A manual to strengthen the production and use of information about child labour in Asia

CHILD LABOUR
Getting the message across

Regional Working Group on Child Labour
Child labour: Getting the message across

A manual to strengthen the production and use of information about child labour in Asia

Regional Working Group on Child Labour (RWG-CL)
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Compiled by: Judith Ennew with Dominique P. Plateau

Child labour: Getting the message across

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The Regional Working Group on Child Labour (RWG-CL) is a regional network of organisations composed of UN agencies, international non-governmental organisations and regional NGOs and networks that:

- Aims to support actions against the exploitation of children through labour, with special focus on the elimination of the worst forms of child labour as stated in the ILO Convention 182;
- Uses the United Nations Convention on the Rights of the Child as the framework and guiding principle in all actions on child labour in Asia;
- Emphasises prevention and addressing the root causes that contribute to the exploitation of children;
- Promotes and strengthens the participation of children in decision making and in interventions that affect their lives;
- Is committed to supporting key actors, at national and regional levels, who aim to strengthen capacity and self-reliance among children and their families.

The Regional Working Group on Child Labour works with a definition of child labour that is guided by the United Nations Convention on the Rights of the Child and focuses on the ILO Convention 182 on the worst forms of child labour.

RWG-CL makes a distinction between child work and child labour.

- Child work includes activities that are not harmful, which may contribute to the healthy development of a child;
- Child labour consists of all types of work, performed by children up to the age of 18 years, that is damaging to children’s health or their physical, mental, intellectual, moral or social development, and interferes with their education.

Included in the worst forms of child labour are all forms of slavery and practices similar to slavery, such as trafficking of children, bonded labour, serfdom and recruitment for armed conflict. Also included are the use of children in prostitution, pornography and illicit activities, such as drug production and drug trafficking, and any work in hazardous conditions, identified at national level according to the criteria in ILO Recommendation 190.

For further information about the legal basis of the RWG-CL definition of child labour, as well as the criteria for identifying the worst forms, GO TO Chapter 6 Key human rights documents in brief pages 263-269.
Contents

xiii Foreword

1 About this manual

3 Why this manual is needed
4 Who the manual is for, and how to use it
5 The way the manual is structured
7 Key case studies at a glance

9 Chapter 1 The basis: Children’s rights and child labour

10 What are human rights?
12 Are children’s rights different?
14 The UN Convention on the Rights of the Child
15 Child work and child labour
18 Children’s participation
20 Children-focused planning
22 Ethical issues in communication about child labour
24 Examples of harm caused by communications about child workers
26 Worksheet 1: Some definitions of human rights terms
31 Worksheet 2: Child labour
34 Worksheet 3: Street children
36 Checklist for Chapter 1

39 Chapter 2 Telling the story

42 Communication
45 Communication is a human rights issue
46 What message?
48 Audiences
49 Target audiences
What affects the way people receive messages?

Stages in changing behaviour

Advocacy, lobbying and raising awareness

Sending messages

You - the sender

Internal communication

External communication

The main channels of communication

What channel to use?

Advantages and disadvantages of different channels

Person-to-person

Drama

Your own visual media

Videos

Photographs

Children’s drawings

Your own print media

Publicity materials

Mass media

Newspapers

Radio

Television

Press conferences

Evaluating mass media coverage

Mass media and ethics

Case studies

Information technology

CD-ROM

The Internet

Worksheet 4: What is your message?

Worksheet 5: Adapting your message

Worksheet 6: Telling a story

Worksheet 7: Writing a press release

Worksheet 8: Who are your mass media contacts?

Worksheet 9: Getting started on the Internet

Worksheet 10: Building web pages

Checklist for Chapter 2
Chapter 3 Meeting communication challenges

- Improving information
  - Information centres
  - Other people’s information centres
  - New information
- Capacity building
- Involving children
- Fundraising
  - Main sources of funding
- Worksheet 11: Audit of resources
- Worksheet 12: Do you need to do research?
- Worksheet 13: Capacity building needs
- Checklist for Chapter 3

Chapter 4 Planning communication for child labour organisations

- Plans and strategies
  - Making a strategy plan
  - Where are you now?
  - Your child labour communication up to now
  - What resources do you have?
  - Know your mass media
  - Where do you want to go?
  - Aims and objectives
  - How are you going to get there?
  - Choosing your messages
  - Choosing your audiences
  - Choosing your channels
- Resources
  - Developing the materials you will use
- Piloting
  - How well are you succeeding?
  - Monitoring
  - Indicators
  - Evaluation
Chapter 5  Planning communication for child labour groups

Points to think about in group development
‘Forming’
‘Storming’
‘Norming’
‘Performing’
Teamwork
Decision making
Problem solving in and by groups

Communicating as a group
Internal communication
External communication

Networks and networking
Planning as a group
Where are we now?
Where do we want to go?
How are we going to get there?
How well are we succeeding?

Ethical issues for child labour groups

Worksheet 20:  Your networks

Checklist for Chapter 5
Chapter 6 What to use

Evaluating and adapting resources
Choosing resources
Assessing resources
Adapting materials

What resources are available?
Organisations
Written materials
Visual materials
Electronic resources
CD-ROM
Web pages

Further reading
Key human rights documents in brief
Human rights documents for children
UN Convention on the Rights of the Child, 1989
ILO child labour legislation
Education
More general documents related to the worst forms of child labour
Forced labour
Slavery
Trafficking in women and children
International Criminal Court

Glossary

Index
List of information boxes

About this Manual

Box 1 page 2 Global and regional child labour estimates
Box 2 page 4 Who needs to hear the child labour message?

Chapter 1

Box 3 page 10 Using human rights
Box 4 page 13 What human rights instruments say about child work and child labour
Box 5 page 15 Asian perspectives on child labour
Box 6 page 19 Children’s participation
Box 7 page 20 Children in focus
Box 8 page 23 Informed consent
Box 9 page 24 Ruthless rhetoric

Chapter 2

Box 10 page 42 Some key definitions used in this chapter
Box 11 page 44 Fitting the information to the audience
Box 12 page 45 The communication process
Box 13 page 47 ‘Background noise’
Box 14 page 47 Messages that communicate well
Box 15 page 52 Factors that affect how audiences receive messages about the dangers of child labour
Box 16 page 53 Stages of behaviour change
Box 17 page 55 Raising awareness
Box 18 page 61 Everyday communication
Box 19 page 62 What do child labour organisations publish?
Box 20 page 64 Person-to-person channels of communication for children rights in Viet Nam
Box 21 page 69 Getting informed consent
Box 22 page 70 Unacceptable images
Box 23 page 74 Designing print material
Box 24 page 78 Understanding mass media
Box 25 page 80 What is news?
Box 26 page 84 Key principles of television communication
Box 27 page 87 The contents of a press pack
Child labour: Getting the message across

Box 28 page 92 Ethical issues in dealing with mass media contacts
Box 29 page 95 Definitions of some ‘Information Technology’ words
Box 30 page 102 Using Internet and e-mail

Chapter 4

Box 31 page 155 Some key definitions in this chapter
Box 32 page 178 Developing an indicator

Chapter 5

Box 33 page 211 Conflict resolution in group formation
Box 34 page 216 Practical suggestions for group or network meetings
Box 35 page 217 International meetings
Box 36 page 225 Building national alliances
Box 37 page 227 Caution with networks
Box 38 page 230 Challenges for network coordination
Box 39 page 234 Things to think about in ethical guidelines
## List of example boxes

**About this Manual**

<table>
<thead>
<tr>
<th>Box</th>
<th>Page</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>4</td>
<td>Why raise awareness?</td>
</tr>
</tbody>
</table>

**Chapter 1**

<table>
<thead>
<tr>
<th>Box</th>
<th>Page</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>16</td>
<td>Defining hazardous labour in Ho Chi Minh City: Children’s views and adults’ views</td>
</tr>
<tr>
<td>3</td>
<td>18</td>
<td>Work we can and cannot do, by the children of Balkur, India</td>
</tr>
<tr>
<td>4</td>
<td>21</td>
<td>Children in focus in rural Sri Lanka</td>
</tr>
</tbody>
</table>

**Chapter 2**

<table>
<thead>
<tr>
<th>Box</th>
<th>Page</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>41</td>
<td>Self-awareness: Child workers benefit from communication about child labour</td>
</tr>
<tr>
<td>6</td>
<td>41</td>
<td>Media can be used to protect child workers</td>
</tr>
<tr>
<td>7</td>
<td>48</td>
<td>Matching the message and the audience: Differences in adult and child perceptions</td>
</tr>
<tr>
<td>8</td>
<td>49</td>
<td>Three different audiences: The same message</td>
</tr>
<tr>
<td>9</td>
<td>50</td>
<td>Words, words, words...</td>
</tr>
<tr>
<td>10</td>
<td>55</td>
<td>Parliamentary lobby for child rights in Sri Lanka</td>
</tr>
<tr>
<td>11</td>
<td>59</td>
<td>Person-to-person communication: Lalitha’s story from Bhima Sangha</td>
</tr>
<tr>
<td>12</td>
<td>66</td>
<td>Using drama in Cambodia</td>
</tr>
<tr>
<td>13</td>
<td>72</td>
<td>Comic books in Cambodia</td>
</tr>
<tr>
<td>14</td>
<td>75</td>
<td>Bhima Magazine</td>
</tr>
<tr>
<td>15</td>
<td>77</td>
<td>Thai Child Labour Club newsletter</td>
</tr>
<tr>
<td>16</td>
<td>79</td>
<td>Print Media in Viet Nam</td>
</tr>
<tr>
<td>17</td>
<td>81</td>
<td>Vietnamese radio</td>
</tr>
<tr>
<td>18</td>
<td>83</td>
<td>‘We are on the radio’</td>
</tr>
<tr>
<td>19</td>
<td>84</td>
<td>Television in Viet Nam</td>
</tr>
<tr>
<td>20</td>
<td>89</td>
<td>Lessons learned on media coordination by the Global March against child labour</td>
</tr>
<tr>
<td>21</td>
<td>90</td>
<td>A successful mass media campaign: How the media helped Pagsanjan in the Philippines deal with child prostitution</td>
</tr>
</tbody>
</table>
Chapter 3

Box 27 page 128 Solving problems caused by the political environment
Box 28 page 132 Systematic documentation
Box 29 page 133 Research design is part of overall planning
Box 30 page 138 Lessons learned from experiences involving children’s participation in research

Chapter 4

Box 31 page 158 Planning in Nepal: Stage 1
Box 32 page 160 Assessing the obstacles to communication about child labour in Myanmar
Box 33 page 162 Two cases of children being involved in planning
Box 34 page 164 Planning in Nepal: Stage 2 Aims for integrated service provision and communication
Box 35 page 167 Planning in Nepal: Integrated methods to meet service provision and communication aims
Box 36 page 172 Testing pictures for communication in Nepal
Box 37 page 172 Informal feedback on the Global March
Box 38 page 178 Long-term indicators for the Global March against Child Labour

Chapter 5

Box 39 page 209 Forming a group with a common purpose: Global March history
Box 40 page 211 Strength in numbers?
Box 41 page 211 Building a common platform
Box 42 page 212 Social Alliance/Network Building
Box 43 page 221 Changing functions of a group newsletter: Child Workers in Asia
Box 44 page 223 Communicating through network newsletters
A leading trend in recent social development strategies has been collaborative interventions that maximise the use of available expertise and resources to address specific problems, such as child labour. In this respect, the importance of communicating and sharing information has never been greater or more relevant. This resource manual, Child Labour: Getting the message across, provides an excellent example of collaboration in the process by which it was developed, the issues it covers, and its contribution to addressing the challenges of child labour in Asia.

Child Labour: Getting the message across was commissioned by the Regional Working Group on Child Labour (RWG-CL) with the aim of strengthening regional capacity among individuals, organisations and networks for information exchange on child labour. It is based on recommendations made by participants in a regional survey as well as in a Forum on Strengthening Information Exchange on Intolerable Forms of Child Labour. These activities were organised by RWG-CL in 1999 and involved 113 organisations working in nine countries in South and Southeast Asia. Thus the manual responds to the expressed regional need for more efficient child labour information networking among practitioners, together with capacity building in the production and use of information about child labour. In addition it uses children’s rights as the foundation for establishing ‘good practice’ in the production and use of child labour information.

Rather than being a ‘how to’ manual this is a guide to resources that can be used for communicating about child labour in South, East and South East Asia. It is a tool for practitioners in the child labour field who need to get a message across to a variety of audiences in order to promote their work, but who may not have a background in communication. Indeed communication may well be only part of their job. Thus the manual has been designed with their needs in mind, and is designed to be an easy-to-use reference tool in everyday work rather than a book to be read from cover to cover.

The principle of collaboration extended to the way the manual was produced, because it is the result of combined thought and writing by many individuals. The final text was compiled by Judith Ennew with Dominique P. Plateau under the supervision of a RWG-CL reference group, based on initial input by Marsha McCoskrie. During the writing process, the manual
benefited from the assistance of Le Thi Minh Chau, Soulivanh Sithprasay and Chongcharoen Sornkeaw, as well as a large number of reviewers. The language, layout and style have been subjected to critical review with respect to their suitability for readers who are practitioners, as well as with ease of translation in mind. Structure and content are also the work of many hands, taking advantage of material shared in the 1999 survey and forum as well as drawing on the generosity of RW G-CL members, partners and colleagues who willingly shared experiences, illustrations and information. This ensures that the manual is grounded in the realities of organisations working with child labourers in Asia. In this respect we are particularly grateful to Anti-Slavery International for materials related to the Global March Against Child Labour, Bhima Sangha for permission to use part of the wall newspaper Bhima Patrike, the Cambodian League for Promotion and Defence of Human Rights (Licadho) and Sri Lanka Interactive Media Group-Colombo for additional material used in example boxes.

The RW G-CL reference group that technically supervises the project wishes to thank all those who, directly and indirectly, made the production of this manual possible. We hope that Child Labour: Getting the message across will become recognised and, more importantly, used as a valuable resource document that effectively supports organisations in the region in their efforts to address child labour and eliminate its worst forms.

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RW G-CL

**Margie de Monchy**  
UNICEF EAPRO

**Susanne Schroth**  
ILO-IPEC SRO SEA

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The content of this manual does not necessarily reflect the views of all the RW G-CL constituent members.
About this manual

“
The world should have outgrown the many forms of abuse labouring children endure. But it hasn’t.
”

More children work in Asia than on any other continent. Although no one can be sure of the exact number, the scale of child labour in Asian countries means that it is a problem that must be addressed now. Some child workers are all too visible, selling flowers in restaurants at night, toiling in the fields instead of going to school, dodging the traffic to sell newspapers. Others are hidden in houses as domestic servants, in sweatshops stitching footballs or garments for export, in brothels as prostitutes.

Information about both visible and invisible forms of child labour is increasingly available. This information needs to be put to work to raise awareness among politicians, the public and parents; to engage adult workers, trades union members and employers in campaigns to protect children from exploitation; to mobilise social groups (including children) in the fight against child labour. Information on its own is not enough. It needs to be put to use. It needs to be communicated to a variety of audiences from politicians and trades unions to employers, parents and children. People sometimes use warlike words to talk about ‘combating’ or ‘fighting’ child labour. In that case, information might be thought of as providing the weapons but communication could be the battle that will win the war.

| Global and regional child labour estimates (1996, children aged 5-14 years) |
|----------------------------------|---------|---------|---------|
| **Region**                      | **Total** | **Boys** | **Girls** |
| World (number in millions)      | 250     | 140     | 110     |
| Region (percentage share)       |         |         |         |
| Africa                          | 32%     | 56%     | 44%     |
| Asia                            | 61%     | 54%     | 46%     |
| Latin America                   | 7%      | 67%     | 33%     |
| Oceania                         | 0.2%    | 57%     | 43%     |


This manual sets out to show ways of sending messages about child labour to a variety of people, to change attitudes and improve children’s lives. It is based on experiences in various Asian countries, but aims to give general guidelines that will be useful in many societies and cultures. It covers the production and use of information on child labour with respect to:

- Raising awareness about the exploitation of working children;
- Making and improving policies about child labour;
• Implementing policies on child labour;
• Increasing information about child work and child labour;
• Developing and using better sources of information about children’s work.

The manual concentrates on the resources available, together with ways of producing and managing them, rather than being a ‘how to’ manual. In order to do this, the manual:

• Is based on children’s rights;
• Aims to build capacity, especially in communication and information exchange;
• Is children-focused.

The chapters cover an introduction to children’s rights and child labour, an overview of communication theory and practice, overcoming common challenges identified by the Regional Working Group on Child Labour (RWG-CL), developing communication support, and strategic planning in communication for organisations and for groups of organisations. It concludes with a chapter on how to identify, access and use some key resources for communicating your messages on child labour.

Why this manual is needed

In 1999 RWG-CL carried out a survey of 113 organisations in East and Southeast Asia that provide and use information on child labour. It also organised a forum on strengthening information exchange on intolerable forms of child labour. This manual is a response to the needs expressed during and following these activities for:

• More efficient child labour information networking among practitioners in the region;
• Capacity building in the production and use of information about child labour in the region;
• Using children’s rights as the basis for establishing ‘good practice’ with respect to the production and use of child labour information.

The manual thus has the aim of strengthening regional capacity among individuals, organisations and groups for information exchange on child labour.
Why raise awareness?

In addition to law enforcement, community-based groups need to work with enterprise owners and local authorities to improve the working conditions of some child labourers. Increasing awareness among the general public in Viet Nam about the situation of working children should be part of any strategy to expose the abuse and exploitation of certain types of child labour and to set standards of what is acceptable employment. The general public in Viet Nam does not usually consider child labour in itself as ‘wrong’. Therefore awareness raising should be focused on the most abusive forms of child labour, out of which potential public support for change is more likely to emerge. There is also a need to raise the awareness of parents about the negative effects of some forms of labour on their children’s development.

Who needs to hear the child labour message?

It’s really hard to change social values. So we have to work hard in order to get the public to take more interest in helping us: the government sector, the private sector, civil society and NGOs.

Who the manual is for, and how to use it

This manual is intended for use by individuals, organisations and networks that produce and use child labour information within the region served by RWG-CL. As users you will have various levels of experience in, and resources for, communication, but:

- You will all be seeking more information and new ideas on how to get messages about child labour across to the public and to policy makers;
• You will share the common aim of using information to help eliminate the worst forms of child labour.

Most of the people for whom this manual is designed will not have ‘communication’ as the whole of their job. You will get more out of it by using it as a tool, rather than by reading it as a book. You will not have to put aside an evening or weekend to read it. You can read and work your way through it at different times, when you have spare moments, although it would be best if you try to put aside time on a regular basis – ideally sharing these periods with colleagues, indeed some worksheets are designed as group activities.

Every individual who reads this manual will have a different background and different skills. Sometimes you will be able to skip chapters or sections because the information is familiar, but at other times you may need further information. The GO TO symbol in page margins shows where to look for more information within the manual if you need, or want, to do so.

Start at the beginning, but then use the advice to structure your own study. Leave out the sections you know about, although you may want to refresh your mind later and the sections will remind you when this might be useful.

As you work through the manual it will be useful to keep the worksheets, checklists and any notes you take in a Communication Strategy Folder. This will help you to organise your ideas for developing a communication strategy plan towards the end of the manual in Chapter 4.

The way the manual is structured

The manual is organised to help you build your understanding of communication, and to use this as the basis of communication strategies in your work to eliminate the worst forms of child labour. By working through the manual at your own pace, according to the needs and resources of your own organisation, you should be able to build up the information and skills you need. By the time you reach Chapter 4, on planning a communication strategy, you should already have most parts of your own strategy ready to be fitted together.

The first five chapters of the manual are all structured in the same way:

• Objective of the chapter: what it sets out to achieve;
• What you should expect to know at the end of the chapter;
• Explanation and information, including two kinds of ‘boxes’, which can be clearly identified by symbols:

**Information boxes:**

These contain background information to support your work. The content varies from facts to quotes to summaries of important points. Information boxes should increase your knowledge, and may be useful for building capacity in your organisation;

**Example boxes:**

Key examples of communication about child labour in practice. Most of these are from Asian countries, but some are regional or international. To make the manual easier to follow, seven key cases are used throughout the text. These are presented at the end of this introduction – ‘Key case studies at a glance’.

References to the source of the information or example are given at the end of each box, and, in most cases, further information about the source will be found in Chapter 6 ‘What to use’.

**Worksheets:**

Each chapter ends with one or more worksheets. Some can be used to guide your own personal study. Others are intended to be photocopied and used for group work, either with your colleagues or as part of your own communication strategy development. There are 20 worksheets in total, each with a different task. Some may direct you to further study, some will help you to think through some basic ideas, others will take you through the steps for building part of a communication strategy. There is no need to use all the worksheets, or to work through them in the order they appear in the manual. Use those that will help your work, and adapt them where necessary to fit the needs of you and your organisation.

**Checklists:**

The first five chapters each end with a checklist to help you work systematically through the manual and put it to use in your own work. The checklists are tools for you to revise what you have found
out from reading the chapter, as well as to guide you to think about what to do next.

The final chapter is called ‘What to use’. It provides details on how to find further sources of information and support, how they may be put to use and how to decide if they are suitable for your current work.

**Key case studies at a glance**

Most of the Example boxes show how messages have been communicated about child labour in Asian countries. Some examples are referred to more than once. This table gives basic information about seven key case studies, each of which is used in the manual to provide examples of different kinds of communication work. The work described in the case study may not be the only activity carried out by the organisation.

<table>
<thead>
<tr>
<th>Where</th>
<th>Name</th>
<th>Main activities</th>
<th>Where to find out more</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>National scope</strong></td>
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<tr>
<td><strong>Nepal</strong></td>
<td>Educational Endeavours of Child Workers in Nepal</td>
<td>Community based programme to raise awareness among children and their communities of various types of child labour and the means available to combat it</td>
<td>Child Workers in Nepal (CWIN), PO Box No 4374 Rabi Bhawan, Kathmandu Tel:+977-1-278-064/282 2255 Fax:+977-1-278016 E-mail: <a href="mailto:cwin@mos.com.np">cwin@mos.com.np</a></td>
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<td><strong>Viet Nam</strong></td>
<td>Save the Children UK</td>
<td>Participatory information gathering by international NGO and local partners, with recommendations and providing information for advocacy and other actions</td>
<td>Save the Children IUK, 218 Doi Can, Hanoi Tel: +84-4-8325319 Fax: +84-4-8325073 E-mail: <a href="mailto:sckukan@netam.org.vn">sckukan@netam.org.vn</a></td>
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<td><strong>Cambodia</strong></td>
<td>Ayai theatre group</td>
<td>Cambodian League for Protection and Defence of Human Rights (LICADHO), Ayai theatre group national tour of drama written and presented by girls rescued from brothels, organised by network of NGOs. Comic books on child rights and child labour.</td>
<td>LICADHO, No 103 Street 97 Phnom Penh Tel: +855-23-364901 Fax: +855-23-364901 E-mail: <a href="mailto:licadho@camnet.com.kh">licadho@camnet.com.kh</a></td>
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<tr>
<td>Where to find</td>
<td>Regional scope</td>
<td>Asian scope</td>
<td>Global scope</td>
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<tr>
<td>---------------</td>
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<td><strong>Regional scope</strong></td>
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<tr>
<td>India</td>
<td>Bhima Sangha</td>
<td>Regional publicity and action including networking, publications, CD ROM and web page.</td>
<td>The Concerned for Working Children (CW C), 303/2 LB Shashtri Nagar Vimanapura Post, Bangalore, India 560017 Tel: +91-80-523-4611 Fax: +91-80-523-5034 E-mail: CW <a href="mailto:C@pobox.com">C@pobox.com</a> <a href="http://www.workingchild.org">http://www.workingchild.org</a></td>
</tr>
<tr>
<td>Asia</td>
<td>Child Workers in Asia</td>
<td>Regional publicity and action including networking, publications, CD ROM and web page.</td>
<td>Child Workers in Asia PO Box 29 Chandrakasem Post Office Bangkok 10904 Tel: +62-2-930-0855 Fax: +66-2-930-0856 E-mail: <a href="mailto:cwanet@loxinfo.co.th">cwanet@loxinfo.co.th</a> <a href="http://www.cwa.tnet.co.th">http://www.cwa.tnet.co.th</a></td>
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<tr>
<td>Asia</td>
<td>Regional Working Group on Child Labour</td>
<td>Working group in Asia contributing to cooperation, coordination and capacities of organisations involved in combating child labour.</td>
<td>Samsen Court, Room 1, 1056/4 Nakorn Chaisri Road, Dusit, Bangkok, 10300, Thailand Tel: +66-2-243-2266 Fax: 66-2-669-3073 E-mail: <a href="mailto:rwg@loxinfo.co.th">rwg@loxinfo.co.th</a></td>
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<tr>
<td>Global scope</td>
<td>World</td>
<td>Worldwide campaign and activities, involving activists, human rights campaigners and children, organised through international network of NGOs.</td>
<td>Anti Slavery International, Thomas Clarkson House The Stableyard, Broomgrove Road, London SW9 9TL Tel: +44-207501-8920 Fax: +44-207738-4110 E-mail: <a href="mailto:antislavery@antislavery.org">antislavery@antislavery.org</a> <a href="http://www.antislavery.org">http://www.antislavery.org</a></td>
</tr>
</tbody>
</table>
Chapter 1

The basis: Children’s rights and child labour

“Child labour has emerged as one of the most important global issues of our time.”

International Labour Organisation, 1999
Children’s rights are the basis of this manual. Any campaign against child labour will be more successful if it can point to violations of legal standards. International children’s rights laws provide a set of standards agreed by many different countries. In order to use them effectively it is worth taking some time to understand what they say and how they work.

### Using human rights

Using human rights systems as part of your overall campaign has a number of advantages:

- Information and statements from official reports can be used to support your campaign;
- International monitoring bodies may provide conclusions and recommendations that you can use to back up your case;
- Questions raised outside your own country can provide powerful publicity about local injustices;
- Participation in human rights provides opportunities for international networking.

### What are human rights?

The idea that every human being has the same rights is about 200 years old, beginning with the French and American Revolutions. The original draft for the American Declaration of Independence began with the words ‘We hold these truths to be sacred and inalienable: that all men are created equal and independent, that from equal creation they derive rights inherent
and inalienable, among which are the preservation of life, liberty, and the pursuit of happiness’. But it is worth noting that when this statement was first made rights did not apply to women, slaves or children.

The United Nations system is the basis for most of the human rights laws now in use, starting with the Universal Declaration of Human Rights in 1948. This made it clear that nations belonging to the UN system can protest when they see rights being violated in other countries.

The standards of human rights law cannot always be met unless the political system is stable and economic resources are sufficient. Governments need to be just and also to provide equally for everyone. Unequal distribution of wealth underlies injustice and violation of rights. This also applies to inequality between nations. Poverty and unfair use of resources can lead to ignorance, illiteracy, disease, malnutrition, inadequate housing, unemployment and other social ills. So it is recognised that, although human rights standards cannot always be fulfilled immediately, states have the duty to work progressively towards achieving them.

All international human rights laws are interconnected, whether they are global, regional or national, or whether they focus on specific issues (such as torture) or groups (such as migrant workers or women). They supplement and complement each other and draw their inspiration from the 1948 UN Declaration of Human Rights. Rights are indivisible.

Human rights laws are first drafted by representatives of governments that are members of the relevant international treaty body – such as the United Nations. Once a final draft is agreed it is presented to a meeting of the General Assembly. If it is agreed, or ‘adopted’, at this meeting the law is regarded as a treaty or agreement between all member states. But it will still need to be signed by each government, to say that they agree with what it says and that they will try to amend their national laws to meet the same standards.

When a second signature, (‘ratification’ or ‘accession’), is provided, the law becomes ‘binding’ – it applies to the country involved. But the law itself cannot be used internationally until a set number of countries have ratified. The number of ratifications is stated in the law. Once this number is achieved the law is said to have ‘come into force’. It may take years for this to happen, or for enough countries to be involved for the law to really take effect. For example, Convention 138 of the International Labour Office
(ILO), which sets the lowest ages at which children can be allowed to work, was adopted in 1973. It needed two ratifications in order to come into force - and this did not happen for two years. By 1994 only 46 countries had ratified. But there has been so much international concern about child labour in the past decade that by 2000 the number had more than doubled - which illustrates the importance of raising awareness.

Once a country has ratified a piece of human rights law it has certain obligations. These include reporting regularly to a committee that will have been established to monitor how the law is being ‘implemented’ or put into practice.

To learn more about human rights and international law
GO TO Worksheet 1 Some definitions of human rights terms page 26.

Are children’s rights different?

Children are human beings, so why do they need special rights? The answer is that they have all the same rights as adults. But children need additional rights because they:

- Are still growing, and usually smaller;
- May not know as much about the world;
- May not be able to use language as well;
- Have less power than adults.

International law recognises that children require extra protection from abuse and exploitation, as well as the provision of special services so that they can be healthy and develop their individual potential. For example the Geneva Conventions on armed conflict give children special protection in time of war and the Convention on the Rights of the Child provides detailed rights to health care and education. In addition, it is now recognised that children have the right to have their opinion taken into account when adults make decisions for them.

Thus all adults have the duty to provide for children, listen to their opinions and protect them. But many adults take advantage of children’s lack of power and find it easy to take decisions without asking for their views, as well as to abuse them and exploit them. Children find it difficult to say ‘No’
to adults, which makes them open to mistreatment. Communicating information about their rights can help children protect themselves and tell adults that child labour is against international and national laws. Child labour has been a concern for many countries for nearly two centuries. International, intergovernmental conventions and recommendations about child labour have existed since 1919, the most important in current use being Convention 138 of the ILO, Article 32 of the United Nations Convention on the Rights of the Child and Convention 182 of the ILO. But child labour remains, in spite of this legislation. Employers, communities, parents and children often do not know about the human rights laws and standards that apply to children. Raising awareness is a means of protection.

To find out more about the international laws relevant to child labour
GO TO Chapter 6  Key human rights documents in brief page 263
AND Information box 4  page 13
AND Worksheet 1  Some definitions of human rights terms page 26.

What human rights instruments say about child work and child labour

• ILO Convention 138, which was adopted by the International Labour Conference in 1973, says in Article 2(3) that the minimum age for admission to employment ‘shall be not less than the age of completion of compulsory schooling and, in any case, shall be not less than 15 years’. Article 3 (1) states than ‘The minimum age for admission to any type of employment which by its nature or the circumstances in which it is carried out is likely to jeopardize the health, safety or morals of young persons shall be not less than 18 years.’ By September 2000, this Convention had been ratified by 100 countries.

• Article 32 of the Convention on the Rights of the Child, adopted by the General Assembly of the United Nations in 1989, provides for ‘the child to be protected from performing any work that is likely to be hazardous or to interfere with the child’s spiritual, moral or social development.’ States that have ratified the CRC are obliged to take measures to provide minimum age legislation, regulation of hours and conditions and appropriate penalties so that this right becomes a reality.
Contribution 182 adopted by the International Labour Conference in 1999, defines the worst forms of child labour as:

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

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

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

d) work which, by its nature or the circumstances in which it is carried out, is likely to harm the health, safety or morals of children.

The UN Convention on the Rights of the Child

In 1989 the General Assembly of the United Nations adopted the Convention on the Rights of the Child (CRC), which makes it clear that all children have the same rights as adults and also adds distinct rights that apply to all human beings under the age of 18 years:

• Provision for growth and development – through health and education services;
• Protection against exploitation and abuse;
• Participation in decisions made on their behalf.

The way these rights are interpreted depends on the age and maturity of children, but one of the most important principles is that adults should promote the ‘best interests’ (maximum welfare) of a child or a group of children, before considering the concerns of adults. This means taking children’s opinions into account wherever possible.

In the decade since it was adopted the CRC has had three main effects:

• Children are seen as subjects of rights, with their own ideas and opinions;
• Children are seen as people who contribute to society, rather than objects of concern or passive victims;
• More and better information is sought about all aspects of children’s lives.

A further outcome has been the development of a wide range of new international human rights agreements concerning children that extend or support the standards set out in the CRC. Some of these include special provision for children working as prostitutes or soldiers. Others deal with juvenile justice, which is very important for the children known as ‘street children’, or with the right to education, which is so often denied to working children. Some general human rights legislation also protects children as workers alongside adults. For example, legislation against slavery as well as forced labour and bonded labour applies to child labour, while agreements to suppress trafficking are intended to protect all people, of any age.

Throughout this manual the whole of the CRC is taken to be basic to communication about child labour. But, in addition, the two key principles of the best interests of the child and child participation are constant points of reference. It cannot be said too often that when we communicate on behalf of children we need constantly to remind ourselves that whatever we do or say must be for the benefit of children and also take children’s perspectives, experiences and opinions into account.

To find out more about international human rights laws on child labour
GO TO Chapter 6 Key human rights documents in brief pages 263-269.

**Child work and child labour**

Working children have been a topic of concern for many years, particularly for governments. Countless studies have been carried out and numberless campaigns launched.

**Asian perspectives on child labour**

People from this region come from different traditions. The industrial revolution is not part of our background in our countries.
There is a distinction between the work that facilitates development and work that hinders development. For example, there is a difference between a child working in the fields side by side with his father and a child doing repetitive work in a factory setting. These concepts come from two different cultures and backgrounds that influence the understanding of labour and work.

Child work and child labour are now the subject of discussions in children’s rights debates as well as within the traditional sphere of child welfare. Yet the distinction between work and labour is made in different ways by different agencies, and includes some vague terms such as ‘hazardous’, ‘worst’ and ‘intolerable’. Descriptions of child work are used to make policies and fuel campaigns, even though this information is often collected and presented in ways that cannot be compared between different times and places.

In Asia as elsewhere, it is important to take into account traditional ideas about what children should do in debates about child labour, especially in rural areas.

Children and adults may have very different ideas about what work is hazardous at what ages.

**Defining ‘hazardous labour’ in Ho Chi Minh City: Children’s views and adults’ views**

Work preferences for children differ widely between groups of children and between adults and children. In general, children prefer to work in jobs that have a high degree of freedom, such as selling lottery tickets, whereas parents prefer their children to be supervised to ensure they are safe and do not get into trouble. Children are more concerned about working with friends than about potential hazards and risks posed by a particular job. Work preferences differ between particular groups of children. For example, older girls prefer not to work on the dumpsite, whereas this is a favoured job of many other children....
The conflicting views of children and adults with regard to preferences in work illustrate some of the difficulties of defining hazardous and exploitative child labour.

Many organisations and individuals have tried to draw a line between work that is good for children because it gives them skills they will need as adults and what the ILO now calls ‘the worst’ forms of child labour. One problem is that the difference between ‘work’ and ‘labour’, which makes sense in English, does not always translate exactly into other languages. The members of RWG-CL have agreed on a definition, which should help to guide your communication activities.

To read the RWG-CL definition of child labour
GO TO page i.

One group of working children that has proved particularly difficult to define is so-called street children. The small number of children who live and work on the street out of contact with their families receives a large amount of attention. They are very easy to photograph, write about and raise funds for. This draws attention away from groups of children who are less visible and not so exciting to write about and photograph.

A major challenge for communication is to raise awareness about the kind of child work that fails to hit newspaper headlines but in fact affects large numbers of children. In Asian countries this includes:

- Child domestic workers;
- Children working in agriculture;
- Children who do housework and child care so that their parents can go out to work;
- Child bonded labourers;
- Children in unregulated workshops;
- Child commercial sex workers.

To help you define child work, child labour and street children for your own work
GO TO Worksheet 2 page 31
AND Worksheet 3 page 34.
**Work we can and cannot do, by the children of Balkur, India**

**Children aged 15-18 years can serve food in hotels**

We have the required physical strength. We can do this work if the place of work is within 10 kms from our homes and we can return home every day.

If boys work in other peoples hotels for not more than eight hours a day then it is not harmful.

If girls work on their own (in their parents' hotels) for eight hours a day then it is not harmful. But it is harmful for girls to work in other people's hotels, because there are both physical and moral risks involved.

If we work in a hotel, whether our parents' or other peoples, at the cost of our education, it is harmful.

**Children aged 10-15 years cannot serve food in hotels**

We lack the physical ability and adequate information. We lack the strength, experience and skills required to do this work.

If we make mistakes, such as dropping or breaking dishes or spilling food (which is likely) we will be mistreated by an employer.

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**Children’s participation**

The CRC is part of a new approach to children that often appears to contradict traditional Asian ideas about childhood. As in most other parts of the world, adults in Asian countries tend to think that children should obey them without question. Children are not involved in decisions in families and communities, because it is believed that they do not know enough to be able to make informed judgements. But the CRC points out that children are subjects of rights and that their opinions must be taken into account in all decisions taken on their behalf, although it also takes into account the diverse skills and understanding children have at different ages and according to different experiences of life. It also says that adults are obliged to help children express their opinions, using various methods such as drawings and role play, so that they do not have to rely entirely on language skills.
The right to participate is especially important for working children, because of the roles and responsibilities they have in economic and family life. Many working children show exceptional maturity and feel proud of the contribution they make to their families. Yet many also express the wish for access to education – or to better quality education. Some organisations of working children have also expressed the wish to be allowed the right to work – but in dignified and decent conditions and for fair wages, rather than being abused and exploited.

Sometimes people fear that children’s right to participate means letting children do whatever they want. But this is not the case. Adults have the duty to:

- Take children’s opinions into account;
- Help them to express their opinions;
- Take their opinions seriously;
- Judge the validity of their opinions in the light of the children’s age and maturity;
- Take decisions jointly with children, explaining the choices available and the reasons for the decision, in ways that children can understand.

Thus children’s participation in communication means something more than including children in meetings by having them present and maybe listening to them sing or giving them a campaign T-shirt to wear. It means involving them in the whole process of planning, delivering and evaluating communication strategies. This may involve helping children to express their ideas, and learning how to listen to and respect them. There are techniques for doing this, which will be described in examples in this manual. But the most important factor in children’s participation is that adults should change their attitudes, so that they regard children as partners, rather than dependents.

**Children’s participation**

Participation does not mean the token involvement of children, but how to incorporate their specific needs and views into decision-making processes within the context of what is possible institutionally and culturally.
Children-focused planning

Similar concerns are also sometimes expressed about the phrase ‘children-focused planning’. This does not mean that planners should only consider children. Children usually live in families and communities, and it is through their relationships with the people around them that their rights can be achieved. But all too often adults do not take children into consideration when they make plans. They ask other adults about what children think, rather than asking children themselves. ‘Children-focused’ approaches ask children directly about their perspectives, and take these into account alongside the ideas of fathers and mothers, grandparents, community leaders and other community members.

When we ask children for their perspectives on the work they do they reveal information that is useful for planning at community level, as well as for planning and carrying out communication strategies.

Children in focus

Many people make the mistake of thinking that to be ‘children focussed’ or ‘children centred’ means concentrating exclusively on children. This is not the case. Even though children may be the specific target or priority, it should never be forgotten that they are connected to families, communities and nations.

In earlier views of communities only men were in the foreground, with blurred figures of women and children behind.
Women have now been brought forward into focus, but this still leaves nearly half the population blurred.

People less than 18 years of age – which is the UN definition of ‘children’ – often form between 40 and 60 percent of a community.

To be children focussed is to find ways of bringing children in to the foreground, so that their lives can be viewed as clearly as those of adults.

**Children in focus in rural Sri Lanka**

The Sarvodaya movement is a successful self-help initiative involving a large percentage of the rural population of Sri Lanka.

Thousands of villages have groups of children aged six to 16 years as well as youth groups for those under 30, and groups for women, men and the elderly.

The primary strategy for introducing Sarvodaya to a village is through children. Pre-school teachers trained in the capital start preschool groups in a village. Using traditional Buddhist principles and means of communication, such as dance, song and puppetry, the children carry development messages to their families. This is done through performances that are attended by most of the village.

From this modest beginning, children’s groups and mothers’ groups are formed. Not only children and youth but also all other community groups begin to play a sustained role in village life and planning.

To find out more about experiences in child participation and children focused planning in other parts of the world

**GO TO Chapter 6** Further reading page 258.
Ethical issues in communication about child labour

The CRC not only makes people think about children’s participation it also points to the need to consider the ethical issues raised when working with children or on their behalf. This is particularly important in communications about children, because of the impact this can have on their lives.

The key ethical rule in communication about child labour is ‘Do no harm’. This means:

- Protect children from any additional risks;
- Respect children’s dignity;
- Ask children’s permission to use their stories and pictures (not just the permission of adults, even if they are parents);
- Respect children’s decisions if they refuse to be interviewed or photographed;
- Use the best possible information;
- Do not use negative, degrading or stigmatising images of children either in pictures or in words;
- Do not identify individual children or groups of children unless they have given their permission and you can be sure that they will be protected from further exploitation;
- Do not exaggerate, or use unnecessarily emotional language;
- Do not make promises to children that you cannot keep;
- Do not raise expectations you cannot fulfil.

Media, human rights activists, and fundraising departments of development organisations are all sometimes guilty of exploiting the histories of children in stories that emphasise their vulnerability, exaggerate their weaknesses and turn them into victims. Children do not like to be seen in the undignified role of victims. Like all other human beings they have the right to be asked how their experiences will be used in stories told about them. They and the adults who are responsible for them have to be asked for ‘informed consent’.
Informed consent

To be able to give informed consent children and adults need to have information about:

- What you will say about them (what messages you will be using, how you will make them, their families and communities, appear);
- Who will be told (which groups will be the target of the communication and what other groups – such as employers – might get to hear by accident);
- How the story will be told (what methods, channels and words will be used);
- What the outcomes (good and bad) might be, for themselves and others.

It is your responsibility to make sure that this information is given and understood. You should not persuade or make promises in order to get agreement. In fact informed consent should really be described as ‘informed dissent’. Children and adults need to feel that they can say ‘No’ at any time in the communication process, and that this decision will be respected.

Of course the best way to get truly informed consent is to involve children at all stages in communication, helping you to plan and giving feedback throughout the process.

Images of child workers can be so compelling that it is inevitable that journalists, photographers and film makers use them regularly, providing information in articles, photo-reports, documentary videos and films. Many of these are sponsored by and/or used in advocacy campaigns by children’s organisations. The information presented and the language used tend to be repetitive. There is a tendency for those who publicise children’s difficulties to deal in huge numbers, which are pure guesswork. Unfortunately these are seldom questioned and often enter the official record, where they become ‘fact’. It may suit the newspapers to be able to deal in shocking figures of hundreds of millions, but this exploits children rather than helping them.
Examples of harm caused by communications about child workers

- Employers may dismiss or physically abuse a child worker who is identified in an article or photograph;
- Sex tourists can find out about where to find child prostitutes, and even the price they have to pay, if an article provides too much detail;
- Children may feel ashamed about having their photographs or stories used to illustrate articles about them as victims, prostitutes or street children, they do not like to be objects of pity;
- Children often express their disappointment when they give their stories to adults but their situation does not improve;
- Street children are often stigmatised by stories about them that imply they are all drug takers, or prostitutes or have AIDS. Some street children have been killed by adults as a result of irresponsible stories about them.

‘Ruthless rhetoric’

Efforts to sensitise the public about the violence to which children and adolescents are exposed, mainly in underdeveloped countries, have generated a specific language, now making the rounds worldwide. In its attempts to convince, this language emphasises tragedy, weakness and disaster rather than potential for solution.

- This provides no basis for positive actions.
- These campaigns tend to stigmatisate poor families, children and adolescents.

In these tales the same sources are used again and again as benchmarks for the data. The same unreliable numbers keep circulating. And the same lie is repeated: ‘that to combat its misery the poor family will do anything, including selling its children’.
To find out more about the ethics of communicating about children

**GO TO**  
Chapter 2  
Photographs page 68

**AND**  
Children's drawings page 71

**AND**  
Mass media and ethics page 91

**AND**  
Chapter 5  
Ethical issues for child labour groups page 234

**AND**  
Chapter 6  
Further reading page 259

**AND**  
Information box 8 page 23

**AND**  
Information box 9 page 24

**AND**  
Information box 21 page 69

**AND**  
Information box 22 page 70

**AND**  
Information box 28 page 92.
Worksheet 1: Some definitions of human rights terms

If you want to use international human rights standards to support your communications about child labour, it will help if you understand the way international human rights laws work. Use this table to check your understanding of key terms as well as a guide to books and other resources that will give you more information and explanation.

For details on how to find the resources mentioned in the second column of this table
GO TO Chapter 6 Further reading page 256

For details of the human rights treaties that are important for child labour
GO TO Chapter 6 Key human rights documents in brief pages 263.

### Human rights and child labour: some definitions

#### United Nations

The United Nations was established on 24 October 1945 by 51 countries committed to preserving peace through international cooperation and collective security. Today, nearly every nation in the world belongs to the UN: membership now totals 188 countries.

The United Nations is not a world government, and it does not make laws but it does provide the means to help resolve international conflict and formulate policies on matters affecting all of us. At the UN, all the Member States - large and small, rich and poor, with differing political views and social systems - have a voice and vote in this process.

‘The UN in brief’ United Nations web page.
The International Monetary Fund, the World Bank group and twelve other independent organizations (such as the ILO) known as 'specialized agencies' are linked to the UN through cooperative agreements. In addition, a number of UN offices, programmes and funds – such as the UN Children’s Fund (UNICEF) – work to improve the economic and social condition of people around the world.

**Intergovernmental organisation/ Treaty body**

An intergovernmental organisation (IGO) is formed by a group of nations that agree (make a treaty) on a set of aims and objectives. The United Nations is the foremost international intergovernmental organisation. Some regional bodies have treaties for political aims (South East Asia Treaty Organisation) and others sometimes for more economic reasons (such as the European Union, which began by being called the European Common Market).

**Human rights law**

Human rights law is part of international law, which consists of agreements drawn up by the United Nations and other international and regional associations between countries.

Both states and individuals are subjects of human rights law. States have the duty to protect people’s rights.

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**Human rights and child labour: some definitions**

<table>
<thead>
<tr>
<th>Where to find out more</th>
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<tbody>
<tr>
<td>Iain Byrne, The Human rights of street and working children.</td>
</tr>
<tr>
<td>Clara Sommarin, Advocating children’s rights in the human rights system of the UN.</td>
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</tbody>
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*RWG-CL The Basis: Children’s rights and child labour*
Human rights instrument

A human rights ‘instrument’ or law, may be called a treaty, or a convention. It applies to member states - the group of countries belonging to an international organisation of governments, such as the United Nations, or regional organisation, such as ASEAN countries. It becomes law in those member states that have both signed and ratified/acceeded.

Ratification/accession

For a state to become a state party it has to ratify an instrument, which means that parliaments and government have accepted its terms and agreed to be bound by them.

Once a state has ratified a human rights instrument it has various obligations – including sending reports to the relevant monitoring body. States sometimes ratify with ‘reservations’, which means that they do not agree with some of the chapters (‘articles’), and will not apply these in their domestic laws.

State party

A member state that has signed and ratified an instrument.

International community

The ‘international community’ is an idea that applies to official inter-governmental organisations (such as the United Nations) as well as to international non-governmental organisations that have a high profile and lobby official bodies to raise awareness about abuses and injustice. The term ‘international community’ is also used to refer to a progressive
moral and political influence that aims to improve standards, values and quality of life world wide.

**ILO / IPEC**

The International Labour Organization is a UN agency that promotes human and labour rights. It was founded in 1919 and became the first specialized agency of the UN in 1946. The ILO formulates international labour standards in the form of Conventions and Recommendations setting minimum standards of basic labour rights and provides technical assistance. Within the UN system, the ILO has a unique structure with workers and employers participating as equal partners with governments. The International Programme on the Elimination of Child Labour (IPEC) was established within ILO in 1992. Its aim is to work towards the progressive elimination of child labour by strengthening national capacities to address child labour problems, and by creating a world wide movement to combat it. IPEC’s priority target groups are bonded child labourers, children in hazardous working conditions and occupations and children who are particularly vulnerable, such as very young working children (below 12 years of age), and working girls.

**UN Convention on the Rights of the Child**

Adopted by the UN General Assembly in 1989 after a ten year drafting process, the Convention on the Rights of the Child came into force in 1990 and has now been ratified by all but two member states of the UN. It is unique in human rights law because it provides the full range of human rights (civil, political, economic, social and cultural) in one instrument.

Thomas Hammarberg, *Making reality of the rights of the child.*
### Committee on the Rights of the Child

The Committee on the Rights of the Child is the monitoring body set up under Article 43 of the Convention on the Rights of the Child. It consists of ten members elected by states party and meets regularly in Geneva to consider reports from states party on how the Convention is being put into practice.
Worksheet 2: Child labour

Child labour is hard to define and many distinct definitions are in use by different organisations. This can be very confusing, and is not helpful for communication. Confused definitions lead to muddled messages. So it is important that all the messages you communicate about child work and child labour are clear, as well as appropriate to your organisation and the children with whom or for whom you work.

This worksheet lists some of the more common definitions, and provides space for comments related to your own experience.

Before using this worksheet you may find it helpful to look at some discussions on child labour:

- **GO TO Chapter 1**
  - Child work and child labour page 15
- **AND Chapter 6**
  - Further reading page 257
- **AND**
  - Key human rights documents in brief page 263
- **AND**
  - RWG-CL definition of child labour page i.

The worksheet can be used by individual readers as they work through the manual, or you might like to photocopy it for use with groups. Group work may be more satisfying if each person fills in the final column individually and then shares their ideas with one other person. Pairs can then share with another pair and prepare a brief presentation about their discussion to share with the group as a whole. Final discussion should aim to find an agreed operational definition (for everyday use), which could be the basis of your communication work.

Keep a copy of the final result in your Communication Strategy Folder.
<table>
<thead>
<tr>
<th>Some commonly used definitions of child work and child labour</th>
<th>Points to consider when you think about these definitions in the context of your own work</th>
<th>Use this column to record your own ideas and definitions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child work is good, it develops skills children will need when they grow up. Child labour damages children’s physical growth and education.</td>
<td>Does your mother tongue make a distinction between ‘work’ and ‘labour’?</td>
<td></td>
</tr>
<tr>
<td>Child work becomes child labour when it is exploitative.</td>
<td>In your experience, can children successfully combine work and education?</td>
<td></td>
</tr>
<tr>
<td>Child work within families is not harmful. Child labour is harmful and happens when children work for people outside their families.</td>
<td>The word ‘exploitation’ has two meanings when it is applied to children:</td>
<td></td>
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<tr>
<td></td>
<td>Not being paid properly for the work;</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Being employed and badly treated because they are small and powerless.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Do you know of any cases in which whole families are exploited, including the children?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Can you think of cases in which children suffer through working with their families?</td>
<td></td>
</tr>
<tr>
<td>Some commonly used definitions of child work and child labour</td>
<td>Points to consider when you think about these definitions in the context of your own work</td>
<td>Use this column to record your own ideas and definitions</td>
</tr>
<tr>
<td>-------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------</td>
</tr>
<tr>
<td>Child labour is distinguished from child work if:</td>
<td>This definition has been used at various times by both the ILO and UNICEF and copied many times. But there are no exact definitions of terms such as ‘too young’, ‘too long’ and ‘too hard’.</td>
<td></td>
</tr>
<tr>
<td>Children are too young; The hours of work are too long;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Children are too small; The pay is too little;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The work is too hard; Children have too much responsibility;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The work is too dull and repetitive; The working environment is too dangerous; Children have no choice they cannot leave work, they are not free.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Worksheet 3: Street children**

This worksheet lists some of the more common definitions of street children, and provides space for comments related to your own experience. Before using this worksheet you may find it helpful to look at some discussions on street children.

The worksheet can be used by individual readers as they work through the manual, or you might like to photocopy it for use with groups. Group work may be more satisfying if each person fills in the final column individually and then shares their ideas with one other person. Pairs can then share with another pair and prepare a brief presentation about their discussion to share with the group as a whole. Final discussion should aim to find an agreed operational definition (for everyday use), which could be the basis of your communication work.

Keep a copy of the final result in your Communication Strategy Folder.

<table>
<thead>
<tr>
<th>Some definitions of ‘street children’</th>
<th>Use this column to record your own ideas and definitions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Street children are those for whom the street (in the widest sense of the word, including unoccupied dwellings and wasteland) more than their family has become their real home, a situation in which there is no protection, supervision or direction from responsible adults.</td>
<td>Source: Inter-NGO Programme for Street Children and Street Youth, 1980.</td>
</tr>
<tr>
<td>Some definitions of ‘street children’</td>
<td>Use this column to record your own ideas and definitions</td>
</tr>
<tr>
<td>--------------------------------------</td>
<td>--------------------------------------------------------</td>
</tr>
<tr>
<td>Children on the street are those whose family support base has become increasingly weakened, who must share in the responsibility for family survival by working on city streets and marketplaces. For these children...the home ceases to be the centre for play, culture and daily life, but they return home at night and they still view life from the point of view of their families.</td>
<td></td>
</tr>
<tr>
<td>Children of the street are a much smaller number of children who struggle for survival alone; they do not go home at night and have little or no contact with their families. Note: This distinction between children on the street and children of the street was first made by a UNICEF consultant in Latin America in 1985, and is often criticised for not making sense in Asian countries.</td>
<td></td>
</tr>
<tr>
<td>Street children are best described as ‘Children out of place’ because they are visible – living and working outside adult control on city centre streets, malls and avenues, when they should be in families, schools, clubs and other places organised and supervised by adults. The myth of street children draws attention away from the much larger number of deprived children living with their families in urban poverty. Adapted from Gamines-Ethics web page 2000.</td>
<td></td>
</tr>
</tbody>
</table>
Checklist for Chapter 1

This checklist should help you to think about what you have found out by reading Chapter 1.

- The first column is divided into the five main topics covered by the chapter, human rights, children’s rights, child labour, participation and ethics.
- The second column ‘What you learned’ is for you to make notes about any new ideas or facts you have discovered when you were reading this chapter.
- If you are curious to find out more, or feel that you need more information, make a note of this in the third column ‘What more do you need to know’.
- The final column ‘What you need to do’ is for you to list any actions you think you should take, such as looking for more information on human rights, or telling your colleagues about an ethical issue you think is important, or planning some communications materials so that you can inform children and their parents about child rights and child labour.

Keep a copy of the completed checklist in your Communication Strategy Folder.
<table>
<thead>
<tr>
<th>Topic</th>
<th>Use these columns to record</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>What you learned?</td>
</tr>
<tr>
<td>Human rights</td>
<td></td>
</tr>
<tr>
<td>Children’s rights</td>
<td></td>
</tr>
<tr>
<td>Child labour</td>
<td></td>
</tr>
<tr>
<td>Participation</td>
<td></td>
</tr>
<tr>
<td>Ethics</td>
<td></td>
</tr>
</tbody>
</table>
Chapter 2
Telling the story

“\textit{The message is the core of the communication process.}”

International Labour Organisation 1999
Wherever you are, in a village or a town or on a television screen broadcasting to the world, you can change the way other people think and act – if you have a good message and can deliver it well.

Communication about child labour can bring benefits not only to child workers but also to their families, communities, employers and nations:

• **To child workers**
  
  Increased awareness of their rights to a healthy balanced childhood and of their rights as workers; an increased sense of self-respect because of public media attention highlighting the value of children like themselves and advocating for children’s rights; and an increased chance that, due to media attention and public action, their lives may change for the better;

• **To the families of child workers**
  
  Increased understanding and awareness of their family difficulties, of ways of solving those problems, and feeling less isolated because they see that other families share the same social and economic worries;

• **To communities**
  
  Increased awareness of the value to the community of healthy, educated children who can build the future; more support for
improving educational opportunities for children and employment opportunities for adults;

- **To employers**
  
  Information about labour laws; awareness of the long term economic value of employing adults rather than children; possible access to economic support if they comply with the laws about child labour;

- **To nations**
  
  Better understanding of the future benefits of educating the next generation rather than damaging their health through child labour; increased access to international funding and profitable trade agreements through complying with international child labour legislation.

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**Self-awareness: Child workers benefit from communication about child labour**

Many members of Bhima Sangha, an organisation of child labourers in India, recalled that even though they worked from morning to night they had not realised that they were ‘working children’ until they became members of Bhima Sangha.

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**Media can be used to protect child workers**

Working hours and workloads in the gold mines in Viet Nam are not too bad. However, the deception of mine workers by mine owners and the difficulties migrant child workers face in getting paid and having to stay much longer than anticipated, makes the work in the mines intolerable for many workers. It could be quite effective to use radio and television to broadcast information for labour migrants to inform them about the conditions in places of migration, the tricks used by some of the mine owners, wage rates, practical information for migrants, potential risks and hazards,
what migrants should watch out for, and what they can do when they have a complaint against their employer.

**Communication**

**Some key definitions used in this chapter**

**Communication**
Designing and sending messages about a topic such as child labour in order to influence people’s attitudes, behaviour and actions.

**Communication strategy**
A structured plan of action for getting a particular message or messages across to a specific group or groups of people.

**Messages**
Ideas and information sent through a communication process with the intention of changing attitudes and behaviour.

**Audience, target group, receiver**
The group of people whom you want to hear and be influenced by your messages.

**Stakeholder**
An individual or group with an interest in the message and communication process.

**Channel, medium, means**
The method or technique used to send a message.

**Media, Mass media**
Media is the plural of medium (see Channel, above). Mass media refers to channels of communication that reach out to large audiences, such as newspapers, radio and television. Sometimes ‘media’ is used incorrectly to refer to ‘mass media’, which can be confusing.

**Awareness raising**
Communication activities designed to bring an issue to public attention and concern.
**Publicity/public relations**

Planned activities that increase public knowledge about and understanding of your work as well as gaining and keeping the goodwill of the people with whom your organisation comes into contact.

Communication is a process that requires four elements:

- **YOU**, sending the message, wanting to change the lives of children who work;
- **What you want to say** – your message;
- A channel or ‘medium’, through which you will send your message;
- A receiver, audience or target group – the people you want to influence so that they join in the fight against child labour.

Successful communication for change is not a single event. And it is not just a one-way street. Do not assume that:

- You know all about child labour;
- All the things you say will be believed;
- Your message will mean the same to everyone;
- It doesn’t matter how you send your message. The way you say it will be the same, whether you use newspapers, demonstrations, television or radio;
- The audience consists of people who are all the same;
- The audience hears the message exactly the way you meant them to.

People who hear your messages will make up their own minds. They may decide not to listen, not to agree or even to argue with you. So a communication process should be like a circle. You need feedback about how well your message has been received. And you need to campaign so that people who hear your message:
First become aware of what you are saying,

Then agree with you,

Then feel indignant and

Finally turn indignation into action.

This means that in a communication process:

- You send messages but also check on how they have been received;
- Your message will be special – designed to have impact on a particular group of people;
- The way you send your message will reach a maximum number of the people you want to influence, and mean something to them;
- There is active audience participation – the target group provides feedback.

Fitting the message to the audience

Information should be tailored according to the reader’s needs, perception (interpretation), understanding, ‘storage requirements’, and ‘retrieval system’.
Communication is a human rights issue

Thinking of communication as a process implies that you are thinking of the audience as participants, rather than just passive receivers. Both you and your audience have:

- Rights to a voice: to say what you know and think about child work and child labour, and what you want to change;
- Rights to information: about child work and child labour and how it affects your own lives as well as children’s lives;
- Rights to freedom of media and information: to be allowed to tell the story about child labour, to raise issues that worry you about child labour and to have access to a variety of ways of putting your message across.

And when you communicate about child labour it is a children’s rights issue as well. Your message and the way you put it across must put children’s
interests to the forefront and take their ideas and perceptions into active consideration, through asking their opinions and listening to what they have to say.

**What message?**

The most important part of the communication process is the message. A good message about child labour will always be in the best interests of children. For this reason a good message is:

- **Clear**
  Says one thing so that it cannot be misunderstood;

- **Easy to remember**
  Simple, short and captures people's imagination;

- **Accurate**
  Uses the best possible information, that is up to date and without exaggeration;

- **Relevant**
  Appeals to the audience’s experience;

- **Credible**
  Comes from a source that is reliable in which the audience has confidence.

It will:

- **Make people want to act**
  Even if a message gives information about the bad conditions in which children work, it should not make the audience feel so upset that they do not want to hear more or so helpless that they think they can do nothing about it;

- **Involve children in planning and sending the message**
  Wherever possible, children should participate in messages sent on their behalf.

Audiences are easily confused. If you use more than one channel of communication you need to plan so that all your communication activities present the same basic message or messages.

*For this you need a communications strategy*

GO TO Chapter 4
Both words and pictures can be interpreted in different ways in different cultures and by different groups. Messages designed by urban writers and artists can be meaningless, or even offensive, to rural people. Children do not always see and hear things in ways adults expect.

This means that you should always test (pilot) your messages before using them, and also try to involve the target audience in the planning process from the earliest stages.

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**Messages that communicate well**

- Look attractive – and should be clearly connected to your organisation’s style and image;
- Make a simple link with the audience’s own lives;
- Focus on a single, main issue or feature;
- Are different from other messages – say something new, or say something in a new way;
- Make the audience trust the message and the material, by being simple, direct and believable;
- Attract the audience’s intelligence and emotions;
- Do not leave the audience ‘up in the air’ but tell them what they can do about child labour.

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**‘Background noise’**

Communications often contain unnecessary information. This acts as a background noise that obscures the main issue. For example, poorer people rarely benefit from knowing the name of a project, so long as they are aware of the field of work itself. A complicated donor-generated acronym could be an extra fact that adds little except confusion, and will only last for several years in any case. Where information is being provided, it is important to isolate the key aspects to be put across and leave the rest.

---

Audiences

People learn, practice and adopt new behaviour both as individuals and in groups. Communication is now thought of as a process of exchange of thoughts, information and views. Target audiences are best thought of as partners in the communication process. At first they may be hostile to being told that they should do something to stop the worst forms of child labour. You need to find ideas and interests you have in common with them, so that they will listen to your message and be willing to hear more. Then you can carry on telling them about child labour in ways that they can understand, so that they change their minds and join you in your campaign.

Matching the message and the audience: Differences in adult and child perceptions

Bhima Sangha children compiled a list of the difficulties faced by working children. They found that what adults thought were children’s difficulties did not match children’s own views about their problems. Many children highlighted the problems they have dealing with the negative attitudes of adults. Adults, on the other hand, rated poverty on the top of the list and saw children’s inability to access services as the most important issue.

One of the observations made by children was that adults found it difficult to say bad things about other adults. One child commented that ‘Children are humiliated in school. Teachers will not admit this about themselves’.

Praveen, the teenage leader of Bhima Sangha, observed that ‘When adults talk of children’s problems, they do not include problems such as scarcity of fuel, scarcity of water. They do not connect these things to children and work, or to children and schooling. Probably they are not aware of these links.’
The idea is not to tell people what to do, but to encourage them to work with you. If you realise that each group has its own priorities, find out about their interests and encourage them to see that it is to their advantage to do something about child labour, they will support your efforts.

Three different audiences: The same message

The project ‘Awareness-Raising on Child Labour for Teachers and School Children’ in North-East Thailand set out to raise awareness about child labour and how to prevent it. There were three target audiences – teachers, children and parents – but the same broad message that education is better than child labour.

- The teachers were trained about child labour law and children’s rights, which forms of work are forbidden and the problems faced by child labourers;
- The children were educated by the teachers who included child labour in lessons, set up ‘child labour corners’ with books, comics and posters in classrooms, informed children about the dangers of different types of work as well as how to seek help and alternatives;
- Parents were informed about child labour in home visits or being invited to the schools by teachers as well as through radio programmes.

The project achieved its aim in making teachers, children and parents aware of child labour as a problem. Nearly all the children involved completed sixth grade and went on to secondary school.

Target audiences

It is not possible to get your message across to everyone at the same time. You have to decide which are the most important groups for you to reach. You might be tempted to choose the people who can make the most impact on child labour, or the people you can most easily influence. But the first may be ‘politicians’, and the second ‘children’. So you need to narrow your choices by listing all the groups of people who have an interest in child labour, and asking the questions:
• What impact can this group have on child labour?
• How important is child labour to this group?
• How easy is it to reach and influence this group?

The most important are the children themselves, but many other groups will be key partners in combating child labour. The list may look something like this:

<table>
<thead>
<tr>
<th>List of target audiences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Children</td>
</tr>
<tr>
<td>Families</td>
</tr>
<tr>
<td>Communities</td>
</tr>
<tr>
<td>Government</td>
</tr>
<tr>
<td>Non-governmental organisations (NGOs)</td>
</tr>
<tr>
<td>UN agencies</td>
</tr>
<tr>
<td>Teachers</td>
</tr>
<tr>
<td>Businesses</td>
</tr>
<tr>
<td>Trades unions</td>
</tr>
<tr>
<td>Mass media</td>
</tr>
<tr>
<td>Political parties</td>
</tr>
<tr>
<td>Police</td>
</tr>
<tr>
<td>Religious groups</td>
</tr>
<tr>
<td>Donors</td>
</tr>
</tbody>
</table>

In order to target your messages you need to find research (or do research) to be able to describe some of the main features of the groups you chose (this is sometimes called ‘creating profiles’). This information will include how the members of your target groups react to different kinds of messages - and what words and channels to use.

Words, words, words...

Although the message may be the same, different words and language styles could be used for different audiences. This example shows how the same academic study of child labour can be described in different words to government officials, the general public and to children.
What affects the way people receive messages?

People are not passive. They don’t just hear messages, they translate them in terms of their own lives. You need to be aware of the interaction between message and audience. The message may be attractive but still fail to achieve its purpose if the audience sees implications you have not intended. The well-known case of a cigarette advertisement in the 1950s illustrates this. The advertisement, for a brand named ‘Strand’, showed a mysterious man lighting a cigarette in a deserted city street at night, with the message ‘You’re never alone with a Strand’. Audience research showed that people found this image romantic. But they did not buy the cigarette because they did not want to be seen as the sort of person who is lonely.

So it is important to bear in mind some of the factors that affect the way people receive messages:

- People tend to interpret messages in ways that make them feel secure and comfortable;
- If you launch a direct attack on their attitudes and behaviour they will defend their prejudices, and probably reinforce them in the process;
• People pay more attention if the message is related to things that are important in their own lives;
• They will listen to you if you listen to them.

<table>
<thead>
<tr>
<th>Factors that affect how audiences receive messages about the dangers of child labour</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Dangers should be presented in a realistic situation that is familiar to the audience. The message will have more impact if they can relate it to children they see – especially to their own children.</td>
</tr>
<tr>
<td>• People need to see how information and messages affect them personally. Describing how dangers affect, ‘poor children’ or ‘society’ or ‘the larger community’ will not impact on people as much as showing how it might affect their family or themselves.</td>
</tr>
<tr>
<td>• People may react unfavourably to fear. Sometimes fear makes people deny a problem rather than respond positively to solve it.</td>
</tr>
<tr>
<td>• People have other priorities. Their own everyday problems feel more real than the problems of children in another part of the world.</td>
</tr>
<tr>
<td>• People respond to easy solutions. Members of the audience will respond quicker if the way to stop dangerous child labour seems simple to them.</td>
</tr>
<tr>
<td>• Many members of the public respect science and technology. Medical evidence about the harm done to children will convince people of the dangers of child labour.</td>
</tr>
<tr>
<td>• Few members of the public understand scientific explanations or technical terms. Although they respect technical experts, people need to have the facts told to them in everyday language and shown how those facts can affect their lives.</td>
</tr>
<tr>
<td>• People want clear answers. They want to base decisions on concrete evidence, so social issues should be presented in factual terms.</td>
</tr>
<tr>
<td>• People can hold contradictory beliefs. So a father may say ‘It is dangerous for children to work with chemicals, some of them die’. But he might then add, ‘I need my young son to work in the fireworks factory now because we are poor, and I also want him to take care of me when I am older.’</td>
</tr>
</tbody>
</table>
• People living in poverty may not always be able to think about the future. They have so many day-to-day survival problems that they are not likely to change their behaviour in order to achieve some benefits in the distant future.

Stages in changing behaviour

Research has shown that behaviour change usually happens in stages rather than immediately after hearing a single message. These stages are sometimes called pre-awareness, knowledge, approval, intention, practice and advocacy.

Stages of behaviour change

What people say as their behaviour changes....

Children under 10 selling sweets at the traffic lights don't go to school...They breathe harmful fumes and may get hit by a car...

...I'm campaigning to make sure the authorities know about the dangers and do something to help. I hope you'll join us too...

To find out more about communication theory and practice

GO TO Chapter 6

Further reading page 260.
Advocacy, lobbying and raising awareness

Campaigning organisations sometimes assume that advocacy is the main aim of communication. Yet, as the previous section shows, advocating for children’s rights and against child labour is just one step on the way to changing a situation. Once ideas, attitudes and behaviour have changed progress will have been made towards eliminating the worst forms of child labour, but much more remains to be done before children are able to stop exploitative, harmful work. Communication activities should not cease just because there is a general agreement that child labour must be abolished. Information sharing at many different levels should continue.

There are many different understandings of the terms ‘advocacy’, ‘lobbying’ and ‘awareness-raising’. In English, which is the origin of the first two, they are used vaguely to mean a variety of activities. All three, however, can be distinguished from practical interventions in people’s lives. All three relate to the need to develop an environment in which such interventions can take place successfully. And all three imply increasing people’s knowledge in order to change their attitudes as well as motivate them to change their behaviour in some way.

To distinguish between these terms it is easiest to describe the activities they imply within child labour communication:

- **Advocacy**
  Stimulating policy makers to act to change laws and/or implement them. Advocacy usually concentrates on particular issues, such as the ratification of an instrument such as ILO Convention 182, the expansion of compulsory primary education or improving inspection of workplaces to detect and eliminate child labour.

- **Lobbying**
  So called because activities used to take place in the lobby (foyer or antechamber) of parliaments. Lobbying targets legislators and focuses on pushing through laws and policies on specific child labour issues.

- **Awareness-raising**
  Providing general information about child labour, how it violates children’s rights, the harm it does to children and the fact that it can be prevented or eliminated.
Parliamentary lobby for child rights in Sri Lanka

A parliamentary lobby group for children’s rights has been formed in Sri Lanka to encourage better implementation of the CRC. The first press conference was held in July 1998 to present its future plan to the public. The main functions of this lobby are to:

- Develop understanding of the CRC among national and local politicians;
- Monitor legislation related to children;
- Advise the government on the need for policies for children’s rights;
- Raise questions about violations of children’s rights;
- Monitor child rights violations at local level;
- Network with similar lobbies in other countries.

At the press conference a group of ‘socially discarded’ children who work with the Sri Lanka Interactive Media Groups met with politicians and presented their grievances. Subsequently a Task Force on Children’s Affairs was appointed by the President.

Raising awareness

Awareness is not raised in a vacuum and cannot be sustained in abstraction. Efforts should, therefore, be made to connect awareness-raising with concrete action such as policy formulation and revision, and coordination and collaboration in actual interventions. For this reason, awareness-raising, policy advocacy, and multi-sectoral coordination, cooperation and collaboration cannot be planned and executed in a segmented manner, but should always be planned, implemented, followed up, and evaluated in an integrated way.

Awareness-raising, advocacy and lobbying require the same kind of accurate, up-to-date, compelling information.

GO TO Chapter 3 Improving information page 129
AND Worksheet 12 Do you need to do research? page 147.
Sending messages

Communicating successfully about child labour means learning how to send messages of different kinds, through different channels, to different audiences and keeping track of the process.

You - the sender

The message is the most important part of the circular process of communication. But it is not neutral. You may be able to think up an interesting message, and express it so that it catches people’s attention, but you and your organisation will affect the message in ways that go beyond words. The way your organisation is viewed is important - it affects the credibility of the message. People often pay more attention to who says something than to what is said. If your organisation is not known, or not credible, this will lead to your message not being trusted - and not being remembered either. Take time to assess your organisation, its mission, its structure and the way it works. Before you start to give messages to the outside world it may be useful to make sure that the different parts of your organisation communicate with each other. This may be as true for two people working in the same office as it is of a large organisation with many sections and offices in different countries. Review your internal communication first - and make sure that everyone knows about the messages you want to pass on to people outside.

Internal communication

It is worth remembering that communication starts inside your organisation. Any messages you deliver to the outside world need to be shared and agreed with your colleagues, who need to be able to explain what these messages mean if people outside ask them questions.

Keep your colleagues informed and involved. This needs to be systematic. You also need to test from time to time that your messages are being read or listened to, and understood by your fellow workers. You can use meetings, records of meetings, memos, copies of messages sent elsewhere (especially if you contact an organisation or person with whom colleagues have regular communication) field trips, programme progress or other reports.
Don’t forget that office support staff, cleaners and drivers have frequent contact with the public, including children. They too should know about your work and especially about children’s rights.

**External communication**

External communication and information sharing can include:

- **Key organisational documents**
  Mission statement; annual reports, monitoring and evaluation reports; statements about how you are responding to international legislation on child labour – such as definitions of the worst forms of child labour and actions being taken against it in your country and by your organisation, circulated to mass media, relevant government offices and other organisations;

  For an example of a mission statement
  [GO TO RWG-CL mission statement page i.]

- **Publicity**
  Advertisements and publicity that are paid for in newspapers or on radio and television, on billboards and posters; columns in newspapers and magazines;

  [GO TO Publicity materials page 73.]

- **Materials for other people and organisations to use**
  Fact sheets, press kits, briefings and conferences, photographs, case studies, videos, CD ROMs and cassettes;

  [GO TO Press conferences page 85]
  [AND Your own visual media page 66]
  [AND CD-ROM page 99]
  [AND Worksheet 7 Writing a press release page 109.]

- **Your own publications**
  Regular bulletin or newsletter for supporters, which can also be enclosed with mailings and letters; brochure describing your organisation’s mission, activities, successes and sources of funding; books and pamphlets about different forms of child labour;
• **Information centres**
  For you and others to use – published and unpublished books and articles, surveys and research reports, which should be properly filed using a simple catalogue system.

All organisations have some of these means of communication already. These are resources that you may overlook and almost certainly do not use to their full potential. Before you start looking for funding for expensive equipment for your communications you need to carry out a systematic listing and evaluation (‘audit’) of the resources you already have close at hand.

**The main channels of communication**

There are four main channels (media) for sending your message:

- **Person-to-person**: Face-to-face communication, community meetings, home visits; group discussions;
- **Community**: Drama, music and songs, puppet shows, celebrations;
- **Visual**: Pamphlets, posters, displays in shops and other public places, videotapes, slides, flip charts, photographs and drawings;
- **Mass media**, which reach out to large audiences: Radio, television, newspapers, magazines, movies, billboards, the Internet.
Person-to-person communication: Lalitha’s story from Bhima Sangha

Lalitha is an active member of Bhima Sangha, an organisation of working children in India. She was being ridiculed for her involvement in the organisation and was under a lot of pressure to quit. She wrote a letter to Sri Veerendra Hegde, a very important religious leader of the region, describing her work at length. He sent a reply to Lalitha, complementing her on her work. He also wrote that he wished more girls and women of the country were like her. Sri Hegde is to South Kanara region what the Pope is to the Catholic community. A letter from him holds the sanctity of a religious verdict. As soon as she received the letter, Lalitha made sure the news reached all those who were trying to undermine her good work. Next, she pasted the letter on her front door. Today Lalitha continues her active involvement with Bhima Sangha unhindered. When a feeble dissenting voice is raised all she needs to do in order to silence it is to point to Sri Hegde’s letter.

You should aim to send your message through more than one channel so that:

- The maximum number of people receive your message;
- Your message gets stronger, because people receive it from more than one source.

Each channel of communication brings new challenges because you have to find new ways of getting the message across. The message remains the same, but how you say it is different.

For example you might decide that your underlying message is ‘It is illegal and dangerous for children to sell newspapers to car drivers at crossroads’. The table on the next page lists some of the ways you might say this, each one adapted to a different channel.
<table>
<thead>
<tr>
<th>Type of channel</th>
<th>Possible ways of saying ‘It is illegal and dangerous for children to sell newspapers to car drivers at crossroads’</th>
</tr>
</thead>
</table>
| Person-to-person | Teachers include information in their lessons:  
• In civic education – about the laws that make it illegal for children to sell on the streets;  
• In health education – about the dangers of traffic accidents and pollution. |
| Community        | Drama: Facilitated by a project that works for their welfare, child newspaper sellers develop a drama illustrating aspects of their lives, which they perform in schools and communities. |
| Visual           | Cartoon book for children telling the story of a boy who gets into trouble because he sells newspapers: in the story he would be perhaps chased by police, robbed by older youth, coughing because of the traffic fumes, too tired to concentrate in school. |
| Mass media       | • In depth study in weekend newspaper supplement, focusing on case studies of the lives of children selling papers at some of the local traffic intersection; including information about the law, and interviews with municipal authorities, police, car drivers, doctors, parents, newspaper owners, teachers,...  
• A radio campaign, lasting a week, with items in a daily topical programme, so that the story builds up from Monday to Friday; using the same materials as the newspaper article, raising awareness of how many children work this way, what the laws are, that health hazards are involved, what people can do about it. |

To practice adapting messages
GO TO Worksheet 5  Adapting your message page 106.

Communication with poorer people can be especially challenging. Poverty and being far from the seat of power limit access to both media and information. Some groups cannot be reached because of illiteracy, or because they cannot speak the main national language, or because they do not have television or radio. They may live far away from main centres of
communication with poor transport and, being isolated by distance, they may not feel the message has anything to do with them. Children and women may not be included in public life, so they may not get to hear messages. Posters and newsletters may not be published in local languages.

Everyday communication

In a poor rural community, word of mouth or a trip to the market might be the most common information source. A visit by a campaign group or researcher can be a pleasant distraction.

For many key stakeholders, newspapers or television may be a more common source of information than a project report or a workshop.

Promoting the use of local art forms such as village level theatre, shadow puppets, story telling or songs can play a major role in giving people a voice. These can also be adapted for wider audiences in radio and television.

It is important to use all the channels through which people normally hear and pass on information.

Well-educated people in positions of power may also be hard to contact because they guard their status and privacy, so that you have to go through many gatekeepers to reach them. They may have better access to information and media than you do. And they may be very sure that they already know everything about working children. So it is also a challenge to find ways of getting your message across to them and changing their attitudes so that they take action against child labour.

You need to use different methods of communication for different groups in different situations. Much of the work of developing a communications strategy involves defining which channels are most likely to reach and involve which group of people.

What channel to use?

- Find out what sources of information people use in their everyday life and match your channels to your target audiences. To do this you need to first define your ‘target audience’.
• Use more than one channel so that:
  People who miss one information source have another opportunity to
  receive the message;

People who hear the message from more than one source have the message
reinforced and think of it as credible.

• Be practical: Does your target group have access to television – or even
electricity? Is transport difficult – if so, is this seasonal?

• Use the best quality materials you can afford. Slick presentation will not
improve a bad message. But, on the other hand, people who are used
to seeing high quality communication materials will not be impressed
by poor standards of production.

**What do child labour organisations publish?**

The RWG-CL survey on information exchange found that
organisations publish information on child labour in:

- Newsletters
- Videos
- CD ROMs.

But these materials need to be advertised to potential users and
circulated effectively. Potential users need to seek them out, ask for
access and use them to inform their own communication activities.
Advantages and disadvantages of different channels

The media analyst Marshall McLuhan used to say that ‘the medium is the message’. He meant that any message will be affected by the channel you use to send it.

**Person-to-person**

Probably the most effective way of getting a message across and affecting the way people think and act is direct communication between people who know and trust each other. In recent decades health messages (about taking children for immunisation for example) have been successfully and systematically communicated at low cost by community health workers. As a result child deaths from diseases such as measles have dropped dramatically all over the world. Some diseases, such as polio, have been almost eliminated. Child labour can be tackled in the same way – and possibly also eliminated before too many more decades have passed.

The success of person-to-person communication lies in having a small number of simple messages that are easy to understand and remember, and delivering them by word of mouth through trained and trusted community members.

Although people will often listen respectfully to an outside doctor or nurse in a white coat, they may not follow their instructions as willingly as they would the advice of a neighbour.

Person-to-person health messages of this kind are usually delivered by women, who tend to be the people most involved in child health care in any community. In the case of child labour, children may be the most effective people to deliver messages – especially to other children. ‘Child-to-child’ schemes have been used successfully all over the world for many years, and it has also been found that messages taken home from school can change the behaviour of whole families.

For more information about child-to-child communication on child labour

**GO TO Chapter 6 Organisations page 246.**
Inter-personal channels of communication have the most potential to promote behavioural changes necessary for realising children’s rights, particularly if they are reinforced by relevant messages in the mass media. Viet Nam is committed to mobilising inter-personal channels of communication to inform a variety of key actors about children’s rights. Hundreds of training courses and workshops have been conducted over the past six years for Government officials, judges, prosecutors, lawyers, correction officers, law enforcement officers, journalists, social workers, health workers, teacher and staff of mass organisations.

**Drama**

Drama is an excellent way of exploring and communicating issues that are difficult to talk about, particularly ‘hidden forms’ of child labour such as domestic service and child prostitution. The events in a drama happen to ‘other people’ and can produce open discussion among people who would otherwise be embarrassed or shy or afraid of conflict.

Drama is exciting and engages people’s emotions. It can change attitudes and behaviour quicker than any list of facts. It is possible for theatre, puppet shows and other public performances to show solutions as well as problems.

Children and young people can use drama and role play not only to explore their own lives but also to make adults listen to their stories.

Drama is used as a means of communication in rituals and ceremonies the world over. But it is important that the type of performance you use will be familiar and relevant to the audience you chose. In some cultures songs, story telling or puppets may be more familiar than theatre.

Drama can be used to raise issues with key stakeholders including donors, politicians and government officials. It will be remembered better than a report (which may not even be read) and can also create interest from the mass media.

But drama is difficult to record and may only happen once – it is worth having back-up materials to use in other places and at other times. In
addition to the live performance you may like to prepare:

- A video or photographic record of the performance;
- A printed record of the script;
- A handout, which could be in the form of a cartoon, to give to members of the audience, recalling the main issues;
- A report that covers the same points, and adds factual material;
- A temporary or permanent drama workshop that can travel to different places to give repeat performances.

Example box 12 describes successful use of drama for raising awareness. It also illustrates a number of effective communication techniques:

- Use existing anniversaries or celebrations to launch a communications exercise. In this case Human Rights Day, December 10, but national holidays, ‘children’s days’ or the anniversary of the adoption of the CRC, November 20, could all be good alternatives;
- Provided that it is not exploitative, children may be the best people to tell their own stories;
- Using several channels to tell the same story reinforces the message;
- Drama can cross status differences. Traditional forms of story telling are the best way to reach people with limited education, but they can also be used for more literate audiences, and the same drama can be used in different places to reach different audiences;
- Use media personalities and celebrities to support your campaign, gain additional publicity and provide credibility;
- Linking with other organisations to reinforce the message and broaden the audience;
- Use press conferences to inform the mass media of your activities.

For reminders about the ethical issues involved in putting children in the public eye

- Go to Chapter 1 Ethical issues in communication about child labour page 22
- And Mass media and ethics page 91
- And Information box 8 page 23
Using drama in Cambodia

During 1996 LICADHO arranged a tour for a theatre group of young girls who had been rescued from forced prostitution. During their recovery programme, the girls devised a drama telling the story of their experiences. It was first performed locally in public on Human Rights Day 1995, with six more performances in Phnom Penh some months later. Sites chosen for the performances were brothel districts and the squatter areas from which trafficking of young girls was common, as well as one performance for government ministers and officials.

This powerful drama about the girls’ own experiences was accompanied by other kinds of activities to pass on information about trafficking and sexual exploitation of children:

- A traditional shadow theatre performance on the theme of trafficking;
- An Ayai theatre performance, using a traditional and very popular form of musical comedy;
- Introduction by a well-known television news reader, who gave brief information and contact details about NGO services for former child commercial sex workers;
- Leaflets circulated among the audiences, emphasising the dangers of trafficking and organisations to help;
- Press conferences and seminars at which the girls could be interviewed about their experiences.

Your own visual media

Visual messages can be particularly good ways of communicating with people who either cannot read or do not read much in their daily lives (which includes many children). Pictures and other images also send messages faster than words. These days it is all too easy to think that
visual media have to be the moving pictures of television and film. But even small organisations can find cost effective ways of getting a message across.

**Videos**

Videos are used so frequently by development aid organisations that they have become familiar even in remote rural areas, provided that there is an electricity supply. So people are becoming accustomed to moving images and no longer think of videos as something strange from outside their culture. Like television, video is a useful medium for people who cannot read.

Video can be empowering for the poor and dispossessed. Video cameras are now relatively cheap, light and easy to use, so that anyone can use them to record aspects of their own lives, or dramas and other activities, to show other people or to discuss within their own community, to be used in advocacy, to get their own view across to governments and other authorities and to record changes over time. Video is a flexible medium for messages. Children make excellent videos, with a bit of adult help at first.

Nevertheless, video has some disadvantages, and these should be thought about carefully before investing in equipment or planning to use video in communications about child labour.

- The world is awash with videos about child labour – your project’s video may take up a lot of resources (including time) and still not have the same degree of impact as a professionally produced video. Unless you have something very different to say, video may not be a good option;

- Video can create a passive audience (and can be associated with passive facilitation in which the person showing a video expects it to do all the work of communication). Drama can be more effective in engaging people’s attention and motivating them to action. One way of overcoming passive watching is to use a video interactively – stop the presentation at fixed points and ask the audience to respond to questions such as: ‘What do you think happens next?’ ‘Does this happen around here?’, ‘How do you feel about what you have just seen?’

- Equipment for making and showing videos is costly, can be difficult to transport to remote areas, may be stolen or damaged, or break down.
There may be a power cut – or no electricity supply.

- You almost certainly need expert advice – it is easy to choose unsuitable equipment, take bad pictures and edit the final result into something boring – or even embarrassing. Even in quite remote rural areas, people are beginning to expect high quality videos, and you may damage your campaign credibility by appearing to be amateur;
- Video may be seen as entertainment – people may not take your message seriously. Key people may not stay to watch;
- Many people are not accustomed to seeing images on a screen – they may not even recognise their own village and neighbours when they see them this way.

For sources of videos with child labour messages

GO TO Chapter 6 Visual materials page 252.

Photographs

For videos to be effective you need to organise an audience to come to a showing, which may also add to the costs in time and money. Photographs can be a very effective and much cheaper alternative. They can be displayed easily in public places such as schools, department stores, cinema foyers and public buildings, where a lot of people may pass by and see them over a relatively long period of time. Then the exhibition can be moved to another place or stored for use on another occasion.

Photographs taken by both adults and children can be used. The display should:

- Be attractive, so that people want to stop and look;
- Be sturdy, so that it cannot be knocked over or stolen and will remain looking good for some time;
- Be easy to pack up and take to another venue, and also easy to repair and clean (it helps to laminate pictures if you can afford it);
- Have good captions for each picture, telling the story according to your message.

Free-standing display boards are a good investment for most organizations. Good quality, sturdy boards can be transported and set up easily even in small spaces. You can use them every time someone in your organization makes any kind of public appearance or attends a meeting,
whenever you visit schools or other public places. Keep all your display material packed flat and well labeled, so that you can use them again, and put together interesting displays quickly for a variety of opportunities.

Don’t forget to have one display panel providing information about your organisation and how to contact you. If the photographs are displayed at an exhibition site, you will also need brochures and other information about your organisation – and a group of well-informed staff and volunteers to work in rota to answer questions from the public. Never miss an opportunity to tell people about who you are, what you do and how they can become involved.

**Getting informed consent**

If people can be identified in the stories and photographs you use, you must obtain their informed consent:

- To the way it is used;
- The audience you will reach;
- The message you will tell.

Ideally children and their families should be involved in deciding what stories, images and messages are used. If this is not possible, remember that poor people with little education and power (especially children) may:

- Find it difficult to say ‘NO’ to you because you are more powerful, better educated or just older;
- Not understand the way you will use the material;
- Not understand the consequences.

It is your duty to make sure that they are able to say they do not want their stories to be used, to have their identity concealed or to have control over how the story is told and where it is published.

**Ethical actions**

- Give feedback wherever possible, providing copies of stories and pictures – even to people who cannot read and write (they will know someone who can read or translate for them);
• Respect their wishes (‘No’ means ‘No’);
• Take time to make sure that they understand the reasons and consequences of publicity about their lives - don’t manipulate or make promises you cannot fulfil;
• Keep your promises - especially to children.

Actions that are not ethical

• Ask adults for children’s informed consent - you may have to ask parents for permission to talk to children, but children have a right to say ‘No’ - even if their parents say ‘Yes’;
• Allow journalists to make contact with either children or adults unless you have previously obtained their informed consent.

The same photographs can be used for different purposes – to illustrate a newspaper article, or in your organisation’s publicity material for example. It is important to keep copies of negatives and prints well stored, so that information about the photograph (where it was taken, when, by whom and what it shows) is recorded. Photographs and negatives must be kept clean and dry.

You can supplement your own photographs with materials from other organisations, many of which will allow their photographs to be used without payment, provided that the organisation is given acknowledgement.

For sources of photographs and other visual materials
GO TO Chapter 6 page 252.

Unacceptable images

There have been cases of photographs used by both organisations and mass media in ways that are not ethically acceptable and have resulted in harm being done to children:

• Directly because they have been identified;
• Indirectly through child labour organisations being discredited;
• Indirectly through child labour campaigns being discredited.
For this reasons it is important to avoid:

- Pictures of children who can easily be identified by employers, who could abuse them or throw them out of work;
- Pictures of child prostitutes who can be easily identified (especially through captions giving names or locations) by pedophiles and sex tourists, or by members of their home community;
- Pictures that stigmatise identifiable children, for example ‘AIDS orphans’;
- Pictures of real children linked to false names, false locations and false stories;
- Posed pictures, for example of child ‘slaves’ in leg irons.

Children’s drawings

Children’s drawings can also be used in exhibitions, or your own print media – or you can use a mixture of both drawings and photographs. In both cases, remember to respect the rights of individuals who have drawn, taken photographs or been photographed. Informed consent must be obtained, and identity concealed if necessary. Children’s drawings are often used in communication activities and they can have a powerful impact. But children should know where and why their drawings are being displayed, and what captions will be used. They also have the right for the drawings and paintings to bear their names – just like adult artists – if that is their wish. They may want to have their drawings returned, or to keep a copy. That is also their right.

GO TO Information box 8 page 23
AND Information box 21 page 69.

Your own print media

There are many ways of getting a child labour message across in print, including newspapers, comic books, leaflets and brochures. The advantages of print media are:

- They have a strong impact;
- It is possible to give detailed information;
• People believe in the printed word;
• Printed materials are long lasting, and people can share them;
• Print media are replicable (they can be re-packaged, photocopied and converted to electronic forms by scanning).

Comic books in Cambodia

LICADHO and other NGOs in Cambodia have developed comic and cartoon style booklets to introduce themes of human rights and children’s rights including child labour. One popular LICADHO booklet on the dangers of child labour tells the story of a brother and sister from a poor family. Following the death of their mother two children go to work - the son migrates to the city and the daughter is sold into prostitution. The booklet uses cartoon pictures with speech ‘bubbles’. These booklets include information about and contact details for organisations that provide assistance to child labourers and their families. The model worked well because:

• The books are cheap to produce and easy to distribute;
• The cartoon format is familiar;
• The format appeals to a wide range of audiences - particularly children and adults with low levels of literacy.

Example 13

Publicity materials

To be credible your organisation needs to communicate what it is and what it stands for as well as messages about specific child labour issues. The cheapest and most effective way is to produce your own publicity, such as brochures, leaflets, business cards, annual reports.

It can be worthwhile taking professional advice before you go ahead and produce your own publicity materials. Many organisations use poor designs, which can damage their image and make them look like amateurs - or even laughable. Design is an important professional skill in an increasingly style-conscious world. If a member of your staff or board can draw well this does not mean he or she has the skills necessary for designing effective communication materials. Professional advice need not cost a fortune. Among the supporters of any organisation there is usually a graphic designer who will volunteer advice and even design your materials for you.

It is important that all the materials have the same style, and use a simple symbol (‘logo’), so that your organisation can be identified easily. Messages coming from an identifiable source have added credibility. Once again, take advice from experts and invest in some market research before rushing into print. Your organisational image will stay with you for years - make sure it works for you rather than against you.

If you already have a logo, brochures and organisational materials try a little market research to see if they have the maximum impact. Do people:

- Recognise the logo of your organisation?
- Recognise the name?
- If you have an acronym (for example CWA for Child Workers in Asia) can they tell you what the letters stand for?
- Do they know about your aims?
- Do they know what you do?
- Do they have a positive or negative image of you and your work?

If the answer to some of these questions is ‘No’, maybe you should think about redesigning your materials.

Be realistic when you print your organisation’s publicity and stationery. If
you are likely to change your address don’t print large quantities of material that will be outdated in a matter of months or years.

Make your publicity materials work for you. The public relations motto is ‘Never miss an opportunity.’ This means never going anywhere without a supply of brochures, leaflets, annual reports, business cards and other materials that you can hand out to people you meet. You may sit next to someone from a donor organization on a journey, your dentist may also be the treasurer of a local charitable organization, your hairdresser could have a daughter who is a journalist.

### Designing print materials

A few simple rules will help you to evaluate the design of print materials, such as your organisation’s brochure:

- No more than one message for each picture;
- Use a small number of messages;
- Do not fill up the whole page with words and pictures – people cannot read and understand lots of different things packed close together. They may not bother to read at all if the page looks too complicated. Use few words, even fewer pictures, and surround them with what designers call ‘white space’ so that people feel they do not have too much to read;
- Language should be clear, not using technical terms and jargon;
- The basic message should be repeated at least twice;
- Type face (font) used should be the same throughout. Do not mix fonts;
- Use capital letters (‘UPPER CASE’) as little as possible and underlining not at all. If you want to emphasise part of your text use italics – but try not to use these either. Try to avoid bold. Use a maximum of two kinds of bullet points. And keep headings to sections simple and consistent.
In 1989, a magazine for working children, called Bhima Patrike (Bhima Magazine) was first published. It is a wall newspaper page 76 that provides a space in which relevant information is shared with children as well as for children to share their concerns and express their feelings and opinions. Bhima Patrike is used by many other organisations all over Karnataka state in India. The language used is Kannada, the local official language. To keep costs low, visuals are restricted to line drawings and no photographs are used.

Bhima Patrike is produced monthly and sent out to activists and others working with children, together with a discussion sheet prepared by the editors. This shows ways of discussing topics in that month’s magazine as well as clues to other related information. Information is selected according to definite criteria. There is usually a ‘news item’ of interest for working children but it is not restricted to local news, even international events are included if they are relevant to the situation and empowerment of children.

Role models are another feature. These range from the story of a group of children who pooled their money to help another child who had lost his job, to an account of a girl who convinced her parents not to force her into early marriage.

The health column provides information that is useful for working children, giving information about both prevention and cure as well as general knowledge about how bodies work. An effort is made to share with children details about many low-cost, easily-available medical alternatives drawn from traditional Indian medical practice.

Bhima Patrike also features a regular ‘cartoon strip’ of stories and anecdotes from both Indian and world literature. These not only feature humour but also ‘home truths’ and useful information.

Illustrations are an integral part of Bhima Patrike, providing interaction and information through a non-verbal medium. Soon after Bhima Patrike began, some important issues in visual communication arose. For example, the very early issues depicted children wearing torn, old clothes, seeking to represent reality. But...
children’s reactions led to a decision to incorporate a positive vision – not a fantasy world but a sense of the positive aspects of reality. Nevertheless, this does not mean that all the illustrations show smiling children.

Another issue was how to deal with abstract concepts in illustrations. In a sense, every element in a drawing works like words in a language – adding, subtracting and altering meaning. So it is important to choose ‘visual words’ carefully. Since working children in Karnataka are embedded in a specific culture with its own systems of symbols and representations, drawings had to be ‘readable’ for these children. When a young working girl sent in a poem describing how she felt trapped inside her home, the artist made an illustration of a cage with a girl inside and a bird outside looking at her. But children found this difficult to understand, asking ‘Why is the girl in the cage?’ On the other hand, when some children were killed in an explosion in a firework factory in nearby Sivakasi, an illustration of children tied to firecrackers was immediately understood by fellow child workers.

Learning is, of course, never unidirectional. One of the early issues of Bhima Patrike discussed the importance of wearing shoes. Until then all children had been depicted barefoot. After that, footwear had to be worn by all children shown in the magazine.
Thai Child Labour Club newsletter

The newsletter for working children contained columns covering different issues, such as general information, health care and entertainment news. There were also quiz and chat columns to which children could write in and share their stories with other working children. The newsletter was issued monthly and distributed to 250 working children in 46 factories. This activity aimed to educate working children on general information as well as in correspondence skills.

- **Problems**
  Employers did not provide any cooperation nor did they allow children to read since they thought the children would waste their working time. The newsletter was quite popular among children but the amount of correspondence was low.

- **Solutions**
  It was suggested that children should read only after working hours in order to avoid conflict with employers.

  The inclusion of a quiz column, with a prize for the winner, and encouraging children to name their favourite books motivated them to read and write.

For examples of newsletters being used in different ways for adults
GO TO Example box 43 page 221
AND Example box 44 page 223.

Mass media

Newspapers, radio and television are all channels of communication reaching large numbers of people, sometimes internationally. They influence opinions, set agendas and have a powerful impact on modern life. Although child labour organisations cannot control mass media channels they can use them to get their messages across to a wide audience - if they develop the necessary skills.
Understanding mass media

- Media set out to inform, entertain, shape public opinion;
- Commercial media set out to attract the biggest possible audience;
- News editors want up to date, accurate news, stories about people, stories that can be given a local point of view;
- Journalists want to be the first to tell a story or spot a trend, they have to write stories to strict deadlines, are exposed to more information than they seek and will remember if they have had bad information from you in the past.

Newspapers

Newspapers provide several opportunities for communication in print:

- News stories – covering something that is happening or has just occurred;
- In depth articles – often in weekly supplements or special feature issues – which might cover a particular theme (child labour, or domestic workers or street children for example), or profile of your organisation;
- Editorials (the ‘opinion’ section of the newspaper);
- Invited or commissioned articles. Expect your article to be edited by the newspaper or magazine before publication - try to come to a written agreement that you can approve the changes before the article appears;
- Advertisements to raise awareness, which you may pay for, or which might be a contribution towards your work from the newspaper itself. In any case, you can try to negotiate a cheaper rate for your advertisements;
- Advance notices of campaign events, giving time, date, place and contact details for how to find out more.

Newspapers are not neutral, the extent to which you can use them depends on the balance of commercial and government control. In some countries all newspapers are under state control and censorship. In others, powerful commercial interests and political groupings control what is ‘news’ and how it is communicated. Newspapers tend to circulate best in urban areas.
Print media in Viet Nam

All Vietnamese print outlets are either government-owned or affiliated with a government agency and most are subsidised by the state. Of 635 newspapers and magazines, 15 are aimed at children. With 550,000 copies of newspapers and reviews printed annually, the average person reads about seven copies. Only a few copies of newspapers and books reach mountainous or other remote rural areas and are generally available only at the offices of the local People’s Committee. Newspapers and other print media for children are also heavily concentrated in urban areas. Average annual consumption by each child is 2.5 copies and only 5.4 percent of print publications in circulation are for children.

It is worthwhile cultivating ongoing relationships with journalists who are interested in child labour issues. You can then keep them informed about developments in the field. If they find that you provide them with good stories and accurate information they are likely to think of ways of collaborating with you in your communication strategy. The same applies to radio and television journalists.

What works in relationships with journalists:

- Have something new to say. Newspapers need news. They are not interested in something that happened a week ago;
- Have a strong story (ideally with a beginning, middle and end) about real people that will appeal to the audience you are trying to reach;
- Include items or references of local or national interest (depending on the circulation of the newspaper);
- Provide accurate information;
- Make sure you know what you are talking about. Research the topic first in your information centre.
- Help to make contacts for the journalist to interview and/or photograph (but watch for ethical issues).
What doesn’t work in relationships with journalists:

- Providing information about something that is happening in another country if there is no clear local or national connection;
- Allowing journalists to have access to people who have not given their informed consent;
- Providing inaccurate information;
- Trying to draw journalists’ attention to issues that are not news or not connected to a story that has local, human interest.

<table>
<thead>
<tr>
<th>News</th>
<th>Not news</th>
</tr>
</thead>
<tbody>
<tr>
<td>Children in a local brassware workshop are injured in a fire. A report has been published this week showing medical evidence that children working in agriculture with their parents suffer particular injuries, have more illnesses and do not grow as tall as children who do not do this work. Child domestic workers presented a petition to the Minister of Education when she visited our town this morning. They asked for better laws to stop their employers beating them, and preventing them from going to school.</td>
<td>Children work in local brassware workshops. Children work in the fields and miss school. This is a violation of children’s rights. Unnumbered girls work as domestic workers, they are beaten by their employers and cannot go to school.</td>
</tr>
</tbody>
</table>
Radio

Radio can be a central part of communication about child labour in Asia. It is an effective and cost effective way of reaching large numbers of people, particularly when:

- The population is rural, scattered and unable to read;
- Transport is irregular, takes a long time, or is expensive;
- You do not have a large number of staff to go out into the field to promote your messages;
- At least a third of the population has access to a radio that works well and is listened to.

Vietnamese radio

Radio is a widespread medium of communication in Asia, even in countries where most people have little money for luxuries. In addition to the national radio station, Voice of Viet Nam, there are 61 provincial radio stations and 606 radio stations in the country. Voice of Viet Nam covers 70 per cent of Vietnamese territory and broadcasts in several languages and ethnic minority dialects. Two hours of daily programming are devoted to socio-cultural affairs concerning women, children and the environment. Though the popularity of radio has declined in large cities, it remains an important and influential medium in rural and remote areas. In addition, loudspeakers remain very common in district towns and mobile communications teams (run by the Ministry of Information and Culture) are capable of disseminating information to the most remote areas.

Radio can be used to receive information as well as to give it. Listeners can be asked for their opinion in interviews that can be broadcast later. This can stimulate public debate and attract the attention of policy makers.

Your first experience of radio to communicate your messages is most likely
to be someone in your organisation being interviewed about child labour. There are a few simple rules that can help you get your message across effectively. Radio is a fast medium and you are likely to have only one or two minutes to get your message across. The person to be interviewed must be capable of speaking briefly, with authority, cutting out all non essential facts. Radio appeals to the ear and not the eye. It is also a very personal medium. Listeners have the sense that broadcasters are speaking to them personally, which means that:

- The person interviewed must present a single idea or message. This should be consistent with the overall message of your campaign or organisation. It should be discussed and decided before the broadcast interview. The person being interviewed may like to jot this down as a reminder, in the moments before the microphone is turned on;
- Individual speaking habits are magnified - repeated use of particular words or phrases, hesitations, throat clearings and so forth will irritate listeners and draw attention away from the message. Short sentences that ‘get to the point’ are the best way of getting your message across;
- Ask the interviewer beforehand what questions will be asked. Make sure that the person who will be interviewed has all the information she or he requires to sound knowledgeable and answer all the interviewer’s questions. This may mean providing a single sheet listing very few essential facts, such as the number of children working, so that she or he will appear authoritative and not have to rely on memory. But make sure that this sheet is for instant reminder at a glance. The crackle of a sheet of paper being touched or moved will be picked up and magnified by the microphone. Even a short hesitation to look for a fact on the list will seem a long time to a listener who cannot see what is happening.

Record all interviews to be used as a learning exercise as well as kept in your communication archives and used for future communications.

If you use local radio, remember to refer to local case studies and the opinions of local people. Try to appeal to local ideas and draw listeners in to the idea that they can take action. Any access to radio is an opportunity to tell people about your organisation, where you can be contacted and what you stand for.

Radio has proved to be a good medium for children to use. They make excellent radio interviewers and can be involved at all stages of programme
design and production. There are many examples of children collaborating successfully with the producers of radio programmes to make programmes about their lives and ideas. Recordings of the programmes can often be made to use later in workshops. But make sure that the recordings are good quality and use them interactively. Don’t just turn on the tape recorder and expect your audience to listen passively. Chose short sections to introduce a discussion or other activity.

‘We are on the radio’

The organisation ‘Child-to-Child’ has considerable experience in making radio programmes with children. They recommend that children should spend time listening and discussing radio programmes before they start to plan their own. They can learn broadcasting techniques through simple games that make them more aware of sound and also introduce them to programme planning. Children can be interviewed, or can use microphones and tape recorders to be interviewers themselves. Evaluation, carried out by the children themselves, is an important part of the process.

Television

Television is the most powerful communication channel in the world. It is visual and can put across complex ideas relatively easily.

Television is becoming increasingly accessible. Even if people do not have a television set of their own they often get a chance to watch in another house.

Television reaches key decision makers and can change political agendas by raising key issues and publicising campaigns so that politicians have to be seen to take action. Television companies sometimes act as partners in child labour campaigns and television broadcasters are always looking for new stories to tell.

Stories about child labour can be included as part of regular popular television formats – not just as news but also as a story line in a soap opera for example.

Children tend to like to watch television.
Television, like radio, is surprisingly widespread in Asian countries, and becoming almost universally available in urban areas. To use the example of Viet Nam again, as in Example boxes 16 and 17, the country has one national television network with four channels, three regional television stations and 61 provincial stations. Television is now the most powerful mass medium in Viet Nam. It is generally acknowledged that television is now perceived as the most important source of information and entertainment among all socio-economic groups. Television sets have therefore become a top priority purchase for every Vietnamese household, and are increasingly affordable. In Hanoi, for example, only 45 percent of all households could afford television sets and video players in 1992. By 1997 this had increased to 78 percent.

Nevertheless, television has certain disadvantages:

- Television programmes are expensive to make and you will be reliant on the priorities of the television companies;
- Television still does not reach large numbers of the rural poor;
- Only a very few people participate in television broadcasting;
- Children are very rarely included in planning and making television programmes;
- Television planners are usually more interested in entertainment than in campaigns unless they are already making the news.

**Key principles of television communication**

- Present one main idea;
- Use examples from real life;
- Use strong visual images;
- Use credible voices, presenters and interviewers;
- Capture the viewer’s imagination;
- Touch the viewer’s emotions;
- Present something new and unexpected.
Press conferences

If you have something to say that is particularly immediate and exciting you can call a press conference and invite a number of newspaper reporters, as well as radio and television journalists. News is made by events such as a campaign launch, the visit of someone important or famous to your project, the successful end of a campaign, the first day of a workshop with international visitors. Press conferences must be well organised and planned in advance.

The topic

Make sure that you have something exciting to say or a story that is really worth telling, or an event worth publicising and that it supports your overall communication strategy and methods. If in doubt consult one or more of the journalists with whom you have an ongoing relationship. Take their advice, or you will waste everyone’s time and money.

Planning

Place: Decide where you will hold the press conference: it must be easy for busy journalists to find and travel to, have good light and space, chairs and possibly microphones. It is also helpful to have at least one smaller room where radio interviews can take place.

Time: Press conferences do not usually last more than about 1 hour. Make sure that this time (and the day of the week) will allow journalists time to write their stories to get in the newspaper that day (for daily newspapers) or that week (for weeklies). Usually a morning at the end of the week is a good choice. If in doubt, check with your mass media partners.

Who will be there: You will need to make sure that your organisation is represented by someone who can speak with confidence about the event you are publicising, together with people who are involved or affected. For example, if you are publicising a meeting of street children, you will need to involve a few articulate street children or youths who have been delegated by other street children, together with some street educators or other project workers. It can be helpful if you also involve someone well known – but make sure it is not someone who will hijack the press conference by drawing attention away from the child labour issue.
Information for the mass media

Prepare an invitation and a press pack, including a press release, with information for the journalists. These should normally be ready at least a day before the press conference. Make sure you have enough copies for all the journalists you have invited, for the speakers, for important people in your organisation, for your communications staff (including secretaries who may be answering telephone queries), for yourself and to keep as a record in your information centre.

GO TO Worksheet 7 Writing a press release page 109
AND Information box 27 page 87.

Sending the invitations

Use your list of press and media contacts to decide whom to invite.

GO TO Worksheet 8 Who are your mass media contacts? page 114.

Give some of your most loyal press contacts advance notice about the press conference and send them a press pack or a press release, but remember to give a date before which they should not publish a story (‘embargo’).

Write a one-page invitation to the press conference. Address it to a named journalist, who you know will probably be interested.

The invitation must state clearly:

- What the press conference is about;
- When it will take place;
- Where it will take place;
- Who will be there to present the issue and answer questions;
- Who to contact for more information (telephone, fax and e-mail for someone who will be available to take calls and knows the answers).

This should be faxed to all your invited contacts early in the morning of the day before the press conference (including to the contacts who have had advance warning). This will give journalists time to arrange to come, but not leave them too much time to receive news about some other event that will stop them attending yours.
Later in the day, telephone the people you have invited, to encourage them to come. If they do not have the time to come, send them a press pack. Send it by car or courier so that you can be sure they receive it before the press conference takes place. Sometimes the best stories are written by journalists who have not come to a press conference, but have been well briefed through a good press pack.

**GO TO Information box 27**

The contents of a press pack page 87.

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**The contents of a press pack**

A press pack consists of a number of items that journalists can use to write their story. These must be well presented and, in most cases, brief. They are packaged in a folder or wallet, which should be labelled with: Topic, your organisation; date, time and place for the press conference (including address).

**Typical contents**

- Press release (GO TO Worksheet 7: Writing a press release)
- Information about your organisation (brochure, annual report, newsletter)
- Brief biographical details of people who will be presenting at the press conference
- Details of who will be available for interview, when and where
- Clear photocopies of previous news stories relevant to this issue (not too many)
- A background paper (1-3 pages) with accurate factual information on the topic - not opinions and not value judgements - don’t try to write the journalists’ story for them
- Contact numbers for you and/or another named person working in communication who can provide further details if necessary
- Possibly one or two clear, new, original photographs (black and white) relevant to the theme of this particular press conference, with details on the back about where they were taken, the subject and the photographer to whom credit must be given if published.
Organising the press conference

Visit the venue at least one day before the press conference with the staff or volunteers who will be helping you.

- Make a note of anything that needs to be changed, and plan exactly who will be doing what task, especially who will make sure the room is not locked and anyone who will be bringing equipment.
- Make a written record of what is to be done and who will do it. Give a copy to everyone involved so that they know who is responsible for which job. If this is written in a chart or table it will be easier for people to see what they are expected to do. It can also help if you highlight each person’s name in a different colour.
- Make an agenda for the press conference.

On the day, set up the room well before the press conference. Try to judge realistically how many journalists will come. There should be sufficient chairs for them all to be seated, but not so many that it will appear that many people have not responded to the invitation. There should be room to move around and you should provide some refreshments. Have some spare press packs available.

Make sure everyone knows what to do:

- Someone from your organization should greet journalists and give them the agenda showing the order of speakers;
- Someone else should make a list of their requirements – such as who they want to interview or photograph after the main session;
- Another person is required to greet and organize the speakers, making sure that they are comfortable and know the order in which they are speaking. It is also necessary to run through with speakers what topic they should cover and how long they should speak. Remind speakers, especially children, of things they should not say in order to protect themselves from becoming the subject of sensational and inaccurate stories;
- Someone should set up and test microphones if these are being used and make sure speakers know how to use them;
- The press conference should also have a chairperson, who will be in charge of the conference itself.
Start the press conference on time. The usual sequence is:

- Very brief introduction by the person chairing the press conference, with an explanation of the order of events. Ethical issues should be dealt with at this point;
- Presentations by speakers;
- Questions from the journalists. The chair should give journalists permission to speak and make a note of the order in which they have asked. If children or young people are being questioned the chair should also make sure that the questions are ethical and that information children provide will be in their best interests. In other words, the chair has a responsibility to block questions that could be emotionally damaging and to prevent children from giving information that might be harmful to them or others if it is published.

**Lessons learned on media coordination by the Global March against Child Labour**

The campaign launch consisted not only of an event in New Delhi, where the Global March International Secretariat was based, but also of a number of events in other countries. For the campaign launch the Secretariat planned a mini-march, invited press and local dignitaries, coordinated logistical aspects of the mini march and prepared press packages. In addition, it sent press releases and press packages to all National Coordinators, encouraged them to hold some kind of press event on the same day and provided general support. The result was a good showing in international media, with two major international news agencies (CNN and BBC) covering the events in Delhi and elsewhere.

Nevertheless, there were some problems, not least that media coordination began too late, rather than with an early media announcement as originally planned. This never took place because many members of the steering committee felt that the announcement would be premature and a campaign launch would be sufficient.

Another problem was the absence of a strong media coordination point in the United States. One lesson learned during the Global March was that media networks in the USA are key centres for distributing information to other agencies around the world. If
media coordination in the USA had been stronger this would have had positive effects for the Global March around the world.

Evaluating mass media coverage

Example 21

Pagsanjan is a small agricultural resort town about two hours from Manila. Recently it has become known as a centre of tourism based on child sex. In the late 1970s Pagjansan, already a popular tourist destination, was placed under the administration of the Philippine Tourism Authority, which expanded hotels and transport facilities. At the height of the tourism campaign an average of 700 people visited daily – most of them foreigners. This brought in much needed cash to the local economy.

Unfortunately a tourist slump in the 1980s forced townspeople to look for other sources of income. They became vulnerable to the free-spending habits of visiting child abusers from abroad, whose ‘gifts’ for having sex with children were sometimes way above local salaries.

The mass media proved to be a powerful force in combating this child exploitation, both at home and abroad, in raising public awareness, maintaining public vigilance and promoting public action.

Action began with a campaign against child sex tourism run by a community organisation called ROAD. This targeted Australian media first, because of the large number of Australian tourists, and because the priest who set up ROAD had contacts in Australia. Public concern in Australia was immediate and strong. People wrote to ROAD and sent donations to help continue the fight. The Australian police submitted a list of the names of known paedophiles to the Filippino authorities, so that visas would not be issued. Other media interest followed. A Singapore network interviewed Pagsanjan children. A Swedish company made a film. An Asian weekly magazine published an article.

The Filippino media also took notice. The only Manila television station not controlled by the government filmed a documentary. The weekly magazine of the daily newspaper with the largest circulation published articles describing and analysing child prostitution in Pagsanjan and suggesting policies that might be used to eliminate it. This also focused attention on other issues of child exploitation. ROAD began publishing its own magazine, with reprints of articles from other publications together with pieces by a variety of experts.

By 1987 media attention had grown and also covered projects for street and working children in other parts of the Philippines. The following year attention returned to Pagsanjan because of the arrest and deportation of foreign sex tourists. Early in 1989 there was a two-week conference in the Philippines involving delegates from all over Asia. Media coverage was strong every day. Among the outcomes of this meeting was the formation of a media-based advocacy group called Presshope, on behalf of exploited Filippino children.
Why was the media campaign in Example box 21 successful?

- People became interested because they felt involved – the Australian public worried about their image in the Philippines;
- It was a strong story with ‘good’ and ‘bad’ characters: the ‘exploitative’ government, the foreign sex tourists, the abused children;
- Many different media and events, some of which were co-ordinated by a community organisation that fed the campaign and provided feedback;
- Funding was obtained for the local organisation to be sustainable;
- The stories also provided positive options – things the police, government and public could do to improve the situation;
- Local and international partnerships were formed and were consolidated in a meeting that was itself a media event.

Mass media and ethics

Child labour is not just a topic for legislation, programming and research, it is also a public issue in which information is used, and often generated, by mass media. This can have a distorting effect. The present apparent absence of child labour in industrialised countries is often contrasted with sweated labour in developing nations, which helps to continue an international view of these nations as ‘backward’. Information about children and their families that make them look like helpless victims also maintains the attitudes that keep them powerless and make it easy to exploit them.

Media stories should never exaggerate or seek to shock people just to get a message across. This violates working children’s rights to dignity and respect.

Media stories must use the best information possible. If inadequate or inaccurate information is used it is easy for employers or others who want to deny that they are exploiting children. You have a responsibility to be clear and to use only facts that have been well researched and can be verified.
Try to stop mass media publishing sensational information – this will sell newspapers and attract television audiences, but it will never help children. This is secondary exploitation and violates their rights.

### Ethical issues in dealing with mass media contacts

- Promote the reporting of children’s issues in ways that will uphold their dignity and well being, and protect them;
- Establish a voluntary code of ethics for reporting on children (ideally in collaboration with other child labour or children’s rights organisations as well as the media);
- Abide by ethical considerations and have a penalty system for reporters who contravene this code;
- Protect children from being exploited in reports that are harmful to their reputation or welfare – and the reputation and welfare of their families and communities;
- Where it is in their best interests, conceal the identity of children, families and communities in about stories about them;
- Obtain informed consent for photographs, stories and case studies;
- Protect the identity of children who might be victimised or stigmatised as a result of news coverage – blurring or defacing photographs, using sketches instead of photographs; distorting voices; picturing the backs of heads rather than faces; withholding names; concealing locations;
- Report positive news as well as negative – show how poor people and vulnerable children can be active, positive agents of change in their own lives;
- Emphasise the value of child work to families, communities and the nation.

### Case studies

Case studies bring issues to life. They take social situations and portray them as the dramatic personal stories. Media coverage of the sufferings of individuals and their attempts to improve their lives make stories that the public can understand, especially if you can describe ways in which they have triumphed over their difficulties.
The everyday work of you and your colleagues puts you in regular contact with people whose stories would make an emotional impact on the wider public. Turning work challenges into personal stories attracts a bigger audience. The more the public knows about the problems and challenges of child labour and opportunities for action against the worst forms, the sooner they will do something about it. Case studies are a useful way of doing this.

Translate your experiences into stories of the personal conflicts and triumphs of the children and families with whom you work. Tell the public stories about employers who co-operate with welfare agencies and help children get out of their factories back into school and find ways to employ their parents, about trade associations who look for and find ways to take action in the best interests of their members. Tell the international community about political leaders who are finding ways to persuade their colleagues at the policy and decision-making level to change their views, to formulate, pass and implement legislation. But never forget that, if you use people’s stories, you have ethical responsibilities.

Case studies can be good ways of getting messages across because they involve people’s emotions and bring big problems down to human level. But you must also consider the ethical issues of using information about children. You must protect them from repercussions from their employers, families or communities. Do not identify them by name or photograph in messages that could damage their safety, their self-esteem, their reputation or their future. They have a right to be protected from harm and from invasion of their privacy.

Information technology

The latest and perhaps the most powerful means of mass communication is information technology (IT), which is the result of a union between advances
in telecommunications and improvements in computing. The reasons why IT has moved so fast and had such an impact in the last ten years include:

- The development of the Internet;
- Telephone technology improvements, with relatively fewer regulations;
- Increased telephone and fax services in rural areas;
- The realisation and experience that electronic information can empower people and their organisations.

IT is a powerful tool for communication:

- With colleagues in your own organisation through E-mail;
- With colleagues in other organisations through E-mail, the Internet and E-publications, including a web page;
- Virtual meetings with other people with an interest in child labour, in on-line chat rooms;
- Access to information through the Internet and Worldwide web;
- Telling the world about your organisation’s activities through E-publications and/or a web page.

If you are uncertain about what some of these terms mean 
GO TO Worksheet 9 Getting started on the Internet page 115 AND Information box 29 page 95.

Child labour organisations in Asian countries vary greatly in their use of IT. Although IT use is growing and certainly offers many exciting possibilities for future information exchange, many organisations still do not use or feel confident with IT. This may be because of:

- Lack of finance for the necessary equipment;
- Lack of information about IT;
- Fear of new technology;
- IT not being in the organisation and/or communication plan;
- Insufficient training for staff who use IT equipment;
- Inadequate national telephone and/or electricity system;
- National regulations and restrictions on the use of IT.
**Definitions of some ‘Information Technology’ words**

**Browser**
Short for Web Browser. The tool (programme) that allows you to explore (‘surf’) the Worldwide web. The most popular Web Browsers at the moment are Netscape Navigator and Internet Explorer.

**CD-ROM**
‘Compact Disk – Read Only Memory’: a storage system used by computers. A compact way of storing information on a single disk. CD-ROMs can be very useful for communicating information about your work in general to other organisations.

**Chat Rooms**
A place on the Internet where people go to ‘chat’ with each other by exchanging messages. There are thousands of Chat Rooms, usually organized by topic. When you are connected to a Chat Room you can view all of the conversations taking place at once on your screen. You can also get into a private chat room where only you and one or two others may talk. This can be an inexpensive way to keep up with colleagues who are ‘online’.

**Cyberspace**
A name for the Internet first used by science – fiction novelist William Gibson in 1984 in a book called Neuromancer.

**Cybercafe/Internet cafe**
Every town these days seems to have a ‘cybercafe’ with a set of computers. For a relatively small payment (depending on how much time they use the computer), customers can access the Internet to read their e-mail or explore (‘surf’) the Internet. Cybercafes often serve refreshments.

**Database**
A systematic collection of information (data) on a specific topic, such as bonded labour, or child commercial sex workers. A database may be a collection of published and unpublished materials, pictures, newspaper cutting, videos, reports and statistics. It can be kept (archived) in a library, a filing system or a computer.
**Databank**
A large collection of data and databases stored for use or analysis.

**Electronic network**
The use of a telephone or satellite system to link computers.

**E-mail**
Electronic mail. A way of sending messages between computers in different places, requiring both computers to have a modem and access to an electronic messaging service (server).

**E-publication**
A publication that can be stored in or retrieved from a computer or an electronic network.

**Hardware**
Hardware consists of computers, cables and wireless links, modems, scanners, printers and CD-ROM drives.

**Internet**
A global information system that allows immediate, worldwide communication between computers and the individuals using them. The Internet consists of all the computers connected to it and all of the information available on them.

**Keyword**
A word, or term, that can be used to represent a number of other terms. For example, ‘child’ might be used as a keyword for ‘kid’, ‘youngster’ or ‘offspring’. Keywords are useful tools for searching E-publications. Thus if ‘child’ is put in the ‘search’ box on an Internet browser, it might also pick up references to ‘kid’, ‘youngster’ or ‘offspring’.

**LAN**
LAN stands for ‘Local Area Network’, which is a way of linking computers (for example all the computers in an organisation) to improve access to data, printers and the Internet.

**Logon, Log on**
Get connected to e-mail or Internet.

**Modem**
A piece of technology, either inside a computer or attached to it, which is used to link a telephone with a computer. Modems can be
used to link computers in different places, in order to send E-mail or connect to the Internet.

**On-line**
When two or more computers are linked by modems through a telephone line or LAN.

**Server/ISP**
A server or Internet service provider (ISP) is your connection to the Internet. You use an ISP to connect onto the Internet every time you log on.

**Software**
Software is the name given to programmes and other technology that is run (used) by hardware.

**Virus**
Your computer can catch a virus from communication with infected computers, through the Internet or through sharing diskettes. The best defense against a virus is to be very careful not to download programs or data from a site you’re not familiar with and use an updated antivirus programme.

**Web page**
A sub-set (part) of the Internet. Every page you look at on the Internet is a web page, but the term is more commonly used to refer to web pages hosted by organisations to tell the world about what they do.

**Web site**
Place on the Internet where a web page is ‘posted’.

**Worldwide web**
The World Wide Web (www) is a universal mass of web pages connected through hyperlinks.

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**GO TO Worksheet 9**  Getting started on the Internet page 115
**AND Worksheet 10**  Building web pages page 120.
Internet in Viet Nam

Internet availability and use in Asia is growing rapidly. For example, the annual growth rate of the information technology market in Viet Nam is over 30 per cent a year. The Ministry of Information reported in 1999 that over 500,000 computers were in use and that 50,000 subscribers to the Internet had been registered since the country was officially connected in November 1997. This is still only a small proportion of the population, but many others in urban areas have access through Internet Cafes.

Whatever the case, it is worth reflecting on the IT you use, and whether or not you want to extend or improve the way you use it. This will be part of your communication strategy plan.

GO TO Chapter 4 Planning communication for child labour organisations page 153.

There is no point in spending money on expensive equipment that you do not need, or do not have the staff to use. In many cases, existing computer equipment is not being used to its full capacity. To test this you can look at the programmes already on the computers you have in your office and check the answers to the following questions.

• Do you or your colleagues use all of the programmes installed?

• Do you know how to use most of the features in the programmes you use regularly?

It is likely that you have not looked at the programme manuals since the computer or programme was first installed. Take a couple of hours to read through the manuals now that you are familiar with the basic features. You may find some features you can use – and you may not have to invest in whole new programmes. For example, recent word processing programmes often include the capacity to design a simple web page. You may not need to call in an expensive expert to help you.

On the other hand it is also worth checking if your computers and modems are sufficiently up to date for you to be able to make full use of the IT available. If they cannot do what you want them to do – or they do the job so slowly that staff time is lost, you are disconnected from your server and
your telephone bill gets too big, then it may be worthwhile considering updating your equipment as part of your strategy plan. It is important that you think carefully about which type of IT will suit your aims and your audiences. For example, if your audience is child workers and their families in a remote rural area, spending time and money on constructing a web page may not be a priority.

**CD-ROM**

CD-ROM stands for ‘Compact Disk – Read Only Memory’. It is a storage medium used by computers and a convenient, inexpensive way of storing and sharing large amounts of material and distributing collections of printed materials to organisations and individuals in the child labour field.

Six of the organisations surveyed by RWG-CL in 1999 produced CD-ROM titles for distribution. These are much in demand and can be generally used as most new desk top and lap top computers have CD-ROM drives on which these disks can be played.

Although 67 percent of individuals in the survey said they had no interest in using CD-ROM technology, just over half of them said that they have access to CD-ROM drives in their offices. Maybe they would be more interested if there were interesting CD-ROM products to stick in to these empty drives.

**Child Workers in Asia CD-ROM**

When CWA decided to produce a CD-ROM it was ‘state of the art’ technology and it has now been to a certain extent replaced by the CWA web site. The idea at the time was to share information about CWA work and spread the message about child labour to partners in wealthier countries. The CD-ROM contains brief written text and a musical soundtrack with 385 photographs of working children from 12 different Asian countries organised by country and by sector.

Producing the CD-ROM coincided with the successful campaign that ended with the adoption of ILO Convention 182 in 1999. The CD-ROM aimed to:

- Feed into the campaign;
- Popularise networks on child labour;
• Promote informed discussion on child labour.

One lesson learned is the importance of tracing distribution and encouraging feedback, so that the messages in the CD-ROM can be followed up with further information.

The Internet

Over the past ten years, communication has been revolutionised by the development of the Internet, which is a global information system that allows instant worldwide information between computers and the individuals using them. There are three essential elements that make this possible: hardware or technical equipment, software or programmes run by the hardware, and the people who make use of the Internet. Basically the Internet is a collection of tens of thousands of computer networks connecting an ever-increasing number of individual computer users throughout the world. In 1999 it was estimated that 180 million people could use the Internet.

There are many advantages of using the Internet for communication about child labour. Two major benefits are:

• Instant access to information that might have taken months in the past. For example, before the Internet you might have had to write or fax an ILO office in Geneva to ask for the text of ILO Convention 182. Your letter or fax could easily have sat for weeks in someone’s ‘in-tray’ before it was dealt with. Or you might have written to the wrong office or the wrong person, and never received a reply. Now it is possible to access the ILO web page and click on the item for ‘Conventions’ in the index. The Convention will be displayed in full on your computer screen. You can read it, print it out and make a copy on your own computer – all in as little as five minutes.

GO TO Worksheet 9 Getting started on the Internet page 115.

• You can inform people about your own work, through E-publication. With very little effort you can design a ‘web page’ giving basic information about your organisation, with keywords (such as ‘Child labour’ and ‘Asia’) so that people searching the Internet for information about child labour in Asia will be able to make contact. More elaborate web pages can provide pictures, reports and other
documents, which not only make people aware of your work but also cut down on postage and printing as well as staff time spent answering letters of enquiry.

**GO TO Worksheet 9** Getting started on the Internet page 115 which features the ILO and CWA web sites

**AND Worksheet 10** Building web pages page 120.

For addresses of web sites on child labour

**GO TO Chapter 6** Web pages page 254.

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**Child workers in Asia (CWA) web site: Lessons learned**

The NGO Child Workers in Asia decided to build its own web site because the Internet seemed to be a new way of spreading information about child labour, so that it became more accessible to more people. The work of constructing and maintaining the web site has been carried out by volunteers, so the cost is low. But volunteers have varied skills and irregular time inputs, which affects quality and the regularity with which the site is updated, although CWA tries to update the site each time the Newsletter is published (three times a year).

Nevertheless, feedback from people who use the web site has been enthusiastic. One important feature of its success is the indexing system, which means that people can search the site by country, or by type of work (sector).

One problem is that it is difficult to keep up with the speed at which child labour information is being produced at the moment. So it is important to maintain a CWA character to the site. There is no point in trying to keep up with the ILO web page for example, so the emphasis in CWA is on creating links with the sites of other organisations.

By the end of 2000 the CWA web site had links with over 50 partner organisations, but also with network sites, such as the One World Web Site, which helps to mainstream child labour within social development issues as a whole.
The web site makes it easier for CWA, which has very few staff, to respond to requests for information from researchers, ranging from school children to the United States Department of Labour, from countries as far apart as Egypt and Finland.

**Using Internet and e-mail**

As an international organisation it is expensive to share information through postal services, fax and phone. Make the best use of the Internet because it is cheaper and faster. For example you can follow news stories from hour to hour, save them as files, print them out and mail them to other colleagues.
Worksheet 4: What is your message?

You need:

• Sheets of card or thick paper in four different colours, cut into pieces, each one about the size of a postcard;
• As many of your colleagues as possible – especially those who deal directly with child workers. Involve children and their families if possible. You may want to do this exercise with different groups at different times and then compare results before deciding on the message or messages to focus on;
• Time – set aside a morning or afternoon when everyone is free to take part without interruptions;
• Space – room, where you will not be interrupted, with space to move around and some empty floor space.

First step: Prioritise

Make a list of the child labour problems you are dealing with in your organisation. You can do this on a flip chart with everyone making suggestions, or people can make individual lists and then combine them (be guided by people’s ability to write – children and illiterate adults may need pictures or symbols rather than words).

Write the items on the list on the cards – write ONE item on each card and use large letters, preferably with thick, black marker pens.

Spread the cards out on the floor. Everyone should stand round and begin to move the cards into a priority list, discussing why they think a particular issue should have priority. Keep moving the cards until everyone is satisfied with the order of priorities. Number the cards, starting with ‘1’ for the first priority.

Your main message will be about this Number 1 problem.

Keep the list of priorities in your Communication Strategy Folder.
Second step: Analyse the problem - decide on the message

Now fill in the table below (you can do this for other problems as well). You may find it helpful to use the example below as a guide. For group work the table can be copied on to a flip chart, or you could photocopy the table so that people can work individually, compare their ideas and decide on the message together.

Once you have filled in this table, you will have the overall message for your communication strategy. Keep the table in your Communication Strategy Folder. The next step will be to put it to work for different audiences in different formats through different channels. By the time you have filled in this table you will already have some idea which audiences to target.

<table>
<thead>
<tr>
<th>Problem:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who is affected?</td>
</tr>
<tr>
<td>What are the effects?</td>
</tr>
<tr>
<td>What are the causes?</td>
</tr>
<tr>
<td>What do you want to change?</td>
</tr>
<tr>
<td>Who do you want to change?</td>
</tr>
<tr>
<td>What outcome do you want to achieve?</td>
</tr>
</tbody>
</table>

The message:
### Example

<table>
<thead>
<tr>
<th><strong>Problem:</strong></th>
<th>Children stitching footballs</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Who is affected?</strong></td>
<td>Boys and girls aged 6 to 12 years</td>
</tr>
<tr>
<td><strong>What are the effects?</strong></td>
<td>Eyesight and posture affected, hands injured</td>
</tr>
<tr>
<td><strong>What are the causes?</strong></td>
<td>Families need money. Child workers are cheaper and easier to control than adult workers. Cheap footballs are in demand for export</td>
</tr>
<tr>
<td><strong>What do you want to change?</strong></td>
<td>Change attitudes and behaviour of foreign buyers, so pressure is put on government to stop children being employed stitching footballs. Improve national laws affecting children working - on the basis of CRC and ILO provisions. Make sure that workshops are inspected and employers penalised. Improve government support to poor families. Families send children to school instead of work</td>
</tr>
<tr>
<td><strong>Who do you want to change?</strong></td>
<td></td>
</tr>
<tr>
<td><strong>What outcome do you want to achieve?</strong></td>
<td></td>
</tr>
<tr>
<td><strong>The message:</strong></td>
<td>It is unacceptable, and preventable, that the health of children who are too young for employment is being damaged by stitching footballs to sell to foreign buyers.</td>
</tr>
</tbody>
</table>
This worksheet will give you practice in adapting messages for different media.

In the space marked ‘message’ write the basic message you have decided on using Worksheet 4.

In column 2 make a list of the channels available to you in each of the categories listed in column 1 - person-to-person, visual, mass media and community. List only the media to which you have access and that you have the skills to use.

In column 3 make notes about ideas for getting this message across using each of the channels you have listed. You can use some of these ideas in the communications strategy you will design in Chapter 4. Keep the results in your Communication Strategy Folder.

<table>
<thead>
<tr>
<th>Message</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Channel category</td>
</tr>
<tr>
<td>Person-to-person</td>
</tr>
<tr>
<td>Visual</td>
</tr>
<tr>
<td>Mass media</td>
</tr>
<tr>
<td>Community</td>
</tr>
</tbody>
</table>
Use this worksheet to check that you have all the information you need to write a case study. You can concentrate on telling a particular story, describing the life or life history of a child, the plight of a group of child workers, child work in a community or industry. The column ‘things to think about’ is a checklist – not all the questions will apply to all case studies. Put your notes in the other column for reference when the case study is written and to check back in the future if you want to use the case study again for a different audience. Keep a file of case studies, but do not use case studies that are more than two or three years old – the children will probably be adults by then.

<table>
<thead>
<tr>
<th>Things to think about</th>
<th>Your notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name or brief description of case study</td>
<td></td>
</tr>
<tr>
<td>Why are you communicating this case study?</td>
<td></td>
</tr>
<tr>
<td>Which audience groups will be interested?</td>
<td></td>
</tr>
<tr>
<td>What happened or is happening?</td>
<td></td>
</tr>
<tr>
<td>Where, when?</td>
<td></td>
</tr>
<tr>
<td>What is the background of the problem?</td>
<td></td>
</tr>
<tr>
<td>Why is this an important issue?</td>
<td></td>
</tr>
<tr>
<td>Things to think about</td>
<td>Your notes</td>
</tr>
<tr>
<td>-----------------------</td>
<td>------------</td>
</tr>
<tr>
<td>The children - How were they affected? How were their families and communities affected?</td>
<td></td>
</tr>
<tr>
<td>Employers - Who are they and how do they benefit from child work? Do other people benefit?</td>
<td></td>
</tr>
<tr>
<td>Who did it affect? And who brought the issue to public attention?</td>
<td></td>
</tr>
<tr>
<td>Was any action taken? Did any changes take place? What people or organisations were involved in the solution?</td>
<td></td>
</tr>
<tr>
<td>What were or are the obstacles to action? Who opposes the action or was reluctant to support it, at least at first? Who changed and became a supporter?</td>
<td></td>
</tr>
<tr>
<td>What affect will action have on the future well-being of the child workers and their families?</td>
<td></td>
</tr>
<tr>
<td>What supporting information and/or photographs do you have available? Where are they kept or where can they be found?</td>
<td></td>
</tr>
</tbody>
</table>
Worksheet 7: Writing a press release

A press release is the main tool for attracting journalists to an event, such as a press conference, or for encouraging them to write about a child labour story. It needs to be brief (usually not more than one page long) and exciting, so that busy journalists from newspapers, radio and television will read it and want to come to the event you are publicising. This might be a press conference, a demonstration, a meeting, an exhibition or a play. If you are not used to writing press releases, you can use this worksheet to practice the skills you will need.

It will be more productive if you use this worksheet with one or more of your colleagues. Each of you can prepare their own draft ‘press release’, then you can compare the results, discuss and decide on a final version.

Read the following story, and then follow the instructions - you may need to check back to the information on children’s rights for extra information. You may also find it helpful to read again the sections on mass media.

Your organisation works with a group of boys and girls who sell newspapers in the city centre. They are aged between 10 and 14 years and start work collecting the newspapers from the agents at 4am, selling them from 6am onwards. Some stop selling at 8am and go to school, but most do not and continue to work until mid-afternoon. They work Monday to Saturday and earn a quarter of what an adult would earn as a bus driver. Your organisation has started an informal education project for these children, many of whom have made enough progress to be able to go back to formal school. But they need to keep earning and there are no schools open when they have the time to attend.

Through your informal education project the children have also learned about children’s rights and the importance of organising themselves to make their views heard. They now call themselves ‘Children in Need of Schooling’ and are led by a girl and a boy, both 12 years of age. Many parents have also become involved. They want their children to go to school...
and get an education that will give them a better start in life. But the parents are either unemployed or do not earn enough to support their families.

The children and their parents have heard that the Deputy Minister of Education will be visiting your town next Wednesday. They want to ask him to work with local education authorities to find a solution to their problem. With your help they have drawn up a petition asking him to do this and they now have over 2000 signatures, including some of the customers who regularly buy newspapers from them. After much difficulty you have arranged that the Minister will see the children and accept their petition at 5pm, when he has finished a meeting the Head Teacher of the Technical Training Institute, just before he leaves town. It will help the children’s campaign enormously if this event is reported by the local newspapers and radio. So you have to write a press release.

Now use the information in this story to write your press release using the following model framework. In your version you will not need to use the [square brackets] and boxes of course.

(Hint, it will help if you give names to the people in the story, such as the Minister and the boy and girl ‘leaders’, and work out what the children would be earning in local currency).

Remember, your press release should not be more than one page long.
PRESS RELEASE

**Embargo** [specify a date and time before which information should not be published]

[your logo and/or name of your organisation]

[A heading saying what the event is about – like a newspaper headline]

Details about the event saying:

*What will happen*

*When*

*Where*

*Who will be there [people and organisations]*

*Why it is important*

Use clear sentences and short paragraphs

Give information about:

*Any interviews you can arrange*

*Any photographs that can be taken*

Don’t forget to say something about your organisation – and establish your credibility

**Further information from:**

[Name and contact details for a person or persons in your organisation who can be contacted for further information]
A press release can also be used to inform the mass media about something that has already happened, or a comment from your organisation on an item of news. For example, when your government ratifies ILO Convention 182, you may like to put out a press release saying that you are in favour of this and that you hope the provisions will be put into practice very soon. Example box 25 is the text of the United Nations News Service Press Release on the Global March Against Child Labour.

**UNITED NATIONS PRESS RELEASE**

Example 25

The Committee on the Rights of the Child this afternoon met with a group of children who participated in a symbolic march organized to protest child labour around the world.

3 June 1998

The Committee on the Rights of the Child this afternoon met with a group of children who participated in a symbolic march organized to protest child labour around the world.

The march started in Manila, the Philippines, on 17 January and ended yesterday in Geneva where the participating children expressed their support for a draft international convention being discussed by the Assembly of the International Labour Office which would ban extreme forms of child labour.

Four children, aged 12 to 15 years, who came from the Philippines, Nepal and India, and a young representative of the Canadian association ‘Free the Children’ exchanged views with members of the Committee. The Chairperson of the Committee, Mrs. Sandra Mason of Barbados, told the children that the Committee always stressed that the economic exploitation of children was a violation of both human rights and children’s rights.

In order to define the aim of the children’s march, one of the children said that 250 million children worked around the world. This work shattered their dreams and prevented them from the possibility of going to school and building a future for themselves. Children were innocent and could not defend themselves. A child soldier who killed was not expressing his will but was following an order. During the march the children stressed that child labour was a universal evil which existed in almost all countries.
Another child said that children working in India could not express how they felt because they were terrorized. Employers preferred to use children because they were not organised and could not contest being paid less than the minimum wage. A 12-year-old Indian child told the Committee of his work at a spice factory. He said that he used to work twice as much as adults. He was paid only 15 rupees, the equivalent of 50 cents, or was told that the money would be sent to his family. One day, he joined the march and did not return to work. He hoped that upon his return to India, he would be able to go to school. The children said that in Pakistan, children had to work because they were poor.

In conclusion, the children said adults and politicians had to do all they could to put an end to this disaster which should not exist today. They expressed the hope that the day would come when children did not have to work anymore and when all children could go to school. They noted that the march did not receive much support from countries where children worked like Viet Nam. They also expressed their concern that Viet Nam did not allow children to join the march.

The members of the Committee saluted the efforts of the children and supported their message to eliminate child labour round the world.
Worksheet 8: Who are your mass media contacts?

Use this list as the basis of your communications with the media. Keep it in a file on computer so that it can be constantly updated. Every time it is updated print out a copy and share with any colleagues who work directly with the mass media. Make sure each one of you has it pinned above their desk or in some other obvious place so that you can make contact immediately you need to do so. Make separate lists for newspapers and magazines, television and radio. Keep a copy of the latest print out in your Communication Strategy Folder.

If you cannot keep a computer record use a card filing box that is accessible to everyone who has contact with the press. If you have to keep it in a single office, make sure that other communication staff can access it when that office is closed.

<table>
<thead>
<tr>
<th>Name of media outlet</th>
<th>Name of contact(s)</th>
<th>Contact details</th>
<th>Special interests</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of newspaper, TV or radio company, or ‘freelance’</td>
<td>Full name</td>
<td>Address</td>
<td>List any particular issues or themes this journalist is interested in: for example ‘Has written many articles on bonded labour’</td>
<td>List recent contacts (who was in contact, when and why), articles written in collaboration; best way to get in touch</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Phone number (switchboard and direct)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Fax Number</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>e-mail</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>‘Especially interested in stories about girls’</td>
<td></td>
</tr>
</tbody>
</table>
This worksheet is intended for people who have never used the Internet before, including those who do not have access to a computer at home or at work, but assumes some familiarity with Windows and word processing. It provides simple instructions that will guide you through the first steps of accessing websites on the Internet, together with some advice about minor problems that can arise. The best way of finding out more about the Internet is to use it – like millions of other non-technical people worldwide.

Getting started on the Internet is easier than you think. You do not need to have an e-mail address or even a computer. You don’t need to know the technical words or definitions. You will learn the ones you need as you get more practice. Once you have practiced a few simple moves on the screen for yourself, you can forget all about the jargon and simply surf the Internet like anyone else.

For explanations of the information technology words used in this Worksheet

GO TO Information box 29 page 95.

• If you do have a computer read this section, if not go to the next section

You need a modem, a browser and connection to a local server.

1. Check the computer manual to see if your computer has an internal modem. If not, you will have to buy an external modem to connect to your computer.

2. Check the manual, and the icons on your main Windows page to see if you already have a web browser installed – it is likely to be Microsoft Internet Explorer or Netscape.

3. To connect to the Internet you will need an agreement with a local server, which will provide you with the necessary software (and will load this on to your computer for you) together with a local telephone number that your computer can dial for access. Software is usually free, and many servers provide free access. So look around and ask your colleagues in other organisations for advice.
• If you do not have a computer

It is possible to have an e-mail address and access the Internet by using a ‘cybercafe’, in which you pay by the minute for the time you are on-line using one of the computers provided. The cost is usually reasonable and staff in the cybercafes are generally friendly. Don’t be shy about asking for help both for the Internet and for getting your own free e-mail address.

(Hint: Yahoo! and Hotmail are the most frequently used addresses, and they have the advantage that you can use them from almost any computer anywhere in the world.)

• Getting started

Whether you are working on your own computer or in a cybercafe, read this Worksheet first and have a copy of with you when you begin. Don’t be anxious. If things go wrong on the Internet the solution is the same as with many other things in life - go back to the beginning and start again.

• Log on to Windows and click on the icon for dialing the server (in a cybercafe, this will probably already be done for you);
• Once you have connected to the server, click on the icon for the browser;
• The page that comes up on your screen will be different according to the browser and/or web page installed in your computer. Don’t worry too much about the details. Three things will be roughly the same:

  The ‘menu’ at the top of the screen, which will show words like Back, Forward, Home, Refresh, Search, Stop and Favourites.

  A space underneath the menu looking something like this:
  Address

  Another smaller space/ box on the browser page itself, which will have the word ‘Search’ or ‘Go’ beside it.

You have two routes to searching the Internet:

1. If you know the address of the site or page you want to visit

For practice use the ILO web site address: http://www.ilo.org/
Place the cursor over the start of the address box. Type in the address. Press ‘Enter’ on the keyboard.

Your screen will show a symbol (usually an hourglass) to show that it is active processing your command to look for this address.

The home page of the International Labour Organisation will appear on your screen. It may take some time to appear completely, but this will give you time to look at the items on the page (Index), which will help you to find your way around the ILO site.

On most web pages, words that are underlined provide you with what are called hyperlinks. When you position your cursor over a hyperlink a little hand \(\text{[\text{hand}]}\) will appear over the cursor. If you click on the hyperlink you will go to another page.

On the ILO web page you will find that many of the hyperlinks are not underlined. Move your cursor over the page. You will see the little hand appear almost every time the cursor passes over some text. Look on the right hand side of the page for the words ‘Site map’, position your cursor over this until you see the \(\text{[\text{Click}]}\) Click.

This will take you to the Site map or main Index of the ILO. Look for the words ‘child labour’, position your cursor over them until you see the \(\text{[\text{Click}]}\) Click.

Now you will find yourself on the IPEC page, which will have more hyperlinks for you to explore.

Your screen will only show part of the page. ‘Scroll down’ to read the rest of the page, using the triangular ‘arrow’ at the bottom right hand side of your screen.

Now you can start to explore the ILO web page for yourself, by clicking on any hyperlinks that interest you.

If you want to go back and look at a page again, simply click on ‘Back’ in the menu (you can do this several times to go back more than one page).

You can always click on ‘Forward’ to return to where you were.

If you get lost among all the hyperlinks, look for ‘Home’ on the web page,
and click on that to get back to the first page you reached.

If you get completely lost you can click on ‘Home’ on the menu, which will take you back to your browser page.

2. If you do not know the Internet address

Place your cursor over the box next to ‘Search’ or ‘Go’. Type in the topic or organisation you are looking for. Press enter.

You could have found your way to the ILO web page by typing in ‘ILO’, but this time try looking for Child Workers in Asia by typing ‘CWA’ and then clicking on ‘Search’ or ‘Go’.

Your screen will show you a number of options (probably about 30) for the acronym CWA, each with a hyperlink. You can scroll down searching for ‘Child Workers in Asia’.

The screen will probably show only 10 possibilities at a time, look at the bottom of the screen for Next or 1 2 3. You are on the first page of three pages. To look at the next page click on Next or 2 or 3, until you find Child Workers in Asia.

Alternatively, to save time you could search again. There will be another Search (or Go) box near the bottom of the screen. This time type in ‘Child Workers in Asia’. Click on ‘Search’ or ‘Go’.

Now your screen will show you two choices. One of them will be a hyperlink to Child Workers in Asia. Position your cursor over this until you see the little hand 🧵. Click.

The Child Workers in Asia Web Page is not as big as the ILO web page, but both can be used to make links to other web pages.

Look for where to click to make links to other organisations from the Child Workers in Asia index? Try it - see what happens? You should be able to find your way to the ILO page again.

Now that you have found your way to the ILO and Child Workers in Asia web pages you can begin to practice and explore the Internet more. Try searching for information on ‘child labour’ by typing this in the ‘Search’ or ‘Go’ box. You will be surprised at the number of choices you have.
Troubleshooting

With practice you will be able to solve most of the problems you encounter when you ‘surf the Internet’. Remember that most of them are not your fault and treat all your mistakes as learning experiences. This section contains some suggestions about problems and queries you may have in your early experiences with the Internet.

- The Web page does not download
  Click on ‘Refresh’ on the menu, if the page still does not download click on ‘Home’ and start again. Make sure that you have typed in the address correctly.

- The screen ‘freezes’ – nothing works
  You have probably lost your dial up connection. A box may appear for re-dialing. If it does not, click on the X at the top right hand corner of your screen. This will take you back to your main Windows screen. Start again. If clicking on ‘X’ does not bring any response from your computer, you will have to turn it off and start from scratch by logging on to Windows. Don’t worry, it happens to everyone!

- You would like a copy of some text you have found
  To copy a whole web page you can download it by clicking on ‘File’ at the top of your screen and then ‘Save as’ just as if you were saving a word processing file. If you are in a cybercafe, you will need to have a floppy disk with you to do this. It is also sometimes easier to ‘Save as’ a ‘Text only’ file, which uses up less space.

  To print out a page, you can click on ‘File’ and print out just as if you were printing from a word processing file.

  To copy or print part of a page, it is usually possible to select part of the text by clicking on ‘Edit’ at the top of the screen, selecting text using the cursor and then clicking on ‘copy’. This text will be saved on the clipboard and can be pasted into a word processing programme, in the same way that you would ‘paste’ text from the clipboard into a blank file.

- You have found a page that is really interesting, but are sure you will not be able to remember how you got there.
  Place the cursor over ‘Favourites’ on the menu. Click and follow the instructions to put this page among your favourite sites. When you want to go back to that site again, click on Favourites. A menu will appear, click on the name of the page you want to revisit.
Worksheet 10: Building web pages

This worksheet is intended to guide your thinking about whether or not your organisation needs a web page and to consider the options. If you have not yet used the Internet you should complete Worksheet 9 before tackling this Worksheet, and also spend some time looking at different examples of web pages on the Internet.

GO TO Example box 24 page 101
AND Chapter 6 Web pages page 254.

• Do you need a web page?
  Information technology is improving all the time and people of all ages in all parts of the world are increasingly turning to the Internet for information. If the main audiences for your messages are people who do not have access to computers you may decide not to build a web page. But you may want to expand your communication to reach new audiences, to make your work more widely known, or to improve your capacity for responding to enquiries. Read the following questions and tick the boxes if the answer is ‘Yes’.

☐ Do you receive regular enquiries from researchers asking for information?
☐ Do these enquiries take up more time than you feel you have available?
☐ Do you sometimes feel guilty that you have not answered enquiries well enough?
☐ Do you feel that resources are sometimes wasted sending photocopies and information about your work in response to queries?
☐ Do you have interesting information that you cannot afford to publish?
☐ Do you often spend time telling people about other organisations?
☐ Would you like to make your organisation better known to a wider audience, without spending a lot of time and money on publicity?
☐ Do you have a message about child labour to send to a wide audience?
☐ Do you hold regular events that you would like to publicise?
If you have a tick in any one of these boxes, you may need a web page. If you have many ticks you almost certainly need one. But there is more than one web page option available, and you can tailor your page to your needs and resources.

If you decide you need a web page, read through these options and list the advantages and disadvantages of each for you in both the short and long term.

The options

• A single page giving basic information about your organisation, the work you do and how to contact you by post, telephone, fax and e-mail.

   This is a very cost effective way to make your organisation known to a wider audience.
   You do not need expensive technology.
   You do not need technical skills.
   Most Internet browsers provide free web space for a single page.
   You can build a page like this yourself using the model ('template') provided by the Internet browser you use.
   A page like this does not need to be updated unless you change your contact details.

• A modest home page, with an index giving links to other pages, and also links to other organisations.

   This solution is ideal if you have information to share.
   A web page like this will save time, energy and money answering enquiries.
   The costs are greater than a single web page as you may need to pay for posting it on a web site.
   You will need more skill in design to build this kind of web page.
   It is possible to build a web page like this on your own, but the more complex it becomes in structure and design, the more likely it is that you will need expert advice.
   Expert advice need not necessarily come from an external expert (although you may be able to recruit a willing volunteer).
If you are confident in using technical manuals and word processing, it is possible to use Word to build your own web page; Courses in building web pages are widely available. You can begin with a home page that has a brief Index and only one or two linked pages, adding more as time and resources allow. The more complex your web page, the more likely you are to need help in building and updating it.

- A large, frequently updated web site with many pages and links, including E-publications of your reports, research and news, and the possibility of interacting with people who visit your site.

This is the option if:
You have more enquiries than you can easily cope with;
You have a lot of information to share;
You are involved in active advocacy and wish to keep people outside your organisation regularly updated about news and activities;
You already spend a significant part of your budget on publishing and mailing out information, newsletters and reports;
You would like to be in interactive communication with other organisations and individuals.

To build a web site like this you almost certainly need technical assistance, including someone who can update the pages regularly. This can be costly, even though you will save money on publication and postage. It can be possible to raise funds for your web site, but you will need to be able to make a good case to donors. Look at your list and decide which option to chose. If you think you will need funds, make a budget based on real, local costs. Keep the budget and a written record of the reasons for your choice in your Communication Strategy Folder. You may need this when you start fundraising.

GO TO Worksheet 18
Step by step fundraising page 194.
Making sure people know about a new web page

Human Rights and Peace Campaign Nepal (HURPEC), built a web page during 2000 and launched it in early December. The index has hyperlinks to news, opportunities to take action, and interactive opportunities to become a member of HURPEC and/or make comments on the content of the page. Every visit to the site is logged and the number is shown on the home page.

As soon as the site was ready, HURPEC President, Milan Karki, sent an e-mail message to individuals and organisations to announce that the web site was ready and to advertise the address (http://www.hurpec.org).

A few days later, people who had not visited the site received another message to remind them about it and repeat the invitation to visit. On Human Rights Day (December 10) another e-mail message was sent, saying that a special anniversary message had been posted on the page. Visitors who could not resist this final invitation found quotations from the Dalai Lama and Nelson Mandela.
Checklist for Chapter 2

This checklist should help you to think about what you have found out by reading Chapter 2.

• The first column is divided into the five main topics covered by the chapter, communication, messages, channels, audiences and communication ethics.

• The second column ‘What you learned’ is for you to make notes about any new ideas or facts you have discovered when you were reading this chapter.

• If you are curious to find out more, or feel that you need more information, make a note of this in the third column ‘what more you need to know’.

• The final column ‘What you need to do’ is for you to list any actions you think you should take, such as looking for more information on communication, doing the Worksheets on audiences and messages, or discussing with your colleagues a communications ethics issue you think is important.

Keep a copy of the completed Checklist in your Communication Strategy Folder.
<table>
<thead>
<tr>
<th>Topic</th>
<th>Use these columns to record</th>
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<tbody>
<tr>
<td></td>
<td>What you learned?</td>
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<tr>
<td>Communication</td>
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<tr>
<td>Messages</td>
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<tr>
<td>Channels</td>
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<td>Audiences</td>
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<td>Ethics</td>
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The sheer magnitude and complexity of the problem require a continuous process of improving performance and finetuning approaches.

The RW G-CL study of information exchange on child labour revealed some of the challenges of working in this field in Asia, such as the sensitivity of some issues, political constraints on information access, and the misuse of data to justify the worst forms of child labour.

In India the Global March against Child Labour coincided with general elections and the process of forming a new government. It was difficult to create a national level campaign against child labour because of the media and national preoccupation with the elections as well as uncertainty about future government leadership. Yet the Indian March had to take place at the same time as the Global March. The organisers found a partial solution to the problem by focusing on high-impact campaigns at state and district levels.

In Viet Nam there was no official endorsement, which meant that efforts to hold actual marches were hampered. But ingenious ways were found to highlight the problem of child labour and reach local audiences. In future the Global March will focus on working within Viet Nam to strengthen the anti child labour movement.

In Malaysia, police authorities forbade an actual March, so marchers walked in single file to avoid arrest, which received considerable public support and media attention.

In addition to these Asian realities, the survey also showed that some challenges to communication are experienced by organisations and individuals alike. Despite an increasing interest in child labour it is a common complaint that insufficient reliable information exists. In addition, many people feel that they lack the skills needed for quality communication,
including ways of working with children as partners, which is increasingly demanded as the provisions of the CRC become more widely understood. Finally, those who responded to the survey frequently emphasised that they lacked the money to do the job properly. Thus the focus in this chapter is on four elements identified as specific obstacles to information exchange on child labour:

- Insufficient reliable information;
- Lack of skills - in information technology, fundraising and seeking the facts and figures to use in getting the message across;
- Lack of experience in involving children in communication activities;
- Insufficient funds.

These are all major issues in their own right. Each one could be the subject of a manual. But this is not a ‘how to’ manual, so this chapter does not provide extensive instruction. The aim is to explain the basic principles of problem solving in each area as preparation for planning communications strategies in Chapters 4 and 5, and to provide advice for using the resources identified in the final chapter.

**Improving information**

One of the obstacles to developing the information resources necessary for communication about child labour is the academic language used. It is common for terms like ‘knowledge base’ and ‘data base’ to be used, when what is really meant is ‘information centre’ or simply ‘facts’. People who work in communication need to learn the skills to translate long words and complicated statistics into messages in non-technical language that can be understood easily by children, parents, communities, field staff, policy makers and politicians.

The following table gives some examples - it is worth noting that the simplest statement is not necessarily the shortest.

<table>
<thead>
<tr>
<th>Complicated-technical statement</th>
<th>Simple message</th>
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</thead>
<tbody>
<tr>
<td>35% of the sample of 103 aged 5 to 8 were male.</td>
<td>Just over 100 children aged between five and eight years took part in the study. About a third were boys, but most were girls.</td>
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</tbody>
</table>
Child labour: Getting the message across

<table>
<thead>
<tr>
<th>Complicated-technical statement</th>
<th>Simple message</th>
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</thead>
<tbody>
<tr>
<td>With regard to the gender composition of target groups, most programmes worked with both boys and girls.</td>
<td>Most programmes worked with both boys and girls.</td>
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<tr>
<td>Enrolment data from the two rural districts included in this research support the fact that drops in school attendance are related to increases in children’s economic responsibilities as they grow older.</td>
<td>Research shows that rural children have to do more work as they grow older and cannot go to school.</td>
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<tr>
<td>Many programmes only managed to provide basic skills training courses to the participating children some of whom did not master the skills very well upon completion of the course.</td>
<td>The vocational training programmes failed.</td>
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<tr>
<td>Lack of reliable data obscures the problem of child labour and can be counterproductive when it comes to setting national priorities for urgent action.</td>
<td>Information about child labour is often not good enough for politicians to decide which groups of children need to be helped first.</td>
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</tbody>
</table>

For an example of the way words can be adapted for different audiences
GO TO Example box 9 page 50.

People who write research reports and policy documents often feel that they have to use long words and sentences. They can get so accustomed to writing this way that they forget other people, who do not have the same working and educational experience, may feel threatened by this kind of language. Yet good ideas can always be expressed clearly. One of the challenges of communication work is to get into the habit of asking experts ‘What do you mean?’ or ‘Can you explain that in simple language?’

Information centres

This section could have had a number of names, including ‘archives’, ‘libraries’ ‘data bases’, ‘documentation’, ‘knowledge bases’, ‘reference centres’, or ‘research records’. All these words refer to collections of information that can be used in your communication work as well as for other purposes within your organisation. Most child labour organisations have such a collection. How useful it is depends to a large extent on how well it is organised – and how often it is updated and used.
Sources of information should be stored where they are safe from damp, dust, insects, rats and theft. They should be stored systematically so that it is easy to find information on specific issues. Ideally you should have a filing and cataloging system and someone whose job is to look after the information centre. But if this is not possible within your budget, a few well-labeled shelves and filing boxes will work well enough.

Most organisations have more information than they realise. Before you start looking for new information it is worth listing and evaluating the resources already in your office. If you do not have a space set aside for an information centre this will be a good time to make one. Sort the materials according to the interests of your organisation and make a note of any information that is lacking.

You are likely to find that you have:

- Records of the activities of your organisation, including of previous communication work;
- Information about other child labour or similar organisations;
- Newspaper cuttings and magazine articles;
- Copies of research reports;
- ‘Official’ or government documents;
- Books and pamphlets;
- Reports from international organisations such as RWG-CL members UNICEF, ILO, Save the Children and World Vision;
- Reports from RWG-CL;
- Photographs, films and videos;
- CD-ROMs and audio-cassettes.

Once you know the information you have, you can make a list of other information that you need.
Systematic documentation

Documentation has been, and will continue to be, an important activity of the Global March:

- Throughout the preparation stages the International Secretariat was busy collecting important documents, pictures, news clippings, articles and records of broadcasts on radio and television about the March and about child labour;
- Books, periodicals and other information collected to be used for future policy and planning initiatives;
- During the March the International Secretariat kept records of events, collecting materials and news clippings as well as other memorabilia (badges, banners, hats);
- The Secretariat also asked all coordinators to send their own collections of documents, which included detailed reports from a number of countries and news clippings and videos from almost every country along the route.

Other people's information centres

When you know what information you need to fill the gaps in your own information centre you can start searching through the resources available elsewhere. Information about child labour is produced by many different organisations, all of which have their own aims. The information may be stored in many different ways, in academic libraries, information centres of other organisations, in government departments, in the archives of newspapers and magazines, on CD-ROMs and on web sites on the Internet. It may be published or unpublished and include official data, reports and statistics, institutional records, academic studies and reports, mass media publications, photographs, films and videos.

You will almost certainly find that there is more information available than you imagined.

GO TO Chapter 4 Mass media page 77
AND Worksheet 9 Getting started on the Internet page 115
AND Worksheet 10 Building web pages page 120
AND Worksheet 11 Audit of resources page 142.
New information

After looking at your own information centre, and those of other organisations, you should have an idea about the additional information you need to improve your communication messages. Before setting out to get new information through original research, you should ask:

- Will the information collected in the research support the overall work of your organisation?
- How will it support your communication work?
- Which groups of children or type (sector) of child labour will be the focus of the research?
- Why have you chosen this group or sector?
  - Because it is the current or planned focus of the work of your organisation?
  - Because very little is known about this topic or group?
  - Because existing information on this group is inadequate or poor quality?
- Will the information collected support the future work of your organisation?
- Once you have this information, what are your future research plans?
- Will this research duplicate any ongoing or planned research by another organisation? (If the answer is ‘Yes’, it might be a good idea to pool your resources and make a joint research plan).

Research design is part of overall planning

As part of its strategic plan for 1996 to 2000 Save the Children UK (SCF) decided to carry out more research on children in Vietnam, especially on the situation of working children. This initiative came at a time when the issue of child labour is receiving increasing attention from international development agencies. SCF decided to focus initial research on working children in rural areas, since most of SCF’s programmes in Viet Nam are located in rural areas and rural children account for the majority of children in Vietnam. Moreover, virtually all children in rural areas work, and little research has been carried out as yet on their situation. Globally there is a tendency to neglect the work of rural

Example 29

At the end of this process of looking at the information already available you should know if you need new information. The next step is to decide if your organisation has the capacity to do the research, or if you should collaborate with trained researchers.

To help you decide if you will do research yourself or commission research from someone else

**GO TO Worksheet 12**  Do you need to do research? page 147

**AND Worksheet 13**  Capacity building needs page 149.

If you decide to work with outside researchers:

- Plan the research together with the researchers you chose, so that you are both clear about the aims, methods and expected outcomes;
- Plan for methods and approaches that include children's opinions;
- Ensure that researchers will abide by ethical guidelines for research with children;
- Make sure that several different methods are used and that these methods are suitable for research with children.

Even if you do not do the research yourself you will need to know about the main principles of research on children and child labour. So you will need to read some of the recent research manuals and documents that have been published for this purpose. Then you will be able to manage the research process successfully and get the information you need for your communication work in ways that produce accurate information without causing harm to children. Knowing more about research methods will also help you to evaluate the quality of information already available in your own information centre and from other sources.

**For information about child labour research methods**

**GO TO Chapter 6**  Further reading page 261.
Capacity building

Capacity building (sometimes called ‘capacity strengthening’) goes beyond brief training courses that are only attended by one or two people from an organisation. In any case, training courses tend to be designed by outsiders and do not always respond to the needs of organisations. Capacity building processes recognise and value the knowledge, skills and experiences of participants and help them to develop confidence in putting them to use in their day to day work. Thus it is important to have a plan for capacity building within both your overall organisational strategy and your communication strategy. To develop this plan you need to decide:

• What skills and knowledge your organisation requires to implement your communication strategy;
• Which of these already exist in your organisation - in which staff members and at what level;
• What gaps in skills and knowledge remain, and/or what skills need to be improved, as well as what information is still required;
• Which members of staff or volunteers have the capacity, time and desire to develop these skills - making sure that they will be able to use them within their present or immediate future in the organisation;
• Which members of staff will be best able to share newly acquired skills and knowledge with their colleagues.

Last, but not least, you need to search for opportunities for building the capacity you need. There are four main channels to explore:

• Visits to and exchanges with other organisations for mutual learning;
• Short training courses and training packages aimed at developing specific skills;
• Hiring a consultant or trainer to work with your staff to develop specific skills according to agreed terms of reference;
• Releasing staff either for in-service training or for an academic course, for in depth learning associated with a professional or academic qualification.

All these options require proper planning and some prior research into the options available locally.
If a substantial lack of skills is identified the best option may be to recruit new staff to fill gaps in expertise. But this can be expensive and is not a course of action open to many small NGOs. The best alternative may be to strengthen existing staff capacity.

Networking provides one means of building capacity if members of a network exchange resources and experiences in a process of mutual learning. Staff can be exchanged between organisations, and study tours can also be arranged.

**Involving children**

One children’s rights principle that is basic to this manual is that children should participate as much as possible in communicating about child labour. Long before the CRC came into force, some groups working with street and working children were promoting this kind of participation. A wealth of experience exists – including in many Asian countries. In many parts of the world, children are actively involved in environmental planning, particularly in urban areas, and groups of children have attended and taken part in international meetings. Child labourers made their opinions heard by government delegates at global conferences in Stockholm in 1996, Oslo and Amsterdam in 1997. The Global March Against Child Labour, which started in the Philippines, ended in Geneva with child labourers from around the world expressing their support for the adoption of Convention 182. There are many examples of children’s participation in this manual.
Nevertheless, the role played by adults in promoting children’s meetings and organisations is not always clear. Many people fear that children are being manipulated or controlled. There are no established methods for ensuring that children are enabled to participate fully and freely. Likewise, there are no generally agreed definitions of this kind of participation. Sometimes children seem to participate because they have been chosen by adults, rather than by other children. In many cases, children’s voices are only heard in songs written for them by adults to give support to adult opinions and policies. Visibility does not equal participation.

Although there is increasing experience of child participation of all kinds, until recently the processes used have not been recorded adequately. Thus it is difficult to evaluate what has happened or to repeat the experiences elsewhere. Success is generally claimed on the basis of stories told by the organisations promoting participation and there are few examples of children being involved in planning and evaluation. Thus it is not surprising that many of the organisations RWG-CL is in touch with say that they would like more information about exactly how to encourage and facilitate meaningful participation by children.

Children’s participation is a process. This means that:

- Even if you read hundreds of accounts of children’s participation and have been involved in many participatory processes, you have to start at the beginning with each new group of children;
- Participation is a gradual evolution in which children and adults learn and practice mutual respect, through trial and error;
- It takes time and patience on both sides;
- You have to involve the adults who are responsible for the group of children you work with, so that they also understand what you are doing - and why;
- You are likely to learn from the children more than they learn from you - including humility;
- Children have serious, valid views about their lives - they are far more capable at all ages than you ever dreamed;
• You are not a teacher – you are a ‘facilitator’ (this word means ‘someone who makes things easy’);
• You will eventually begin to understand the importance of informed consent.

Above all you will discover that working in this way with children is fun.

**Lessons learned from experiences involving children’s participation in research**

- **First contacts**
  First you need to establish a friendly relationship with children. They may be more shy than adults at first, but they also become friendly much faster, especially if you use songs, games and laughter that make them feel at ease. This takes time – and you need to avoid using a ‘special voice’ that talks down to children or sounds like a teacher. Remove all barriers – don’t sit behind a desk or on a chair if children are sitting on the floor. Introduce yourself and other adults – and tell the children something about yourself – your family, where you live.

- **Facilitators**
  It is not difficult to communicate with children, but some adults find it easier than others. Don’t assume that younger people, women or childcare professionals will be the best people. Chose facilitators carefully. Watch them at work with children before you employ them to work with child labourers.

- **Creating a safe distance**
  Children often will not respond when an adult speaks to them directly. They may feel more comfortable if you give them something to do that focuses their attention away from adults – a ball game, pictures to look at, toys, paper and a pencil can all make children feel safer than having to answer questions.

**Fundraising**

Raising funds for communication about child labour is also part of getting the message across, because donors are also audiences for your messages about child labour.

The underlying principles for successful fundraising are similar to those for
getting any message across to any audience:

- Research your audience – in this case potential donors;
- Be clear about your message.

Donors have some characteristics in common. They:

- Have their own priorities;
- Do not have unlimited funds and have to make choices;
- Are looking for clear projects, with objectives that can be successfully carried out within a set period of time within the resources available;
- Need to have reports on how their money has been spent and if objectives have been achieved (reporting to donors is also part of your communication work).

Even though donors sometimes seem to have fashions in the kind of projects they will fund, do not adjust your project to fit with their ideas. If you are ‘finance led’ in this way it will not be long before you are carrying out work that is far from your original objectives. Many small NGOs who responded to donor fashions in funding street children in the 1980s lived to regret their actions – and some of them no longer exist.

Communication with donors often includes raising their awareness about issues to do with child labour. For example, they may need to learn about children’s rights and the advantages of child participation, or to understand that child labour cannot be eliminated by fast, single action programmes that rescue children from employment.

Like any other audience, a donor is a partner with whom it is important to establish a relationship of mutual respect and trust.

Sometimes the donors from whom you seek funds will:

- Have to raise funds themselves before they can support your project;
- Only provide funds for a set period of time, usually between one and five years, so they will want to know if you have plans to carry on with the work after this (‘sustainability’);
- Have set dates for receiving funding applications. If you miss this year’s date you may have to wait another 12 months. This should be taken into account in your planning;
• Have rules about not paying for certain parts of a project, such as salaries or transport.

One very important tactic is to fundraise continuously from a variety of donors. It is bad planning to rely on one donor, and even worse planning to get funding from one donor for a set period of time and think you can sit back and relax until that time comes to an end. Many small NGOs doing excellent work suddenly find that they cannot continue because their three years’ project funding has ended, and the donor is not willing to continue for another three years. One reason why donors may refuse to give further funds is that they can see that an organisation is not making and carrying out adequate future plans for funding their work.

Raising funds is a skill in its own right and you may want to seek advice from experts. That means that skills also need to be built for managing research and fundraising carried out by other agencies on your behalf. It is important to manage efficiently the inter-action between your organisation and any agencies subcontracted to do your fundraising. This means that managers have to understand the principles underlying the process of raising funds.

**Main sources of funding**

Donors who provide support for your work of communicating about child labour come in all shapes and sizes and give in various ways. Do not underestimate the value of ‘gifts in kind’, which can be particularly important in communication work. Because you are sending messages to the public, some businesses may like to have an association with your work. It may help their reputation to be seen to be helping children. So newspapers may donate advertising space, stationery firms might provide paper or the folders for press packs, as long as their name and or logo are prominently displayed.

The main sources of money for your work are likely to be:

• Intergovernmental organisations, such as UNICEF, ILO-IPEC and UNESCO, as well as the European Union. The application procedures can take a long time and involve much paper work, but the funds provided can be large and IPEC in particular will often help design project proposals;

• International NGOs with programmes in your country, providing grants of various sizes, usually for relatively short periods of time and not renewable. The advantage of international NGOs is that the staff will often spend time with you helping with your application and will
take a friendly interest in the progress of your work, offering advice and helping to smooth over difficulties;

• The governments of countries with a development programme in your country, which will usually have an office in the Embassy. Ambassadors also often have small amounts of money that they can give out at their own discretion, and this can be useful for communication work because funding activities that reach the public eye are good for their national reputation. Be prepared to organise press coverage that includes the Ambassador;

• Charitable foundations, both national and international, give away millions of dollars every year. They usually have strict rules about what they are allowed to fund, and also work to deadlines for applications;

• Commercial businesses that give support in kind;

• The general public can be generous, but most people tend to give in small amounts so it can take a lot of your resources to collect enough money, using fundraising technique such as special events, gala dinners, house-to-house collections and campaigns in the mass media. It is all too possible to lose money trying to raise funds in this way and the effort may draw resources away from your work of communicating about child labour.

As this section has emphasised, finding the money to support your work should be part of your overall communication strategy, which is the topic of the next chapter. Thus the Worksheets on fundraising can be found at the end of Chapter 4.
Worksheet 11: Audit of resources

Work through this list systematically. Take your time and check with colleagues either individually or in a meeting (or both). Keep a copy of the completed Worksheet in your Communication Strategy Folder.

<table>
<thead>
<tr>
<th>What</th>
<th>Yes/No</th>
<th>Where is it?</th>
<th>What is it like?</th>
<th>Can I use it?</th>
<th>Who do I have to ask to use it?</th>
<th>If I don't have it, do I need it?</th>
<th>Yes/No</th>
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<td>Key organisational documents</td>
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<td>Mission statement</td>
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<td>Previous communication materials and evaluations</td>
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<td>Publicity outlets used by or available to your organisation</td>
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<td>Columns in newspapers or magazines</td>
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<td>Materials for other people and organisations to use</td>
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<td>What</td>
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<td>Where is it? What is it like? Can I use it? Who do I have to ask to use it?</td>
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<tr>
<td>Articles</td>
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<tr>
<td>Unpublished research reports Surveys and statistics</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>What</td>
<td>Yes/ No</td>
<td>Where is it?</td>
<td>What is it like?</td>
<td>Can I use it?</td>
<td>Who do I have to ask to use it?</td>
<td>If I don’t have it, do I need it?</td>
<td>Yes/ No</td>
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</tr>
<tr>
<td>Equipment (check age, portability and quality in each case)</td>
<td></td>
<td></td>
<td>Colour or just black and white?</td>
<td></td>
<td></td>
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<tr>
<td>Photocopier</td>
<td></td>
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<td>Multiple copies?</td>
<td></td>
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<td></td>
<td>Single or double sided?</td>
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<td>Stapling?</td>
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<td></td>
<td>Enlarging and reducing?</td>
<td></td>
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<td></td>
<td>Different sized paper?</td>
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<tr>
<td>Television set with video</td>
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<tr>
<td>Flip charts</td>
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<tr>
<td>Display boards</td>
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<tr>
<td>Screen</td>
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<tr>
<td>Overhead projector</td>
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<td>Powerpoint</td>
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<tr>
<td>Slide projector</td>
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<tr>
<td>Extension leads and socket converters</td>
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<td>Audio cassettes</td>
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<tr>
<td>Radio</td>
<td></td>
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<td></td>
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<tr>
<td>Sound equipment; CD player</td>
<td></td>
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</tr>
<tr>
<td>Computers (include programmes that might be used for communication – such as desk top publishing)</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Scanner</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>What</td>
<td>Yes/ No</td>
<td>Where is it? What is it like? Can I use it? Who do I have to ask to use it?</td>
<td>If I don’t have it, do I need it? Yes/ No</td>
<td></td>
<td></td>
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<tr>
<td>---------------------------------------------------------------------</td>
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<td>--------------------------------------------------------------------------</td>
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<tr>
<td>Printers</td>
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<td></td>
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<tr>
<td>Cameras</td>
<td></td>
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<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>(still, video, polaroid)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rooms and other spaces that can be used for communication</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Human resources: who in your organisation**

| Has communication experience and/or qualifications? |         | | |
|----------------------------------------------------|---------| | |
| Is a good public speaker?                          |         | | |
| Has good outside contacts?                         |         | | |

| Can draw well?                                     |         | | |
| Can write well?                                    |         | | |

| Can make videos or recordings?                     |         | | |

| Can dance, sing or act?                            |         | | |

| Has experience producing dramas?                  |         | | |

| Can work with special groups, such as children or communities? | | | |

---

RWG-CL Meeting communication challenges
<table>
<thead>
<tr>
<th><strong>What</strong></th>
<th><strong>Yes/ No</strong></th>
<th><strong>Where is it? What is it like? Can I use it? Who do I have to ask to use it?</strong></th>
<th><strong>If I don’t have it, do I need it? Yes/ No</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Takes clear, interesting photographs?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Has skills with computer layout?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Can be relied on to print out from computers, photocopy, collate and otherwise produce material accurately according to instructions?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Has facilitation skills?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Keeps cool talking to the press and officials?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

If you have ‘Yes’ to any item in the final column you will need to make another list for each item:

<table>
<thead>
<tr>
<th><strong>What is needed?</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Why?</strong></td>
<td></td>
</tr>
<tr>
<td><strong>How to get it?</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Who will get it?</strong></td>
<td></td>
</tr>
<tr>
<td><strong>When?</strong></td>
<td></td>
</tr>
<tr>
<td><strong>What will it cost?</strong></td>
<td></td>
</tr>
</tbody>
</table>
Two kinds of research that you will have to do are finding out more about your audiences and checking how your messages are being received. These subjects are covered in the next chapter.

This is a very brief worksheet that should help you decide if you need to carry out research to get more information to use in your messages – research about child labour itself.

First you should use Worksheet 11 to see what resources you have available. This includes looking in your own information centre and the information resources of other organisations in order to establish gaps in your knowledge.

1. List the gaps in knowledge you have identified.

2. Why do you need this information for your communication strategy? Use the guidelines below to make a list.

   • The messages for which you need supporting information;
   • The activities for which you need this information:
     - Awareness-raising, outreach and advocacy?
     - Planning and evaluation?
     - Research, data collection, analysis and evaluation?
     - Information centre development and information support services?
   • The audiences to whom you will communicate this information.

3. Now list the ways in which you can find this information within current information resources.
4. List all the information that you cannot get from any other source.

5. Prioritise the items on this list, including estimating the relative cost of research in each case.

6. Keep the list of priorities (and costs) in your Communication Strategy Folder.
First identify the skills you need to improve your work in communication about child labour, using Worksheet 11 Audit of resources.

- Prioritise these skills according to the impact they would make on improving communication. You may like to think also about the cost of acquiring skills and the time it might take.

For the technique to use for prioritizing  
**GO TO Worksheet 4**  
*What is your message? page 103.*

• **Now fill in a copy of the table below for each skill.**

<table>
<thead>
<tr>
<th>Skill required:</th>
<th>Priority [high/medium/low] or 1/2/3/4/5/6/7....</th>
</tr>
</thead>
<tbody>
<tr>
<td>Why?</td>
<td></td>
</tr>
<tr>
<td>How to get it?</td>
<td></td>
</tr>
<tr>
<td>Who will have their capacity raised?</td>
<td></td>
</tr>
<tr>
<td>What are the chances that the skills can be acquired by more than one member of staff?</td>
<td></td>
</tr>
<tr>
<td>Should more than one person be involved?</td>
<td></td>
</tr>
<tr>
<td>When? How long will it take?</td>
<td></td>
</tr>
<tr>
<td>What will it cost?</td>
<td>(remember to include potential loss or replacement of staff member’s time)</td>
</tr>
</tbody>
</table>

Keep the completed worksheets in your Communication Strategy Folder.
Checklist for Chapter 3

This checklist should help you to think about what you have found out by reading Chapter 3.

• The first column is divided into the five main topics covered by the chapter, information and research, information centres, fundraising, the resources you have already and the resources you need.

• The second column ‘What you learned?’ is for you to make notes about any new ideas or facts you have discovered when you were reading this chapter.

• If you are curious to find out more, or feel that you need more information, make a note of this in the third column ‘What more you need to find out’.

• The final column ‘What you need to do’ is for you to list any actions you think you should take, such as looking for more information on communication, doing the Worksheets on audiences and messages, or discussing with your colleagues a communications ethics issue you think is important.

Keep a copy of the completed Checklist in your Communication Strategy Folder.
<table>
<thead>
<tr>
<th>Topic</th>
<th>Use these columns to record</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>What you learned?</td>
</tr>
<tr>
<td></td>
<td>What more you need to find out?</td>
</tr>
<tr>
<td></td>
<td>What you need to do?</td>
</tr>
<tr>
<td>Information and research</td>
<td></td>
</tr>
<tr>
<td>Information centres</td>
<td></td>
</tr>
<tr>
<td>Fundraising</td>
<td></td>
</tr>
<tr>
<td>The resources you already have for communication</td>
<td></td>
</tr>
<tr>
<td>The resources you need to improve your communication</td>
<td></td>
</tr>
</tbody>
</table>
Chapter 4
Planning communication for child labour organisations

“Strategic thinking looks at what communications are, what information exchange is and how these issues relate to child labour.”

The overall strategy of communication in campaigns to abolish child labour is to:

- Involve everyone concerned;
- Gather strength through joint action towards achieving shared goals;
- Make sure that each organisation, individual and partner does what they do best;
- Make sure all partners feel respected and valued.

But the process must be carefully planned. Most of the stages in the plan have already been explained in this manual, and the main work should already have been done as you used the worksheets. The effort you put in to the worksheets can now be used to plan your communication strategy systematically, so that it will work well.

You may find it helpful to go back to various worksheets as you work through tackling this chapter. You can use the copies in your Communication Strategy Folder for the Worksheets you have already completed.

**Plans and strategies**

The process of planning is the same in communication as in any other field of activity. It consists of systematically answering four questions:

- Where are you now?
- Where do you want to go?
- How are you going to get there?
- How well are you succeeding?
The answer to the third question is the bulk of the plan. It is necessary to think strategically, to work out the tactics you will use to take maximum advantage of available resources – human (skills and connections), financial (funding) and material (equipment). Planning also helps you to avoid wasting time and resources on activities that do not have the most effective outcomes, but that seem to be a good idea when they are started. If you immediately get involved in how to make a video or build a website without first of all planning the communication process as a whole, you can head off in a direction that might not be the most productive. When new ideas and opportunities arise it is helpful to check whether or not they fit with agreed plans. Otherwise enthusiasm may draw resources away from fulfilling your main goals.

**Some key definitions used in this chapter**

**Strategy**  
Systematic methods used to achieve aims.

**Planning**  
Organized, logical process for deciding on aims and the strategies for achieving them within available resources and a set period of time.

**Aim, goal**  
The proposed endpoint or achievement of a plan.

**Mission/vision statement**  
Written and agreed statement about what an organisation, or department, believes in and is trying to achieve.

**Objective**  
Specific purpose within an overall aim or goal.

**Priority**  
An objective, goal or action of first importance compared to others.

**Action plan**  
Detailed plan for reaching objectives, stating who will carry out which tasks, when and how.

**Audit**  
Systematic listing and evaluation of resources.
**Making a strategy plan**

Making a strategy plan for communication on child labour is the most important element of your work. It will help you to:

- Set realistic objectives;
- Decide how to achieve them;
- Evaluate your successes and failures so that lessons can be learned for improving future activities and plans;
- Raise funds.

Without practical action plans that have been written down and agreed you will find it difficult to raise funds to support your work. Planning provides continuity and sustainability. It matches resources to achieving aims within a set time period.

Your strategic plan for communication should be part of the strategic plan for your organisation as a whole. It should have the aim of meeting the organisation’s overall aims. Unfortunately many small organisations do not plan systematically, which means that they often waste their energies and resources. If this is the case within your organisation then one of your first communication tasks will be to raise awareness among your colleagues about the advantages of strategic planning. They may respond that they ‘do not have time’, so you may have to demonstrate the advantages in order to change their behaviour. This will be your first communication task.

Nevertheless, even if there is no plan for your organisation this should not prevent you from beginning to develop a communication strategy plan, which should be linked to the broad aims of your organisation. If you don’t know what these are you will probably be able to find them in the files, usually in a statement such as a ‘mandate’, ‘mission statement’, ‘vision statement’ or ‘objectives’. Once again there are many words used – some more fashionable
than others - but all refer to what your organisation hopes to achieve.

A strategy plan should be designed to reach specific aims and objectives within precise time limits (the fashionable phrase for this is that it should be ‘time bound’). Planning is a continuous process, based on constantly evaluating both the impact of your activities and the effects on your work of external events and limitations. Thus it is usual to draw up a strategy plan in phases spread over a period of three to five years, with only the first year planned in detail. At the end of the first year, evaluation of what has happened will help detailed plans of the second year to be made, and so on. By the middle of the final year of your current strategy plan you should be working on a plan for the next three years. If you make a table showing the plans for each year, it will help you to simplify your strategy and put activities into logical order. It will also help you to draw up a budget.

<table>
<thead>
<tr>
<th>Month</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Objectives, activities and resources for each month</td>
<td>Objectives, activities and resources for each three month period ('quarter')</td>
<td>Objectives, activities and resources for each half year</td>
</tr>
<tr>
<td>January</td>
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<td>February</td>
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<td>March</td>
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<td>April</td>
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<td>August</td>
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<td>September</td>
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<td>October</td>
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<td></td>
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<tr>
<td>November</td>
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<td></td>
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<tr>
<td>December</td>
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<td></td>
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<tr>
<td>Aim for the year</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Overall aim of the strategy plan</td>
<td></td>
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</tr>
</tbody>
</table>
Planning in Nepal: Stage 1

• Assessing the situation
A group of young student activists involved in the issues of human rights, development and social services became aware of numerous cases of human rights and child rights abuses and decided to take action against this.

• Deciding the target group
They established a programme called ‘Educational Endeavours of Child Workers in Nepal Concerned Centre’ which focuses essentially on the following children: bonded child labourers, children in servitude, victims of child abuse, children working in carpet factories, children who are in jail, orphans, street children and girls at risk of sexual exploitation.

• Deciding the approach
Although they are aware that there are many different factors causing these problems, the group believes that it is through the education of both the children and the parents that the situation can be remedied. Priority is therefore given to educational programmes.

Where are you now?

The starting point for answering the question ‘Where are you now?’ is the history of your organisation and its communication activities until now. The main points to consider are:

• The organisational aims;
• The groups of child labourers you work with or for;
• The audiences you are in touch with (including especially the children and their families).

You should also take into account any current and future plans that already exist.

Assessing these elements could be an enormous task, but for planning communication all you need to do is:

• Note the overall aims and plans of your organisation;
• List the main groups of child labourers;
• List the main audiences;
• Look at what communication and information sharing activities have taken place and are happening now;
• Note the resources available for communication in your organisation;
• Look at the opportunities (and limitations) of national mass media.

Take out your Communication Strategy Folder. You should already have discovered many of the things you need to know in worksheets and checklists as you have been reading through this manual. It helps if you make the assessment with colleagues, using the completed worksheets and a flip chart. Write a brief report that you can refer back to and include in your plan of action. This history of the communication activities of your organisation will also be a useful resource for fundraising.

GO BACK TO Your Communication Strategy Folder.
GO TO Worksheet 11 Audit of resources page 142
AND Worksheet 12 Do you need to do research? page 147
AND Worksheet 13 Capacity building needs page 149.

Your child labour communication up to now

If you learn lessons from past activities you will discover much that will help you develop a strategy plan for future communication about child labour. By this point in the manual you should have identified the materials that have been used in the past for both internal and external communication, whether or not this has focused on child labour. You may need to check back in your Communication Strategy Folder, especially Worksheet 11, as well as to examine materials in files or your information centre and, if you are new to the organisation, to consult with colleagues.

On the basis of the information you have gathered about past communications, make two lists to keep in your Communication Strategy Folder. The first should record activities that were successful, including what makes people judge them to be successful, what resources they used, and the factors that promoted success. The second list should provide the same kind of information – but this time about activities that failed. Try to be as objective as possible. Do people say that something was successful just because it was enjoyable and attracted some attention at the time? Ask questions like ‘What was the impact?’ ‘Did the message reach the audience it was intended
for?’ ‘Were there any outcomes that improved the situation of child labourers or changed employers’ behaviour?’ ‘Did the activity make the maximum use of available resources?’ ‘What did it cost?’ ‘Was it worth it?’

**What resources do you have?**

An important part of realistic planning is assessing the resources available: human, financial and material.

**GO BACK TO Worksheet 11 Audit of resources page 142.**

**Know your mass media**

The national mass media represent a resource that you can use in implementing your strategy and can present both advantages and limitations. Asian countries vary greatly with respect to:

- Development of mass media technology;
- Ownership of mass media channels;
- Freedom of information.

As an organisation you will also have your own mass media contacts, and past experiences.

**GO BACK TO Worksheet 8 Who are your mass media contacts? page 114.**

**Assessing the obstacles to communication about child labour in Myanmar**

Some of the issues faced in information sharing in Myanmar on child labour issues:

- Telecommunications are often unreliable, even between the two main cities;
- Electricity is unreliable;
- There is no access to the Internet;
- E-mail is unreliable;
- The information is limited;
• All telecommunications are bugged;
• Obtaining reliable information is a challenge;
• Agencies have to be cautious about sharing information;
• Agencies have to be careful that shared information is not used in ways that might adversely affect them, or the people of Myanmar;
• There are very few people to share this information with;
• It is not easy to obtain information from remote rural areas because of difficulties in travel, telecommunications and language differences;
• It is not easy to talk about child labour;
• Some documentation is forbidden;
• Internal travel often requires official permission and is monitored;
• Agencies have to strike a balance between self-preservation and information sharing.

Where do you want to go?

The aims and objectives of your communication strategy must be in line with those of your organisation as a whole. In larger organisations, this can cause a split between the priorities of fundraising and programming departments. Fundraising staff may argue that it is easier to raise money from a sympathetic audience by showing pictures of child labourers as victims. But other colleagues, especially those who work directly with children, may say that this does not show respect for children. The way you deal with this is important for your communication strategy, which should find a balance between messages about the harm done by the worst forms of child labour and children’s right to be treated with dignity as human beings whose work is valued. The underlying principles used in this manual imply that it is not in children’s best interest to be pitied and that they should be included in the planning process wherever possible.

At this point you should think about how you can involve children in planning and take their views into account when designing and sending messages. The first step might be to make sure that your communication strategy includes making children’s rights better known and more accepted - which may mean starting with your own organisation and also with
children themselves. Children’s participation should start at the very beginning of the planning process rather than being a decoration at the end, in which children wear T-shirts and sing songs bearing adult messages for adult objectives.

**Two cases of children being involved in planning**

1. Under the slogan ‘Targeting the invisible and neglected ones,’ The Children’s Forum & Bangkok Regional Consultation Against the Most Intolerable Forms of Child Labour were held in Bangkok, Thailand, from 1-5 September, 1997. These two separate, but interlinked, events were organised by a group of child labour organisations, and the recommendations resulted in the formation of the RWG-CL.

   The first two days were reserved for working children’s representatives to allow the children their own time to come to terms with the subject and one another. After much experience-sharing, the children presented a Statement on what they considered the most unacceptable forms of child labour and a list of short-term actions to deal with the problem. The Regional Consultation took off from the Children’s Statement. Based on the voices and opinions of child workers and child/youth representatives the Regional Consultation resulted in a list of practical measures for identifying, exposing and dealing with the most intolerable forms of child labour in the region, as well as country and regional action plans to eradicate these forms of child labour.

2. In February 1999, Child Workers in Asia Regional Consultation was organised in Bangkok to carry out a critical review of work from 1996-1998 and develop strategies for future work. The Consultation consisted of two parts. First a group of 13 Thai working children met and discussed the problems that they were facing as a result of the economic crisis. Despite the difficulties of their lives the children worked together and expressed their views with laughter, trust and enthusiasm. Their views, knowledge and life stories were expressed through games, plays, drawings, and group dynamics. They developed a common statement as the
petition of child workers representatives. Finally, the children presented their situations and statement through a series of plays in the adults’ conference. At the end, they shared their views and thoughts with the adults in an open session.

Aims and objectives

Aims (sometimes called ‘goals’) are general statements that refer to the relationship between where you are now, and what you want to achieve through your communication and information sharing. An example of a communication aim would be ‘To raise knowledge and awareness of child labour in brassware workshops, so that public action results in the elimination of this hazardous child labour’.

Objectives are descriptions of specific goals that will build up to fulfilling the general aim. For example, in the case of the aim of eliminating child labour in brassware manufacture, some objectives could be:

**Objective 1:** Children working in brassware workshops will become aware of their rights to protection in the CRC and ILO Conventions;

**Objective 2:** Employers in brassware workshops will become aware of their obligations and provide better protection from dangerous chemicals for child employees;

**Objective 3:** Local authorities, labour inspectors and trades unions will survey brassware workshops and close down those that continue to operate with hazardous conditions of work;

**Objective 4:** School children will become aware of the exploitation of children in brassware workshops, and find out about the way children’s rights should protect all children through informal ‘children’s rights clubs’;

**Objective 5:** Local and national authorities will develop alternative means of support for child workers in brassware, so that they can attend schools, and incentives for employers to improve working conditions and employ adult workers.

Achieving these objectives will not be possible overnight. But your
communication strategy plan should develop messages on the basis of your aims and objectives – not just put out stories of child victims, but also stress the positive contribution children make to production and the positive steps that can be taken to change the situation.

**Planning in Nepal: Stage 2 Aims for integrated service provision and communication**

**Service provision**
- To provide children with basic education and skills so that they can seek a better future;
- To provide parents and the community with basic literacy.

**Communication**
- To teach children about their rights;
- To make parents and the community aware of the problems children face, their rights and their need for protection, education and care.

**How are you going to get there?**

Once your aims and objectives are decided, you need to plan what activities will take place so that objectives can be achieved, with details about methods to be used, who will do the work, what resources will be needed and the period of time that it will take. The action plan will cover the following seven topics, which will be examined in more detail in the sections below:

- Messages
- Audiences
- Channels
- Resources
- Developing materials
- Monitoring
- Evaluation.
Choosing your messages

As the quotation at the beginning of Chapter 2 points out, the message is the core of the communication process. The overall message in your strategy plan must be clearly related to your organisational aims and be strong enough to last throughout the strategy plan period. One main message can be broken down into several linked messages for different audiences, different channels and different periods of time in the plan.

Choosing your audiences

The list of possible audiences in Chapter 2 included children, families, communities, government, non-governmental organisations (NGOs), UN agencies, teachers, businesses, trades unions, mass media, political parties, police, religious groups and donors. In each case you may have a different reason for getting your message across and different behaviour or attitudes you want to change. For example, communication activities and materials can be developed for:

- Child workers and children in general for their own understanding and to raise awareness in others;
- NGOs and social workers to combat child labour and promote alternatives;
- Advocates in government to influence policy development and passage of improved legislation;
- Programme planners to develop strategies to eliminate hazardous forms of work;
- Teachers to raise awareness and promote life skills to challenge exploitation of children and teach children how to protect themselves;
- Trades unions, community groups and NGOs to promote and support actions against child labour;
- Mass media to tell stories about child workers and their families;
- All these groups, to continue to raise awareness and stimulate campaigns.

In order to design and send your messages so that they have maximum
Child labour: Getting the message across

Effect you need to know more about your audiences. This means:

- Research to find out basic information about each audience you are targeting – age, gender, education, language, where they usually get their information from;
- Testing (piloting) each message to see if it is understood by your target audience;
- Adapting each message in the light of the test;
- Checking with members of the audience to get feedback about how they have received the adapted message, and whether or not they are changing their attitudes and behaviour;
- Adapting the message again if necessary.

Don’t forget that people are not categories. Each audience consists of individual men, women and children living their every day lives. They may belong to more than one audience. For example, teachers may be members of a trades union and also be parents. In the course of their daily lives, members of your audiences may go shopping, attend clinics and hospitals, drive cars and many other daily activities. You can target your messages to catch general attention, so that people think again about something they take for granted. For example people buying new T-shirts or trousers might be interested to know that they can chose between garments made by children and those that are not. Or car drivers can be encouraged to think more about the lives of children from whom they buy their newspapers at the traffic lights.

Choosing your channels

One of the key findings of your audience research will be where the people in each audience usually get their information from – which channel is the one they use more frequently and trust most. The range is large and the channels you use to send messages to each group will vary according to the message itself, the audience, your culture, your resources and a host of different factors. The next table provides a few guiding suggestions for some of these groups – be creative!
<table>
<thead>
<tr>
<th>Audience</th>
<th>Possible channels</th>
<th>Possible materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Children</td>
<td>Other children</td>
<td>Drama</td>
</tr>
<tr>
<td></td>
<td>Teachers</td>
<td>Posters</td>
</tr>
<tr>
<td></td>
<td></td>
<td>School workbooks</td>
</tr>
<tr>
<td>Communities</td>
<td>Health workers</td>
<td>Posters in clinics</td>
</tr>
<tr>
<td></td>
<td>Teachers</td>
<td>Drama for parents’ evenings</td>
</tr>
<tr>
<td>Government</td>
<td>Radio</td>
<td>Broadcast interviews with working children</td>
</tr>
<tr>
<td>Businesses</td>
<td>Internet web page</td>
<td>E-mail messages drawing attention to regular news items on your web page.</td>
</tr>
<tr>
<td>Trades</td>
<td>Your own visual media</td>
<td>Video shown at a trades union meeting;</td>
</tr>
<tr>
<td>Unions</td>
<td>Person-to-person</td>
<td>Brief presentation at the meeting before or after the video;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Your own printed media</td>
</tr>
<tr>
<td>Donors</td>
<td>Your own printed media</td>
<td>Annual report, newsletter, and project proposal.</td>
</tr>
</tbody>
</table>

GO BACK TO Chapter 2 Sending messages page 56.

Planning in Nepal: Integrated methods to meet service provision and communication aims

Non-formal education classes are organised to teach reading and writing skills, to sensitise people to child rights and human rights and encourage them to participate actively in the programme.

The classes are taught in common rooms and transit homes by volunteers who draw their educational materials from the Ministry of Education, NGO publications, as well as from books, comics, periodicals and newspapers. The children also create their own materials to learn with, such as puppets, drawings and books.

Class facilitators drawn from the community also participate in the...
classes. After having completed the nine-month literacy classes, the children go on to formal education. The cost of school materials, uniforms, tuition fees, transport, accommodation and so forth is covered by a sponsorship scheme.

In order to remove the children from the harmful conditions in which they find themselves, the programme also offers training in other ways of earning money, so that they can become independent. Once they have been taught a basic skill (such as bicycle repair or electrical wiring) they are given a tool kit and work to gain practical experience. They are provided with food and somewhere to live until they are able to support themselves.

Resources

When you draw up your three-year plan, you should decide what resources you need for each activity. Start by listing the ideal resources. Then make a reality check against the resources you already have.

GO TO Worksheet 11  Audit of resources page 142 and complete the second table page 146 for each of the resources you need.

Your resource requirements will fall into three kinds: materials, people and funds. You will need to make a budget for each of the first two, and then see if you can afford them within your present financial resources or will have to raise some new funds to pay for them. Be realistic and plan to meet aims as far as possible within your current funds. It takes time to raise money and children cannot wait. The first year of your plan should probably include fundraising for activities in years two and three, while you carry on with work you can afford to do now.

• Materials

This list should only include materials and equipment that you actually need to perform the tasks in your strategy plan. Don’t include a video camera just because it would be nice to have one. Don’t include equipment you do not have the skills to use, unless capacity building in that skill is part of your plan. Do include the cost of basic materials, such as paper, photocopies and storage boxes.
• **People**

This list should include the costs of recruiting and paying new staff, as well as building the capacity of existing staff. If you cannot afford to pay new staff members plan to use volunteers, which includes costs such as:

Your time managing volunteers;
Designing and using messages to recruit volunteers;
Time and materials spent training volunteers;
Basic expenses such as refreshments and travel costs when volunteers are working for your organisation.

GO TO Worksheet 13 Capacity building needs page 149.

• **Funds**

You can work out the funds you need to carry out your strategy plan by looking at the plan year-by-year and working out what it will cost:

<table>
<thead>
<tr>
<th>‘Core’ expenses, or what it costs to keep going from day to day, which might include:</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rent of offices</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Telephone, fax, e-mail</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stationery</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Photocopying</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Repair and maintenance</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Salaries</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Taxes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Transport</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Communication costs for each campaign or activity, listing each element, which might include:

- People costs (staff salaries, consultancy fees, volunteer expenses)
- Printing, reproduction
- Postage, fax and telephone
- Transport
- New equipment
- Capacity building
- Storage
- Fundraising
- Research

<table>
<thead>
<tr>
<th>Total funds needed each year</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expected income for each year</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Funds to raise each year</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total funds to raise over the three year period</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

When you have made and completed a table like this for your strategy plan you should keep it in your Communication Strategy Folder. You will need these figures for ‘Funds to raise’ for use in Worksheet 18.

**GO TO**  
**Chapter 3** Fundraising page 138  
**AND**  
**Worksheet 18** Step by step fundraising page 194  
**AND**  
**Worksheet 19** Writing a concept paper page 197.

### Developing the materials you will use

This should be the most detailed part of your plan. Once you have chosen your messages, your audiences and your channels you should make an action plan for each activity, showing:

- **What you are planning to communicate:** The message;
- **Why:** The objective;
• Who you are planning to communicate with: The audience;
• How you will communicate: The channel;
• What materials you will need: Equipment, designers, contacts;
• When you will communicate: Your timetable;
• Who will carry out what task.

GO TO Worksheet 16 Plan of action page 188.

Piloting

You don’t want to make costly mistakes – or risk your message raising hostility rather than awareness. So you need to test it out first on small groups that represent each audience.

People use words and see pictures in different ways. Words can mean subtly different things to different groups according to such factors as age, gender, where they live, ethnic and economic group. Having a common mother tongue is not an absolute guarantee of mutual understanding. The Irish playwright George Bernard Shaw once described England and the United States of America as ‘two countries separated by the same language’. To take a simple example, English speakers would understand the term ‘pavement families’ in a newspaper article about families in India who live out in the street. But for a USA reader the term would have to be changed to ‘sidewalk families’. In the same way, whatever language you use for your messages, you will need to check that the meaning for the audience is the meaning you intend.

It is also important to test visual materials such as drawings and photographs. As pointed out in Chapter 2, people have different ways of ‘seeing’ according to their culture, education and experiences. Check that the pictures you show will not cause offence. Then you should test both drawings and photographs to make sure that people see what you intend them to see. Sometimes the results of testing pictures can be quite a surprise. The custom of using ‘stick men’ to represent human beings may not be familiar to people in rural areas with little education or experience of looking at pictures. The ‘stick men’ (and women) may be seen as skeletons, sick people, ghosts, or not as people at all.

GO TO Example box 14 page 75 AND Example box 36 page 172.
Testing pictures for communication in Nepal

These three pictures were supposed to show a man digging. But, when they were tested in Nepali villages, less than half the people who looked at them saw what the artist intended. Other people saw a person with a weapon, a person ploughing, a person with a tool that was not a digging tool, or a person ‘holding something’. Some people simply said they saw ‘a person’ and for others the picture had no meaning at all.

Piloting thoroughly can be an expensive and time-consuming business involving research and technical expertise. But you can still test your materials before you use them and keep within your timetable and your budget, if you follow some simple steps:

• Research your audience, find out what they are like;
• Recruit a small group of people in the audience who will work with you to give feedback on messages;
• Test the written or visual messages with this group;
• Make alterations according to the feedback you receive;
• Test again (and again) until you have the message right.

Informal feedback on the Global March

The message of the Global March was conveyed in an articulate and compassionate way when the individual core marchers - the children - recounted their problems and experiences as child labourers and shared their dreams. This served to strengthen the message of the March in ways that could be easily understood by most people.
Another positive aspect of having the children speak was that girls were asked to give their stories and explain their own special concerns and struggles. This was a valuable means of giving a voice to the many girls whose stories remain untold.

Although many girls spoke, there were few events or themes that focused specifically on girl labourers. Only a small number of countries and communities really took up the issue of girls and child labour. In a sense the message of the March might have been enriched if it had included a special message about girls. While many intended this message to be delivered, sadly it did not always reach the public as a problem worthy of especial attention.

How well are you succeeding?

Finding out how well a communication strategy is succeeding consists of both informal feedback and structured monitoring. You can get informal feedback simply by listening to what people say about the messages and activities. It is important to listen for conflicts of interest within and between audiences, caused by personal, cultural, professional and religious factors. For example,

- Families may feel that children have to work;
- Children may find school boring;
- Employers find it cheaper to employ child workers;
- Some politicians may say that child work is part of the national culture;
- Religious leaders can state that it good for children to learn the habits of work and obedience.

You need to find ways to solve these conflicts. It helps to have regular meetings of co-workers, so that informal feedback can be shared and solutions found that can be put into practice within the strategy.

Monitoring

For a more accurate picture of how well you are communicating you need to do some more structured testing, or ‘monitoring’. This is an essential part of strategic planning for communication. It shows the results (‘impact’) on your audiences of messages using different channels.
Monitoring can also show what is happening as the work progresses. This helps you to identify problem areas and make changes to deal with them.

**Baseline data**

Monitoring begins before you start planning, in the stage where you find out where you are. To monitor correctly you need what are called ‘baseline data’, which means information about the situation before you started your communication activities. Baseline data show where you begin, so that at the end of the process you can see what you have achieved.

The easiest way to understand monitoring is to work through an example. In the earlier section on ‘Aims and objectives’ the imaginary example of a communication strategy for combating child labour in brassware workshops was used. The fourth Objective was:

School children will become aware of the exploitation of children in brassware workshops, and find out about the way children’s rights should protect all children in informal ‘children’s rights clubs’.

To monitor the success of the strategy in reaching this objective you need first to know the ‘baseline data’ of how many children might be the audience for your messages and communication activities:

- Perhaps you might decide to define your ‘schoolchildren’ audience as aged 10 to 14 years and enrolled in primary schools in the area in which brassware workshops operate;
- Looking at the enrolment statistics you might find that there are 10,000 children in this group;
- These 10,000 children are your target audience and your baseline data.

You might decide that the messages you want to send are:

- ‘Children are being exploited in brassware workshops’;
- ‘Children have rights that include the right to be protected from child labour’;
- ‘You can act to promote children’s rights’.
The channels you might use to deliver these messages could be posters and role play, working in schools to facilitate the formation of child rights clubs.

It is important to have baseline data so that you can make a comparison between the situations before and after your campaign. If you report at the end of your programme that 5,000 children were reached by the message, without saying that the total audience was 10,000, you will not know what proportion of children you have reached.

**Specific objective**

In order to judge the success of your activities, you should define the percentage of the total target group of children that should be reached by your messages during your programme.

If you think a successful programme would reach half the children, a specific objective to monitor would be:

In six months, 50% of the 10,000 children enrolled in primary schools in the area in which the brassware workshops operate will be reached by the messages ‘Children are being exploited in brassware workshops’, ‘Children have rights that include the right to be protected from child labour’ and ‘You can act to promote children’s rights’.

Measuring the proportion of children reached by your messages over the time period of your communication programme gives you a simple ‘indicator’.

**Indicators**

Indicators are the main tools for monitoring. It is essential to begin monitoring by developing indicators as part of your plan. Indicators measure how well you achieve your aim and can help evaluate your work when the activity has finished.

An indicator is like a signpost that points in a particular direction, it cannot tell you everything about the road you will travel or the town you will reach.

Indicators are just measurements. If you start recording them regularly, they can tell you how things are changing over time. This is similar to the way signposts along the road tell you how many more miles you may need to travel to reach your destination, or if you need to make a diversion because the road ahead is closed. But they do not tell you everything, such as what
the weather will be like on the journey.

It is important to be clear about the ideas you are trying to measure before you try to develop indicators. So in the brassware workshops example, a simple indicator was defined as ‘The proportion of children in the schools reached by the message’.

In the imaginary example of a programme to raise awareness about child labour among school children, the information you might use to monitor your strategy could be:

- Baseline information, which as you already know is 10,000 children aged 10 to 14 years enrolled in schools in the target district;
- Monitoring information, the number of children in that age group who have attended school-based awareness-raising sessions held by your organisation.

In order to follow the progress of your strategy during the programme, and learn lessons that could be used the next time you use this kind of strategy, you might decide to record the information each month over the six months of the programme.

Collecting the data would be easy. Each time a group of children took part in the programme the number of children would be recorded in a table, which might look something like this at the end of the programme, after percentages had been calculated.

<table>
<thead>
<tr>
<th></th>
<th>January</th>
<th>February</th>
<th>March</th>
<th>April</th>
<th>May</th>
<th>June</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of children reached each month</td>
<td>300</td>
<td>150</td>
<td>1,650</td>
<td>1,200</td>
<td>860</td>
<td>2,000</td>
<td>6,160</td>
</tr>
<tr>
<td>Percentage of total audience reached each month</td>
<td>3%</td>
<td>1.5%</td>
<td>16.5%</td>
<td>12%</td>
<td>8.6%</td>
<td>20%</td>
<td>61.6%</td>
</tr>
<tr>
<td>Cumulative numbers</td>
<td>300</td>
<td>450</td>
<td>2,100</td>
<td>3,300</td>
<td>4,160</td>
<td>6,160</td>
<td>6,160</td>
</tr>
<tr>
<td>Cumulative percentage</td>
<td>3%</td>
<td>4.5%</td>
<td>21%</td>
<td>33%</td>
<td>41.6%</td>
<td>61.6%</td>
<td>61.6%</td>
</tr>
</tbody>
</table>
Among these numbers, the simplest indicator to use would be the final percentage of 61.6% of children reached (at the bottom of the last column). According to this, your programme would have been successful, because it had reached more than its objective of 50% of the 10,000 children in the target audience.

But the table would also give you more indications of the progress of your strategy, because it allows you to see what happened at different points in time. Turning numbers into percentages each month, as in the second row of the table, allows further lessons to be learned. For example why were percentages so low in January, February and April? The answers might be ‘January was the pilot month’, February was Chinese New Year so schools were closed’, and ‘In April the programme went to small rural schools and had transport problems.’ If the same resources were used in each month then future plans might take these obstacles into account and maybe concentrate efforts in March, May and June, so that more than 61.6% of children might be reached.

The ‘cumulative percentage’ (adding the numbers up each month) in the third and fourth row of the table can also be a useful indicator because it shows that, despite the difficulties experienced in January and February, about half the children in the programme were reached by the mid-point of programme activities in April.

This is a very simple example of indicator work. You could also monitor the impact of the programme. For this you could use two further indicators:

- Counting how many of the children reached by the messages continued to attend ‘child rights clubs’ six months after the end of the programme;
- Measuring knowledge or attitude changes by testing with a questionnaire what a sample group of children in each school understand and feel about children’s rights before the activity, immediately afterwards and six months later.

GO TO Worksheet 15 What indicators? page 187 for an example of an attitude survey.
Developing an indicator

These simple steps are needed every time an indicator is constructed:

<table>
<thead>
<tr>
<th>Phenomenon</th>
<th>What do you want to measure?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concept</td>
<td>How can this phenomenon be defined?</td>
</tr>
<tr>
<td>Data</td>
<td>What information best describes and/or measures this concept?</td>
</tr>
<tr>
<td>Indicator</td>
<td>How can this information be used to measure changes over time?</td>
</tr>
</tbody>
</table>

Long-term indicators for the Global March against Child Labour

Part of the success of the March in achieving its goals can be measured by the success of the actual activities and events that took place at the time. This includes the different groups involved, the numbers of people attending and the important people associated. Outcomes include greater commitment of government officials and increased funding for child labour activities, as well as the development of some viable plans of action.

Other more concrete ways in which the impact could be measured over time might include:

- Increased school enrolment, especially first-time enrolments and ex-child labourers;
- Increased numbers of ex-child labourers in rehabilitation programmes;
- Decrease in the total numbers of child labourers;
- Decrease in the numbers in particular industries;
- Improvement in quality of education.

Evaluation

Like monitoring, evaluation can use indicators. The two activities are similar. But whereas monitoring keeps track of your activities and gives feedback at the time things are happening, evaluation is more likely to take place at the end of an activity or strategy plan. Evaluation will take
monitoring results into account but asks further questions about the operation of the whole activity:

- What worked?
- What didn’t work?
- What would we do differently next time?

Planning is a cycle. As you get to the end of one strategic plan you should be developing your next plan and strategy. Evaluation is the process by which you learn from the past not only what mistakes to avoid (what didn’t work), but also what strengths to build on (what worked).

Donors are increasingly asking for evaluation of the work they have funded, which means that it is wise to build evaluation into strategic plans.

In many cases, donors also require an evaluation to be made by an outside agency, especially if they have provided large funds to your organisation. In this case, you need to remember:

- To agree with the donor from the start on the standards by which your programme will be measured;
- To agree on who will carry out the evaluation, when and using what methods;
- To include the cost of the evaluation in your budget.

Try not to feel threatened by the evaluation process. It is an opportunity for you to learn. If you are open and clear about the obstacles and limitations you have encountered you are more likely to be able to meet these challenges in the future.

Even if donors do not require an external evaluation, it can be worthwhile including this as an item in your budget and raising the necessary funds. If you can show a positive evaluation report to future donors you will find it easier to raise funds for the next cycle of planned activities.

Children can be involved in monitoring and evaluation too, especially if they have helped you to plan and carry out your communication strategy.
Worksheet 14: What audiences?

This worksheet will take some time to complete, but will be basic to the development of your communication strategy.

Begin by refreshing your memory through re-reading the section on audiences in Chapter 2.

Each of the groups on this list could be a target for your communication strategy, as a single group, or in combination.

<table>
<thead>
<tr>
<th>List of target audiences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Children</td>
</tr>
<tr>
<td>Families</td>
</tr>
<tr>
<td>Communities</td>
</tr>
<tr>
<td>Government</td>
</tr>
<tr>
<td>Non-governmental organisations (NGOs)</td>
</tr>
<tr>
<td>UN agencies</td>
</tr>
<tr>
<td>Teachers</td>
</tr>
<tr>
<td>Businesses</td>
</tr>
<tr>
<td>Trades unions</td>
</tr>
<tr>
<td>Mass media</td>
</tr>
<tr>
<td>Political parties</td>
</tr>
<tr>
<td>Police</td>
</tr>
<tr>
<td>Religious groups</td>
</tr>
<tr>
<td>Donors</td>
</tr>
</tbody>
</table>

But first you will have to be more specific. It is not enough to say that you will target ‘teachers’ as your audience. First you need to decide which teachers, for example ‘teachers of children in grades 4 and 5 in state primary schools in XXX district’. Follow these steps to fill in the next table and define three priority audiences for the message you defined in Worksheet 4.

Go to Your Communication Strategy Folder or
Go back to Worksheet 4 page 103.
• Write the message you defined in Worksheet 4 in the top space in the table;

• Decide on three broad audience groupings from the list of audiences and fill in the column ‘Audience’. Remember that these audiences should be groups with whom you can have the maximum impact because you can reach them, and because they can be influential with respect to the particular type of child labour you are working with;

• Is it difficult to decide? Organise a meeting with colleagues, so that you can explore the options together and make a joint decision;

• Once you have decided on the three priority groups, use the second column ‘Precise audience definition’ to define exactly which people within this group you will be targeting with your message. These are your ‘target audiences’. If you want to target more groups, add some more rows to the table.

<table>
<thead>
<tr>
<th>Message:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Audience</td>
</tr>
<tr>
<td>1</td>
</tr>
<tr>
<td>2</td>
</tr>
<tr>
<td>3</td>
</tr>
</tbody>
</table>

Now fill in a copy of the next table for each one of these target audiences.

Take your time. Don’t just fill the columns according to what you think you know. Consult research documents in your information centre and elsewhere. Make sure you use the best information available. This process could take some weeks of research, and you may need to carry out your own research on audiences. But it will be cost effective. The more time and effort you spend finding out about target audiences, the better you will communicate with them and the more successful your message will be.

Go to Chapter 3 Improving information page 129
And Chapter 6 Further reading page 261.
(Hint: There is a table at the end of this worksheet to give you guidance about what questions to ask yourself.)

<table>
<thead>
<tr>
<th>Message:</th>
<th>Group:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What are they like?</strong></td>
<td><strong>What do you have in common with them?</strong></td>
</tr>
</tbody>
</table>

(Hint: There is a table at the end of this worksheet to give you guidance about what questions to ask yourself.)
## Questions table for Worksheet 14

### Message:

### Group:

<table>
<thead>
<tr>
<th>What are they like?</th>
<th>What do you have in common with them?</th>
<th>Where do they usually get their information from?</th>
<th>What would be the best channel to use to reach them?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Think of:</td>
<td>Do you need to do research?</td>
<td>Do you need to do research?</td>
<td>Think of:</td>
</tr>
<tr>
<td>Type of work?</td>
<td>W hat are their interests?</td>
<td>W hat sources of information have greatest impact and reach the greatest number in this target group?</td>
<td>W hat can you afford?</td>
</tr>
<tr>
<td>Level of education?</td>
<td>W hat are their problems (as they define them)?</td>
<td></td>
<td>W hat would it cost?</td>
</tr>
<tr>
<td>Type of family?</td>
<td>W hat do they have to gain from changes in child work and child labour (according to their views)?</td>
<td></td>
<td>To reach how many?</td>
</tr>
<tr>
<td>Where they live?</td>
<td></td>
<td></td>
<td>Resources available in your organisation?</td>
</tr>
<tr>
<td>Age?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male? Female? Both?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Religious or ethnic background?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>W hat information do they have about child work and children’s rights?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>W hat information do they need?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do you need to do research?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Worksheet 15: What indicators?**

Indicators will be needed as part of your communication strategy plan. Developing indicators is often left to the last minute. In order to encourage you to start by defining indicators, this worksheet is placed before Worksheet 16 in which you will begin to assemble your Action Plan.

There are no standard lists of indicators. But there is a typical, systematic way to develop indicators. This worksheet is for readers who are not familiar with monitoring and indicator work. Before tackling it, refresh your memory about monitoring and indicators by working through the example provided in the section on monitoring. You may also find it helpful to study the references on monitoring given in the final chapter.

Using the next table you will be developing some indicators for the message you prioritised in Worksheet 4 and one of the audiences you identified in Worksheet 14.

<table>
<thead>
<tr>
<th>Message</th>
<th>Audience</th>
<th>Time period</th>
<th>Expected audience proportion</th>
</tr>
</thead>
</table>

When you have practised developing indicators on this worksheet you will be ready to develop indicators for the aims and objectives in your Action Plan on Worksheet 16.

In the next table:

- Write your priority message from Worksheet 4 in the space for ‘Message’;
- Find the ‘Precise audience definition’ of your first audience from Worksheet 14. Write it in the space for ‘Audience’;
- Write in the ‘Time period’ space how long your programme for delivering this message to this audience would take;
- What proportion of your defined audience would you expect to reach with this message in this time period? Write the answer in the space.
marked ‘1’. This is your first indicator.

- Now write in the space to the right on the table how you would measure this indicator [if you need help, look at the Model table on page 186].

- What attitude(s) of this audience would you wish to change with this message? Write the answer(s) in the space marked ‘2’. This is your second indicator.

- Now write in the space to the right on the table how you would measure this indicator [if you need help, look at the Model table on page 186].

- What long-term impact would you wish to achieve? For example, if you went back to your audience 12 months after the end of your programme, what would you hope to find? Write the answer in the space marked ‘3’. This is your third indicator.

- Now write in the space to the right on the table how you would measure this indicator [if you need help, look at the Model table on page 186].

Now you have designed three simple indicators. Can you think of some more? Add some more rows to the table and write down more indicators.

<table>
<thead>
<tr>
<th>Message:</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Audience:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Time period:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Goal</td>
<td>Indicator</td>
<td>Measurement</td>
</tr>
<tr>
<td>Proportion reached</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Attitude change</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Impact</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>
**Model table for Worksheet 14**

<table>
<thead>
<tr>
<th>Goal</th>
<th>Indicator</th>
<th>Measurement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proportion reached</td>
<td>1 100 percent of parents of children in this age group</td>
<td>Number of parents reached with the message</td>
</tr>
<tr>
<td>Attitude change</td>
<td>2 Percentage of parents who before the programme said that 'children should work on the family farm' change their attitude to 'children should go to school and not work on a family farm.'</td>
<td>attitude surveys of a sample of 20 parents in each village: 1. One month before programme to deliver the message; 2. Six months after the programme ends.</td>
</tr>
<tr>
<td>Impact</td>
<td>3 Increase in primary school enrolment and attendance 12 months after the programme.</td>
<td>School enrolment and attendance figures before the programme and 12 months after the programme ends.</td>
</tr>
</tbody>
</table>
Example of attitude survey

A quick way of finding out what attitudes people have before and after your research is to design a simple attitude survey such as the one below. Note that you should test the wording of the questions (in the local language) before using the survey for monitoring. In some cultures the distinction between strongly agree/agree and strongly disagree/disagree is not made. In that case delete these responses in the table so that it has only three response columns.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Columns for recording responses</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Strongly agree</td>
</tr>
<tr>
<td>Children should go to school and not work.</td>
<td></td>
</tr>
<tr>
<td>It is more important for boys to go to school.</td>
<td></td>
</tr>
<tr>
<td>Girls do not need to go to school.</td>
<td></td>
</tr>
<tr>
<td>Mothers need girls to help them at home all day.</td>
<td></td>
</tr>
<tr>
<td>Boys should leave school once they can read and write.</td>
<td></td>
</tr>
</tbody>
</table>

Researcher instructions:

Introduce yourself. Explain to the respondent why you are doing the research and what it will entail. Make sure he/she understands and consents.

Say to the respondent ‘I am going to read you some statements about children and schooling. After I read each statement I will ask you if you ‘Strongly agree’, ‘Agree’, ‘Don’t care’, ‘Disagree’ or ‘Strongly disagree’.’

Make sure that the respondent understands the task. Then read each statement in turn (without changing the wording), ask the respondent if he/she ‘Strongly agrees’, ‘Agrees’, ‘Doesn’t care’, ‘Disagrees’ or ‘Strongly disagrees’. Record the response on the form.

When you have finished, thank the respondent for his/her time.
By the time you use this worksheet you should already have the following in your Communication Strategy Folder:

Worksheet 4: What is your message?
Worksheet 11: Audit of resources
Worksheet 12: Do you need to do research?
Worksheet 13: Capacity building needs
Worksheet 14: What audiences?
Worksheet 15: What indicators?
Checklists for Chapters 2 and 3

You may also have a budget outline.

You have one last task to do before you can write your Strategy Plan. Use the second column in the table below to define your aims and objectives. The table is designed for a three-year plan. If you want to plan for a longer period just add more rows. Likewise, the number of objectives in each year may be different from the model in this table.

<table>
<thead>
<tr>
<th>Aim of your organisation</th>
<th>Aim of your communication strategy over three years</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Objectives Year 1:</strong></td>
<td></td>
</tr>
<tr>
<td>Specific goals to reach</td>
<td></td>
</tr>
<tr>
<td>within the first year</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
</tr>
<tr>
<td><strong>Objectives Year 2:</strong></td>
<td></td>
</tr>
<tr>
<td>Specific goals to reach</td>
<td></td>
</tr>
<tr>
<td>within the second year</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
</tr>
<tr>
<td><strong>Objectives Year 3:</strong></td>
<td></td>
</tr>
<tr>
<td>Specific goals to reach</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
</tr>
</tbody>
</table>
You are now ready to begin drafting your Communication Strategy Plan. Use the structure below as a model, together with the worksheets and checklists you have completed. Once you see all the worksheets together you will almost certainly want to change them so that they fit together. As you write, refer to the relevant sections in this manual for guidance.

Begin by writing in note form and share the first draft with your colleagues, recording their input for the next draft, which should be written out in sentence form. Take your time and get as much feedback as possible. This is the plan for your work over the next three years, and will probably be used for fundraising too.

**Communication strategy plan for [name of your organisation]**

**for [years, for example 2001-4]**

**Background**

This section should describe:

- The background of the organisation, its aims, activities and resources;
- Previous communication activities;
- In general terms what you want to achieve next, with what messages for what audiences.

Use completed Worksheets 11 Audit of resources, 4 What is your message? and 14 What audiences?

GO TO Where are you now? page 158.

**Aim**

One sentence giving the overall aim of the three year plan (what you want to achieve).

GO TO Communication strategy aim in this worksheet page 188.

**Objectives**

A list of objectives to be achieved each year (use ‘bullet points’).
Indicators

Develop indicators for each of your objectives using the model in Worksheet 15.

Action plan

For each year, with more detail in the first year, write exactly how you are going to achieve your objectives. This should include:

- Messages;
- Audiences;
- Channels;
- Materials to be developed and tasks to be performed (posters, newsletters, case studies, web page; media contacts; launch or press conference and so on – don’t forget to include any ongoing communication work);
- Piloting;
- Equipment you will need;
- Research, if necessary;
- Capacity building, if necessary;
- Who will do what (including volunteers, consultants – don’t forget to include any ongoing communication work);
- Monitoring;
- Evaluation;
- Timetable (don’t forget to include ongoing communication work);
- Budget.

You should present the timetable and budget in table form, showing exact periods of time and listing all costs, including ongoing office expenses and salaries, as well as about 10% for ‘contingencies’ (unexpected expenses).
Worksheet 17: Piloting within your budget

Written and visual messages should be tested (piloted) before you use them with your audiences, so that any mistakes can be corrected and you can be sure that people will understand the message. This worksheet should be used as a guide to developing:

- Piloting groups;
- Cost effective testing.

Advertising companies have developed sophisticated methods for piloting their messages. These require technical and human resources and are expensive. But it is still possible to pilot your messages even with quite limited resources.

- Test your written and visual messages and materials first on your colleagues, or members of your family of the correct age and gender;
- Make adjustments;
- Recruit a number of individuals in the audience you are trying to reach with this message. You will have already made some contact with this group through researching your audience, go back to some of the more friendly and easy to reach contacts. Use as many as you can and try to develop a regular ‘piloting group’;
- Test your written and visual messages on these individuals;
- Make adjustments;
- If necessary test again to make sure;
- Remember that this is your ‘piloting group’. You can use them to test messages again in the future, but they should not be included in the audience that you monitor with your indicators;
- Let members of the piloting group understand that this is important to your work, and make sure that they feel valued. This should include payment of any expenses for taking part in the piloting, refreshments and maybe a small fee.
How to test

Depending on the audience and your access to them, you can work with the piloting group as individuals or in a group.

How you present the message will depend on the channel you will use (written or oral) and the audience (level of literacy).

• Visual materials (photographs, drawings, posters)

Test visual materials first, to test what the audience ‘sees’.
Use several different drawings or photographs of the picture you wish to use.

GO TO Example box 36 page 172.

Number the pictures beforehand.
Show the pictures without comment and ask ‘What do you see in this drawing (or photograph)?’
You can also ask questions such as ‘Do you like this picture?’ ‘How does it make you feel?’
Note the response to each picture (it helps to have a colleague do the recording).

Select a picture to use after considering all the responses. If the first set of pictures all received negative responses, put them aside (you might be able to use them with a different audience, so don’t throw them away) and start again.

• Written materials or other use of words.

Written messages may accompany a visual image, in a poster for example. You can pilot both separately and together.

Start by asking a main question: Do you understand this?

Then ask a number of ‘probe’ questions to check:

If they do not understand, find out why. Are the words too complicated?
What words would they use to talk about this topic?
Do you agree/disagree?
Why do you agree/disagree?
How does this make you feel?
Does it make you want to do anything? If so what?

As with the visual materials you might want to test several different ways of saying the same thing. You could write each message on a ‘flash card’ and show each one in turn, asking for reactions. Or get people to rank the whole set in the order they prefer.

Does it make you want to do anything? If so what?

As with the visual materials you might want to test several different ways of saying the same thing. You could write each message on a ‘flash card’ and show each one in turn, asking for reactions. Or get people to rank the whole set in the order they prefer.

GO TO Information box 9 page 50.

• Other materials

Piloting groups can also be used to test drama and video productions, picture exhibitions, comic books and many other materials. Be creative!

Test what you have learned from this worksheet

The best way to learn is to do. You can practice some of the suggested techniques on your friends and family using the examples below:

• Use a set of drawings and/or photographs that all show a specific child worker or group of workers;

• Write the message ‘ILO Convention 182 should be ratified’ in four different ways. Write each one on a flash card;

• Show a short video on child labour to an audience of colleagues, friends or family (or to all three separately). Spend time discussing what they have seen and felt.
Worksheet 18: Step by step fundraising

There is a logical sequence to successful fundraising. This Worksheet cannot teach you everything about fundraising, but it will take you through the steps.

Use your Communication Strategy Plan from Worksheet 18. Work through the following questions. The process will probably take some months. Keep a record of what you do and the results in a Fundraising Folder. This will be important information to build on for future fundraising.

• **What do you want the money for?**

Write a brief concept paper using Worksheet 19. You may need to write more than one concept paper for different parts of your Communication Strategy Plan:

- The plan as a whole;
- Specific projects, such as developing a drama or video;
- Specific message or audiences (such as developing child rights clubs);
- Specific equipment;
- Research;
- Capacity building;
- Core funding (for office expenses and salaries).

• **How much will it cost?**

In addition to the overall budget in your Strategy Plan, make a budget for each of the elements (such as projects, equipment, research).

When you make a budget for a part of the overall Plan it can often be practical to include a percentage (between 10 percent and 45 percent) to cover administrative costs. Many donors do not like giving funds for salaries and office expenses, but will negotiate a payment for administration. Try to avoid a situation in which you raise money for a project, but not for the people to do the work.

• **Research donors**

This can be the most time consuming and frustrating part of fundraising. You may already have forged a relationship between your organisation and a
particular donor. But it is not wise to depend on a single source of funds. So research is necessary.

Try to match the potential donor to the message or activity.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Target donor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication in which the main audience is children</td>
<td>International child welfare organisation – might also provide skills training in working with children</td>
</tr>
<tr>
<td>Campaign to ratify Convention 182</td>
<td>ILO - IPEC – can also provide information</td>
</tr>
<tr>
<td>Newsletter</td>
<td>Local business: sponsorship to be mentioned and logo included</td>
</tr>
<tr>
<td>Work in schools</td>
<td>Ministry of Education, UNESCO</td>
</tr>
</tbody>
</table>

Make a list of the parts of your Strategy Plan that need funding (this is sometimes called a ‘shopping list’). Try to match each component to a potential donor or donors. Then write a brief plan for researching and approaching donors.

In addition to finding out what kind of work a potential donor funds you should also check:

- The amount usually donated. This should be roughly equivalent to the funds you are seeking. For example, if a donor only funds projects up to a maximum of $5,000 there is not much point in asking for $20,000 for your whole Strategy Plan, but you could ask for $5,000 for the capacity building component;
- What kind of organisation is usually funded. Sometimes donors will only support organisations in a specific country or region, or only schools, or community organisations. Check that your organisation fits the category supported by a donor before making an application;
- Some donors like to have a full proposal, others prefer a concept paper with a letter. Make sure that you send your request in the correct form;
- Many donors work to a funding cycle in which proposals are considered at different times of the year, or at different dates.
A good source of information is Annual Reports, which usually provide a list of projects funded. Many larger donors also have a web page giving details of what they fund, including the amounts.

• Approaching donors

Although some donors insist on receiving a full proposal, most will discuss your request for funds with you informally.

Try to find out the name of the person to be approached, from donor publications, from colleagues, or through a telephone enquiry.

You can request an informal discussion, by telephone or in person, or through sending a letter with a concept paper and maybe a brochure or annual report attached. Unless a potential donor specifically asks for a full proposal to be sent in the first instance, try to avoid doing this. A brief request to talk about your work and funding requirements is likely to be more successful.

Ideally you should be able to spend time discussing your work with donor staff, discussing your work and finding out if they might fund it, or part of it. Invite them to visit you and see the work you are doing.

Donors are an audience for your work, and should be researched like any other audience. Complete the worksheet for audience profiles for your potential donors. It will help you to refine your fundraising messages.

Whether you visit the donor or they visit your project, remember:

To be punctual;
To be clear;
To be organised;
To show any recent evaluations of your work;
That most donors would much rather see an activity than visit offices.
Worksheet 19: Writing a ’concept paper’

A ‘concept’ (ideas) paper is a brief description of work you intend to carry out. It can describe the whole of your plans, or just one part. Its main function is as a tool for fundraising, but it can also be useful for clarifying your own thoughts. A concept paper is seldom more than 1-2 pages in length. It is used in initial approaches to donors to see if they are interested in receiving a full proposal.

This worksheet provides a model structure and example, which you can follow to write concept papers yourself.

<table>
<thead>
<tr>
<th>Model structure</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Title</strong></td>
<td>The Impact of HIV/AIDS on child labour: Children’s perspectives</td>
</tr>
<tr>
<td><strong>Background</strong></td>
<td>Children’s Voices at Work (CVW), a local NGO that works to encourage children’s participation, is concerned that children’s opinion on the effects of HIV/AIDS on child labour is not known. HIV/AIDS is increasingly affecting the working population. Many adults are unable to work and support their families because of illness. Children have to drop out of school to work or to look after sick parents. In addition the teaching force is also affected, so that schools are no longer able to provide sufficient education. A study by the World Bank indicated that child labour is increasing in some areas affected by AIDS. But children’s perspectives are not known.</td>
</tr>
<tr>
<td><strong>Who</strong></td>
<td>CVW wishes to carry out a six-month study of the impact of HIV/AIDS on children’s experiences of work in the light of the HIV/AIDS epidemic and the implications for future policies and programmes.</td>
</tr>
<tr>
<td>Model structure</td>
<td>Example</td>
</tr>
<tr>
<td>-----------------</td>
<td>---------</td>
</tr>
<tr>
<td>Title</td>
<td>The Impact of HIV/AIDS on child labour: Children’s perspectives</td>
</tr>
<tr>
<td>How</td>
<td>Building on previous research experience using a participatory approach with children, CVW has designed a research protocol consisting of observation, focus group discussions, drawings and role play. The research will be carried out by CVW research staff, in two districts affected by AIDS deaths and two that have as yet been little affected by the pandemic. Research will focus on children in and out of school, between the ages of 10 and 15 years. Particular emphasis will be placed on gender differences. Parents and teachers will also take part in the research through interviews and focus group discussions.</td>
</tr>
<tr>
<td>Outcomes</td>
<td>Children’s views on the crisis in child labour will enable education agencies to plan effective programme interventions, as well as to design a communication strategy to alert teachers, parents and children themselves to the problem and potential solutions. A report on the findings of the research will be published and widely disseminated.</td>
</tr>
<tr>
<td>Timetable and budget</td>
<td>The research will take place from July to December 2001 to take advantage of both school term time and easier transport in the dry season. The research will cost $21,000 including publication and dissemination of 1,000 reports.</td>
</tr>
</tbody>
</table>
This checklist should help you to think about what you have found out by reading Chapter 4.

- The first column is divided into the main technical issues covered: planning, piloting, monitoring, indicators and evaluation, including subdivisions for planning and evaluation.
- The second column ‘What you learned’ is for you to make notes about any new ideas or facts you have discovered when you were reading this chapter.
- If you are curious to find out more, or feel that you need more information, make a note of this in the third column ‘what more you need to know’.

Keep a copy of the completed Checklist in your Communication Strategy Folder.
<table>
<thead>
<tr>
<th>Topic</th>
<th>Use these columns to record</th>
<th>What you learned?</th>
<th>What more you need to find out?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Planning</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>W here are you now?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>W here do you want to go?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>How are you going to get there?</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Piloting</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Monitoring</strong></td>
<td></td>
<td></td>
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Chapter 5
Planning communication for child labour groups

“Partnerships create a synergy that gives strength to each partner to fulfil its mandate and make significant gains in the cause of child rights. Partners must hold a shared view of the centrality of the child to society and a shared commitment to fight persistent conditions that infringe on their rights. Partnerships are built at various levels where all partners work on an equal basis: self interest brings the greatest threat of failure.”

It makes sense to address child labour from the strength of a group of organisations, sharing experiences, pooling resources and working towards a common aim. If organisations do not work and plan together they may duplicate each other’s efforts and pursue a haphazard course towards their common goals. Many agencies have made progress towards meeting the challenges of the worst forms of child labour. But child labour is complex and cannot be solved by any organisation in isolation. Even large UN agencies such as the ILO and UNICEF recognise that alliances must be formed between different organisations in order to pool resources and share expertise. Only an alliance of the many different agencies working against child labour will save yet another generation of children from exploitation of their labour, and damage that will last all their lives. One key to successful group work is setting up efficient ways for both internal and external communication.

The first motivation for organisations to begin working together is often a joint campaign. This makes it relatively easy to leave differences aside and cooperate towards a shared, short-term goal. This is what happened with the Global March and with the various groups that joined ECPAT to organise the Congress Against the Commercial Sexual Exploitation of Children in Stockholm in 1996. In each case, the alliance became very broad and group work continued beyond the time scale of the original activity.

There are three options for a group once a short-term common aim is achieved:

- The group becomes redundant – success is marked by the fact that the aim has been achieved and that particular alliance is no longer needed;
- The group members continue to work informally towards similar aims;
- A permanent group or network is established as an organisation in its own right, even though it has different characteristics from a ‘normal NGO’.

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<thead>
<tr>
<th>By the end of this chapter you should know</th>
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<tr>
<td>• The main differences between planning for a single organisation and planning for a group</td>
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<td>• The stages of group formation</td>
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<td>• What it can be like to work in a group</td>
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<td>• Some of the main characteristics of groups and networks</td>
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Child labour groups and networks can take any one of these paths. The choice of direction usually occurs naturally, without formal discussion. Whatever the option adopted, one thing is certain, most of the organisations involved will change (often for the better) as a result of the lessons learned from the rich experiences of cooperating (including the frustrations).

Cooperation between groups is both a solution and a challenge. Planning for group work is not always smooth or easy. Yet there have been advances in cooperative work and progress continues to be made. This chapter is based on one simple idea: organisations may differ in objectives and ways of working, yet all the organisations in a child labour group have the same aim – to work together to stop the economic exploitation of children, especially the worst forms of child labour.

An entire manual could be devoted to the subject of organisations working in groups. This chapter looks at some of the communication challenges of joint work, using examples from inside and outside Asia, relying largely on well-documented group activities, in which lessons learned are transparent. Each group has its own dynamics, but some generalisations can be made on the basis of practical experience.

The structure of this chapter differs slightly from earlier chapters, as the first part is devoted to looking at the ways groups form and operate, in order to consider the implications for planning communications strategies.

As has been highlighted with respect to several topics in this manual, there are several terms used to mean roughly the same thing as ‘group’. Association, consortium, movement, network and working group are just some of the examples. In this chapter ‘group’ refers to more than one organisation working together. Sometimes a group operates like a new organisation, sometimes a group is involved in ‘networking’ sometimes it is a network. The term networking also has a number of different meanings. In some contexts it can mean gathering contacts in order to gain status or develop advocacy and lobbying. But in this chapter ‘networking’ is used to refer to sharing information between organisations. Thus the term ‘network’ means a number of organisations working together towards a common aim, as members of a formal, established web of contacts with criteria for membership and rules of operation.

Group work often seems to be far removed from the grass-roots level of NGOs that work directly with child labourers and their families. But
children’s rights are just as important in international discussions as they are in person-to-person contact. The best interests of children and the need to consider their opinions remain the guiding principles in group work.

Involving children in strategic planning for groups may be more difficult than it is in individual organisations. Groups tend to be dominated by adults. But there are exceptions. Between 1994 and 1997 three organisations of working children worked together to develop an international agenda for action and cooperation. Child and youth members of Bhima Sangha, from India, ENDA Jeunesse Action (African Environment and Development Youth Action) from Senegal, and MANTHO (Movement of Child and Youth Workers) from Peru met several times to debate the rights and needs of child workers. The children set the agendas and ran the meetings. Support in obtaining visas, travel and translation, including fundraising, was provided by adult helpers. This alliance subsequently made significant contributions at influential meetings in Norway and the Netherlands. The logistics of involving children in group work may be a challenge, but it is far from impossible. Children have a right to participate in decisions made on their behalf, which means that their opinions must be heard in international debates.

**Points to think about in group development**

‘Points to think about’ are not requirements. This section provides a possible framework for thinking about group dynamics based on concrete examples. Groups do not form or operate in a vacuum. Every group has to consider the context in which it works and the resources it can use.

First it is worth introducing the six groups that provide the practical experiences on which this chapter is based. They are linked by a common concern for child rights. To a greater or lesser extent their work is involved in the movement to eliminate the worst forms of child labour. Even though they may not work together as part of a single established group or network, one way or another they are all involved in formal and informal networking. Staff or members may visit each other’s web pages or have hyperlinks between their web pages. They write letters and e-mails to each other, make telephone calls, share information and meet at conferences. These examples illustrate the variety of forms groups can take, according to what they want to do.
• RWG-CL is an example of a small group of very different member organisations, most of which are international, working with a large number of other organisations in Asia against the worst forms of child labour. The member organisations are very different in size, structure and activities. They first worked together to devise an Asian perspective on the problems of child labour to contribute to the International Child Labour Conference that took place in Oslo in 1997. In the same year, they took a joint decision to form RWG-CL, based on a recommendation from a Consultation on the most intolerable forms of child labour, which included a Forum of working children. RWG-CL can be described as a group that networks.

GO TO Example box 33 page 162.

• Child Workers in Asia illustrates the way groups may interact with other groups. It is a member of RWG-CL, with more than 50 Asian members of its own, and over a decade and a half of experience, especially with local organisations. At various times in its history, and in its current operations, CWA could be described as both a group and a network.

GO TO Chapter 6 page 248
AND Example Box 23 page 99
AND Example Box 24 page 101
AND Example Box 43 page 221.

• The Global March Against Child Labour began as a commitment among a small group of organisations to work together in a common campaign. As the campaign gained strength more organisations and individuals joined. Networks developed in participating countries. Now that the campaign is successfully concluded, the structures that developed during the Global March, both national and international, have continued and taken on new aims and tasks. Global March could be described as a network of networks.

GO TO Chapter 6 page 249
AND Example box 39 page 209.

• ECPAT began as a campaign ‘End Child Prostitution in Asian Tourism’ that developed into a network of organisations in different countries. Over time, ECPAT operations spread outside the Asian region as a
result of its publicity about child sex tourism. Later ECPAT inspired, and was the main activist in bringing about, a meeting of representatives from 122 countries in Stockholm in 1996, which adopted the Stockholm Declaration and Agenda for Action against the Commercial Sexual Exploitation of Children. As ‘ECPAT International’, based in Bangkok, the organisation is now at the heart of a worldwide network of national groups with the objective of protecting children against commercial sexual exploitation, which is defined by the ILO as one of the worst forms of child labour. Among other functions ECPAT International monitors the 1996 Agenda for Action and works to develop international youth participation. ECPAT International is an example of the way a group changes structure and functions over time. It shows how structures can develop by establishing new groups and organisations within an overall network.

• The UK Consortium for Street Children is a national network of small and large NGOs based in the UK, all of which have an interest in ‘street children’. Some members support street children projects in Asia. The Consortium developed in 1992 to form a common platform and promote advocacy and programming for street children. It has been particularly successful in developing solidarity between organisations that had previously often been in competition for funding, in raising the profile of street children’s issues and raising funds for the activities of both the Consortium itself and individual members. The Consortium has promoted events and publications and the secretariat is now well established within the NGO field in the UK, often being asked for advice on how similar group work could be stimulated in other countries. The Consortium for Street Children illustrates the principle of small organisations maximising both resources and impact through group work.

• Childwatch International (CWI) is an international network for institutions and individuals involved in research for children with the aim of initiating and coordinating research and information projects
on children’s living conditions and the implementation of children’s rights. CWI is a true network of member organisations worldwide (Key Institutions) that collaborate in various ways, particularly through electronic information exchange. At three yearly intervals, the directors of the Key Institutions meet, among other things to elect an Advisory Board and a Business Board. These support the small, Executive Secretariat based in Norway, where CWI began in 1992. The Secretariat coordinates activities, particularly information sharing. Key Institutions share information, activities and some research projects. There are six Key Institutions in Asia, two of which are currently represented on the Advisory Board and one on the Business Board.

These groups show that efficient membership structures can take different forms, for example:

- In the case of RWG-CL, a small group of agencies are ‘members’ and take executive decisions, but the group interacts with and consults a variety of organisations and individuals throughout Asia;
- CWA has a large range of member agencies, together with an even larger number of organisations within its network;
- ECPAT has a wide range of member organisations throughout the world, each of which is more or less independent, together with some affiliated organisations that share its broad aims and functions;
- Childwatch International has specific rules by which a research establishment can become a ‘Key Institution’.

Although some joint activities such as the Global March and Stockholm Congress receive worldwide publicity, groups are rarely involved in organising global or even international activities. Nevertheless, the same principles of group formation and planning apply anywhere in the world, at local, national or regional level. For example, in a small provincial town children, parents, teachers, municipal authorities, adult workers, employers and others might combine to organise a petition to ask schools to provide teaching during the hours when working children can attend. That is still group work. Local groups have the advantage of being able to organise person-to-person communication and do not necessarily have to plan to use advanced technology.
Every organisation has its own characteristic culture, and the child labour field is full of people with deep commitment and strong feelings. Groups of any kind go through learning stages before they begin to operate successfully, and it is wise to be prepared for this. The stages of group formation have been called ‘forming, storming, norming and performing’. In reality these stages may not be so marked, the sequence may repeat and stages overlap. But this provides a useful way of thinking about group formation and reflecting on your own experiences and the stage you might be at now.

'Forming'

Forming is the first stage, in which organisations get together for a common purpose and share optimism, enthusiasm and ideas. As the examples above show, this can happen in a number of ways. A group may form:

- To carry out a campaign or organise an event;
- Through the initiative of one organisation;
- Through the initiative of an outside organisation – maybe a government or UN agency;
- For mutual support and to share information;
- Out of the perception of common needs;
- To complement existing activities;
- As the result of a conference or other meeting.

When groups first come together there is usually considerable good will and common intent. Expectations are high. In order to form a successful, working group, organisations should:

- Share essential information about themselves, such as their mandates, priorities, expertise and limitations;
- Develop common aims and objectives in order to avoid duplicating activities and to maximise available resources of expertise and experience;
- Formulate ways of working together, communicating with each other, and taking decisions.

In these first steps it is important that all member organisations are adequately consulted, feel that their voices are heard and their ideas and concerns taken into consideration. Groups should aim to be inclusive rather than exclusive.
In most cases it is helpful if early discussions on these points are followed up by formal letters of commitment from senior management or the governing body of each organisation, to demonstrate support for the formation of the group. This could be followed up with a more formal agreement if the group is to work together for a longer period of time. An agreement would cover details of ways of working such as:

- Definitions of role and responsibilities;
- Who reports to whom on what issues (‘line management’);
- Financial contributions;
- Other contributions, such as staff time, information, space and equipment;
- Policies for financial reporting and management;
- Documentation of activities, including management decisions and actions.

It is at this point that issues of coordination should be discussed. With the best will in the world, few groups can hold together and progress forward if they do not have some coordinating person or secretariat. A secretariat is a small group of paid staff (maybe only one person), supervised by group members, that maintains a smooth flow of communication between members and ensures that strategic plans are carried out.

Forming a group with a common purpose: Global March history

The South Asian Coalition on Child Servitude (SACCS) has worked since 1981 to combat child labour through raids, awareness raising campaigns, and rehabilitation and education programmes. A proven method of reaching the Indian community and informing them of the dangers of child labour has been through SACCS initiated marches, which took place throughout India in the early 1990s. In all cases, the marches proved to be a successful way to mobilise support and focus attention on the growing problem of child labour.

Based on these past successes and the realisation that child labour is a global problem that is not unique to any one country, Anti-Slavery International, International Labour Rights Fund and SACCS came together to find a collective mode of action. They decided to plan a Global March Against Child Labour and invited
leading activists, human rights and labour organisations from all over the world to join them in planning this ambitious initiative.

At the first meeting, 27 organisations from 17 countries came together to plan an event that would call on all sectors of society to do their part in ending the economic exploitation of children. They decided that the March would take various forms, including actual marching, events and caravans on all continents and that it would reach out to many target groups, including intellectuals, international and national organisations, politicians, national leaders, children’s rights organisations, parents, children, policy makers, religious groups, teachers and trades unions.

The participants at that meeting elected an International Steering Committee to be responsible for policy and planning decisions and the group decided that the International Secretariat would be based at the SACCS office in New Delhi.

'Storming'

Storming follows the emergence of any concerns or tensions there might be, as different expectations and beliefs come to the surface. This stage can also happen later in group work when changes of direction and strategy occur. Members of groups and networks can sometimes misunderstand each other’s actions.

It is important for group members to realise that, if disharmony is experienced at any stage in the life of a group, it should be viewed positively as a healthy part of group development. In fact it is best not to hide friction but to bring it out into the open quickly, so that explanations can be found and any necessary negotiations can begin. In extreme situations some members may drop out. They may have had unrealistic expectations or they may not be willing to compromise in order to make progress. But with objectivity, transparency, sensitive management and leadership most group members find an agreed way forward together, adopting ways of working that fit the particular group, its context and its aims.
Conflict resolution in group formation

Positive approaches manage differences and friction and move forward into a productive partnership. This requires:

- Confidence on the part of the members of the group who are committed to making it work;
- A belief among group members that there are real, long-term advantages in collaboration, so that they make an effort to belong.

Strength in numbers?

In Mongolia ‘There has been discussion about the value of developing an umbrella organisation as a means of providing a forum for information and experience sharing among NGOs. One of the obstacles that has to be overcome before doing so is the resistance to sharing information and the concerns each has with protecting its own area of activities....The concept of strength in numbers has not yet been grasped or accepted.’

‘Norming’

After discussion and debate, which may take some time, members will realise that they share basic values (‘norms’). Common purpose and commitment are necessary. Sometimes this is best expressed as a ‘mission’ (or ‘vision’) statement that sums up the collective purpose of all the organisations involved. This will enable them to formulate aims and objectives jointly in order to make strategic plans for their future.

Example 40


Building a common platform

The child labour issue has been jumbled with confusing rhetoric, conflicting ideologies and unclear solutions. The Global March set out to create a platform on child labour that was broad enough to
include different points of view, while still maintaining a strong stance on a single issue. The goals were drafted with the consensus of a number of different groups, which facilitated a dialogue on the issue in the early stages. Thus a number of different organisations that had never previously worked together now joined the March and agreed to a common framework for action against child labour.

At this stage decisions taken in the ‘forming’ stage will be consolidated. Groups may also decide on appropriate ways of seeking new members, including deciding on the criteria for membership or affiliation.

A key rule for deciding structural issues, such as membership, is the watchword of the French architect Le Corbusier that ‘form should follow function’. There is no single ‘best’ structure for a group any more than there is one model for a building. The pattern adopted should be decided according to the purpose for which the group is being formed. Thus it is particularly important to avoid deciding on structural issues before clarifying aims and objectives. Often this is not the case because people feel insecure until they have structures in place. It is often necessary to keep reminding them about goals before they start drawing up legal constitutions and setting up committees to write ‘standing orders for meetings’ (which may not even be necessary or appropriate).

‘Performing’

In the performing stage, group members act together with common aims and values and begin to tackle the broader tasks that first brought them together. It is at this point that strategic planning should become a routine part of group work.

Social Alliance/Network Building

In Northern Thailand, children, parents, teachers, local government bodies and NGOs have joined forces against the recruitment of young girls for prostitution and other forms of child labour.
ILO-IPEC Child Labour - An information kit for teachers, educators and their organisations.

- NGOs monitor the problem at the community level and carry out ILO-IPEC supported campaigns and educational and vocational training programmes;

- Young people travel to villages with puppet shows, drama performances and exhibitions that spread information and mobilise communities, parents and children against child trafficking, prostitution and other exploitative forms of child labour;

- Teachers and schools serve as campaign centres and help identify girls at high risk of being trafficked;

- A Working Group includes representatives at all levels to review progress, devise strategies to overcome obstacles and coordinate a study on child labour, trafficking and prostitution.

Teamwork

Once common aims and ways of working have been jointly established, one of the strengths of group work is that members can act as a team, maximizing shared resources and combined expertise. This also means that they can apply jointly for funds and other support from external resources. While each organisation keeps faith with its own ideas and aims, group dynamics and experience of working together will develop a distinct role for each member, so that the organisations complement each other in progress towards a common goal.

One factor that sometimes has to be worked through, or at least taken into account, is the different kinds of links member organisations have with the group. Usually each organisation will have an individual who is responsible for communicating with the group as a whole, and for attending meetings. But the connections will vary, for example:

- The director of a small NGO may be the main link person. This means that he or she can take immediate decisions about the extent to which the organisation can commit resources to group activities;

- Large organisations may delegate a member of staff, who does not have the authority to express an opinion or take a decision;

- A different staff member may come to each meeting, so that the organisation never becomes fully involved;
• A strongly committed individual may not be able to involve his or her organisation fully. If this person changes their job, the organisation may not understand the importance of the link and allow group membership to dwindle or cease;

• If senior managers of organisations are involved, they may be too busy to fit meetings into their schedules, or it can prove difficult to organise meetings so that they are able to come;

• Small NGOs with few staff members may not be able to commit staff time to full involvement, despite genuine interest.

These differences are inevitable. The challenges can be met through flexibility over meeting schedules as well as making efforts to find ways in which link people can take part in a meeting without being physically present:

• Much of the routine business of meetings can be processed through e-mails;

• Meetings can take place through conference telephone calls or conferences on the Internet, which are relatively easy to set up, although both can depend on the stage of development of telecommunications in a country;

• Link people who cannot be present at a meeting can circulate their reactions to Agenda items beforehand through e-mail, and to the minutes circulated afterwards. This only works if the Agenda and related papers are circulated well in advance of the date of the meeting, and minutes are available to everyone as soon as possible after the meeting has taken place;

• Preliminary decisions taken at the meeting can be communicated by telephone at a pre-arranged time (especially through mobile telephones) to people who are absent. This is particularly effective if all the people present at the meeting can gather round one of those telephones that transmit speech from a number of people when the handset is at rest (‘speaker phone’).

With commitment, groups can find their own creative ways of involving all members in discussions and decisions.

Decision-making

It goes without saying that democratic decision-making will develop strong group cohesion. The keys to successful group operation are mutual respect,
transparency, consultation and humility on the part of all groups and their representatives. Whenever decisions are made, all members need to feel involved, either by taking part in decision-making or by being informed that a topic is under discussion and being given opportunities for consultation.

Models for group decision-making include delegating specific kinds of decision to different parts of the structure, for example:

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<th>Activity</th>
<th>Decisions taken by</th>
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<tr>
<td>Strategic planning:</td>
<td>Annual or strategic planning meeting of representatives of all group members;</td>
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<tr>
<td>Practical decisions on activities within an agreed strategic plan:</td>
<td>Small elected sub-group of representatives with delegated responsibility;</td>
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<tr>
<td>Day-to-day running of the group’s office and supervision of staff carrying out the activities:</td>
<td>Employed coordinator/ secretariat.</td>
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Mutual respect among group members also includes the need to recognise that management styles and ways of reaching decisions vary considerably between cultures. This is particularly true of groups that combine membership from a variety of countries. In such cases it is likely that the language of meetings and correspondence will be English, with the result that the representatives of different organisations will probably vary in their ability and confidence in speaking in meetings. It is thus particularly important that those responsible for coordinating or chairing meetings should make every effort to ensure that:

- Everyone can understand what is being said;
- Everyone understands how the meeting is organised;
- People who are confident speakers are also encouraged to listen;
- People who are not confident speakers are encouraged to speak.

An outside facilitator can be helpful in making sure that everyone feels they have been meaningfully involved in a meeting. But it is important that a facilitator is sensitive to cultural differences and has an understanding of the topic and themes.

It is becoming common for meetings to begin with ‘icebreaking’ exercises to make sure everyone knows everyone else and feels comfortable and
relaxed. Exercises that encourage listening skills are invaluable. But it is necessary to remember that some icebreaking exercises can be threatening or culturally unacceptable. Exercises that involve people touching each other, for example, may be unsuitable in some cultures. Exercises that involve people moving around may exclude people with some disabilities. Respect entails being sensitive to difference.

It is often helpful to bring people’s minds to bear on the meeting so that they forget other pressures and concentrate. Icebreaking exercises should thus be designed specially for the meeting, to help people to focus on the business in hand. Mobile phones should always be turned off and, if there is a telephone in the meeting room, it should be taken off the hook. Try to anticipate any unwelcome disruptions and make sure that they will not occur.

Another important factor in successful meetings is appointing a chair who is clear, calm and firm. Gentle, secure chairing allows time for reflection, encourages questions such as ‘I didn’t quite understand that, can you repeat it?’ and prevents over-confident speakers from dominating.

### Practical suggestions for group or network meetings

- Before convening a meeting, get all potential network members to send the coordinator or secretariat four possible agenda items well ahead of time;
- Convene a meeting with an outside facilitator - preferably someone who combines strong management and group work skills;
- Several workshop techniques (‘ice-breakers’) can be used to help get people to know each other better. Participants can be divided into groups to discuss ‘what we have in common’, ‘differences between us’ and ‘things we are all interested in.’ General areas of agreement should emerge from these simple processes.
International meetings

International meetings of group members are expensive to organise and also costly in terms of airfares and hotel bills. It is wise to maximise on the opportunities they present. In addition to the days spent at the meeting itself, groups should consider adding a few extra days for one or more of the following activities:

- **Mutual learning:** Sharing experiences on communication about child labour;
- **Training:** Organising joint capacity building on skills that member organisations have identified as lacking;
- **Orientation:** Learning more about other child labour and child labour organisations through visits to local projects;
- **Publicity:** Press releases and press conferences to give local mass media opportunities to interview visiting experts;
- **More networking:** Inviting other local organisations and contacts to a one day workshop or seminar at which visiting experts give presentations on or debate child labour issues.

If at all possible, it is good for organisations from different locations to rotate the task of hosting meetings, so that mutual learning and orientation can be more meaningful. Publicity about the meeting will also raise the local profile of both the host organisation and the subject of child labour.

Sometimes flight schedules will entail that representatives of some organisations will have to stay extra days, for example when flights are only scheduled once a week and do not coincide with the dates of the meeting. Extra activities can be programmed for these delegates.

Problem solving in and by groups

More and more organisations are learning the benefits of group work. Experiences from around the world show that the challenges of group work are the same, wherever you are and whatever the group purpose. Within the Asian region, organisations that responded to the 1999 RWG-CL
survey revealed considerable experience of the advantages and disadvantages of working in groups. Some made suggestions about solutions that had worked for them, or that they would like to undertake.

**Developing an environment for successful work**

- Organize national-level meetings on child labour and make sure these have good mass media coverage and are attended by government;
- Support the development of national strategies on child labour;
- Support the formation of national and regional information and documentation networks on child labour;
- Establish working groups on child labour composed of government and NGO staff;
- Collaborate with ILO-IPEC at national and regional levels;
- If there is no memorandum of agreement (MOU) between government and ILO-IPEC, lobby government to sign an MOU and to ratify ILO Conventions 138 and 182 if it has not already done so.

**Improving communication**

- Select national NGO focal points to coordinate child labour activities nationally and maintain consistent communication regionally and internationally;
- Upgrade existing and/or establish new web pages (nationally) on child labour issues, including making hyperlinks between different pages;
- Collaborate to raise funds for information technology equipment to support child labour work and modernize information handling methods;

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**Key human rights documents in brief page 263.**

**Building web pages page 120.**

**Information technology page 93**

**Fundraising page 138**

**Step by step fundraising page 194.**
• Produce publications (especially E-publications) such as state-of-the-art reviews, directories of organisations and resources and best practice;

• Make sure that all members have an updated anti-virus programme on their computers.

Improving information

• Improve access to the publications and materials of members’ organisations;

  GO TO Chapter 3 Information centres page 130.

• Establish and update national and/or regional directories on child labour topics, organisations, individuals, research and available resources;

• Plan for collaborative research, for example using the same research methods, so that child labour information from different places can be compared and contrasted;

  GO TO Chapter 3 Improving information page 129
  AND Chapter 6 Further reading page 261
  AND Worksheet 12 Do you need to do research? page 147.

Capacity strengthening

• Provide technical and practical support to strengthen the capacity of targeted NGOs in information repackaging and dissemination;

• Promote exchanges of staff between organisations in the group, study tours and secondments;

• Organise joint training sessions on specific topics, such as information technology, for staff of member organisations.

  GO TO Chapter 3 Capacity building page 135
  AND Worksheet 13 Capacity building needs page 149.
Core funding

Funding for an independent secretariat and offices (‘core funding’) may not be easy to raise, especially before the group has carried out any activities. Group members may not be able to find time to write proposals and fundraise. Donors usually prefer to provide funds for direct support to activities, rather than for salaries of people who organise and coordinate activities.

Sometimes space and funds for a secretariat can be provided by one of the wealthier group members. This can be cost effective. The problem is that the group may not be perceived as independent, especially if the secretariat works within the offices of the parent organisation. Nevertheless, this can be a practical short-term solution.

Another short-term solution is for each member organisation to contribute to a fund to support a secretariat. Contributions can be made according to the relative wealth of members.

A key factor for sustainability is that the staff appointed to run the secretariat should include proven fundraising ability in child labour or a related field among their skills.

Communicating as a group

Chapter 2 stressed the fact that communication is a process. Group formation is also a process, which means that specific communication challenges appear throughout the history of a group:

• At each stage of group formation;
• During planning;
• When the plan is being carried out;
• During evaluation.

Groups first have to learn how to communicate between members. Being strong and effective as a group depends on establishing clear, appropriate communication that is frequent enough to make members feel they are
included and valued, but not so frequent (or irrelevant to their work) that they get irritated.

**Internal communication**

Learning about each other is one of the first tasks for a group, including getting the message across to each other about each organisation’s aims as well as what each can contribute to, and expect to receive from, the group. This means making sure that all group members:

- Know what is going on;
- Share information;
- Have a voice in deciding on values and aims.

In internal communication the audience consists of all the members of the group. The messages vary, but the channels are likely to be e-mail, post, telephone, meetings and perhaps a group or campaign bulletin.

Group meetings tend to end with a call for information sharing and promises that are not always kept. Failing to share can have serious outcomes, including:

- Resentment of some member organisations that they are not kept fully informed;
- Duplication of efforts;
- Giving mixed messages to the outside world;
- Public embarrassment, including fundraising disappointments, if the group appears to be disorganised.

### Changing functions of a group newsletter: Child Workers in Asia

During its 15 years of publication, the Child Workers in Asia journal has taken different forms, depending on the audiences with which it communicated.

- When the group first began, the journal was a compilation of information from different sources that attempted to show the general situation of child workers in Asia. The journal printed information with little analysis. The objective was to share existing information. The journal also had the objective of
informing members of the group what partners were doing, as well as about the activities of the group itself. As funds were low, the bulletin was produced with minimum technology - 'cut-and-paste' and photocopying.

• Once the group had more support and the information was requested from people outside the group, such as academics and journalists, the journal became more professional in layout, including colours and larger photographs. It sought to be proactive, focusing on thematic issues and including analytical articles commissioned from researchers and activists. It also included information about the activities of other organisations, outside the group.

• Now that CWA has a website, this has taken over the task of informing people outside the group. The aim of the journal will be to concentrate on the activities and writings of field workers and children, making recommendations for action as well as evaluating progress and commenting on debates from a grass-roots perspective. In order to encourage fieldworkers and children to write for the journal, CWA plans to run cooperative writing workshops.

Successful information-sharing results in a successful group. Each group should decide on compulsory rules for sharing, as well as on a minimum range of documents that should be routinely shared either with a secretariat for further distribution, or within a small group or board. These could include:

• Key organisational documents
  Mission statement; annual reports, monitoring and evaluation reports; statements about how you are responding to international legislation on child labour - such as definitions of the worst forms of child labour and actions being taken against it in your country and by your organisation, circulated to mass media, relevant government offices and other organisations;

• Publicity
  Advertisements and publicity that are paid for in newspapers or on radio and television, on billboards and posters; columns in newspapers and magazines;

• Materials for other people and organisations to use
  Fact Sheets, press kits, briefings and conferences, photographs, case studies, videos, CD ROMs and cassettes;
• Your own publications
Regular bulletin or newsletter for supporters, which can also be enclosed with mailings and letters; brochure describing your organisation’s mission, activities, successes and sources of funding; books and pamphlets about different forms of child labour.

The communications department (or staff member) in each organisation needs to have a constantly updated list of key people and addresses to which these documents should always be sent when they are produced. Ideally they should be sent to a named person who will read them, communicate information to relevant people in their own organisation and store the documents in their information centre. Updating the list is likely to be the responsibility of the group’s coordinator or secretariat.

Communicating through network newsletters

Before the inception of Footprints, the monthly newsletter published to inform the general public, the Global March relied on the monthly distribution of an Organisers’ Letter intended for organisers and coordinators in different parts of the world. This served to keep everyone informed about new developments, decisions and plans for the future. As the nature of the March changed, reliance on the Organisers’ Letter lessened. But it still serves as a good tool for keeping the coordinators and partners updated on internal matters and issues.

External communication

A group also has communication tasks to perform as a group, to send messages to other organisations, groups and individuals. The audiences for this work are potential new group members, mass media, donors and the general public. In each case, messages will have to be designed, channels chosen and monitoring and evaluation should take place. Communication tasks for groups include:

• Communicating with other groups and organisations that have shared interests;

It is important to know the environment in which you will be planning and working. You might want to encourage new membership, or increase networking, or just find out who is doing what to combat child
labour in order to start a directory of organisations or improve information centres. Making contact with other organisations, groups and networks will help to refine your own aims and objectives.

- Making the existence and aims of the group known to relevant audiences;

The communication process for groups has the same characteristics as communication for organisations. You need to develop an understanding (‘profile’) of the audiences for messages about your group work;

- Keeping the public informed about what the group is doing;

Decide what messages to send and how to send them to different audiences, whether these are governments, international agencies, trades unions, parents or children.

- Obtaining funding and other support for your joint work;

Getting the message across to potential donors, and then using the message to obtain funding is part of communication work for groups (just as it is for individual organisations). Fundraising for groups can be particularly challenging because the work they do is not always easy to describe to potential donors. It is relatively easy to move a donor to provide support by the thought that their funding will provide direct help to a group of child labourers. The idea that a group of NGOs will be lobbying governments to change child labour legislation may not be so attractive. In the first case the message tells a story that is easy to understand. In the second, it can be a more formidable task to find a lively, convincing message that persuades a donor to provide funding. But it is possible.
Involving children in planning and communication is not only good practice, it can also help to convince donors. But beware of manipulating children. Their involvement must be real and meaningful, rather than just decorative.

Building national alliances

The potential local and regional partners for combating child labour include:

- National and regional governments;
- Chambers of commerce;
- Commercial companies and enterprises;
- Non governmental organisations (not necessarily limited to children’s organisations);
- Schools and other educational institutions, such as teacher training colleges and universities;
- Trades unions;
- Organisations of health professionals;
- Consumer associations;
- Intergovernmental organisations;
- Children’s groups and clubs;
- Religious groups;
- Youth groups;
- Mass media organisations (including schools of journalism, press and print trades unions).

Adapted with additions from experiences of Childwatch International.
Networks and networking

As already explained, some groups are networks, but not all networks are
groups. Networks are not the result of one person/organisation (even a
secretariat) sending e-mails, building a web page for everyone, publishing
a regular newsletter. We can all think of some enthusiastic individual who
sends out frequent messages trying to encourage other people to get
involved - messages we may be too busy to respond to, or even read. But
that is not networking between groups, it is a network focused on one
individual or organisation.

For example, the diagram above shows a collection of organisations in
contact, mostly through the efforts of a strong organisation (A), which
controls a secretariat (S). Communications flow largely in one direction that
is dominated by the interests and resources of organisation A, which is
likely to be a donor. If Group A loses interest the network will collapse
because it has not sufficiently involved the other members in planning and
implementing activities.

Communication in a successful network establishes channels for messages
that members want to receive, read and respond to because the information
is useful and meaningful. Thus, in the next diagram, communication goes
in two directions, and does not always proceed through a single member,
focal point or secretariat. Information flows between members, and out to
members' own networks (as in the case of organisation C). Increasing
contacts between members with similar interests (F, G, and H for example)
produce cross-cutting lines of communication, which develop the overall
strength of the network. No one organisation dominates - the function of
the secretariat (S) is to coordinate and facilitate rather than initiate.
Caution with networks

Networks can create difficulties for people, organisations and groups that are excluded. This can be especially true if networks transfer information through the internet or e-mail. Poorer groups may be denied access unless they are supported by richer partners.

Electronic networks tend to be more accessible to men than women and to adults rather than children. So they can emphasis power and status rather than aiding communication.

Planning as a group

Now that the characteristics and functions of groups are clear it is possible to think about the key issue for this chapter - building a joint communication strategy to fulfil the group’s purposes. This is a structured process that requires careful joint planning. It goes beyond thinking about the structural points and possible pitfalls of external communications that have already been described in this chapter. The principles of planning are the same whether the plans are made short-term or long-term, and for units of all sizes, from households to nations to intergovernmental organisations.

Planning for group communication follows the stages already described in this manual for organisations. But because this is group work involving more than one organisation, planning has to be for ‘us’: Where are we now? Where do we want to go? How are we going to get there? How well are we succeeding? Individuals involved in group planning should use the
same processes as they would for planning within their organisations. They can follow this manual using the same worksheets and developing a Communications Strategy Folder, but taking into consideration some practical differences in timing and scale that are characteristic of the way groups and networks function.

Although the principles are the same, planning takes on a distinct texture in group work. Communication between group members becomes a crucial part of this planning process, which entails understanding the way each organisation usually communicates and the potential for meeting new communication challenges within current resources.

Differences between organisations need to be taken into consideration when drawing up joint strategic plans. In general terms these refer to aims. This is a factor that needs to be acknowledged but need not be an obstacle to successful group planning.

As group members may be dispersed over a wider area than staff in an organisation, time for planning may be more difficult to arrange, even if all members are in the same city. The planning cycle may have to be organised to fit meetings that take place only once a year, or even less frequently. Setting realistic time aside for strategic planning will be vital for these meetings. But much can be done in preparation – and this in itself is one of the most important tasks for internal communication within groups and networks. In addition, while broad strategic plans can be made in less frequent meetings that include all members, details of how these plans can be translated into concrete activities can be delegated to smaller sub-groups, a core management group or a secretariat. This raises another internal communication task because the rest of the group must have a clear idea about what decisions are being made.
Where are we now?

The question ‘Where are we now?’ should consider the roles individual organisations can or might play within strategies.

With the exception of networks and some group secretariats, few organisations have networking as their sole function. The parts of a group or network are autonomous organisations and individuals for whom membership is only one of their activities. They may be members of more than one group or network. Their reasons for membership are different, just as they may vary considerably in size, function and activities. This should be taken into account in a realistic audit of resources. Organisations may have resources, but not be able to commit them fully to group work.

Opportunities should be made for members to meet to make an audit of resources they can share and therefore maximise as a group. The meetings should be carefully planned, or they will become vague, inconclusive and frustrating. Before the first meeting each organisation should carry out an audit of its own resources. Worksheet 11, ‘Audit of resources’, provided at the end of Chapter 3 should be a useful tool. But for group work each organisation should also consider the extent to which it can commit existing resources for joint tasks. Completed Worksheets could be circulated before the initial meeting, and used to structure the Agenda.

Where do we want to go?

The overall aims of a group or network on child labour will be derived from shared values, and without doubt will centre on the elimination of the worst forms. Objectives for joint activities designed to achieve this end may include any of the following:

- Sharing information;
- Providing a focus for advocacy and lobbying;
- Supporting each others’ activities;
- Sharing experiences;
- Promoting debate;
- Accessing funds from international organisations;
• Providing a channel for donor funding to smaller organisations;
• Identifying and commissioning or carrying out research;
• Disseminating research results and other news;
• Building joint capacity;
• Developing and promoting a code of good practice and ethical behaviour;
• Providing a focus for negotiation.

How are we going to get there?

One of the problems of group planning is that members differ in strength and resources as well as commitment. The process of planning together will sometimes have to move at the pace of the slowest member. The need for respect, mutual trust and transparent communication cannot be stressed too often.

Challenges for network coordination

Child labour NGOs seldom have enough workers. They may not always fulfill the commitments they promise at group meetings. The network coordinator may end up driving the group forward. There is a sensitive balance to maintain between motivating a group or network and losing touch with what is really needed or wanted.

How well are we succeeding?

The output of groups and networks is often less easy to define than the impact of a single organisation. Sometimes it may seem that working
together is all about meetings, travel, and publications rather than about having a direct impact on children’s lives or eliminating child labour.

Monitoring and evaluation may be particular challenges. Yet they are necessary to sustain credibility, raise funds and report back to donors:

- Some achievements can be counted in numbers. For the Global March Against Child Labour, the indicators are related to the fact that the March took place in a number of countries, the number of people involved, of contacts made and the news coverage. For some purposes it is sufficient to keep a record of the number of meetings held, the people and organisations that attended and publications that resulted;

  GO TO Example box 38 page 178.

- Impact is more difficult to quantify. It is not easy to find indicators to measure output such as:

  Person A met Person B in July 1999. As a result, colleague of A met colleague of B in December. A number of e-mails were exchanged. Staff of organisations visited each others’ web pages and exchanged publications.

  Would it even be appropriate to try to count these activities? The effects of the number of e-mails might not be immediately obvious. It could be that in 2001, as a result of increasing exchanges, some publications, campaigns or meetings would result. But this might not be evaluated as an impact of the original meeting.

A common practice in evaluating group work is for an external evaluator to be contracted by a group, or a donor, after the group has been in operation for some years. The consultant evaluator then begins with the original aims, objectives, mission statements and mandates and tries to find out if these have been achieved, without the benefit of baseline data. One technique often used, especially for groups covering a wide geographical area, is to send postal questionnaires to key informants or organisations reached by the group, asking if, in their opinion, the aims and objectives have been met. This is obviously a poor technique, made worse by the fact that it is a very expensive way of getting inadequate information. Postal questionnaires seldom reach the people intended, are rarely completed thoughtfully and obtain information from opinions rather than baseline
data and measurement. It is thus particularly important for groups to include monitoring and evaluation as part of their planning process.

Conversely, the current fashion for finding indicators for every activity sometimes leads to both groups and individual organisations deciding to establish indicators for their work long before they have set their aims and established ways of working. This is as absurd as writing a constitution before deciding what organisational structure will best enable your group to meet its aims. Yes, monitoring and evaluation should take place in order to find out how well aims and objectives are being met. Yes, monitoring and evaluation need to be part of the original process of planning. But deciding on indicators is not a substitute for deciding on aims and activities, and certainly should not take the place of those activities themselves. Thus the process by which monitoring and evaluation takes place for groups, as well as for organisations, requires observation of some simple rules of thought:

• We monitor and evaluate in order to find out how well we are succeeding;
• We cannot monitor unless we have a clear idea of our aims and objectives;
• Setting aims and objectives is part of the process of planning and comes from answering the two questions ‘Where are we now?’ and ‘Where do we want to get to?’
• Monitoring and evaluation measure the distance between these two questions, at different points in time;
• Indicators are only tools for monitoring and evaluation. They are not an end in themselves and are only useful if they are interpreted as part of a wider assessment of what has been happening.

Groups and networks often have very broad aims, which will be difficult to measure. Therefore it is particularly important to break down each aim into concrete objectives that can be achieved over a set period of time. James Grant, the former Executive Director of UNICEF, used to say that proposed achievements should be ‘do-able’, meaning that it should be practical to reach goals within current resources. Groups would be well advised to use this principle by setting measurable goals to be achieved within one, two or three year time periods, rather than vague objectives to be reached at
some time in the future. Remember that one of the key questions in
evaluation is ‘What would we do differently next time?’ The first time this
question is likely to be asked in an evaluation is when examining whether
or not the aims, objectives and goals of a group were realistic.

Monitoring and evaluation can be compared to different aspects of a journey:

- First decide on an aim – like a distant city you want to visit;
- Second decide on objectives – like the route you will take, the form of
transport, how long the journey will be and what it will cost to get there;
- Third set some goals for the journey – like the distance you will travel
each day, week or year;
- Fourth you will need some indicators – like signposts or milestones to
tell you how near you are to reaching each goal or objective and the
final destination;
- Finally, when you reach each goal, or objective and the final destination,
you need to sit down for a while and think about the journey:

Did it take as long as expected?
What unexpected obstacles held you up?
Did you use the best means of transport?
Was that really the best route?
Did you spend more money than expected?
Could the guide or driver have been better?
What will you do differently next time?

Thus the essence of both monitoring and evaluation is comparison
between:

- The situation before and after activities take place (Where are we
now? Where do we want to go? How well did we succeed?);
- What has happened as the result of planned activities and what would
have happened if you had done nothing (Where were we when we
began? What has happened? What were the results? Did our
activities make a difference? If so what difference?);
- What you planned to do and what actually happened (What would
we do differently next time?).
Ethical issues for child labour groups

One of the strengths of networking and, where child labour is concerned, perhaps the greatest contribution is that groups and networks can take a strong, united stand against unethical practices that violate children’s rights.

This manual has consistently emphasized that working with and on behalf of child workers should entail constant consideration of ethical issues. Members of child labour groups have an important role to play together in raising awareness about these ethical issues and setting standards of appropriate ethical behaviour and action. This can include:

- Raising awareness about children’s right to have their opinion taken into account, and promoting understanding of ways in which this can be achieved, especially for younger or particularly vulnerable children;
- Developing and promoting the use of ethical guidelines for all work with children, in programmes as well as in research;
- Monitoring ethical behaviour in work with children, including mutual supervision, monitoring the activities of other organisations and alerting appropriate bodies when actions are unethical or violate children’s rights.

Things to think about in ethical guidelines

An important function of child labour groups is developing and promoting ethical guidelines for all work with children. When guidelines are drawn up by a group they have more credibility and can be promoted for use by other organisations. The issues that can be covered by such guidelines include:

- How to reconcile or deal with conflicting pressures on communicators from different outside interest groups and stakeholders;
- How much of a child’s time can be reasonably taken up;
- How to negotiate informed consent from children. How to explain research and how to make it possible for children to
feel they can say ‘No’, throughout any process. Who should give consent?

- How to make sure that children’s opinions are heard. Deciding on the ‘best interests of the child’ – whose perspective?
- Ethical issues in dissemination of information including to and by children;
- How best to work with children who are distressed, to avoid and deal with distress that results from your actions;
- Responsibility for ensuring the security, and physical and psychological comfort of children in communication processes;
- Requirement to consider age in communication process.
**Worksheet 20: Your networks**

Use this worksheet to check on and plan your networking activities:

1. The first column lists the main activities of child labour organisations.

2. In the second column write the names and contact details of organisations (or groups) you have had contact with or would like to be in contact with.

3. In the third column record the contact you have had up to now.

4. The fourth column should list any joint activities that have taken place, are current or planned.

5. The fifth column is for you to write a brief evaluation of joint activities.

6. The sixth and final column is for you to record any action that should be taken with respect to each organisation (such as ‘make contact again’, ‘see if they are interested in organising a group’, or ‘contact tomorrow’).

<table>
<thead>
<tr>
<th>1. Activity</th>
<th>2. Name and contact details of organisation or group</th>
<th>3. Type of contact: Know about? In contact with?</th>
<th>4. Joint activities so far -</th>
<th>5. Evaluation</th>
<th>6. Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research</td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Activity</td>
<td>2. Name and contact details of organisation</td>
<td>3. Type of contact: Know about? In contact or group</td>
<td>4. Joint activities so far - with?</td>
<td>5. Evaluation</td>
<td>6. Action</td>
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<tr>
<td>Advocacy</td>
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<tr>
<td>Public action</td>
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<td></td>
</tr>
<tr>
<td>Fundraising</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
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</tbody>
</table>
# Checklist for Chapter 5

This checklist should help you to think about what you have found out by reading Chapter 5.

- The first column is divided into the main issues covered in this chapter.
- The second column ‘What you learned’ is for you to make notes about any new ideas or facts you have discovered when you were reading this chapter.

<table>
<thead>
<tr>
<th>Topic</th>
<th>What you learned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stages in group formation</td>
<td></td>
</tr>
<tr>
<td>Advantages of working together</td>
<td></td>
</tr>
<tr>
<td>Challenges to successful group formation and operation</td>
<td></td>
</tr>
<tr>
<td>Solutions to challenges</td>
<td></td>
</tr>
</tbody>
</table>
The space below is your final challenge: Use it to record any ideas you might have that would help involve children in planning the activities of groups and networks.
Chapter 6
What to use

“While child labour is essentially a national problem, assistance of the international community in the form of technical and other cooperation is crucial to the success of national efforts.”

ILO-IPEC Regional Office for Asia and the Pacific, 1999, Moving ahead towards the elimination of the worst forms of child labour, Geneva, ILO, p. 27.
Over the past two decades numerous resources have been developed in various languages for communicating about child labour. This section provides some hints about how to adapt resources of various kinds for your own use, including using materials from other organisations as an inspiration for developing your own materials.

The second part of this chapter lists some of the organisations, resources and further reading available. The chapter ends with brief summaries of the key human rights documents on child labour.

The list of resources is limited to key organisations and materials, chosen largely because they provide links to other sources. The majority of materials listed are in English as it would have been impossible to provide lists for all the Asian languages spoken by readers of this manual. Nevertheless, it should be noted that excellent communication materials have been produced by Asian organisations, or have been translated into Asian languages. One of the most productive reasons for cooperating with other national groups would be to produce (and keep updating) a list of resources available in your mother tongue.

**Evaluating and adapting resources**

Resources produced by one organisation can seldom be used by another without being adapted. The best communication materials will be those you produce yourself as part of your communication strategy, using your messages to reach your target audiences through channels you have selected.

This section is a guide to using communication materials produced by other organisations to enrich your own strategy.
Choosing resources

A list of resources, such as a publisher’s catalogue, can be confusing even if some details of content are provided, as in the lists provided later in this chapter. Once you have decided on the themes for which you need resources, or further reading, you can narrow the choices and decide what you would really like to look at.

Don’t be too influenced by the country or organisation that has published a book or made a video. Material from a well-known international organisation may be professionally produced, but it might take a very general view or be less relevant to your needs than something made by a local NGO in a neighbouring country. Glossy material may look good, but it doesn’t necessarily get the message across. Sometimes the best resources are those that have been developed through interactions between fieldworkers and children.

Assessing resources

Once the resources you have ordered arrive, spend some time looking at them, working with them yourself, thinking about them and discussing them with your co-workers. Be bold about rejecting anything that is unsuitable. Even if this seems like wasting money you will waste even more money (and time) by using poor resources or materials that are not relevant.

Whether the resources are books, games, group activities, manuals, comics, videos, CDs or films, the same questions should be asked:

• Can you tell what the message is supposed to be? It can help to write down the main points that you think are being made. Are the messages clear? Can you understand them? Are there too many? Remember that few people can remember more than three points from any communication or learning session.

• Are the messages in these materials relevant to your communication strategy now? If not you may like to note the content and put the materials away in your information center for the time being, or lend them to another organisation in your group.
• What would you like to add to the messages and information in this resource?
• Who could you use this resource with? Large or small groups? Which audiences and what channels?
• Are messages and content culturally appropriate. If they are not – don’t use them.

Adapting materials

Resources are only as good as the people who use them. It takes confidence to adapt a book, video or comic made by another organisation to your messages, audiences and channels. Yet the process is not difficult and the results will make the effort worthwhile. You can take either or both of the following options to adapt resources for your own communication:

• Use the resource but adapt the method to the audiences and channels identified in your strategy plan;
• Use the ideas in the resource to make your own communication materials.

Even if a video or comic has been made for an audience that has the same characteristics as your target audience, the process of adapting it yourself will make you more effective in communicating the messages.

If you use a video made elsewhere don’t be tempted to put it in the video machine in front of an audience and sit back to watch with them. You should have watched the video yourself at least once and discussed it with colleagues to make sure that the messages fit your strategy, the content is not offensive and will be understood by the audience. It is a good technique to plan to show a video in sections as a stimulus for discussion. But this takes prior planning – and practice with the video and video machine. Ask the audience for reactions:

• How is this different (in actions, language, situations) from us?
• How is it the same?
• How might we re-make the video?
• What parts of our village or city would we show and what groups of people?
• Should we re-write the script?
• Can we make a new version – perhaps as a drama or puppet show – if we cannot afford to make a video?

The same process would apply to a comic book:

• How might we draw it differently?
• How might we change the story?
• What words would we use in the ‘speech bubbles’?

Group work on evaluating and adapting resources can become part of your communication activities. Together with people in your target audience you could write and produce a drama, or put together a final comic strip that might be published by your organisation, or used as a wall newspaper, or presented to another group.

Interactive use of resources obtained from elsewhere should lead to creating your own resources and involve your audience in feedback so that they make new communication materials, which they can use themselves to spread the message further. The audience will itself have become a channel.

What resources are available?

This list provides information about organisations and resources related to communication issues as well as about organisations directly referred to in this manual. It concentrates on resources that will lead to further information. It does not seek to provide a list of all organisations or resources dealing with child labour.

An ‘ISBN number’ is the unique number given to most published books and magazines. If a book has an ISBN number a bookseller or a library should be able to find it for you. Not all publications have an ISBN number. RWG-CL publications will be easiest to obtain from RWG-CL itself.
### Organisations

<table>
<thead>
<tr>
<th>Name</th>
<th>Bhima Sangha</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Aims and objectives</strong></td>
<td>Empowering child workers</td>
</tr>
<tr>
<td><strong>Activities</strong></td>
<td>Concerned for Working Children (CWC) initiated the formation of Bhima Sangha, an independent association of working children. Its membership is open to all child labourers. The children’s collective decides its own priorities, formulates its own plans, organises its own programmes and initiates its own activities, with CWC providing inputs or assistance on request. Publications of Bhima Sangha reports and other campaign materials are kept in the CWC documentation centre (CARD).</td>
</tr>
<tr>
<td><strong>Contact</strong></td>
<td>c/o The Concerned for Working Children (CWC), 303/2 L.B. Shashtri Nagar Vimanapura Post, Bangalore, India 560017 Tel: +91-80-523-4611 Fax: +91-80-523-5034 E-mail:<a href="mailto:CWC@pobox.com">CWC@pobox.com</a> <a href="http://www.workingchild.org">http://www.workingchild.org</a></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name</th>
<th>Child Rights Information Network (CRIN)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Aims and objectives</strong></td>
<td>To improve the lives of children through the exchange of information about child rights and the promotion of the CRC.</td>
</tr>
<tr>
<td><strong>Activities</strong></td>
<td>CRIN is a network of more than 1,000 child rights organisations around the world connected through a website; an e-mail list distributed twice a week containing news about child rights issues, publications and events, and a newsletter published three times a year.</td>
</tr>
<tr>
<td><strong>Contact</strong></td>
<td>c/ o Save the Children 17 Grove Lane, London SE5 8RD United Kingdom Tel: +44 20 7716 2240 Fax: 44 20 7793 7628</td>
</tr>
<tr>
<td>Name</td>
<td>Childwatch International</td>
</tr>
<tr>
<td>-----------------------</td>
<td>------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Aims and objectives</td>
<td>International network for institutions and individuals involved in research for children with the aim of initiating and coordinating research and information projects on children’s living conditions and the implementation of children’s rights.</td>
</tr>
<tr>
<td>Activities</td>
<td></td>
</tr>
<tr>
<td>Contact</td>
<td>PO Box 1132 Blindern N-0317 Oslo Norway Tel: +47 22 854 288 Fax: +47 22 855 028 E-Mail: <a href="mailto:childwatch@uio.no">childwatch@uio.no</a> <a href="http://www.childwatch.uio.no/">http://www.childwatch.uio.no/</a></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name</th>
<th>Child-to-Child Trust</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aims and objectives</td>
<td>Involving communities in making decisions and taking action to improve their own health.</td>
</tr>
<tr>
<td>Activities</td>
<td>Child-to-Child has decades of experience in working with children and encouraging their participation in promoting the health of their families, communities and other children. It publishes activity sheets and booklets, some of which are aimed at working children, and has also published materials on making radio programmes with children ('We are on the radio').</td>
</tr>
<tr>
<td>Contact</td>
<td>Through CRIN or Child-to-Child Institute of Education, 20 Bedford Way, London WC1H 0AL United Kingdom Tel: +44 207 612 6649 Fax: +44 207 612 6645 E-mail: <a href="mailto:c.scotchmer@ioe.ac.uk">c.scotchmer@ioe.ac.uk</a></td>
</tr>
<tr>
<td>Name</td>
<td>Child Workers in Asia (CWA)</td>
</tr>
<tr>
<td>-------------------------------------------</td>
<td>---------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Aims and objectives</strong></td>
<td>Strengthen NGO networks, promote children's participation, organise task forces for action,</td>
</tr>
<tr>
<td></td>
<td>encourage and conduct research, monitor action and lobby for NGO inclusion in decision-making.</td>
</tr>
<tr>
<td><strong>Activities</strong></td>
<td>A network of over 50 non governmental (and some government) organisations and child workers</td>
</tr>
<tr>
<td></td>
<td>groups in Asia that intervenes in child labour issues, advocates and lobbies, builds NGO</td>
</tr>
<tr>
<td></td>
<td>capacity, promotes children's participation and publishes a newsletter, research and other</td>
</tr>
<tr>
<td></td>
<td>information. CWA has produced a CD-ROM and has a web page.</td>
</tr>
<tr>
<td><strong>Contact</strong></td>
<td>PO Box 29 Chandrakasem Post Office, Bangkok 10904, Thailand</td>
</tr>
<tr>
<td></td>
<td>Tel: +66 2 930 0855</td>
</tr>
<tr>
<td></td>
<td>Fax: +66 2 930 0856</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name</th>
<th>ECPAT International</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Aims and objectives</strong></td>
<td>A global network to protect children against commercial sexual exploitation</td>
</tr>
<tr>
<td><strong>Activities</strong></td>
<td>Includes networking, monitoring the Agenda for Action from the 1996 Stockholm Congress</td>
</tr>
<tr>
<td></td>
<td>Against the Commercial Sexual Exploitation of Children, combating child pornography on</td>
</tr>
<tr>
<td></td>
<td>the Internet, publications, and an International Young People Participation Programme.</td>
</tr>
<tr>
<td><strong>Contact</strong></td>
<td>ECPAT International</td>
</tr>
<tr>
<td></td>
<td>328 Phaya Thai Road</td>
</tr>
<tr>
<td></td>
<td>Ratchathevi</td>
</tr>
<tr>
<td></td>
<td>Bangkok 10400</td>
</tr>
<tr>
<td></td>
<td>Thailand</td>
</tr>
<tr>
<td></td>
<td>Tel: +66 22 215 3388</td>
</tr>
<tr>
<td></td>
<td>Fax: +66 2 215 8272</td>
</tr>
<tr>
<td></td>
<td>E-mail: <a href="mailto:ecpatbkk@ksc15.th.com">ecpatbkk@ksc15.th.com</a></td>
</tr>
<tr>
<td>Name</td>
<td>Global March Against Child Labour</td>
</tr>
<tr>
<td>------</td>
<td>----------------------------------</td>
</tr>
<tr>
<td>Aims and objectives</td>
<td>Originally formed to organise a global march to publicise child labour exploitation, Global March has now become a more general campaigning organisation.</td>
</tr>
<tr>
<td>Activities</td>
<td>News, reports on campaigns and publications</td>
</tr>
</tbody>
</table>
| Contact | L-6, Kalkaji, New Delhi - 19, India.  
Tel: +91 11 6224899, 6475481  
Fax: +91 11 6236818  
Emails: childhood@globalmarch.org, yatra@del2.vsnl.net.in |

<table>
<thead>
<tr>
<th>Name</th>
<th>Consortium for Street Children</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aims and objectives</td>
<td>Membership organisation linking UK-based NGOs working for street children in developing countries, involved in advocacy, fundraising and publications.</td>
</tr>
<tr>
<td>Activities</td>
<td></td>
</tr>
</tbody>
</table>
| Contact | UK Consortium for Street Children  
Thomas Clarkson House  
The Stableyard  
Broomgrove Road, London SW 10  
United Kingdom  
Tel: +44 0271 837 1566  
Fax: +44 0271 837 1566  
E-mail: antislavery@gn.apc.org  
http://www.charitynet.org |
## Written materials

In addition to the resources listed below, Child Workers in Asia (see section on organisations above) has comic books on child labour that can be used with children, youth and adults.

<table>
<thead>
<tr>
<th>Resource name</th>
<th><strong>Action against child labour</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What is it?</strong></td>
<td>ILO publication (ISBN 92-2-110868-6), over 300 pages of information</td>
</tr>
<tr>
<td><strong>What can it be used for?</strong></td>
<td>Background information for information centres and to support campaigns and lobbying can be obtained from ILO Publications.</td>
</tr>
<tr>
<td><strong>Where is it?</strong></td>
<td>International Labour Office CH-1211 Geneva, Switzerland</td>
</tr>
<tr>
<td></td>
<td>Cost 50 Swiss Francs (about $30)</td>
</tr>
<tr>
<td></td>
<td>Catalogues and lists of new ILO publications are also available free of charge.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Resource name</th>
<th><strong>Child labour - An information kit for teachers, educators and their organisations</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What is it?</strong></td>
<td>A rich source of ideas and background information that could be adapted for many different audiences. Contains booklets, information sheets, ideas for storytelling, classrooms activities, dramas and much more, packed in a neat carrying case. 1998 ISBN 92-2-111040-0</td>
</tr>
<tr>
<td><strong>What can it be used for?</strong></td>
<td>Can be obtained from ILO IPEC International Labour Office CH-1211 Geneva, Switzerland Tel: + 41 22 799 8181 Fax: + 41 22 799 8771 E-mail: <a href="mailto:ipec@ilo.org">ipec@ilo.org</a></td>
</tr>
<tr>
<td><strong>Where is it?</strong></td>
<td>Can be obtained from ILO IPEC International Labour Office CH-1211 Geneva, Switzerland Tel: + 41 22 799 8181 Fax: + 41 22 799 8771 E-mail: <a href="mailto:ipec@ilo.org">ipec@ilo.org</a></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Resource name</th>
<th><strong>What is it?</strong></th>
<th><strong>Where is it?</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><em>(a) Report: Regional Forum on Strengthening Information Exchange on Intolerable Forms of Child Labour, Bangkok, Thailand, 19-21 July, 1999, Bangkok, RWG-CL.</em> <em>(b) Information exchange on intolerable forms of child labour in nine East and Southeast Asian countries: A survey report, Bangkok, RWG-CL.</em></td>
<td>Publications related to the survey of child labour organisations and Forum on Strengthening Information Exchange organised by RWG-CL in 1999. ISBN 974-85807-8-4, ISBN 974-85807-7-6</td>
<td>RWG-CL Samsen Court, Room 1, 1056/4 Nakorn Chaisri Road, Dusit, Bangkok 10330, Thailand Tel: +66 2 243 2266 Fax: +66 2 669 3073 E-mail: <a href="mailto:rwg@loxinfo.co.th">rwg@loxinfo.co.th</a></td>
</tr>
<tr>
<td>Learning or labouring? A compilation of key texts on child work and basic education</td>
<td>Selection of 90 brief excerpts from key texts on child work and basic education, many of which are out of print or difficult to obtain. Intended as 'a library between two covers' for staff of activist NGOs. Divided into ideas, debates, evidence and case studies.</td>
<td>UNICEF Innocenti Research Centre Piazza SS Annunziata 12, 50122 Florence, Italy Tel: 390 55 20330 Fax: 390 55 244817 Catalogue of other publications available, many of which deal with child labour and related issues. <a href="http://www.unicef-icdc.org">http://www.unicef-icdc.org</a></td>
</tr>
<tr>
<td><strong>What can it be used for?</strong></td>
<td>Further information on some of the communication issues referred to in this manual</td>
<td>Background information for research and information centres. A source of credible quotations for campaigns.</td>
</tr>
</tbody>
</table>
Visual materials

Photographs and other illustrations of child workers can be found on many web pages and downloaded at no cost. With a good colour printer they can be used for many different purposes. Always acknowledge the source (which means keeping a record of the site where you found them).

In addition, UNICEF, ILO and Child Workers in Asia are good sources of photographs.

- Local UNICEF offices usually have a store of professional photographs. The main UNICEF store is in the UNICEF office in Geneva: Tel: +41 22 909 5907.
- ILO Geneva also has a photograph store: http://ilo.org/public/english/standards/ipec/album/index.htm
- The most accessible source of photographs from Child Workers in Asia is probably the CD-ROM page 99, but try the web page also, http://www.cwa.tnet.co.th

Electronic resources

CD-ROM

<table>
<thead>
<tr>
<th>Resource name</th>
<th>C W A CD-ROM</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is it?</td>
<td>Contains brief written text and a musical soundtrack with 385 photographs of working children from 12 different Asian countries organised by country and by sector.</td>
</tr>
<tr>
<td>What can it be used for?</td>
<td>Basic research and as a source of photographs.</td>
</tr>
</tbody>
</table>
| Where is it?    | Child Workers in Asia
                  PO Box 29 Chandrakasem Post Office
                  Bangkok 10904, Thailand
                  Tel: +66 2 930 0855
                  Fax: +66 2 930 0856
                  E-mail: cwanet@loxinfo.co.th |
<table>
<thead>
<tr>
<th>Resource name</th>
<th>ILO LEX</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What can it be used for?</strong></td>
<td>Useful source of information for organisations that do not have Internet access. As this CD-ROM was published in 1998 it does not contain ILO Convention 182.</td>
</tr>
<tr>
<td><strong>Where is it?</strong></td>
<td>ILO Publications International Labour Office CH-1211 Geneva, Switzerland</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Resource name</th>
<th>The legal dimension of human rights</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What can it be used for?</strong></td>
<td>Useful source of information for organisations that do not have Internet access. As this CD-ROM was published in 1995 it does not contain texts of more recent instruments but the data base of UN instruments is very comprehensive.</td>
</tr>
<tr>
<td><strong>Where is it?</strong></td>
<td>IIDH Apartado 10.081-1000 San Jose, Costa Rica E-mail: <a href="mailto:oeiidh@aol.racsa.co.cr">oeiidh@aol.racsa.co.cr</a></td>
</tr>
<tr>
<td>Name of organisation and Internet address</td>
<td>What the website contains</td>
</tr>
<tr>
<td>-----------------------------------------</td>
<td>---------------------------</td>
</tr>
<tr>
<td>Child Rights Information Network (CRIN)</td>
<td>Updated daily the website contains references to hundreds of publications, recent news and coming events, as well as details of organisations working world-wide for children. This website also includes reports submitted by NGOs to the UN Committee on the Rights of the Child.</td>
</tr>
<tr>
<td><a href="http://www.crin.org">http://www.crin.org</a></td>
<td></td>
</tr>
<tr>
<td><a href="http://www.child-to-child.org">http://www.child-to-child.org</a></td>
<td></td>
</tr>
<tr>
<td>Childwatch International</td>
<td>See organisations, above. Links to many other organisations. Details of Key Institutions and activities, some E-publications.</td>
</tr>
<tr>
<td><a href="http://www.childwatch.uio.no">http://www.childwatch.uio.no</a></td>
<td></td>
</tr>
<tr>
<td>Child Workers in Asia (CWA)</td>
<td>Updated three times a year. Contains newsletter, references on child labour and information on various issues, details of network membership and links to related sites.</td>
</tr>
<tr>
<td><a href="http://www.cwa.tnet.co.th">http://www.cwa.tnet.co.th</a></td>
<td></td>
</tr>
<tr>
<td>ECPAT International</td>
<td>See organisations, above. Wide-ranging information with many links. History of Stockholm Congress and followup, current activities and members.</td>
</tr>
<tr>
<td><a href="http://www.ecpat.net">http://www.ecpat.net</a></td>
<td></td>
</tr>
<tr>
<td>Gamines-ethics</td>
<td>Gamines-ethics is a group of researchers and activists concerned about ethical issues in work with children. The web page contains news and views about how to deal with ethical issues and exploitation of children in programmes, mass media and research.</td>
</tr>
<tr>
<td><a href="http://www.co.jyu.fi/gamines-ethics">http://www.co.jyu.fi/gamines-ethics</a></td>
<td></td>
</tr>
<tr>
<td>Global March Against Child Labour</td>
<td>See organisations, above. Visually striking web page, with information and publications. Not always easy to use.</td>
</tr>
<tr>
<td><a href="http://www.globalmarch.org">http://www.globalmarch.org</a></td>
<td></td>
</tr>
<tr>
<td>International Labour Organisation (ILO)</td>
<td>One of the most user-friendly UN web pages. It is easy to use the index to find information, statistics, research papers, news and about child labour and IPEC, as well as other aspects of ILO work that are relevant to children.</td>
</tr>
<tr>
<td><a href="http://www.ilo.org">http://www.ilo.org</a></td>
<td></td>
</tr>
<tr>
<td>Pangea Street Children Home Page</td>
<td>Most street children home pages are full of misinformation. This is arguably the best of those available and has a fairly reliable and useful list of references.</td>
</tr>
<tr>
<td><a href="http://www.pangea.org/">http://www.pangea.org/</a> street_children/ kids.htm</td>
<td></td>
</tr>
<tr>
<td>Name of organisation and Internet address</td>
<td>What the website contains</td>
</tr>
<tr>
<td>------------------------------------------</td>
<td>----------------------------</td>
</tr>
<tr>
<td>Radda Barnen (Save the Children Sweden)</td>
<td>This is one of the most useful web sites on children’s issues. It is easy to use and has a Children’s Rights Bookshop from which you can order books. Payment can be made by credit card, but prices are given in Swedish Kroner (as a rough guide 10 Kroner = $1 US).</td>
</tr>
<tr>
<td><a href="http://www.rb.se">http://www.rb.se</a></td>
<td>This is one of the most useful sites for child rights information, including access to child labour publications.</td>
</tr>
<tr>
<td>Child Rights Bookshop: <a href="http://www.rb.se/bookshop">http://www.rb.se/bookshop</a></td>
<td></td>
</tr>
<tr>
<td>UNICEF</td>
<td>This is the main UNICEF web page and has links to all other parts of UNICEF. The easiest way to find your way around this web site is by typing in a key word in the ‘search’ box on the home page. Very useful for up-to-date news on campaigns and issues. Use links to UNICEF International Child Development Centre.</td>
</tr>
<tr>
<td><a href="http://www.unicef.org">http://www.unicef.org</a></td>
<td></td>
</tr>
<tr>
<td>UN Centre for Human Rights</td>
<td>The address will lead to the UN High Commissioner for Human Rights Page where you will find full texts of UN Conventions and news on human rights in general. Information and up to date news about the Convention on the Rights of the Child, the Committee on the Rights of the Child and the progress of states party reports can all be found on this site. A very easy to use web page. Invaluable information source.</td>
</tr>
<tr>
<td><a href="http://www.u">http://www.u</a> nhchr.ch</td>
<td></td>
</tr>
<tr>
<td>UN RISD</td>
<td>This is part of the website for the United Nations Research Institute for Social Development (UN RISD). It contains news about different donor initiatives in information technology, papers, publications and other material. You can register with UN RISD so that up-to-date information is sent to you regularly.</td>
</tr>
<tr>
<td><a href="http://www.unrisd.org/infotech">http://www.unrisd.org/infotech</a></td>
<td></td>
</tr>
<tr>
<td>Stockholm Congress Against the Commercial Sexual Exploitation of Children</td>
<td>Fact sheets, links to other organisations working on child sexual exploitation, reports, press materials and theme papers from the Congress held in Stockholm in 1996.</td>
</tr>
<tr>
<td><a href="http://www.childhub.ch">http://www.childhub.ch</a></td>
<td>See also ECPAT International <a href="http://www.ecpat.net">http://www.ecpat.net</a></td>
</tr>
</tbody>
</table>
Further reading

These tables list some books and other reading materials that are easily available and, in most cases, have good bibliographies that will lead to further reading. Using the information in the first three columns you should be able to find these publications. The column on ‘Content and comments’ should help you decide if you want to find this resource to improve your communication work.

The list is divided into seven main topics: children’s rights, child labour, children’s participation, ethics, communication, research, information technology, monitoring and evaluation, and fundraising. This is not a comprehensive list but provides key titles of books that are relatively easy to find and will give further information about other sources of information for you to follow up.

- Children’s rights

<table>
<thead>
<tr>
<th>Author</th>
<th>Title</th>
<th>Publication details</th>
<th>Content and comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Iain Byrne</td>
<td>The human rights of street and working children: A practical manual for advocates</td>
<td>1998, Intermediate Technology Publications, 103-105 Southampton Row, London WC1B 4HH UK. ISBN 185339 449 1</td>
<td>A publication that resulted from a project of the UK Consortium for Street Children. Even though this was published before ILO Convention 182, this is a particularly readable account of human and children’s rights, intended for activists and an excellent tool for advocacy as well as an education in its own right.</td>
</tr>
<tr>
<td>Thomas Hammarberg</td>
<td>Making reality of children’s rights</td>
<td><a href="http://www.rb.se/bookshop">http://www.rb.se/bookshop</a></td>
<td>Good, readable account of the way the CRC works in practice, written by a former, particularly active, member of the Committee on the Rights of the Child.</td>
</tr>
<tr>
<td>Clara Sommarin</td>
<td>Advocating children’s rights in the human rights system of the UN.</td>
<td><a href="http://www.rb.se/bookshop">http://www.rb.se/bookshop</a></td>
<td>Brief but interesting account of the way the CRC fits into the overall human rights agenda.</td>
</tr>
</tbody>
</table>
What to use

RWG-CL

- Child labour

Street children (‘children out of place’) and child labour are the subject of special Issues 3(2) and 6(1) of the journal Childhood, published by Sage, and obtainable from the general manager Karin Ekberg, Norwegian Centre for Child Research, University of Trondheim, N-7055 Dragvoll, Norway, E-mail Karin.Ekberg@svt.ntnu.no

<table>
<thead>
<tr>
<th>Author</th>
<th>Title</th>
<th>Publication details</th>
<th>Content and comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Geraldine Van Bueren</td>
<td>The international rights of the child</td>
<td>1993 Martinus Nijhoff Publishers</td>
<td>Academic style but excellent source book for law on the information on how legislators have thought through child rights issues. Well worthwhile reading for further study, even though it predates ILO Convention 182 by some years. Needs good English reading skills.</td>
</tr>
<tr>
<td>Judith Ennew</td>
<td>The international rights of the child</td>
<td>1993 Martinus Nijhoff Publishers</td>
<td>Very expensive, but probably available to read in some law libraries.</td>
</tr>
<tr>
<td>Judson, Birgitta Ling &amp; William Myers</td>
<td>What works for working children</td>
<td>1996, Florence, Italy.</td>
<td>Academic style but excellent source book for law on the information on how legislators have thought through child rights issues. Well worthwhile reading for further study, even though it predates ILO Convention 182 by some years. Needs good English reading skills.</td>
</tr>
<tr>
<td>Jo Boyden, Birgitta Ling &amp; William Myers</td>
<td>What works for working children</td>
<td>1996, Florence, Italy.</td>
<td>A substantial volume, quite academic but still readable. Sums up all the debates and research of the previous 20 years and with a useful bibliography.</td>
</tr>
<tr>
<td>Judith Ennew</td>
<td>Street and working children: A guide to planning</td>
<td>Second edition 2000, published by Save the Children UK Publications Department, 17 Grove Lane, London SE5 8RD UK Or try the resource centre in SCF-UK office if there is one in your country. Also translated into Spanish and some Asian languages by local SCF and UNICEF offices. ISBN 1-870322-82-7</td>
<td>Compilation of the experiences of many sustainable street children projects worldwide, and the methods they use in programming and research. Written for field staff. Dispels many myths about street and working children and contains practical suggestions about research and project design.</td>
</tr>
<tr>
<td>Author</td>
<td>Title</td>
<td>Publication details</td>
<td>Content and comments</td>
</tr>
<tr>
<td>--------</td>
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<td>---------------------</td>
<td>----------------------</td>
</tr>
<tr>
<td>International Working Group on Child Labour (Jim McKechnie and Sandy Hobbs)</td>
<td>Working children: Reconsidering the debates</td>
<td>1998, available from Defence for Children International - NL, PO Box 75297, NL-1070 Amsterdam, Netherlands Tel: +31 20 420 3771 Fax: +31 20 420 3832</td>
<td>Sums up the work of the International Working Group on Child Labour (1992-8) collecting and analysing data in country case studies worldwide. Does not give details of country studies, but provides an overview notable for its clear analysis of some of the more common debates about child labour.</td>
</tr>
<tr>
<td>Matt Scott for World Vision, Canada</td>
<td>Good work, bad work, tough choices</td>
<td>2000, enquire at World Vision Thailand 582/18-22 Sukhumvit 63 Wattana District, Bangkok 10110 Thailand</td>
<td>An account of participatory research with working children in Thailand, India and the Philippines. Slim volume, but an example of good research and analysis.</td>
</tr>
</tbody>
</table>

- Children’s participation

<table>
<thead>
<tr>
<th>Author</th>
<th>Title</th>
<th>Publication details</th>
<th>Content and comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Roger Hart</td>
<td>Children’s participation</td>
<td>1997, UNICEF and Earthscan. ISBN 1-85383-322-3</td>
<td>Excellent documentation of the ways children have been involved in many activities more usually associated with adults. Examples are given objectively, in depth and are from all over the world. Chapters 8 on children’s involvement in monitoring and 14 on their involvement in the media are particularly interesting.</td>
</tr>
<tr>
<td>Author</td>
<td>Title</td>
<td>Publication details</td>
<td>Content and comments</td>
</tr>
<tr>
<td>--------</td>
<td>-------</td>
<td>---------------------</td>
<td>----------------------</td>
</tr>
<tr>
<td>Cecile C.A. Balgos</td>
<td>A reporter’s guide: The child with a fish for a twin (or how not to write about children)</td>
<td>Available from Philippine Centre for Investigative Journalism, PO Box 13038, Ortigas Centre, Pasig City Metro Manila, The Philippines. Tel./ Fax: +632 633 5887 ISBN 9-789718-68102</td>
<td>Exactly as the title says, this is a cautionary tale about how not to write about children. Could be particularly useful to share with journalists as it comes from one of their profession.</td>
</tr>
<tr>
<td>Virginia Morrow and Martin Richards</td>
<td>The ethics of social research with children: An overview</td>
<td>Children &amp; Society Volume 10 (1996) pp. 90-105. Posted on the gamines-ethics web page (see above). Some copies available from RWG-CL.</td>
<td>Although this is an academic article about research with children it sets out the basic principles for ethical work with children very clearly.</td>
</tr>
</tbody>
</table>
• Communication

There are many books on communication, but unless you want to work for an academic qualification in the subject you will probably find that the best way to communicate is to go ahead and do it. For further titles try searching the Internet bookstores - most people’s favourite is www.amazon.com

Also try the Communications Initiative Web Site: http://www.comminit.com, which provides a wide variety of information, including on evaluation, and is regularly updated.

Reference to the most useful of the many publications used to research this book is given below, together with two of the classical works that inspired communication study. These have never been bettered and make good reading to this day.

<table>
<thead>
<tr>
<th>Author</th>
<th>Title</th>
<th>Publication details</th>
<th>Content and comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adam Burke</td>
<td>Communication and development: A practical guide</td>
<td>1999, London, DfID; Photocopies available from RWG-CL</td>
<td>Brief but full of information and clear ideas. An excellent sourcebook with very good lists of further reading and contact organisations.</td>
</tr>
<tr>
<td>Marshall McLuhan</td>
<td>Understanding media: the extensions of man</td>
<td>First published in 1964, probably available in libraries.</td>
<td>Both these books are classics that shaped the way people think about communication. Read them for interest and inspiration if you can get hold of them.</td>
</tr>
<tr>
<td>Vance Packard</td>
<td>The hidden persuaders</td>
<td>First published in 1957, probably available in libraries.</td>
<td></td>
</tr>
</tbody>
</table>
• Research

<table>
<thead>
<tr>
<th>Author</th>
<th>Title</th>
<th>Publication details</th>
<th>Content and comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Judith Ennew and Brian Milne</td>
<td>Methods of research with street and working children</td>
<td>Available on line <a href="http://www.rb.se.childwork/work03.htm">http://www.rb.se.childwork/work03.htm</a></td>
<td>An annotated bibliography that describes and evaluates a wide range of the child labour research published between 1960 and 1995.</td>
</tr>
<tr>
<td>Victoria Johnson, Joanna Hill and Edda Ivan-Smith</td>
<td>Listening to smaller voices: Children in an environment of change</td>
<td>1995, Actionaid, Chataway House, Lach Road, Chard, Somerset TA 20 1FA, UK Some copies available from RW G-CL</td>
<td>Account of research with participatory approach carried out in Nepal with rural child workers.</td>
</tr>
</tbody>
</table>

• Information technology

Information technology is moving so fast that almost as soon as a book is published it is out of date. The best source of information for using your own computer and other equipment is the manual that came with it. If you find this too technical, good bookshops usually have a range of titles (usually in English) such as Internet for dummies, which are well written and easy to follow. It is probably best to spend some time in the bookshop browsing and making sure that the book really is going to be useful for you before you buy it. And be warned - many IT books that look useful are actually tied in to particular software.

Probably the best source of information about the Internet is the Internet itself. Chat rooms are very good ways to get your questions answered by
other people who use IT and have learned valuable lessons that they are happy to pass on. There are also some very user-friendly web pages set up for non-technical people. Try doing a search for ‘What is Internet’ and see what you can find.

Also look for Paula Uimonen, 1997, ‘Internet as a tool for social development’, which you will find on the UN RISD web site (see above).

- Monitoring and evaluation

See Communications Initiative Web Site: http://www.comminit.com, which provides a wide variety of information, including on evaluation, and is regularly updated.

See also Roger Hart (above, children’s participation) for involving children in monitoring and evaluation.

<table>
<thead>
<tr>
<th>Author</th>
<th>Title</th>
<th>Publication details</th>
<th>Content and comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Childwatch International</td>
<td>Monitoring children’s rights</td>
<td>Available online from Childwatch International <a href="http://www.childwatch.uio.no">www.childwatch.uio.no</a></td>
<td>Brief basic guide to developing children’s rights indicators</td>
</tr>
<tr>
<td>L. Gosling and M. Edwards</td>
<td>Assessment, monitoring and evaluation: Toolkits</td>
<td>1994, Save the Children UK Publications Department, 17 Grove Lane, London SE5 8RD UK Or try the resource centre in SCF-UK office if there is one in your country</td>
<td>Very useful and practical manual for practitioners.</td>
</tr>
</tbody>
</table>

- Fundraising

There are many published books on how to raise funds (try www.amazon.com for the most recent titles), but the most important resource you can have is a directory of the organisations that provide funds for various purposes. These can usually be found on the Internet, where
they are regularly updated (try ‘Apex Fundraising Directory’, which also has information on books for fundraising). Most are geared to fundraising in the United States of America, which means that you will have to search for the small number of sources of funds for international projects and remember to use the keywords ‘child labor’ and not child labour’.

**Key human rights documents in brief**

Human rights documents are a resource to be used as tools in all your work of communication about child labour. They provide the legal basis for challenging the economic exploitation of children. The full texts of these documents can be found on the web pages of the UN Commission for Human Rights and the ILO, and downloaded onto your own computer so that you can print them out and refer to them at any time. There are also versions on CD-ROM.

**Human rights documents for children**

**UN Convention on the Rights of the Child, 1989***

Children, like adults, are entitled to basic human rights. But because of their special needs and vulnerabilities, children’s rights need to be addressed with particular care and attention. The UN CRC was drawn up in order to enforce and safeguard children’s rights, which include:

• Survival and development rights (sometimes called ‘provision’ rights)

All children have the right to life and to have their basic needs met, including food, shelter and access to health care. All children have the right to develop into adults, without being harmed along the way. This means that they have rights to education and play and other opportunities to develop their potential to the fullest extent. All children have the right to receive primary education and secondary schooling. Vocational education should be encouraged.
• Protection rights

All children have the right to be protected from discrimination and all forms of abuse, neglect and exploitation, including protection from torture and inhuman treatment (including excessive or degrading punishment) as well as from exploitative work, sexual exploitation, sale and traffic, and recruitment into armed forces.

• Civil and political rights (sometimes called ‘participation’ rights)

All children have the right to take an active role in their communities and nations, including the right to identity, to have their opinions taken into account, to express their opinions, to join with other children to represent their views and to have freedom of conscience and religion.

In 2000 two Optional Protocols to the CRC were adopted by the United Nations General Assembly. These are additional legal provisions, which enlarge the provisions of Articles 34 and 38 of the CRC. They are ‘optional’ in that states party to the CRC do not have to be bound by them unless they decide (‘opt’) to sign and ratify these protocols separately.


The Congress Against the Commercial Sexual Exploitation of Children, held in Stockholm in 1996, began a movement to address the international dimensions of sexual exploitation, particularly ‘sex tourism’ by developing an Optional Protocol to extend the provisions of Article 34 of the CRC. This Protocol makes the sexual exploitation of children an international criminal offence regardless of the nationality of the exploiter and means that states are obliged to cooperate in prosecuting offenders.

**Optional Protocol to the CRC on Involvement of Children in Armed Conflict, 2000**

Article 38 of the Convention on the Rights of the Child makes an exception to the definition of childhood as under the age of 18 years, and makes 15 the minimum permissible age for recruitment into armed forces. The Optional Protocol that (among other things) raises this age to 18 years, was adopted by the UN General Assembly in May 2000. States are also obliged to take all feasible measures to prevent recruitment and use of people under 18 years of age by other armed groups – not only by confronting the group but also by establishing legal measures to prohibit and criminalise such practices.
ILO child labour legislation

ILO Minimum Age Convention, 1973 (no. 138)*

One of the most effective ways of making sure that children do not start working too young is to set the youngest (minimum) age at which they can be employed. The main principles of ILO Convention 138 are:

• Basic minimum age
  The minimum age at which children are allowed to start work should be set by national legislation at 15 years, or at the age at which compulsory schooling comes to an end.

• Dangerous work
  Any work that puts children’s physical, mental or moral health at risk should not be done by people under the age of 18 years.

• Light work
  Children between 13 and 15 years of age may do ‘light work’ as long as it does not threaten their health and safety or stop them from going to school or skills training (vocational training).

The provisions of Convention 138 can be summed up in the following table.

<table>
<thead>
<tr>
<th></th>
<th>Minimum age at which children can start work</th>
<th>Age for work in exceptional cases</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic minimum age</td>
<td>15</td>
<td>14</td>
</tr>
<tr>
<td>Dangerous work</td>
<td>18</td>
<td>16</td>
</tr>
<tr>
<td>Light work</td>
<td>13-15</td>
<td>12-14</td>
</tr>
</tbody>
</table>

ILO Convention Concerning the Prohibition and Immediate Action for the Elimination of the Worst Forms of Child Labour, 1999 (no. 182)*

In this Convention the ILO recognises that a child is a human being under the age of 18 years and in Article 3 defines the ‘worst forms of child labour’.

For the definition of ‘worst forms’

**GO TO Information Box 4 page 13.**
States that ratify Convention 182 are responsible for identifying the ‘worst forms’ in their own national context, and for designing and implementing priority programmes of action to eliminate them.

**ILO Worst Forms of Child Labour Recommendation, 1999 (no. 190)**

This recommendation refers to Convention 182 and the programmes of action it requires states party to make to eliminate the worst forms of child labour. These programmes should:

- Identify and denounce the worst forms;
- Prevent children from being employed in the worst forms, remove them if they are employed and protect them from reprisals;
- Pay particular attention to young children, girls, hidden forms, especially vulnerable children.

States are provided with criteria for identifying the worst forms, including:

- Work that exposes children to physical, psychological or sexual abuse;
- Work in dangerous and unhealthy environments;
- Long hours of work and night work.

Some forms of work, such as slavery, child prostitution and trafficking in drugs or firearms should be made criminal offences for exploiters.

It is also recommended that detailed statistical information is kept in order to monitor child labour, determine national priorities for elimination and evaluate the progress of action plans.

**Education**

These documents on education are part of the international resources available for combating child labour. They are not legally binding but many nations have agreed to the declarations and action plans. The CRC and other documents contain legal provisions for education.

**World Declaration on Education for All (‘Jomtien Declaration’) 1990**

The importance of education is recognised in the CRC (Articles 28, 29 and 30) as well as in ILO Convention 182 and Recommendation 190. In 1990
a conference was held in Jomtien, Thailand to develop international measures to ensure that all children receive basic education and skills training. One of the important ideas in the Jomtien Declaration is that education is a lifelong process. The key elements are:

- Education for all
  Each individual should have access to basic education. Everyone should be equipped with the knowledge, skills, values and attitudes that will promote personal development.
- Quality education
  Education must be flexible, relevant and broad. Alternative education for children who cannot access formal schools must be equal in quality to education in mainstream national schools.
- Targeting the disadvantaged
  Everyone must have access to education, regardless of whether they are male or female, wherever they live and whatever social or economic group they belong to.
- Raising awareness
  Education extends to parents and communities so that children can learn in a positive environment.
- Mobilization
  All sections of society must become involved in changing education systems so that the goal of basic education for all can be achieved.

Dakar World Education Forum, 2000

The Jomtien Declaration was followed up in 2000 by the World Education Forum in Dakar, Senegal, to see what progress had been made towards the goal of education for all. The Forum ended with an agreement including:

- All states should develop or strengthen their National Plans of Action for Education for All by 2002 at the latest;
- These plans should be integrated into a wider poverty reduction and development framework and address problems associated with the chronic under-financing of basic education.

More general documents related to the worst forms of child labour

Children are also protected from economic exploitation by a number of
international treaties that relate to broader groups of people or to workers in general.

**Forced labour**

Forced or compulsory labour is universally considered to be unacceptable for both adults and children.

**ILO 'Forced Labour' Convention, 1930 (no. 29)*; ILO Abolition of Forced Labour Convention, 1957 (no. 105)*

- ILO Convention 29, which defines and prohibits forced labour, is one of the most widely ratified ILO Conventions. It protects workers from some of the worst forms of exploitation, such as bondage and prostitution. It also requires countries to adopt means of abolishing these practices, making them illegal and punishable offences.
- ILO Convention 105 prohibits forced labour used for political purposes, as a way of disciplining workers, as punishment for taking part in a strike or as a means of racial, social, national or religious discrimination.

In addition to these ILO Conventions, forced and compulsory labour are also prohibited under Article 8 of the United Nations International Covenant of Civil and Political Rights, 1966*.

**Slavery**

It may seem surprising that ILO Convention 182 refers to slavery as one of the worst forms of child labour. Most people think of slavery as something that was abolished long ago, along with the slave trade between Africa and the Americas. But this is not true, and the term ‘slavery’ in international law implies a range of working relationships that restrict people’s liberty. One of the most important of these for many Asian countries is bonded labour.

As defined in the various instruments of international law, slavery can include serfdom, any practices that restrict liberty such as buying girls or adopting children with the idea of enslaving them, forced marriage, child labour, pledging labour against debt, and any compulsory labour whether paid or unpaid.
Slavery Convention, 1926*

This Convention defined and prohibited slavery well before the United Nations was established, and was based on previous agreements that had been made as far back as the nineteenth century. It is therefore considered to be ‘customary law’, which means that it is ‘binding on’ (applies to) all states, whether or not they have ratified it.

UN Supplementary Convention on the Abolition of Slavery, the Slave Trade and Practices Similar to Slavery, 1956*

Prior to the adoption of the CRC and ILO Convention 182, this Convention (which only applies to states that have ratified it) was the main means by which child labour could be brought to the attention of the international community. Slavery and servitude are also prohibited under Article 8 of the United Nations International Covenant of Civil and Political Rights, 1966.*

Trafficking in women and children

UN Convention for the Suppression of the Traffic in Persons and of the Exploitation of the Prostitution of Others, 1949*

This Convention, like the 1926 Slavery Convention, consolidated many earlier treaties. It prohibits prostitution, including keeping brothels, and particularly refers to the need to check international traffic in people (male or female, but especially women and children).

International Criminal Court

A significant recent development in international legislation is the adoption of the Statute of the International Criminal Court (1998)* in Rome, which paves the way to the establishment of an international criminal court to prosecute individuals for genocide, war crimes, crimes against humanity and crimes of aggression. Among the many offences included within the scope of war crimes and crimes against humanity are rape, sexual slavery, traffic and enforced prostitution.
What next?

Depending on the skills and experiences you brought to reading this manual, you should now have all or some of the following:

1. Up to 20 completed worksheets
2. Completed checklists for six chapters
3. The broad outline of a strategy for communication about child labour for your organisation and/or group
4. Some of the tools you need to put the strategy to work
5. A Communication Strategy Folder

Now you and your colleagues have a chance to review the work you have done so far and fill in any gaps before going ahead and getting the message across.
### Glossary of terms and abbreviations used in this manual

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advocacy</td>
<td>Stimulating policy makers to act to change laws and/or implement them.</td>
</tr>
<tr>
<td>Aim</td>
<td>An aim or goal is the proposed endpoint or achievement of a strategy or programme.</td>
</tr>
<tr>
<td>Audience</td>
<td>The group of people who are targeted to receive a specific message or messages.</td>
</tr>
<tr>
<td>Audit</td>
<td>Systematic listing and evaluation of resources.</td>
</tr>
<tr>
<td>Awareness-raising</td>
<td>Communication activities designed to bring an issue to public attention and concern.</td>
</tr>
<tr>
<td>Capacity building</td>
<td>Training that builds on the existing skills, experiences and abilities of participants rather than assuming that the trainee knows nothing and requires ideas and skills to be imposed.</td>
</tr>
<tr>
<td>Channel</td>
<td>Medium by which a message reaches an audience.</td>
</tr>
<tr>
<td>Child</td>
<td>Human being less than 18 years of age.</td>
</tr>
<tr>
<td>Communication</td>
<td>Designing and sending messages in order to influence people's attitudes, behaviour and actions.</td>
</tr>
<tr>
<td>CWA</td>
<td>Child Workers in Asia.</td>
</tr>
<tr>
<td>Donor</td>
<td>Organisation (or sometimes individual) that provides funds to support the work of another organisation, usually an NGO.</td>
</tr>
<tr>
<td>ECPAT</td>
<td>ECPAT was the original acronym for End Child Prostitution in Asian Tourism. ECPAT is now referred to as ECPAT International and has a global scope.</td>
</tr>
<tr>
<td>Embargo</td>
<td>Literally 'an order to stop', used to refer to the date before which news of an event or action should not be made public.</td>
</tr>
<tr>
<td>Ethics</td>
<td>Moral principles or rules of conduct.</td>
</tr>
<tr>
<td>Evaluate/evaluation</td>
<td>Systematic assessment of progress and achievement, measured against agreed criteria.</td>
</tr>
<tr>
<td>Facilitate/facilitator</td>
<td>Facilitate means 'make easy to achieve', a facilitator is someone who helps people to achieve goals, usually in workshops or capacity building processes.</td>
</tr>
<tr>
<td>Feedback</td>
<td>Information about how a message has been received.</td>
</tr>
<tr>
<td><strong>Global March</strong></td>
<td>Global March Against Child Labour.</td>
</tr>
<tr>
<td>------------------</td>
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</tr>
<tr>
<td><strong>Goal</strong></td>
<td>See Aim.</td>
</tr>
<tr>
<td><strong>Group</strong></td>
<td>More than one organisation working to achieve joint aims/goals.</td>
</tr>
<tr>
<td><strong>ILO</strong></td>
<td>International Labour Organisation/O office.</td>
</tr>
<tr>
<td><strong>ILO -IPEC</strong></td>
<td>International Labour Organisation International Programme on the Elimination of Child Labour.</td>
</tr>
<tr>
<td><strong>Information centre</strong></td>
<td>Resource centre, documentation centre or knowledge base, a place where information is systematically stored for organisational use and reference.</td>
</tr>
<tr>
<td><strong>Informed consent</strong></td>
<td>Consent that is freely given in full knowledge of the aims, processes and consequences.</td>
</tr>
<tr>
<td><strong>Intergovernmental organisations</strong></td>
<td>Organisations (such as UNICEF) taking their mandate (authority to act) from an international or regional treaty body (such as the United Nations).</td>
</tr>
<tr>
<td><strong>Internet</strong></td>
<td>A global information system that allows immediate world communication between computers and the people using them.</td>
</tr>
<tr>
<td><strong>IT</strong></td>
<td>Information technology.</td>
</tr>
<tr>
<td><strong>Lobby/lobbying</strong></td>
<td>Targeting legislators and focusing on promoting changes in law and policies.</td>
</tr>
<tr>
<td><strong>Logo</strong></td>
<td>Symbol used consistently by an organisation in all its public relations and communication work. An example is the RWG-CL logo XXXX.</td>
</tr>
<tr>
<td><strong>Mass media</strong></td>
<td>Channels of communication that reach large audiences.</td>
</tr>
<tr>
<td><strong>Medium</strong></td>
<td>(plural media) see Channel (above) and mass media (above).</td>
</tr>
<tr>
<td><strong>Message</strong></td>
<td>Idea or information sent through a communication process with the intention of changing attitudes and behaviour.</td>
</tr>
<tr>
<td><strong>Network</strong></td>
<td>Group of people who exchange information, contacts and experience for a common purpose.</td>
</tr>
<tr>
<td><strong>NGO</strong></td>
<td>Nongovernmental organization.</td>
</tr>
<tr>
<td><strong>Nongovernmental organisation</strong></td>
<td>Organisation that operates within civil society rather than state structures.</td>
</tr>
<tr>
<td><strong>Objective</strong></td>
<td>Specific purpose within an overall aim or goal.</td>
</tr>
<tr>
<td><strong>Organisation</strong></td>
<td>Recognised and established, sustainable institution or group with set aims and objectives.</td>
</tr>
<tr>
<td><strong>Participation</strong></td>
<td>Involvement in decision-making and planning.</td>
</tr>
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<td>-------------------</td>
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</tr>
<tr>
<td><strong>Plan</strong></td>
<td>Organised, logical process for deciding on aims and the strategies for achieving them, within available resources and a set period of time</td>
</tr>
<tr>
<td><strong>Receiver</strong></td>
<td>See Audience.</td>
</tr>
<tr>
<td><strong>Research</strong></td>
<td>Purposeful, scientific information gathering.</td>
</tr>
<tr>
<td><strong>RWG-CL</strong></td>
<td>Regional Working Group for Child Labour.</td>
</tr>
<tr>
<td><strong>Secretariat</strong></td>
<td>Small group of paid staff (maybe only one person), usually supervised by group members, that coordinates a group or network and ensures that strategic plans are carried out.</td>
</tr>
<tr>
<td><strong>Stockholm Congress</strong></td>
<td>Congress Against the Commercial Sexual Exploitation of Children, an international meeting of governments, intergovernmental organisations and nongovernmental organisations held in Stockholm, Sweden, September 1996.</td>
</tr>
<tr>
<td><strong>Strategy</strong></td>
<td>A structured plan for reaching specific objectives.</td>
</tr>
<tr>
<td><strong>Target audience</strong></td>
<td>See Audience.</td>
</tr>
<tr>
<td><strong>UN</strong></td>
<td>United Nations.</td>
</tr>
<tr>
<td><strong>Web site/web page</strong></td>
<td>A web page is a subset of the internet containing specific information, usually about an organisation or individual, placed (posted) on a web site at a specific Internet address.</td>
</tr>
<tr>
<td><strong>Worst forms of child labour</strong></td>
<td>Forms of hazardous child labour defined in ILO Convention 182 (1999).</td>
</tr>
</tbody>
</table>
Index

Action plan see planning

Advocacy 54-5, 147, 271

Aims 155, 161, 163-4, 232, 271

Anti Slavery International x, 8, 209-10

Attitude survey 193

Audience(s) 42, 44, 46, 48-53, 165, 167, 180-3, 271

Awareness raising 42, 54-5, 271

Baseline data 174, 175

Behaviour change 43-4, 53

Best interests of the child 14, 15, 161

Bhima Sangha x, 8, 18, 41, 48, 59, 75-6, 204

Bonded labour 15

Budget(s) 157, 169-70

Cambodia 7, 66, 72

Campaigns 60, 202, 205

Capacity building/ strengthening 135-6, 149, 217, 219, 271

Cartoons see comics

Case studies 92-3, 107-8

CD-ROM 95, 99, 131, 132, 252-3

Channel(s) 42, 58-84, 166-7, 271

Child, definition of 14, 271, 264, 265

Child labour 15-18, 40

Asia 2-3, 15-16, 128, 205, 257-8

Definition i, 16-17, 18, 31-3

Estimates 2, 23, 24

Worst forms i, 273

Child-to-Child 63, 83, 247, 254

Child Workers in Asia 8, 99, 101-2, 118, 162, 205, 207, 221-2, 248, 252, 254

Children-focused planning 20-1

Children’s participation 14, 15, 18-20, 46, 63, 83, 112-3, 136-8, 161-2, 179, 204, 225, 258-9

Children’s rights 12-14, 71, 161, 204, 256-7

Childwatch International 178, 206-7, 247, 254

Comics 60, 71-2, 75, 245

Committee on the Rights of the Child 30, 112-3

Communication Chapter 2, 42-6, 260, 271

Community 40-1

Definitions 42-3

External 57-8, 223-5

Families 40

Group 220-5

Human rights and 45-6

Internal 56-7, 221-3

Person-to-person 63-4

Process 43-5
Concept paper 194, 195, 197-8
Concerned for Working Children (The) 8, 246
Convention on the Rights of the Child 12, 13-15, 29-30, 55, 263-4
Convention 138 see ILO
Convention 182 see ILO
Consortium for Street Children UK 206, 249
CRC see Convention on the Rights of the Child
CWA see Child Workers in Asia
CW C see The Concerned for Working Children
CW IN (Child Workers in Nepal) 7
CRIN (Child Rights Information Network) 246, 254
Cybercafe see Internet cafe
Dakar World Education Forum 267
Decision-making 214-6
Documentation 57, 132, 209
Donor(s) 138, 139-41, 167, 179, 194-6, 224-5, 271
Drama 7, 60, 64-6, 213, 245
Drawings 71, 172
ECPAT 202, 205-6, 207, 248, 254, 258, 271
E-mail 94, 96, 102, 116, 214
Ethics (see also informed consent) 22-5, 69-70, 91-2, 234-5, 259, 271
Evaluation 147, 156, 178-9, 230-3, 262, 271
Exhibitions 68-9
Facilitator/ facilitation 138, 215, 216, 271
Feedback see messages
Forced labour 15, 268
Funding/ fundraising 122, 138-41, 161, 169-70, 194-6, 220, 224, 262-3
Human rights 10-12, 26-30, 45-6, 253, 255, 263-9
HURPEC 123
Icebreaking exercises 215-6
ILO 27, 29, 100, 112, 117, 131, 140, 202, 250, 252, 253, 254, 265-6
“Convention 138” 11-12, 13, 265
“Convention 182” 14, 265-6
“Recommendation 190” 266
IPEC 29, 218
Images 23, 70-1
India 8, 18, 59, 75-6, 112, 113, 128
Indicators 175-8, 184-7, 231, 232-3
Information centres 58, 130-3, 147, 272
Information technology 93-102, 218, 261-2
Informed consent 23, 69-70, 80, 271
International Criminal Court 269
Internet 94, 100-2, 115-9, 132, 272
  Definitions of terms 95-7
  Internet cafe 95, 214
IPEC see ILO
IT see Information technology
Jomtien Declaration 266-7
Journalists 79-80, 85, 86
Language (use of) 24, 47, 50-1, 60, 127-30, 171, 215
LICADHO x, 7, 66, 72
Lobbying 54-5, 271
Logo 73, 272
Malaysia 128
Media 41-2, 89-90, 114
Mass 42, 77-85, 86, 90-1, 160-1, 165
  And ethics 22, 91-2
  Visual 66-71
  Print 71-81
Meetings 212, 213-4, 216, 217
Membership 205-7, 208, 210, 211, 212, 213-4, 215, 220, 221, 228, 229, 230
Messages 42, 44, 46-8, 56-62, 129-30, 272
Designing 44, 74, 103-6
  Feedback on 44, 172-3
  Receiving 51-3
  Sending 56-62
Minimum age see ILO “Convention 138”
Mission statement i, 155, 156, 211
Mongolia 211
Monitoring 173-8, 230-3, 262
Myanmar 160-1
Nepal 7, 112, 123, 158, 164, 167-8, 172
Networks/networking 136, 203, 205, 206, 207, 212-3, 217, 223, 226-7, 236-7, 272
News 80
Newsletters 77, 221-2, 223
Newspapers 60, 78-80, 85, 131, Wall 75-6
Optional protocols (to CRC) 264-5
Participation see children’s participation
Philippines 90-1, 112, 136
Photographs 23, 24, 68-9, 131, 252
Piloting 47, 166, 171-3, 191-3
Planning 135-6, 147, 154-8, 162, 164, 179, 188-90, 227-30
Press conferences 85-9
Press packs 86, 87
Press releases 86, 109-13
Print media 57-8
Publications see print media
Publicity 43, 57, 73-4, 217, 222
Radda Barnen see Save the Children
Radio 60, 81-3
    Radio interviews 81-3
Recommendation 190 see ILO
Research 50, 133-4, 147-8, 166, 219, 261, 273
Resources Chapter 6
    Adapting 244-5
    Choosing 243
    Evaluating 243-4
RWG-CL 3, 4, 8, 131, 137, 205, 207, 252
    Definition of child labour i
    Forum ix, 3
    Mission statement i
    Survey ix, 3-4, 62, 99, 28, 217-8
Save the Children 4, 7, 16-17, 41-2, 133-4, 138, 255
Schools 49, 213
Secretariat 206, 207, 209, 215, 220, 226, 227, 228, 273
Slavery 15, 268-9
South Asian Coalition on Child Servitude (SACCS) 209-10
Sri Lanka 21, 55
Sri Lanka Interactive Media Group x, 55
Stockholm Congress 202, 207, 255, 273
Strategic planning see planning
Street children 15, 17, 24, 34-5, 85, 139, 254, 257-8
Target audience see audience
Teachers 49, 165, 213
Television 83-4
Testing see piloting
Thailand 49, 77, 212-3
Theatre see drama
Trades unions 165, 167
Trafficking 15, 212-3, 269
UK Consortium for Street Children see Consortium for Street Children UK
UNICEF 27, 64, 79, 81, 84, 98, 131, 140, 202, 251, 252, 255, 273
United Nations 11, 14, 26, 28, 112-3
Video 65, 67-8, 131, 244-5
Viet Nam 4, 7, 16-17, 41-2, 64, 79, 81, 84, 98, 113, 128, 133-4
Vision statement see mission statement
Web page/site 97, 100-2, 116-8, 119, 120-2, 123, 132, 218, 222, 254, 273
World Vision 131, 258
Worst forms see child labour and ILO
"Convention 182"
Mallikarjuna Konduri, who designed the cover and some of the illustrations for this manual, is a communication designer and a Director of the multimedia and web design firm, Intermedia Softech Pvt. Ltd., located in Bangalore, India. The core of his work involves developing strategies, media and methods of information dissemination to children across a broad spectrum of cultures, languages and backgrounds. He has worked with both conventional and ‘unconventional’ media, assisted in research on understanding children’s drawings and in using drawing as a tool of information gathering. His work spans both print and electronic media. Malli can be contacted by e-mail on mallikonduri@yahoo.com.
Child Labour: Getting the message across was commissioned by the Regional Working Group on Child Labour (RWG-CL) as part of its project on strengthening regional information exchange on the worst forms of child labour. It is based on recommendations made by participants in a regional survey as well as a forum on this topic organised by RWG-CL in 1999 and involving 113 organisations working in nine countries in South and Southeast Asia. Thus the manual responds to the expressed regional need for more efficient child labour information networking among practitioners as well as for capacity building in the production and use of information about child labour. In addition, the manual uses children’s rights as the foundation for establishing ‘good practice’ in the production and use of child labour information.

Rather than being a ‘how to’ manual, this is a guide to resources that can be used for communicating about child labour in South, East and South East Asia. It is a tool for practitioners in the child labour field who need to get a message across to a variety of audiences in order to promote their work, but who may not have a background in communication. Thus the manual has been designed with their needs in mind, and is intended to be an easy-to-use reference tool in everyday work rather than a book to be read from cover to cover.

**RWG-CL Constituent Members**

Established in June 1998, and serviced by a Secretariat based in Bangkok (Thailand), the Regional Working Group on Child Labour is a joint effort of the International Save the Children Alliance represented by Save the Children Sweden, Regional Office for Southeast Asia, Hanoi•Child Workers in Asia (CWA)•World Vision International, Asia and the Pacific Regional Office and the World Vision Foundation of Thailand•International Programme on the Elimination of Child Labour (IPEC) of the International Labour Organisation (ILO), Sub Regional Office for Southeast Asia•United Nations Children’s Fund (UNICEF) East Asia and the Pacific Regional Office and the Thailand Office.

**RWG-CL Mission Statement**

The Regional Working Group on Child Labour

- Aims to support actions against the exploitation of children through labour, with special focus on the elimination of the worst forms of child labour as stated in the ILO Convention 182;
- Uses the United Nations Convention on the Rights of the Child as the framework and guiding principle in all actions on child labour in Asia;
- Emphasises prevention and addressing the root causes that contribute to the exploitation of children;
- Promotes and strengthens the participation of children in decision-making and in interventions that affect their lives;
- Is committed to supporting key actors, at national and regional levels, who aim to strengthen capacity and self-reliance among children and their families.

For information or to order copies of this manual, please contact

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