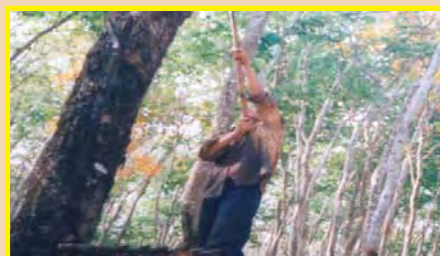




INTERNATIONAL LABOUR
ORGANIZATION (ILO)

International Programme on
the Elimination of
Child Labour (IPEC)



GOOD PRACTICES AND LESSONS LEARNT in Combating Hazardous Work in Child Labour

Salt Production (Kampot), Fish/Shrimp Processing (Sihanoukville)
and Rubber Plantation (Kampong Cham) Sectors



JbJ-Crossroads to Development

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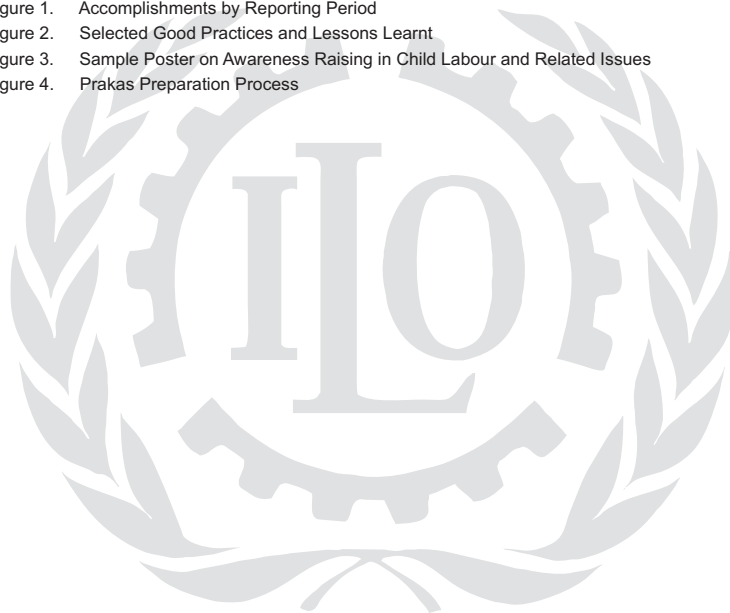


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LIST OF ABBREVIATIONS AND LOCAL TERMS

AR	Awareness Raising
CCBO	Catholic Child Bureau Organization
CCL	Committee on Child Labour
CCPCR	Cambodian Center for the Protection of Children's Rights
CDC	Commune Development Council
CHWFCL	Children in Hazardous and Worst Forms of Child Labour
CL	Child Labour
CLC	Community Learning Center
CLC	Community Learning Centers
CLM	Child Labour Monitoring
CLU	Child Labour Unit
CNCC	Cambodian National Council for Children
CRVG	Child Rights Volunteer Groups
GO	Government Organization
GP	Good Practices
ILO	International Labour Organization
INGO	International NGO
IOM	International Organization for Migration
IPEC	International Programme on the Elimination of Child Labour
KTO	Kak Sekor Thmey Organization
LAC	Labour Advisory Council
LICADHO	Ligue Cambodgienne des Droits d l'Homme (Cambodian League for the Promotion and Protection of Human Rights)
LL	Lessons Learned
LNGO	Local NGO
MAFF	Ministry of Agriculture Fishing & Forestry
MCCL	Municipal Committee on Child Labour
MCPCR	Municipal Committee on Protection of Child's Rights
MDEYS	Municipal Department of Education Youth and Sports
MDoP	Municipality Department of Planning
MDSALVY	Municipal Department of Social Affairs, Labour, Vocational Training and Youth Rehabilitation
MOEYS	Ministry of Education, Youth and Sport
MOSALVY	Ministry of Social Affairs, Labour, Vocational, and Youth Rehabilitation
MRD	Ministry of Rural Development
MTE	Mid Term Evaluation
NFE	Non Formal Education
NFED	Non Formal Education Department
NGO	Non-Government Organization
NPA	National Plan of Action
NPM	National Project Manager
NSC	National Sub-Committee
NSC-CL	National Sub-Committee on Child Labour
OHS	Occupational Health and Safety
OHSA	Occupational Health & Safety Assessment
P/MCCL	Provincial/Municipal Committee on Child Labour
P/MDSALVY	Provincial/Municipal Department of Social Affairs Labour Vocational Training and Youth Rehabilitation
PCC	Provincial Committee on Children
PCCL	Provincial Committee on Child Labour

PCPCR	Provincial Committee on Protection of Child's Rights
PDEYS	Provincial Department of Education Youth and Sports
PDME	Project Design, Monitoring and Evaluation
PME	Project Monitoring and Evaluation
PPA	Provincial Plans of Action
RGC	Royal Government of Cambodia
RHAC	Reproductive Health Association of Cambodia
SEILA	This term is not an acronym, but is a Khmer word that means "foundation stone" and is spelled in upper-case letters to denote the name of the programme
SHG	Self - Help Group
TNA	Training Needs Assessment
UNESCO	United Nation Educational Scientific and Cultural Organization
VDC	Village Development Committee
VST	Vocational Skills Training
WFCL	Worst Forms of Child Labour
WG-CL	Working Group on Child Labour



EXECUTIVE SUMMARY

There are 3 economic sectors in Cambodia where children and youth are visibly observed to be engaged in exploitative and hazardous child labor. Cognizant of this situation, ILO-IPEC funded these projects that dealt on salt production, rubber plantations, and fishing/shrimp processing (FSP) to combat hazardous and worst forms of child labour in the country. It aimed to remove 900 children from hazardous employment and working conditions and further prevent 2600 children from entering such workplaces through direct assistance and capacity building programs. The project started in November 2001 and is expected to end in November of 2004. It employed the following strategies: policy, program planning, research and documentation, capacity building, targeted social protection and community empowerment and community-based child labour monitoring.

Since its inception, it has accomplished the following:

- A national seminar on child labour in the salt production, fishing and rubber plantation where action plans have been recommended to address child labour in the three (3) sectors (November 28-29, 2001);
- A profiling of working children in the 3 sectors consisting of rapid assessments and baseline surveys, the findings were presented to the provincial committees on child labour in the three respective provinces and gained feedback on how to effectively address those problems (December 2001 to June 2002);
- A training activity on project design, management and evaluation among the 10 intended implementing agencies (June 2002);
- A training workshop on capacity building for non-formal educators from provincial education offices and NGOs in the provinces was held (August 2002);
- Capacity building and enhancing among implementing partners to effectively run credit scheme activities (February 13-15, 2003);
- The revision and printing, as well as the conduct of training on and dissemination of a child labor advocacy kit to help in combating child labour in the three hazardous sectors (February 2003); and
- Has removed some 599 children from hazardous labour, prevented some 2691 children from entering hazardous labour, and assisted some 642 SHG families.


With the project nearing its completion, the identification and description of good practices and lessons learned is in order. The objective of the "Good Practices and Lessons Learnt" document is to share these good practices and lessons learnt with concerned stakeholders and implementers of child labor programs. These GPs and LLs were derived from the experiences of the ILO-IPEC funded projects in the three sectors, which can be used to improve the implementation of programs that combat child labour in hazardous work.

A good practice can be anything or something that *actually has been tried and shown to work* and which has potential usefulness to others in stimulating ideas or providing guidance on how one can be more effective in some aspect to child labour.

The criteria for determining what makes a "good practice" are: *Innovativeness or Creativity; Effectiveness /Impact; Replicability; Sustainability; Relevance; Responsiveness and ethical; and, Efficiency and Implementability.*

These given criteria are merely guidelines. Their applicability may vary depending upon the nature or impact of the practice. It doesn't have to be perfect or its usefulness may not guarantee a 100 percent "success" story. Each good practice and lessons learnt in this document were identified and discussed according to this given criteria used as a whole, and not singly.

Key discussions within the identified "Good Practices" are *lessons learnt*. The term is often interchangeable with "good practice", but for distinction purposes, lessons learnt means significant insights from a practice. These insights may be positive or negative but which iterates the key methods which made or unmade the intervention and which brings about required adjustments or new approaches.



Eight (8) good practices and lessons learnt have been identified and discussed from the (4) approaches and processes and 9 intervention components that are currently being implemented under the Project. The selection of the areas of good practice are seen in two categories: the first part relates to the service programs for working children who are targeted for elimination/ withdrawal from hazardous work; their parents and the communities they belong to. These are seen in awareness raising for children and communities, programs for formal and non-formal education and vocational skills training, community-based programs to encourage savings and community monitoring. The second part relates to the agencies/ organizations involved in the various interventions aimed at removing/ withdrawing children from work, these includes provincial/municipal/ national agencies and non-government organizations who were the key participants in implementing the actions programs. These are seen in awareness raising and advocacy among agencies, integrated planning, capacity-building and legislation, policy development and enforcement which are geared towards making these agencies efficient interveners against child labor.

These good practices and lessons learnt are found within the following.

1. Component of Interventions:
 - Awareness Raising /Advocacy and Sensitizing on child labour related issues;
 - Non-formal and Formal Education;
 - Vocational Skills Training;
 - Child Labour Monitoring and Occupational Health and Safety (OHS); and
 - Self-help Groups for Income Generation and Prevention/ Removal;
2. Processes and Approaches
 - Legislation, Policy Development and Enforcement;
 - Capacity-building Among Program Implementers; and
 - Sustainability and Ownership

While the above have been identified to illustrate good practices within interventions and approaches, these may need refinements as applied to a particular situation and environment. People employing the approach or intervention can also shape the practice, implying that new lessons could still be learned and drawn out in order for the practice to be effective.

Each GP and LL that has been identified in this document was carried out in the project in combination with other measures and components. A typical example is the provision of capacity building exercises which are usually combined with awareness raising and sensitizing strategies. Whether a 'stand alone' or in combination with one or two more approaches, most of the GPs in the three sectors have worked effectively with the involved stakeholders and beneficiaries of the project.

For all involved in the child labour action, good practices culled from the project should be replicated and continued to be monitored such that these are sustained, further refined and help establish the conditions under which these effectively work.

1. Brief Description of the Project

The salt production (SP), rubber plantation (RP), and fishing/ shrimp processing (FSP) sectors in Cambodia represent the economic sectors where, very visibly, children and youth are engaged in exploitative and hazardous child labour. These three sectors are the targets for concerted action by the ILO-IPEC funded Project to Combat Child Labour in Hazardous Work in the country.

The development objective is to contribute to the progressive elimination of child labour in the 3 sectors by removing children from hazardous employment and working conditions and preventing more children from entering workplaces through direct assistance and capacity building programs.

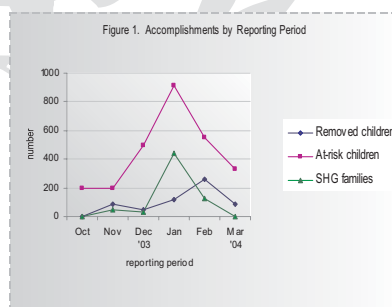
The project intends to reach approximately 3,500 working children through direct action programs. Some 900 of these children will be removed from hazardous work and its conditions. Some 2,600 working children, on the other hand, will be prevented from moving into hazardous work considered as the worst forms of child labour. It also aims to heighten the capacity of national and community level agencies and organizations in Cambodia to plan, initiate, implement and evaluate action to prevent and progressively eliminate child labour, especially those in hazardous work situations. The strategies to be employed are: policy, program planning, research and documentation; capacity building; targeted social protection, and; community empowerment and community-based child labour monitoring.

The project started in November 2001 and is expected to end in November of 2004. It has now completed six preparatory activities towards this objective and has begun 10 action programs in the three sectors and at the national level.

Thus far, the project has carried out:

- a national seminar on child labour in the salt production, fishing and rubber plantation where action plans have been recommended for addressing child labour in the three sectors (November 28-29, 2001);
- a profiling of working children in the three sectors consisting of rapid assessments and baseline surveys, the findings of which were presented to the provincial committees on child labour in the three respective provinces and gained feedback on how to effectively address those problems (December 2001 to June 2002);
- a training activity on project design, management and evaluation among the 10 intended implementing agencies (June 2002);
- a training workshop on capacity building for non-formal educators from provincial education offices and NGOs in the three provinces (August 2002)
- capacity building and enhancing among implementing partners to effectively run a seed money scheme activities (February 13-15, 2003); and
- the revision and printing, as well as the conduct of training on and dissemination of a child labour advocacy kit to help combating child labour in the three hazardous sectors (February 2003).

Over an implementation period of 16 months, the Project has removed some 599 children from hazardous labour, prevented some 2691 children from entering hazardous labour, and assisted some 642 SHG families. Figure 1 presents the increasing trend in removal, prevention, and empowerment of women (SHGs) over the first year of Project implementation. However, between October 2003 and March 2004, there has been a sharp decline in reported positive results (TPR, March 2004).



2. Objective

The objective of the "Good Practices and Lesson Learnt" document is to share "good practices and lesson learnt" with concerned stakeholders especially practitioners/ implementers on the issue of child labour. This is done by "analyzing and highlighting" the project experiences and presenting (a) project approaches to change, reduce/ eliminate working children and/or child labour within support interventions, and (b) working partnerships with government organizations (GOs), local non-government organizations (LNGOs) and target communities. The findings can be used to improve knowledge on effective operations to combat child labour in hazardous work in the three sectors and/or in other sectors of the worst forms of child labour.

This document intends to reach:

- Implementing agencies/ practitioners such as international non-government organizations (INGOs), LNGOs, the MoSALVY and other government line ministries;
- The private sector, employers, and communities where child labour is prevalent, including parents and children; and
- Multilateral and bilateral donor agencies.

3. Definition of Good Practice¹

A good practice (GP) can be defined as anything that works in some way in combating child labour, whether fully or in part, and that may have implications for practice at any level elsewhere. A good practice can represent any type of practice, small or large. A key aspect is that a good practice be something that actually has been tried and shown to work, i.e. as distinct from what may be a potentially good idea but has not actually been tested. It could, however, represent work in progress, depicting preliminary or intermediate findings. While there should be some evidence that the practice is indeed effective, definitive "proof" ordinarily is not essential. The overriding criteria should be the potential usefulness of a good practice to others in stimulating new ideas or providing guidance on how one can be more effective in some child labour-related aspects.

¹ Taken from ILO/IPEC - Design, Evaluation and Database (DED) unit; Guidelines on Good Practices. Draft 2, October 2001.

Good practices can be classified at three different levels i.e. Level 1: Innovative Practices; Level 2: Successfully Demonstrated Practices; and, Level 3: Replicated Good Practices, depending upon their degree of substantiation and the number of different situations where the practice has been applied.

The criteria for determining what makes a practice "good" are the following.

- Innovative or creative
- Effectiveness/impact
- Replicability
- Sustainability
- Relevance
- Responsive and ethical
- Efficiency and implementation

GPs do not have to be perfect in every respect. Information about inhibiting factors or circumstances limiting the applicability or impact of a practice can even be more useful to others rather than a 100 percent "success" story.

4. Good Practices

There are 4 approaches and processes and 9 intervention components under the Project. These are:

▪ Approaches and Processes:

- Capacity building of the partners on Project Design, Monitoring and Evaluation (PDME), Project Monitoring and Evaluation (PME), and change in partners' focus and strategy towards prevention of child labour and lobby for additional fundraising;
- Stakeholder ownership and participation and collaboration between GOs and NGOs in Sihanouk Ville, Kampot and Kampong Cham provinces;
- Integrated planning at all levels; and
- Sustainability/ Ownership.

▪ Components of Interventions:

- Awareness raising/ Advocacy and sensitizing on child labour related issues (e.g., child rights, trafficking, domestic violence, debt bondage);
- Non-formal and formal education;
- Withdrawal/ removal from the hazardous working conditions;
- Vocational training skills
- Child labour monitoring;

- Prevention
- Self-help group/ Seed money provision for income generation;
- Legislation/ policy development and enforcement; and
- Occupational health and safety

▪ Lessons Learned

A key discussion within the identified Good Practice would be lessons learnt. The term is often interchanged with "good practice", but for purposes of distinction, lessons learnt refer to significant insights from a practice. These insights may be positive or negative but which iterates the key methods that shaped the interventions and required adjustments or new approaches.

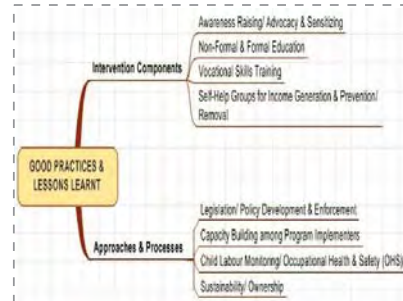
The discussion on the good practices focuses on eight (8) of the above approaches and processes and intervention components. Prevention and withdrawal/ removal as cross-cutting interventions are discussed with the other practices, while OHS is discussed with the child labour monitoring. Also integrated in the discussions are the lessons learnt from the implementation of the project activities.

5. The Selected Good Practices and Lessons Learnt

As noted in the preceding section, the good practices (GPs) and lessons learnt (LLs) are to be identified from among the Project's major approaches and intervention components.

The selected areas of good practice may be considered as representing two themes. The first relates to the service programs for working children who are targeted for elimination/ withdrawal from hazardous work, as well as for their parents and the communities they belong to (Figure 2). These are evident in the awareness raising activities among the children and their communities, programs for formal and non-formal education and vocational skills training, and community-based programs to encourage savings as well as community monitoring. The second theme dwells on the agencies involved in the various interventions that aim at removing/ withdrawing children from work. These include the provincial/ municipal national level agencies and non-government organizations who were the key participants in implementing the action programmes. The good practices emanate from their specific involvements in awareness raising and advocacy, integrated

Figure 2. Selected Good Practices and Lessons Learnt



planning, capacity-building and policy development that are geared towards making these agencies efficient intervenors against child labour. The thematic grouping reflects the overall component and program objectives set by the Project:

- Components: Policy, Program Planning, Research and Documentation; Capacity Building; Targeted Social Protection (direct action); and Community Empowerment and Community-based Child Labour Monitoring Schemes.
- Its development objective is to contribute to the progressive elimination of child labour in the salt, rubber and fishing sectors in Cambodia by removing children from hazardous employment and working conditions and preventing more children from entering workplaces through direct assistance and capacity building programs. The project intends to reach approximately 3,500 working children through direct action programs.

The immediate objectives of the Project are two-fold:

Immediate Objective 1: At the end of the program, the capacity of national and community level agencies and organizations in Cambodia will have been strengthened to plan, initiate, implement and evaluate action to prevent and progressively eliminate child labour, especially those in hazardous work situations.

Immediate Objective 2: At the end of the project, an estimated 900² working children in salt production in Kompot province, rubber

² Salt sector at 300 working children; fishing sector at 400 working children; and rubber sector at 200 working children.

plantations in Kampong Cham, and fishing/ shrimp processing industry in Sihanoukville Municipality will have been removed from hazardous employment and working conditions; and 2,600³ working children will be prevented from moving into hazardous work considered as the worst forms of child labour in the same locations.

A further defining feature of an intervention qualified as good practice would then be that such practice has contributed in attaining the

objectives of the project even if this took place only at a particular sector or locale.

A good practice can be defined as anything that works in some way in combating child labour, whether fully or in part, and that may have implications for practice at any level elsewhere.



³ Salt sector at 600 part-time working children; fishing sector at 1,250 part-time working children; and, rubber sector at 750 part-time working children.

AWARENESS RAISING/ADVOCACY AND SENSITIZING ON CHILD LABOUR RELATED ISSUES

Background and Context

In working for the prevention of and elimination of the worst forms of child labour in the 3 sectors, the Project has implemented awareness-raising (AR), advocacy, and sensitizing as its basic intervention. The Project recognizes that for change to begin and be sustained in areas where child labour is prevalent, communities will need to understand first the factors and issues surrounding child labour. Beyond increasing awareness and understanding, however, those concerned should also be provided the means to effect positive change. Thus, an important step is to give them the skills and ability to do something.

Child labour frequently stems from poverty, suggesting that prevention and removal interventions will only be realistic if corresponding actions on income earning or livelihood concerns are addressed. The Project responses to the poverty issue are two-fold: vocational skills training to enable access to employment and/or self-employment opportunities, and seed money provision to self-help groups (SHGs). These 2 components are discussed separately in this Report. AR/ advocacy and sensitizing are presented here as the first step towards prevention and elimination of child labour.

for change to begin and be sustained in areas where child labour is prevalent, communities will need to understand first the factors and issues surrounding child labour

Partner NGOs to the Project are the lead groups in AR and sensitizing activities in the communities, while the P/MDEYs undertake AR in schools. The Child Labour Unit (CLU)-MoSALVY is the focal organization in advocacy work at the national level.

In the communities, awareness-raising and sensitizing is done through community meetings, in NFE classes at the Community Learning Centers (CLCs), during SHGs' regular meetings, through posters in the CLCs, and also through video in CLCs which have the appropriate equipment. Partner

NGOs select and train focal persons and groups who later become local mechanisms for AR, advocacy and sensitizing. Normally, selected persons are local leaders (e.g., VDC members), and popular and respected persons among the elderly, employers and those with higher educational attainment. In the Project, the focal persons consist of the community 'networkers', seed money committee members, and child peer groups and child rights volunteer groups, the latter two being in Sihanoukville. The various AR and sensitizing activities enable the partner NGOs to transfer knowledge and understanding on CL and its related issues.

Using previous experiences in community organizing work, CCBO as the partner NGO in Sihanoukville has organized an effective community awareness-raising and "watch" mechanism in the 22 villages where it operates. In every village, this mechanism consists of 2 community monitors/ networkers, 10 child peer groups, and 10 child rights volunteer groups (CRVG). The community monitors/ networkers and the peer groups are active in raising awareness levels, while the CRVGs focus on community monitoring and protection (including trafficking concerns). With these groups, AR work is extensively done in the villages while monitoring and protection against worst forms of labour is also strengthened.

Participating schools, on the other hand, have trained/ sensitized teachers who conduct weekly 15-minute discussions with their students on CL related issues. In Sakura Primary School in Tomnop Rolok in Sihanoukville, children are also encouraged to read and study reference materials on child labour during their library hours and child labour related questions are included in the regular examinations of the students. However, there is a problem of availability of textbooks and materials on CL and related issues. In said Sakura Primary School, about 50 textbooks are kept in the library and during library hours of each class, 5 children share 1 book. In 7 Makara Primary School in the Chub Rubber Plantation, the library is new but there are no textbooks or materials that children could read and study. The School Director even requested the Consultant's assistance in securing materials on CL and on other

subjects so that their library will become functional.

Also in 7 Makara Primary School in the Chub Rubber Plantation, quiz contests on child labour knowledge were held during the school's celebration of Children's Day last June 2003. The school actually had 2 large gatherings to generate awareness on CL and related issues during the past year.

The Project has also formally requested the Ministry of Education, Youth and Sport (MoEYS) that a child labour curriculum be developed and integrated into the current curriculum. However, this has to be coordinated at the Ministry level.

For awareness-raising and advocacy purposes, CLU-MoSALVY has prepared posters and leaflets promoting the prevention and elimination of child labour. These have been distributed to schools and communities (i.e., at CLCs) in the target sectors, among participating government agencies, and to other local and international organizations working on children's issues. While there are English versions, majority of these posters and leaflets are prepared in the Khmer language for greater understanding and impact. The materials present readily recognizable drawings and illustrations depicting hazards/dangers of child labour targeting those who are illiterate while at the same time generating interest from any who sees them. Table 1 below presents the list of these posters and leaflets.

Table 1. Listing of Posters and Leaflets Prepared by CLU

TITLE/ NAME OF POSTER OR LEAFLET	DESCRIPTION OF CONTENTS	NUMBER / DISTRIBUTION
Support Conventions No. 138 and 182	<ul style="list-style-type: none"> - Eliminate the Worst Forms of Child Labour (No. 138 and 182) - Combating Child Labour in Cambodia - Strategic Framework - NSC and WG-CL - Provisions relating to child employment - PRAKAS on the declaration for children working during night time shift - Law on Suppression of the Kidnapping, Trafficking/Sales and Exploitation of Human Persons 	981
Forward better future for children	<ul style="list-style-type: none"> - No child exploitation - Free and qualitative education - Marketable skills - Income generation - Health care 	1500
Support Convention No. 182	<ul style="list-style-type: none"> - Eliminate the Worst Forms of Child Labour (ILO Convention 182) - Stop child labour 	1000
Sustainability development starts from elimination of child labour in the hazardous condition	<ul style="list-style-type: none"> - Types of risks in rubber plantation - Types of risks in salt production - Types of risks in fishing 	4500
New knowledge means better future for children	Access educational opportunities for children means a better future for your children	
New appropriate skills and works for children lead to a better future	Access opportunities to study any specific skill for children means you provide your children with a better future	

In government- and Project-organized planning workshops/ seminars from provincial up to national levels, the first activities are directed at creating or strengthening participants' knowledge on child labour through presentations and discussions from Project implementers and resource persons. The process stimulates active and insightful participation from participants especially during small group workshops. This practice is also being done during specialized seminar workshops such as in the training on Child Labour Monitoring/ Occupational Health and Safety (CLM/OHS), Savings and Small Business Management, and others. Although participants may have experienced AR/ sensitizing on CL before, discussions on new developments, experiences and techniques in CL deepens their understanding of the issue.

The efforts have the effect of spreading and instilling understanding of the child labour-related concerns among the different stakeholders in the target communities. For those who have the resources and the commitment for positive change (e.g. local leaders and authorities and even employers), the firm understanding leads to concrete action. This finds evidence in the mobilization of community resources for building the CLCs such as the donation of land by some employers, community contributions through labour, and maintaining its cleanliness. This is also visible in the greater number of participants in community meetings discussing action program activities, and employers who support OHS and school time for children.

Achievements/ Accomplishments

Integration into Formal Education System

Although not as yet formalized into the education system, child labour and its related issues have been integrated into the primary school curriculum of 43 participating schools in the 3 sectors. A starting point of this integration is the training of school officials and teachers who subsequently train other teachers in their schools. CL and related issues are then inserted as short discussions into related subjects such as Social Studies using textbooks and references provided by the Project.

Development and Distribution of Posters

The CLU-MoSALVY has, at present, developed 6 different types of posters and leaflets designed to create awareness on CL and its related issues and to advocate for

concrete action from society for its prevention and elimination (Figure 3). These have been distributed to target communities, project implementers, and other persons and groups in child development work.

Awareness-raising and sensitizing is integrated in all the strategies of community monitoring, education assistance and SHG. This is conducted through community consultations or workplace visitations and linked to the above strategies. A training activity on awareness-raising and sensitizing work has been held for the program's implementing agencies, namely the PCCL, labour inspectors, teachers and the NGOs to prepare them for the task.

Figure 3. Sample poster on awareness-raising in child labour and related issues



Interviews with implementing agencies and beneficiaries indicated their good grasp of the project's general objectives and measures. This primarily shows in the strong community support for the CLC, child enrolment in the educational program, and some employers' limited improvements in the children's working conditions.

Good Practices

- Selection of focal persons from the target community, training them on AR skills and techniques, and involving them in actual AR/ sensitizing activities greatly increases effectiveness of the activities. Focal persons selected are local leaders/ members of the local authorities.
- Integration/ inclusion of awareness-raising on CL and related issues in school lessons reaches greater numbers of children, especially those who are at-

risk of dropping out of school. This requires training and capacitation of school teachers, formation of child peer groups and other mechanisms for delivery which the Project has ably done.

- c) Holding of special events with large numbers of children is very effective in creating and enhancing awareness on CL and related issues. This was successfully done in 7 Makara Primary School in Chub (Kampong Cham) where Children's Day was celebrated in a school-wide activity. A quiz contest on child labour issues was even included where winners were given token prizes such as bags and pencils. This is an innovative and effective way of encouraging children at school to read and study textbooks, posters and leaflets on CL and related issues, and to pay attention to their teachers during lessons on these topics.
- d) Organizing child peer groups in target communities is an excellent way of raising awareness and knowledge among children and even among parents. Children generally relate to other children and to their parents new things they have learned. Child peer groups trained on awareness-raising techniques are therefore very effective in spreading information on CL and related issues.

Lessons Learned

Availability of CL materials (textbooks, references)

Formal schools (especially primary schools) should be provided enough materials on CL and related issues for use by both teachers and students. Although teachers discuss these during lessons, understanding among children will be more effective if they have reading materials with interesting/ eye-catching illustrations/ pictures.

Participation of Key Persons in the Community

Coordination with and participation of local leaders and respected persons to the AR/ sensitizing activities at community level generates greater interest and participation. These persons command respect and are influential in the community such that the people generally listen or pay attention when they speak on something relevant to the community.

Combining AR/ Sensitizing with Income Generation

Awareness-raising and sensitizing cannot work alone in preventing, removing, and eliminating child labour. Although people will understand the nature and causes of the CL issue through this intervention, very little effect will be achieved without the ability and resources. Alternative/ supplemental income generating projects should be implemented together with AR/ sensitizing work.

Knowledge of Local Setting/ Conditions

Demographic conditions and local customs should be considered carefully in developing and implementing AR/ sensitizing materials and approaches. For example, knowing what percentage of the village population is literate will determine contents of AR/ sensitizing materials. Partner NGOs should also determine if Project activities are acceptable during local holidays or celebrations.

Evaluation of Beneficiary Learnings/ Knowledge Transferred

There is a need to evaluate the effectiveness of the awareness-raising/ sensitizing activities among target groups. Measurable indicators on the effect of awareness-raising are necessary to know the actual impact of the intervention and determine effectiveness of delivery techniques. At present, the impact of awareness-raising is gauged through the support of communities to action program components such as construction of the CLC, child enrolment in the NFE classes, and some employers' positive response to workplace monitoring/ inspection.

At the individual level, impact of awareness-raising can be done through post-training/ seminar evaluations (i.e., through interviews and questionnaires, group reflections) and/or brief evaluation forms distributed in the community. Based on the results, project implementers can determine the level of understanding among beneficiaries and ordinary people in the community. This knowledge paves for the design of new approaches/ techniques if results indicate a low level of understanding. In contrast, indications of high understanding can lead to replication of AR approaches and techniques used in other areas or communities.

Necessary Conditions for Replication

- a) Cambodian society requires that for any intervention to be implemented at the community level, permission should be solicited from local authorities/ leaders. Encouraging their direct support and participation (e.g., training in seed money and savings principles, involving them in actual activities as members of the seed money committee) will further enhance the effectiveness of the intervention.
- b) Ideally, the partner NGO must have a good background and experience in awareness-raising work, must have a solid understanding of the child labour issue, must have staff/ personnel who are experienced and skilled facilitators especially among largely illiterate communities, and must have necessary resources in organizing awareness-raising activities. Where all these conditions do not apply, however, the NGO must first be capacitated and support resources provided.
- c) Creativity/ innovativeness is necessary for effective awareness-raising. The use of dance and plays/ drama using children as performers, for example, enhances message impact among parents and other members of the community. Greater impact would be also realized if such activity promotes traditional or historical messages, settings and contexts.
- d) If resources are available, varying approaches (posters and comic books, video shows, radio programs/ dramas, use of well-known/ respected personalities as advocates, etc.) should be tapped to effectively reach all sectors and levels of society.

NON FORMAL AND FORMAL EDUCATION

Background and Context

Provision of non-formal education (NFE) and reintegration to formal schools are basic interventions of the Project to prevent, withdraw and remove children from child labour. The NFE at CLCs is intended to be a transition point for removed children prior to reintegration to formal schools. As such, the children are prepared for such an academic setting so that they can cope in this environment. In target formal schools, the Project works to prevent children from dropping out and entering child work or labour through teachers' training (covering awareness-raising and sensitizing on child labour) and through provision of school materials to "at-risk" children.

NFE is made accessible to target children in the 3 sectors at the CLCs which have been established in the target villages in collaboration with the local communities. The CLCs, built of locally available materials, are located in the village centers for easy access to children, are equipped with tables and chairs, contain some reading/ learning materials, and have posters on child labour and trafficking elimination pasted on the walls. It is noteworthy that CLCs in Sihanoukville have some balls and other toys for children to play with during free hours or when the educator allows the class to have a break.

NFE classes are normally 2 hours per class and are scheduled according to the free time and day of the target children. NFE is handled by educators who were selected by the implementing NGO or the PDEYS and who were trained by the Non-Formal Education Department (NFED) of MOEYS in Phnom Penh. Subjects taught are literacy, numeracy, life skills, health/ reproductive health education, pre-vocational subjects, and child labour and child rights. Children attending NFE classes are from 6 – 17 years old, creating some difficulties for educators in preparing lesson plans and in actual teaching during classes.⁴ Also, many children attend the NFE class since non-target children also participate and educators allow them to do so.

Children complete the NFE course after a period of 6-8 months after which they are

assessed if they are ready for reintegration to formal primary schools. The children are also consulted if they want to enrol in formal schools. Generally, older children do not want to go to formal schools. For this circumstance, the project selects some children based on a set of criteria and enrolls them in vocational skills training. Prior to their re-entry into the formal schools, the children – normally younger ones – are required to take a test at the formal schools to determine the grade they will be reintegrated to. Reintegrated children are provided school materials such as uniforms, bags, and textbooks by the Project.

The implementing NGO together with PDEYS staff and school officers regularly monitor the status and progress of the reintegrated children. They visit the house of the child if s/he is frequently absent to determine the cause of absences and to encourage the child to return to school. Interviews with NFE educators and formal school teachers revealed that reintegrated children are still often absent since they also need to work and help their families. Also, children have been reported to have difficulties in the mathematics subject. Lap Shim, an educator in Chum Kril CLC in Kampot Province and a teacher in Chum Primary School (also in Kampot), claims that the "CLC focuses more on literature than on mathematics. The children cannot learn mathematics in detail like in the public school. So when the children are reintegrated to study in the formal school, they have to try hard to study the subject. Teaching mathematics in CLC is not adequate, in comparison to formal school because the time for teaching is not enough".

At formal schools which are targeted by the Project, selected school officers/ teachers are trained on child labour sensitizing and awareness-raising and are then expected to train other teachers in their schools. These teachers then conduct sensitizing and awareness-raising in their classes. Usually this is done during the Social Studies subject for a period of 15 minutes every week. For schools having libraries (e.g. the Sakura Primary School in Tomnol Rolok, Sihanoukville), the children are encouraged to read and study about child labour/ child rights for 1 hour every month.⁵ However, in

⁴ Observed at Traey Koh CLC during site visit to Kampot, March, 2004.

⁵ Library contains 10 reference books for 50 children per class. The librarian and 1 teacher assist the children during their library hour.

7 Makara Primary School at the Chub Rubber Plantation, this is not possible given the very inadequate condition of their library.

Children of migrant families in Kampot and Sihanoukville are allowed to enrol in schools where their parents are presently working. Migrant families in Kampot work in the salt fields from 6-7 months during the dry season and return to their home provinces/ villages during the wet season. Similarly in Sihanoukville, fishing families move from one fishing village to another depending on the season. However, migration of families is larger and more predictable in Kampot than in Sihanoukville.

With the intervention of the Project, schools in both provinces now allow re-enrolment of children to their original schools after having been enrolled in other schools or CLCs (if available) where their parents moved for work. All that is needed is for the schools to provide the children with letters of endorsement/ confirmation that the child indeed attended classes for the duration that s/he was absent from his/her original school. Project implementers (especially PDEYS and community monitors) need to closely monitor and support these migrant children, however, to make this system efficient and of benefit to said children. Interviews in Sakura Primary School revealed that this system has not been formalized at the Ministry level but that school officials are agreeable and supportive of it.

For children in target schools who have been identified as at-risk, the Project, through the partner NGOs or the implementing agencies, provides them with school materials such as uniforms, bags, pencils and books as a means of preventing them from dropping out and engaging in child labour.

Achievement/ Accomplishments

Establishment of CLCs in Target Villages

The Project has established 18 CLCs in the 3 sectors: 6 in Kampot, 6 in Sihanoukville, and 6 in Kampong Cham. The CLCs were constructed through collaboration between the Project and the communities. Those in Kampong Cham are built as an annex to the houses of the educators because the employer did not provide land for this structure. UNESCO provided additional support to the CLCs through furnishings such as tables and chairs and sporting equipment. Some CLCs such as those in Kampong Cham have been improved using funds from the Project. The structures are primarily used for

NFE classes for children targeted for withdrawal/ removal but are also used for other Project related activities such as SHG meetings, seminar/ workshops by community monitors, networks and seed money agents of the partner NGOs. The CLCs are the most tangible presence of the Project in the target communities. It encourages parents/ families to send their children to NFE classes, and highlights the Project's commitment to work closely with the target communities in eliminating child labour from their lives. The communities can also use the CLCs for other purposes such as community celebrations, meeting venues of local councils, and for other day-to-day activities of the community/ villagers.

The CLCs have the potential for serving more as the community's center for learning if these are better equipped with learning materials which allow children to come and meet, do their own study or learning, and learn/ share with other children, teachers, or project staff.⁶



CLC at Village 14, Chub Rubber Plantation. The roof was of plastic material before; with funds from the Project, it has been changed to GI sheets

Training and Deployment of NFE Educators

At present, the Project has 15 NFE educators in the 3 sectors corresponding to the number of CLCs. These educators were selected by partner NGOs and PDEYS and trained in the use of NFE Curriculum in NFED-MoEYS, Phnom Penh for a period of 10 days. Majority of these educators have previous experience as NFE educators and/or as primary school teachers.

The educators, together with the community, are the caretakers of the CLCs, maintaining the structure and keeping it clean. Over the 16-month duration of the Project, the

⁶ Dusit Duangsa, Thematic Review, Cambodia Country Report, August 2003.

educators have slowly been integrated into the community that they serve. They are very well known and serve as models for children and parents alike. They provide counsel and support to children having difficulty in classes and/or at home, which results in frequent absences in NFE classes. Their acceptance in the communities is a clear accomplishment of the Project along with that of the community monitors. Project strategies and interventions flow through these persons and are evolved with the community from their frequent interactions.

The accreditation and absorption of the educators into the NFED is presently being pushed by the Project Sector Coordinators. Their names and credentials have been submitted to the NFED-MoEYS in Phnom Penh. If they are absorbed as contractual staff of the NFED, they will receive salaries and allowances from the P/MDEYS in the 3 sectors. There may be difficulties in the accreditation/ absorption process, however. The PDEYS representatives in Sihanoukville and Kampong Cham note that the NFED requires that an NFE educator must have attended the training for at least 20 days. Unfortunately, educators of the Project have only had a maximum of 15 training days. To rectify this, the Project has to provide additional capacity building to the CLC educators.

Quantifiable Achievements

To date, the NFE classes in the CLCs have processed some 599 targeted children, not including non-target children who are encouraged to join the classes. Of these, about 137 children have been removed from child labour and reintegrated into formal schools between September 2003 and end-February 2004. About 81, on the other hand, have completed the vocational skills trainings they had enrolled in, and are now either self-employed or working with their former trainers.

Approximately 2,691 at-risk children, on the other hand, have been prevented from moving to child labour through provision of school materials comprising of uniforms, bags, pencils and textbooks. Further, around 186 school directors/ principals and teachers have been trained on child labour sensitizing who in turn, have trained an additional 575 teachers. For their part, the 575 teachers have sensitized some 7,509 children in 43 targeted schools on the worst forms of child labour.

Good Practices

Re-enrolment of Migrant Children

The re-enrolment system currently being implemented in both Kampot and Sihanoukville directly responds to the school attendance problems of migrant children. This necessitates, however, good coordination between the children's original school and the school they attend when their parents migrate for work. Since requirements for re-enrolment are kept to a minimum by the participating education authorities (i.e. endorsement letter and school attendance records), this system can be effectively implemented to benefit the children. The coordination work can be shared by partner NGOs (who monitors the movements of working children) and PDEYS who can work closely with participating schools.

Lessons Learnt

Reintegration of Children to Formal Schools

The reintegration of children back to formal schools is the best way of keeping them out of child labour and is the end objective of the removal intervention of the project. The strategy may work best, however, among the younger children rather than those nearing adulthood. Children who are 16-17 years of age often opt for vocational skills training and subsequent employment rather than formal schooling. One reason for this is that very few schools have secondary levels. Another is that children who have been working and earning for many years would prefer continuing work in more profitable circumstances rather than going to school, which does not ensure employment or work. Reintegration also works better if children's homes are near formal schools. The greater the distance to the school, the higher are the chances that the child will drop out in the future.

Improving Delivery of NFE

Children attending NFE classes are generally from 6 to 17 years. They are a mix of formal school drop-outs and those without any schooling background. The combination results in ineffective knowledge and skills transfer from the educators. As previously noted, children nearing 18 years choose not to go back to formal school and prefer vocational training. Against this situation, the existing classes can be modified to meet the objectives of the intervention – i.e., as a transition point

for children going back to formal school, to prepare children for vocational skills training, and to provide them life skills which shall benefit the child even if s/he does not go back to school or attend vocational skills training. Consistently with these objectives, the educators, NGO and project staff can group the children accordingly and deliver NFE services more effectively. For example, younger children targeted for reintegration, should have lessons that approximate or are equivalent to the classes in formal schools. This way, the children are better prepared to cope and keep up with their studies when they are reintegrated to formal schools. Likewise, older children targeted for vocational skills training (VST) can have more lessons on practical skills that will be necessary during their subsequent training in specific vocational skills areas.

Capacity Building for NFE Educators

NFE educators may need to receive additional trainings to increase their effectiveness in teaching children at the CLCs. Most have backgrounds on primary school teaching and experience in NFE but none of them have trainings and/or experience in dealing with special children.⁷ Although incomparable to children rescued from the worst forms of child labour (i.e. prostitution, use in pornography, and trafficking), children withdrawn/ removed from hazardous labour also experience a certain degree of isolation and trauma which require special skills from educators at the CLCs. These children will be reticent, shy, and hesitant to participate and may have difficulties in absorbing knowledge and learnings.

Educators should also be well-versed and have adequate teaching techniques to effectively transfer learnings/ knowledge to children in CLCs. Asking children to read or recite contents of textbooks does not go a long way in terms of contributing to effective learning. Educators must be able as well to explain the lessons in the simplest of terms and to provide examples that mirror children's experiences/current knowledge. Although nothing can replace actual experience, strengthening the educators' current capacity through additional training will greatly improve their teaching skills and benefit the children. These additional trainings/ capacity building will also respond to accreditation/ absorption requirements of NFED– MoEYS among the NFE educators.

Need for Close Monitoring and Follow-up Mechanism for Reintegrated Children and At-risk Children

Reintegrated children to formal schools need constant monitoring and support especially during the first few months of their return to formal schools. They will feel out of place or uneasy in the formal school setting, having become used to the informality of the CLCs, particularly if they are older than their classmates. Subjects being taught would also be different from the NFE topics covered in the CLCs and the children may have a hard time coping or keeping up with other students. Also, if the formal schools are distant from their villages and they do not have money for transportation, reluctance to attend school will slowly set in. The combination of these factors can lead to absences and end in dropping-out of school. As such, close monitoring at school and feedback to community educators and monitors is necessary so that when these signs appear, support action can be taken. Similar to their experience at the CLCs, the children can be visited by the NFE educators in their home, receive counseling and even tutoring when they have difficulties with subjects at school. The monitoring and feedback mechanism should be efficient enough so that remedial/ support action can be taken.

Monitoring of school performance (i.e. attendance, grades) of target at-risk children should also be set in place. Since the purpose of providing school materials to these children is to prevent them from dropping out of school, knowing how they are faring is a good measure of the impact of this strategy. If at-risk children still drop out despite the material support combined with awareness raising and sensitizing on child labour, it is likely that school-related factors are not causing the children to drop out. If such is the case, the Project may need to provide incentives (e.g., the seed money scheme) to parents of children who are identified to be at-risk.

Necessary Conditions for Replication

The Project has ably demonstrated that NFE can be directly provided at the village level to children who cannot access formal education opportunities. It has further shown that children can be successfully reintegrated into the formal school system after enrolling in the NFE class. In replicating this intervention, some necessary conditions should be in place:

⁷ Background Reports for 3 Sectors, MTE, June 2003

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- a) An appropriate venue to deliver NFE services is necessary. Similar to the CLCs, these venues should, as much as possible, be within easy reach of the participating children, have adequate learning facilities/ equipment, and have a conducive learning environment;
 - b) A skilled educator, who can relate to, work with, and teach children who generally have not experienced schooling and to varying degrees, have some of their childhood years taken away through child labour;
 - c) Good coordination among Project staff (educators and community monitors), school officials and teachers, and parents to ensure constant monitoring and support to children; and
 - d) Flexibility of interventions/ strategies

thereby adapting to conditions and situations of the target children.



A literacy class at the Community Learning Center in Sihanoukville.



VOCATIONAL SKILLS TRAINING

Background and Context

Vocational skills training (VST) under the Project is a strategy to remove children from child labour and to establish them in conditions where they can learn skills and knowledge which will provide them a better future. Since majority of the target children are from poor families, removing them from their work without providing a better alternative for income generation would only result in their regression to their former work. Providing them with education through the NFE classes at the CLC increases their knowledge and learnings, but gaining access to jobs or income generating activities are not assured. Thus, the chances of success in prevention and removal is heightened if NFE and vocational skills training are combined and more so, if training graduates find employment and/or are gainfully employed.

The target children are first enrolled in the NFE classes at the CLCs before they are moved to vocational skills training. Instead of the partner NGO itself providing skills training, the services are outsourced or contracted in two ways. The first is to enrol them in formal government-operated vocational training centers (VTCs), while the second is to have them trained as apprentices with a master craftsperson. As much as possible, selected training schools and shops are near the villages of the target children.

The first method enables more children to be trained since formal training classes can accommodate at least 20 students for every trainer. Under the apprenticeship approach, only 3 - 5 children can be trained by a master craftsperson. In both approaches, the children are housed within the training center and with the owner of the shops where the children are apprenticed. Training duration for both approaches normally run from 6 – 12 months, except for that on motorcycle repair which takes up to 18 months to 2 years. However, children who still do not gain the skills within the contracted time-frame are allowed to stay on and learn until such time that the trainer deems them skilled enough. Across the 3 sectors, the common skills being provided are motorcycle repair, sewing, and make-up/hairstyling.

Across all sectors, more than 80% of children being trained are girls. This practice of

targeting more girls than boys is evidence of the Project's acceptance of the greater vulnerability of girls to exploitation. Such vulnerability is being reduced by providing them with skills for gainful work or employment.

the chances of success in prevention and removal is heightened if NFE and vocational skills training are combined and more so, if training graduates find employment and/or are gainfully employed

The main distinction between the 2 approaches is that training activities in centers are more formal and methodical as compared to the apprenticeship approach where children basically get the skills through "learning by doing". Another distinction is that those in apprenticeship get to earn money as soon as they learn enough to repair a motorcycle, to sew, and engage in make-up/hairstyling on their own in the shops of their masters.

Achievements/ Accomplishments

Linkages with VTCs and Local Businesses

Through the outsourcing approach in implementing the VST intervention, the Project through the partner NGOs has created good linkages with local businesses and shops and provincial level vocational training schools. Since these training schools are also government-owned, their participation and support in the elimination of child labour is therefore solicited. These also result in greater awareness of the child labour issue among indirectly participating government agencies and their staff.

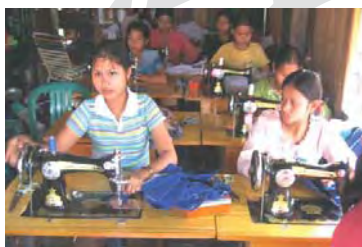
Employment for VST Graduates

Available data indicate that most children who have finished vocational skills training have found employment – in garment factories, with their trainers, and on their own by starting a small business at their houses. In Kampot province 48 children (20 in sewing, 11 in hairstyling, 7 in motor repair, and 10 in animal raising) have already completed their courses and are now working. In Kampong Cham, 19 out of 27 children who finished sewing are now working in garment factories in Phnom Penh although 6 are still waiting for

their work to start. This situation demonstrates the viability and effectiveness of the VST intervention for withdrawal and removal of children for CL as planned and implemented by both the community and the partner NGOs.

Increased interest among children in communities to attend VST

Due to the observed success of graduates who find work and gain earnings and because of interactions among children in training and with children in the community, interest is high among other children in the target communities to attend VST. Budgets of the partner NGOs are limited to their target children, however, thus limiting their ability to expand the VST program to other deserving children. This initial success highlights the relevance of this approach and lays a good foundation for succeeding similar interventions to eliminate child labour.



Girls in sewing apprenticeship shop, Stung Hav, Sihanoukville. They earn 3-4000^R/day while still under training

Good Practices

Contracting the Skills Training to Qualified Training Centers and/or Master Craftspersons

Across the 3 sectors, partner NGOs have used the strategy of contracting out the skills training intervention to qualified training centers or master craftspersons. Instead of the NGO having to handle the setting-up of a training program (e.g., selection and recruitment of qualified trainers, purchase of equipment and materials, preparation of a training venue, etc.), the intervention is transferred to those who are truly qualified and experienced to handle the training. However, the selection process of contractors has to be thorough to ensure the intervention's success. To make this happen, the technically qualified trainers should be able to provide accommodations, meals and transportation allowance when their children trainees go home every week, and provide care to said

children as if they were their own. The partner NGOs regularly monitor the children's progress and well-being during their stay with their trainers. Another advantage of this contracting practice is that the NGO would have more time to devote to other community activities.

Advantages of Apprenticeship

Overall, the apprenticeship approach is better than enrolling children in training centers or schools. Apprenticeships work in a fixed-budget system such that monetary resources can be allocated accurately. Since there are many businesses and service establishments to choose from, skills to be transferred to children can be varied compared to those in training centers. Children can also earn a small amount for themselves while they are still in training. Children in motorcycle repair in Kampong Cham, for instance, can earn about 3000^R/day as they help in small ways to the work of their trainer. This amount is not large by any account but the children learn the value of earnings from good and honest work. The same is true for girls in sewing in Stung Hav, Sihanoukville. They earn about 3000 – 4000^R every day which covers their personal expenses.

Gender-sensitive Vocational Skills Training

There is clear evidence that the Project prioritizes girls more than boys in their target groups across the 3 sectors. This is seen in the types of training courses available – i.e., sewing and hairdressing for girls and motorcycle repair for boys. The greater number of girls participating in the training also lends support to this observation. As noted earlier, this practice highlights the project's commitment to protect those who are more vulnerable to exploitation, in work or otherwise.

Additional Support to Children

In Kampot and Sihanoukville, the partner NGOs use their 1% share in the 3% monthly interest rate charged to seed money beneficiaries to provide additional incentives to poor children. From this 1% share, the NGOs give 20kg of rice to poor children every month and provide support in the form of machines, hairdressing tools, and bicycles to children in vocational skills training. Since some of the girls prefer to go home everyday and their homes are quite distant, 3 have been given bicycles. Those that have preferred to set up businesses in their villages after finishing

trainings, on the other hand, were given sewing machines and hairdressing tools as initial capital. In Sihanoukville, CCBO buys school uniforms sewn by children and gives these to support poor and at-risk children in formal primary schools. All these “add-in” activities by the partner NGOs enhance commitment and performance of the children to their training and to their work after completing skills training.

Community Monitoring Against Exploitative Apprenticeship

Under the VST scheme of the Project, beneficiaries (i.e., selected working children withdrawn from child labour) are regularly monitored in their training/ apprenticeship venues by Project staff, especially by NGO partners’ staff in the 3 areas. Aside from tracking the training/ learning progress of the children, the visits ensure that the children are not being “exploited” by their trainers/ masters. Specific areas that they look into are work hours, non-compliance to apprenticeship contract (apprenticeship contracts contain provisions for sleeping areas, food, and even transportation expenses for weekly home visits), and other possible forms of work exploitation. Conditions of the training venue/ shops and the manner of training are regularly monitored and inspected to ascertain that these conform to the contracts between the Project and the selected master craftperson. In some instances, parents of the apprenticed children also visit their children with the assistance of the Project.

Lessons Learnt

Marketable Skills Considerations

The number of trainees for any given skill should be based on the availability of employment and/or the feasibility of self-employment in the vicinity of the children’s homes. Too many trainees on the same skill and from the same village would just create competition among them and reduce the chances of earning. The objective of the intervention should also be clear: Is it for employment/ self-employment within the village or for jobs in areas where employment opportunities are greater? In Kampong Cham, for example, 27 girls finished a sewing course. Of the 27, 6 are employed in garment factories in Phnom Penh, 13 are waiting for jobs also in Phnom Penh (the girls are currently staying with the Friends Organization until they find a job), 6 started their own businesses, and 2 got

married.⁸ It is clear that without available employment opportunities near their homes, training graduates would seek employment in urban areas either within the province or to other provinces/ municipalities. Movement to urban areas is already taking place with training schools/ centers being located in the provincial urban centers; the lack of employment opportunities after training further encourages such urban migration. This migration pattern could expose children or young adults to more exploitative conditions. On a positive note, safeguards were set in place through collaboration with Friends, but their exposure to risk in urban areas remains and cannot be discounted.

It would also be imperative that skills offered be integrated in jobs within their locality and not limited to skills which are more marketable in the urban areas. There is a need to further enhance skills related to rural technologies which may improve agricultural production, food processing and traditional small-scale rural industries (e.g., wood and stone carving, weaving, furniture and handicrafts). This would also extend technologies to communities rather than just a personal skill for the self-betterment of the trained student.

The number of trainees for any given skill should be based on the availability of employment and/or the feasibility of self-employment in the vicinity of the children’s homes.

Need for Marketable Skills Study

The common skills presently being developed in VST in all 3 sectors are motorcycle repair, sewing, and hairdressing. In the fishing sector, car and boat engine repair is also being offered. After more than a year of implementation where many have finished training (more so in sewing and hairdressing), training graduates are having difficulty in gaining employment. As noted above, many graduates of sewing have opted to move to urban areas (especially to Phnom Penh) to find employment. Those that find gainful employment are mostly boys in engine repair with all of them staying on with their masters as paid employees.

⁸ Interview with KTO in Kampong Cham, March 15, 2004

Finding employment or starting their own businesses in or near their villages is difficult, however, particularly for those in sewing and hairdressing, and children in these skills areas comprise the majority. NGOs provide seed capital to some so they can start their own shops, but this strategy cannot be done for all due to the lack of resources. Given this, selection of skills to be provided to children should have a more comprehensive approach that builds on a formal market study of current and future skill requirements of the immediate localities. Previously, skills selection was left to the decision or preference of the children and their parents but this may not become sustainable. Other factors have to be considered, namely: promotion of self-employment and/ or livelihood development, competition among training graduates, demand for skill generated, and others.

Necessary Conditions for Replication

- a) The objectives of the skills training program must be well-thought out, thereby reducing if not eliminating the possibility of employment/ movement to more exploitative conditions and other undesirable outcomes. The type of skill and manner of transfer should also be well designed to further contribute to the over-all soundness of the intervention.
- b) Commitment must be high from the children and parents in terms of their participation to the training program, and with constant monitoring and reinforcement from the partner NGO. Although there is a contract between parents and the NGO, parents have low capacity to pay back the training fees in case the child withdraws and does not finish the course.

Ensuring the children's and parents' high and committed participation to training programs would require a complement of support work and incentives from the project. The beneficiaries are widely recognized to be poor and would constantly require material and monetary support to ensure their physical presence/ involvement in the project's interventions. At the same time, constant monitoring, awareness-raising and

sensitizing on the purpose of the project interventions would deepen beneficiaries' commitment to their own activities and objectives. A high level of effort from project staff is necessary for these conditions to be realized, and would necessitate capacity building inputs in this regard.

- c) The skills for which training/ knowledge transfer are undertaken should meet the local market demand within the timeframe of the demand.
- d) An expanded role of CLCs for VST should also be considered. In all sectors, the CLCs were not used for vocational skills training. Since the approach was to subcontract this to VTCs and to local shops/ businesses, all training activities were outside of the villages where the children come from. The conduct of VST in the CLCs will necessarily require additional resources – e.g., transportation cost for trainers and their tools/ equipment. However, the advantages may far outweigh these costs. Some of these advantages are:
 - NFE and actual training would have more relation/ cohesion if some NFE subjects can be designed to provide theory inputs relative to the skills training program. Examples of this are basic accounting, business management and entrepreneurial skills. If livelihood development is an objective of the training program, children/ participants could readily visualize scenarios in the real/ village setting;
 - The trainees will be more comfortable and relaxed in the familiar surroundings;
 - The costs for transportation and meals would be lower or will not be borne by the trainers and/or the partner NGO since trainees' homes are very near; and
 - Other members of the community especially mothers or the women can participate and learn even as this takes place only for the theoretical sessions.

CHILD MONITORING/OCCUPATIONAL HEALTH AND SAFETY

Background and Context

Child Labour Monitoring (CLM) and OHS are integrated interventions under the Project. OHS is the benchmark against which labour inspectors and community monitors implement CLM, and against which labour inspectors keep track of the children's workplaces. Monitoring ensures that working children are not engaged in hazardous work, are working according to agreed upon time, and are attending classes regularly. Monitoring by labour inspectors in factories/ workplaces also ascertains that work conditions, processes, and materials used conform to the OHS guidelines for each sector.

As a first step in developing the guidelines for regulating work environments in the 3 sectors, the OHSD – MoSALVY conducted the Occupational Health and Safety Assessments (OSHA) in the work environments for the 3 sectors. ILO-IPEC supported this activity by providing an expatriate OSH consultant who directly assisted in the Assessments. The results served as bases for the OHS Checklist and Monitoring Forms that are now being used by labour inspectors and community monitors as they keep track of the working children in both the factory or workplaces and their homes. Monitoring in the home assumes relevance in the fishing sector since children and parents undertake home-based crab/ shrimp processing. The Checklist and Monitoring forms ensure that employers/ parents conform to OHS guidelines contained in the Draft Prakas and disseminated Governor's Letters of Instruction.

About 36 P/MDSALVY labour inspectors and community monitors of partner NGOs were trained on Child Labour Monitoring and on the use of the OHS Checklist and Monitoring Forms following the finalization of these forms. The Project further supported this intervention by providing the monitoring agencies/ organizations a database template to input and store monitoring information. This allows comparison across sectors for improvement/ re-design of monitoring strategies and integration of all monitoring data into a national database for management purposes. Labour inspectors and community monitors were also trained on how to use this monitoring database. All implementing agencies and partners were provided computer equipment in their offices for this purpose. During the initial stages of implementation, monitoring maps of

target villages were developed by both community monitors and labour inspectors. These maps facilitate the monthly monitoring of the target children.

Labour inspectors enforce the OHS guidelines among employers and parents through frequent dialogues/ capacitation activities, especially with employers. Greater effort is exerted by labour inspectors and the P/MCCL among employers who engage child workers. Employers are also capacitated on the purpose and workings of the P/MCCLs by having their representatives sit as members to these bodies. Moreover, the P/MDSALVY conducts seminar workshops with them on the OHS guidelines/ Checklist/ Monitoring forms. To encourage parents and children to follow the guidelines, community monitors regularly visit these beneficiaries' homes in the target villages.

Monitoring ensures that working children are not engaged in hazardous work, are working according to agreed upon time, and are attending classes regularly.

Enforcement of applicable regulations (OHS Guidelines, Letters of Instruction) despite the absence of the finalized Prakas seems to have worked well in the salt and fishing sectors but not as much in the rubber plantation sector. The Project's mid-term evaluation in June 2003 observed that employers in Kampot and Sihanoukville were beginning to improve work conditions in their work places. During the site visits for this Report (March 4-13, 2004), more employers were said to have improved working conditions and to encourage working children to attend either NFE at the CLCs or in formal schools. In one group discussion in Kampot, the amiable relationship between employers and labour inspectors was evident.⁹ Upon probing for an explanation, the employers said that the inspectors have been working with them since 1998, and other employers have followed the example of a few employers in improving work conditions. Asked why they improve conditions even if it requires expenses, the employers through Mr. Neang Heng (61yrs, from Chun Kril) replied

⁹ FGD with Labour Inspectors and 4 salt employers in Kampot.

that they “accept the need to improve work conditions even though it costs them money because they pity the workers. When workers are in good health, their work will become more productive, so employers can also increase their income”. The labour inspectors noted that of the 110 employers targeted by the Project, 61 have already cooperated and improved working conditions while the remaining 49 are being educated and encouraged to follow suit.

There are still difficulties in the monitoring and inspection in fishing work and among migrant families, however. Target children who work in fishing boats are reportedly hard to find and therefore, monitor. The same difficulty is experienced with children of migrant families. Cooperation is still low among fishing boat owners.

The situation in the Chub plantation differs from the 2 other sectors. Children are not employed by the plantation operator; rather, it is their parents/ adult brothers and sisters who are employed. Interviewees reported that there have been some improvements such as availability of drinking water and toilets for plantation workers, but not much change is evident among children in terms of working hours and school attendance. Reintegrated children were also said to be frequently absent from school due to work.¹⁰

“[we] accept the need to improve work conditions even though it costs [us] money because [we] pity the workers. When workers are in good health, their work will become more productive, so employers can also increase their income.”

The plantation operator has a policy of non-hiring of workers under 18 years. The plantation management has even issued an announcement that all school-age children should attend formal classes and that non-compliance would result in reduction of rice allowances. Children, however, are asked by their families to help in rubber work to comply with daily work requirements or quotas of the operator. In cases where the parents cannot work due to infirmity, sickness and/or disability, the children work and assume the

names of their parents.¹¹ In this sense, the parents are the actual employers of the working children. Interviews with children yielded the information that they do not receive money for their work. Apparently, the parents get their salaries every month with the payment on children's outputs already included. Two concerns emerge from this situation:

- a need for greater emphasis on interventions directed to the communities in general, and to parents in particular. This means that microfinance programmes (SHGs through seed money) would generate greater impact in reducing child labour if parents earn more from income earning activities outside of those received from rubber plantation work; and
- an assessment may be necessary to determine the rational workload of an employee in rubber plantation work. This suggests that in defining the work in this sector, key questions to be asked are: how many trees should be the realistic quota of each employee for every day of work and what should be the basic wage rate in this kind of work.

Against the above context, inspection and monitoring of work conditions and practices in the plantation would only benefit legitimate workers since children are not employed by the plantation management. Inspection and monitoring would be better done among parents - i.e., convincing them not to use their children for work or, if it is really necessary, the children should work according to the OHS guidelines for rubber plantation. Discussions with labour inspectors revealed that after 16 months of monitoring/ inspection work, only 25 out of their target 82 children have their work conditions improved. The inspectors are not sure of this number, however, since “they (the children) may be doing hazardous work when they (the inspectors) are not around”.

Creating changes in workloads and wages for employees in the rubber plantation requires coordination work at the national level. This is because the management of the plantation is an autonomous body within the national government. Cooperation from the employers

¹⁰ From discussion with school officers at 7 Makara Primary School, Chub Rubber Plantation.

¹¹ Labour inspectors also related that there are even cases when the parents are employed under 2 names to get higher salary. Since they can not comply with quotas of 350-400 trees per day for tapping at high tree level and 500-550 trees per day for tapping at low tree level, children are required to help.

and the management of the plantation will be best obtained in a workshop with the Ministry of Agriculture, Forestry and Fisheries (MAFF), Ministry of Economy and Finance (MEF), and the plantation management.

Overall, across the 3 sectors, considerable work has been exerted to monitor the working children. This has resulted in safer and better working conditions, reduced working hours and a general increase in attendance in NFE classes and in formal schools.

Achievements/ Accomplishments

- a) In collaboration with MoSALVY, the Project has conducted the Occupational Health and Safety Assessments (OHSAs) in the 3 target sectors. The results of these are the bases of the existing OHS Guidelines, Checklist and Monitoring forms being used in the monitoring work of labour inspectors and community monitors. These assessments are also the bases of the 3 draft Prakas for the 3 sectors.
- b) In the salt and fishing sectors, some 123 employers have been capacitated on the OHS guidelines. Majority of them have already improved workplace conditions and have allowed/ encouraged school time for working children. In the rubber plantation sector, workers are now provided safe drinking water and toilets.
- c) The Project has capacitated 34 community monitors and labour inspectors who now conduct regular monthly monitoring of working children and inspection of workplaces/ work conditions.
- d) Through dialogues and participatory processes of awareness-raising and capacity building, labour inspectors and employers have started to attain a synergistic working relationship in Kampot and Sihanoukville.

Good Practices

- a) Labour inspectors enforce the OHS guidelines among employers in Kampot and Sihanoukville through frequent dialogues and close monitoring. The process involves awareness-raising and capacity building among the employers.
- b) Establishing a database in each sector and generating information from this on

monitored children and on factories/ workplaces (and subsequently integrating these into a single database) is a good way of keeping track of and evaluating the CLM and OHS intervention process. Monitoring and OHS compliance work generates quantitative and qualitative information which, if properly recorded and used, can yield valuable inputs into the entire prevention and removal process.

Monitoring work must be based on a good reading of the conditions and work characteristics of target children.

Lessons Learnt

The lessons learnt here are the following :

- a) The monitoring strategy of labour inspectors and community monitors for targets in sub-sectors (i.e., children of migrant families and children in fishing boats for both Kampot and Sihanoukville) needs to be adjusted. Participation from employers in the fishing sector is also low. Knowing the movements and work activities of children in sub-sectors and close coordination with community networks are keys to effective monitoring;
- b) Conditions within a target sector should be comprehensively researched and documented to provide a sound basis for development/ adoption of interventions. In the rubber plantation sector, interventions should focus more on the parents/ families given that they are the main reason why children work. It is also necessary to work with the employer in rationalizing workloads/ quotas and wage rates of employees; and
- c) A higher level mechanism/ venue is necessary to constructively work with the operator of the Chub Rubber Plantation in Kampong Cham.

Necessary Conditions for Replication

- a) Monitors (community and labour inspectors) must have good skills in participatory processes and have

diligence and patience in working with children, parents and employers. If these abilities are not as yet present, capability building among them must be done.

- b) Monitoring work must be based on a good reading of the conditions and work characteristics of target children. Prior to monitoring work, a substantive information base on each target child should be developed.
- c) For the situation of labour inspectors, appropriate resources and/ or incentives should be available for monitoring work. It should be recognized that of all Project implementing staff, inspectors are the only group with dual responsibilities, with only half of their working time devoted to Project activities given their other duties at P/MDSALVY. To a lesser degree, community monitors should also be provided adequate resources/ incentives for their work in the Project.

- d) The child labour monitoring intervention for children in plantation work should be re-assessed/ reviewed. Focus of intervention may better serve the prevention and removal objective if monitoring work is done with parents rather than at workplace or during the children's work hours.



Monitoring children in the workplace

SELF-HELP GROUPS (SHG) FOR INCOME GENERATION AND PREVENTION/REMOVAL

Background and Context

The Project recognizes that the strategies and intervention for prevention and removal of children from the worst forms of child labour cannot work and will not be sustainable without providing alternative and/or supplemental sources of income for parents and for the children. Child labour occurs heavily among the poorest families and communities due to such interlocking factors as inadequacy of household income, lack of marketable skills and lack of access to resources (e.g., land, animals and working capital). Thus, poor families are often left with no recourse but to sell their unskilled labour to wherever and to whomever employment is available. The pattern continues when at very young ages, children on their own or upon encouragement by their parents work and help with the family's income earning activities. Removing and preventing children from work therefore affects the income earning capacity of the family. It is this situation that the seed money scheme hopes to directly address by creating "replacement" income to fill that which is lost with the children's removal from child labour.

Self-Help Group (SHG) committees or seed money committees are first organized with members comprising of local authorities (i.e., VDC members) and the SHG leaders. SHG committees assist in forming SHGs and in the selection of their leaders, prioritize recipients of the seed money, and assist in problem solving including repayment of amortizations. The SHGs – a group of 6-10 families – are formed using the following basic criteria: families should have a child labourer; should be a permanent resident of the community; and should trust each other.

The groups are first sensitized on the issues of child labour then trained by the partner NGOs' seed money agents on the principles of community savings and business plan preparation. Each SHG elects their leader who is then trained by the partner NGO on child labour awareness-raising and sensitizing. This latter practice directly raises awareness levels on child labour in the community: starting from the family, then to neighbors/ friends, and ultimately to the larger community. Female family members or mothers are encouraged by the Project to form

or join SHGs thereby giving them opportunities to learn and strengthen their abilities in planning, problem-solving and decision-making.

The seed money is provided at low amounts (\$30 – 40) which is enough to start a small business. It is also small enough for easy repayment and is charged 3% interest per month over a repayment period of 6 – 10 months. The 3% per month interest is divided accordingly: 1% goes to the Seed Money Committee for administrative expenses (meetings, materials); 1% goes to the community savings bank (which is also made available as seed money to members at 3% interest rate); and 1% goes to the partner NGO. The partner NGO uses their 1% share to provide rice (about 8 kg/month to 27 children in Kampot) to very poor children or their families and to buy bicycles for children in VST whose homes are far from their training shops.¹² To date, CCPCR has provided 15 bicycles, while CCBO has given out 3 to children attending the VST.

Strategies and interventions for prevention and removal of children from the worst forms of child labour cannot work and will not be sustainable without providing alternative and/or supplemental sources of income for parents and for the children

Across the 3 sectors, similar small businesses selected and opened by beneficiaries consisted of animal-raising, small stores and purchase of fishing materials. A short training course was provided by the partner NGOs to those who selected animal-raising for their business. Some 422 families have received seed money to date, implemented their businesses and started amortizing their seed money obligation.

Overall, the performance of this intervention in the 3 sectors is good. Only a few families have been unable to pay back the seed money they acquired or are frequently delayed in payments. The seed money has enabled families to mobilize community resources –

¹² For Kampot and Sihanoukville only. This practice is not being done by KTO in Kampong Cham.

e.g., their own money or savings, time and labour, and among some families in Kampong Cham, available land for cultivation.¹³ They also generated alternative/ supplemental income, resulting in the gradual withdrawal of their children from labour.

As exemplified by the SHGs of Village 15 (Box 1), the seed money scheme can be implemented successfully, benefiting both parents and children. But it should be noted that the Village 15 SHGs represent a different situation. Contributing to their success are the members' regular salary from the employer for their rubber plantation work and the availability of land or space for small businesses/ farming activities. It cannot be denied, however, that their cooperation and work led to their SHGs' success and earnings.

The SHG/ seed money scheme has worked well because it directly addresses, albeit in a small way, the lack of or low income of target families; because selected businesses are simple, easy to manage, and do not interfere with household work of the families; and because partner NGOs have been diligent in supporting and monitoring the businesses of the beneficiaries.

Accomplishments/ Achievements

Removal of Children from CL/ Increase in Attendance to NFE at CLCs

With the initial success of the SHG scheme (i.e., through additional income for participating families), an increase in the number of children being removed from child labour is being observed.¹⁴ This gradual increment in family income has permitted beneficiary families to allow or encourage their working children to participate in the NFE classes at the CLCs. In salt production work, children earn 2000^R/day, while children engaged in fish/ shrimp processing earn about 3000-4000^R/day. With their small businesses now, families have an additional income of some 2000-5000^R/ day in Kampot, 4000-

¹³ Every year, the company cuts down unproductive trees leaving hectares of fertile land for cultivation. While the land is left to fallow, residents rent the land for farming at 260,000^R per hectare per year good enough for 2 croppings of peanuts.

¹⁴ The number of children who have been prevented and removed from child labour resulting from the SHG intervention was not obtained during the field interviews. However, using the criteria for SHG member selection, each member should be a parent of a working child. If indeed the parents removed their child from labour, the number of removed children should be equal to the number of families in SHGs.

Box 1. SHGs in Village 15, Chub Rubber Plantation

There are 3 SHGs in Village 15 composed of 23 families but 1 group is newly organized. Of the total members, only 2 are men. The SHGs' businesses are pig-raising, selling food, sewing, small stores, and planting peanuts. All of them have met their monthly payments because when their monthly salary from the employer comes, they meet to collect payments from the members. If a member is unable to pay the amortization, the group leaders report to the village chief who in turn deducts the payment amount from the member's next salary. Some members do not borrow seed money but give monthly savings of about 5000^R. The savings of the groups (from the 1% share of the 3% monthly interest) including the inputs of those who do not borrow are also issued as seed money to members at 3% interest. This way, the members can use the savings money as additional fund for their business and at the same time, earn from their savings. At present, the 2 SHGs have a total of about \$250 which they revolve among members. According to the SHG members, they still have children who work but only to help their parents for a few hours a day (when they have no classes at the CLCs) and only for non-hazardous work. They are happy with the seed money system and hope it continues so others in the village can benefit from the intervention.

5000^R/ day in Sihanoukville, and 4000-6000^R/ day in Kampong Cham.¹⁵ These amounts are enough to replace the earnings generated by the children. A result of these is that children are not required to work anymore and are encouraged to attend school.

Empowerment of Women and Awareness Raising at Family Level

The Project directly empowers women in the target communities by specifically targeting mothers, other women and young female adults. This begins as they are capacitated on starting and managing small businesses, and continues with the close support and supervision of partner NGOs during the lifespan of their small business. In running and managing their own small sources of income, women experience the planning, problem-solving and decision-making processes that such enterprises involve. This strengthens their capacities and encourages further self-development. On the practical side, women are given the opportunity to contribute more to the income of their families, lessening their dependence on their husbands or brothers, and contributing to the prevention and removal of their children from labour.

Women are also key persons in target villages in disseminating information on child labour and child rights and other types of information necessary in creating awareness and acceptance of the action programs in the community. Transfer of information occurs as

¹⁵ From interviews with SHG members in the 3 sectors.

women relate and explain their learnings and experience to friends and neighbors and as they encourage them to follow.

Good Practices

Identification of Appropriate Businesses

As mentioned above, the identification and selection of appropriate types of businesses to be engaged in by beneficiaries is one positive factor to its current success. The small business ventures that may be identified should be suitable to the environment and situation of the beneficiary. In this, the partner NGOs ably assisted SHG members to select appropriate businesses. Animal-raising, for instance, is very feasible in Kampot and Kampong Cham since beneficiaries have land for cages or pens and the community allows animals to freely roam and graze for food in their village. Likewise, beneficiaries' purchase of fishing materials in Sihanoukville is well suited to their livelihood sources.



Ms. Pouv Sotha, 45 years old, is a member of SHG1 from Village 15. Using her seed money she expanded her pig-raising business. She has a son in motor-repair training.

Identifying the businesses thus requires that targeted beneficiaries and seed money staff of partner NGOs work closely, with the latter explaining why the type of business selected is appropriate for the area. Also contributing to the success of the ventures were the target beneficiaries' training on small business management, basic record-keeping, and the necessary techniques/ methods for the business (e.g., animal-raising). Frequently, the training exercises were conducted in the villages, enabling the trainers to draw upon local situations and activities as examples.

This has also permitted other members of the community to listen, participate and gain some knowledge and skills.

Support to Poor Children and Children in VST

In Kampot and Sihanoukville, the practice of partner NGOs of providing 20 kg of rice to poor children and 3 bicycles to those participating in VST using their share of the interest charged to seed money beneficiaries is commendable. Instead of using this money for the NGOs' operating expenses for the seed money scheme, they have chosen to share it with children who need it more than they do. By utilizing their share towards helping poor children, the NGOs distribute the benefits of the scheme's success to other members of the community. This has a positive effect as SHG members feel that they have also helped the poorer members of their community aside from their gain of alternative/ supplemental income.

Management of Community Savings

SHGs in collaboration with partner NGOs in the 3 sectors have further improved the use of the community savings from the 1% share of the 3% interest to seed money beneficiaries. Instead of using the savings only for those instances when a member delays and/ or forfeits in her/his amortization, the savings is now used as additional seed money funds for members at the same interest rate. This practice provides more capital to further expand/ improve small businesses that are earning. It also generates additional earnings for the savings itself. Another good practice in savings management was observed in all 3 provinces. SHG members in Sihanoukville are encouraged to set aside 1000^R everyday so that by the time the amortization is due, each member has enough for payment. Kampot SHG members contribute 1500^R per month while in Kampong Cham, the share is 5000^R per month.

Employing "Peer Pressure" to Pay Seed Money

Before securing the seed money, the SHG members reach a consensus on what to do when one member is not able to pay their obligation. The agreement is that if a member runs away, the rest of the members share in paying back the seed money. Each member then is responsible to everyone to pay back the seed money that an individual member obtains. This "peer pressure" from the group members ensures that everyone follows the

agreement set by each group and keeps to the schedules of payment.

Lessons Learnt

Lack of Access of the Very Poor and Migrant Families

Very poor families and migrant families cannot avail of the seed money based on the SHG formation criteria. Very poor families do not have regular income, live on the fringes of the villages, are not well-known to the community/local leaders, and are generally mobile as they seek work by moving from one village or province to another. These characteristics lead to their exclusion from the seed money scheme and even from the other interventions of the action programs such as child labour monitoring. This can be addressed by helping these families organize their own SHGs using a different set of selection criteria, or guidelines that were developed specifically for their situation. The existing process from training to close supervision and support can be followed once they have formed their SHGs.

Addressing the Gender Issue

Gender issue is not adequately addressed by the intervention. The strategy of encouraging more women than men to participate in the SHGs clearly shows the intention to empower the women in the target communities. However, while men make up some 10% of the SHG members, the intervention is not clear on how they are being involved or will be involved in preventing child labour and/or in supporting their female family members' participation in the SHG.

Recognizing Limitations

The characteristics of a village can limit the feasibility of the seed money scheme and even other interventions. Such a situation finds an example in Tomnop Rolok village in Sihanoukville.¹⁶ While located by the sea, the village is near the center of Sihanoukville and is therefore, generally urbanized. Many residents are in fishing-related work (as municipal fishermen, working in large fishing boats, women and children process shrimps and crabs); rent land, and earnings are frequently used for purchase of water, electricity and for food. Cost of inputs and

materials to start-up small businesses are also high compared to other target villages. Thus, SHG members have requested for higher amounts of seed money. This took time for the NGO to process, resulting in the release of seed money in August of 2003. The same was experienced for the establishment of the CLC. It took time to mobilize the community such that the CLC was only set up in October 2003. It can be seen that it took almost a year for these interventions to be set in place. It is therefore important to have a good understanding of the situation prevailing in target communities in terms of the socio-economic dynamics and the demographic situation so as to guide Project interventions.

Special Beneficiary Income Study

There are observations that some SHG members who are now experiencing additional income are hesitant about preventing and/or removing their children from work. The reasons for this is not exactly known or documented. A study of their income patterns may be needed to determine the reasons for this phenomenon. Baseline information are available from the initial socio-economic surveys conducted before the action program implementation which can be compared to results of a new income study. For management considerations, it will be useful to know the minimum income increments among the beneficiary families such that concrete action (i.e. prevention and elimination of CL among beneficiary families) can take place.

Conditions for Replication

Some conditions for replicating this intervention are the following:

- a) Identification and selection of appropriate small businesses is a key condition for replication. Businesses should fit into the existing skills, resources and knowledge of communities. It should utilize indigenous resources and limit the need for importation of materials and skills;
- b) Beneficiaries must be trained and capacitated prior to provision of seed money. Teaching them to prepare and carefully follow business plans and providing training on the technical aspects of selected business (e.g. simple procedures in pig raising), results in good business performance.

NGOs that are tasked to implement seed money schemes should have a solid

¹⁶ There are two CLCs in Tomnop Rolok village; one is in the interior portion of the village while the other is near the sea. The topic of discussion is the latter.

background and experience in this kind of intervention. They must have a good grasp of the demographic, social and economic dynamics prevailing in the community and if possible, prior experience in working with and in the target community/ area. And, similar to the current NGOs' approach, seed money officers should provide close supervision and support to the beneficiaries;

- c) Close monitoring should be done by the partner NGO of the businesses of borrowers. If their business is not performing well and they have difficulty in meeting monthly payments from their business, it is possible that the entire family will have to help by working. Such

a situation is conducive to children going back to work and/or working longer hours or spending more days to help the family; and

- d) The seed money should be provided on a per family basis and without bias/ discrimination among possible beneficiaries.

While the project started from a seed money provision scheme it should shift towards community savings mobilization which encourages families to save and invest savings. This gives a bigger stake for families to their business and to the use of their added income for their children's education. This would however require an in-depth analysis of the income and expense patterns in the communities and the availability of savings.



LEGISLATION/ POLICY DEVELOPMENT AND ENFORCEMENT

Background and Context

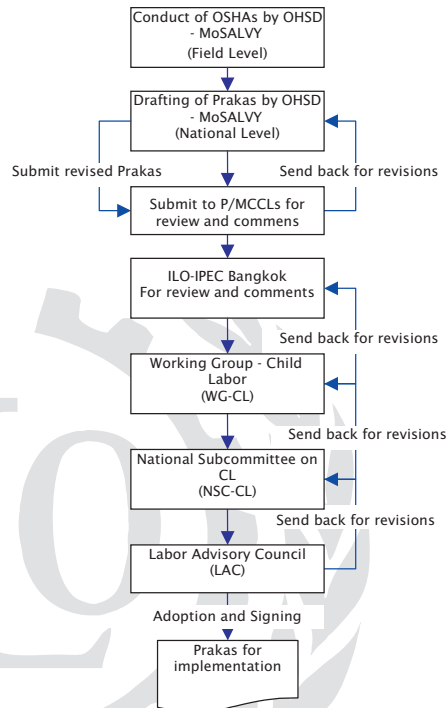
Legislation, policy development and enforcement of applicable regulations and laws on the worst forms of child labour directly address the sustainability of the Project to a large extent. By enacting laws and regulations on eliminating child labour, developing and institutionalizing policies on child labour at national and local levels, and effectively implementing these in actual conditions, the continuity of interventions adopted/ developed and implemented by the Project in the 3 sectors is ensured. Also through these, the RGC demonstrates its will and commitment to the international community to eliminate child labour in the country.

Cognizant of this, the Project has supported the development of regulations (Prakas) aimed at eliminating child labour in the 3 sectors. There are currently 7 such Prakas in their draft forms in the sectors of plantation work, fishing work, brick-making, salt-making, garments and shoe works, in defining light work for children aged 12-15 years, and in clarifying what is hazardous work. The Prakas on hazardous work has already been adopted by the Labour Advisory Council (LAC) and approved for implementation during its meeting in March 2004. The Prakas on light work for children with ages 12-15 years has also been adopted and approved in April 2004. The 3 Prakas for the 3 pilot sectors of the Project has been translated to English and are now with ILO-Bangkok for comments and revisions. The same will be done for the Prakas on garment and shoe work.

The preparation and approval process of a Prakas normally takes 2-3 years before it is endorsed for implementation. This was the experience for the Prakas on hazardous work and on light work. The process takes an extended period of time since it requires at least 7 steps (Figure 4):¹⁷

- establishing a baseline information through surveys/ studies (normally done by the OHS Department of MoSALVY but external consultant inputs are also employed) which shall be the bases of the Prakas;
- drafting of Prakas by the OHSD;

Figure 4. Prakas Preparation Process



- sending and review by the P/MCCLs;
- translation, and sending and review at ILO-IPEC Bangkok;
- sending and review by the Working Group - Child Labour (WG-CL) which convenes every 2 months;
- sending and review to National Subcommittee on Child Labour (NSC) which convenes every 2-3 months; and
- sending, review, finalization, and approval at the Labour Advisory Council (LAC) chaired by the Minister of MoSALVY who signs the Prakas into law.

This 7-step process takes a long time since even at the 1st stage, the busy schedule of the OHSD (i.e., demands of other duties and other Prakas to process) already delays the process. The M/PCCL takes about 2 weeks to

¹⁷ These steps have been derived from a discussion with CLU staff. The Chief of CLU, H.E. Ker Soksideny, was out of the country during the data-gathering period.

review, approve and forward the Prakas to the CLU-MoSALVY who coordinates all these steps. The greater delay occurs during the review process from ILO to WGCL to NSC and to LAC. The draft Prakas can even go back and forth among the four bodies, depending on the speed of agreement on comments and revisions on the Prakas. However, the process can be facilitated if the central government sets a high priority on the over-all activity. The positive element to this process is that the final Prakas becomes comprehensive and truly effective given the number and quality of reviewers overseeing its preparation and approval.

The development of the draft Prakas enabled the P/MCCLS to initiate the preparation and dissemination of provincial Letters of Instructions.¹⁸ These letters of instruction contain the provisions of the draft Prakas for each of the 3 sectors, particularly the instructions regulating the use of child labour (12-14 years) and discouraging the occurrence of worst forms of child labour (under 12 years) in salt, fishing, and rubber plantation work. Although these letters of instruction do not have penal provisions and will become invalid upon approval/implementation of the source Prakas, these carry the weight of authority of the provincial Governors and supported by the members of the P/MCCLS. The letters are distributed among employers and in child labour communities encouraging all to follow and comply with the instructions contained therein. Labour inspectors of P/MDSALVY and community monitors of partner NGOs use these letters along with the appropriate OHS guidelines for each sector in inspecting factories/ workplaces and monitoring the working conditions of target children.

In terms of policy development, the Project has assisted the MoSALVY in preparing the National Plan of Action on the Worst Forms of Child Labour (NPA-WFCL) and the preparation of the provincial plans of action (PPA) in the 3 sectors.

The NPA-WFCL is intended to be the over-all framework to eliminate child labour in the country. It provides for an eight-pronged Plan to combat and reduce the incidence of child labour to 8% by 2015. The NPA "shall serve as the over-all policy structure for initiatives and programs for the elimination of child labour in the country" and specifies that "all

existing and formulated action plans from the national to the provincial level must be consistent with and emanate from this national plan of action to generate best approaches and maximize limited resources" (NPA-WFCL, MoSALVY 2004: 62). As stated, the Plan serves as a unifying strategy for all stakeholders to the child labour issue, where each stakeholder can identify areas of expertise and experience they can best contribute. In preparing this National Plan of Action, the MoSALVY has given a clear direction and guide for all stakeholders.

Participatory and consultative approaches were used in the preparation of the Plan. MoSALVY, with support from the Project, exerted maximum effort within given limitations to involve all possible stakeholders from the national down to the community level into the planning process. Consultations were undertaken at the village level among direct and indirect beneficiaries, and at the provincial level among Project implementers and involved line agencies. At the national level, the consultations brought together in 3 consultative workshops representatives from the government ministries, local and international NGOs, UN agencies, donor organizations, labour organizations, provincial agencies, and representatives of communities where child labour is prevalent.



Mr. Chea Pyden, from NGO-CRC, presenting their work on the preparation of the NPA-WFCL during the National Consultative Workshop in Phnom Penh, December 8-9, 2003.

The preparation of the provincial plans of action (PPA) in the 3 sectors further strengthened policy development on the fight against child labour. Although in their initial draft forms, the PPAs provided direct inputs in

¹⁸ A copy of a draft Letter of Instruction is in **Annex 2**.

the preparation of the NPA-WFCL. The clear achievement was the participatory nature of the process and the involvement of other provincial government agencies, including non-P/MCCL member organizations and agencies. As in the preparation of the NPA, the MoSALVY through its provincial departments, took the lead and actively encouraged the participation of all relevant agencies. With the finalization of the NPA-WFCL, the PPAs can become more focused and defined, emanating from the strategies and guidelines of the former.

By enacting laws and regulations on eliminating child labour, developing and institutionalizing policies on child labour at national and local levels, and effectively implementing these in actual conditions, the continuity of Project interventions in the 3 sectors is ensured.

Accomplishments/ Achievements

- a) The Project, through collaborative work with the MoSALVY, has drafted 7 Prakas directed at eliminating child labour not only in the 3 Project sectors but in the garments and shoe making and brickmaking sectors as well. Although not as yet approved, P/MCCLs in the 3 sectors have initiated and finalized the Governors' Letters of Instruction that disseminate the contents of the draft Prakas and encourage compliance among employers and workers alike.
- b) The MoSALVY, with the support and assistance of the Project, has prepared and finalized the National Plan of Action on the Elimination of the Worst Forms of Child Labour and the Provincial Plans of Action in the 3 sectors. In its preparation, MoSALVY was able to muster the support and assistance of all stakeholders to the child labour issue from the community up to the national level.

Good Practices

Participatory Planning


The Project's initial input to heighten knowledge/ awareness on child labor among government agencies was the national seminar on child labor. This brought together stakeholders to respond to the results of the situational analysis derived from the baseline

studies and rapid assessments in Kampot, Sihanoukville and Kampong Cham. It also brought about a clear grounding of the child labor issue and put forward promising interventions that could be adopted for working children in the 3 sectors. These interventions were later modified and improved in the 3 sectors' action programs. The seminar ushered in the formation of provincial/ municipal committees which translated inter-agency efforts at these levels. Aside from clarifying distinct projects among stakeholders, it resulted in communities coming up with their own implementing roles, such as the community child labor monitoring. Eventually, with the onset of Provincial Development Planning encouraged by the government's SEILA Program, these communities integrated their plans into the Provincial/ Municipal Plan of Action.

Preparation of Provincial/ Municipal Action Plans on Child Labor

The Project supported 2 seminar workshops in the 3 sectors aimed at developing action plans at the provincial level. The lead agency during these workshops was the P/MDSALVY, assisted by the Project Sector Coordinators. This planning activity is one of the outputs of P/MDSALVY in their action programs which will in turn feed into the preparation of the national plan of action on child labour under the MoSALVY action program. In all 3 sectors, the same process and approach was followed. The initial workshop was conducted to capacitate all participants (all agencies were invited to participate) through presentations on the child labour issue covering such topics as prevalence (number and location), perceived causes, and status and accomplishments of on-going action programs. The participants were then requested to prepare their action plans integrating the child labour issue according to their area of responsibility using the format provided by PDSALVY.

During the second workshop, each participating agency/ organization was requested to present their action plans to the group for comments and suggestions. The intent was to avoid duplication of activities and ensure that each proposed action plan falls within the expertise of the proposing agency. Overall, the result of the planning exercise was positive. Although there were some agencies who did not participate (Departments of Environment, Transportation, and Agriculture in Kampot; RHAC, LICADHO and Department of Environment in Sihanoukville; and the Department of Rural Development in



Kampong Cham), majority of the CCL members participated actively in the planning process and submitted their draft action plans. Those who did not submit their action plans reasoned out that they either had existing programs on CL or their departments had no responsibility or expertise on CL. At present, plans are being pushed by P/MDSALVY for the integration of all submitted action plans into a single provincial action plan on child labour. PDSALVY is also planning to meet with key officers of those agencies that did not actively participate to encourage integration of CL into their policies, operational and fiscal plans.

Lessons Learnt

- a) The legislation and national policy preparation process requires an extended period of time. From the Prakas preparation phase to approval, at least 7 bodies/ agencies are involved in drafting, review and improvements, and adoption and implementation. The design then of interventions should take into account this legislation process by developing transitional interventions or action programs in preparation for their eventual implementation. The NPA-WFCL, for instance, will require at least a year before it is adopted and endorsed by the RGC. In the intervening period, MoSALVY together with the other relevant ministries can prepare detailed action programs within the framework of the NPA-WFCL. Sustaining mechanisms

can also be developed and implemented to fill in gaps created by the legislation process. In the case of the Prakas for the 3 priority sectors, the development of the Governor's Letters of Instruction will sustain enforcement of child labour regulations by the P/MDSALVY.

- b) The main coordinating body in the legislation process – the CLU-MoSALVY – requires considerable resources (in terms of manpower and funds) to efficiently “move and push” national child labour mechanisms in their processing of child labour related legislation and policies.

Necessary Conditions for Replication

- a) External support is necessary in developing special legislation and national policies. The process requires in-depth studies/ assessments, extensive consultations and review of stakeholders' mechanism to generate the much needed support and assistance.
- b) Collaborative work is necessary especially among government ministries and their line agencies in developing and finalizing legislation and policies.
- c) High level advocacy and coordination from donor organizations/ agencies with ministries of government will hasten and/or influence the prioritization of the legislative work.

CAPACITY BUILDING AMONG PROGRAMME IMPLEMENTERS (AGENCIES AND PARTNER NGOS)

Background and Context

The Project relies on working partnerships with relevant government ministries (and their provincial/ municipal departments) and with local NGOs in implementing its adopted approaches, processes and component interventions.

Prior to and during the implementation stage of the Project, key officers and staff from participating agencies and partner NGOs were provided capacity building exercises to properly equip them with needed knowledge and abilities for the successful implementation of the Project. The project realizes that for its success, it requires skilled, capable and dedicated managers/ key implementers and capable local partners. Thus, as part of the preparatory stage, capability building among project managers and implementers directly promotes the chances of project success during implementation stage. This approach became the cornerstone in promoting the over-all success of the Project during its

implementation stage.

To strengthen this approach, the Project supports additional trainings for other project partners' staff by encouraging those initially trained to transfer their capacities to co-workers and colleagues. In some instances, project beneficiaries such as village leaders and persons of influence at the village level are recipients of the capacity building exercises to further promote project success. This is so since the Project envisions that in the long run, the beneficiaries themselves should continue implementing the action programmes' strategies and interventions with the Project playing a support and motivating role.

The project has provided about six (6) training courses to build capacities among its managers and selected key staff. Table 1 summarizes the various training courses that have been implemented.

Table 1. Capacity Building Courses for the Project Management and Staff

Course/ Title of Training	Content/ Subject	Date/ Schedule	No. of Participants
Capacity Building of Local Institutions to Combat Hazardous Forms of CL in Hazardous Work (CLU-MOSALVY)	Project Design, Management, Monitoring and Evaluation of Action Programs	18-21 June 2002	16
Training Workshop on Project Training Course of Using Non-Formal Primary Curriculum for Working and Out-of-School Children (NFED – MoEYS)	NFE/ Literacy Skills/ Lesson Planning/ Health Education/ Life Skills/ PRA/ Pre-Vocational/ Child Labour	5-14 August 2002	13
Training Workshop on Child Labour Monitoring (MDSALVY – Sihanoukville)	Forms of CL/ Purpose of CL Monitoring/ CL Monitoring Strategies	21-23 Sept 2002	34
Training Workshop on Occupational Health and Safety (OHS) for Child Labour Monitors in Hazardous Occupations (MDSALVY – Sihanoukville)	OHS at Workplaces/ Methods to Inspect and Monitor OHS/ Methods to Identify Hazard Conditions	23-25 Sept 2002	28
Training on Community Savings and Small Business Strategies (CCBO – Sihanoukville)	Seed money management/ Savings Principles/ Small Business Management	10-12 Feb 2003	17
Revision, Printing, Training and Dissemination of Child Labour Advocacy Kit (LICADHO)	Advocacy Kit/ IEC Materials on CL	1-15 Feb 2003	12

Source: MTE, Project to Combat Child Labour in Hazardous Work, ILO-IPEC.

Achievements/ Accomplishments

Learnings/ capacities gained from the capability building strategy of the Project have given project managers and key staff adequate skills to effectively and efficiently implement the project in their respective areas of responsibilities. All project managers/

coordinators acknowledge that they have been greatly capacitated by the trainings received from the Project. Most noted that before their participation in the Project, their capabilities were low in terms of project planning, implementation, management and monitoring. They expressed confidence with their present capabilities to efficiently and effectively implement their component projects. In the

words of Ms. Meng Chhavy, Project Coordinator for CCPCR, “[I had] 10 years in NGO work but [gained] no ability in proposal and reports preparation, but have learned this during ILO-IPEC Project even though I did not attend formal trainings”.

There are instances where partner NGOs have started to transfer some project activities to key persons in the target communities. Project Coordinators for both P/MDSALVY, P/MDEYs and partner NGOs (CCPCR, CCBO, KTO) have begun to transfer their knowledge and capacities to their staff. The NGOs do this through formal in-house trainings; the agencies, on the other hand, undertake a “learning by doing” process.

Some agencies have even obtained additional funding for new areas of intervention in the sectors that their organization is involved in. Technical learnings from the Project (e.g. formats and content in proposal preparation), are being used by participating agencies and organizations in their search for project funds. Participating agencies and the partner NGO in Sihanoukville provide a good example in their experience to secure additional funding for their respective projects by inputting some of their technical learnings into their project proposals to the donors:

- MDSALVY: \$10,000 budget from “Friends” (Mith Samlanh) for migrants;
- CCBO: \$120,000 for 3 years from KZE (German Catholic Organization) for trafficking work; and
- MDEYS: \$8,000 from SEILA for capacity building on environmental management for teachers and for NFE in 8 CLCs.

The learnings are also slowly being incorporated in the standard procedures and planning/ reporting formats of agencies. PDSALVY in Kampot province, for instance, currently employs improved planning formats learned from the Project, which represents a shift from those that were not in the logical framework model. The Deputy Director has requested that these changes become standard in the Ministry planning and monitoring reports.

Having been trained together in group work, as well as in concepts and tools not usually employed in their areas of responsibilities (e.g., participatory planning, ‘problem tree’ approach in problem analysis, etc.), project managers/ coordinators have developed close

working relationships. The project and sector coordinators have also set in place in each sector a mechanism for problem-solving and feedback. Regular monthly meetings are conducted for updates on each other’s work, for coordinating and planning common activities so that duplication can be avoided (e.g., in monitoring target children). Special meetings are also held to address urgent or critical issues. An example of the latter is the resolution of the problem with the Chub Rubber Plantation management’s lack of support in providing space for the community learning center (CLC) in Kampong Cham. The coordinators frequently met to find a solution to the impasse, and finally elevated the issue to the PCCL for resolution, having determined that the problem could not be solved at their level.

capability building among project managers and implementers directly promotes the chances of project success during implementation stage.

Also resulting from this common training experience, project coordinators in the 3 sectors have similar if not the same focus and approach on project implementation. This similarity in focus and approach also stems from the over-all Project strategy where the same processes and approaches and intervention components are stipulated in the project documents of the implementing partners. Thus, during interactions (meetings and workshops) among representatives from the 3 sectors, problems and difficulties can be discussed easily because of this commonality.

Good Practices

Selection of Implementing Partners

Prior to capacitating local partners (NGOs), the Project first exerted considerable effort in their selection. Partners ultimately selected had extensive hands-on experience in community work both at the individual and group levels, good knowledge and relationship with the communities where the project will be implemented, and equipped with solid strategies and approaches for use in implementing the project.

Knowledge and Skills Transfer

The management of the Project implements high-level trainings to project managers and key staff by sub-contracting local organizations that have good backgrounds/ experiences in the relevant training courses. These training courses are then downstreamed by project managers and key staff to local partners (village leaders and community networkers¹⁹) through community workshops/ trainings and dialogues – basically, through the day-to-day implementation of the project. Project managers use the approach of “learning by doing” in replicating their capacities to agency staff and to the local communities where the project is directly implemented.

Capacity Building of Community/ Local Stakeholders

In the Project communities, capacity building is undertaken by the implementing partners. This is done through community workshops, meetings, and teach-ins usually at the CLCs. The implementing partners often select community leaders (either formal leaders such as VDC members and/or popular persons in the community) as their main target beneficiaries for capacity building. This strategy relies on the practice that the selected beneficiaries, as influential and popular persons, can further transfer their learnings to the community. Across sectors, at least 2 community members are chosen and trained as community ‘networkers’/ monitors for the Project.

Self-help groups (SHGs), who are the beneficiaries of seed money for alternative/ supplemental earnings, are also provided trainings. The trainings focus on child rights and child labour and the value of education. Special courses are also provided such as business plan preparation and savings management for the SHGs. These learnings are then passed on to the community at large by these focal persons through their day-to-day interactions with their friends and neighbors. The same process also applies to children who attend NFE classes in the CLCs. These dynamics were validated through interviews with children, community leaders, and SHG members. Among employers in the salt and fishing sectors, the PDSALVY has

conducted awareness raising seminars on occupational health and safety (OHS) which leads to improved work conditions for all workers and school time for child workers.

Capacity Building Methodology

The process and means of strengthening the capacity of beneficiaries is also critical to the level of learning absorbed/ gained. The capacity building for the project coordinators and key staff were well designed by the sub-contractors of ILO-IPEC in terms of their content and methodology. The following are some of the methods used during the capacity building activities:

- a) Use of skilled trainer from subcontractors with good background on the training topic;
- b) Use of common language and technical terms for same level understanding;
- c) Use of photographs, diagrams, tables and posters for easier understanding of processes, experiences, and data; and
- d) Small group workshops/ discussions for greater participation from trainees.

The continuing capacity building is provided in 2 ways by the Project. On-site capacity building allows project staff and management and the contracted trainers to meet and get to know the key local persons in the communities as well as the staff and management of local partners. This also allows the project managers and staff to experience the local conditions (i.e. observe actual conditions and community interactions and meet with targeted beneficiaries) where the project is being implemented. On the other hand, trainings held outside the project sites (e.g. in Phnom Penh and Sihanoukville), allow the participants to bond together based on their common objectives and goals and shared learning experience. This practice also enables them to learn a common language and a set of procedures in implementing the project in the different sectors.

Exposure to similar trainings and the experience of undergoing these trainings together have also given these key persons the same focus and related strategies in the implementation of their respective projects. Although they may have different methodologies in attaining their objectives, their similar and related approaches and focus provide them with a common bond where problem-solving is attained through frequent communication and coordination.

¹⁹ Community networkers are village-based individuals who lend support in the monitoring work, awareness raising on child labour, and in other child labour-related activities at the grassroot levels. In the project sites, these are referred to as “networks”.

Preparation of Reference Materials

The Project has also prepared several publications which are intended to backstop the Project partners' capacities/ learnings. These publications serve as guides and procedures that they refer to or use to stay refreshed on their original training sessions. These are also often the references used by project managers and key staff in capacitating their own organizations and the key persons in the communities.

Lessons Learnt

Knowing the Present Capacity of Target Participants

Training needs assessment (TNA) and post training assessments should become the norm for future capacity building exercise for the Project. TNAs can be undertaken through a review of background information on the targeted participants and short interviews. Knowing their existing capacity will result in an appropriate training design in terms of content and process. Determining the results of the trainings (e.g., levels of knowledge and skills gained) also provides project management with options for scheduling new, additional and/ or refresher courses for the same group. This lends the project management a degree of confidence in participants' capacity to transfer/ downstream their learnings.

Identification of the Right Person/s for Capacity Building

Selection of the right persons/ officers in partner agencies and NGOs should be the starting point in any capability building exercise. These persons should be in a position of authority, and have had previous experience in implementing development work or interventions. They must also have the desire and determination to learn something new, and the commitment to utilize gained capabilities within his/her organization/ agency.

The Project selected directors, deputy directors and project coordinators and key staff from the partner agencies and organizations. The transfer and flow of capacities within each organization is enhanced since these officers have the authority to initiate changes; can serve as role models to staff; and can work with external assistance sources for trainings and capacity-building interventions.

Proper Planning of Capacity Building Exercise

Training schedules should be planned well in advance and target participants notified as early as possible. This ensures that the activity will not conflict with other engagements/ commitments of the participants, whether professional or personal. Provision of resources for the key expense items of participants is also necessary. Transportation, lodging, meals, as well as small monetary incentives and/ or equipment (bags, kits) should as much as possible be provided to all. This reduces the side activities of the participants before and during the training sessions such that their focus is kept and maintained on the training itself.


Conduct of Off-site Trainings

Site visits during trainings (i.e. areas where child labour is evident and easily observable) and off-site trainings also generate greater focus and enthusiasm from participants. Bringing them together and giving them opportunities to see and experience actual conditions which require interventions (where they will be important players) greatly enhances learning and absorption during actual capacity building. This also promotes team-building and bonding among participants serving them in good stead in future interactions.

Selection of the right persons/ officers in partner agencies and NGOs should be the starting point in any capability building exercise.

Need for Additional Trainings and/ or Refresher Courses

Although key officers and staff have been capacitated, additional trainings and/ or refresher courses is necessary to enhance and sustain the performance of these persons. At present, the Sector Coordinators of the Project still need to check, correct and integrate these key individuals' work, especially in the preparation of regular reports and preparation of project proposals. For many of the key officers and staff, the trainings received were the first that they had undergone. As such, Project management should recognize that they will not easily understand and absorb learnings from these trainings. Thus, additional and/ or refresher



courses will be necessary to fully capacitate them. Project coordinators in the 3 sectors have unanimously articulated this and Sector Coordinators have agreed that this is necessary. Further, even if the project coordinators can and have been able to transfer some of their learnings to their staff, such a transfer would still be inadequate since they were not trained to be trainers in the first place but as project managers/ implementers. Identifying key staff members who have the potential to be core trainers may enhance the capacity building component of the Project so that all trainings will be handled by them. Project coordinators have repeatedly requested that their staff (especially those directly involved in the Project) should have further trainings/ capacity building.

Additional trainings/ capacity building exercises can also motivate project staff to continue working with the project with a deeper commitment to its goals and objectives.

Necessary Conditions for Replication

- a) Government agencies and organizations (at the appropriate level) should be informed of the purpose of the capacity

building and their permission obtained in the selection/ invitation of the target participant. This promotes and ensures cooperation and facility in participation.

- b) Selection of participants/ beneficiaries of capacity building exercises are critical to attaining the long-term objective of the exercise. Persons/ officers in key positions (decision-makers, key field staff) that are capacitated enhance empowerment of their respective agencies/ organizations and the sustainability of the intervention for which the capacity building exercises are intended. Selected participants should also have the desire and determination to gain knowledge and skills and (if possible) the commitment to use gained skills in devising and implementing interventions for their areas of responsibility.
- c) Continuing support from donors is critical in replicating capacity building especially at the provincial and village levels. Government cannot support or continue this type of activity without external assistance.

SUSTAINABILITY/ OWNERSHIP

Background and Context

The key strategy of the Project in promoting sustainability was to localize the implementation to institutions already in place at the national level and in the target sectors. At the national level the implementing partner is MoSALVY, being the ministry responsible for social affairs and labour concerns in the national government. At the 3 sectors, the provincial department of the MoSALVY and the provincial departments of the MoEYS, and 3 selected local NGOs serve as the delivery mechanisms. These NGOs are the CCPCR for Kampot, CCBO for Sihanoukville and KTO for Kampong Cham.

At the national level and with the MoSALVY at the lead, the Project works to strengthen capacities and networking among stakeholders to formulate and advocate for the legislation and enforcement of laws, policies and a national action plan to eliminate child labour. In the 3 provinces, the Project works through the established and capacitated Committees on Child Labour (Provincial/Municipal Committees on Child Labour) on policy-making and the adoption of provincial plans of actions which are prepared by the provincial agencies of government ministries. At the community level or in the 3 sectors' target villages, the Project builds on or encourages the formation of local structures/ mechanisms. These structures/ mechanisms include the VDCs (in cooperation with MRD/SEILA), the SHGs, the Seed Money Committees, and in the case of Sihanoukville, the adult and child peer groups. Making up these structures are the village leaders/ local authorities, women, and parents and children through the work of the partner NGOs. These mechanisms directly play roles in the various interventions adopted by the Project to prevent and eliminate child labour.

In all levels, the Project encourages and promotes the integration of these mechanisms and Project interventions to appropriate government ministry/ agency. At the local authority level i.e. village development committees (VDCs) and commune development councils (CDCs), the Project works with the SEILA Project of the MRD and with the district officers of the Ministry of Interior in integrating CL interventions and plans into their development plans. This work also includes finding roles for Project-created

mechanisms within the implementation framework of the local development plans.

The underlying objective is to have the government – at national and local levels – take responsibility for and continue delivering the services that the Project has started, to have the target communities understand and accept the need for change and, capacitated, to have them take concrete action, and to have all sectors of society advocate and contribute to the prevention and elimination of CL. To attain this objective, the following have been achieved/ set in place by the Project in collaboration with the partner ministry/ agencies and NGOs.

- Preparation and finalization of the NPA-WFCL (with MoSALVY)
- Establishment of 3 Provincial/ Municipal Committees on CL and Preparation of Provincial Plans of Action on CL in the 3 sectors (with provincial agencies)
- Drafting of 7 Prakas on CL and related issues
- Working coordination with SEILA Project for integration of CL in local authority development plans (with MRD)
- Community mechanisms for awareness-raising/ advocacy/ sensitizing, child labour monitoring, and microfinance (with communities)
- Capacitation of:
 - Program managers/ coordinators/ key staff (national and provincial partners)
 - implementing staff i.e. community monitors of partner NGOs and labour inspectors of P/MDSALVY
 - focal persons at the community level
- Advocacy to society through tri-media campaigns and networking with other agencies/ organizations working on children's development.

The Project directly promotes ownership of the established mechanisms and the interventions by using participatory approaches in the development/ formation of said mechanisms and in implementing the interventions. Although the Project provides guides and formats for the planning and development of interventions, stakeholders are encouraged to be innovative by adopting Project interventions to their local situations. For this purpose, the project trained key officials and

staff from participating agencies and organizations on action program design, management, monitoring and evaluation.

In communities, ownership is promoted through continuing awareness-raising and capability building work of the partner NGOs. Focal persons in the communities and even beneficiaries are involved in program activities.



Raising children's awareness on child labour

With these project foundations (mechanisms and interventions and capacitation of project implementers) already in place, what is now necessary to ensure project sustainability is an effective monitoring and evaluation system that is pro-active or sensitive to the indicators of project success/ shortcomings as obtained from outcomes of individual strategies and interventions. Over-all sustainability of the project directly emanates from the performance of each and every strategy and intervention that are being implemented.

Good practices and lessons learned that have been previously described (i.e., awareness-raising/ advocacy and sensitizing to capacity building among project partners) directly bear on project sustainability. Replication of good practices and improvement of intervention strategies and/or of delivery of services that draws upon lessons learned promotes sustainability of the strategies and interventions and of the project as a whole. The project managers' and implementers' ability to replicate and improve on their experience is an important factor in these processes. This necessarily relates to project monitoring and evaluation, as carried out from the community up to the national level.

Monitoring and evaluation is critical to identifying good practices and lessons learned and to determining subsequent plans and actions to be taken. This also directly bears on

the monitoring and evaluation capabilities of project and plan implementers. Since the Project has already laid the needed foundation for CL elimination, the focus now should shift to factors that are key to sustaining the elimination of CL. Primary among these factors would be the ability of project implementers and staff to respond to the outcomes of strategies and interventions under implementation. Additional trainings (focusing on PME) may be necessary for project and plan implementers so that they may properly interpret and address outcomes arising from monitoring and evaluation work within each action plan, or even within each strategy and/ or intervention.

Another key factor in sustaining the project is the availability of resources. Financial resources and capable staff would help continue the implementation of strategies and interventions according to how they were envisioned to be implemented or how they were improved. Given the inadequacy of resources of the national government, other sources of funds can be tapped either through direct funding or linking up with other similar projects and programs (e.g., the SEILA Program of the MRD). Internal to the Project, resources can be generated through the SHG and VST interventions. The latter two interventions by themselves directly promote sustainability since these address the poverty issue which contributes largely to the CL problem. Giving more focus and support to these two interventions will generate resources at the family and community level which in turn can be used to expand the coverage or beneficiaries of these two interventions and even of the other project interventions.

Monitoring and evaluation is critical to identifying good practices and lessons learned and to determining subsequent plans and actions to be taken.

The third crucial factor in promoting project sustainability lies in the will of the national government to truly eliminate the problem of CL and its related issues. If the government sets CL and its related issues among its priorities, appropriate attention and resources could be allocated to this problem. Project management and its funding sources should

continue to work with its current partners to encourage the prioritization of CL and its related issues in the national government agenda.

Achievements/ Accomplishments

Over the past 28 months of implementation, the Project has gained good ground in ensuring sustainability of its services and approaches/ processes. Much of these fall under capability-building among all stakeholders especially implementers; changing perceptions and attitudes of stakeholders; and promoting integration of child labour and its related issues into annual plans and programs of government agencies and even among I/LNGOs.

Capability-building

Through many workshops, trainings, and seminars the Project has successfully capacitated many of its implementing partners' managers/ coordinators and key staff. These beneficiaries in turn have transferred their learnings/ abilities to their personnel especially to those directly working with target villages. Transfer is being done through in-house trainings and guidance in the "learning by doing" approaches. These further benefit target villages as, collaboratively or individually, implementing partners conduct community seminars, teach-ins, and by just simply guiding and supervising village-level focal persons. Although resources are scarce and without external support for greater actions on CL, these capacitated persons now have improved abilities to take on the issue and its related aspects with greater confidence and effectiveness, resulting in better use of their available resources.

Changes in Perception/ Attitudes

Also resulting from capability-building – *which always starts with capacitation on CL and related issues* – and from their day-to-day experiences in implementing action programs, changes in perception/ attitudes are now evident among stakeholders. These are gleaned from their plans for existing Project structures and mechanisms when the current funding expires, in the integration of learnings to their organizations' planning and reporting procedures, and in suggestions to address problems and concerns still prevailing in CL.

In the 3 sectors, education officers all plan to maintain the CLCs using their core funds for the communities, to integrate the educators

into the personnel of the department, and to provide school materials to poor families who want to enrol at CLCs classes. Kao Rith, deputy director for PDEYS Kampot says, "we have written reports (on these plans) from the monthly meetings of PDEYS and plan to send them to all relevant ministries in order to get the CLCs formally under the department". While the initiative could partly stem from the Education For All focus of MOEYS, it is an added demonstration of the emerging capacity to view the CL issue in the context of other national programmes.

The PDSALVYs have integrated the CLM and OHS interventions into their department plans and have submitted these to their ministry. Commitment is also observed such as when the PDSALVYs continued the CLM and inspection work despite the funding gap from ILO-IPEC.²⁰ In both Sihanoukville and Kampot, officers of PDSALVY go out of their way to meet and explain the purpose of the PPA to non-active agencies. They encourage and convince them to actively participate in the planning process against CL and related issues.

Among parents in SHGs, perception shifts are observed. Their enthusiasm is clearly seen when discussing the status of their businesses and the process through which they reached this. Although many of their children still continue to work, work hours have been reduced. Members say that when their businesses are earning more, they can remove the children from work and send them to school.



Involving the mothers and other women through self-help groups

²⁰ Kampot PDSALVY AP ended on November 2003, Phase II started February 2004.

Sustainability/ Ownership

Setting in-place Policies and Legislation

As mentioned earlier, the Project has supported the preparation and finalization of the NPA-WFCL and the drafting of PPAs in the 3 sectors. The over-all purpose of the NPA is to serve as guide and framework to all stakeholders, especially among government ministries, in their preparation of ministry action programs. Likewise, in finalizing the PPAs, the NPA will serve as its framework. The end result would be a unified and comprehensive approach in preventing and eliminating CL based on each stakeholders' responsibility and/ or area of expertise. Although a greater part of the NPA-WFCL will be under the government's responsibility and direction, local and international NGOs such as World Education, UNESCO, and NGO-CRC have committed support and cooperation to the Plan.

The Project has also supported the preparation of 7 Prakas on CL and related issues. While still in their draft stages (2 are reported to have been finalized in April 2004 and the rest within a year's time), this is a good accomplishment considering the country's legislation process context where extended time-frames for preparation and approval is standard. These legislations extensively cover and will regulate conditions in CL-prevalent sectors upon approval. These legislations and their full enforcement will go a long way in preventing and eliminating CL in the country.

Likewise, at the provincial level, the Project has supported the drafting of the PPAs on CL. Prepared through a collaborative workshop among all provincial stakeholders, the PPAs serve as the governing policy on child labour in each sector. These PPAs have been a direct source of considerable inputs during the preparation of the NPA-WFCL.

Integrating Project services and interventions in relevant agencies and organizations ensures continuity of delivery of these services and implementation of the interventions.

Setting in-place Sustaining Mechanisms

At the national level, the ILO-IPEC has supported the formation of government bodies such as the Cambodian National Council for

Children (CNCC) which is responsible for the coordination of implementation, monitoring and evaluation of all policies and programs concerning children in the country. Under it, the National Sub-committee on Child Labour (NSC) was created, a body that reviews and endorses, as well as coordinates the implementation of all programs related to child labour. These mechanisms ensure that all policies and programs on children in the country adhere to and follow national government policies and legislations, as well as international conventions that the government has ratified.

At the provincial level in the 3 target sectors, the Project has successfully supported and assisted the formation of Provincial Committees on CL (PCCLs) comprised of government agencies, local NGOs, and representatives from the target communities. Its role is to review and endorse to national-level mechanisms the local action programs on CL and develop local policies to combat CL and other issues.

In support to the coordination and administrative work of these national and provincial mechanisms, the Project has also built up the resources and capability of MoSALVY's Child Labour Unit (CLU).

In the target villages, the Project has successfully set up local mechanisms for the prevention and elimination of CL. Among these are the child watch/ monitoring groups, microfinance committees, and education/ CLC committees. Local authorities and leaders (VDC members and sector chiefs²¹) have been successfully recruited into these mechanisms ensuring focus and continuity of delivery of Project services. Although target communities severely lack resources for positive action on CL, the institution of these mechanisms provides a good entry point for government and/or external organizations (not necessarily the ILO-IPEC) in future projects and programmes on CL or other issues.

All these mechanisms, from national down to community level, promote sustainability of Project efforts and services. However, it should be noted that even at provincial and national levels resources are scarce thereby affecting the performance and outputs.

²¹ Chub Rubber Plantation in Kampong Cham is divided into sectors covering several villages. Each sector is headed by a sector chief under the plantation management. At present, there are no VDCs in the Plantation.

Good Practices

- a) Involving all stakeholders from national to community level in the planning and implementation of Project approaches and interventions through participatory processes promotes sustainability. Individuals and groups have higher commitments to plans, programs and activities if they directly participate in its conceptualization, development and implementation.
- b) Integrating Project services and interventions in relevant agencies and organizations ensures continuity of delivery of these services and implementation of the interventions. Integration does not necessarily mean transfer and responsibility for an entire program or intervention. Efficiency and effectiveness are better achieved when more agencies or organizations share responsibilities according to what each does best. Thus, although the CLCs' main purpose is delivery of NFE services, PDEYS should not take sole responsibility for its continued functions. The MRD can support seed money-related activities, MAFF can support agriculture and fisheries based livelihood development, etc. Contribution of efforts and resources for a single objective such as the elimination of CL is a much more positive scenario than a single entity doing everything.
- c) While ILO-IPEC has conducted project evaluations using external expertise (e.g., Mid-Term Evaluation, Good Practices and Lessons Learnt) it has also involved and encouraged its partners to participate in similar exercises implemented internally. For 3 days in April 2003, the Project Management Office conducted a series of self-evaluation exercises in Phnom Penh with partners from the 3 sectors with observers from ILO-IPEC Bangkok and the external consultant. Using a workshop approach and the NPM facilitating the exercise, each implementing partner presented their progress reports in the morning sessions. In the afternoon sessions, the participants were encouraged and assisted by the facilitator to analyze emerging problems and issues in their projects through the problem-tree approach. Through this process, the participants themselves were able to

identify the core problems and thus offer viable solutions. The entire process served to validate the findings and recommendations of the external mid-term evaluation.

The same process has been employed in a 3-day workshop in Sihanoukville on March 31 to April 2, 2004 to determine and document good practices and lessons learnt in the Project's 3 sectors. Involvement and participation in this process deepens ownership of the project among them. This has taken place as each participant as an individual and as a member of an implementing agency/ organization identifies problems experienced and takes responsibility for resolving such problems. Presenting problems and their insights during group discussions, generating possible solutions, and agreeing on the most appropriate response provide the stakeholders the opportunity to help each other.

...corrective action on action plans using available quantitative and qualitative information generated from the implementation of plans enhances the sustainability of Project services and interventions.

- d) The Project through its partner NGOs was able to mobilize community resources in terms of land²², indigenous materials and community labour for the construction of the CLCs. The chairs, tables, white and black boards and reading materials are provided by the Project. The community maintains, cleans and protects the CLC. The CLCs are not only used for Project related activities but the communities can and usually use it for other activities such as VDC meetings. The establishment of the CLCs in the target communities demonstrates the Project's visible and tangible presence in the communities. It also showcases the participation, collaboration and ownership of the community of the Project at their level.

²² In Kampot, CLCs were built on vacant lots; in Sihanoukville, a combination of donated lots and rented houses; and, in Kampong Cham, CLCs were built as an extension of the NFE Educators house.

Lessons Learnt

- a) Sustained/ continuous support to existing mechanisms on child labour was required in their formation and operation. Providing incentives like transportation and lodging allowances (when members come from distant places) and honoraria for meetings result in greater participation. Organizing and holding of meetings/ workshops requires full support from Project staff/ coordinators. Further, movement of documents (e.g. back and forth submissions) for review and comments among the established mechanisms require full-time personnel for sustained follow-up work.
- b) Membership and active participation of high officials from among stakeholder agencies/ organizations in mechanisms for child labour assures commitment from their organizations and results in faster response.



Involving stakeholders at the provincial levels

- c) Continued focus and delivery of Project interventions by all stakeholders (especially those agencies and NGOs currently involved in the Project) is necessary to sustain the fight against CL and related issues. The common hampering factor is the lack of resources, and the issue of political and popular will in implementing plans and programs against CL and related issues. These two factors must be addressed at the national level with continued external support and encouragement.
- d) Project implementers both in government and in non-government organizations should be encouraged to be constructively critical of their action plans based on progress of the plans as compared to their targets. Although all action plans emanate from similar

strategies and interventions, the conditions/ settings of the child labour issue vary across locations. The individual action plans should be fine-tuned to suit the local conditions where it is being implemented. This fine-tuning should be the responsibility of local project managers/ coordinators based on feedback from staff and actual beneficiaries. An example is the SHG intervention. In Kampong Cham, families have the resources (regular monthly salaries) which can serve as "collateral" to their seed money enabling them to pay their monthly installments. This is not the case in Kampot or Sihanoukville. Awareness of this and similar situations lead to adjustments or refinement of action plans for better impact/ effectiveness.

Across all interventions and sectors, corrective action on action plans using available quantitative and qualitative information generated from the implementation of plans enhances the sustainability of Project services and interventions. There are 4 strategies and 9 interventions being implemented under the different actions plans of the Project. Individually and complementary to each other, these strategies and interventions directly promote the sustainability of the Project. It is thus very crucial that these strategies and interventions are frequently monitored and evaluated in terms of performance in attaining the set objectives and in laying in place sustainable conditions for CL removal and elimination.

Necessary Conditions for Replication

- a) Capacity-building is necessary in promoting sustainability and ownership among stakeholders. Skills transfer will also generate better results if participatory processes are used.
- b) In all phases of Project life, participatory and consultative approaches should be the norm. Although this approach requires more resources in terms of time, funds, and human resources, quality outcomes are achieved and a deeper commitment among stakeholders is experienced. During these exercises, skilled and experienced facilitators are necessary, particularly at the village level.

If the Project does not have this person/s, external assistance should be sought.

- c) Tangible and solid commitment from government authorities should be worked out. These commitments can take the form of coordinating and planning mechanisms, laws addressing CL and related issues, and policies that voice out the stand and beliefs of government on CL. This obligates government to take concrete action and strengthens implementers' resolve in pursuing the implementation of interventions.
- d) Training and encouraging Project implementing partners *to set in place and implement* a monitoring and evaluation mechanism within their action plans is vital for Project sustainability.



Child labourer in Kampong Cham



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កំពត, ថ្ងៃទី០៧ ខែមេសា ឆ្នាំ២០០៣

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**វិធានការទប់ស្កាត់និងលុបបំបាត់ការប្រើភ្លេចនៅក្នុងសកម្មភាព
ការងារប្រកបដោយគ្រោះថ្នាក់**

[illegible]

ដើម្បីអនុវត្តវិធានការទប់ស្កាត់ និងលុបបំបាត់ទម្រង់ផ្លូវចិត្តនៃជនកម្មកុមារអោយបានប្រសើរឡើងនិងប្រកបដោយ
ប្រសិទ្ធភាពធានាថាប្រយោជន៍សេចក្តីរុងរឿង ដល់ភាគីដែលពាក់ព័ន្ធអភិបាលខេត្តកំពង់ស្ពឺមានការរំលោភ ដូចតទៅ៖

១- ម្ចាស់និងនាយក សហគ្រាស ក្រុមហ៊ុន គ្រឹះស្ថាន សិប្បកម្ម ការដ្ឋានធានាក្នុងខេត្តកំពតទាំងអស់ដែលមានប្រើកម្មករជា កេងទោសក្នុងរបបភាពពាក់ដោយរដ្ឋមានបញ្ជីចំណេះ និងការលបប្រែចក្តិណិតរបស់កម្មករទាំងនោះ អោយបានត្រឹមត្រូវ ។

២- ប្លង់ ឬ នាយកប្បវត្តិកម្ម ឬ ប្លង់ការព្យាបាលសុខាភិបាលដែលមានអាយុតិចជាង១៨ឆ្នាំត្រូវបង្កបង្កើតផ្ទាល់ខ្លួន ដល់កុមារដែលកំពុងធ្វើការទាំងនោះបាន ចូលរៀនសាលាឈប់រំពេលទទួលបាន ឬ សាលាអប់រំក្រៅប្រព័ន្ធដោយចៃដន្យ ពេលរៀន ពេលធ្វើការ ពេលឈប់សំរាក និងពេលសប្បាយ ។

៣- ចំពោះការប្រើប្រាស់កម្មវិធីយោធិកដែលមានអាយុពី១៥ឆ្នាំដល់១៧ឆ្នាំ ត្រូវតែដាក់ ការការពារ ដោះមិនឲ្យឈ្លានពាន
ប៉ះពាល់ដល់ សុខភាព, សីលធម៌ ឬ ការអភិវឌ្ឍន៍សារពាងកាយ និងចិត្តរបស់កុមារ ។

៤- ហាមដាច់ខាតការបើកមកអោយទិញដូង ១២ឆ្នាំ នៅក្នុងគម្របសកម្មភាព ទោះក្នុងរូបភាពណាក៏ដោយ ។

៥- ចំពោះការប្រើប្រាស់ក្នុងកិច្ចការណ៍ ១២ឆ្នាំ ដល់ ១៥ឆ្នាំ មិនត្រូវវាយលើសពី ៤ដានក្នុងមួយ ថ្ងៃ និង ៥ថ្ងៃក្នុងមួយ សប្តាហ៍ ។

៦- ព្រះវិហារនិមន្តប្រសាសនៈ ការពារពលកម្មយោធនត្រីមុខត្រីមុខត្រូវគ្រាន់សំរាប់សន្តិសុខ និងសោមន្មាសយោធា មានដូចជា៖ មុក, គ្រោលដៃ, ស្បែកជើង, កែវ, ទឹកស្អាតសំរាប់បរិភោគ, បង្គន់អោមីយ, កន្លែងសំរាកនិងកន្លែងស្លាក់នៅ សំរាប់មកមកកំរោយ និងការផ្តល់សេវាកាតាមការចាំបាច់ ។

៧- មន្ទីរសេដ្ឋកិច្ច ការងារ បណ្តុះបណ្តាលវិជ្ជាជីវៈ និង យុវនីតិសម្បទាខេត្តកំពត ត្រូវអនុវត្តនីតិវិធីនៃការចុះទិដ្ឋភាពការងារ



ការងារទៅតាមគោលការណ៍ក្រសួងសង្គមកិច្ច ការងារ បណ្តុះបណ្តាលវិជ្ជាជីវៈ និងយុវនីតិសម្បទា ។

៨- មន្ទីរអប់រំ យុវជន និងកីឡា ត្រូវបង្កលក្ខណៈគ្រប់គ្រាន់សំរាប់ឱ្យកុមារដែលកំពុងធ្វើការងារ ដែលមានបំណងបន្តការសិក្សា ទៅតាមសាលាចំណេះទូទៅ, សាលាអប់រំក្រៅប្រព័ន្ធនិងសាលាបណ្តុះបណ្តាលវិជ្ជាជីវៈផ្សេងៗទៀត, ជាពិសេសសំរាប់ស្ត្រីកុមារដែលរស់នៅតាមឥរិយាបថ ឬអាណាព្យាបាលបានទទួលការសិក្សាអប់រំបន្ត ស្របទៅតាមគោលការណ៍របស់ក្រសួងអប់រំ យុវជន និងកីឡា ។

៩- ករណីជួបការលំបាកមិនអាចដោះស្រាយបានត្រូវរាយការណ៍មកសាលាខេត្តដើម្បីមានវិធានការ និងដោះស្រាយ ។

អភិបាលខេត្តកំពត សង្ឃឹមយ៉ាងមុតមាំថា ម្ចាស់ក្រុមហ៊ុន សហគ្រាស គ្រឹះស្ថាន ការដ្ឋាននានា នឹងអនុវត្តឱ្យបានប្រសើរ ខ្លួនសារនៃសេចក្តីណែនាំនេះ ។

សេចក្តីណែនាំនេះមានប្រសិទ្ធភាព អនុវត្តចាប់ពីថ្ងៃចុះហត្ថលេខាតទៅ ។

កន្លែងទទួល


- ទីស្តីការគណៈរដ្ឋមន្ត្រី
- ក្រសួងមហាផ្ទៃ
- ក្រសួងសង្គមកិច្ច ការងារ បណ្តុះបណ្តាលវិជ្ជាជីវៈ និងយុវនីតិសម្បទា
- ក្រសួងអប់រំ យុវជន និងកីឡា
- ក្រុមប្រឹក្សាជាតិដើម្បីកុមារ
- លេខាធិការដ្ឋានអចិន្ត្រៃយ៍នៃអនុគណៈកម្មការពលកម្មកុមារ និងទំនាក់ទំនងការងារប្រវត្តិផ្សេងៗទៀតមកស៊ីកុមារ

“ ដើម្បីជូនដំណឹង ”

- មន្ទីរសង្គមកិច្ច ការងារ បណ្តុះបណ្តាលវិជ្ជាជីវៈនិងយុវនីតិសម្បទាខេត្តកំពត
- មន្ទីរអប់រំ យុវជន និងកីឡាខេត្តកំពត
- គ្រប់ស្ថាប័នពាក់ព័ន្ធ នៃគណៈកម្មការពលកម្មកុមារខេត្តកំពត

“ ដើម្បីផ្សព្វផ្សាយនិងអនុវត្ត ”

- កាលប្បវត្តិ និង ឯកសារ



ព្រះរាជាណាចក្រកម្ពុជា
ព្រះបរមរាជវាំង
ក្រសួងអប់រំ យុវជន និងកីឡា

**Guidelines on Prevention/Elimination of Child Labour in Hazardous Works
(SALT SECTOR) English Version**

KINGDOM OF CAMBODIA
NATION RELIGION KING

Kompot Committee of Child Labour and
Forms of Child Exploitation
No:.....

Date:.....2003

Guidelines on prevention/ elimination of child labour to hazardous works

Kompot Committee of Child Labour and Forms of Child Exploitation has seen that: At the salt production sites, the implementation on measures of prevention and elimination of the form of hard labor of children has not been carried out effectively and fruitfully yet.

Kompot Committee of Child Labour would like to guide the measure implementation on prevention and elimination of the form of hard labour of children properly and effectively to ensure the legitimate interest for relevant parties:

1. All sites of salt production in Kompot province with child workers participation, even in any circumstance, should be listed and registered the date of birth of them properly.
2. Employers or owners of salt production sites, parents or guardians of under-aged 18 children should facilitate them to access to public school or non-formal school between 13:30 pm to 17:00 pm.
3. Any use of under-aged 15-17 workers and employees should ensure that all works would not affect health, moral or children development and feeling.
4. In any circumstance, under-aged 12 children should definitely be prohibited to participate in salt production.
5. Any participation of under-aged 12-14 children should not be over 4-hour a day or 5 days a week.
6. Should give instructions and provide safety materials to keep work security and sanitation such as hats, gloves, boots, clean water, latrines, shelter and accommodation to workers from the far distance and health care for employees.
7. Kompot Department of Social Affairs, Labour, Vocational Training and Youth Rehabilitation should carry out the inspection of work upon the guidelines of Ministry of Social Affairs, Labour, Vocational Training and Youth Rehabilitation.
8. Department of Education, Youth and Sport should facilitate the child workers to access public school, non-formal school, and other vocational trainings, especially children traveling with their parents or guardians to access continuous education upon the guidelines of Ministry of Education, Youth and Sport.
9. In case of difficult issues to deal, they should send a report to provincial city hall to take action and seek a resolution.

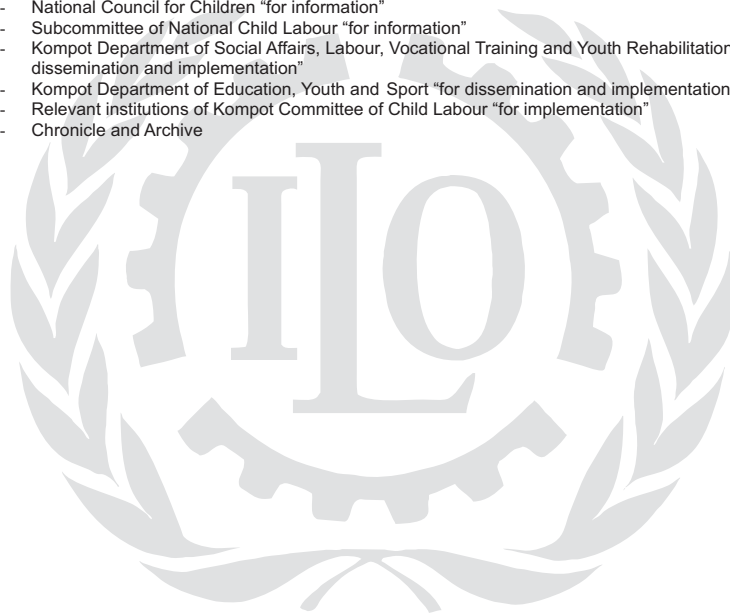
Kompot Committee of Child Labour and Forms of Child Exploitation strongly hopes that you, ladies and gentlemen, employers and owners of salt production sites will pay attention to carry out the above guideline.

This guideline comes into effective from the date signed.

Kompot Committee of Child Labour and
Forms of Child Exploitation
Director

C/O

- Ministry of Interior "for information"
- Ministry of Social Affairs, Labour, Vocational Training and Youth Rehabilitation "for information"
- Ministry of Education, Youth and Sport "for information"
- National Council for Children "for information"
- Subcommittee of National Child Labour "for information"
- Kompot Department of Social Affairs, Labour, Vocational Training and Youth Rehabilitation "for dissemination and implementation"
- Kompot Department of Education, Youth and Sport "for dissemination and implementation"
- Relevant institutions of Kompot Committee of Child Labour "for implementation"
- Chronicle and Archive



KINGDOM OF CAMBODIA
NATION RELIGION KING

Ministry of Interior
City Hall of Kompot
No. 55

Kompot, 22 March 2002

**Notice on establishment of Kompot Committee of Child Labour
and Forms of Child Exploitation**

- Seen the Royal decree No. 0801/276 dated August 18, 2001 of His Majesty King Norodom Sihanouk of Kingdom of Cambodia on the appointment of city/province governors.
- Seen sub-decree No. 56 dated June 24, 1999 of Royal government on the establishment of the Cambodian National Council for Children.
- Seen the declaration No. 031 dated February 15, 1994 of Interior Ministry on duties, rights and structure of city/province administration.
- Seen the decision No. 18 dated April 10, 2000 of Cambodian National Council for Children on the establishment of Sub-Committee of Child Labour and Forms of Child Exploitation.
- With reference to necessity of Kompot province.

Decided

Para 1: Establish the Provincial Committee of Child Labour and Forms of Child Exploitation comprising of components as follows:

- | | |
|---|----------------------------|
| 1. H.E. Chhit Sokhon, Third Deputy Governor of Kompot | Chairman |
| 2. Tep Chem, Director of Department of Social Affairs, Labour, Vocational Training and Youth Rehabilitation | First Vice Chairman |
| 3. Kao Rith, Deputy Director of Department of Education, and Sport | Second Vice Chairman Youth |
| 4. Mrs. Kong Sao Thun, Director of Department of Women Affairs and Veterans | Member |
| 5. Much Chhun Horn, Director of Department of Industry, Mine and Energy | Member |
| 6. Dr. Lao Vanna, Deputy Director of Department of Health | Member |
| 7. Seng Chong, Director of Rural Development Department | Member |
| 8. Sam Phon, Deputy Director of Information Department | Member |
| 9. Khuy Sien, Governor of Kompot district | Member |
| 10. Keo Prasith, Governor of Kompong Bai district | Member |
| 11. Mea Bun Sien, Representative of salt production community of Troi Koh commune | Member |
| 12. Noun Houn, Representative of salt production community of Chum Kriel commune | Member |
| 13. Nam Phon, Representative of salt production community of Kon Sat commune | Member |
| 14. Hom Chhom, Representative of salt production employees of Troi Koh | Member |
| 15. Om Saran, Representative of salt production employees of Chum Kriel commune | Member |
| 16. Mey Reth, Representative of salt production employees of Kon Sat commune | Member |
| 17. Sop Chem, Representative of UCC | |
| 18. Soy Sam On, President of Khmer Union Federation Kompot | Member |
| 19. Pov Kham, Chief of Troi Koh commune | Member |
| 20. Hay Seng, Chief of Chum Kriel commune | Member |
| 21. Nop Sarin, Chief of Konsat commune | Member |
| 22. Doung Savann, Deputy Director of Social Affairs, Labour, Vocational Training and Youth Rehabilitation | Member |

Para 2: Committee of Child Labour and Forms of Child Exploitation has its duties as follows:

- Consult on action plan, policy and programs related to hard labour of children in Kompot upon the national action plan, policy and international norms that the Kingdom of Cambodia ratified.
- Consult and advise the program operation on form of hard labour of children in salt production to be ownership and keep sustainable programs through producing and implementation of related programs.
- Choose, consult and approve program suggestions of Child Labour in framework of budget and co-finance, which are suggested by government institutions, NGOs and civil society to seek support from donor organizations and individual assistance in the framework of national program on elimination of Child Labour and Forms of Child Exploitation.
- Consult and advise the draft of crucial local and national policies related to Child Labour, which is the priority policy related to the fields of work, social affairs, education and health care of child workers.
- Discuss, facilitate, monitor and assess all programs related to forms of hard labour of children in salt production in Kompot province in collaboration with the relevant key role players.
- Quarterly report to Sub-Committee of Child Labour and Forms of Child Exploitation and the National Council of Cambodia for Children, and Ministry of Social Affairs, Labour, Vocational Training and Youth Rehabilitation in order to report the Royal government of Cambodia.

Para 3: Provincial Committee of Child Labour and Forms of Child Exploitation uses the Department of Social Affairs, Labour, Vocational Training and Youth Rehabilitation Kompot province as permanent secretariat. The budget for meetings and administrative cost of Committee of Child Labour and Forms of Child Exploitation is a part of budget of provincial Department of Social Affairs, Labour, Vocational Training and Youth Rehabilitation and also co-finance of Ministry of Social Affairs, Labour, Vocational Training and Youth Rehabilitation to participate in program against form of hard labour of salt production child workers.

Para 4: Representatives of UN, local and foreign NGOs and individuals who are interested could join as observation members and meetings upon the invitation from the committee.

Para 5: Committee of Child Labour and Forms of Child Exploitation has the right to use stamp of Kompot City Hall.

Para 6: Any provision contrary to this notice shall be abrogated.

Para 7: City Hall of Kompot and relevant departments as said in Para 1 have duty to carry out this notice effectively.

Para 8: This notice comes into effective from the date signed.

First Deputy Governor

Chhim Choun

C/O

- Ministry of Interior
- Ministry of Social Affairs, Labour, Vocational Training and Youth Rehabilitation
- Cambodian National Council for Children
- National Sub-committee of Child Labour and Form of Child Exploitation "for information"
- As Para 7 "for implementation"
- Chronicle and Archive

KINGDOM OF CAMBODIA
NATION RELIGION KING

City Hall of Kompot
Committee of Child Labour and
Forms of Child Exploitation Kompot

Kompot, 8 August 2002

Regulations

Para 1: Kompot Committee of Child Labour and Forms of Child Exploitation shall hold extra-ordinary meeting every two months. In case of necessity, the extra-ordinary meeting shall be held upon the invitation requested by Chairman of Kompot Committee of Child Labour and Forms of Child Exploitation.

Para 2: In case of absence of Chairman of Kompot Committee of Child Labour and Forms of Child Exploitation, the first deputy chairman shall organize the meeting.

Para 3: Permanent secretariat of Kompot Committee of Child Labour and Forms of Child Exploitation should send an invitation letter or documents to its members at least three days ahead, except the necessity unable to do.

Para 4: In case of member(s) of Kompot Committee of Child Labour and Forms of Child Exploitation could not attend a meeting upon invitation or delegate anyone, he/she should inform in an official letter or written letter to permanent secretariat at least 24 hours before meeting started.

Para 5: Members of observation of Kompot Committee of Child Labour and Forms of Child Exploitation could attend a meeting upon the invitation of permanent secretariat of committee of Child Labour.

Para 6: Participants of meeting should sign their names and signature in the attendance list regularly in all meetings.

Para 7: Meeting participants and observers of Committee of Child Labour and Forms of Child Exploitation could express his/her opinions when the meeting chairman allowed or upon the agenda submitted.

Para 8: Meeting participants should not speak off topics set.

Para 9: Ideas of participants raised in the meeting of Committee of Child Labour and Forms of Child Exploitation shall consider opinions of departments or units that represent.

Para 10: All decisions of any issue in the meeting of Committee of Child Labour and Forms of Child Exploitation shall be made by raising hands or secret vote upon the decision of meeting chairman.

Para 11: All decisions of any issue shall be based on majority (half +1) of meeting participants (regardless of quorum), in case of the equal votes/numbers, chairman of the meeting shall make a decision.

Para 12: In case of necessity, chairman of Committee of Child Labour and Forms of Child Exploitation has the right to add members or change any member of membership institutions.

Para 13: Before closing a meeting, members of Committee of Child Labour and Forms of Child Exploitation could make a suggestion for the next agenda of the meeting to committee for making a decision.

Para 14: This regulation comes into effective from date signed.





សាលាក្រុងព្រះសីហនុ
គណៈកម្មការពលកម្មកុមារ និង ចំណុះ
ប្រតិភូខេត្ត ៗ ឡើងសម្រាប់ក្រុមការងារ
 លេខ :០៩..... គណៈក-កសន

រដ្ឋាភិបាលកម្ពុជា
ជាតិ សាសនា ព្រះមហាក្សត្រ
 ២០២០

ក្រុងព្រះសីហនុ , ថ្ងៃទី ១១ ខែ កញ្ញា ឆ្នាំ ២០០៣

សេចក្តីណែនាំ
ស្តីពី

វិធានការទប់ស្កាត់ / លុបបំបាត់ពលកម្មកុមារ
នៅក្នុងសកម្មភាពប្រកបដោយគ្រោះថ្នាក់

-ផ្អែកតាមការពិនិត្យជាក់ស្តែងនៅតំបន់នានាទាំងបី កោះខ្យងក្នុងខណ្ឌព្រៃនប់ ចំនប់រណក្នុងខណ្ឌ
 មិត្តភាព និង ខណ្ឌស្ទឹងហាវ ។

គណៈកម្មការពលកម្មកុមារ និង ទំរង់នៃការកែប្រែវិញ្ញាបនបត្រខ្សែចង្វាក់ក្រុមព្រះសីហនុ យល់
 ឃើញថា : នៅតាមសិប្បកម្មបកក្តាម , បង្ការ , កំពង់ផែ , ទួកនេសាទនានា ការអនុវត្តនីតិវិធីការទប់ស្កាត់
 និង លុបបំបាត់ទំរង់ធ្ងន់ធ្ងរ នៃ ពលកម្មកុមារ ពុំទាន់មានប្រសិទ្ធភាព និង លទ្ធភាពល្អឡើយ ។

គណៈកម្មការពលកម្មកុមារ និង ទំរង់នៃការកែប្រែវិញ្ញាបនបត្រខ្សែចង្វាក់ក្រុមព្រះសីហនុ សូម
 ធ្វើការណែនាំ សំដៅធ្វើឱ្យការអនុវត្តនីតិវិធីការទប់ស្កាត់ និង លុបបំបាត់ទំរង់ធ្ងន់ធ្ងរនៃពលកម្មកុមារ ឱ្យប្រសើរ
 ឡើង និង ប្រកបដោយប្រសិទ្ធភាព ដើម្បីធានាផលប្រយោជន៍ស្របច្បាប់ដល់ភាគីដែលពាក់ព័ន្ធ ដូចតទៅ :

- ១- សិប្បកម្មបកក្តាម / បង្ការ , កំពង់ផែ , ទួកនេសាទទាំងអស់ក្នុងក្រុងព្រះសីហនុ ដែលមានការចូល
 រួមរបស់កុមារទោះក្នុងរូបភាពណាក៏ដោយ ត្រូវមានបញ្ជីចុះឈ្មោះ និង កាលបរិច្ឆេទកំណើតរបស់
 កុមារទាំងនោះឱ្យបានត្រឹមត្រូវ ។
- ២- និយោជក ឬ ម្ចាស់សិប្បកម្មបកក្តាម / បង្ការ , កំពង់ផែ , ទួកនេសាទ , ឪពុកម្តាយ ឬ អាណាព្យា
 បាលកុមារដែលមានអាយុតិចជាង ១៨ឆ្នាំ ត្រូវបង្កលក្ខណៈដល់កុមារដែលកំពុងធ្វើការដោះទាំង
 នោះបានចូលរៀនសាលារបស់ចំណេះទូទៅ ឬ សាលាអប់រំក្រៅប្រព័ន្ធក្នុងចន្លោះពីរម៉ោង ៧.០០ព្រឹក




- ដល់ម៉ោង ១១.០០ ឬ ចន្លោះពីម៉ោង ១៤.០០ រសៀល ដល់ម៉ោង ១៧.០០ ស្វាច បើកុមារនោះ មិនទាន់បានបញ្ចប់បឋមសិក្សា ពោលគឺពុំទាន់បានបញ្ចប់ ៩ឆ្នាំ នៃ ការសិក្សារបស់ខ្លួននោះទេ ។
- ៣- ចំពោះការប្រើប្រាស់កម្មករ និយោជិតដែលមានអាយុពី ១៥ ដល់ ១៧ឆ្នាំ ត្រូវធានាថាការងារទាំង នោះមិនបណ្តាលឱ្យប៉ះពាល់ដល់សុខភាព , សីលធម៌ ឬ ការអភិវឌ្ឍន៍សារពាង្គកាយ និង សតិបញ្ញាបេស កុមារ ។
- ៤- ហាមដាច់ខាតការចូលរួមរបស់កុមារអាយុតិចជាង ១២ឆ្នាំ នៅក្នុងសកម្មភាពបក្កកាម / បង្គោរ ទោះក្នុងរូបភាពណាក៏ដោយ ។
- ៥- ហាមដាច់ខាតការចូលរួមរបស់កុមារ អាយុតិចជាង ១៨ឆ្នាំ ក្នុងសកម្មភាពចុះទូកនេសាទ ។
- ៦- ចំពោះការចូលរួមរបស់កុមារក្នុងកំរិតអាយុពី ១២ឆ្នាំ ដល់ ១៤ឆ្នាំ នៅក្នុងការងារបក្កកាម/បង្គោរ មិនត្រូវឱ្យលើសពី ៤ម៉ោងក្នុងមួយថ្ងៃ និង ៥ថ្ងៃ ក្នុងមួយសប្តាហ៍ ។
- ៧- ត្រូវណែនាំ និង ផ្តល់សំភារៈការពារពលកម្មឱ្យបានត្រឹមត្រូវ និង គ្រប់គ្រាន់សំរាប់សន្តិសុខការងារ និង អនាម័យការងារ ទៅតាមប្រភេទការងារជាក់ស្តែង មានដូចជា : ព្រលាមងៃ , ស្បែកជើង ទឹកស្អាតសំរាប់បរិភោគ , បង្គន់អនាម័យ , កៅអីអង្គុយនៅកន្លែងធ្វើការ និង ការថែទាំសុខភាព កម្មករ និយោជិត ។
- ៨- មន្ទីរសង្គមកិច្ច ការងារ បណ្តុះបណ្តាលវិជ្ជាជីវៈនិង យុវនីតិសម្បទាក្រុងព្រះសីហនុ ត្រូវអនុវត្តនីតិវិធី នៃ ការធ្វើអធិការកិច្ចការងារ ទៅតាមគោលការណ៍ច្បាប់ស្តីពីការងារ និង អនុសញ្ញាអន្តរជាតិ ដែលពាក់ព័ន្ធនឹងកុមារ ដែលរាជរដ្ឋាភិបាលកម្ពុជាបានផ្តល់សច្ចាប័នរួចហើយ ។
- ៩- មន្ទីរអប់រំ យុវជន និង កីឡា ត្រូវបង្កលក្ខណៈគ្រប់គ្រាន់សំរាប់ឱ្យដល់កុមារដែលកំពុងធ្វើការងារ អាចបន្តការសិក្សានៅតាមសាលាចំណេះទូទៅ , សាលាអប់រំក្រៅប្រព័ន្ធ និង សាលាបណ្តុះបណ្តាល វិជ្ជាជីវៈ ផ្សេងៗទៀត ជាពិសេសសំរាប់រូបឱ្យកុមារបំណាច់ទីតាមឪពុកម្តាយ ឬ អាណាព្យាបាល បានទទួលការសិក្សាអប់រំបន្ត ស្របទៅតាមគោលការណ៍ គោលនយោបាយជាតិស្តីពីការអប់រំ របស់រាជរដ្ឋាភិបាលកម្ពុជា ។
- ១០- មន្ទីរកសិកម្ម រុក្ខាប្រមាញ់ និង នេសាទ ត្រូវអនុវត្តនីតិវិធី នៃ ការធ្វើអធិការកិច្ចទូកនេសាទទៅ តាមគោលនយោបាយ របស់ក្រសួងកសិកម្ម រុក្ខាប្រមាញ់ និង នេសាទ ។



១១- ករណីជួបការលំបាកមិនអាចដោះស្រាយបាន ត្រូវរាយការណ៍មកសាលាក្រុង ដើម្បីមានវិធានការ
និង ដោះស្រាយ ។

គណៈកម្មការពលកម្មកុមារ និង ទំរង់នៃការកេងប្រវ័ញ្ចផ្សេងៗទៀតមកលើកុមារក្រុង មានសេចក្តីសង្ឃឹម
យ៉ាងមុតមាំថា អស់លោក-លោកស្រីជានិយោជក ឬ ម្ចាស់សិប្បកម្មបកក្រាម/បង្គោរ, កំពង់ផែ, ទួលសោនទាំង
អស់ ច្បាស់ជាយកចិត្តទុកដាក់អនុវត្តតាមការណែនាំខាងលើ បានល្អប្រសើរជាប្រចាំខាង ។

អគ្គិសនីក្រុងព្រះសីហនុ
និងថា
ប្រធានគណៈកម្មការពលកម្មកុមារ និង ទំរង់
នៃការកេងប្រវ័ញ្ចផ្សេងៗទៀតមកលើកុមារក្រុង ។


សាវណ្ណ

កន្លែងទទួល

- ក្រសួងមហាផ្ទៃ
- ក្រសួងសង្គមកិច្ច ការងារ បណ្តុះបណ្តាលវិជ្ជាជីវៈនិងយុវនីតិសម្បទាក្រុង
- ក្រសួងអប់រំ យុវជន និង កីឡា
- ក្រសួងកសិកម្ម រុក្ខាប្រមាញ់ និង នេសាទ
- ក្រុមប្រឹក្សាជាតិដើម្បីកុមារ
- អនុគណៈកម្មការជាតិសេដ្ឋកម្មកុមារ

" ដើម្បីជនជ្រោប "

- មន្ទីរសង្គមកិច្ច ការងារ បណ្តុះបណ្តាលវិជ្ជាជីវៈនិងយុវនីតិសម្បទាក្រុង
- មន្ទីរអប់រំ យុវជន និង កីឡាក្រុងព្រះសីហនុ
- មន្ទីរសកិកម្ម រុក្ខាប្រមាញ់ និង នេសាទក្រុងព្រះសីហនុ

" ដើម្បីផ្សព្វផ្សាយ និង អនុវត្ត "

- គ្រប់ស្ថាប័ន នៃ គណៈកម្មការពលកម្មកុមារក្រុង " ដើម្បីអនុវត្ត "
- ឯកសារ-កាលប្បវត្តិ

**Guidelines on Prevention/ Elimination of Child Labour to Hazardous Works
(FISHING SECTOR) English Version**

KINGDOM OF CAMBODIA
NATION RELIGION KING

Child Labour Committee and other
Forms of Child Exploitation
In Sihanoukville
No:.....

Date:.....

**Announcement about the Proceeding
of elimination of child labour in the hazardous works**

Forms of commercial exploitation in Sihanoukville have See that; In the working place crab/shrimp peeler, port, fishing boats the proceeding of elimination the hazardous work of child labour are not efficiency and good input yet.

Municipal committee of child labour, havethis announcement to help the proceeding of elimination the hazardous work of child labour to be better and more efficiently, in order to guarantee the legal benefit to all party are relevant such as:

1. All working place crab/shrimp peeler, port, fishing boats in Sihanoukville, that have child labour with any conditions should have a clear list of all the name and date of birth of those children.
2. Employers or the owner of working place crab/shrimp, port, fishing boat and parents that have children under 18 year old; they have to help those working children to have time for schooling in the public and non-formal in the period is; in the morning from 7:00 am to 11:00 am and evening from 2:00 pm to 5:00 pm.
3. For employers of employee that have children age from 15 to 17 years old, should guarantee that those works are not effect to the child health, morality, body and psychology development of the child.
4. Absolutely, not allow all the children, who were under 12 years old to work as crab and shrimp peeler, even in any farm.
5. Absolutely, not allow all the children, who were under 16 years old to work on the fishing boat, even in any farm.
6. For the children who were age from 12 to 14 year olds that works as crab/shrimp peeler not allow to work more than 4 hours per day and 5 days per week.
7. Should teach and provide the protection material to those children, for occupational health and safety according to the real works as: gloves, boots, safety jacket (swimming), clean drinking water, toilet, working seat, and other health care of employee.
8. Municipal department of social affair, labour, vocational training and youth rehabilitation of Sihanoukville, have to practices of labour in spector through the principle of labour law and international convention that related the children, and also was ratification by the government of Cambodia.
9. Municipal department of education, youth and sport have to prepare/organize enough place for working children, that they want to continue their schooling in public school, non-formal and vocational training. Especially for the children who more the residents with their parents to continue their schooling as in the principle of national policy of the government of Cambodia education.
10. Department of Agriculture, forest and fishing have to practice their inspector on the fishing boats according to the policy of Ministry of Agriculture, forest and fishing.
11. In case of facing difficulty that could not be solved, report it to the municipal of Sihanoukville, to find the solutions.

Child Labour Committee and other forms of commercial exploitation to children in Municipal/Provincial have very strong belief to the employers or owner of crab/shrimp peeler working places, ports, fishing boats would pay more attention and good practices according to what was mentioned above.

This announcement has efficiency and practices from signing date.

Child Labour Committee and other Forms of
Commercial Exploitation to Children in
Municipal

The Chairman

Receiver:

- Ministry of Interior (known)
- Ministry of Social Affairs, Labour Vocational Training and Youth Rehabilitation (known)
- Ministry of Education, Youth and Sport (known)
- Ministry of Agriculture, Forest and Fishing (known)
- National Council for Children (known)
- National Sub-Committee of Child Labour (known)
- Municipal Department of Social Affair, Labour Vocational Training and Youth Rehabilitation of Sihanoukville (propaganda and practices)
- Municipal Education, Youth and Sport of Sihanoukville (propaganda and practices)
- Municipal Department of Agriculture, Forest and Fishing of Sihanoukville (propaganda and practices)
- Relevant institution of Child Labour Committee of Sihanoukville (propaganda and practices)
- Documents

KINGDOM OF CAMBODIA
NATION RELIGION KING

Ministry of Interior
Municipality of Sihanoukville
No: 90

**Prakas of Formulation of Child Labour Committee
and other Forms of Commercial Exploitation to Children in Sihanoukville**

Municipal Governor

- In relation to the Royal decree No. made in March 12, 1999. concern about the delegation of the representative of Government, Municipality/provincial governors
- In relation to the sub-decree No. 69 made in March 11, 1999. of the government of Cambodia about the delegation of Municipality/provincial governors.
- In relation to Pass No. 031 made in February 15, 1994 of the ministry of Interior. Concerned about the Right and administration of Municipality/provincial governors.
- In relation to the sub-decree No. 56 made in June 28, 1999. concerned about the Cambodia National Council for Children
- In relation to the decree No. 18 in April 10, 2000 of Cambodia National Council for children. concerned about the formulation of National sub-committee of child labour and other forms of commercial exploitation to children.
- According to the municipal of Sihanoukville necessary need

Accomplishments

Article 1: Municipal Child Labour Committee and other Forms of Commercial Exploitation to Children are compounding by:

1. H.E. Mr. Say Hak	Provincial Governor	PCCL chief
2. Mr. Sok Serey	Director of Municipal Department of Social Affairs Labour, Vocational Training and Youth Rehabilitation	First deputy
3. Ms. Seur Tepi	Director of Municipal Department of Education, Youth and Sport	Second deputy
4. Mr. Keo Pha	Deputy Director of Municipal Department of Agriculture, Forest and Fishing	Member
5. Ms. Lo Kim	Director of Municipal Department of Women Affairs and Veteran	Member
6. Mr. Khem Saroun	Deputy Director of Municipal Department of Public Health	Member
7. Mr. Nen Malay	Director of Municipal Department of Rural Development	Member
8. Mr. Kong Saran	Director of Municipal Department of Information	Member
9. Mr. Hem Sareoun	Director of Municipal Department of Environment	Member
10. Representative of employers	Employer of fishing sector (2 persons)	Member
11. Representative of Fishman	Fishman (2 persons)	Member
12. Representative of NGOs	NGOs (2 persons)	Member
13. Representative of Commune Council	Commune council members (2 persons)	Member
14. Ms. Heng Som Eoun	Representative of Municipal Department of Social Affair, Labour, Vocational Training and Youth Rehabilitation	MCCL Secretary

Article 2: Municipal Child Labour Committee and other forms of commercial exploitation to children have roles and responsibilities which are:

- To discuss the activities plan, policy, and other programs that were related to the hazardous of child labour for municipal of Sihanoukville. According on the activities plan, national policy and other international standard that was ratified by the Kingdom of Cambodia.
- To have discussed and counseled to implementation of the hazardous works of child labour project, in CHUP rubber plantation. To encourage as the project owner and sustains of the project through the activities and plan of other relevant institutions.
- Recruit and counsel, and assent to the project, offer the program on child labor in term of budget, contribution that were requested by the institutions, NGOs, community and other civil society to looking for the support from NGOs, agencies and individual donors in terms of national program to eliminate child labour and other forms of commercial exploitations of children.
- To have discussed and counseled on the draft of policy in national level and community base that involved with the child labour and relevant policy to social affairs and labour, education and child public health.
- To discuss, facilitate, review and evaluate to all relevant programs of child labour, in fishing sector,, municipal of Sihanoukville that were cooperation with others related to this works.
- Report once every 3 months, to the national sub-committee of child labor and other forms of commercial exploitations to children of the national council for children and Ministry of Social Affair, Labour Vocational Training and Youth Rehabilitation, and report to the government of Cambodia.

Article 3: Provincial child labour committee and other forms of commercial exploitation of children, use the municipal department of social affair, vocational training and youth rehabilitation as the steering general secretaries. Labour Budget for meeting and administration of municipal child labour committee and other forms of commercial exploitation to children is a part of the Municipal Department of Social Affair, Vocational Training and Youth Rehabilitation's budget. To contribute to the program of elimination of hazardous work of child labour in fishing sector.

Article 4: Municipal child labour committee and other forms of commercial exploitation to children, has right to use the seal/stamp of Municipal of Sihanoukville.

Article 5: Every principle that is contrary to this process, are considered as to be repeated/abrogated.

Article 6: Municipal of Sihanoukville, offices and other relevant institutions, as in the Article 1, should be achievement and effectiveness works.

Article 7: This process is completing performance from the signing date.

Sihanoukville

Date: 27 March, 2002

Municipal Governor

H.E. Mr. Say Hak

Receivers:

- Ministry of Interior
- Ministry of Social Affairs, Labour Vocational Training and Youth Rehabilitation
- National Council for Children
- National Sub-committee of Child Labour and other Forms of Commercial Exploitation to Children
- District governors (Known)
- Article 6 "for implementation"
- Documents





ព្រះរាជាណាចក្រកម្ពុជា
ជាតិ សាសនា ព្រះមហាក្សត្រ

សាលារដ្ឋ កំពង់ចាម

លេខ ៖ ៨៤ ស.រ.ជ.រ. ៗ ២

កំពង់ចាម ថ្ងៃទី ២២ ខែ កញ្ញា ២០០៣

សេចក្តីណែនាំ
ស្តីពី

វិធានការធន់ស្តុក និង លុបបំបាត់ពលកម្មកុមារ
ក្នុងសកម្មភាពការងាររួមគ្នាដោយរដ្ឋាភិបាល និង វិស័យឯកជន

ខេត្តកំពង់ចាម មានចំការកៅស៊ូ ចំនួន ៧ គឺ ជុប - ក្រក - បាមដាង - មេមត់ - តាប៉ាវ - ចំការអណ្តូង និង បឹងកេត កំពុងដំណើរការអាជីវកម្ម ដោយមានការចូលរួមពីកុមារក្នុងសកម្មភាពអាជីវកម្មកៅស៊ូ ជាលក្ខណៈជួយការងារគ្រួសារ ក្នុងនោះជាទូទៅ កុមារជួយការងារគ្រួសារម្តងម្កាល ឬ ពាក់កណ្តាលពេល ហើយបានទៅសាលារៀនឡើងទាត់ និង មានកុមារមួយចំនួនជួយការងារគ្រួសារពាក់កណ្តាលពេល ឬ ពេញម៉ោង ហើយពុំបានទៅសាលារៀន ព្រមទាំងការងារខ្លះជាការងារប្រកបដោយគ្រោះថ្នាក់ ។

ផ្អែកតាមសំណូមពររបស់ គណៈកម្មការពលកម្មកុមារ និង ទំរង់នៃការរក្សាប្រវត្តិផ្សេងៗទៀត មកលើកុមារខេត្ត ក្នុងគោលបំណង ធ្វើអោយលក្ខខណ្ឌការងាររបស់កុមារ កាន់តែប្រសើរឡើង និង ធានាបានការសិក្សាជាឡើងទាត់ (ក្នុងប្រព័ន្ធ ឬ ក្រៅប្រព័ន្ធ) អភិបាលខេត្តកំពង់ចាម សូមធ្វើការណែនាំដូចខាងក្រោម ៖

១-ចំការកៅស៊ូទាំងអស់ក្នុងខេត្តកំពង់ចាម ដែលមានប្រើកុមារអាយុតិចជាង ១៨ ឆ្នាំ ក្នុងសកម្មភាពអាជីវកម្មកៅស៊ូ ទោះក្នុងរូបភាពណាក៏ដោយ ត្រូវមានបញ្ជីចុះឈ្មោះ និង កាលបរិច្ឆេទកំណើតរបស់កុមារទាំងនោះអោយបានត្រឹមត្រូវ ។

២-ហាមដាច់ខាត ការចូលរួមរបស់កុមារអាយុតិចជាង ១២ ឆ្នាំ នៅក្នុងសកម្មភាពអាជីវកម្មកៅស៊ូ ទោះក្នុងរូបភាពណាក៏ដោយ ។

៣-ចំពោះការចូលរួមនៅក្នុងសកម្មភាពអាជីវកម្មកៅស៊ូ របស់កុមារអាយុពី ១២ ឆ្នាំ ដល់ ១៤ ឆ្នាំ និយោជក និង អាណាព្យាបាល ត្រូវធានាបានថា ជាការងារស្រាលៗ ដែលមិនបណ្តាលអោយខូចសុខភាព ការអភិវឌ្ឍន៍នៃកាយនិងចិត្ត និង មិនប៉ះពាល់ដល់ ការសិក្សាជាឡើងទាត់ ការចូលរួមក្នុងកម្មវិធីតំរូវនិស្សិត និង កម្មវិធីបណ្តុះបណ្តាលវិជ្ជាជីវៈ ដែលបានកំណត់ដោយអាជ្ញាធរមានសមត្ថកិច្ច ជាពិសេសការងារទាំងនោះ មិនត្រូវ ៖



- ស្ថិតនៅក្នុងចន្លោះពីម៉ោង ២០:០០ ដល់ម៉ោង ៦:០០
- លើសពី ៤ ម៉ោង សំរាប់ថ្ងៃសិក្សារៀនសូត្រ
- លើសពី ៧ ម៉ោង សំរាប់ថ្ងៃឈប់សំរាកពីការសិក្សារៀនសូត្រ
- លើសពី ៥ ថ្ងៃ ក្នុងមួយសប្តាហ៍

៤-ចំពោះការប្រើប្រាស់ កម្មករ និយោជិត ដែលមានអាយុពី ១៥ ឆ្នាំ ដល់ក្រោម ១៨ ឆ្នាំ ត្រូវធានាបានថា ការងារទាំងនោះ មិនបណ្តាលអោយខូចសុខភាព សន្តិសុខ និង សីលធម៌របស់មនុស្សពេញជំទង់ ជាពិសេសការងារ ទាំងនោះ មិនត្រូវស្ថិតនៅក្នុងចន្លោះពីម៉ោង ២២:០០ ដល់ម៉ោង ៥:០០ ។

៥- ហាមដាច់ខាត ការចូលរួមរបស់កុមារអាយុតិចជាង ១៨ ឆ្នាំ នៅក្នុងសកម្មភាពអាជីវកម្មកៅស៊ូ លើការ ងារច្រើនជីវកៅស៊ូ ដោយប្រើឈើឡើង និង លើកដាក់ទម្ងន់ធ្ងន់លើសពី ១២ គ.ក្រ ។

៦-និយោជកចំពោះកៅស៊ូទាំងអស់ ឪពុកម្តាយ ឬ អាណាព្យាបាល របស់កុមារអាយុតិចជាង ១៨ ឆ្នាំ ត្រូវ បង្កលក្ខណៈ ដល់កុមារដែលកំពុងចូលរួម ក្នុងសកម្មភាពអាជីវកម្មកៅស៊ូទាំងនោះ បានចូលរៀនសាលាអប់រំចំណេះ ទូទៅ សាលាអប់រំក្រៅប្រព័ន្ធ ឬ សាលាបណ្តុះបណ្តាលវិជ្ជាជីវៈ ។

៧-និយោជក ត្រូវ :

- ផ្តល់សំភារៈការពារពលកម្ម អោយបានត្រឹមត្រូវ និង គ្រប់គ្រាន់ដូចជា សំលៀកបំពាក់ អាវក្បាល ស្បែក ជើង ស្រោមដៃ ... ។ល។
- ផ្តល់ទឹកស្អាត អោយបានគ្រប់គ្រាន់ សំរាប់កម្មករ និយោជិត ហូបនៅក្នុងសកម្មភាពអាជីវកម្មកៅស៊ូ តាម ឡូត៍ ។
- រៀបចំមានប្រអប់សម្រួល នៅក្នុងសកម្មភាពអាជីវកម្មកៅស៊ូតាមឡូត៍ ដោយអោយប្រធានក្រុម ប្រធាន ផ្នែក ជាអ្នកគ្រប់គ្រង សំរាប់សម្រួលបន្ទាន់ មុនពេលបញ្ជូនទៅមណ្ឌលសុខភាព ។
- កែលម្អអាងទឹក សំរាប់ប្រើប្រាស់តាមភូមិ អោយកាន់តែមានអនាម័យ ដោយធ្វើតំបអាង និង មាន កន្លែងបង្ហូរទឹកយកមកប្រើត្រឹមត្រូវ ព្រមទាំងលប់បំបាត់ភក់ជ្រាំឡើងវិញអាងទឹក ។
- រៀបចំអោយមានបង្គន់អនាម័យតាមភូមិ សំរាប់កម្មករនិយោជិត បានប្រើប្រាស់ដោយសមរម្យ និង មាន អនាម័យល្អ ។

៨-មន្ទីរសង្គមកិច្ចការងារ បណ្តុះបណ្តាលវិជ្ជាជីវៈ និង យុវនីតិសម្បទាខេត្ត ត្រូវចុះធ្វើអធិការកិច្ច ជាពិសេស លើការងារពលកម្មកុមារ អោយបានជាប្រចាំ ។

៩-មន្ទីរអប់រំយុវជន និង កីឡាខេត្ត ត្រូវបង្កលក្ខណៈអោយកុមារ ដែលកំពុងចូលរួមក្នុងសកម្មភាពអាជីវកម្ម កៅស៊ូ ហើយមានបំណងបន្តការសិក្សានៅតាមសាលាចំណេះទូទៅ សាលាអប់រំក្រៅប្រព័ន្ធ និង សាលាបណ្តុះបណ្តាល វិជ្ជាជីវៈផ្សេងៗទៀត ជាពិសេសចំពោះកុមារដែលបានផ្លាស់ទីលំនៅ ។



១០-ពេលអនុវត្តន៍ បើជួបការលំបាកពុំអាចដោះស្រាយបាន មន្ទីរ និង ស្ថាប័នពាក់ព័ន្ធ ត្រូវរាយការណ៍មក
គណៈកម្មការពលកម្មកុមារខេត្ត ដើម្បីដោះស្រាយបានទាន់ពេលវេលា ។

១១-សេចក្តីណែនាំនេះ មានប្រសិទ្ធភាពអនុវត្តន៍ ចាប់ពីថ្ងៃចុះហត្ថលេខាតទៅ ។

កន្លែងទទួល ៖

- ទីស្តីការគណៈរដ្ឋមន្ត្រី
- ក្រសួងមហាផ្ទៃ
- ក្រសួងសង្គមកិច្ចការងារ បណ្តុះបណ្តាលវិជ្ជាជីវៈ
និង យុវនីតិសម្បទា
- ក្រសួងអប់រំយុវជននិងកីឡា
- ក្រសួងកសិកម្ម រុក្ខាប្រមាញ់ និង នេសាទ
- ក្រុមប្រឹក្សាជាតិកម្ពុជា ដើម្បីកុមារ
- អនុគណៈកម្មការជាតិ ពលកម្មកុមារ
“ ដើម្បី ជួនប្រាប ”
- មន្ទីរសង្គមកិច្ចការងារ បណ្តុះបណ្តាលវិជ្ជាជីវៈ
និង យុវនីតិសម្បទាខេត្ត
- មន្ទីរអប់រំយុវជននិងកីឡាខេត្ត
- ចំការកៅស៊ូទាំងអស់ ក្នុងខេត្ត
“ ដើម្បី អនុវត្ត ”
- មន្ទីរ ស្ថាប័នពាក់ព័ន្ធ នៃគណៈកម្មការពលកម្មកុមារខេត្ត
“ ដើម្បី សហការអនុវត្ត ”
- ឯកសារ និង កាលប្បវត្តិ



**Guidelines On Prevention/ Elimination Of Child Labour To Hazardous Works
(RUBBER SECTOR) English Version**

KINGDOM OF CAMBODIA
NATION RELIGION KING

Child Labour Committee and other Forms
Of Commercial Exploitation of Children
In Kampong Cham Province
No:.....
Date:.....

**Announcement about the Proceeding
of elimination of child labour in the hazardous works in CHUP Rubber Plantation**

Kampong Cham Province has 7 rubber plantations (Chup, Krek, Peam Cheang, Me Mot, Ta Pao, Chamcar Ondoung, and Beoung Kek), was exploitation. And it shows that children were participants in CHUP rubber plantation as family works. Some children help their family works one for a while or part time works that they can regularly attending schooling. Other children work part time or full time, they have not time for their schooling and some works are hazardous works too.

Child Labour Committee and other forms of commercial exploitation to children in Kampong Cham province, have this announcement to help the proceeding of elimination the hazardous work of child labour to be better and more efficient, in order to guarantee the legal benefit to all party are relevant such as:

1. All rubber plantations in Kampong Cham that have child labour with any conditions should have a clear list of all the names and dates of birth of those children.
2. Absolutely, not allow all the children, who are under 12 years old to work in the rubber plantation, even in any farm.
3. For the children whose age is from 12 to 15 years old that works in the rubber plantation, have to be sure that the work is light, does not affect their health, bodies and psychological development of the children and not affect the schooling of children and vocational training that was limited by the authority.
4. For the employ of employee that have age from 15 to 18 years old, should guarantee that those works are not effect to the child health, morality of adult.
5. Absolutely, not allow all the children, who are under 18 years old to work in the rubber plantation, climb the ladder to chisel.
6. All rubber plantation employers, parents of the children who are age under 18 years old should help those children to have schooling in public school, non-formal and vocational training.
7. All rubber plantation employers have to provide the protection material to those children, such as working uniform, raincoat, boots, gloves...etc.
8. All rubber plantation employers have to provide enough clean drinking water to the workers/children in the rubber plantation-working sector.
9. Have to organize a First Aid Box, with the working sector and group leader in each working sectors to emergency aid, before sending to the health center.
10. Provide plastic ladder to the working children, it should be fit to the higher of rubber trees to chisel (because some plastic ladders have to add the bamboo in order to fit to the higher of chisel).
11. Re-organize the water basin in the villages to have more sanitation, cover of basin, draining water place, and eliminate the hold and muddy surrounding the water basin.

12. To build the toilet in each village for the workers/employees in order to have good sanitation in the village.
13. Provincial department of social affair, labour, vocational training and youth rehabilitation of Kampong Cham, have to practices of labour inspector through the principle of Ministry of Social Affair, Labour, Vocational Training and Youth Rehabilitation.
14. Provincial Department of Education, Youth and Sport, have to prepare/organize enough place for working children, that they want to continue their schooling in public school, non-formal and vocational training. Especially for the mobilize children (who more the residents), to continue their schooling as in the principle of Ministry of Education, Youth and Sport.
15. In case, face the difficulty that could not be solved, all department and rubber plantation should report it to the provincial child labor Committee and other forms of commercial exploitation to children, to discuss and find solutions on time.

Child Labour Committee and other forms of commercial exploitation to children in Kampong Cham province have very strong belief to the employers of rubber plantations, representation of all departments would pay more attention and good practices according of what was mention above.

This announcement has efficiency and practices from signing date.

Provincial Governor and Chairman Child Labour Committee and other Forms of Commercial Exploitation to Children

Receiver:

- Ministry of Interior (known)
- Ministry of Social Affairs, Labour Vocational Training and Youth Rehabilitation (known)
- Ministry of Education, Youth and Sport (known)
- Ministry of Agriculture, Forest and Fishing (known)
- National Council for Children (known)
- National Sub-Committee of Child Labour (known)
- Provincial Department of Social Affairs, Labour Vocational Training and Youth Rehabilitation (propaganda and practices)
- Provincial Education, Youth and Sport (propaganda and practices)
- All rubber plantation in Kampong Cham (propaganda and practices)
- Relevant institution of Provincial Child Labour Committee (propaganda and practices)
- Documents

KINGDOM OF CAMBODIA
NATION RELIGION KING

Kampong Cham Provincial
No.: 52Kampong Cham date: 29 May 2002

**Process of Formulation of Child Labour Committee
and other Forms of Commercial Exploitation to Children in Kampong Cham**

Provincial Governor

- In relation to Royal decree No. made in March 12, 1999. Concern about the delegation of the representative of Government, Municipality/provincial governors.
- In relation to Pass No. 031 made in February 15, 1994 of the Ministry of Interior. Concerned about the Right and administration of Municipality/provincial governors.
- In relation to sub-decree No. 56 made in June 28, 1999. Concerned about the Cambodia National Council for Children.
- In relation to decree No. 18 in April 10, 2000 of Cambodia National Council for Children. Concerned about the formulation of National Sub-Committee of Child Labour and other forms of commercial exploitation to children.
- According to the provincial necessary need.

Accomplishment

Article 1: Provincial Child Labour Committee and other Forms of Commercial Exploitation to Children are compounding by:

1. H.E. Mr. Cheang Om	Provincial Governor	PCCL chief
2. H.E. Mr. Thav Kim Long	1 st Deputy Provincial Governor	PCCL deputy
3. Mr. Touch Chay or Mr. Tout Bun Long	Director of Provincial Department of Social Affair, Labour, Vocational Training and Youth Rehabilitation	Permanent deputy
4. Mr. Hut Non	Director of Provincial Department of Education, Youth and Sport	Member
5. Ms. Khoung Sun Eang	Director of Provincial Department of Women Affair and Veteran	Member
6. Dr. Ngun Sim Ann	Director of Provincial Department of Public Health	Member
7. Ms. Chem SaVay	Director of Provincial Department of Rural Development	Member
8. Mr. Kong Chheoun	Director of Provincial Department of Agriculture, Forest and Fishing	Member
9. Mr. Thoug Sath	Director of Provincial Department of Information	Member
10. Mr. Shun Dy	Director of Provincial Department of Industry	Member
11. H.E. Mr. Mork Kim Hong	Grand Manager of Chup Rubber Plantation	Member
12. Mr. Min Sithat	Representative of Chup rubber plantation workers	Member
13. Mr. Hun Sopha	Representative of Chup rubber plantation workers	Member
14. Mr. Men Savan	KTO (NGOs)	Member
15. Mr. Chhea Shreang	LICADHO (NGOs)	Member
16. Mr. Kan Kongly	Chup commune chief	Member
17. Mr. Choung Pirun	Shoung commune chief	Member
18. Mr. E. Lay Theang	Vihea loun commune Chief	Member
19. Mr. Cheang Em Leng	Deputy-Director of Provincial Department of Social Affairs, Labour, Vocational Training and Youth Rehabilitation	PCCL Secretary

Article 2: Child Labour Committee and other forms of commercial exploitation to children has roles and responsibilities which are:

- To discuss on the activities, plan, policy, and other programs that were related to the hazardous of child labour for Kampong Cham province. According on the activities plan, national policy and other international standard that was ratified by the kingdom of Cambodia.
- To discuss and counsel to implementation of the hazardous works of child labor project, in CHUP rubber plantation. To encourage as the project owner and sustain of the project through the activities and plan of other relevant institutions.
- Recruit and counsel, and assent to the project, offer the program on child labour in terms of budget, contribution that were requested by the institutions, NGOs, community and other civil society to look for the support from NGOs, agencies and individual donors in terms of national program to eliminate the child labour and other forms of commercial exploitation to children.
- To discuss and counsel on the draft policy in national level and community base that involved with the child labour and relevant policy to social affairs and labour, educations and child public health.
- To discuss, facilitate, review and evaluate to all relevant programs of child labour, in CHUP rubber plantation, Kampong Cham that were cooperation with others related to this works.
- Report once every 3 months, to the national sub-committee of child labor and other forms of commercial exploitation to children of the National Council for Children and Ministry of Social Affairs, Labour Vocational Training and Youth Rehabilitation, and report to the government of Cambodia.

Article 3: Provincial child labour committee and other forms of commercial exploitation to children, use the Provincial Department of Social Affairs, Labour Vocational Training and Youth Rehabilitation as the Steering general secretarial. Budget for meeting and administration of Provincial Child Labour Committee and other forms of commercial exploitation to children is a part of the Kampong Cham Provincial Department of Social Affairs, Vocational Training and Youth Rehabilitation's budget. To contribute the program of elimination of hazardous work of child labour in CHUP rubber plantation.

Article 4: The representative of the United Nation and international and national NGOs and individuals that was interesting to participate as observer and join the meeting when has invitation from chairman of committee.

Article 5: Provincial child labour committee and other forms of commercial exploitation to children, has right to use seal/stamp of provincial hall.

Article 6: Every principle that is contrary to this process, are considered as to be repealed/abrogated.

Article 7: Kampong Cham provincial hall, offices and other relevant institutions, as in Article 1, should be achievement and effectiveness works. This process is completing performance from the signing date.

Provincial Governor

H.E. Mr. Cheang Om

Receivers:

- Ministry of Interior
- Ministry of Social Affairs, Labour Vocational Training and Youth Rehabilitation
- National Council for Children
- National Sub-Committee of Child Labour and other forms of commercial exploitation to children
- District governors (Known)
- 7 article "for implementation"
- Documents



KINGDOM OF CAMBODIA
NATION RELIGION KING

Child Labour Committee and other forms
Of Commercial Exploitation to Children
In Kampong Cham Province

Organizational Descriptions

On September 5, 2002. Provincial child labour committee and other forms of commercial exploitation to children have organized the meeting to adopt the organizational description as below:

- Article 1: Provincial child labour committee has to participate and join meeting according to the invitation of chairman of Provincial child labour committee.
- Article 2: Steering secretary of Provincial child labour committee has to send the invitation and other documents to the members of Provincial child labour committee at least 3 days ahead of limited date. Except, the special case that can't inform.
- Article 3: In case that the members of Provincial child labour committee can't come to join the meeting and send their representation they have to inform as writing or telephone to the steering secretary at less 24 hours a head of meeting.
- Article 4: Provincial child labour committee have regular meeting one time of 3 months and abnormal meeting is depending on the real situation, and processing through the meeting schedule. The meeting could be works, only if have the presence of more than half of the total members of the committee members.
- Article 5: Secretary of Provincial child labour committee has to record all meeting note, and provide it to all the committee members.
- Article 6: All the ideas of participant of Provincial child labour committee meeting, consider as the ideas of the self-department that was as the representatives.
- Article 7: The adoptions of the Provincial child labour committee have to apply by raise and or secret vote according to the chairman of the meeting.
- Article 8: The adoptions are depending on the decision of participants (50% + 1) of all Provincial child labor committee which was attending the meeting. In case, it has balance or same numbers of member are vote with two deference things, it has to revote again. If it is still equal it would be adoption by the chairman of the meeting.
- Article 9: Before the meeting end, the members of Provincial child labour committee can request and enter their next meeting schedule to the committee for review and adoption.
- Article 10: In case, it has the special needs, the chairman of Provincial child labour committee has right to exchange or adding more committee members.
- Article 11: This organizational description would be practiced and have efficiency from this meeting day of Provincial child labour committee.

Provincial governor and chairman of Provincial
Child Labour Committee and other Forms of
Commercial Exploitation to Children

Annex 2

NAMES AND ADDRESSES OF CONTACT PERSONS

National Level

- ILO-IPEC
Contact person: Mr. Theng Chhorvirith
Address: # 266, Street 63, Sangkat Tonle BassaK I
Khan Chamkarmon, Phnom Penh
- CLU-MoSALVY
Contact person: Mr. Khy Sarin
Address: # 28, Street 184, Sangkat Chey Chum Neas
Khan Daun Penh, Phnom Penh

Provincial Agencies/Partner NGOs

KAMPOT

- 1 PDoSALVY
Contact person: Mr. Doung Savann
Address: 1 Ou Sa Phea Village, Kampong Kandal Commune,
Kampong Bay District, Kampot
- 2 PDoEYS
Contact person: Mr. Kao Rith
Address: 1 Ou Sa Phea Village, Kampong Kandal Commune,
Kampong Bay District, Kampot
- 3 CCPCR
Contact person: Ms. Meng Chorvy
Address: No. 41, Street 16, Sovann Sakor Village, Kampong Kandal
Commune, Kampong Bay District, Kampot
- 4 Sector Coordinator
Contact person: Mr. Sao Kosal
Address: Center 2, Sangkat 3, Khan Mittapheap, Sihanouk Ville

SIHANOUKVILLE

- 1 PDoSALVY
Contact person: Mr. Sok Serey
Address: Sangkat 4, Khan Mittapheap, Sihanouk Ville
- 2 PDoEYS
Contact person: Ms. Som Khanda
Address: Center 2, Sangkat 3, Khan Mittapheap, Sihanouk Ville
- 3 CCBO
Contact person: Mr. Pao Vannak
Address: Ek Reach Street, Center 2, Sangkat 4, Khan Mittapheap,
SihanoukVille
- 4 Sector Coordinator
Contact person: Mr. Sao Kosal
Address: Center 2, Sangkat 3, Khan Mittapheap, Sihanouk Ville

KAMPONG CHAM

- 1 PDoSALVY
Contact person: Mr. Tout Bun Long
Address: 147, Soramorith Blve, Village 2, Khum Veal Vong
Kampong Cham
- 2 PDoEYS
Contact person: Mr. Koy Say
Address: Khum Kampong Cham, Kampong Cham District
Kampong Cham
- 3 KTO
Contact person: Mr. Men Savann
Address: Choung Law Village, Khum Soung, Tbong Khmum District
Kampong Cham
- 4 Sector Coordinator
Contact person: Mr. Seang Meng
Address: 147, Soramorith Blve, Village 2, Khum Veal Vong
Kampong Cham

