblies and be responsible for the day-to-day management of the LCLMS in the district. The District Labour Inspector, or the Social Worker Supervisor in its absence, will be the focal agency for coordinating the LCLMS in the district. Thus, information from workplace monitoring, school monitoring, child rights monitoring, child welfare monitoring, and others will be compiled, analyzed, and integrated into LCLMS reports by the focal agency. Where it exists, the Labour Information Branch of the Labour Division will work together with LCLMS functionaries to ensure that quantitative LCLMS data collected from the community is collated, checked for quality, and entered into a computerized system at the county level. Also, at the county level, an initial analysis of the data will be conducted. The output will be used to inform county-level planning.

i. CSOs (NGOs, Media, Children's Organizations)

In every district, NGOs will provide direct services to children in or at risk of CL, FL, and HT and will also be involved in the LCLMS. They will play key roles in verifying identified victims of CL who qualify for social services. They will also help track beneficiaries to ensure that services provided are satisfactory, well utilized, and sustainable.

The media will be deeply involved in CLMS by providing critical visibility to unconditional and CL and educating and mobilizing the society to support the fight against it. They will continue to play a role in improving the investigating and reporting of CL violations and interventions.

Children are key partners in the LCLMS implementation. In community schools, they will help identify peers involved in CL and raise awareness among teachers and students. Nationally, child-based advocacy groups will play an active role in calling national attention to the menace of CL and the need to provide adequately for the welfare of the child.

j. Community Participation and Ownership

Community participation is a critical ingredient in the LCLMS. Community agencies, including schools, churches, women and youth groups, informal employers' associations, and key community actors such as school teachers, assemblymen/women, Unit Committee members, workers'/employers' groups, parents, religious leaders, and social workers will be trained in the LCLMS. This will enable them to participate in community surveillance, identification, prevention, withdrawal, and referral of children in or at risk of CL. They will also conduct awareness-raising and social mobilization activities,

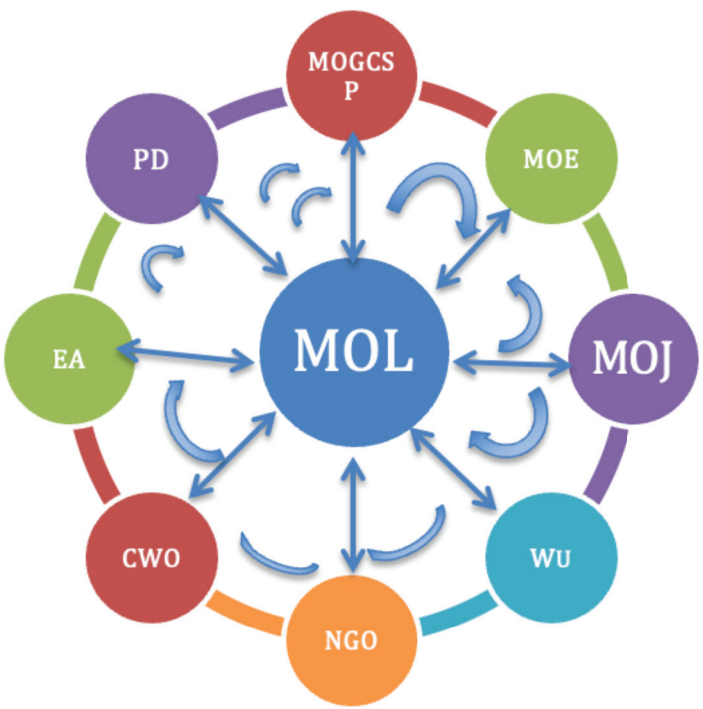
promote the development and enforcement of the district by-laws and their own community rules and regulations, and advocate for increased action against the exploitation of children.

8. LCLMS Management and Coordination Mechanisms

There will be a network of more than 15 central organizations involved in the monitoring of CL. These organizations, including government agents, employers’ associations, organized labour, and CSOs, will be functionally linked in an active national stakeholder forum coordinated by the MOL through NACOMAL. The coordination will be done through assigning institutional mandates, roles, and responsibilities to each partner; sharing knowledge and experience; and participating in periodic joint review meetings. At the national level, key partners will be aware of the various interventions and have access to a multi-sectoral resource provision that informs their respective LCLMS efforts and prevents unnecessary duplication.

The diagram below depicts the functional linkages expected between LCLMS partner agencies and the coordination role of the MOL through its Child Labour Division or NACOMAL.

Figure 3. Functional linkages between LCLMS partners



Key:
Joint Action: Information Sharing:

9. Reporting Mechanisms

The reporting mechanisms are the technical operations consisting of collecting, processing, and analyzing the data resulting from LCLMS actions. Using the reporting mechanisms, individuals with well-defined roles will act under the supervision of people at each level of the LCLMS.

a. Actors and Responsibilities from the Community Level

At the community level, the community-based monitors from the CWC are in charge to administer Collection Tools 1, 2, and 3 that include the baseline questionnaire (for households), monitoring questionnaire (for children in CL and those at risk), education/skills training questionnaire (for head of an institution), and a workplace questionnaire (for employers). See Appendices 6-11.

Specifically, the community-based monitors do the following actions:

- Identify the persons/structures to be interviewed
- Organize and supervise data collection
- Conduct interviews when necessary (with the tools mentioned above)
- Check transcribed interviews and completed questionnaires
- Request feedback in the field in case of poorly informed questionnaires
- Conduct counter-investigations
- Fill in the various questionnaires
- Complete the questionnaires returned by the district labour inspectors
- Send the completed sheets to the district labour inspectors
- Collate community data and submit to DWCs through labour inspectors using the Community Monitor Transmission Slip form (See Appendix 13)

b. Actors and Responsibilities from the District Level (District Labour Inspectors)

At the district level, the District Focal Person (Labour Inspector) will use Reporting Tool 4 (District Labour Inspector Transmission Slip) to complete his LCLMS report (See Reporting Tool 2: Monitor Transmission Slip).

Specifically, the Labour Inspector will:

- Organize the collection of data on the entire district
- Consolidate the activity reports of the Town Chiefs
- Centralize and transmit questionnaires from the different communities/neighborhoods from the district level
- Collate district data (including data from the communities and the sector agencies)
- Verify the data
- Enter the data into district's software database
- Clean the data
- Analyze the data and generate the DWC LCLMS report to inform the local government authorities
- Submit the verified data sets to the county office and write activity report using the "District Labour Inspector Transmission Slip" form (see Appendix 15).
- Disseminate District LCLMS report to partners and stakeholders (i.e., the communities, line agencies, local donors, NGOs, CSOs, etc.)

c. Actors and Responsibilities from the County Level

At the county level, the CLC coordinates the collection of data from the Town Chief, processing and analyzing at the county level. The CLC's duties are to:

- organize the collection of data on the whole county;
- consolidate the activity reports of the districts;
- capture and transmit data centrally to the national level;
- collate county data (including data from the districts and the sector agencies);
- verify the data;
- enter the data into county's software database;
- clean the data;
- analyze the data and generate the county LCLMS report to inform local government social development planning;
- submit the verified data sets to the national office;
- write activity reports by using the "County Labour Commissioner Transmission Slip"; and
- disseminate county LCLMS report to partners and stakeholders (i.e., the communities, line agencies, local donors, NGOs, CSOs, etc.).

d. Actors and Responsibilities from the National Level

At the national level, the AMRS has the mission of coordinating the design, collection, management, and analysis of the LCLMS.

As such, it is responsible for:

- centralizing data collection tools designed from this SOPs;
- supervising data collection of national, county, district, and community level;
- drafting periodic reports on LCLMS activities;
- managing the LCLMS database;
- receiving data from all counties and sector agencies and compiling a national CLMS data set (reviewing and verifying the data);
- analyzing the national data and generating a national CLMS report; and
- submitting LCLMS report to the NSCCL and other relevant government agencies.

The data collection, processing, and analyzing mechanisms are summarized in Tables 6 and 7.

Table 6. Data Collection Matrix

Level	Tools (key target)	Data Collector	Some Major Outputs	Frequency
Community	Community Registers (baseline questionnaire, household)	Community-based monitors	1. Community Register 2. The initial number of children suspected to be in CL 3. The initial number of children suspected to be in CL, FL, and HT 4. The initial number of children suspected to be at risk of CL	Once
	1. Monitoring questionnaire (children in CL or at risk) 2. Education/skills training (head of institution) 3. Workplace (Employer)		1. Number of children in or remaining in CL 2. Number of children at risk or remaining at risk of CL	Quarterly
District	Heads of Institutions	District Focal Person (Labour Inspector)	Nature and impact of DAs sectoral interventions	Every 5 months
County	Heads of Institutions	County Focal Person (Labour Commissioner)	Nature and impact of CAs sectoral	Every 5 months
National	Heads of Institutions	National Focal Person	Nature and impact of national sectoral interventions	Half yearly (Every 6 months)

Table 7. Data Processing Matrix

Level (Manager)	Activity	Actors	Outputs
CWC	Collate community data and submit to DWCs through LI	CWC	Community CLM data submitted to DWCs through LI
DWC	<ul style="list-style-type: none"> Collate district data (including data from the communities and the sector agencies) Verify the data Enter the data into district's software database Clean the data Analyze the data and generate DWCs LCLMS report to inform local government social development planning Submit the verified data sets to the county office Disseminate district LCLMS report to partners and stakeholders (i.e., the communities, line agencies, local donors, NGOs, CSO, etc.) 	DWCs (Labour Inspector/Social Welfare Officer) (Planning/statistical office)	DWCs LCLMS report produced. Verified dataset submitted to County office
County Welfare Committee	<ul style="list-style-type: none"> Collate county data (including data from the districts and the sector agencies) Verify the data Enter the data into county's software database Clean the data Analyze the data and generate CWCs national CLMS report to inform local government social development planning Submit the verified data sets to the national office Disseminate county LCLMS report to partners and stakeholders (i.e., the communities, line agencies, local donors, NGOs, CSO, etc.) 	CWCs (Labour Commissioner/Social Welfare Officer) (Planning/statistical office)	CWCs LCLMS report produced. Verified dataset submitted to National office
National (Labour Dept.)	<p>Receive data from all counties and sector agencies and compile a national CLMS data set</p> <ul style="list-style-type: none"> Review and verify the data) Analyze national data and generate national CLMS report Submit LCLMS report to the LSCCL and MOL 	Labour Department	A national CLMS database A national CLMS report

In summary, four types of reports will be developed:

- **A district operational report.** This report will be prepared quarterly at the district level by the District Labour Inspector.
- **County CLMS reports.** These reports will be prepared by the CLC every six months. The report will contain analytical information on the CL situation in the districts; will use data from the community and district CL focal points and surveillance mechanisms; and will indicate new developments regarding CL, the progress and difficulties in implementing community and district activities, and the outcomes of interventions.
- **Agency CL progress reports.** These reports will be prepared by key ministries, departments, agencies (MDAs), and CSO partners every six months. The reports will provide information on progress and difficulties in implementing their action plans, the outcomes of their interventions, and new tools and good practices for addressing CL issues, etc.
- **National child labour progress report.** The national report will be prepared annually by the CL Division. The report will provide information on the implementation of the NAP, which indicates the progress made, the difficulties and challenges encountered, CL trends, and emerging issues, etc. The report will also include, as appropriate, information drawn from the county CLM reports.

These reports will be circulated widely among key stakeholders and will provide the basis for monitoring at different levels of the implementation of the NAP. (See technical aspects of reporting mechanisms and tools in Section III, Part D).

D. CHILD LABOUR MONITORING SYSTEM TOOLS

1. Presentation of Monitors

CLMS monitors are members of the community or anyone who is tasked with collecting basic data and participating in the activities of the CLMS. Within the community, monitors are selected and trained in the methodology of collecting CL data. These members include members of the CWC-CLMS.

2. Ethical Considerations

In any type of investigation, ethical considerations emerge both before and during fieldwork. Given the sensitive nature of CL, these ethical issues are of particular importance.

To mitigate these concerns, monitors are identified at the local level, which allows for:

- ensuring that the system is integrated into the environment;
- establishing a reinforced trust between the monitor and the community; and
- understanding better the contours of the CL issue locally.

Nonetheless, ethical questions remain even though collectors are designated within the community.

a. Respect for Cultural, Tradition, and Customs

Before conducting fieldwork, any required approval from the local government and traditional authorities should be obtained. Cultural diversity, minority populations, and the local norms of dress and behavior must be respected along with social and religious practices, customs, and, if possible, eating habits.

b. Informed Consent

No interview should be conducted without prior consent. Before conducting the survey, all interviewees should be informed of the interview procedures and asked for their consent.

c. Voluntary Consent

Respondent participation in data collection should be voluntary, and no one should be forced to consent.

d. Protection of Respondents

Care should be taken to avoid putting the respondents in an uncomfortable situation in which they could suffer emotional or physical harm.

e. Respect for Privacy

Respondents' privacy should not be violated by making them answer insensitive questions that they would prefer not to answer. Monitors must reassure respondents of the scope of data collection by pointing out that this is not a control or police operation but rather a development problem.

f. Confidentiality

Monitors should respect the confidentiality of the responses. If the respondent is reluctant to answer specific questions or asks how the information will be used, the monitor should explain how the information will be used and the confidentiality measures. Unless the respondent requests it, the interview should not be conducted in the presence of external people or other respondents. Monitors should avoid storing any information that could be used to identify an individual survey participant unless necessary. The confidentiality clause appears as a reminder on every questionnaire to emphasize its importance to the instructors:

"Note: The information provided by the respondent shall be treated with absolute confidentiality and shall not be used for any purpose other than that of the child labour monitoring and surveillance system"

g. Avoid Raising Unrealistic Expectations

Monitors should clearly explain to respondents what will be done with the information collected. Do not make promises about improving their situation as consequence of the investigation.

h. Compensation for Responses

As a general rule, no respondent should be compensated for his/her participation in an investigation. In the best interests of the child, when the investigator becomes aware of any threat (e.g., untreated bodily harm, bruises) to a child, this should be reported to the local committee despite promises of confidentiality made to the child being investigated or to the family. In some cases, immediate actions should be taken to remove the child from the harmful situation.

i. Neutrality

It is extremely important that the instructor remains neutral toward the themes of the interview. Thus, he should not show his surprise, approval, or disapproval of the respondent's response in any way and should not suggest answers to respondents.

j. Integrity and Conscientiousness

Monitors must do their jobs honestly and ethically. Under no circumstances shall they claim or demand material or financial compensation for the work performed. Interviewers must not be corrupted or allowed to be corrupted and they do not replace local authorities or procedures.

k. Access to Respondents

The monitor's first task is to establish contact with the respondent. The facilitator must ensure that respondents are available to be interviewed. The interviewer should first introduce himself and then state the purpose of his visit, the benefits of the action, and why it is in the interviewee's best interest to share his/her experience with the interviewer. After these clarifications, he will politely request a time for the interview. An appointment can then be made. He must have a good outfit (simple and clean) and a non-suspicious attitude: the first impression of the interviewer will determine the attitude of the interviewee. Alternatively, if the person to be interviewed is reluctant to meet with the monitor, the moderator may contact the Chair or any other member of the Committee. This approach will primarily aim to reassure the respondent.

l. Interview

The monitor should ask the questions as they appear in the tools. The monitor should ask for clarification if an answer differs from other answers by asking indirect questions or several additional questions to get a complete answer to the initial question. Nevertheless, these new issues should be neutral and not distract from the original objective. Occasionally, the respondent may evade a point. It is best to refrain from insisting and return later. The interview must be conducted in the local language or in English.

m. Notes and Recordings

Questions are asked in the order they appear on the questionnaire. Each answer is faithfully recorded in the questionnaire. If necessary, certain questions can be revisited in the event of contradictory answers. During the interview, some relevant information may be given even though it is not provided on the questionnaire. It will be the responsibility of the instructor to record this additional information in the notebook or on the back of the questionnaire. To facilitate data entry, the monitor should strive to write in a way that is easy to read.

n. After the Interview

At the end of each interview, the instructor should make sure the entire questionnaire has been completed. After thanking the respondent for his time and cooperation, the interviewer will inform the respondent of the next steps. No matter how friendly the respondent might be, the monitor should not hold him too long.

3. Practical Explanation of Filling in Questionnaires

a. Data Collection

Good data collection is the guarantee of the success of LCLMS. Indeed, the quality of the data collected will depend on the responses that the government and stakeholders can provide. If the collection is poorly done, the diagnosis will be distorted and therefore the answers will not be in line with the identified needs.

Data collection is done according to the type of questionnaire and is carried out according to a pre-established periodicity in the collection protocol.

b. Description of the questionnaires

The collection tools have been developed in the simplest possible way so monitors can administer them quickly and easily. These are four data collection tools:

- Collection Tool 0: Interview guide (Appendix 5)
- Collection Tool 1: Child labour (Appendices 6, 8, 9, 10)
- Collection Tool 2: School/Training center (Appendix 7)
- Collection Tool 3: Structures (Appendix 11)

Description of Collection Tool 0 — Interview Guide

The respondents for this guide are community members (children, employers/users, informal and formal groupings). The interviews are to be conducted at the local levels during the first meetings of the CWC.

This tool will help identify the needs and the perception of the community members and could contribute to the eventual development of the CWC's action plan. It includes two parts: the guiding thread and the recommendation sheet.

The guiding thread serves as a support for focus groups. Each member of the CWC will have a single copy that to use during all sessions. The recommendation sheet will be annexed to the transcription sheet for each group interviewed.

Table 8. Interview guide

No	Actors	Points to be addressed
A	Leadership	Understanding the social role of the child (place and needs)
<div>Number of actors to be interviewed</div> <div>Actors to be interviewed</div> <div>Topics to be addressed</div>		

Who is responsible for conducting this interview guide? This interview guide is conducted by the CWC monitors as the first task. They will carry out this activity after training. It will be a matter of questioning the different categories of community members on the issues to be addressed. Thus, the information collected will provide a synoptic idea of the community's understanding of CL. The respondents will also provide crucial information on endogenous actions that the community itself will be able to carry out as part of fighting against CL.

This interview guide will consolidate the actions to be carried out in the community and is a participatory process by involving grassroots communities.

How do I administer the guide? The monitors will interview each stakeholder groups separately. The themes discussed are explained below.

Step-by-Step Guiding Thread

- **Understanding the social role of the child (place and needs).** It is a matter of questioning the respondents about the role of a child in the community, what the place of a child in society is, and what the child's needs are. This question could help to understand the importance of a child in the community. Monitors will need to collect as many different responses as possible and move on to the next theme once the first one runs out.

Example 1: "According to you, what is the place of a child in the community and what are his needs?"

If someone raises his/her hand and answers the question, he/her answers are clearly recorded and someone else can provide his/hers, and so on.

- **Tasks performed by children in CL.** This question asks about the role of children in the different aspects of the labour they perform.

Example 2: "What do children do as tasks during the performance of CL? Describe each stage of the labour."

- **Difficulties faced by children in the community**

Example 3: "What problems do you think children face in the community?"

- **Establishing a link between difficulties encountered and CL.** This question is to establish a causality relationship between children's involvement in CL and the problems that they encounter.

*Example: "What do you think explains the difficulties faced by children?"
 "Don't you think that some of these difficulties are related to the labour they carry out?"
 If so, in what way? If not, why?"*

- **Identifying hazardous work.** Draw up a list of the work deemed dangerous (CL, WFCL, including FL, HT, etc.) by the actors interviewed.

Example: "What work do you think is dangerous (CL, WFCL, including FL, and HT) for a child?"

- **Community responses to these challenges.** Draw up a list of solutions that the community can provide to solve the issues of children.
- **Establishing a list of actions that can be carried out by the community to eliminate CL.** Draw up a list of activities that the community can carry out to combat CL.
- **Support needed to improve community protection of children.**

Example: "What support do you need to improve child protection?"

The second part of the focus group will inform the recommendations of these different groups.

Recommendation sheet of social groups

For each area of interest, at least three strong recommendations from the focus groups must be made.

- **Awareness of the population.** These are the recommendations to be translated into actions so that the communities become aware of CL.
- **What do I do to make the system sustainable?** Formulate recommendations to ensure the sustainability of LCLMS in the community.
- **Specific actions for children.** Formulate at least three actions to be initiated regarding children to eliminate CL in the community.
- **Specific actions for users/employers of children.** Formulate at least three actions to be initiated towards users/employers to eliminate CL in the community.
- **Specific actions for parents/community.** Formulate at least three actions to be initiated to parents/community for the elimination of CL in the community.
- **Nature of resources to be mobilized for the CWC.** Make recommendations to identify the resources that need to be mobilized for the optimal functioning of committees.
- **How to mobilize these resources?** Formulate at least three recommendations for the mobilization of the resources mentioned above by the actors.
- **Main projects to be implemented to combat CL in the community.** Identify at least three projects to be initiated in the community that will contribute to fight against CL in the community.

Collection Tool 1—Working Children/Employer or User

The Working Children/Employer or User tool is a fundamental tool because it concerns one of the two main targets of LCLMS, which is working children or child laborers and their users/employers.

Collection Tool 1 deals with the collection of information about key actors involved in CL; these include child laborers, children at risk, assisted children, assisted child laborers, employers or users of child laborers, and schools or vocational training centers that have enrolled children removed from CL. It consists of three (3) modules:

- Module 1: Pre-identification form for children
- Module 2: Working Children/Employer or User
- Module 3: Assisted child

A. Module 1: Pre-identification Form for children.

This form is used to pre-identify children in the following situations:

- Child laborer (see concepts)
- Child laborer assisted (see concepts)
- Assisted child (see concepts)
- Child at risk (see concepts)

The form is also used to pre-identify the child's employer or user. The form includes three (3) parts:

- Identification
- The pre-identification table
- Codes

Where and how to conduct this module. Data collection can be done in three ways:

- **From the workplace.** The monitor will identify and observe the possible places where children work and then administer the questionnaire.
- **From the feedback of information on the child.** Based on available information after observing children, the monitor monitors anyone he/she is concerned may be engaged in CL and conducts the questionnaire.
- **From users'/employers' information.** Based on the data collected after observing the employers/users, the monitor will administer the questionnaire

Step-by-Step Pre-Identification Form

The identification part of the form has two levels of information:

1. The form number is a sequential number from the unit.

Example: the first sheet will be numbered

2. The names and codes of the CWC members.

Each CWC will have a numeric code that will also appear on the badge and in the database (see § 108 Actor coding system).

Form No.	<input type="text"/>	<input type="text"/>	<input type="text"/>	
0A1. Township Chief First and Last Name				0A2. Township Chief Code <input type="text"/> <input type="text"/>
0A3. Monitor First and Last Name				0A4. Monitor Code <input type="text"/> <input type="text"/>

Table 9 below can be used to pre-identify ten children in the situations described previously and their employer/user. Each line is to be used for one child.

Table 9. Pre-identification table

Serial number	Child first and last names	Age	Sex	State of schooling (Code 1)	Vocational training		Child situation (Code 2)	Name of the employer/user of the child	Relationship with the employer (Code 3)
			1. Male 2. Female		1. Yes	2. No			
1									
2									

Child first and last name: Enter the first and last name of the child.

Code: Indicate the child's code (see the coding system on p.76)

Age: Enter the child's age, including the exact birth year. This is very important. It is necessary to confirm this information before qualifying a person as a child. If the child does not know his or her age, various methods exist for assessing his/her age; in the LCLMS case, an estimate will be made by analogy from the cohort children of the child.

*Example: "a child says he was born on 04-23-2009," today on 04-10-2022 he/she is 13 years old
He/she is not yet 14 years old; he/she will be that age, 04-23-22.*

Sex: You must write the corresponding number.

Example: "the child is a girl"; so, you write 2 in the box

State of schooling: **1** = Keep attending school/vocational training, **2** = Enrolled in school/vocational training but does not take part in the class, **3** = out of school, **4** = has never attended school/vocational training

Example: "The child has never gone to school" is marked 4 in the column

Vocational training: Indicate if the child has attended a vocational training and check the appropriate box:

Yes ☐ no ☐

Situation of the child (see codes in Table 14): Refer to the codes at in Table 14. It qualifies the state of the child during the pre-identification.

Example: "the child has received assistance and continues to work". We will write

Name of the employer/user of the child: Enter the name of the employer/user of the child.

Code: Indicate the employer/user code

1. Child head of household **2.** Spouse of the head of household **3.** Sons/Daughters **4.** Grandparents
5. Other parents **6.** Tutors **7.** Employer **8.** Big brothers/sisters **9.** Uncle/aunt **10.** Friend **11.** Parents-in-law

Filiation with the employer/user (code 3): Indicate the filiation with the child

Example: "My boss is my uncle," make sure this answer is correct and mark: ¹

¹ The monitor will ensure the clarity of the content and will possibly make an appointment with the child or the employer/user for the administration of the specific modules. This is done until the form is completed.

B. Module 2: Working Children/Employer or User.

This form enables the monitor to learn more about the working child or child laborer and his/her employer/user pre-identified using module 1. It has two parts:

- Part A: Employer or user data
- Part B: Child laborer data

Step-by-Step Module 2

Employer/User Code —: This is to report the employer/user code on the pre-identification form.

Child Laborer Code —: This is to write the child's code on the pre-identification form.

Date of interview: ___ / ___ / ____: Indicate the date of the interview in MM/DD/YYYY

Part A: Data on Employer or User

Section A: Respondent information

A1.1. Respondent's Name. Enter the respondent's first and last names

A1.2. The respondent's relationship with the child's user. The monitor will check the appropriate response, indicating if there is another report.

Section B: General information about the child's employer

- **B.1.** Age (in years). Enter the age of the employer/user in exact years.
- **B.2.** Gender. Indicate the gender of the employer/user.
- **B.3.** Marital status of the child's employer/user. The monitor will check the corresponding answer making sure that the respondent has understood the terms.
- **B.4.** Level of education of the child's employer/user. The collector will indicate the employer's/user's education level and will move to the next section.

Section C: General working conditions of the child/vocational training

- **C1.a.** State the sector of activity in which the child works. Indicate the sector of activity of the child among the terms and conditions displayed. If the sector does not exist here, register it in another (C1.b).
- **C2.** What kind of contract do you have with the children who work for you? The collector will record the type of contract between the child and the employer. Oral contract concerns a verbal contract made in the presence of one or two witnesses. A written contract can be manuscript or typed.
- **C3.** Do apprentices/children who work for you receive any incentive? If children do not receive an incentive check C3.1 and go to question C6. If they receive an incentive (in cash or in-kind) indicate it.
- **C4.** Main method of granting this financial incentive? Related to the previous question, the monitor will indicate how the incentive will be granted.
- **C5.** Is the financial incentive for children related to their age? The monitor will check the box corresponding to the answer given by the respondent.
- **C6.** Do you provide any training to the children who work with you? The monitor will check the box corresponding to the answer given by the respondent. If the answer is no, go to question C8.
- **C7.a.** What skills are taught to the children who work with you? Connected to the previous answer, the monitor will indicate the answer(s) given by the respondent. If the skill being taught is not listed in the skills listed, check box C7.a.11 and specify it in C7.b.

- **C8.** Usual working hours. The instructor will enter the typical start time of activities, the time of breaks, and the time activities typically end.

Example: "I work from 7:15 a.m. to 5:00 p.m. but I rest between 12:00 p.m. and 2:30 p.m."

Usual working hours: beginning h Min End h

Usual breaks: early h Min End h

- **C9.** Number of working days per child. Enter the number of working days assigned by the child, taking the average if there are several children, this number should be less than 7.

Section D: Labour

- **D1.** Number of employees. This is to indicate the number of people employed by age range, sex, and depending on whether they are family members or not.
- **D2.a.** Reason(s) for the use of CL (under 18 years of age). The collector will check the reasons that push the employer/user to resort to CL. If one of the reasons mentioned does not correspond to any of the options on the form, the monitor checks the D2.a11 box and specifies in D2.b.
- **D3.** Do you often use the following forms of CL? The monitor will check the boxes corresponding to the interviewee's answers.
- **D4.** Do these groups have children? Related to the previous question, the collector will check the corresponding box.
- **D5.** How long have you been training apprentices/working with children? The monitor will have to indicate the estimated number of years for using the child as laborer.
- **D6.** Based on your experience, at what age is the use of children in labour acceptable/relevant/effective? the monitor will ask the employer/user, based on his experience in employing child laborers, to indicate the age groups of child laborers who are most effective at work.

Part B: Data on Child Working/at Risk

Section A: Information about the child

Date of interview: See above

- **A1.** Child's full name: Same as above in Part A
- **A2.** Gender: Same as above in Part A
- **A3.** Date of birth:
- **A4.** Age (in years): Same as above in Part A
- **A5.** Have you ever attended school/vocational training? The monitor will check answer 1 if the child has already attended school or vocational training, or if the answer is no, moves to A10.
- **A5.a.** If yes, highest grade completed. In relation to the previous question, indicate the highest grade completed by referring to the code in the box just below.
- **A5.b.** Year. The monitor will indicate the year of completion of the highest grade.
- **A6.** Are you currently going to school/vocational training? The monitor will check the corresponding answer. If the answer is 2, that means NO, and go to A8.a.
- **A7.a.** If yes, current grade (same as A5.a.)
- **A7.b.** Year (same as A5.b.)

- **A8.a.** Why did you leave school/vocational training? The monitor will note the answer corresponding to the three main reasons in the boxes by referring to the codes listed below the boxes. If the interviewee's response is not listed, put in the corresponding box and check the box A8.b.
- **A9.** Origin of parents. By referring to the coding page, the monitor will enter the codes to the corresponding nationality of the father and mother.

Section B: Information about the child's family

- **B1.** Number of siblings: The monitor will indicate the number of brothers and sisters of the child making sure to consider even siblings who are not present in the household.

Rank among siblings: This is to indicate the place of the child among the siblings.

Example: "My father has two sons and a daughter; I am the son of the second woman. I am the smallest."

Note Number of siblings: sibling rank:

- **B2.** Indicate the brothers/sisters. Enter brothers and sisters by first name, last name, age, and schooling, what each does, and whether they live in or outside the household.

Table 10. Information about the child's siblings

N°	First and Last names	Age	Schooling	Activity	Does he/she live in the household? 1.Yes 2.No	Otherwise, where does he/she live	With whom?
01				Branch Task			

- **First and Last name:** Indicate the first and last names of the siblings
- **Age:** Indicate their age
- **Education:** Indicate the state of schooling of the siblings (see Table 14)
- **Activity:** Indicate the branch of activity and the task performed by the brother/sister. IF not no activity, write NO ACTIVITY.

Does he/she live in the household? If yes go to B3; otherwise, go to the question which follows.

Where does he/she live? Indicate the place where the brother or sister live. If in the same community (SAME COMMUNITY), if in the district (DISTRICT), if in the county (COUNTY), if outside the country (ABROAD).

With whom? Indicate with whom he/she lives? (See filiation code)

- **B3.a.** Is the father still alive? This is to indicate whether the father is still alive or deceased.
- **B3.b.** Is the mother still alive? This is to indicate whether the father is still alive or deceased.
- **B3.c.** Do you currently live with your parents? The monitor will check the child's answer (yes or no).
- **B4.** Whom does he/she live with? If the child does not live with any biological parents, see codes below). If he/she lives with his/her biological parents, skip question B5 and go to question B6.
- **B4.a.** If not, give the name of your guardian: The monitor will write the name of the child's guardian.
What is the nature of your relationship? This question will give an idea of whether the child is related to his/her employer. The monitor will report the child answer.
- **B5.** Why are you not living with your parents/siblings (mother, father, or sister/brother)? The monitor will check any corresponding answer. If the child says he/she does not know, the monitor must check answer option 9, Other reasons may be provided in option 10.

- **B6.** What is the main professional activity of parents/guardians? (see Table 15: Occupation or Task Executed Code). Indicate the main activity of the father/mother/guardian (the most important source of his/her income).
- **B7.** Do you have copy of your birth certificate? The monitor will check 1 if the child has a copy, otherwise, he will check 2 and switch to B8.
- **B8.** If so, where is it? The monitor will check the corresponding box and move on to question B8a.
- **B8.a.** If not, why? The monitor will indicate the reasons for the non-possession of a birth certificate.
- **B9.** Indicate the child exposure and involvement into CL.
- **B9.a.** Were you born in this community? The monitor will select one of the answers provided under the question depending on the child's answer. If yes, go to B9.h.
- **B9.b.** Who brought you into this community? This question is raised to determine the relationship between the child with the person who brought him into the community.
- **B9.c.** Why are you in this community? The monitor will indicate the selection of the child among the proposed answers and write it down in the corresponding row.
- **B9.d.** Have you been transported from original location? The monitor will check the corresponding answer: 1 = Yes; 2 = No; or Don't know.
- **B9.e.** Were you handed over to somebody? The monitor will check the corresponding answer: 1 = Yes; 2 = No; or Don't know.
- **B6.f.** Are you confined or harbored? The monitor will check the corresponding answer: 1 = Yes; 2 = No; or Don't know.
- **B9.g.** Under what conditions were you brought here? This question addresses the mode of recruitment and proposes multiple responses. The monitor will report all answers given by the child.

1 = Threatened; 2 = Forced/Coerced; 3 = Abducted; 4 = Deceived/Fraud; 5 = Use or abuse of power; 6 = Receipt of payments and benefits; 7 = Promise of school; 8 = Promise of job; 9 = Don't Know

Questions B9.h. to B9.n. are only intended to children from 10 to 17 years old.

- **B9.h.** Do you understand what sex is? The monitor will check 1 or 2. "1 = Yes, 2 = No" if 2, go to (B9.i).
- **B9.i.** Has someone ever had sex with you? The monitor will write a number according to the child answer.

*1 = Yes, coerced/ threatened; 2 = Yes, deceived; 3 = Yes, for a reward; 4 = Yes, with consent; 5 = No.
If the answer is 5, GO to B9.l.*

- **B9.j.** Who did this to you? The monitor will write a number according to the child answer.

1 = Boy/Girlfriend; 2 = Unfamiliar person; 3 = Guardian; 4 = Relative; 5 = Other (specify)

- **B9.k.** If option 4 in Q18, what was the reward for?

1 = to cater for myself; 2 = to cater for my family; 3 = other (specify)

- **B9.l.** Have you ever watched a pornographic movie or material? The monitor will write a number according to the child answer: 1 = Yes; 2 = No
- **B9.m.** Have you exposed your nakedness for any form of reward? The monitor will write a number according to the child answer: 1 = Yes; 2 = No

- **B9.n.** Did you do or engage in any form of work /activity in the last six months for at least an hour? The monitor will write a number according to the child answer.

1 = Yes; 2 = No. If the answer is 2, End Interview.

- **B10.** In what type of dwelling of household does the child live? The monitor should indicate the type of habitat where the child lives. He/she can just ask for confirmation about where the child lives and qualify the type without asking the question expressly. If the answer is otherwise, please indicate this to the B11.b.

1 = Separate house; 2 = Several Huts/Buildings (same compounds); 3 = Semi-detached house;
4 = Several Huts/Buildings (different Compound); 5 = Flat/Apartment; 6 = Tents/Improvised home;
7 = Rooms (compound house); 8 = Room(s) (Other type); 9 = Others (specify).

- **B11.** What is the size of the child's household? This is the number of people living usually in the household.

Example: "In this house, I live with my dad, my mom, our cousin, and her baby" Household size =

- **B12.** How many rooms does this household occupy? Number of rooms in the dwelling. This is the number of rooms in the household where the child lives. Make sure the living room is counted as a room. If the kitchen or a storeroom is also used as a place to live, it should be counted.

Section C: Tracing the history of CL

- **C1.** Are you working now? The monitor will check the child's answer in the corresponding box. If yes, Go to question C3, and so on.
- **C2.** What is the main type of work/activity area are you engaged in? State the sector of activity where the child primarily works. The monitor will check the main answer of the child; if otherwise, specify in C1.b. Thus, a child is mainly in a single sector of activity (refer to Appendix 1: Code Activity Sectors for the relevant code).
- **C3.** Type of task/work/activity. State the type of activity the child performs (refer to Appendix 1: Code Activity Sectors for the relevant code).
- **C4.** How long have you been doing this work/activity? (record the answer in months, e.g., 1 year is 12).
- **C5.** How many hours do you work in a day? The monitor will write down the child's response.

Example: I work 5 hours a day

- **C6.** What time do you often work? The monitor writes down the number(s) corresponding to the child's answer. It is a multiple response.

1 = During school days; 2 = Weekends; 3 = School holidays

- **C7.** What time do you usually work? The monitor will choose a number for the time frame provided

Section D: Remuneration

- **D1.** Is there any form of payment or reward for this work/activity? The monitor will choose a number corresponding the child answer, which gives a clear understanding whether the child receives a payment or reward after his/her work.

1 = Yes; 2 = No; 3 = Don't know; (If 2 or 3, Go to D4)

- **D2.** What is the mode/form of payment/reward? The monitor will inform the method of remuneration. Just one possible answer.

1 = Cash; 2 = Kind; 3 = Cash & Kind

Example: "My boss gives me LRD \$2500 a month and also gives me bananas, cassava and clothes."

- **D3.** Who receives the payment/reward? This is important to know whether the child receives a payment or who get it. The monitor will check answer 1 if the child receives his/her payment and move on to question D4; check 2 if his/her parents (father, mother) receive the payment; 3 if it is the household head, and 4 if others. (1 = myself; 2 = parents; 3 = Household head; 4 = others (specify))

Example: "My boss, Mr. Kingsley gives my salary to my father or mother"

- **D4.** Why do you do this work/activity?

1 = My parents/guardian demand that I work; 2 = No access to school/Vocation; 3 = My friends are working; 4 = Sent to work; 5 = Forced to do it; 6 = Others (specify)

Section E: The child working conditions

- **E1.** Whom do you work for? (1 = Self; 2 = Parents; 3 = Guardian; 4 = Other relatives; 5 = Unrelated; employer; 6 = Don't know)
- **E2.** Do you use any protective clothing? 1 = Yes; 2 = No
- **E3.** Do you foresee/see any danger(s) in the work/activity you do? (1 = Yes; 2 = No; 3 = Don't know)
- **E4.** Have you experienced any injury in the last six months as a result of the work you do? 1 = Yes 2 = No (IF 2, End Interview)
- **E5.** What type of injuries have you experienced? The monitor must check the corresponding answer (1 = Burns; 2 = Cuts; 3 = Broken bones; 4 = Hitching skin; 5 = No injury; 6 = Others (specify)).
- **E6.** Was the injury treated? 1 = Yes; 2 = No
- **E7.** How has the injury affected you? 1 = Disable; 2 = scar; 3 = low self-esteem; 4 = could not attend school; 5 = others (specify)

C. Module 3: Assisted Child

- **C.1.** Description of Module 3. These are children who have been removed from CL, are being monitored, or are benefiting from social protection. They have also received assistance. These children are normally known by the community members or by the agencies (government agencies or CSOs) that assist them. Information about the children can be provided by the responsible parties at the agencies.

Who should administer: Monitors

Respondents: The child who receives support or any persons responsible for the child.

Step-by-step Module 3

Date of passage: ____ / ____ / ____: Indicate the date of the interview in DD/MM/YYYY

Child code: —

Enter the code of the assisted child that appears on the pre-identification form.

Identification: See above pre-identification form

Section A: Respondent Information

- **A1.** Name. Indicate the name of the respondent
- **A2.** Age (in completed years). Enter the child's age. This is very important data. It is necessary to confirm this information before qualifying a child. It is necessary to mark the age here. If the child does not know his age, various methods exist to assess it; in this case, an estimate should be made by analogy in relation to other children.

Example: "a child says he was born on 21-05-2006," on 10-04-2022 he is 16 years old; he is not yet 17 years old but will be that age on 21-05-22.

We will therefore mark in both boxes: 16

- **A3.** Gender. See above
- **A4.** Does the child have a birth certificate? Ask if the child has a copy and enter the answer in the corresponding box. The code answer given.

Example: "Little Andrew has no birth certificate, his parents have done nothing ", the answer will be:

1. Yes 2. No 3. Don't know

- **A5.** Origin of parents. Here, we want to know where the parents come from. A nationality code list is provided in Tables 18, 19, and 20; consult the codes and enter the corresponding answer.
- **A5.a.** Nationality of the father. Enter the father's nationality
- **A5.b.** Nationality of the mother. Enter the mother's nationality

Section B: Family Information

- **B1.a.** Number of siblings (see above)
- **B1.b.** Rank in siblings (see above)
- **B2.** Indicate siblings according to the following situations (see above)
- **B3.a** Is the father still alive? (see above)

- **B3.b** Is the mother still alive? (see above)
- **B4.** If the child does not live with any biological parent, who does he live with? (see Table 18 code)
Note: If the child lives with at least one of his biological parents, go to question B5.
- **B5.** Main professional activity of parents/guardians. Indicate the main activity (the most important from which he derives most of his income) from the mother, father, or from the guardian.

Section C: Status of child

- **C1.a.** Type of child. The respondent will indicate by entering 1 (if removed from CL) and will fill in question C1.b. or 2 (if he/she is a child at risk); then he will provide information for question C1.c. in the box corresponding to its condition.
- **C1.b.** Nature of CL. Indicate the nature(s) of CL that results in removal (what the child was doing and what has been eliminated).
- **C1.c.** Nature of risk. Enter the nature(s) of the risk(s) that child was exposed to.
- **C2.a.** Types of educational support received by children? The respondent will indicate here the types of educational support received. The monitor will write the codes of the supports received in the corresponding boxes. If the child has received other supports outside of the supports listed in the list, the monitor will write the code 14 in the Box Other and will specify these supports in C2.b.

Example: "if the child has received as educational support textbooks, uniforms, the payment of his registration fees and support for school lunch," the monitor will have: C2.a. 1. Registration/ Re-enrolment in school/ vocational training |1| 7. Textbooks |7| 5. Uniforms school |5| 14. Other |14| and C2.b. Other support: Lunch fees

- **C2.b.** Other types of non-educational support received. The respondent will indicate here the types of non-educational support received. (Cf., C2.a.)
- **C3.** What structure(s) does the child receives support from? The respondent will indicate here the name of structures that provided support to the child.
- **C4.a** Three priority wishes of the child. The child will indicate his/her top 3 priority wishes. The monitor will enter the wish code in the corresponding box and will limit it to the first three listed. If an enumerated wish does not appear on the list, he will enter the code 21 in the corresponding wish and will provide specification in C4.b.

Example: "if the wishes are as follows: 1. Getting a birth certificate, 2. Attending a vocational training, and 3. receive money for lunch, we will have, C4 a1 Wish 1 |9| ; C4 a2 Wish 2, |11| C4 a3 Wish 3 |21| and C4 b3 Other wish 3: Receive money

- **C5.** Have you ever attended school/vocational training? Ask the respondent if he/she has already attended school and enter the code of the answer in the corresponding box. If the child has never attended school, then go to question C13 (i.e., enter 2 in the box No and go to C13 because the other questions that follow do not concern this child).
- **C6.a.** If yes, enter the last grade attended. The monitor will note in the boxes the code that corresponds to the last grade completed by the child and then go to C6.b. and enter the academic year corresponding to this level.

Example: James stopped school in 5th grade in 1989 because of the civil war, so his last level reached: (see below)

Last level:

C6.a. Last grade achieved: 04, C7.b. Year: 1989

- **C7.** Are you currently attending school/vocational training? Ask if the child currently attend school, i.e., at the time of data collection (if the child is on holiday, take this into account). Enter the answer in the corresponding box.
If yes (1) please enter C8.a Current grade and C8.b Year. If not (2) switch to question C12 (Go to C12)
- **C8.a.** If yes, current class (see above) and C8.b (year, see above).
- **C9.** Frequency. Ask the respondent if the child regularly, sometimes, or rarely goes to school. The monitor will enter the code of the answer in the corresponding box.

Example: "Mary goes to school when she is happy; she stops going for long time", the monitor will score:

1. Regularly ☐ 2. Sometimes ☐ 3. Rarely ☒.

If the answer is 1 (regularly) go to question C11 (☐ Go to C11)

- **C10.a.** If the child sometimes or rarely attends school, give the reason(s). The monitor will note no more than 3 reasons to explain the reasons why the child rarely or sometimes goes to school. The monitor will indicate in C10.a1 the code corresponding to reason 1; C10.a2 the code corresponding to reason 2, and in C10.a3 the code corresponding to reason 3. If any of the reasons provided do not appear in the options listed, enter code 17(Other) and specify this other reason in C10.b1, C10.b2, or C10.b2 (depending on whether it corresponds to the 1st, 2nd, or 3rd reason mentioned).
- **C10.b.** Other reasons. (Specify the other reason(s) mentioned.)

Example: "Sandrine says that the teacher stresses her too much so, she is tired of going to school."

The monitor will indicate: C11.a.1. Reason 1 I16I C11.a.2. Reason 2 I I C11.a3. Reason 3 I I and C11.b.2.

Another reason 2: I am tired of school.

- **C11.** Academic/professional performance.
- **C11.1.** Grade obtained after the last examination (or the past school year). The monitor will indicate the grade obtained by the child after his/her last exam for the current year or the grade from the previous year. The grade will be estimated from the nearest hundredth (2 digits after the decimal point).
- **C11.2.a.** Rank occupied during the last examination (or the past school year). The instructor will indicate the rank occupied by the child during this examination.
- **C11.2.b.** Class size at the last exam (or past school year). The monitor will indicate the student's class size during this exam. Up to three digits may be entered.

Example: "John is at 5th grade, he got 6.5/10. The following year, he will be in 6th grade; he was 20th out of 45 students"

- **C11.3** Assimilation of learning. The monitor will ask if he assimilates well, moderately, or weakly and will check the corresponding answer.

Example: "Paul is in 7th grade, it's okay he understands a little, he is not super great", the monitor will check:

1. Good ☐ 2.Average ☒ 3.Low ☐

- **C11.4.** The number of times you have been punished this year (or past school year). Ask the child how many times in total he was disciplined in the past semester or last year and note the response (enter the estimated number of disciplines the child has received).
- **C11.5a.** What are your three favorite games? The monitor asks the child to tell him his three favorite games in order of importance. The response is recorded similarly to the top three wishes.
- **C11.5b.** Other favorite games (idem).
- **C11.6.** Number of close friends at school/vocational training level.

Section D: Child-Led Activities

- **D1.** Are you currently working? Ask the child if he or she continues to work currently and indicate the code of the answer (yes or no) in the corresponding box. If the answer is No (2), thank him and end the interview.
- **D2.** If so, where do you work? Fill in the table below.
- **D2.a1, D2.b1, D2.c1, D2.d1.** Enter the code corresponding to the task performed by the child, whether in the family business, in a non-family business, in the workplace, in a domestic or private residence, or in another workplace. If the child does multiple tasks at the same place, enter the code of the main task.

Example: Andrew cuts down trees and then he burns weeds and makes coal. So, the monitor makes a note with dashes:

- Cutting down trees
- Burning weeds
- Making coal

and ask Andrew which task he performs the most among these three tasks and writes the code of the latter in the table.

- **D2.a2, D2.b2, D2.c2, D2.d2.** Working period. Put the number corresponding to the child's response in the opposite box.

Example: "Peter works right after school," the monitor writes

- **D2.a3, D2.b3, D2.c3, D2.d3.** The number of hours worked per day. Ask the child and calculate with him/her the average number of hours of work per day in this occupation. Be careful and do not count the time for rest. This figure must not exceed 24 hours.

Example: "Mariam is my maid, she starts working at 8 a.m. and finishes at 5 p.m. She rests 2 hours between noon and two, and it's like that every day except Sunday where she rests."

The monitor makes an estimate as follows: number of hours of work = (17 hours – 8 hours) – 2 hours = 7 hours, so he/she will write down

- **D2.a4, D2.b4, D2.c4 and D2.d4.** The number of days per week. Ask the child for the number.
- **D2.a4, D2.b4, D2.c4, D2.d4.** The number of days per week. Ask the child for the number of working days in the week and enter it in the corresponding boxes. This figure must not exceed 07.

Example: "... Monika works every day except Sundays" So it's 07 days — 01 days of rest = 06 working days, so we mark

- **D2.a5, D2.b5, D2.c5, D2.d5.** Payment method. The monitor will register the payment method in the corresponding box.

Example: "Michael works and receives as salary LRD \$ 100 cash every week. The monitor will therefore enter the corresponding number:

- **D2.a6, D2.b6, D2.c6, D2.d6.** How long have you been working? The monitor will enter the interval in the box by referring to the corresponding codification.

Example: "I have been working for 06 months in this shop." The monitor will therefore mark:

- **Why do you work?** Referring to the codes, ask the child the reason(s) why he works. Mark the codes of the reasons mentioned in the boxes. Consider no more than 3 reasons per workplace.

Example: "I work because when I go to school, I am hungry there is no school canteen and the village is far away from school; also, all my friends work." Thus, we obtain this:

My friends also work: 06 in D2.a7.1; Problems of access to school/vocational training: 20 in D2.a7.2; Distance: 22 to D2.a7.3

Collection Tool 2—School/Vocational Training Center

The School/Vocational Training Center tool collects information about the schools or vocational training centers attended by children removed from CL.

Where and how to administer this module. The administration of this tool will be done in the school or training center with the principal, the student's teacher, or any person authorized to provide information about the institution.

How to administer the questionnaire. The administration of this tool is easier because the monitor is in a formal setting, and the respondent can understand and apprehend the questions correctly and provide appropriate responses. The monitor could leave the questionnaire with the respondent to complete after first going through it with him/her and pick it up later.

Step-by-Step Collection Tool 2

Date of interview: ___ / ___ / ____: Indicate the date of the interview in DD/MM/YYYY

Institution (School or Vocational training center) code:

The institution code is a sequential number of three (3) positions from the unit.

Example: The first identified institution or training center will be coded

Identification: (see above)

Section A: Profile

- **A1.** Name of institution See above
- **A2.a.** Postal Address See above
- **A2.b.** Telephone See above
- **A2.c.** Email See above
- **A3.** County, District, Community
- **A4.** Respondent Title
- **A5.a** Type of institution: the monitor will enter the code of the type of institution in the corresponding box. If the type of establishment mentioned is not considered in the terms and conditions listed, enter the code 8 (other) in the box corresponding to the other modality and fill in the A5.b.
- **A5.b.** Other type of institution. Write down the type of institution mentioned.
- **A6.a.** Level of education: the monitor will enter the code of the level of education in the corresponding box. If this level is not considered in the modalities listed, enter the code 5 (other) in the box corresponding to the other modality and will fill in obligatorily the A6.b.
- **A6.b.** Other type of institution: Write down the level of education mentioned.

Section B — School/Vocational Training Information

- **B1.** Characteristics of teachers. The respondent will have to provide information relating to the distribution of teachers by gender and by body (civil servants and non-civil servants).

Example: "The school has 2 assistant teachers, 1 ordinary teacher all 3 civil servants and 3 volunteer boys"
the monitor will have: B1.c.1: B1.d.2: B1.f.3:

- **B2.** Is there a canteen in the institution? The monitor will register 1 in the corresponding box to yes if in the institution there is a canteen, or 2, if necessary, in the corresponding box to no and goes to question B3 (Go to B3).
- **B2.1.** Number of students in the canteen? Enter the number of students, i.e., the number of pupils who have lunch in the canteen and who are listed in the register of the canteen.

Example

- **B2.2.** Number of meals served in the previous month in the canteen. Enter the total number of meals served during the previous month in the canteen.
- **B3.** What is approximately the distance from the school (to the community)? The monitor will indicate 1 if the distance from the school to the locality exceeds 10 kilometers (about 6 miles), 2 if this distance is between 5 kilometer (about 3 miles) and 10 kilometers (about 6 miles), 3 if it can be between 5 kilometers (about 3 miles) and 2 kilometers (about 1 mile), or 4 if it can be estimated at less than 2 kilometers (about 1 mile) in the box corresponding to the distance.
- **B4.** Do students have access to a health facility? The monitor will register 1 in the box corresponding to yes if pupils have access to a health facility or 2 if applicable in the box corresponding to no.
- **B5.a.** Are there functional latrines in your facility? The monitor will register 1 in the box corresponding to yes if the institution has functional latrines or 2, if necessary, in the box corresponding to no and goes to question B6.
- **B5.b.** Specify the type of latrines. The monitor must indicate the type of latrine that exists in the institution.
- **B6.a.** Is there a water point in your institution? The monitor will register 1 in the box corresponding to yes if in the institution has water points and will indicate the source in B.6.b or 2, if necessary, in the box corresponding to no and will move on to question B.7.
- **B6.b.** Specify the source. The monitor will register 1, 2, 3 depending on the nature of the water source used in the institution in the corresponding box or 4 (other) if the source does not appear in the list and will indicate this source in B.6.c (other source).
- **B6.c.** Other source. The monitor will specify the source of the water used in the institution.
- **B7.** Has your school received free school kits for this new school year? The monitor will register 1 in the box corresponding to yes if the school has received school kits free of charge and must specify the number in B8; or, if no, check the box corresponding to the number 2 and move on to question B10.
- **B8.** How many free kits have you distributed in the institution? The monitor will have to indicate the number of free school kits received by the school.
- **B9.** Origin of these kits? The monitor will have to indicate the origin of the kits by specifying the number.

Example: "if Liberia government offers 3000 free kits and NGO X offers 1500 free kits" then, we will have:

B9.a.1: Public (name) Liberia STATE B9.a.2. Public (number)

B9.b.1.:Private (name) NGO X B9.b.2. Private (number)

- **B10.** Institutional staff. The respondent will be required to indicate the institutional workforce ensuring that the distribution is disaggregated by grade level (see codification), children withdrawn and enrolled in the school, and total number of students by gender.
- **B11.** Student attendance during the past month. Respondent will be asked to indicate the number of children who have been in attendance and absent the previous month, then the same numbers for children withdrawn from CL specifically.

- **B12.a.** Causes of absence of removed children. The respondent should indicate the main causes of absenteeism in order (respondent will limit himself to the first 3 causes of absenteeism).

Example "if the 1st cause of absenteeism is illness," the second cause is distance, and the third, hunger, he/she will fill as follows: B12.a.1 Cause 1 B12.a.2 Cause 2 B12.a.3

If there are causes mentioned that are not included in the list of causes of absenteeism, the respondent may indicate in the box corresponding to the position of the cause (the number 9).

Example: "if the second cause mentioned is not included in the list", it will put in B12.a2 (9). And it will have to specify obligatorily in B12.b the nature of these causes.

- **B12.b.** Other reasons for absence (to be indicated). The respondent must indicate in the corresponding box of the cause and its nature.

Example: "If the 3rd cause is the disinterest in school," he may indicate in B12.b.3 disinterest in school (after registering 9 in B12.a.3).

- **B13.** Information on the declaration to the civil status of children. The respondent will indicate the number of children with a civil status certificate (birth certificate), disaggregated by gender, depending on whether they have been removed from CL.
- **B.14.** How many children have dropped out of the institution in the last 3 month? The respondent will indicate the number of male and female students enrolled in the school who dropped out of school in the last 3 months.
- **B15.** How many children removed from CL have dropped out of the institution in the last 3 months? The respondent will have to indicate the number of male students and girls, previously removed from CL, who dropped out of school in the last 3 months. Fill in table in B16 if there is at least one student, if applicable (if there is no of abandonment) go to Section C (Go to C1).
- **B.16.** Summary of children who dropped out.

Table 11. Summary about dropped out children

N°	Code of beneficiaries	Age	Gender 1.M 1.F	Date when the child abandon school	Grade level at the time of school abandon	Causes	Destination
01							
02							

Section C: Characteristics of Children Removed from CL

- **C1.** How do you assess the performance of children removed from CL over the 3 last months compared to other children in the following areas? Objectively, the respondent will have to assess the performance of children removed from CL in terms of performance in class, discipline/socialization (integration with other students), involvement in extra-curricular activities, and performance of school learning activities. It is important to put the code in the corresponding box as it is an overall evaluation. And finally, if performance=3 (poor), he will have to make a recommendation.
- **C2.** What are the projects or activities to combat CL in which the institution has been/is involved? The respondent will have to indicate the projects or activities of combating CL in which his/her institution has been/is involved by specifying activities, partners in the realization of the project, and the number of children involved (specify the number by gender).

- **C3.** Does your institution benefit from the government or other development partners' support? The respondent will have to register in box 1 (yes) if the institution receives support from the government or from other development partners or 2 (no) if applicable and will have to move on to question C5.
- **C4.** If so, what types of support has your institution received? The respondent will have to indicate, in the corresponding boxes, the codes of the types of support received. If the type(s) of support are not included in the list, he/she will have to enter code 7 (other) in C4.a and specify their nature in C4.b.
- **C5.** If the institution carries out an income-generating activity (IGA), give details, specifying the type of activity (a), the number of children benefiting from the IGA (b), and the nature of the profits (c).
- **C6.** What are the difficulties you encounter in implementing activities to combat CL? The respondent will have to indicate the difficulties encountered in implementing activities to combat CL.
- **C7.** How do you assess the level of awareness about CL in the community? The respondent will have to assess the level of awareness of the community members on CL by entering the code level in the corresponding box.

Collection Tool 3. Structures

The Structures tool collects data on all structures (NGOs, referral structures, police, courts, etc.) that can directly or indirectly address the issue of CL in a community.

These structures could, as far as possible, include in their activity reports all useful information from the LCLMS.

Step-by-Step Structures

Date of interview: See above

Structure code

The structure code will be done sequentially.

Identification and QR code

Section A. Profile

- **A1.a.** Name of the structure. Enter the name or business name of the structure.
- **A1.b.** Acronym. Enter the abbreviation or acronym of the structure.
- **A2.a.** Postal address. Register the post office box of the structure.
- **A2.b.** Telephone. Put the telephone number(s) of the structure.
- **A2.c.** Email. Enter the email address of the structure.
- **A3.** Head Office. Indicate the head office, and its exact location.
- **A4.a.** Name of contact person/respondent. Enter the name of the person to contact or the respondent.
- **A4.b.** Function. Enter the respondent's function in the structure.
- **A5.** Intervention Zones

Table 12. Intervention zones

Locality 1	Program/ Project	Beginning	End	Type of Activity	What is the Target Population of your Interventions							
County	Name of program or project				5–9 Years		10–13 Years		14–17 Years		18+ Years	
District					M	F	M	F	M	F	M	F
Community												
Locality 2												
County	Name of County, District or Community				Target population in number, by age group and gender							
District												
Community												
Locality 3												

- **A6.** Does your structure have a focal point or unit that fights against CL? The monitor will check 1 if the structure has a CL focal point or unit, and 2 if not (if no, go to question A10).
- **A7.** The number of people in this unit. The monitor will enter the number of people in this unit by gender.
- **A8.** If so, have members received training? The monitor will enter into the table the training modules related to the number of beneficiaries by gender.
- **A9.** Does the structure apply the government procedures for identifying child victims of CL? The monitor will check 1 if the structure uses identification procedures entirely, 2 if it does so partially, and 3 otherwise.
- **A10.** Does the structure have means of protection and care for victim children of CL? The monitor will check 1 if the structure has means of protection and care for children and victims of CL and 2 if not (if no, move to question A13).
- **A11.** If so, which structures refer the child victims to you? The monitor will register the name(s) of the structures that refer children, victims of CL, to the responding structure and the number of child beneficiaries in the last 12 months. Whatever the answer, go to Section B.
- **A12.** If not, to which structures are the child victims referred? The monitor will register the(s) name(s) of the structures to which it refers the child victim of CL and the number of beneficiary children in the last 12 months.

Section B. Main results achieved

- **B1.** Has your structure conducted studies/research on CL? The monitor will check 1 if the structure has conducted studies/research on CL and 2 if not (if no, move to B3).
- **B2.** How many studies/research on CL have been conducted? The monitor will enter the number of studies conducted.
- **B3.** Have you conducted any awareness campaigns in the last 3 months? The monitor will check 1 if the structure has conducted awareness campaigns related to CL in the last 03 months, and 2 if not (if 2 is checked, go to B6).
- **B4.** How many campaigns have you conducted in the last 03 months? The monitor will record the number of campaigns done in the last three months.
- **B5.** How many people have you reached? The monitor will record the number of people reached by these awareness campaigns.
- **B6.** Have you identified any child victims of CL? The monitor will check 1 if the structure has identified children victims of CL during the last 3 months and 2 if not in this case go to B9. Does the structure have a database on these child victims of CL? Linking to question B6, the respondent will indicate if the structure has a database on child victims CL.
- **B7.** How many children victims of CL have you identified in the last 12 months? The respondent will indicate the number of child victims of CL identified by the structure during the previous year.
- **B8.** Types of activity carried out by these children? The respondent will indicate the type of activity and the number of children involved by gender.
- **B9.** Have you removed children from CL in the last 12 months? The monitor will check 1 if the answer is yes and 2 if not (if no, go to question B9).
- **B10.** How many child victims of CL have you removed in the last 12 months? The respondent indicates the number of children removed by age group and gender.
- **B11.** What have you done specifically for children (5-17 years old)? The respondent explains specific actions for these children.
- **B12.** Do your interventions extend to the following areas? The monitor will register according to the domain, the number of structures and people affected by these interventions.
- **B13.** Have you taken care of any of these children? The monitor will check 1 if the structure has taken in charge of children victims of CL in the past 12 months and 2 if not.

- **B14.** Have you intercepted children, victims specially of trafficking (in the last quarter)? The monitor would check 1 if the structure intercepted trafficked children during the last 12 months and 2 if not in this case and go to B16.
- **B15.** Origin of intercepted children. The monitor will record the number of children intercepted by areas of origin and by accompanying situation (i.e., the respondent will specify those accompanied by a parent or a third person and those who are not accompanied).
- **B16.** What is the period of mass displacement of children? The monitor will register the period of massive displacement of children.

Example: "during the rainy season in the month of July"

- **B17.** Have you intercepted child traffickers in the last 12 months? The investigator will check 1 if the structure intercepted child traffickers during the last 12 months and 2 if not (if no, go to B19).
- **B18.** The number of traffickers arrested in the last 12 months? The monitor records the cumulative number of traffickers arrested in the last 12 months by group arrests.
- **B19.** The number of traffickers referred and convicted in the past 12 months. The monitor records the cumulative number of traffickers referred and convicted in the past 12 months.
- **B20.** Have you conducted any control/police investigations on CL in the last 12 months? The monitor will check 1 if the structure has conducted control/police investigations on the issue in the last 12 months and 2 if not in this case (if no, go to B22).
- **B21.** The number of control operations in the last 12 months. The investigator will register the cumulative number of control/police operations in the last 12 months.
- **B22.a.** Do you ensure the traceability of beneficiaries (5 to 17 years)? Answer YES or NO.
- **B22.b.** How many children have been monitored in the last 12 months? Indicate the number.
- **B22.c.** Have adults also benefited from this intervention? Answer YES or NO.
- **B23.** Do you have a monitoring and evaluation mechanism in the execution of that intervention? The monitor will check 1 if the structure has a monitoring and evaluation mechanism and 2 if no.
- **B24.** What are the issues and constraints encountered in implementing this work? The monitor will record all problems and constraints encountered by the structure in implementing that intervention.
- **B25.** Have you identified a good or best practice in implementing this intervention? The investigator will check 1 if the structure has identified a good or better practice and specify this good or best practice in B26 and check 2 if not (if no, move to question B27).
- **B26.** What good practices can you share in relation to your intervention? The monitor will indicate the good practice(s) identified.
- **B27.** In your opinion, what are the most effective measures that can be taken to eliminate CL? The monitor will register the identified measures by structure as being effective in the fight against CL.
- **B28.** What are your needs? The monitor will register all the structure needs.

Reporting Tools

Quarterly Work Framework

The Quarterly Framework is a programmatic framework of each LCLMS operational level. It is completed as part of quarterly planning and gives a synoptic view of the monitors' workload. The framework can be done at all levels. Ideally, it should be prepared before any operations to plan realistic and achievable activities or actions.

The table has the following parts:

- A. Identification of the area to be canvassed.** This part is schematized by the symbol A. The person in charge shall specify the locality concerned by the planning and make sure to indicate the county and eventually the district and the community. The responsible person also provides his/her name, function, and telephone number
- B. Objectives/activities.** This part is schematized by symbol B. It intended to describe the objectives or the activities. It must be done in simple and concise wording to summarize the main part of the activity.
- C. The period covered by the planning.** This part is schematized by the symbol C. This is the period covered by the planning. It is a distribution of the overall period, which can extend over a long period. In this case, refer to the quarter (three months).
- D. Months in relation to the period.** This part is schematized by the symbol D. This is the period covered by the programming within the month
- E. Week in relation to the month.** This part is schematized by symbol E. This is the period covered by the programming within the month.

Reporting Tool 1. Quarterly CWC Work Program

QUARTERLY CWC WORK PROGRAM

County: _____ District: _____ Community: _____

CWC Town Chief: _____ Function: _____ Contact: _____

Enter the period: for example: from March 2nd to May 1st

Objectives/Activities*	Period from _____ to _____											
	Month 1				Month 2				Month 3			
	W1	W2	W3	W4	W1	W2	W3	W4	W1	W2	W3	W4
Example: Identification of community X children												

W1, W2, W3, W4 correspond to the four weeks of the month

* Objectives and activities should be limited to those that are achievable over time based on the available resources

Transmission Slip

Description of the slip. These are slips that ensure the traceability of the transmission of collection tools (questionnaires). At this level, the tool is adapted since it enables capturing of both statistics and observations during data collection. The recommendation is that all stakeholders involved in data collection (e.g., chief collectors and other supervisors) should use this tool because it helps to facilitate data compiling and cleaning.

The tool consists of three distinct parts:

- **Identification.** The identification part enables the person responsible for filling this form to provide an overview of the working area, indicate his/her name, and specify data collection instrument to locate the area work, and specify the data collection period.
- **Statistics.** The identification part enables the person responsible for completing the form to provide an overview of the working area, indicate his/her name, and specify the data collection instrument used, and specify the data collection period. The second statistical part is intended to quantify the status of the tools, in particular the total number of questionnaires received, the number of forms completed, the number of questionnaires sent, the number of forms or tools pending, and the need to provide more questionnaires (forms).
- **Comments.** The third part concerns general observations on the collection, agents, difficulties, relations with the committee, and other technical needs of the operations. It must include the following indicators at a minimum:
 - o Distribution by gender of the CWC-CLMS members communicated at the beginning of the activity
 - o Number of working sessions organized at a regular basis to be defined
 - o Number of CL cases identified and monitored
 - o Number of sensitization activities
 - o Number of people reached by sensitization
 - o Number of operational/non-operational units (reason) for those under supervision (i.e., dependent on the current level)
 - o Number of cases of violence observed by the monitors
 - o Number of training provided/received by agents involved in data collection, reporting and analysis
 - o Number of emergency situations observed and documented

MINISTRY OF LABOUR

Report of the Community Monitor (Any member of the CWC)
(At each questionnaire transmission)

County: _____ District: _____ Community: _____

Responsible First and Last Name: _____

Period: _____

Need for questionnaires transmitted

Number of questionnaires transmitted

1. Statistic

Number	Total number received	Total number fills in	Total number transmitted	Total number pending	Needs
Supports					
Tool 0					
Tool 1 Module 1	Number of questionnaires in charge				
Tool 1 Module 2					
Tool 1 Module 3					
Tool 2					
Tool 3		Number of questionnaires corrected and validated			
TOTAL					

Questionnaire started and not completed on the date of transmission

2. Observations

Provide a general comment regarding the collection, difficulties, the committee, and the operational needs

MINISTRY OF LABOUR
LIBERIA CHILD LABOUR MONITORING SYSTEM
TOWN CHIEF COMMUNITY TRANSMISSION SLIP
 (Provide each time a questionnaire is forwarded)

County: _____ District: _____ Community: _____

Collector First and Last Name: _____ Signature: _____

Period: _____

1. Statistic

Number Supports	Total number received	Total number fills in	Total number transmitted	Total number pending	Needs
Tool 0					
Tool 1 Module 1					
Tool 1 Module 2					
Tool 1 Module 3					
Tool 2					
Tool 3					
TOTAL					

2. Observations

MINISTRY OF LABOUR
LIBERIA CHILD LABOUR MONITORING SYSTEM
DISTRICT LABOUR INSPECTOR TRANSMISSION SLIP
(Provide each time a questionnaire is forwarded)

County: _____ District: _____

Inspector First and Last Name: _____ Signature: _____

Period: _____

1. Statistic

First and Last Name of interviewer	Title of questionnaire	Total number of team members	Previous accumulation	Period	Accumulation at the end of period
TOTAL					

2. Observations

MINISTRY OF LABOUR
LIBERIA CHILD LABOUR MONITORING SYSTEM
DISTRICT LABOUR INSPECTOR TRANSMISSION SLIP
(Provide each time a questionnaire is forwarded)

County: _____

Inspector First and Last Name: _____ Signature: _____

Period: _____

1. Statistic

First and Last Name of interviewer	Title of questionnaire	Total number of team members	Previous accumulation	Period	Accumulation at the end of period
TOTAL					

2. Observations

Reporting Tool 6 — Community Registry

Description of the registry. The community registry is a document that is kept at the community level. It centralizes information on CL in the locality by considering the data archived on children, their employers/users, and their initial and current situations. It is especially necessary to insist on its use by the CWC-CLMS members and to identify those responsible, who must keep it confidential due to the information contained therein.

Each CWC-CLMS will be provided with its register, and it will be responsible for updating it as necessary.

This register may be kept by the Town Chief, who will therefore always have an update of the activities.

Table 13 shows the table to be made in the community register.

Table 13. Community Register

Serial number	Child Code	Employer Code	Initial situation*	Current situation*	Assisted by the government	Assisted by other programs	Observation
01			<input type="checkbox"/>	<input type="checkbox"/>			
02			<input type="checkbox"/>	<input type="checkbox"/>			
03			<input type="checkbox"/>	<input type="checkbox"/>			
04			<input type="checkbox"/>	<input type="checkbox"/>			
05			<input type="checkbox"/>	<input type="checkbox"/>			
06			<input type="checkbox"/>	<input type="checkbox"/>			
07			<input type="checkbox"/>	<input type="checkbox"/>			
08			<input type="checkbox"/>	<input type="checkbox"/>			
09			<input type="checkbox"/>	<input type="checkbox"/>			
10			<input type="checkbox"/>	<input type="checkbox"/>			

*Initial situation code/Current situation: 1. Child laborer 2. Child in an institution/training

Data reporting mechanism. Data represent the first and key material of LCLMS. They enable the system to function. Data are collected in a transversal way at each level, starting from the community to the national level in accordance with the data reporting scheme.

- **Community level.** The Town Chief, once the questionnaires have been completed and received, will ensure that they do not have any errors. Three scenarios are presented to him here:
 1. Questionnaires correctly completed
 2. Questionnaires containing errors that he can correct
 3. Questionnaires requiring feedback in the field (in this case, he will return questionnaires to be completed properly)

After validation, the Town Chief sends all questionnaires to the Labour Inspector office at the district level.

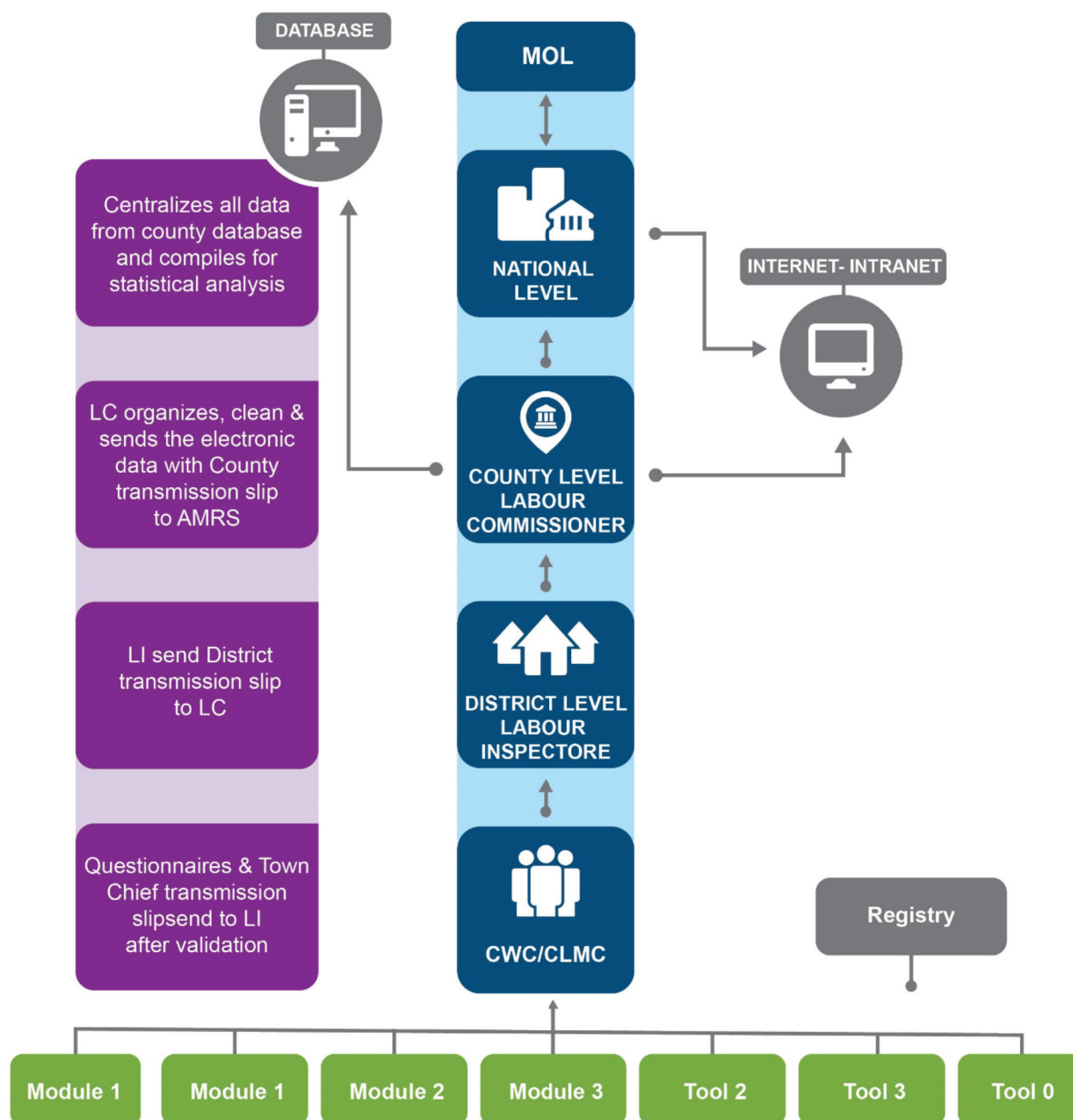
The community registry remains at the community level (see Appendix 12: Community Registry).

- **District level.** The District Labour Inspector centralizes the questionnaires from the various communities and ensures the availability of the expected number. He will also check by sampling the consistency of the information collected and will return questionnaires incorrectly completed. He sends the questionnaires and his report to the CLC office (See Appendix 15).
- **County level.** Upon receipt of the questionnaires from the District Labour Inspector, the CLC organizes the entry and into the district database. He archives all the questionnaires received and forwards the electronic data and his own report to the national level (See Appendix 16).

- **National level.** The national level centralizes all data from county databases and compiles for statistical analysis. The recommendations resulting from these analyses will be used in decision-making to fight against CL in Liberia. Except for confidential data, the information will be made available to the NSCCL for dissemination.

A descriptive diagram of the LCLMS data reporting mechanism is shown in Figure 4.

Figure 4. LCLMS data reporting mechanism



Coding system

The coding system is intended to fill in the code indicated either by proximity of the question in a file or coding medium.

This system has three components: (1) the collection actors coding, (2) the units for investigation coding, and (3) the coding of the responses.

Codification of actors. Each actor has a unique code to ensure traceability of questionnaires and better control of the collection units in terms of human resources management. Each actor will have a code depending on his zone of operation, for example:

- **Community level**
 - o Town Chief (t01)
 - o Monitors (m01)
- **District level**
 - o Labour Inspector (i01)
- **County level**
 - o Labour Commissioner (l01)
 - o Database Manager (d01)
 - o Data Entry Clerk (e01)
- **National level**
 - o Main Coordinator (co1)
 - o Coordinator 4 (co4)

Collection system coding

Collection system coding explains the process of assigning codes to the different LCLMS levels. We will have to distinguish the codes of community, district, county, and the interviewee (or structure) from the code assigned to each type of questionnaire.

- The county occupies two positions: first and second
- The district occupies two positions: third and fourth
- The community occupies two positions: fifth and sixth
- The type of questionnaire occupies one position: seventh
- The household occupies three positions: eighth, ninth, and tenth
- Every interviewee occupies three positions: eleventh, twelfth, and thirteenth

Community code. All communities within a district should be listed and given codes as they are at the district level.

District Code. Every district will systematically be assigned a code. The codes will vary within the county sequentially. For instance, if monitoring efforts cover two districts, the following codes could be assigned to each district:

- District A: Code: 01
- District B: Code: 02

County Code. Coding of the counties will depend on the MOL. Each county will have a specific code. For instance, for counties A to D, the codes can be attributed to each as follows:

- County A: Code: 01
- County B: Code: 02
- County C: Code: 03
- County D: Code: 04

Only the individuals in charge of the collection units are authorized to make or validate unit codes.

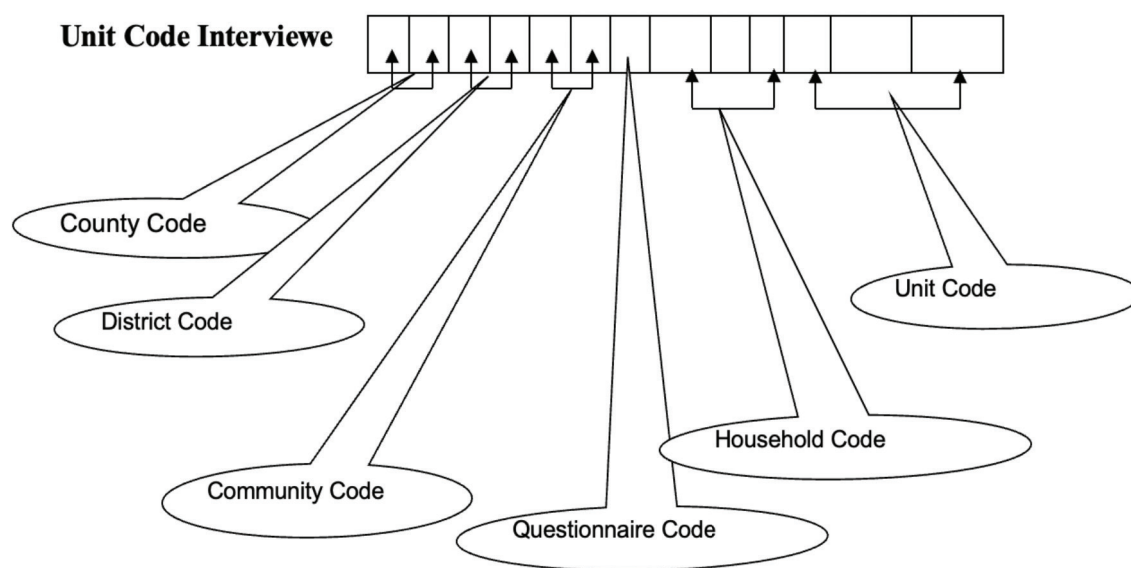
Coding interview units/household. Coding of interview units will be done according to the order of the recording (or interview). The first person will be numbered 01, the second 02, the third 03, and so on. Each unit will be completed and will receive a code. The household code will vary within the community and the interviewee unit will vary within the household.

Coding of questionnaire

- Collection Tool 0: Code 1
- Collection Tool 1 module 1: Code 2
- Collection Tool 1 module 2-part 1: Code 3
- Collection Tool 1 module 2-part 2: Code 4
- Collection Tool 1 module 3: Code 5
- Collection Tool 2: Code 6
- Collection Tool 3: Code 7

The diagram below summarizes this process:

Figure 5. Interview Coding



Example Code: 03 04 05 4 200 003

The code above means that the form comes from a county (code 03), in the district (code 04), and community (code 05), and is a questionnaire sent to an employer (code 003) whose household is the 200th of the village.

Responses coding. Each questionnaire includes questions with closed or semi-closed answers. In some cases, codes are assigned from 1 to 10. The monitor will have to enter these codes into the appropriate boxes during the survey. After the survey, open-ended questions should be subjected to a new system of coding. Below are responses coding.

Table 14. Schooling status code

Schooling Status	Code
Continued to attend school/vocational training	1
Enrolled in school/vocational training but does not take part in the course	2
Out of school	3
Continued to attend school/vocational training	4

Table 15. Occupation or task executed code

Occupation or Task Executed	Code
Grow or harvest agricultural products or catch or collect fish or seafood or related activities	001
Prepare food, clothing, or handicrafts to sell	002
Sale of articles, newspapers, beverages, food, or agricultural products	003
Wash, iron, clean, repair tools or equipment for someone else against payment in cash or in kind	004
Caring for pets	005
Transport of goods to the market or for storage or other activities relating to the transport of goods for sale	006
Construction, maintenance of buildings, houses, or car for someone else	007

Table 16. Filiation Code

Relationship	Code
Child head of household	1
Spouse of the head of household	2
Sons/Daughters	3
Grandparents	4
Other parents	5
Tutors	6
Employer	7
Big brothers/sisters	8
Uncle/aunt	9
Friend	10
Parents-in-law	11

Table 17. Relationship with employer/child user code

Relationship with Employer/Child User	Code
Head of household	01
Spouse	02
Daughter/Son	03
Father/mother of spouses	04
Other relative	05
Other unrelated person	06
Maid	07

Table 18. Nationality or ethnic group code

Ethnic Group	Ethnic	Code
Kpelle		01
Bassa		02
Grebo		03
Gio		04
Mano		05

Table 19. Other nationalities (code M2.2)

Burkinabe	06
Malian	07
Ghanaian	08
Guinean	09
Togolese	10
Benin	11

Table 20. Other nationalities code M2.2

Senegalese	12
Nigerian	13
Niger	14
Mauritanian	15
Other Africans	16
Non-Africans	17

Table 21. Why do you work? (code M2.3)

Why do you work?	Code
Have additional family income	02
Have my own income	04
My age companions are also working	06
Learn the trade	08
Household debt reimbursement	16
My parents ask me to work	18
Have problems accessing school/school vocational training	20
School Distance from place of residence	22
School fees	24
No canteen at school	26
Have additional family income	28
Have my own income	30

Table 22. Grade level (code M2.5)

Grade Level	Code
Kindergarten	0
First Grade	1
Second grade	2

IV. Procedures To Remove Children From CL

A. OBJECTIVES

The objective of this SOP is to provide clear instructions to stakeholders that detail all the essential steps, processes, and procedures that will guide the effective planning and implementation of a CLMS. The specific objectives include the following:

- Provide SOPs to guide the actions of withdrawal of children from CL, which includes WFCL, FL, hazardous work, and HT. It covers identification, rescue, rehabilitation, family tracing, reintegration, and support.
- Provide SOPs to guide the withdrawal of children from CL.
- Provide SOPs to determine the roles and responsibilities of actors involved in the CLMS.
- Provide SOPs to guide the reporting pathways of the CLMS.
- Provide guidelines for the use of the CLMS reporting tools.

B. GENERAL GUIDELINES TO RESCUE CHILDREN FROM CHILD LABOUR

Although ILO Convention No. 182 requires governments to prioritize eliminating WFCL undertaken by all children under the age of 18 years, other forms of CL that endanger their life and health and deprive them of school should also be addressed. In cases where CL is exploitative, hazardous, and includes HT or FL, this could constitute a criminal offense and requires police investigation. Government offices beyond education and child protection staff, including social services, labour support, labour inspection, police, and the judiciary can support investigating, rescuing, and remediating cases of CL. Authorized NGOs, CBOs, and other groups can be involved in rescuing children in CL.

These children are mostly invisible because they are hidden from the eyes of law enforcement agencies. Some of them serve behind locked gates, work in mines or commercial farms in the forests, or work in the streets. They sometimes may not go to school. They are children who suffer major abuses and most of them have psychological and emotional problems. Identifying, withdrawing, and rehabilitating these children requires carefully planned strategies. This section focuses on the strategies for finding and assisting children caught up in CL. The following diagram illustrates the various interventions needed to rescue a child in CL and assist them with social protection schemes.

Figure 6. Interventions to rescue children in child labour



C. STRATEGIES FOR FINDING CHILDREN CAUGHT UP IN CHILD LABOUR

Different strategies may be used in locating children caught up in CL. Observation is a key tool for identifying such children. Sometimes a child may need to be observed over a period for suspicion, and this needs to be confirmed. The different strategies that may be used for identification include:

- CWCs proactively search for children involved in CL in their communities.
- Labour Officers proactively search for child laborers in the informal and the formal sectors.
- Factory inspectors search for and withdraw children below 15 years of age working in factories and register children 15–17 years who are permitted to work but not in hazardous work.
- NGOs implementing projects regarding withdrawal of children from CL enter communities, farms, and other known CL sites proactively to search for child victims in collaboration with CWCs or other community volunteers.
- Search nightclubs of cities at night for children who are being sex trafficked.
- Police mount rescue operations to rescue child victims of crime and arrest perpetrators of CL.
- Search commercial farms, fishing harbors, like lakesides, for children caught up in CL.
- Search quarries, mines, and construction sites for children engaged in CL.
- Search garbage dumps for child scavengers.
- Children in intolerable forms of CL are often invisible, so plan a search for such children along with other CL activities like sensitization and awareness-raising, especially focus group discussions with children.
- It is difficult to detect children in slavery and slavery practices like trafficked children, children in domestic servitude, and those in other forms of bonded labour. Get information from community informants and from government staff working in the community like teachers, nurses, National Commission for Civic Education staff, officers of non-formal education, and members of trade unions, transport workers, NGOs, CBOs, FBOs, or other projects in the community.
- Using child-friendly interviews described in this chapter, interview the children identified to confirm that they are truly victims of CL, including hazardous labour and WFCL (FL, HT, bonded labour, prostitution, or illicit activities).
- Organize children's focus group discussions and try to identify children in CL.
- Use the snowballing method where you find one child in an intolerable form of CL and ask if he/she knows of others.
- Plan a rescue operation with a multi-disciplinary team to search for victims (police rescue operation). Rescue operations should be well planned and well-coordinated to be implemented effectively.

1. Pre-identification processes

Children caught up in CL must be rescued as soon as they have been identified. Once the employers know that there is the intention to rescue the child, they will move the child elsewhere if the team does not take the child away immediately. Thus, pre-identification processes must include planning for immediate rescue and care. For a smooth operation, and to avoid placing the children in further difficulties, any person or group planning to identify and rescue a child, including (CWCs), must ensure the following.

- Keep the confidentiality of the child's information and identity.
- Arrange with a registered shelter where the child/children identified will be sent to. Such a shelter may be run by the Department of Children and Social Protection, NGOs, CBOs or FBOs.
- Where possible, inform the Department of Children and Social Protection before the rescue, or immediately after the rescue, even if the rescue does not involve the use of the Department of Children and Social Protection shelter.
- Inform the police in the area where rescue will take place.
- Upon identification, the children rescued will have immediate needs for food, toiletries, and sometimes medication. Ideally, the Department of Children and Social Protection should be well resourced to take care of this, but until it is, funds must be mobilized by the team or project or CWC in readiness to support an identified child or children.

- If the identification strategy is based on proactive search, a multi-disciplinary team must be formed led by the police or social welfare. At a minimum, the team should include the following people:
 - **Police from the district's Anti-Trafficking Unit** if the identification and rescue strategies involve trafficked children. The police will arrest the suspected trafficker, investigate, and see to his/her prosecution where necessary.
 - **An Interpol officer, immigration officer, and an officer from the Ministry of Foreign Affairs** when cases involve cross-border trafficking.
 - **A social worker supervisor**
 - **An NGO working in this sector** that can liaise with the police and the social worker supervisor and possibly find funds for the children's upkeep.

It is always better to ensure that all members of the team are well trained before the exercise begins.

NGOs, CBOs, and other groups involved in the rescue of children in the CL must apply for Authorization Letters from the appropriate government agencies, including the Human Trafficking Board (police), the police department, and the Child Welfare Department.

2. Identification of children in CL

The physical appearance of children caught up in CL does not follow any single set of criteria. Their physical appearance while at work depends a lot on the sector of work they are in. Some of these have been described. For instance, a child forced into commercial sex work will have a different physical appearance from a child in domestic servitude, those working on commercial farms, or doing fishing. The child's demeanor is also not always a confirmation of their status in the community unless he/she is much traumatized, in which case the child would be quiet and withdrawn.

Nonetheless, there are several characteristics that are common to most children caught up in CL and may be used to start the identification process. These include:

- They may be found engaged in very hazardous work.
- Most of them are in FL and work for long hours.
- During school hours, the child may be found at home, on the farm, or in another workplace.
- They may be found working at night.
- They are not likely to be enrolled in school or may not attend school even if they are enrolled.
- A great majority of them do not live with their biological parents. They may live with either close relatives or total strangers.
- The relationship observed between the child and adult may not be that of a parent and child, even though they may claim to be.
- They are likely to refer to their employers as their father, mother, uncle, or aunt.
- Those working in the agricultural sector may be far away from the townships and may live in the deep forests.
- They may bear names from areas far from where they reside or may have taken on names of the area.
- They may not be able to speak the local language fluently.
- There may be burns or lacerations or other scars on their bodies.
- Some children may be in tattered clothes, but some may dress like other children in the community.
- The child may look malnourished because of poor nutrition.
- The child may look traumatized, depressed, or timid.
- The majority have their meager earnings paid to a parent or relative or even to a complete stranger. A few may receive an occasional stipend or "pay" far below the minimum wage. Others may not receive any earnings at all.

Identification of children engaged in CL is therefore not a simple task, and it involves the application of special tools and skills. These include:

- Observing children at work and paying attention to individual children to see the type of work each child is involved in; the number of hours each child works; his/her demeanor; relationship with each other; and each child's physical appearance, looking for signs of injuries on the skin as well as clothing and whether he/she appears malnourished.
- Observe the child at play with other children.
- Soliciting information from informants within the community (these include children).
- Estimating the child's age.
- Interviewing the child and probing to get more information before making a decision.
- Interviewing other children to find out more about a suspected child.
- Find out the relationship between the child and those he/she lives with.

3. Estimating the child's age

Age estimation of children caught up CL is one of the most difficult tasks in the identification process. This is because children may not have any official records to give this information. The children themselves as well as their parents may only have a vague idea of their age. One may therefore carry out the following for age estimation:

- Use children's health cards. Most children have these in the communities.
- Use school enrolment records.
- Use the community register if one is kept.
- Ask a nurse or doctor (medical examination).
- Ask adults in the community who may link the child's age with some major event in the community or some natural disaster.
- Compare the child's age with those of his/her peers.
- Make a good guess based on all the information you gather from the child and others; if it is a girl, ask if she has menstruated.
- Use historical calendars for age estimation, e.g., a table of historical events in the community that relates to the birth of a particular child.
- Those involved in identification need to have special skills, including tact, patience, and effective communication skills of observing, questioning, interviewing, and listening.

4. Observing children at home, within the community, and at workplaces

Children may be observed within their communities and within their households to determine the nature of household chores/work they are engaged in and their relationship with household members and household head. But it is more important to observe children at workplaces. CL occurs mostly in informal workplaces. So, stakeholders working to identify children in CL must pay unannounced visits to workplaces and work sites without making their intentions known. Participant observation is the most effective way to identify children in the CL. NGOs and CBOs that work within communities are in a position to observe children because their work keeps them in communities for extended periods.

Identifying CL on farms is best done by visiting the farms and observing the children's work. However, the farms are usually far from the communities and may not be accessible to cars. The same is true of mining sites. Observers may therefore have to walk long distances to farms. Observing the work children do in fishing requires going fishing with them or visiting the fishing harbors to observe which child is doing what. However, it is not always practical to go fishing or mining to identify children, and one may have to rely on the prompting of informants or the children's own stories.

5. Identification through informants

Informants are most often a reliable source of information on what goes on in the community. Informants may be in the form of community volunteers, friends of children, concerned individuals, or children themselves. Collecting information from all these sources must be done circumspectly to avoid putting informants or the victims in danger. If the community keeps a Register of Households, this may also be a good source for learning the status of each child in the community to spot those out of school.

6. Interviewing suspected victims of CL

Interviewing children suspected to be victims of CL is the single most important tool in identifying victims. Children can give information on the type of work they do, a rough estimate of the number of hours of work they do, whether they go to school, how often they go to school, whether they are sexually exploited, their relationships with other children in their household, their relationship with the household head, the types of injuries they sustain at work, and their concerns for their own lives. The information gathered from children can be analyzed and conclusions drawn about the type of CL category they fall into. However, to get good and reliable information from children, one must apply child-friendly methods for interviewing them. The information collected is very crucial in the prosecution of traffickers, slave owners, prostitution perpetrators, pimps, drug dealers, etc. Those involved in interviewing children must be trained and have special skills including tact and patience and effective communication skills like observing, questioning, and listening.

7. Important characteristics of children

Children are still developing and tend to exhibit characteristics that an interviewer must be familiar with so as not to misjudge their behavior or discount the information they may provide. These include:

- Children are persons. They can experience deep emotional pain and joy.
- A child is not well developed, and his/her perceptions of experiences may differ greatly from that of an adult.
- The child's style of communication differs from an adult.
- Conversation is not always reliable as verbal skills are not properly developed.
- A child's story may be inconsistent but that does not mean he/she is telling lies.
- The child to be interviewed may not speak English or any local language and there may be need to look for an interpreter.
- Interpreters may influence the information being given and this makes observation of the child very crucial.
- The child does not usually respond well to questions because he/she may not understand the questions well.
- A child's ability to identify and verbalize feelings can be difficult for them.
- Contradiction is common among children. They are often indecisive about their situation and their employers.
- The child may not have all the facts at his/her disposal.
- A traumatized child may not open up immediately, but he/she must not be forced.
- The interview may have to be repeated several times before a structured interview is conducted.
- The child can be easily manipulated by employers who will try to influence his/her stories.
- A child can be badly hurt due to an interviewer's attitude and types of questions.

Security agency personnel who interview children in CL must receive training in counseling and child friendly methods. They must also wear plain clothes where possible.

8. Who should conduct an interview with a child

Children caught up in CL may be traumatized. Some may have come to have a deep mistrust for adults and may be suspicious of their intentions. A careless question or remark or even the interviewer's reactions to answers may further jeopardize the child's situation and do more harm than good to the child. For this reason, it is recommended that professional counselors conduct interviews with children in CL. However, it may be difficult to find professional counselors to do the job in the Liberian context. Nonetheless it is important for all organizations, programs, and projects working on CL to have their field staff and community volunteers trained on counseling and child-friendly interviews and methodologies to ensure that traumatized children are not further hurt by those seeking to help them. In the context of this CLMS SOPs, guidelines and tools are provided to enable monitors from CWC and other actors to identify and monitor children.

9. Child friendly interviews

It must be emphasized again that child-friendly interviews require training, experience, tact, and patience. They are best carried out by trained counselors. It is also important that all those whose work brings them into direct contact with child victims be educated in child-friendly methods.

The following steps may be followed in getting a child's story:

- Sit at eye level with the child to reduce fear and intimidation.
- Wear a smile and be gentle.
- Greet the child, introduce yourself, and ask the child his/her name.
- Try to get the child to relax by introducing some games, etc. Introduce play. If there is football around, engage the child in soccer, do a magic trick if you know one, tell a story, sing a song, and be funny. Ask the child to sing a song, draw, or tell a story.
- The interviewer observes the child during play, and if he/she thinks it appropriate, can ask some light questions while the play continues.
- When the child is completely relaxed, ask other questions, including whom he/she lives with, whether he/she goes to school, and what class he/she is in, and, while the playing is going on, the interviewer can also ask the child about his/her parentage, all the places he/she has lived since they were born, and if he/she is living with the same people now.
- Find out about the nature of the work performed.
- For some children, it is easy to find out their status even with a first interview and draw meaningful conclusions about their work and their relationship with other family members.
- If the interviewer can gather enough information during this first interview to draw conclusions, then action must be taken immediately.
- Depending on the sector of work the child is engaged in, his/her educational status, and relationship with the family they live with, follow procedures for the appropriate action.
- If a child is rescued and taken to a shelter, an in-depth interview should only be done after the child is at the shelter has been counseled.
- Such a questionnaire must gather information on the child, his work history, the employer, or employer's data, etc.
- Probing should be done in a friendly manner to get more information without stressing the child.

10. Removal/rescue of children in CL

When a child or a group of children engaged in the CL have been identified, they must be removed immediately from the workplace. International protocols and the laws of Liberia do not permit that any child should live under such conditions. The action taken to remove/rescue depends on the location of the community where the child is found and the institutions and facilities available to support this action. Important actions need to be taken into consideration:

- As described in the section on pre-identification processes, all arrangements for logistics, shelter, food, etc., should have been made before withdrawal of a child from CL.
- There should always be a team of at least two people to do the rescue, preferably with men and women available for different cases. If the victim is a girl, then the rescue is best done by a team of two females and the same applies to the male victims.
- Rescued victims must never be allowed contact with their employers until the case is completely settled and judgment given out in court. For this reason, the victim's mobile phone should be taken from him/her immediately with the promise that it would be returned.
- Sit at eye level with the child to reduce fear and intimidation.
- Introduce yourselves to the child and let him/her know the work you do with children. It is preferable if the person who has been interviewing the child is a member of the rescue team, however, this may not always be possible.
- Let the child know that he/she has done nothing wrong and that he/she is being taken to safety.
- Provide food and drink for the child.
- Counsel the child to assure him/her of his/her safety. Let the child know he/she is among friends. Explain to the child where he/she is being taken to and the procedure that will be followed to get him/her back to his/her parents and the assistance that will be provided.
- Encourage the child to ask questions or to voice any concerns he/she may have.
- If an official car is available to transport the child and team members that makes the withdrawal very simple. Transfer the child to a shelter where arrangements have been made to receive him/her.
- Where there is no official vehicle available a car may be rented depending on the funds available and the number of children to be transported at the same time.
- Where there is not enough money to charter a car, the team members may board a commercial vehicle with the child in question. This is not the best option as it increases the risk of attacks and of the victim being lured away.
- If the distance between the community where the child is found and the shelter is very far, it may become necessary to stay overnight in the transit town and continue the journey the following day. The team members must be prepared to share rooms with these child victims.
- Rescued victims must never be left on their own while in transit, not even when they are sleeping. Team members should be prepared to stay in the same room with them.

11. Rehabilitation of children engaged in CL

Rehabilitation starts when a child victim has been successfully retrieved from the employer and brought to a safe shelter. Rehabilitation involves repeated counseling of the victim, feeding, clothing, housing, medical care, recreation, and transitional education for children. A good shelter must be adequately staffed with counselors, social workers, teachers, and nurses. Such a shelter must also have recreational facilities and classrooms for learning. The staff may be full time or part time. The steps to be followed for rehabilitation must include the following:

Rehabilitation must be well planned, on paper, and tailored for each child's needs. The identification and rescue teams must present to the shelter, in writing, all their initial findings on the child to enable the planning of his/her rehabilitation and family tracing.

- Immediately after a child arrives at the shelter, the children already staying there must be organized to welcome him/her in a special way. It is important that the child is made comfortable and to feel at home. One of the other children could be introduced to him as his friend who will take care of him/her while they both remain at the shelter.
- The officials of the shelter must introduce themselves to the child.
- The child should be provided with some immediate needs like toiletries, clothing, and a bed or mat to sleep on. He/she must also be given food and encouraged to take a shower.

- He /she must be examined and interviewed for any medical problems and assisted.
- After a few days, when the child is relaxed, the officials at the shelter must interview the child for their story and use the information to revise the rehabilitation and reintegration plan for him/her. This must include family tracing, reintegration, and support. Everything must be explained to the child, including timeframes to put his/her mind at ease.
- The shelter must have recreational facilities and encourage the child to play and socialize with the other children.
- The shelter must also have classrooms for transitional education. Most of the children removed from the CL may never have been in a classroom before, or they may have dropped out very long ago. They will need transitional education to prepare them for enrollment into basic education or apprenticeship training.
- The shelter must also be provided with security to prevent activities with former employers and intruders.
- Continuous counseling of the child while he/she is at the shelter is critical to prepare them for school and reintegration into their family setting. Also, while in FL, the victims will have acquired different attitudes. Some children become very aggressive while others become timid. Each of these should be adjusted through counseling, building their self-esteem, and giving them hope.
- During counseling, keep finding out more about the child's concerns and aspirations.
- During play and counseling sessions, keep observing the child. Record any new information on the child without him/her knowing.
- Take photographs of the child while he/she is at the center.
- Finally, administer a structured questionnaire, doing a voice recording of the interview with the child's permission. Use a questionnaire that is nationally approved.
- Write out the child's case study, which should record all relevant information, including the following:
 - o Name, age, sex
 - o Name of parents
 - o Home town
 - o Town from which the child was rescued
 - o Level of education the child attained before being put into CL
 - o Name of employer/employers
 - o Nature of work done with each employer
 - o Health problems and other experiences the child went through while in CL
 - o The child's aspirations for his/her future
- Protect the child and ensure that he/she does not talk to strangers. The employers may try to reach or kidnap the child or convince him/her to change his/her story.
- The organizations that refer children to a shelter must not just dump the children there but must work with the authorities of the shelter to ensure that the children's needs are cared for, and they are finally reintegrated with their families.

12. Family tracing

Family tracing is a very difficult and expensive task. For children in CL who came to their employers as very young children, some cannot remember their parents' names while others cannot remember the names of towns they come from. Landmarks in their hometowns may also have changed and some parents may have relocated to other places. To trace families, networking is required to cut down costs. Organizations working in this sector must network together and support each other's work to reduce costs. When the family has been identified and located, the social study must assess the potential of the child and family and determine the conditions under which the child should return to the family, if this is in the child's interest. If this is not the case, an alternative must be found. The following procedure may be followed:

- Start family tracing soon after the child is brought into a shelter for rehabilitation. This is important to ensure that the child is not kept in the shelter for a long period of time.
- Ask the child for the name of his/her community, district, and region. Some of this information may be collected from the employer at the time of rescue.
- Where the child does not have this information, ask for the local dialect he/she speaks and use this to locate the community.
- If the child knows his/her community and home, ask for landmarks and the names of people he/she remembers in his/her community and the work they do. If the child has this information, it facilitates tracing.
- When the child cannot provide any relevant information, one may need to go back to the community where the child was rescued from to interview more people—even the employer—to get additional information on the child.
- When some information has been obtained, there will be the need to visit the community and ask around for the family in question.
- Get the DSW and community welfare offices in the district or county involved with the tracing but be prepared to pay transportation allowance to the collaborating officer.
- When the community has been found, collaborate with the CWC in the community.
- When the family has been found, inform the child.

13. Reintegration of child with family

Family reintegration simply means uniting the child with his or her family. The child who has been rescued from CL must finally be reunited with his/her family if it's in his/her best interest. This can be a traumatic experience for some children and their families, yet for others, it could be a very happy occasion. It all depends on the circumstances that led to the child being sent away from home and how traumatized the child is at the time of rescue.

The following steps should be followed for reintegration:

- There is a need for careful planning of each step.
- Prepare the family for the child's homecoming by counseling them on the need to have the child educated. Hear any concerns the family may have. They should also be informed of the contents of the existing laws and the sanctions for those who contravene the law.
- After the family has been counseled, connect them with the child on telephone.
- Get the District Social Welfare Officer and the District Child Protection Committee involved in the reintegration process.
- Counsel the child and address all his/her concerns with reintegration.
- Transport the child to the family home accompanied by an NGO officer, DSW officer, or someone from the shelter whom the child knows and trusts.
- For long journeys to the child's parents, there may be a need to spend a night with the child in a town along the way. It is important that the officer sleep in the same room with the child to ensure his/her safety.
- The team traveling with the child must be prepared to walk very long distances to the child's community because some of the communities have no motorable roads.
- Involve the district police and district social welfare officer in taking the child to meet with family.
- On reaching the child's community and family, observe family members' reactions and that of other community members to see if they are positive.
- Hold a sensitization and awareness raising session for the community if time will permit.

14. Support to the child and the child's family

Meeting the parents without prejudice and assessing their strengths and weaknesses is required and considered important given their socio-economic situation, that of other family members, and the reasons for the child's vulnerability. The most important thing is to feel their attachment to and interest in the child and vice versa. If the child is not secure in his family, it will be in his best interest to find other alternatives where he can be safe. This could include finding foster parents, or shelters. Support to the ex-child victim is very much a part of the withdrawal process. It is against ethics to "dump" a rescued child with his/her family without any support while the pre-existing conditions that led to him/her being sent into FL persist. Many projects make this mistake, which leads to the child going back to other forms of CL or even to the same place he/she came from. Traditionally, the DSW planned and provided this support. However, in the face of inadequate funding for the DSW, all programs and projects in this sector must include these costs in their budgets. The DSW and NGOs must partner with the Liberian MOE to give educational support to these unfortunate children. They must also partner with Vocational Institutions and Master Craftsmen to provide apprenticeship training to older children who are not likely to benefit from primary education. The CWCs must be involved with this process.

The following steps may be followed:

1. Enroll all children below 15 years into primary school after reintegration. The schools in their communities must be contacted for this.
2. Provide a child who has been enrolled into primary education with school uniforms, shoes and socks, school bags, exercise books, notebooks, and other stationeries and all other requirements for enrollment.
3. Older children must be asked what their preferences for vocations are.
4. Identify master craftsmen in the community or nearby who will provide this support to children rescued from CL. Sensitize the master craftsmen to be patient and gentle with the rescued children.
5. Ask for a list of tools and equipment required for learning and provide these to the child and enroll the child in apprenticeship training.
6. Enroll the older child in non-formal education to enable him/her to read and write.
7. Interview the child's family to know their economic status and employment situation.
8. Where necessary, offer the child's family livelihood support training and micro-credits to enable them to generate income to support the child.

15. Withdrawal of children at risk of entering CL

Apart from children who are already engaged in CL, many children in poor communities are at risk of entering CL. As the saying goes, "prevention is better than cure," so all projects on CL must look out for such children and treat them as a priority. These high-risk children include:

- Out of school children
- Orphans/orphaned and vulnerable children due to HIV/AIDS
- Siblings of children who have been trafficked or enslaved
- Siblings of children caught up in hazardous labour
- Children with very poor school attendance records or who are in and out of school; that is, their attendance is irregular because of their needs.

These high-risk children may be identified by:

- community registers;
- school records;
- hospital records to know HIV/AIDS patients who have died and their children;
- informants within the community, including school teachers, religious leaders, and others; and
- interviews and group discussions with NGOs and CBOs within the project communities.

These high-risk children must be withdrawn and enrolled in primary education or apprenticeship schemes.

16. Monitoring of ex-working children

Children who have been reintegrated with family must be monitored periodically and their progress recorded. Some of them will need continued counseling, which must also be provided. They must be encouraged to stay on in school or in apprenticeship training. This, traditionally, is the work of the MGCSP, which they do in collaboration with other relevant agencies. With the establishment of DSW's CPN all over the country, DSW may collaborate with them to ensure regular monitoring of reintegrated children. A standard questionnaire for collecting information on these children, developed by the MOL through this document, must be used to collect structured information on every child withdrawn. This information must be fed into the Liberia CLM database within the Division of Child Labour at the MOL. The forms may be collected from there. During monitoring visits, the children's concerns must be addressed. Monitoring may also be done through phone calls in between visits.

V. Appendices and References

A. APPENDICES

Appendix 1. Code Activity Sectors

A. Agriculture; forestry and fishing

- 01 Crop and animal production, hunting and related service activities
- 02 Forestry and logging
- 03 Fishing and aquaculture

B. Mining and quarrying

- 05 Mining of coal and lignite
- 06 Extraction of crude petroleum and natural gas
- 07 Mining of metal ores
- 08 Other mining and quarrying
- 09 Mining support service activities

C. Manufacturing

- 10 Manufacture of food products
- 11 Manufacture of beverages
- 12 Manufacture of tobacco products
- 13 Manufacture of textiles
- 14 Manufacture of wearing apparel
- 15 Manufacture of leather and related products
- 16 Manufacture of wood and of products of wood and cork, except furniture; manufacture of articles of straw and plaiting materials
- 17 Manufacture of paper and paper products
- 18 Printing and reproduction of recorded media
- 19 Manufacture of coke and refined petroleum products
- 20 Manufacture of chemicals and chemical products
- 21 Manufacture of pharmaceuticals, medicinal chemical and botanical products
- 22 Manufacture of rubber and plastics products
- 23 Manufacture of other non-metallic mineral products
- 24 Manufacture of basic metals
- 25 Manufacture of fabricated metal products, except machinery and equipment
- 26 Manufacture of computer, electronic and optical products
- 27 Manufacture of electrical equipment
- 28 Manufacture of machinery and equipment (not elsewhere classified [NEC])
- 29 Manufacture of motor vehicles, trailers, and semi-trailers

- 30 Manufacture of other transport equipment
- 31 Manufacture of furniture
- 32 Other manufacturing
- 33 Repair and installation of machinery and equipment

D. Electricity; gas, steam, and air conditioning supply

- 35 Electricity, gas, steam, and air conditioning supply

E. Water supply; sewerage, waste management and remediation activities

- 36 Water collection, treatment, and supply
- 37 Sewerage
- 38 Waste collection, treatment, and disposal activities; materials recovery
- 39 Remediation activities and other waste management services

F. Construction

- 41 Construction of buildings
- 42 Civil engineering
- 43 Specialized construction activities

G. Wholesale and retail trade; repair of motor vehicles and motorcycles

- 45 Wholesale and retail trade and repair of motor vehicles and motorcycles
- 46 Wholesale trade, except of motor vehicles and motorcycles
- 47 Retail trade, except of motor vehicles and motorcycles

H. Transportation and storage

- 49 Land transport and transport via pipelines
- 50 Water transport
- 51 Air transport
- 52 Warehousing and support activities for transportation
- 53 Postal and courier activities

I. Accommodation and food service activities

- 55 Accommodation
- 56 Food and beverage service activities

J. Information and communication

- 58 Publishing activities
- 59 Motion picture, video and television program production, sound recording and music publishing activities
- 60 Programming and broadcasting activities
- 61 Telecommunications
- 62 Computer programming, consultancy, and related activities
- 63 Information service activities

K. Financial and insurance activities

- 64 Financial service activities, except insurance and pension funding
- 65 Insurance, reinsurance, and pension funding, except compulsory social security
- 66 Activities auxiliary to financial service and insurance activities

L. Real estate activities

- 68 Real estate activities

M. Professional, scientific and technical activities

- 69 Legal and accounting activities
- 70 Activities of head offices; management consultancy activities
- 71 Architectural and engineering activities; technical testing and analysis
- 72 Scientific research and development
- 73 Advertising and market research
- 74 Other professional, scientific, and technical activities
- 75 Veterinary activities

N. Administrative and support service activities

- 77 Rental and leasing activities
- 78 Employment activities
- 79 Travel agency, tour operator, reservation service and related activities
- 80 Security and investigation activities
- 81 Services to buildings and landscape activities
- 82 Office administrative, office support and other business support activities

O. Public administration and defense; compulsory social security

- 83 Public administration and defense; compulsory social security

P. Education

- 84 Education

Q. Human health and social work activities

- 85 Human health activities
- 86 Residential care activities
- 87 Social work activities without accommodation

R. Arts, entertainment, and recreation

- 89 Creative, arts and entertainment activities
- 90 Libraries, archives, museums, and other cultural activities
- 91 Gambling and betting activities
- 92 Sports activities and amusement and recreation activities

S. Other service activities

- 93 Activities of membership organizations
- 94 Repair of computers and personal and household goods
- 95 Other personal service activities

T. Activities of households as employers; undifferentiated goods- and services-producing activities of households for own use

- 96 Activities of households as employers of domestic personnel
- 97 Undifferentiated goods- and services-producing activities of private households for own use

U. Activities of extraterritorial organizations and bodies

- 98 Activities of extraterritorial organizations and bodies
- Not elsewhere classified

DIVISIONS A (AGRICULTURE, FORESTRY AND FISHING)

- 01 Crop and animal production, hunting and related service activities
 - 01.1 Growing of non-perennial crops
 - 01.11 Growing of cereals (except rice), leguminous crops and oil seeds
 - 01.16 Growing of fiber crops
 - 01.12 Growing of rice
 - 01.13 Growing of vegetables and melons, roots, and tubers
 - 01.14 Growing of sugar cane
 - 01.15 Growing of tobacco
 - 01.19 Growing of other non-perennial crops
 - 01.2 Growing of perennial crops
 - 01.21 Growing of grapes
 - 01.22 Growing of tropical and subtropical fruits
 - 01.23 Growing of citrus fruits
 - 01.24 Growing of pome fruits and stone fruits
 - 01.25 Growing of other tree and bush fruits and nuts
 - 01.26 Growing of oleaginous fruits
 - 01.27 Growing of beverage crops
 - 01.28 Growing of spices, aromatic, drug, and pharmaceutical crops
 - 01.29 Growing of other perennial crops
 - 01.3 Plant propagation
 - 01.30 Plant propagation
 - 01.4 Animal production
 - 01.41 Raising of dairy cattle
 - 01.42 Raising of other cattle and buffaloes
 - 01.43 Raising of horses and other equines
 - 01.44 Raising of camels and camelids
 - 01.45 Raising of sheep and goats
 - 01.46 Raising of swine/pigs
 - 01.47 Raising of poultry
 - 01.49 Raising of other animals
 - 01.5 Mixed farming
 - 01.50 Mixed farming
 - 01.6 Support activities to agriculture and post-harvest crop activities
 - 01.63 Post-harvest crop activities
 - 01.61 Support activities for crop production
 - 01.62 Support activities for animal production
 - 01.64 Seed processing for propagation
 - 01.7 Hunting, trapping and related service activities
 - 01.70 Hunting, trapping and related service activities

- 02 Forestry and logging
 - 02.1 Silviculture and other forestry activities
 - 02.10 Silviculture and other forestry activities
 - 02.2 Logging
 - 02.20 Logging
 - 02.3 Gathering of wild growing non-wood products
 - 02.30 Gathering of wild growing non-wood products
 - 02.4 Support services to forestry
 - 02.40 Support services to forestry
- 03 Fishing and aquaculture
 - 03.1 Fishing
 - 03.11 Marine fishing
 - 03.12 Freshwater fishing
 - 03.2 Aquaculture
 - 03.21 Marine aquaculture
 - 03.22 Freshwater aquaculture

Divisions B (MINING AND QUARRYING)

- 05 Mining of coal and lignite
 - 05.1 Mining of hard coal
 - 05.10 Mining of hard coal
 - 05.2 Mining of lignite
 - 05.20 Mining of lignite
- 06 Extraction of crude petroleum and natural gas
 - 06.1 Extraction of crude petroleum
 - 06.10 Extraction of crude petroleum
 - 06.2 Extraction of natural gas
 - 06.20 Extraction of natural gas
- 07 Mining of metal ores
 - 07.1 Mining of iron ores
 - 07.10 Mining of iron ores
 - 07.2 Mining of non-ferrous metal ores
 - 07.21 Mining of uranium and thorium ores
 - 07.29 Mining of other non-ferrous metal ores
- 08 Other mining and quarrying
 - 08.1 Quarrying of stone, sand, and clay
 - 08.11 Quarrying of ornamental and building stone, limestone, gypsum, chalk, and slate
 - 08.12 Operation of gravel and sand pits; mining of clays and kaolin
 - 08.9 Mining and quarrying (NEC)
 - 08.99 Other mining and quarrying (NEC)

- 08.91 Mining of chemical and fertilizer minerals
- 08.92 Extraction of peat
- 08.93 Extraction of salt
- 09 Mining support service activities
- 09.1 Support activities for petroleum and natural gas extraction
- 09.10 Support activities for petroleum and natural gas extraction
- 09.9 Support activities for other mining and quarrying
- 09.90 Support activities for other mining and quarrying

Divisions C (MANUFACTURING)

- 10 Manufacture of food products
- 10.1 Processing and preserving of meat and production of meat products
- 10.11 Processing and preserving of meat
- 10.12 Processing and preserving of poultry meat
- 10.13 Production of meat and poultry meat products
- 10.2 Processing and preserving of fish, crustaceans, and mollusks
- 10.20 Processing and preserving of fish, crustaceans, and mollusks
- 10.3 Processing and preserving of fruit and vegetables
- 10.31 Processing and preserving of potatoes
- 10.32 Manufacture of fruit and vegetable juice
- 10.39 Other processing and preserving of fruit and vegetables
- 10.4 Manufacture of vegetable and animal oils and fats
- 10.41 Manufacture of oils and fats
- 10.42 Manufacture of margarine and similar edible fats
- 10.5 Manufacture of dairy products
- 10.51 Operation of dairies and cheese making
- 10.52 Manufacture of ice cream
- 10.6 Manufacture of grain mill products, starches, and starch products
- 10.61 Manufacture of grain mill products
- 10.62 Manufacture of starches and starch products
- 10.7 Manufacture of bakery and farinaceous products
- 10.71 Manufacture of bread; manufacture of fresh pastry goods and cakes
- 10.72 Manufacture of rusks and biscuits; manufacture of preserved pastry goods and cakes
- 10.73 Manufacture of macaroni, noodles, couscous, and similar farinaceous products
- 10.8 Manufacture of other food products
- 10.81 Manufacture of sugar
- 10.82 Manufacture of cocoa, chocolate, and sugar confectionery
- 10.83 Processing of tea and coffee
- 10.84 Manufacture of condiments and seasonings
- 10.85 Manufacture of prepared meals and dishes
- 10.86 Manufacture of homogenized food preparations and dietetic food

- 10.89 Manufacture of other food products (NEC)
- 10.9 Manufacture of prepared animal feeds
- 10.91 Manufacture of prepared feeds for farm animals
- 10.92 Manufacture of prepared pet foods
- 11 Manufacture of beverages
- 11.0 Manufacture of beverages
- 11.01 Distilling, rectifying, and blending of spirits
- 11.02 Manufacture of wine from grape
- 11.03 Manufacture of cider and other fruit wines
- 11.04 Manufacture of other non-distilled fermented beverages
- 11.05 Manufacture of beer
- 11.06 Manufacture of malt
- 11.07 Manufacture of soft drinks; production of mineral waters and other bottled waters
- 12 Manufacture of tobacco products
- 12.0 Manufacture of tobacco products
- 12.00 Manufacture of tobacco products
- 17 Manufacture of paper and paper products
- 17.1 Manufacture of pulp, paper, and paperboard
- 17.11 Manufacture of pulp
- 17.12 Manufacture of paper and paperboard
- 17.2 Manufacture of articles of paper and paperboard
- 17.23 Manufacture of paper stationery
- 17.21 Manufacture of corrugated paper and paperboard and of containers of paper and paperboard
- 17.22 Manufacture of household and sanitary goods and of toilet requisites
- 17.24 Manufacture of wallpaper
- 17.29 Manufacture of other articles of paper and paperboard
- 13 Manufacture of textiles
- 13.1 Preparation and spinning of textile fibers
- 13.10 Preparation and spinning of textile fibers
- 13.2 Weaving of textiles
- 13.20 Weaving of textiles
- 13.3 Finishing of textiles
- 13.30 Finishing of textiles
- 13.9 Manufacture of other textiles
- 13.91 Manufacture of knitted and crocheted fabrics
- 13.92 Manufacture of made-up textile articles, except apparel
- 13.93 Manufacture of carpets and rugs
- 13.94 Manufacture of cordage, rope, twine, and netting
- 13.95 Manufacture of non-wovens and articles made from non-wovens, except apparel
- 13.96 Manufacture of other technical and industrial textiles

- 13.99 Manufacture of other textiles (NEC)
- 14 Manufacture of wearing apparel
 - 14.1 Manufacture of wearing apparel, except fur apparel
 - 14.11 Manufacture of leather clothes
 - 14.12 Manufacture of workwear
 - 14.13 Manufacture of other outerwear
 - 14.14 Manufacture of underwear
 - 14.19 Manufacture of other wearing apparel and accessories
 - 14.2 Manufacture of articles of fur
 - 14.20 Manufacture of articles of fur
 - 14.3 Manufacture of knitted and crocheted apparel
 - 14.31 Manufacture of knitted and crocheted hosiery
 - 14.39 Manufacture of other knitted and crocheted apparel
- 15 Manufacture of leather and related products
 - 15.1 Tanning and dressing of leather; manufacture of luggage, handbags, saddlery, and harness; dressing and dyeing of fur
 - 15.11 Tanning and dressing of leather; dressing and dyeing of fur
 - 15.12 Manufacture of luggage, handbags and the like, saddlery, and harness
 - 15.2 Manufacture of footwear
 - 15.20 Manufacture of footwear
- 16 Manufacture of wood and of products of wood and cork, except furniture; manufacture of articles of straw and plaiting materials
 - 16.1 Sawmilling and planing of wood
 - 16.10 Sawmilling and planing of wood
 - 16.2 Manufacture of products of wood, cork, straw, and plaiting materials
 - 16.21 Manufacture of veneer sheets and wood-based panels
 - 16.22 Manufacture of assembled parquet floors
 - 16.23 Manufacture of other builders' carpentry and joinery
 - 16.24 Manufacture of wooden containers
 - 16.29 Manufacture of other products of wood; manufacture of articles of cork, straw, and plaiting materials
- 18 Printing and reproduction of recorded media
 - 18.1 Printing and service activities related to printing
 - 18.11 Printing of newspapers
 - 18.12 Other printing
 - 18.13 Pre-press and pre-media services
 - 18.14 Binding and related services
 - 18.2 Reproduction of recorded media
 - 18.20 Reproduction of recorded media
- 19 Manufacture of coke and refined petroleum products
 - 19.1 Manufacture of coke oven products

- 19.10 Manufacture of coke oven products
- 19.2 Manufacture of refined petroleum products
- 19.20 Manufacture of refined petroleum products
- 20 Manufacture of chemicals and chemical products
- 20.1 Manufacture of basic chemicals, fertilizers and nitrogen compounds, plastics, and synthetic rubber in primary forms
- 20.11 Manufacture of industrial gases
- 20.12 Manufacture of dyes and pigments
- 20.13 Manufacture of other inorganic basic chemicals
- 20.14 Manufacture of other organic basic chemicals
- 20.15 Manufacture of fertilizers and nitrogen compounds
- 20.16 Manufacture of plastics in primary forms
- 20.17 Manufacture of synthetic rubber in primary forms
- 20.2 Manufacture of pesticides and other agrochemical products
- 20.20 Manufacture of pesticides and other agrochemical products
- 20.3 Manufacture of paints, varnishes and similar coatings, printing ink and mastics
- 20.30 Manufacture of paints, varnishes and similar coatings, printing ink and mastics
- 20.4 Manufacture of soap and detergents, cleaning and polishing preparations, perfumes, and toilet preparations
- 20.41 Manufacture of soap and detergents, cleaning, and polishing preparations
- 20.42 Manufacture of perfumes and toilet preparations
- 20.5 Manufacture of other chemical products
- 20.51 Manufacture of explosives
- 20.52 Manufacture of glues
- 20.53 Manufacture of essential oils
- 20.59 Manufacture of other chemical products (NEC)
- 20.6 Manufacture of man-made fibers
- 20.60 Manufacture of man-made fibers
- 21 Manufacture of basic pharmaceutical products and pharmaceutical preparations
- 21.1 Manufacture of basic pharmaceutical products
- 21.10 Manufacture of basic pharmaceutical products
- 21.2 Manufacture of pharmaceutical preparations
- 21.20 Manufacture of pharmaceutical preparations
- 22 Manufacture of rubber and plastic products
- 22.1 Manufacture of rubber products
- 22.11 Manufacture of rubber tires and tubes; retreading and rebuilding of rubber tires
- 22.19 Manufacture of other rubber products
- 22.2 Manufacture of plastic products
- 22.21 Manufacture of plastic plates, sheets, tubes, and profiles
- 22.22 Manufacture of plastic packing goods
- 22.23 Manufacture of builders' ware of plastic
- 22.29 Manufacture of other plastic products

- 23 Manufacture of other non-metallic mineral products
 - 23.2 Manufacture of refractory products
 - 23.20 Manufacture of refractory products
 - 23.1 Manufacture of glass and glass products
 - 23.11 Manufacture of flat glass
 - 23.12 Shaping and processing of flat glass
 - 23.13 Manufacture of hollow glass
 - 23.14 Manufacture of glass fibers
 - 23.19 Manufacture and processing of other glass, including technical glassware
 - 23.3 Manufacture of clay building materials
 - 23.31 Manufacture of ceramic tiles and flags
 - 23.32 Manufacture of bricks, tiles, and construction products, in baked clay
 - 23.4 Manufacture of other porcelain and ceramic products
 - 23.41 Manufacture of ceramic household and ornamental articles
 - 23.42 Manufacture of ceramic sanitary fixtures
 - 23.43 Manufacture of ceramic insulators and insulating fittings
 - 23.44 Manufacture of other technical ceramic products
 - 23.49 Manufacture of other ceramic products
 - 23.5 Manufacture of cement, lime, and plaster
 - 23.51 Manufacture of cement
 - 23.52 Manufacture of lime and plaster
 - 23.6 Manufacture of articles of concrete, cement, and plaster
 - 23.61 Manufacture of concrete products for construction purposes
 - 23.62 Manufacture of plaster products for construction purposes
 - 23.63 Manufacture of ready-mixed concrete
 - 23.64 Manufacture of mortars
 - 23.65 Manufacture of fiber cement
 - 23.69 Manufacture of other articles of concrete, plaster, and cement
 - 23.7 Cutting, shaping, and finishing of stone
 - 23.70 Cutting, shaping, and finishing of stone
 - 23.9 Manufacture of abrasive products and non-metallic mineral products (NEC)
 - 23.91 Production of abrasive products
 - 23.99 Manufacture of other non-metallic mineral products (NEC)
- 24 Manufacture of basic metals
 - 24.1 Manufacture of basic iron and steel and of ferro-alloys
 - 24.10 Manufacture of basic iron and steel and of ferro-alloys
 - 24.2 Manufacture of tubes, pipes, hollow profiles, and related fittings, of steel
 - 24.20 Manufacture of tubes, pipes, hollow profiles, and related fittings, of steel
 - 24.3 Manufacture of other products of first processing of steel
 - 24.31 Cold drawing of bars

- 24.32 Cold rolling of narrow strip
- 24.33 Cold forming or folding
- 24.34 Cold drawing of wire
- 24.4 Manufacture of basic precious and other non-ferrous metals
- 24.41 Precious metals production
- 24.42 Aluminum production
- 24.43 Lead, zinc, and tin production
- 24.44 Copper production
- 24.45 Other non-ferrous metal production
- 24.46 Processing of nuclear fuel
- 24.5 Casting of metals
- 24.51 Casting of iron
- 24.52 Casting of steel
- 24.53 Casting of light metals
- 24.54 Casting of other non-ferrous metals
- 25 Manufacture of fabricated metal products, except machinery and equipment
- 25.1 Manufacture of structural metal products
- 25.11 Manufacture of metal structures and parts of structures
- 25.12 Manufacture of doors and windows of metal
- 25.2 Manufacture of tanks, reservoirs, and containers of metal
- 25.21 Manufacture of central heating radiators and boilers
- 25.29 Manufacture of other tanks, reservoirs, and containers of metal
- 25.3 Manufacture of steam generators, except central heating hot water boilers
- 25.30 Manufacture of steam generators, except central heating hot water boilers
- 25.4 Manufacture of weapons and ammunition
- 25.40 Manufacture of weapons and ammunition
- 25.5 Forging, pressing, stamping, and roll-forming of metal; powder metallurgy
- 25.50 Forging, pressing, stamping, and roll-forming of metal; powder metallurgy
- 25.6 Treatment and coating of metals; machining
- 25.61 Treatment and coating of metals
- 25.62 Machining
- 25.7 Manufacture of cutlery, tools, and general hardware
- 25.71 Manufacture of cutlery
- 25.72 Manufacture of locks and hinges
- 25.73 Manufacture of tools
- 25.9 Manufacture of other fabricated metal products
- 25.91 Manufacture of steel drums and similar containers
- 25.92 Manufacture of light metal packaging
- 25.93 Manufacture of wire products, chain, and springs
- 25.94 Manufacture of fasteners and screw machine products

- 25.99 Manufacture of other fabricated metal products (NEC)
- 26 Manufacture of computer, electronic and optical products
- 26.3 Manufacture of communication equipment
- 26.30 Manufacture of communication equipment
- 26.1 Manufacture of electronic components and boards
- 26.11 Manufacture of electronic components
- 26.12 Manufacture of loaded electronic boards
- 26.2 Manufacture of computers and peripheral equipment
- 26.20 Manufacture of computers and peripheral equipment
- 26.4 Manufacture of consumer electronics
- 26.40 Manufacture of consumer electronics
- 26.5 Manufacture of instruments and appliances for measuring, testing, and navigation; watches and clocks
- 26.51 Manufacture of instruments and appliances for measuring, testing, and navigation
- 26.52 Manufacture of watches and clocks
- 26.6 Manufacture of irradiation, electromedical and electrotherapeutic equipment
- 26.60 Manufacture of irradiation, electromedical and electrotherapeutic equipment
- 26.7 Manufacture of optical instruments and photographic equipment
- 26.70 Manufacture of optical instruments and photographic equipment
- 26.8 Manufacture of magnetic and optical media
- 26.80 Manufacture of magnetic and optical media
- 27 Manufacture of electrical equipment
- 27.1 Manufacture of electric motors, generators, transformers and electricity distribution and control apparatus
- 27.11 Manufacture of electric motors, generators, and transformers
- 27.12 Manufacture of electricity distribution and control apparatus
- 27.2 Manufacture of batteries and accumulators
- 27.20 Manufacture of batteries and accumulators
- 27.3 Manufacture of wiring and wiring devices
- 27.31 Manufacture of fiber optic cables
- 27.32 Manufacture of other electronic and electric wires and cables
- 27.33 Manufacture of wiring devices
- 27.4 Manufacture of electric lighting equipment
- 27.40 Manufacture of electric lighting equipment
- 27.5 Manufacture of domestic appliances
- 27.51 Manufacture of electric domestic appliances
- 27.52 Manufacture of non-electric domestic appliances
- 27.9 Manufacture of other electrical equipment
- 27.90 Manufacture of other electrical equipment
- 28 Manufacture of machinery and equipment (NEC)
- 28.1 Manufacture of general-purpose machinery
- 28.13 Manufacture of other pumps and compressors

- 28.14 Manufacture of other taps and valves
- 28.11 Manufacture of engines and turbines, except aircraft, vehicle, and cycle engines
- 28.12 Manufacture of fluid power equipment
- 28.15 Manufacture of bearings, gears, gearing and driving elements
- 28.2 Manufacture of other general-purpose machinery
- 28.21 Manufacture of ovens, furnaces, and furnace burners
- 28.22 Manufacture of lifting and handling equipment
- 28.23 Manufacture of office machinery and equipment (except computers and peripheral equipment)
- 28.24 Manufacture of power-driven hand tools
- 28.25 Manufacture of non-domestic cooling and ventilation equipment
- 28.29 Manufacture of other general-purpose machinery (NEC)
- 28.3 Manufacture of agricultural and forestry machinery
- 28.30 Manufacture of agricultural and forestry machinery
- 28.4 Manufacture of metal forming machinery and machine tools
- 28.41 Manufacture of metal forming machinery
- 28.49 Manufacture of other machine tools
- 28.9 Manufacture of other special-purpose machinery
- 28.91 Manufacture of machinery for metallurgy
- 28.92 Manufacture of machinery for mining, quarrying and construction
- 28.93 Manufacture of machinery for food, beverage, and tobacco processing
- 28.94 Manufacture of machinery for textile, apparel, and leather production
- 28.95 Manufacture of machinery for paper and paperboard production
- 28.96 Manufacture of plastics and rubber machinery
- 28.99 Manufacture of other special-purpose machinery (NEC)
- 29 Manufacture of motor vehicles, trailers, and semi-trailers
- 29.1 Manufacture of motor vehicles
- 29.10 Manufacture of motor vehicles
- 29.2 Manufacture of bodies (coachwork) for motor vehicles; manufacture of trailers and semi-trailers
- 29.20 Manufacture of bodies (coachwork) for motor vehicles; manufacture of trailers and semi-trailers
- 29.3 Manufacture of parts and accessories for motor vehicles
- 29.31 Manufacture of electrical and electronic equipment for motor vehicles
- 29.32 Manufacture of other parts and accessories for motor vehicles
- 30 Manufacture of other transport equipment
- 30.1 Building of ships and boats
- 30.11 Building of ships and floating structures
- 30.12 Building of pleasure and sporting boats
- 30.2 Manufacture of railway locomotives and rolling stock
- 30.20 Manufacture of railway locomotives and rolling stock
- 30.3 Manufacture of air and spacecraft and related machinery
- 30.30 Manufacture of air and spacecraft and related machinery

- 30.4 Manufacture of military fighting vehicles
- 30.40 Manufacture of military fighting vehicles
- 30.9 Manufacture of transport equipment (NEC)
- 30.91 Manufacture of motorcycles
- 30.92 Manufacture of bicycles and invalid carriages
- 30.99 Manufacture of other transport equipment (NEC)
- 31 Manufacture of furniture
- 31.0 Manufacture of furniture
- 31.01 Manufacture of office and shop furniture
- 31.02 Manufacture of kitchen furniture
- 31.03 Manufacture of mattresses
- 31.09 Manufacture of other furniture
- 32 Other manufacturing
- 32.1 Manufacture of jewelry, bijouterie, and related articles
- 32.11 Striking of coins
- 32.12 Manufacture of jewelry and related articles
- 32.13 Manufacture of imitation jewelry and related articles
- 32.2 Manufacture of musical instruments
- 32.20 Manufacture of musical instruments
- 32.3 Manufacture of sports goods
- 32.30 Manufacture of sports goods
- 32.4 Manufacture of games and toys
- 32.40 Manufacture of games and toys
- 32.5 Manufacture of medical and dental instruments and supplies
- 32.50 Manufacture of medical and dental instruments and supplies
- 32.9 Manufacturing (NEC)
- 32.91 Manufacture of brooms and brushes
- 32.99 Other manufacturing (NEC)
- 33 Repair and installation of machinery and equipment
- 33.1 Repair of fabricated metal products, machinery, and equipment
- 33.11 Repair of fabricated metal products
- 33.12 Repair of machinery
- 33.13 Repair of electronic and optical equipment
- 33.14 Repair of electrical equipment
- 33.15 Repair and maintenance of ships and boats
- 33.16 Repair and maintenance of aircraft and spacecraft
- 33.17 Repair and maintenance of other transport equipment
- 33.19 Repair of other equipment
- 33.2 Installation of industrial machinery and equipment
- 33.20 Installation of industrial machinery and equipment

Divisions T (ACTIVITIES OF HOUSEHOLDS AS EMPLOYERS; UNDIFFERENTIATED GOODS- AND SERVICES-PRODUCING ACTIVITIES OF HOUSEHOLDS FOR OWN USE)

- 97 Activities of households as employers of domestic personnel
 - 97.0 Activities of households as employers of domestic personnel
 - 97.00 Activities of households as employers of domestic personnel
- 98 Undifferentiated goods- and services-producing activities of private households for own use
 - 98.1 Undifferentiated goods-producing activities of private households for own use
 - 98.10 Undifferentiated goods-producing activities of private households for own use
 - 98.2 Undifferentiated service-producing activities of private households for own use
 - 98.20 Undifferentiated service-producing activities of private households for own use

Divisions F (CONSTRUCTION)

- 41 Construction of buildings
 - 41.1 Development of building projects
 - 41.10 Development of building projects
 - 41.2 Construction of residential and non-residential buildings
 - 41.20 Construction of residential and non-residential buildings
- 42 Civil engineering
 - 42.1 Construction of roads and railways
 - 42.12 Construction of railways and underground railways
 - 42.11 Construction of roads and motorways
 - 42.13 Construction of bridges and tunnels
 - 42.2 Construction of utility projects
 - 42.21 Construction of utility projects for fluids
 - 42.22 Construction of utility projects for electricity and telecommunications
 - 42.9 Construction of other civil engineering projects
 - 42.91 Construction of water projects
 - 42.99 Construction of other civil engineering projects (NEC)
- 43 Specialized construction activities
 - 43.1 Demolition and site preparation
 - 43.11 Demolition
 - 43.12 Site preparation
 - 43.13 Test drilling and boring
 - 43.2 Electrical, plumbing, and other construction installation activities
 - 43.21 Electrical installation
 - 43.22 Plumbing, heat, and air conditioning installation
 - 43.29 Other construction installation
 - 43.3 Building completion and finishing
 - 43.32 Joinery installation
 - 43.33 Floor and wall covering

- 43.31 Plastering
- 43.34 Painting and glazing
- 43.39 Other building completion and finishing
- 43.9 Other specialized construction activities
- 43.91 Roofing activities
- 43.99 Other specialized construction activities (NEC)

Appendix 2. List of NGOs Working in WFCL

- Liberia Law Reform Commission
- Children Against Forced Labour
- Transitional Organized Crime Unit
- Youth Crime Watch of Liberia
- Women and Children In Action for Development
- Foundation for International Dignity
- National Coalitions of Children Society Organization of Liberia
- Hope Alliance Liberia
- Orphan Relief and Rescue
- Liberia Labour Congress
- Community Watch Forum of Liberia
- Assistance For Providing Aid
- Children Education Aid
- Restoring Our Children Hope
- SEARCH
- Equip Youth

Appendix 3. List of INGOs Working in WFCL

- World Hope International
- International Development Law Organization
- Street Child International
- SOS Children's Village

Appendix 4. List of LCLMS Governmental Agency Partners

- Ministry of Labour
- Ministry of Gender, Children and Social Protection
- Ministry of Agriculture
- Ministry of Internal Affairs
- Ministry of Education
- Ministry of Youth and Sports
- Ministry of Foreign Affairs
- Ministry of Justice

Appendix 5. LCLMS Collection Tool 0—Interview Guide

MINISTRY OF LABOUR LIBERIA CHILD LABOUR MONITORING SYSTEM

COLLECTION TOOL 0 INTERVIEW GUIDE

N°	Actors	Points To Be Addressed
		Understanding the social role of the child (place and needs)
		Tasks performed by children in child labour
		Difficulties faced by children in the community
		Establishing a link between difficulties encountered and child labour
		Identification of hazardous work
		Community responses to these challenges
		Establishment of a list of actions that can be carried out by the community to eliminate CL.
		Support needed to improve community protection of children
		Recommendation sheet of social groups met Awareness of the population What do I do to make the System sustainable? Specific actions for children Specific actions for users/employers of children Specific actions for parents/community Nature of resources to be mobilized for the CWC How to mobilize these resources? Main projects to be implemented to combat child labour in the community

Appendix 6. LCLMS Collection Tool 1, Module 2, Part 1—Employers

MINISTRY OF LABOUR LIBERIA CHILD LABOUR MONITORING SYSTEM

COLLECTION TOOL 1 MODULE 2—PART1: EMPLOYERS

[Note: The information supplied by the respondent will be dealt with absolute confidentiality and will not be used for any other purpose than for monitoring child labour]

EMPLOYER'S CODE

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Section A: Identification of workplace:

Date: _____

A1. County _____ Code _____

A2. District _____ Code _____

A3. Community _____ Code _____

A4. Mailing address _____ Telephone _____

Email _____

Section A: Information on respondent

A1.1. Respondent Name: _____

A1.2. Respondent's Relationship with the child's user:

1. Head of household ☐ Spouse ☐ Daughter/Son ☐ Father/mother of spouses ☐
Other relative ☐ Other unrelated person ☐ Maid ☐

Section B: General information about the child's employer

B.1. Age (in years)

B.2. Gender

B.3. Marital status

1. Married ☐ Single ☐ Divorced ☐ Widow ☐

B.4. Level of education

1. Nursery/KG 1 ☐ 2. Nursery/KG ☐ 3. Primary 1 ☐ 4. Primary 2 ☐ 5. Primary 3 ☐

6. Primary 4 ☐ 7. Primary 5 ☐ 8. Primary 6 ☐ 9. JHS 1 ☐

10. JHS 2 ☐ 11. JHS 3 ☐ 12. SHS ☐ 13. Post-Secondary/Tertiary ☐

Section C: General working conditions of the child/vocational training

C1.a State the sector of activity in which the child works

1. Street selling ☐ 2. Chemical ☐ 3. Construction ☐ 4. Rubber cutting ☐
5. Citrus fruits ☐ 6. Mining ☐ 7. Carboy ☐ 8. Carpentry ☐
9. Drug D. ☐ 10. Sex worker ☐ 11. Others (to be specified) _____

C2. What kind of contract do you have with the children who work for you?

1. Oral Contract ☐ 2. Written Contract ☐

C3. Do apprentices/children who work for you receive any incentive?

1. Yes ☐ No (C3.1) ☐

C4. Main method of granting this financial incentive?

1. Cash ☐ 2. in kind ☐

C5. Is the financial incentive for children related to their age?

1. Yes ☐ 2. No ☐

C6. Do you provide any training to the children who work with you?

1. Yes ☐ 2. No ☐

C7.a. What skills are taught to children who work with you?

C8. Usual working hours

1. 8:00pm to 6:00am ☐ 2. 6:00am to 8:00am ☐ 3. 8:00am to 2:00pm ☐
4. 2:00pm to 5:00pm ☐ 5. 5:00pm to 8:00pm ☐

C9. Number of working days/child

1. every day ☐ 2. Occasionally ☐
3. During holiday ☐ 4. Once a month ☐ 5. Only week end ☐

Section D: Labour**D1. Number of employees**

Age group	Family members			Non-family members		
	Boys	Girls	Total	Boys	Girls	Total
5–18 years						
Over 18 years						
Total						

D2.a. Main reasons for the use of child laborers (less than 18 years)

Reasons	Check (✓) the corresponding box
1. Enables children to pay their school fees and some other school charges	
2. Keeps children busy during holidays	
3. They accept lower salaries	
4. They adapt themselves more easily	
5. They agree to work for a longer time	
6. They have more skills to do certain types of work	
7. They do not start quarrels	
8. To help their family	
9. The children accompany their parents to work	
10. There is no alternative solution to child labour	
11. Others (to be specified)	

D3. Types of work assigned to children

Type of work	Operation (see codes)	Check (✓) the corresponding box	
		Boys	Girls
Clearing			
Stalking			
Painting house			
Carboy			
Street selling			
Replacement of dead trees			
Carpentry			
Pesticide application			
Harvesting of cocoa pods			
Gold mining			
Breaking of cocoa pods and fermentation			
Transportation of produce			
Moving between vehicles			
Drug dealer			
Packaging			
Sex worker			
Fishing			
Use of agricultural machines			
Others (To be specified)			

D4. Do these groups have children?

1. Yes ☐ 2. No ☐

D5. How long have you been training apprentices / working with children? **D6.** Based on your experience, at what age is the use of children in labour acceptable/relevant/effective? **Thank you for your participation**

Name of Monitor: _____ Signature: _____ Date: _____

Appendix 7. LCLMS Collection Tool 2—Schools and Vocational Training Centers

MINISTRY OF LABOUR LIBERIA CHILD LABOUR MONITORING SYSTEM

COLLECTION TOOL 2 SCHOOLS AND VOCATIONAL TRAINING CENTERS

[Note: The information supplied by the respondent will be dealt with absolute confidentiality and will not be used for any other purpose than for monitoring child labour]

Date: _____

Institution CODE

--	--	--

Section A: Profile

A1. Name of institution _____

A2.a Mailing address _____

A2.b Telephone _____

A2.c Email _____

A3. County _____ District _____ Community _____

A4. Respondent Title _____

A5a. Type of Institution _____ (Nursery school, primary school, vocational, non-formal education, educational center, etc.)

A5b. Other types of institutions _____

A6a. Level of education _____

A6b. Other types of institutions _____

Section B — School/Vocational Training Information

B1. Characteristics of teachers:

_____ ☐ ☐ _____ ☐ ☐ _____ ☐ ☐ _____ ☐ ☐

B2. Is there a canteen in the institution?

1. Yes ☐ 2. No ☐

B2.1. Number of students in the canteen?

B3. What is approximately the distance from the school (to the community)?

B4. Do students have access to a health facility?

1. Yes ☐ 2. No ☐

B5.a. Are there functional latrines in your facility?

B5.b. Specify the type of latrines

B6.a. Is there a water point in your institution?

B6.b. Specify the source:

B6.c. Other source:

B7. Has your school received free school kits for this new school year?

1. Yes ☐ 2. No ☐

B8. How many free kits have you distributed in the institution?

B9. Origin of these kits?

B10. Institutional staff

B11. Student attendance during the past month

Attendance rate	Number of children withdrawn from CL enrolled in school attendance		All school students number	
	Boys	Girls	Boys	Girls
Regular				
Irregular				
Rare				

B12.a Causes of absence of removed children1. Looking for a job ☐2. Taking care of other family members ☐3. Indiscipline ☐4. Sick ☐5. Abandoned ☐6. Expelled ☐

7. Other (to be specified) _____

B12.b Other reasons for absence: (to be indicated): _____**B13.** Information on the declaration to the civil status of children: _____**B.14.** How many children have dropped out of the institution in the last 3 month?**B15.** How many children removed from CL?**B16.** Summary of number of children who dropped out school

N°	Code of beneficiaries	Age	Gender 1.M 2.F	Date when the child abandon school	Grade level at the time of school abandon	Causes	Destination
1	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>	<input type="checkbox"/>				
2							
3							
4							
5							
6							
7							
8							
9							
10							

C1. How do you assess the performance of children removed from CL over the 3 last months compared to other children in the following areas? (Check any related answer)

Areas	1. Better	2. No difference	3. Worse	For 3, recommend an action
Class work				
Discipline/ socialization				
Extra-curricular activities				

C2. What are the projects or activities to combat CL in which the institution has been/is involved?

Project (or activity)	Project partners	Number of students involved	
		Boys	Girls
1.			
2.			
3.			

C3. Does your institution benefit from the government or other development partners support?

1. Yes ☐ 2. No ☐

C4. If so, what types of support has your institution received?

1. Classrooms ☐ 2. Offices ☐ 3. Toilets ☐ 4. Desk ☐

C4.a. Other (To be specified) _____

C4.b. Nature

C5. If the institution carries out an income-generating activity (IGA)

a) Type of activity _____

b) Number of children benefiting from the activity _____

c) Nature of profits derived _____

C6. What are the difficulties you encounter in implementing activities to combat CL?

C7. How do you assess the level of awareness about CL in the community?

1. High ☐ 2. Average ☐ 3. Low ☐

Thank you for your participation

Name of Monitor: _____ Signature: _____ Date: _____

Appendix 8. LCLMS Collection Tool 1, Module 1—Pre-Identification Tool

MINISTRY OF LABOUR

COLLECTION TOOL 1 MODULE 1—PRE-IDENTIFICATION TOOL

N°

OA1. Town Chief Name: _____

OA2. Code

OA3. Monitor Name: _____

OA4. Code

N°	Code of beneficiaries	Age	Gender 1.M 2.F	State of schooling (Code1)	Vocational training 1. Yes 2. No	Child situation (Code 2)	Name of the employer/ user of the child	Relationship with the employer (Code 3)
1	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
2	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
3	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
4	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
5	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
6	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
7	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
8	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
9	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
10	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Appendix 9. LCLMS Collection Tool 1, Module 2, Part 2—Working Children/Child Labour

MINISTRY OF LABOUR LIBERIA CHILD LABOUR MONITORING SYSTEM

COLLECTION TOOL 1 MODULE 2—PART 2: WORKING CHILDREN/CHILD LABOUR

[Note: The information provided by the respondent will be dealt with absolute confidentiality and will not be used for any other purpose than for monitoring child labour]

CODE

Date: _____

Section A: Information on the child

A1. Name of respondent _____ Mailing address _____ Phone _____

County _____ District _____ Community _____

A2. Gender: 1. Male ☐ 2. Female ☐

A3. Date of Birth: ____ / ____ / ____

A4. Age: _____ (years)

A5. Have you ever attended school/vocational school? 1. Yes ☐ 2. No ☐

A5.a. If the answer to number A5 is yes, then what is the highest level you reached at school? _____

A5.b. Year completed _____

A6. Are you currently attending school/vocational training? 1. Yes ☐ 2. No ☐

A7.a. If the answer to number A6 is yes, then what is the highest level you reached at school? _____

A7.b. Year completed _____

A8.a. Why did you leave school/vocational training? (Check 3 main reasons in the appropriate box)

1. To look for job ☐ 2. I was unable to pay my school fees ☐

3. School work was too hard for me ☐ 4. My parents asked that I stop going to school ☐

5. Most children of my age group were not going to school ☐ 6. School was not interesting ☐

A8.b. Other (to be specified) _____

A9. Origin of parents

Parents	Hometwon	Town	Country
Father			
Mother			

Section B: Information about the child's family

B1. How many siblings do you have?

What is your rank among your siblings?

B2. Indicate the information on your brothers/sisters

Nº	First and Last Names	Age	Schooling	Activity		Does he/she live in the household?	Otherwise, where does he/she live? -Same community -District -County -Abroad	With whom?
				Type	Task			
1		<input type="text"/> <input type="text"/>				<input type="checkbox"/>		
2		<input type="text"/> <input type="text"/>				<input type="checkbox"/>		
3		<input type="text"/> <input type="text"/>				<input type="checkbox"/>		
4		<input type="text"/> <input type="text"/>				<input type="checkbox"/>		
5		<input type="text"/> <input type="text"/>				<input type="checkbox"/>		
6		<input type="text"/> <input type="text"/>				<input type="checkbox"/>		
7		<input type="text"/> <input type="text"/>				<input type="checkbox"/>		
8		<input type="text"/> <input type="text"/>				<input type="checkbox"/>		
9		<input type="text"/> <input type="text"/>				<input type="checkbox"/>		

B3.a. Is your father still alive? 1. Yes ☐ 2. No ☐

B3.b. Is your mother still alive? 1. Yes ☐ 2. No ☐

B3.c. Do you currently live with your parents? 1. Yes ☐ 2. No ☐

B4. Who do you live with? (If the child does not live with any biological parents) _____

B4.a. If not, give the name of your guardian: _____

What is the nature of your relationship? _____

B5. Why are you not living with your parents/siblings (mother, father, or sister/brother)?

1. Lack of financial support from parents ☐ 2. Easy access to school ☐ 3. Ran away from home ☐
 4. Parents died ☐ 5. Parents divorced or separated ☐ 6. Abandoned by parents ☐
 7. Because of work ☐ 8. Because my parents are here ☐ 9. Don't know ☐
 10. Others (specify) _____

B6. What is the main professional activity of parents/guardians? _____

B7. Do you have copy of your birth certificate? Yes ☐ No ☐

B8. If so, where is it? _____

B8.a. If not why? _____

B9. Indicate the child exposure and involvement into WFCL, FL and HT

	B9.a.	B9.b.	B9.c.	B9.d.	B9.e.	B9.f.	B9.g.
Serial No.	Were you born in this community?	Who brought you into this community?	Why are you in this community?	Have you been transported from original location?	Were you handed over to somebody?	Are you confined or harbored?	Under what conditions were you brought here (mode of recruitment)? (multiple responses)
(Quote the serial no. corresponding to the identified child in part 1 in each row, e.g., 2)	1=Yes 2=No another community in this district 3=No another community in this county 4=No, outside the county 5=No, outside Liberia (If 1, go to B9.h)	1=Father 2=Mother 3=Brother/Sister 4=Step Father 5=Step Mother 6=Uncle 7=Unknown Person 8=Other Relation 9=Don't Know	1=My guardian sent me 2=Looking for job/work 3=Because of schooling 4=Because of marriage 5=Parents/relative moved here 6=Parents can't take care of me 7=Came to work 8=Don't know 9=Others (specify) _____	1=Yes 2=No 3=Don't Know	1=Yes 2=No 3=Don't Know	1=Yes 2=No 3=Don't Know	1=Threatened 2=Forced/Coerced 3=Abducted 4=Deceived/Fraud 5=Use or abuse of power 6=Receipt of payments and benefits 7=Promise of school 8=Promise of job 9=Don't Know

FOR PERSONS 10 TO 17 YEARS							B9.n.
Serial No.	B9.h. Do you understand what sex is?	B9.i. Has someone ever had sex with you?	B9.j. Who did this to you?	B9.k. If option 4 in Q18, what was the reward for?	B9.l. Have you ever watched a pornographic movie or material?	B9.m. Have you exposed your nakedness for any form of reward?	Did you do or engage in any form of work / activity in the last six months for at least an hour?
(Quote the serial no. corresponding to the identified child in part 1 in each row, e.g., 2)	1=Yes 2=No (If 2, Go to B6.l.)	1=Yes, coerced/ threatened 2=Yes, deceived 3=Yes, for a reward 4=Yes, with consent 5=No (If 5, GO to B6.l.)	1=Boy/Girl friend 2=Unfamiliar person 3=Guardian 4=Relative 5=Other (specify) _____ _____ _____	1=to cater for myself 2=to cater for my family 3=other specify	1=Yes 2=No	1=Yes 2=No	1=Yes 2=No (If 2, End Interview)

B10. In what type of dwelling of household does the child lives?

1. Separate house ☐ 2. Several Huts/Buildings (same compounds) ☐ 3. Semi-detached house ☐
 4. Several Huts/Buildings (different Compound) ☐ 5. Flat/Apartment ☐ 6. Tents/Improvised home ☐
 7. Rooms (compound house) ☐ 8. Room(s) (Other type) ☐ 9. Others(specify) _____

B11. What is the size of the child's household?

B12. How many rooms does this household occupy?

Section C: Tracing the history of child labour

C1. Do you currently work? 1. Yes ☐ 2. No ☐

If yes, GO to question C3, and so on

	C2	C3	C4	C5	C6	C7
Serial No.	What is the main type of work/activity area are you engaged in?	Type of task/work/activity	How long have you been doing this work/activity?	How many hours do you work in a day?	What period of time do you often work?	What time do you usually work?
(Quote the serial no. corresponding to the identified child in part 1 in each row, e.g., 2)	(Refer CL Activity List for CODE)	(Refer CL Activity List for CODE)	(In months e.g., 1 year is 12)	(e.g., 5)	1=During school days 2=Weekends 3=School holidays (multiple response)	1=8:00pm to 6:00am 2=6:00am to 8:00am 3=8:00am to 2:00pm 4=2:00pm to 5:00pm 5=5:00pm to 8:00pm
	<input type="text"/> <input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/> <input type="text"/>				
	<input type="text"/> <input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/> <input type="text"/>				
	<input type="text"/> <input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/> <input type="text"/>				
	<input type="text"/> <input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/> <input type="text"/>				
	<input type="text"/> <input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/> <input type="text"/>				
	<input type="text"/> <input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/> <input type="text"/>				
	<input type="text"/> <input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/> <input type="text"/>				

Section D: Remuneration

	D8	D9	D10	D11
Serial No.	Is there any form of payment or reward for this work/activity?	What is the mode/form of payment/reward?	Who receives the payment/reward?	Why do you do this work/activity?
(Quote the serial no. corresponding to the identified child in part 1 in each row, e.g., 2)	1=Yes 2=No 3=Don't know (If 2 or 3, GO to C12)	1=Cash 2=Kind 3=Cash & Kind	1=myself 2=parents 3=Household head 4=others (specify)	1=My parents/guardian demand that I work 2=No access to school/Vocation 3=My friends are working 4=Sent to work 5=Forced to do it 6=Others (specify)

Section E: Child working conditions

	E1	E2	E3	E4	E5	E6	E7
Serial No.	Whom do you work for?	Do you use any protective clothing?	Do you foresee/ see any danger(s) in the work/activity you do?	Have you experienced any injury in the last six months as a result of the work you do?	What type of injuries have you experienced?	Was the injury treated?	How has the injury affected you?
(Quote the serial no. corresponding to the identified child in part 1 in each row, e.g., 2)	1=Self 2=Parents 3=Guardian 4=Other relatives 5=Unrelated employer 6=Don't know	1=Yes 2=No	1=Yes 2=No 3=Don't know	1=Yes 2=No (If 2, End Interview)	1=Burns 2=Cuts 3=Broken bones 4=Hitching skin 5=No injury 6=Others (specify) _____	1=Yes 2=No	1=Disable 2=scar 3=low self-esteem 4=could not attend school 5=others (specify)

Thank you for your participation

Name of Monitor: _____ Signature: _____ Date: _____

Appendix 10. LCLMS, Collection Tool 1, Module 3—Assisted Children

MINISTRY OF LABOUR LIBERIA CHILD LABOUR MONITORING SYSTEM

COLLECTION TOOL 1 MODULE 3: ASSISTED CHILDREN

[Note: The information supplied by the respondent will be dealt with absolute confidentiality and will not be used for any other purpose than for monitoring child labour]

CHILD CODE

Section A: Information on the respondent

Date: _____

A1. Name _____ Child's code _____

Address _____

County _____ District _____ Community _____

A2. Age (years)

A3. Gender: 1. Male ☐ 2. Female ☐

A4. Does the child have a birth certificate?

1. Yes ☐ 2. No ☐ 3. Don't know ☐

A5. Origin of Parents

Parents	Place of Birth	District
Father		
Mother		

A5.a. Nationality of father:

A5.b. Nationality of mother:

Section B: Family Background

B1. How many siblings do you have?

What is your rank among your siblings?

B2. Indicate the information on your brothers/sisters

N°	First and Last Names	Age	Schooling	Activity		Does he/she live in the household?	Otherwise, where does he/she live? -Same community -District -County -Abroad	With whom?
				Type	Task			
1		<input type="text"/> <input type="text"/>				<input type="text"/>		
2		<input type="text"/> <input type="text"/>				<input type="text"/>		
3		<input type="text"/> <input type="text"/>				<input type="text"/>		
4		<input type="text"/> <input type="text"/>				<input type="text"/>		
5		<input type="text"/> <input type="text"/>				<input type="text"/>		
6		<input type="text"/> <input type="text"/>				<input type="text"/>		
7		<input type="text"/> <input type="text"/>				<input type="text"/>		
8		<input type="text"/> <input type="text"/>				<input type="text"/>		
9		<input type="text"/> <input type="text"/>				<input type="text"/>		

B2. Do you presently live with your parents? 1. Yes ☐ 2. No ☐

B3.a. Is your father still alive? 1. Yes ☐ 2. No ☐

B3.b. Is your mother still alive? 1. Yes ☐ 2. No ☐

Note: If the child lives with at least one of his//her biological parents, go to question B5. (Go to B5)

B4. If no, give the name of the relative who takes care of you _____

Nature of family relationship _____

If the child does not live with any biological parent, who does he live with (see code)?

B5. What is the main professional activity of parents/guardians? _____

Section C: Child's Status

C1.a. Type of Child: 1. Withdrawn from CL, FL, HT, HW, WFCL ☐ 2. At risk ☐

C1.b. Nature of CL

1. Street selling ☐ 2. Chemical ☐ 3. Palm oil ☐ 4. Rubber cutting ☐
5. Citrus fruits ☐ 6. Mining ☐ 7. Carboy ☐ 8. Carpentry ☐
9. Drug D. ☐ 10. Sex worker ☐ 11. Others (to be specified) _____

C1.c. Nature of risk _____

C2.a. Types of educational support received

1. Registration/ Re-enrolment in school/vocational training ☐☐ 2. Examination fees ☐☐
3. School bags ☐☐ 4. Medicine ☐☐ 5. School uniforms ☐☐
6. School fees ☐☐ 7. School textbooks ☐☐ 8. Shoes ☐☐
9. Other ☐☐

C2.b. Other types of non-educational support received:

S/N	Nature of assistance	Check (✓) what the child receives
1	Counselling	
2	Re-integration into family	
3	Healthcare	
4	Income-generating activities for the child's family	
5	Other: (state)	

C3. What structure(s) does the child receive support from? _____

C4.a. Top three wishes

Wishes	Code
Scholarship	
Music books	
Attending extra-school recreational activities	
Vocational training	

C4.b. Others _____ Code: ☐☐

C5. Have you ever attended school/vocational training? 1. Yes ☐ 2. No ☐

C6.a. If yes, last grade completed ☐☐

C6.b. Year: ☐☐☐☐

Enter the academic year corresponding to this level

C7. Are you currently attend school/vocational training? 1. Yes ☐ 2. No ☐

If yes (1) please go to C8.a., if no (2) Go to C13.

C8.a. Current Grade: ☐☐

C8.b. Year: ☐☐☐☐

C9. Frequency:

1. Regularly ☐ 2. Sometimes ☐ 3. Rarely ☐

C10.a. If sometimes or rarely, give the reason(s)

Reason 1 _____ Reason 2 _____

Reason 3 _____

(Other) Specify _____

C11.1. Grade obtained after the last examination (or the past school year) ☐☐☐☐

C11.2.a. Rank occupied during the last examination (or the past school year) ☐☐

C11.2.b. Class size at the last exam (or past school year) ☐☐

C11.3. Assimilation of learning: 1. Good ☐ 2. Average ☐ 3. Low ☐

C11.4. The number of times you have been punished this year (or past school year): ☐☐

C11.5a. What are your three favorite games?

Favorite Games		Code
1		
2		
3		

C11.5b Other favorite games: (idem) _____

C11.6. Number of close friends at school/vocational training level: ☐☐

Section D: Child-Led Activities

D1. Are you currently working?

1. Yes ☐ 2. No ☐

D2. If so, where do you work? (Fill in the table below)

D2.a2, D2.b2 D2.c2 and D2.d2 Working period

D2.a3, D2.b3, D2.c3 and D2.d3 Number of hours worked per day

D2.a4, D2.b4, D2.c4 and D2.d4 Number of days per week

D2.a5, D2.b5, D2.c5 and D2.d5 Payment method

Workplace	Type of work (refer to codes in the manual)	Period of work	Number of working hours per day	Number of working hours per week	Method of payment
		1. During school hours 2. After school 3. Weekends 4. Holidays 5. Rainy season			1. Cash 2. Credit 3. Cash and credit 4. Not paid
With parents at home					
Farm/plantation					
Third person's house (domestic work)					
Other (to be specified)					

D2.a6, D2.b6, D2.c6, and D2.d6 How long have you been working?

(Code: 1 = less than one year; 2 = one to five year; 3 = five to ten; 4 = more than ten years)

1 ☐ 2 ☐ 3 ☐ 4 ☐

D2.a6, D2.b6, D2.c6 and D2.d6 Why do you work?

- | | |
|--|---|
| 1. For additional family income <input type="checkbox"/> | 2. To have my own income <input type="checkbox"/> |
| 3. My friends of the same age also work <input type="checkbox"/> | 4. My parents demanded that I work <input type="checkbox"/> |
| 5. Problems related to going to school <input type="checkbox"/> | 6. Others (to be specified) _____ |

Thank you for your participation

Name of Monitor: _____ Signature: _____ Date: _____

Appendix 11. LCLMS Collection Tool 3—Structures

MINISTRY OF LABOUR LIBERIA CHILD LABOUR MONITORING SYSTEM

COLLECTION TOOL 3: STRUCTURES

[Note: The information supplied by the respondent will be dealt with absolute confidentiality and will not be used for any other purpose than for monitoring child labour]

Date: _____

Institution CODE

Section A: Profile

A1.a. Name of Structure _____

A1.b. Acronym _____

A2.a. Postal Address _____

A2.b Telephone _____

A2.c. Email _____

County _____ District _____ Community _____

A3. Head Office _____

A4.a. Name of contact person _____

A4b. Function _____

A5. Intervention Zones

Locality 1	Program/ Project	Beginning	End	Type of Activity	What is the Target Population of your Interventions							
County					5–9 Years		10–13 Years		14–17 Years		18+ Years	
District					M	F	M	F	M	F	M	F
Community												
Locality 2												
County												
District												
Community												
Locality 3												
County												
District												
Community												
Locality 4												

A6. Does your structure have a focal point that fight against CL?

1. Yes ☐ 2. No ☐

A7. Number of people in this unit

Number of people in CL Unit	
Female	Male

A8. If so, have members received training?

Training Modules	Number of people in CL Unit	
	Female	Male

A9. Does the structure apply procedures for identifying child victims?

1. Entirely ☐ 2. Partially ☐ 3. Otherwise ☐

A10. Does the structure have means of protection and care for victim children of CL?

1. Yes ☐ 2. No ☐

A11. If so, which structures refer the child victims to you?

Name of referring Structures	Number of beneficiary children

A12. If not, to which structures do the child victim of CL is referred?

Name of referred Structures	Number of beneficiary children

Section B — Main results achieved

B1. Has your structure conducted studies/research on CL?

1. Yes ☐ 2. No ☐

B2. How many studies/research on CL have been conducted?

Research conducted	Number

B3. Have you conducted any awareness campaigns in the last 03 months?

1. Yes ☐ 2. No ☐

B4. How many campaigns have you conducted in the last 03 months?

Campaigns conducted	Number

B5. How many people have you reached?

Number of People reached	
--------------------------	--

B6. Have you identified any child victims of CL?

1. Yes ☐ 2. No ☐

Does the structure have a database on these child victims of CL?

1. Yes ☐ 2. No ☐

B7. How many children victims of CL have you identified in the last 12 months?

Child victims of CL identified	Number

B8. Types of activity carried out by these children?

Types of CL activities	Number of children involved	
	Male	Female

B9. Have you removed children from CL in the last 12 months?

1. Yes ☐ 2. No ☐

B10. How many child victims of CL have you removed in the last 12 months?

Number of children withdrawn from CL		
Age	Male	Female

B11. What have you done specifically for children (5-17 years old)?

N°	Actions done toward children

B12. Do your interventions extend to the following areas?

Areas of focus	Number of Structures	Number of People affected
CL		
FL		
HW		
HT		
Other WFCL		

B13. Have you taken care of any of these children?

1. Yes ☐ 2. No ☐

B14. Have you intercepted children, victims specially of trafficking (in the last semester)?

1. Yes ☐ 2. No ☐

B15. Origin of intercepted children

Number of trafficked children intercepted	Origin	Number of People affected		Non-accompanied children
		By a parent	By a non-related person	

B16. What is the period of mass displacement of children?

B17. Have you intercepted child traffickers in the last 12 months?

1. Yes ☐ 2. No ☐

B18. Number of traffickers arrests in the last 12 months? _____

B19. Number of traffickers referred and convicted in the past 12 months

Number of Child traffickers arrested	
--------------------------------------	--

B20. Have you conducted any control/police investigations on CL in the last 12 months?

1. Yes ☐ 2. No ☐

B21. Number of control operations in the last 12 months:

Number of control operations	
------------------------------	--

B22.a. Do you ensure the traceability of beneficiaries (5 to 17 years)?

1. Yes ☐ 2. No ☐

b. How many children have been monitored in the last 12 months? indicate the number _____

c. Have adults also benefited from this intervention? Answer YES or NO

1. Yes ☐ 2. No ☐

B23. Do you have a monitoring and evaluation mechanism in the execution of this intervention?

1. Yes ☐ 2. No ☐

B24. What are the issues and constraints encountered in implementing this work?

B25. Have you identified a good or best practice in implementing this intervention?

1. Yes ☐ 2. No ☐

B26. What good practices can you share in relation to your intervention? The monitor will indicate the good practice(s) identified.

N°	Good practices identified

B27. In your opinion, what are the most effective measures that can be taken to eliminate CL?

B28. What are your needs?

Thank you for your participation

Name of Monitor: _____ Signature: _____ Date: _____

Appendix 12. Reporting Tool 6: Community Registry

MINISTRY OF LABOUR LIBERIA CHILD LABOUR MONITORING SYSTEM

COMMUNITY REGISTRY

Serial number	Child Code	Employer Code	Initial situation*	Current situation*	Assisted by the government	Assisted by other programs	Observation
01			<input type="checkbox"/>	<input type="checkbox"/>			
02			<input type="checkbox"/>	<input type="checkbox"/>			
03			<input type="checkbox"/>	<input type="checkbox"/>			
04			<input type="checkbox"/>	<input type="checkbox"/>			
05			<input type="checkbox"/>	<input type="checkbox"/>			
06			<input type="checkbox"/>	<input type="checkbox"/>			
07			<input type="checkbox"/>	<input type="checkbox"/>			
08			<input type="checkbox"/>	<input type="checkbox"/>			
09			<input type="checkbox"/>	<input type="checkbox"/>			
10			<input type="checkbox"/>	<input type="checkbox"/>			

*Initial situation code/Current situation: 1. Child laborer 2. Child in an institution/training

Appendix 13. Reporting Tool 2: Community Monitor Collection Reports

MINISTRY OF LABOUR LIBERIA CHILD LABOUR MONITORING SYSTEM

COMMUNITY MONITOR COLLECTION REPORT (Provide each time a questionnaire is forwarded)

County: _____ District: _____ Community: _____

Monitor First and Last Name: _____ Signature: _____

Period: _____

1. Statistic

Number Supports	Total number received	Total number fills in	Total number transmitted	Total number pending	Needs
TOTAL					

2. Observations

Appendix 14. Reporting Tool 3: Community Town Chief Transmission Slip

MINISTRY OF LABOUR LIBERIA CHILD LABOUR MONITORING SYSTEM

COMMUNITY TOWN CHIEF TRANSMISSION SLIP (Provide each time a questionnaire is forwarded)

County: _____ District: _____ Community: _____

Town Chief First and Last Name: _____ Signature: _____

Period: _____

1. Statistic

Number Supports	Total number received	Total number fills in	Total number transmitted	Total number pending	Needs
TOTAL					

2. Observations

Appendix 15. Reporting Tool 4: District Labour Inspector Transmission Slip

MINISTRY OF LABOUR LIBERIA CHILD LABOUR MONITORING SYSTEM

DISTRICT LABOUR INSPECTOR TRANSMISSION SLIP (Provide each time a questionnaire is forwarded)

County: _____ District: _____

Inspector First and Last Name: _____ Signature: _____

Period: _____

1. Statistic

First and Last Name of interviewer	Title of questionnaire	Total number of team members	Previous accumulation	Period	Accumulation at the end of period
TOTAL					

2. Observations

Appendix 16. Reporting Tool 5: County Labour Commissioner Transmission Slip

MINISTRY OF LABOUR LIBERIA CHILD LABOUR MONITORING SYSTEM

COUNTY LABOUR COMMISSIONER TRANSMISSION SLIP (Provide each time a questionnaire is forwarded)

County: _____

Commissioner First and Last Name: _____ Signature: _____

Period: _____

1. Statistic

First & Last names of Town Chief	Title of questionnaire	Total number of team members	Previous accumulation	Period	Accumulation at the end of period
TOTAL					

2. Observations

Appendix 17. List of Hazardous Work

Sector	Task	Issue/Observation	Inputs	Potential Harm/Injury
Agriculture	Sugar Cane Mailing Cleaning and harvesting using sharp objects Use of grinding machines	Hazards may be mitigated for some children	May be permitted for children ages 16-17 years if safety measures are in place and there is adequate training and supervision	Eye injury, loss of limbs or life
	Rubber Tapping Tapping of rubber using sharp object; applying acid; harvesting and hauling latex contaminated with acid	Hazardous for all children 0-17 years	Prohibited for children; 0-17 years	Injury to eyes, other body parts, muscle breakdown, body pain
	Palm Cutting Climbing heights, use of sharp objects to harvest	Hazardous for all children 0-17 years	Prohibited for children; 0-17 years	Body injury, danger of falling from a height
	Bush Clearing Clearing bush using sharp objects, use of fire	Hazards may be mitigated for some children	May be permitted for children ages 16-17 years if safety measures are in place and there is adequate training and supervision	Body injury, danger of injuring others
	Harvesting Cocoa (Harvesting rice) Use of sharp object to harvest, collecting cocoa fruits; toting to factory	Hazards may be mitigated for some children	May be permitted for children ages 16-17 years if safety measures are in place and there is adequate training and supervision	Body harm and injury
Cattle rearing	Feeding of animals Providing protection for animals; Long hours of working in field	Hazards may be mitigated for some children	May be permitted for children ages 16-17 years if safety measures are in place and there is adequate training and supervision	Attack from snake, exposure to wild animals and weather
Coal Burning	Taking heavy logs, using sharp objects to cut logs, using fire to burn piles of logs	Hazardous for all children 0-17 years	Prohibited for children; 0-17 years	Exposure to heat, burns, suffocation, toxins
Construction	Laying of bricks, pouring water, handling of construction materials: e.g., planks, other working tools	Hazards may be mitigated for some children	May be permitted for children ages 16-17 years if safety measures are in place and there is adequate training and supervision	Cutting fingers, limbs, heavy loads, eye injury
Fishing	Underwater works such as untangling fishing nets, paddling of canoes, hauling nets from water	Hazardous for all children 0-17 years	Prohibited for children; 0-17 years	Drowning, injuries from fish and fishing equipment, exposure to heat and weather, work at night

Sector	Task	Issue/Observation	Inputs	Potential Harm/Injury
Manufacturing	Mixing of chemicals, operating heavy machinery, packaging products	Hazards may be mitigated for some children	May be permitted for children ages 16-17 years if safety measures are in place and there is adequate training and supervision	Eye injuries, bodily injuries, exposure to chemicals, exposure to noise
Transportation	Driving of motor bike, car; Serving as conductor/ carboy	Hazardous for all children 0-17 years	Prohibited for children; 0-17 years	Traffic accidents, traveling long distances, inhaling dust, and toxic fumes
Mining and quarrying	Mining underground/underwater works such as drilling/ under mining holes in the ground, mining sand, mining diamond/ gold, mining in the water, washing gravel	Hazardous for all children 0-17 years	Prohibited for children; 0-17 years	Drowning, death, loss of limbs, exposure to cold
	Rock Crushing: using heavy weight to crush rocks, lifting of heavy weights, long sitting, use of fire to heat large rocks	Hazardous for all children 0-17 years	Prohibited for children; 0-17 years	Eye injury, bodily harm, and injuries
Gambling and Entertainment Centers	Serving as dealer of drugs, use as agent for drug trafficking, promoting sex workers	Hazardous for all children 0-17 years	Prohibited for children; 0-17 years	Exposure to bad morals, exposure to drugs, night work, exposure to weather
Shoe Shining for Commercial Purposes	Use of chemical; use of sharp objects to sew shoes	Hazards may be mitigated for some children	May be permitted for children ages 16-17 years if safety measures are in place and there is adequate training and supervision	Exposure to chemicals, stooped body position, danger of being hit by vehicles; easy recruitment into unwholesome activities
Blacksmithing	Use of fire, use of sharp tools, use of machines	Hazards may be mitigated for some children	May be permitted for children ages 16-17 years if safety measures are in place and there is adequate training and supervision	Cuts, burns, eye damage, bodily injury, danger of body parts being crushed
Domestic Work	Painting of house, roofing and repair of house using sharp tools, use of insecticide in homes, cutting of grass, fetching water and wood	Hazards may be mitigated for some children	May be permitted for children ages 16-17 years if safety measures are in place and there is adequate training and supervision	Exposure to heights, exposure to chemical, exposure to accidents, bodily injury

Sector	Task	Issue/Observation	Inputs	Potential Harm/Injury
Wood work related activities	Carpentry, fixing of furniture; use of sharp objects; use of chemical	Hazards may be mitigated for some children	May be permitted for children ages 16-17 years if safety measures are in place and there is adequate training and supervision	Cuts, burns, eye damage, bodily injury, danger of body parts being crushed
	Wood work use of power saw, use of machinery, use of chemicals	Hazards may be mitigated for some children	May be permitted for children ages 16-17 years if safety measures are in place and there is adequate training and supervision	Cuts, burns, eye damage, bodily injury, danger of body parts being crushed
Soap Making	Use of chemicals, heat, and fire	Hazards may be mitigated for some children	May be permitted for children ages 16-17 years if safety measures are in place and there is adequate training and supervision	Cuts, burns, eye damage, bodily injury, danger of body parts being crushed
Street Selling	Moving between vehicles to sell	Hazardous for all children 0-17 years	Prohibited for children; 0-17 years	Danger of vehicle accidents, risk of rape and abuse
Garbage Collection	Working in contaminated environment	Hazardous for all children 0-17 years	Prohibited for children; 0-17 years	Exposure to diseases
Hunting	Walking long distances, working at night, setting traps	Hazardous for all children 0-17 years	Prohibited for children; 0-17 years	Exposure to cold, bodily injury

Appendix 18. List of Shelters in Liberia

Nº	Name of Shelter	County	Number of Shelter
1	Ministry of Gender Safe Home	Montserrado	3
2	Ministry of Gender Safe Home	Nimba	1
3	Ministry of Gender Safe Home	Bong	2
4	Ministry of Gender Safe Home	Cape Mount	1
5	Ministry of Gender Safe Home	Margibi	1
6	Ministry of Gender Safe Home	Sano	1
7	Ministry of Gender Safe Home	Lofa	1
8	Ministry of Gender Safe Home	Grand Bassa	1
9	Ministry of Gender Safe Home	River-Gee	1
10	Ministry of Gender Safe Home	Grand Gedeh	1
11	Touching Humanity In Need Of Kindness (THINK)	Montserrado	1
12	Safe Home Children Village	Montserrado & Bassa	2

Appendix 19

Child Labour Monitoring System Standard Operating Procedures Refinement and Institutionalization Workshop Report

Winrock International had a two-day CLMS SOPs refinement and institutionalization workshop from September 12-13, 2022, at Corina Hotel, Montserrado County, Monrovia, Liberia. The workshop was attended by 20 participants (males: 17, females: 3). The participants were from the following institutions/agencies: Ministry of Labour (Deputy Minister's office; Child Labour, TIP, and Labour Inspectorate Divisions), Ministry of Gender, Children, and Social Protection, Ministry of Internal Affairs, Liberia National Police, Children Representative Forum, Religious Groups, Trade Unions, CSOs, and INGOs.

The Country Project Manager welcomed participants and briefly explained the purpose and objectives of the workshop. According to him the objectives of the workshop were: 1. to ensure relevant stakeholders and institutions review, refine, and approve the piloted CLMS-SOPs document developed by ATLAS and partners for Liberia as final comments and inputs for validation of the piloted document. 2. For relevant stakeholders and institutions to support the institutionalization of the piloted CLMS-SOPs document for capacity building of key actors in the minimization of crimes relating to child labour, forced labour, and human trafficking in Liberia.

Participants' expectations:

- After the refinement and institutionalization workshop participants will domesticate the SOPs document locally.
- The workshop will serve as final validation of the SOPs document.
- I hope the SOPs document meet local/domestic and international standards.
- The SOPs will be accepted by all actors and be implemented across Liberia.
- Hope to have a consolidated referral pathway at both local and national levels where the MIA will play a key role
- After the workshop I hope SOPs will be ready for execution.

Participants' expectations were followed by a presentation by the consultant on how to use the SOPs document which is categorized into five sessions. Session 1: Global context of Liberia CL, session 2: overview of CLMS, session 3: Liberia CLMS SOPs, session 4: SOPs guidelines to remove children from CL, and session 5: Appendices.

The Country Project Manager presented the background of the CLMS SOPs. He explained how ATLAS has developed a SOPs that outline and standardize how the tool is to be used, both at the input stage (community-level reporting via the CLMS) and the output stage (national level response to reported cases of child labour). According to him, ATLAS piloted the SOPs document at the community and now the refinement at the national level and will work to institutionalize the document within the Ministry of Labour (MOL) through its Commission on Child Labour (NACOMAL) and others relevant institutions and agencies. He mentioned that throughout the entire process, ATLAS will continue to provide technical advice and capacity building to NACOMAL to enhance its ability to manage the CLMS, lay the foundation for them to continue this activity after ATLAS is over. By improving national and local capacity to use the CLMS, ATLAS will improve the country's tracking of these cases, increase the number of children removed from situations of CL, and be able to identify and prosecute more perpetrators of this crime.

Participants' feedback and comments during the presentation and discussion on the SOPs:

1. Table 1. ratification of international convention on CL- page 2: ILO Convention 138 has been ratified by the Liberian Government, September 2019
2. Table 2. Liberia CL laws- page 2: in the Decent Work Act, there, it is chapter not Article
3. Latest development since the CLMS SOPs piloted workshop, signing of the Hazardous and Light Work Lists, June 13, 2022
4. The Juvenile Court of Liberia be included in the referral pathway, according to participants the court has eminent domain over the MGCSP, especially, when MGCSP refuses to provide an assistance to children rescued from the street, the court has power to summon the MGCSP

Day-two of the workshop started with a recap of day-one which was facilitated by the Program Officer/Trainer. The methodology used for the recap session was participatory discussion, each participant was asked to provide a key lesson learned from day-one presentation. The exercise was meant to build participants self-confidence for the institutionalization plan exercise. The recap session was followed by a group work on the CLMS institutionalization plan. The participants were divided into two groups, the first group comprised of MOL, INGOs, CSO, and trade union organization representatives; and the second group comprised of MIA, MGCSP, MOJ, and religious leaders. After the group work, each group presented their institutionalization plan and were discussed. Day-two ended with a closure remark. The Country Project Manager encouraged the participants and relevant institutions to take full responsibilities of the SOPs, he stressed the need for more collaboration among partner institutions for the implementation of the SOPs. The Special Assistant to the Deputy Minister for Manpower Planning, MOL extended thanks to WI for helping the government of Liberia in combating these crimes and promised that MOL will fully institutionalize the SOPs document.

CLMS SOPs Institutionalization Plan				
SOP (Refined)	Agency Responsible for SOP	User of SOP	Resources Needed	SOP implementation
Insert the list of SOPs. This list should be all the SOPs that completed after refinement workshop	Identify the name of the agency or agencies who will own the SOP for use and implementation. For each agency, identify the name/ title of the decision maker endorsing the SOP	Identify anyone who could be a potential direct trainee/beneficiary of the SOPs. This could include the government officials at various level of government, community leaders, CSO or private sector.	Identify a list of resources needed to operationalize the SOP in the agency. This could include human and financial resources.	Provide a list of tasks that operationalize the SOP. This could include meetings, recruit consultants, develop work plan, etc.
CHILD LABOUR MONITORING SYSTEM STANDARD OPERATING PROCEDURES GUIDELINES	<ul style="list-style-type: none"> • Director of Child Labour/Ministry of Labour • Director of Children Division/ Ministry of Gender, Children, and Social Protection • Director/Women and Children Protection Section at the Liberia National Police • Director/Liberia Immigration Service • Director/Liberia Drug Enforcement Agency • Minister/Ministry of Internal Affairs 	<ul style="list-style-type: none"> • Labour inspectors • Children Representative Forum • Child Welfare Officers • Police, Immigration, and Drug enforcement officers • Religious and Traditional leaders • Local government 	<ul style="list-style-type: none"> • Funding (awareness, mobilization, and empowerment) • Manpower • SOP guidelines 	<ul style="list-style-type: none"> • Community engagements, meetings, and awareness • media sensitization
LIBERIA CHILD LABOUR MONITORING SYSTEM STANDARD OPERATING PROCEDURES	<ul style="list-style-type: none"> • Director of Child Labour/Ministry of Labour • Director of Children Division/ Ministry of Gender, Children, and Social Protection • Director/Women and Children Protection Section at the Liberia National Police • Director/Liberia Immigration Service • Director/Liberia Drug Enforcement Agency • Minister/Ministry of Internal Affairs 	<ul style="list-style-type: none"> • Labour inspectors • Children Representative Forum • Child Welfare Officers • Child welfare Committees • Police, Immigration, and Drug enforcement officers • Ministries of Education and Health • Religious and Traditional leaders • Local government 	<ul style="list-style-type: none"> • Motorbikes • Stationeries • Megaphone 	<ul style="list-style-type: none"> • Visitation of concession areas, factories, marketplaces, and fishing industries • Town hall meetings • Media engagement • Posters

CLMS SOPs Institutionalization Plan				
SOP (Refined)	Agency Responsible for SOP	User of SOP	Resources Needed	SOP implementation
PROCEDURES TO REMOVE CHILDREN FROM CL	<ul style="list-style-type: none"> • Director of Child Labour/Ministry of Labour • Director of Children Division/Ministry of Gender, Children, and Social Protection • Director/Women and Children Protection Section at the Liberia National Police • Director/Liberia Immigration Service • Director/Liberia Drug Enforcement Agency • Juvenile Court 	<ul style="list-style-type: none"> • Labour inspector • Police • Child Welfare Officers • Officers in Charge/MOH 	<ul style="list-style-type: none"> • Funding • Tracking forms 	<ul style="list-style-type: none"> • Coordination • Counselling • Prosecution • Integration

Prepared and submitted by ATLAS Liberian Team

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