Guidelines to promote decent work for young ex-child laborers in marginalized urban zones
GUIDELINES to promote decent work for young ex-child laborers in marginalized urban zones
Guidelines to promote decent work for young exchild labourers in marginalized urban zones.
San José, C.R., International Labour Office, 2006

Child labour, Decent work, Youth employment, Scavenger, Vocational training, Good practices, Methodology, Model, El Salvador, Guatemala, Honduras

04.02.2


ILO cataloguing in publication data

ACKNOWLEDGEMENTS:

International Program on the Elimination of Child Labour (IPEC)
Guillermo Dema, Subregional Coordinator of the International Program on the Elimination of Child Labour (IPEC) for Central America, Haiti, Mexico and the Dominican Republic.

General coordination and revision on behalf of ILO-IPEC:
Laura Addati, Coordinator of the Project on the Prevention and Erradication of Child Labour in the Garbage Dumps and Markets of El Salvador, Honduras and Guatemala.

Authors:
Daysi Flores
Montserrat Sagot

The designations employed in ILO publications, which are in conformity with United Nations practice, and the presentation of material therein do not imply the expression of any opinion whatsoever on the part of the International Labour Office concerning the legal status of any country, area or territory or of its authorities, or concerning the delimitation of its frontiers.

The responsibility for opinions expressed in signed articles, studies and other contributions rests solely with their authors, and publication does not constitute an endorsement by the International Labour Office of the opinions expressed in them.

Reference to names of firms and commercial products and processes does not imply their endorsement by the International Labour Office, and any failure to mention a particular firm, commercial product or process is not a sign of disapproval.

ILO publications can be obtained through major booksellers or ILO local offices in many countries, or direct from ILO Publications, International Labour Office, CH-1211 Geneva 22, Switzerland. Catalogues or lists of new publications are available free of charge from the above address, or by email: pubvente@ilo.org

Visit our website: www.oit.or.cr/ipec

Printed in Costa Rica
# Table of Contents

List of acronyms 3

EXECUTIVE SUMMARY 4

I. INTRODUCTION AND METHODOLOGICAL STRATEGY 8

II. PROBLEMATIC RELATIONS: CHILD LABOUR IN SCAVENGING AND YOUTH EMPLOYMENT 14
   2.1 Child labor in garbage dumps 16
   2.2 Consequences of child labor for youth unemployment 20
   2.3 Other factors associated with youth unemployment 22

III. PROJECT “PREVENTION AND ERADICATION OF CHILD LABOR IN THE GARBAGE DUMPS OF EL SALVADOR, GUATEMALA AND HONDURAS 26
   3.1 Relevant achievements for the project 29
   3.2 Achievements and good practices of the professional training and economic alternatives component 31
      3.2.1 Main achievements 31
      3.2.2 Identification of good practices 34
   3.3 Main challenges of professional training and economic alternatives component 37

IV. GUIDING APPROACHES OF THE ATTENTION MODEL 40
   4.1 Rights-based approach 40
   4.2 Gender approach 40
   4.3 Life cycle approach 41
   4.4 Contextual approach 41
   4.5 Systemic approach 41
V. GUIDELINES FOR THE CONSTRUCTION OF AN ATTENTION MODEL

5.1 Component: 1 Prevention in Regions involved in Project
5.1.1 Training and Sensitization
5.1.2 Creation of networks
5.1.3 Promotion of enrollment processes
5.1.4 Creation of right’s clubs
5.1.5 Direct work with families

5.2 Component 2: Strategies and guidelines for the recruitment and selection of young people
5.2.1 Identification and recruitment
5.2.2 Criteria for selection

5.3 Component 3: The professional training and instruction process
5.3.1 Previous steps to occupational training
5.3.2 Characteristics of training and instruction

5.4 Component 4: Additional services

5.5 Component 5: Training of trainers

5.6 Component 6: Monitoring and follow-up

5.7 Component 7: Systematization and evaluation

5.8 Conclusion: Principles of sustainability

BIBLIOGRAPHY

APPENDICES
Appendix 1: List of interviewees
Appendix 2: Interview guides used
Appendix 3: Data-sheet for follow-up to comprehensive attention plan
<table>
<thead>
<tr>
<th>Acronym</th>
<th>Full Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>ILO</td>
<td>International Labour Organization</td>
</tr>
<tr>
<td>OIT</td>
<td>Organización Internacional del Trabajo</td>
</tr>
<tr>
<td>IPEC</td>
<td>International Programme on the Eradication of Child Labour of the ILO</td>
</tr>
<tr>
<td>NGO</td>
<td>Non-Governmental organization</td>
</tr>
<tr>
<td>SIMPOC</td>
<td>The ILO’s Statistical Information and Monitoring Programme on Child Labour</td>
</tr>
<tr>
<td>IADB</td>
<td>Inter-American Development Bank</td>
</tr>
<tr>
<td>MOVIMONDO</td>
<td>Italian NGO with work in Honduras</td>
</tr>
<tr>
<td>CARE</td>
<td>International NGO with offices in Honduras</td>
</tr>
<tr>
<td>PADECOMSM</td>
<td>Development Board of the Morazan and San Miguel of El Salvador’s Communities (NGO)</td>
</tr>
<tr>
<td>ISCOS-MAIS</td>
<td>Italian NGO with work in Guatemala</td>
</tr>
<tr>
<td>INTECAP</td>
<td>Guatemalan Technical Institute for Training and Productivity</td>
</tr>
<tr>
<td>INFOP</td>
<td>National Vocational Training Institute- Honduras</td>
</tr>
<tr>
<td>CSR</td>
<td>Corporate Social Responsibility</td>
</tr>
<tr>
<td>LOE</td>
<td>Local Office of Employment</td>
</tr>
<tr>
<td>COMISEGREHL</td>
<td>Mixed Cooperative of Segregators, Tegucigalpa, Honduras</td>
</tr>
<tr>
<td>PHO/WHO</td>
<td>Pan-American Health Organization of the World Health Organization</td>
</tr>
<tr>
<td>PRAF</td>
<td>The Family Allowance Programme</td>
</tr>
<tr>
<td>STDs</td>
<td>Sexually Transmitted Diseases</td>
</tr>
<tr>
<td>SCREAM</td>
<td>Acronym for the title of the educational methodology of IPEC based on youth participation &quot;Supporting Children’s Rights through Education, Arts and the Media&quot;.</td>
</tr>
<tr>
<td>UNFPA</td>
<td>United Nations Population Fund</td>
</tr>
<tr>
<td>WASTE</td>
<td>Advisers on Urban Environment and Development (NGO in Holland)</td>
</tr>
</tbody>
</table>
This proposal of guidelines to promote the access of young ex-child labourers from marginalized-urban zones to decent work is framed within the “Prevention and Eradication of Child Labour in the Garbage Dumps of El Salvador, Guatemala and Honduras” Project, which was developed by the International Programme on the Eradication of Child Labour, IPEC-ILO, with the economic support of the Italian Cooperation. According to ILO estimates, around 1.5 million children and adolescents between 5 and 17 years of age in El Salvador, Guatemala and Honduras, generally work in conditions of exploitation. One of the worst forms of labour being endured by this young population is related to scavenging in garbage dumps and working in markets. This work is carried out in highly dangerous, unhealthy environments that not only threaten the health but the very lives of these children.

Child labour, particularly the work carried out under the worst conditions of exploitation, as is the case of those scavenging or working in markets, becomes a determining factor in aggravating the unemployment and sub-employment of young people. Due to the degree of constraints and hardships entailed in child labour, particularly work involving scavenging in dumps, this converts into a factor that disproportionately heightens the possibilities of unemployment and sub-employment among young people. Child labour in scavenging and markets denies thesees children and adolescents access to basic services (health, education, recreation, etc.) and to the goods, activities and resources enjoyed by normal citizens. As a result, these people generally show serious educational deficiencies, reduced social skills, low self-esteem and high levels of aggression. They also normally harbour a low tolerance for life’s frustrations and manifest an inability to visualize an alternative life project. Many have been affected by child abuse, domestic violence, unwanted pregnancies and by other injustices and violations of their rights, such as commercial sexual exploitation. In this sense, child labour shapes the conditions for social exclusion from a very early stage, which in turn, has short, medium and long-term consequences for the employment of this sector of the population.

For the reasons mentioned, the main objective of this project is to contribute to the eradication of child labour in scavenging and markets of the three participating countries. Hence, the project proposes the following specific objectives:

1. To include the eradication and prevention of child labour in scavenging and markets in the regulations, policies and plans formulated on a national and local scale, regarding the reduction of child and adolescent poverty, increasing economic and social development and the management of urban solid waste.

2. To withdraw at least 2,500 children and adolescents from work in scavenging and markets and prevent the entry of 2,000 children at risk of becoming involved in this occupation, by means of guaranteeing and respecting their fundamental rights.

From 2005, due to the specific situation of adolescent participants (those between 14 and 17 years old) in the project, the component focusing on the professional training and insertion of this population into the work force has become a priority, extending the participating group to young parents.

The lessons learnt up to now have shown that few specific conceptual and practical tools exist to define the steps, elements and strategies required by a successful care model to promote decent work for this population of adolescents and young people,
who are currently to be found in severe conditions of social exclusion.

This document attempts to offer elements for the construction of a care model to promote access to decent employment for young ex-child labourers or adolescents who work in scavenging and markets. In order to achieve these purposes, a successful care model must be understood as: 1) a process orientated towards social, cultural and personal change, on the basis of creating opportunities and equitable, supportive and empowering relationships and 2) a system of interdisciplinary, inter-institutional and inter-sectoral character, with a local and national scope.

The guiding approaches of the model are five in total, including: a) the Rights-based approach, b) the Gender Approach, c) the Life Cycle approach, d) the Contextual Approach and e) the Systemic Approach.

In drawing up the guidelines, the different stages of a specific care process for this population were taken into account, including the prevention, protection and guaranteeing of rights; the characteristics of the training services that must be provided; the way in which these services must be offered; the additional services that must complement training; follow-up processes and the strategies for the systematization and evaluation of the experiences. The guidelines will also consider and expressly integrate the differences (of gender, ethnicity, age, educational level, etc.) that make the different situations of those involved vary in sensitivity. Thus, this proposal will promote the active participation of young people and their communities in all the stages of the process, with the purpose of contributing to their empowerment and granting them a leading role in the construction of their alternative life project.

With the implementation of these guidelines, it is hoped that the following objectives may contribute to promoting young people’s access to decent work:

- To prevent the involvement of young people in the worst forms of child labour, particularly labour in scavenging and markets.
- To strengthen the communities’ and social institutions’ capacities to prevent child labour, and to offer protection and opportunities to young people in order to safeguard their rights, grant them a dignified existence and improve their access to decent work.
- To encourage the well-being, opportunities and capacities of ex-child labourers by means of their reincorporation into the school system and strengthening their social and personal development.
- To promote professional training in order to foster the employability of young people and to facilitate their insertion into decent labour.
- To influence the development of legislation, public policies and programmes so as to guarantee and promote children’s rights and foster the development of skills and the employability of young people, in order to improve their living conditions and support their processes of social mobility and promotion.
- To develop and apply a systemic approach to the integrated and sustainable management of solid waste, incorporating those working in scavenging into the process.
I. Introduction And Methodological Strategy
I. Introduction And Methodological Strategy

This proposal of guidelines to promote the access of young ex-child labourers from marginalized-urban zones to decent work is contained within the “Prevention and Eradication of Child Labour in the Landfills of El Salvador, Guatemala and Honduras” Project, which was developed by the International Programme on the Eradication of Child Labour, IPEC-ILO, with the economic support of the Italian Cooperation. According to ILO estimates, around 1.5 million children and adolescents between 5 and 17 years of age work in El Salvador, Guatemala and Honduras, generally in conditions of exploitation. One of the worst forms of work being endured by this young population is that related to scavenging and working in markets. This work is carried out in highly dangerous, unhealthy environments that threaten not only the health of this population but the life itself of these children. Labour in scavenging implies contact with dangerous substances, elements in a state of decomposition, sharp-jagged objects, exposure to highly toxic gases, as well as a series of disease transmitting vectors (rats, flies, mosquitoes, birds of prey etc.). Also, there are other risks such as the threat of being knocked down, crushed by falling garbage from the mountains of waste and amputation of limbs by the compacting machines.

Furthermore, the situation of these children and adolescents working in these places is aggravated by the indiscriminate conditions in the garbage dumps of solid domestic, hospital and industrial waste, as well as the high risks caused by carbon dioxide and methane gas produced in the process of decomposition of organic waste, which can generate serious accidents and fires. In these conditions, child and adolescent labour in waste violates their fundamental rights to freedom, health and life. This type of work, also, condemns minors to remain in the vicious and perverse circle of poverty, as they lack opportunities to study, to develop personally and to construct a dignified and satisfactory life project.

Moreover, as well as having their right to physical, mental and psychological integrity removed, which may result in self-destructive behaviour, children and adolescents working in waste face other forms of social exclusion as a result of marginalization and rejection from those around them. This marginalization is clearly seen in educational centres and in different common spaces, where these children are stereotyped and stigmatized with all the negative references associated with dirtiness, pollution and degradation. Thus, from childhood, these children are easily defined as potential delinquents and their opportunities are reduced, which in turn, begins an unending circle of rejection, exclusion and poverty.

The case of adolescent and young workers, as well as ex-child labourers in waste and in other hazardous occupations, represent additional challenges to promoting and guaranteeing the rights of this population. Adolescence is the period in which a person leaves an eminently familiar scenario and enters a broader social environment, where they start to construct his/her own image and personality and become increasingly distanced from the tutelage of his/her parents or guardians. At this stage, a young person begins to develop more extensive plans, life projects and he/she begins to construct his/her own space in which he/she can become autonomous and responsible for her/himself. It is a specific development stage of people in which there are particular needs that must be met in order to be able to guarantee the human rights of those living this

1 Throughout Central America, 3.5 million child and adolescents between 5 and 17 years of age are working. The ILO-IPEC Statistical Information and Monitoring Program on Child Labor (SIMPOC), 2003.
stage. From this perspective, guaranteeing conditions and opportunities that allow young people to acquire a dignified job is fundamental in this period.

However, particularly adolescent and child workers or ex-child labourers who work in waste or in other hazardous occupations, and are women or members of ethnic groups, suffer unemployment conditions linked to their situation of stigmatization and social exclusion and they run a much higher risk of not accessing decent employment. Hence, child labour, particularly that which develops under the worst forms of exploitation, converts into a determining factor that increases unemployment and sub-employment for young people. These children and adolescents—because of their own history of exclusion and lack of opportunities—generally present serious educational deficiencies, reduced social skills, low self-esteem, self-destructive tendencies, high levels of aggression, low tolerance to life’s frustrations and an inability to visualize a future beyond the urgencies of everyday life.

The latter point stems from social contexts, such as those in Central America, which have historically faced situations of poverty, war, social conflict, natural disasters and violations of human rights and equity. Even though the decade of the 90’s saw a wave of formal democracy produced in the territory, characterized by the signing of peace agreements and the celebration of free elections, the social and economic conditions continue to be precarious in the majority of these nations. Poverty affects more than 50% of the families in Guatemala, Honduras and El Salvador, and its presence is felt more among women and children.

The abovementioned conditions have serious consequences for the comprehensive development and fulfillment of civil rights, particularly child and adolescent rights. In addition, many countries of the territory represent an institutional fragility that affects the capacities of the State to guarantee and monitor the rights of the population. The conditions of poverty, the high levels of corruption, the rural-urban migrations, the social and gender inequities, natural disasters and institutional fragility produce many forms of social exclusion, such as child labour and unemployment among young people. These labour conditions among young people are intertwined with other social problems, like the high levels of violence, insecurity, drug addiction, alcoholism, commercial sexual exploitation, adolescent pregnancies and others, ending in a destructive circle which traps children and adolescents into a future without hope.

In keeping with what was previously stated, the open-air garbage dumps still present in the main Central American cities, including those involved with the project’s intervention—Guatemala City, Tegucigalpa, San Pedro Sula, San Miguel and Gotera—have a limited useful life. Given the hygiene-sanitary conditions, which are currently to be found there, technical closure processes have begun for these dumps with the aim of creating sanitary landfills in the future. Furthermore, the towns operating under the criteria established by the Inter-American Development Bank (IADB) for these purposes, such as in the case of San Pedro Sula in Honduras and San Miguel in El Salvador, have also undertaken technical closure and relocation processes for the garbage dumps in the framework of an initiative supported, again, by IADB.

Even though precise dates have not been set for the technical closure and consequent privatization of the sanitary landfill’s management, this context raises a question for the future of those who work in the dumps. For this reason, it is fundamentally important to start to create new opportunities and perspectives for the insertion of adults back into the work force, as well as for the permanent withdrawal of child labourers. In particular, it is crucial to develop
new options for adolescents and young people that will aid them in finding decent jobs and a dignified life, which directly relates to goal 8 of the Millennium Development Goals and with ILO’s Hemispheric Agenda to Generate Decent Work 2006-2015, which has as one of its objectives: “to reduce by half, in the space of ten years, the percentage of young people over the age of 15 that do not work or study”.

For all of the previous reasons, the project on the “Prevention and Eradication of Child Labour in the Garbage Dumps of El Salvador, Guatemala and Honduras” has put forward a series of actions based on prevention, education, professional training for insertion into the workforce, sensitization, social mobilization and dissemination on the problem of child labour with waste in the laws, policies and local and national programmes. The project also aims to withdraw child and adolescent labourers who work with waste or in similarly hazardous activities in the markets and insert them into the educational system and prevent under-age young people from becoming involved in these activities. The project mentioned is developed on the basis of ILO’s Convention No. 138 on the Minimum Age of Admission to Employment and No. 182 on the Worst Forms of Child Labour.

From 2005, due to the specific situation of adolescent participants (between 14 and 17 years of age) in the project, the component regarding professional training and insertion into the workforce has been prioritized for this population, extending the group of participants to young parents.

The strategies of intervention in this component have been translated into different activities that have been developed by the project in conjunction with a large quantity of public and private institutions in the three participating countries. Each institution selected has implemented the training programmes on its own behalf and all of them have faced important challenges while working with the adolescent and child labourers scavenging in the dumps and markets. The lessons learnt up to now have illustrated that there are very few conceptual and practical tools available to define the steps, elements and strategies that would be required in order to obtain a successful care model to promote the access to decent work for this population of young people and adolescents.

From this perspective, the methodological strategy for the creation of these guidelines was based on the collection and revision of documents produced not only by the project but also by other programmes and institutions that, in different parts of the world, have focused their attention on children and adolescents that scavenge in dumps and work in other hazardous urban activities. Particular emphasis was placed on the collection of literature related to the fostering of youth employment and to the options of creating alternative work for this age group. Hence, field trips were carried out to the places where the project was being implemented in order to fully understand this reality and to interview the main actors involved, among them, those in charge of the care programmes, staff from the state institutions, non-governmental organizations and community groups, as well as adolescents and young people who are participating in the training programmes.

In summary, the main sources and investigation techniques may be described as the following:

1. Sources

a. Documents: project documents, actions plans, base-line investigations, progress reports, training and dissemination material, evaluations carried out, statistics, relevant national documents.

b. Publications on the topic of youth employment and the creation of decent work for this population.

c. Social actors: project staff; those in charge of the action programmes, representatives from
state institutions, staff from non-governmental organizations and community groups, young adolescents and adults participating in the project’s activities.

2. Techniques

a. Document analysis
b. Field observation
c. Semi-structured interviews (interview guides were created and adapted, depending on the type of interviewee).
d. Focal groups with adolescents and young people (these focal groups were organized with the aim of encouraging the collective construction of the visions and opinions of the young people that participated in the project).

For the purposes of this document, a care model to promote access to decent employment for adolescents and young ex-child labourers must be understood as: 1) a process orientated towards social, cultural and personal change, on the basis of the creation of opportunities and equitable, supportive and empowering relationships and 2) a system of interdisciplinary, inter-institutional and inter-sectorial character, with a local and national scope.

In the process of drawing up these guidelines, the different stages of the specific care process for this population have been taken into account, including, prevention, protection and guaranteeing rights, the characteristics of the training services that must be provided, the way in which these services must be offered, the additional services that must complement the training, follow-up processes and the strategies for the systematization and evaluation of experiences. The guidelines also consider and expressly integrate the differences (of gender, ethnicity, age, educational level, etc.) that make the different situations of those involved vary in sensitivity. Thus, this proposal will promote the active participation of young people and their communities in all the stages of the process, with the purpose of contributing to their empowerment and granting them a leading role in the construction of their alternative life project.
II. Problematic Relations: Child Labor In Garbage Dumps And Youth Employment
II. Problematic Relations: Child Labor In Garbage Dumps And Youth Employment

The collection and handling of garbage on a grand scale, as a job performed by millions of people all over the world, is a phenomenon that arises out of the combination of a series of factors, among them, social inequity, poverty, the lack of sanitary control in the disposal of solid waste in many cities around the world and the fact that this is a job that may be performed without the need for resources. In other words, this type of job is easily picked up, does not need previous training and does not require particular skill (Furedy, 1997).

The economic crises, the increase in social inequality, natural disasters, internal migration – in particular from rural zones to urban areas-, environmental and social deterioration of urban areas and the increase in unemployment taxes, crucially affect the number of people who work in scavenging. For example, in Argentina, as a result of the 2001 crisis, many people had to work in this occupation, including middle-class families. Hence, children and adolescents that used to attend school regularly, started to scavenge in garbage dumps with their families (ILO-IPEC, 2004). The same situation occurred in Eastern Europe after the fall of socialism. When the support systems were dismantled in these countries, many people returned to working with garbage and waste as a way to compensate for the reduction in income and social benefits.

Moreover, it is important to highlight that scavengers play an important role, -usually not recognized-, in the management of solid waste of many cities in developed countries, especially in the tasks of separating, selecting and recycling materials (ILO-PEC, 2004).

In addition, scavengers collect recyclable materials, select them and sell them by providing recyclable materials to local industries for production.

However, despite the important role played by those who have a hand in the sustainable management of solid waste, the conditions under which this work is performed poses a severe threat and grave danger to these workers, and in turn, affects their right to physical and psychological integrity. Scavengers are normally exposed to a vast array of occupational security problems if they work in open-air dumps, such as ergonomic and psychological problems and issues with violence (Eard, 1996). Also, these people suffer from stigmatism and rejection as working with waste materials is looked upon with disgust by the rest of society. Moreover, repression and harassment by the authorities in charge of managing the dumps are also common, as well as the presence of drugs, sexual exploitation and diverse manifestations of violence.
II. Problematic Relations

PROCESS OF COLLECTION AND MANAGEMENT OF GARBAGE IN THE CITIES OF CENTRAL AMERICA

Scavenging is fixed, predictable and available all year round, and it may be carried out in a relatively free way in terms of hours, days and place of work. Despite the difficulties and risks associated, many women choose this type of work as it serves as an opportunity to receive an independent income that they would not earn otherwise. Also, an important number of young couples find a means of subsistence in garbage dumps that allows them to survive the first few years of their life together. Thus, scavenging in dumps can easily become a way of life that is difficult to change, especially when the income from this activity is relatively high and alternatives are hard to find. If those involved in this type of work are not in any condition to improve their income by means of other jobs or to obtain some additional earnings, such as from more prestigious jobs, it is probable that they will continue to carry on working in the midst of the garbage dumps.

2.1. Child labour in scavenging

Throughout the world, children and adolescents are involved in different tasks associated with scavenging. The most common sight is to find children working along side their families while scavenging in dumps. Though many countries have already explicitly prohibited under-age children from participating in this activity, especially in town dumps (Honduras, Guatemala and El Salvador), many children are still to be found collecting garbage in the streets or in less controlled areas. According to reports carried out by ILO, most children engage in the activity of separating and classifying garbage in their own homes or in small collection centres close to the big dumps (ILO-IPEC, 2004). While both boys and girls are involved in this type of work, girls are normally given the task of separating and classifying at home or in private spaces and boys are sent to collect garbage on the streets or scavenge in dumps (ILO-IPEC, 2004).

Child and adolescent labourers can considerably contribute to a family’s income. Their earnings can represent from between 10-50% of the total family income (ILO-IPEC, 2004). In fact, as they grow, both boys and girls develop skills to recover objects of value and they increase the number of hours worked, which means they also increase their economic contribution. From this perspective, the possibilities of these children leaving school to dedicate their time exclusively to scavenging in dumps, or in hazardous activities, are dramatically increased.

In addition to the latter, there are numerous interrelated causes that generate the exploitation of child labour, including those regarding scavenging in dumps or work in other hazardous activities in urban spaces. Some of these causes include:

- Poverty and social exclusion, which produce low family incomes, internal migration and limited access to work markets, to property, to services or to productive resources. These conditions are aggravated in the territory by war situations experienced over many decades and by the natural disasters that have occurred in the last few years.

- The absence of social redistributive policies of development, access to good social services (education, health, etc.) and quality employment. Also, the lack of social services specifically aimed at children and adolescents and which fully contemplate the eradication of child labour.

- Problems in the systems of managing urban waste and the absence of a home recycling culture.

- The absence of child-minding services and social networks that allow mothers to leave their children in a safe place while they go out to work.
The deficiencies in the educational system that does not guarantee adequate coverage, quality or relevance, as well as the indirect high costs of attending school for a family living on low resources.

The more increasingly held belief among certain sectors that education is not relevant.

The social perceptions and cultural patterns, which see child labour as a way to prepare children for adult life.

Parental irresponsibility, alcoholism, drugs and domestic violence that leave mothers in charge of whole families, which often obliges them to send their children out to work as a mechanism of survival.

The concept that scavenging in dumps is a way of life and that garbage is a means of survival, which produces a culture with its own values and specific rules. This ends up generating the inability to imagine an alternative life project.

All of the factors mentioned drive children and adolescents to scavenge in dumps or in other hazardous urban spaces, which generates ample conditions for the violation of rights and limits their opportunities of present and future development. For this reason, scavenging in dumps has been defined as one of the intolerable forms of child labour. According to ILO-IPEC, intolerable forms of child labour and exploitation include, at least, the following conditions:

- When the work is performed by children that have not yet reached the minimum working age, according to national legislation and the international norms on the matter.

- When the work is carried out by adolescents over the minimum working age, but is performed under conditions that pose a threat to the health, security and morality of the person.

- When the child or adolescents submitted to one of the unquestionably worst forms of child labour, defined in Convention No.182, such as slavery, similar conditions to slavery, treatment, service for debt, forced labour or in conditions of physical, emotional or sexual abuse, for example, when a person is obliged to participate in illicit activities, or sell or traffic narcotics.

In fact, practically all of the conditions which ILO recognizes as hazardous in paragraph 3 of Recommendation No.190 that accompanies Convention No.182 are present in child and adolescent labour in dumps, according to the following box:
### Hazardous work according to Recommendation No. 190 of Convention No. 182 of the ILO

<table>
<thead>
<tr>
<th>a)</th>
<th>Jobs in which children are exposed to physical, psychological or sexual abuse</th>
</tr>
</thead>
<tbody>
<tr>
<td>b)</td>
<td>Work that is performed underground, underwater, on dangerous heights or in enclosed spaces</td>
</tr>
<tr>
<td>c)</td>
<td>Jobs carried out with machinery, equipment or dangerous tools or that deals with the handling or transport of heavy weights</td>
</tr>
<tr>
<td>d)</td>
<td>Work carried out in an unhealthy environment in which children are exposed, for example, to substances, agents or dangerous processes, or even temperatures or noise levels or vibrations that are harmful to their health</td>
</tr>
<tr>
<td>e)</td>
<td>Work which implies particularly difficult conditions, such as prolonged hours or night shifts, or jobs which unjustly retain children in the employer’s premises</td>
</tr>
</tbody>
</table>

### Conditions of children and adolescents scavenging in dumps

| | Conditions of children and adolescents scavenging in dumps |
| | The environment and conditions in which the work is carried out can generate low self-esteem, a tendency towards auto-destruction, hallucinations, social stigma, and the risk of abuse and sexual harassment, principally of children and adolescents. |
| | Most of the time, this work implies scaling mountains and piles of garbage, which poses a serious threat to children and adolescents. Also, the tasks of separating and classifying garbage are normally performed in closed spaces without ventilation and in bad lighting. |
| | Scavenging implies the handling and transport of heavy weights, mostly of contaminated or dangerous materials. Also, this implies being in contact with heavy machinery and trucks that are used to transport and handle garbage. |
| | Scavenging represents the quintessence of work performed in an unhealthy medium and exposes people who participate in this work to substances, agents and dangerous processes (toxic, sharp-jagged objects, decomposing materials, hospital waste, disease transmitters, fires, falling waste and explosions in the mountains of garbage, etc.) |
| | Scavenging exposes children and adolescents to climatic conditions, ergonomic risks, accidents and diseases and can imply long unsupervised working hours. |

Furthermore, it is important to mention that in ILO’s Convention No.138, promulgated in 1973, the age of admission to employment must not be under the age at which children finish obligatory schooling, i.e., at 15 years of age. However, this Convention includes certain flexibility so that countries may establish an age under 15 years when their economy and educational infrastructure is not satisfactorily developed. This is the case in Guatemala, Honduras and El Salvador, which adopted the exception and established the minimum age for admission to work at 14 years of age.

Convention No.138 also defines what is understood by “hazardous work”, according to what was explained previously, and it establishes that to incorporate into
pepenadores (pickers) working in the town dump of Tegucigalpa were not attending any educational centre (ILO, 2004).

In view of this, it is clear that child labour in scavenging or in other hazardous urban activities is completely harmful to their comprehensive development and to the insertion of children into the educational system. Hazardous labour also affects the self-esteem of those involved and may even provoke changes in their personal structure, filling them with resentment and turning them auto-destructive and prone to violence and the abuse of narcotic substances. Also, the marginalization, stigma and rejection of those trapped in this lifestyle begin to create the conditions for social exclusion and for a life completely removed from the practice of normal active citizenship.

Accordingly, it becomes the moral, judicial and ethical responsibility of the State and of the different sectors of civil society to ensure that the rights of children and adolescents are fulfilled with the aim of guaranteeing their full development and, therefore, avoiding the inevitable repetition and development of the cycle of poverty and inequity.

Responsibilities of the State according to ILO's Convention No. 182
Article 7

All member status must adopt, considering the importance of education for the elimination of child labour, effective measures within a determined period of time, in order to:

- Impede the entry of under-age children into the worst forms of child labour.
- Pay direct and necessary attention to freeing under-age children from the worst forms of child labour and ensuring their rehabilitation and reinsertion into society.
- Ensure that all under-age children freed from the worst forms of child labour have access to free basic education and, when possible and appropriate, professional training.
- Identify children that have been exposed to risk and, in particular, take into account the situation of girls and adolescents.

II. Problematic Relations
2.2 Consequences of Child Labor for Youth Unemployment

Though the problem of youth employment (15 to 24 years) is closely related to the employment situation in general, it also has its own dimensions and particular characteristics that demand specific responses. For example, the youth unemployment rates all over the world are double or even triple the unemployment rates in general (International Labour Conference, 2005). According to ILO estimates, less than half of young people who were looking for a job found work in 2004. The majority of young people working in the world do so in the informal sector of the economy, with low salaries, unstable conditions, without access to social security systems and without freedom of association. Also, many of these people are sub-employed in temporary jobs with low productivity. Moreover, it has been estimated that almost 52 million adolescents between 15 and 18 years of age are to be found performing work considered hazardous all over the world (ILO Global Report, 2006).

In this context, women are the most affected as unemployment is higher among this sector of the population in every country in the world. In fact, being a woman and falling into a young age category may constitute a double source of discrimination and it is young women who generally face more obstacles in their attempts to join the workforce and to maintain jobs in periods of economic crises (Brewer, 2005; ILO, 2003).

Youth unemployment is not simply a transition stage towards employment, but a long and complex process during which young people confront adverse conditions that can leave them outside of the primary market, which, in turn, limits their present and future life options. In other words, youth unemployment may permanently deteriorate the employability of this population and condemn them to a future of badly paid and low quality jobs. As years of research show, the patterns of behaviour and attitudes set at a young age persist throughout life, for which unemployment among young people might generate instability and serious problems of both a personal and social nature (Brewer, 2005).

From this perspective, the social costs of youth unemployment can be very high as this contributes to creating a variety of problems such as bad health, the break-up of family relationships, the appearance of interpersonal conflict, an increase in violence, delinquency and drug and alcohol consumption. Unemployment erodes the stability within communities and places social cohesion at risk as it leads to the loss of personal autonomy and the right to participation in society, to frustration, a life of solely survival and social alienation (Brewer, 2005; Mroz & Savage, 2001).

Also, youth unemployment implies a loss of opportunities for many societies, as it does not allow them to take advantage of the “demographic bond” that represents the large number of young people that live in developing countries. If this window of demographic opportunity is considered
and if necessary resources are invested to enable young people to grasp this opportunity, children and adolescents could access education and proper comprehensive training, the countries in question could guarantee future economic growth and poverty and social inequality would be reduced.

In summary, youth unemployment and sub-employment are closely linked to social exclusion, instability and personal unhappiness. Furthermore, these conditions are related to wasted resources and undeveloped potential and they affect the nerve centre where social cohesion, collective well-being and political stability are constructed and maintained.

It is important to highlight the fact that the most socially rejected young people are those who generally face greater problems when looking for quality work. In other words, unemployment is not shared out equally between young people. Those who have not enjoyed the possibility of receiving a good basic education or that suffer from discrimination as the result of their social class, their ethnic origin or sex are exposed to unemployment, idleness or to entry into the informal sector of the economy, which tends to have a general deficit of decent work on offer.

Due to the degree of constraints and hardships involved in child labour, in particular the work in garbage handling, this issue converts into a factor that disproportionably increases the possibilities of youth unemployment and sub-employment. Scavenging denies children and adolescents access to basic services (health, education, recreation, etc.) and to the goods, activities and resources associated with citizenship. As a consequence, these young people generally present serious educational deficiencies, reduced social skills, low self-esteem, high levels of aggression, low tolerance for life’s frustrations and an inability to visualize an alternative life project. Many have been affected by child abuse, domestic violence, unwanted pregnancies and by other forms of misconduct and violation of their rights, such as commercial sexual exploitation. In this sense, child labour configures the conditions for social exclusion from an early age, which has its short, medium and long-term consequences for the employability of these people.

Child labour, in this sense, is a precursor to the problem of youth unemployment. According to ILO’s Global Report “The end of child labour: Within reach”, the mere existence of child labour deprives young people of certain work opportunities, which they could have seized if children did not have to work. Child labour tends to aggravate the situation of youth unemployment in the way in which it prevents children from receiving an education and the necessary professional qualifications to compete as young people in the labour market (ILO, 2006).

As discussed previously, child labour in scavenging or in other hazardous urban activities also enhances social rejection and discrimination, by opening new traps for young people and adolescents to fall into vulnerable situations in the labour market, particularly the formal labour market.

In addition to the points raised before, the situation of women is generally more difficult to that of men. Women also have to face a society determined by the differences and hierarchies of gender which under-value the feminine role in society. In particular, adolescents and young people have to fight against all the traditional gender roles and the sexual labour division, which limits their participation in the public world, restricts their insertion into the labour market to jobs defined as “feminine” and they are mostly placed in charge of tasks related to human reproduction. In this sense, situations such as adolescent pregnancies imply a greater limitation for women and it can interrupt their development course and alter their
plans in a drastic way. This does not imply the same repercussions for boys as they can easily elude the responsibility of the pregnancy of their girlfriends or partners or reduce her to a minimum in the economic plan. Finally, girls and adolescents have to confront the extensively held belief that it is not as important for women to study or prepare themselves for work, as it is for men.

In this way, if child labour places young people in a very vulnerable position that reduces their development opportunities and their employability, the traditional roles of gender and the sexual labour division exacerbates the particular condition of women. Therefore, it is no coincidence that the unemployment and sub-employment rates among young women are substantially higher than those for men, particularly in the same age group, all over the world (ILO, 2004; Brewer, 2005).

However, a fundamental error is to conceptualize women as victims. Making this mistake tarnishes the fact that women are, and have historically been, vital agents in the development processes of their societies. In fact, despite the harsh cultural and material conditions that women must face on many occasions, they assume the main responsibility for managing the family and guaranteeing the survival of all of its members, with which they contribute to the daily construction of their societies. For these reasons, women, and in particular young women, deserve particular care and specific strategies in any development intervention that is carried out.

2.3 Other Factors Associated with Youth Unemployment

The factors that affect youth employment may be grouped into three categories:

1. Macro-economic factors related to the rates of growth, social investment and the social redistribution of wealth.
2. Factors related to public policies on employment, labour legislation, the promotion of investment and the labour market regulations.
3. Factors related to employability, including education, professional training, skill development, information on the labour market and labour mediation.

It has been demonstrated that even with high rates of economic growth and effective polices for employment growth, youth unemployment can still persist (International Labour Conference, 2005; Brewer, 2005). This is true when young people present an educational or occupational training deficit, when they do not possess sufficient information on the labour market or when they are confronted with discriminatory situations or rejection. In this case, the lack of information on the labour market, the inexperience with respect to job searching and application, the lack of access to labour market information networks and social obstacles, such as belonging to stigmatized groups, become less tangible factors but equally determinant in the construction of youth unemployment.

In the case of child labourers or ex-child labourers in scavenging, the factors mentioned above add to the fact that this work is relatively lucrative, it does not require much preparation and it can be performed in fairly free conditions with respect to time-tables and days worked. This is an accessible alternative when other labour options do not present themselves. Thus, work related to the handling of garbage can easily become a way of life that permits people to meet daily needs without many additional resources.
As well as macro-structural factors and the educational deficiency, child labourers working with garbage and in other hazardous occupations have to deal with a series of adverse situations, including negative attitudes and erroneous assumptions on behalf of employers regarding their integrity and capacity to work. These negative attitudes and rejection towards a type of young person condemns them to fit into certain stereotypes held by the adult world. This age-group is generally viewed as “a problem”. Adolescents and young people are frequently seen and treated by adults as conflictive and not as a group with opportunities and development capacities. In other words, certain groups of young people, such as the poorer groups, those who reside in humble areas, belong to ethnic groups or cultural particularities, pregnant teenagers, etc., are considered “problematic” as they are socially rejected and denied access to educational and employment opportunities.

Added to all of these elements is the fact that many programmes that try to improve the employability of these adolescents and young people are developed by small organizations with limited resources and staff, where the courses are often little relevant, of poor quality and are not adapted to the social characteristics of the participants. Also, in many of these courses, young people are regularly taught skills appropriate to their sexual stereotypes, such as sewing and cooking, which are not effective skills to enter into the more productive or performance driven labour sphere. Moreover, theses training processes on a small scale, which are often the only training on offer in some communities, are generally not planned to train young people to adapt to the demands of the labour market and they end up by arousing greater frustration among the young population and not increasing employability (Brewer, 2005).

From this perspective, following ILO’s Convention for the Development of Human Resources, 1975, (No.142), with the aim of improving access to quality jobs for young people, as well as receiving a solid formal education, it is fundamental to establish and develop complementary systems of technical and vocational education that are open, flexible, effective and linked to the labour market. Also, as part of these systems, advisory services on the labour market and on job searching processes must be provided, including personal development and psycho-social support, such as labour mediation services and key elements to increase employability and to guarantee a successful insertion into the labour market.
III. “Prevention And Eradication Of Child Labor In Garbage Dumps In El Salvador, Guatemala And Honduras” Project
In November of 2002, with the funds of the Italian Ministry for Foreign Affairs, the “Prevention and Eradication of Child Labour in Garbage Dumps in El Salvador, Guatemala and Honduras” project was begun, whose completion date is set for December 2006. In 2003, the project’s activities were revised to focus on children and adolescents who work in markets in San Miguel, El Salvador. The main objective of this project is to contribute to the eradication of child labour in scavenging in dumps and markets of the three participating countries. Also, this project proposes the following specific objectives:

1. To include the eradication and prevention of child labour in scavenging and working in markets into the norms, strategies, policies and formulated plans on a national and local level, regarding the reduction of poverty, children and adolescents, economic and social development and the management of urban solid waste.

2. To withdraw at least 2,500 children and adolescents from labour in scavenging and working markets and to prevent 2,000 children at risk of entering into this occupation by means of guaranteeing and respecting their fundamental rights.

The actions of the project have been concentrated on the larger garbage dumps in the countries involved (Guatemala City, Tegucigalpa, San Pedro Sula, San Miguel and San Francisco Gotera), as well as in the Municipal markets and the central park or ‘Parque Barrios’ of San Miguel, El Salvador.

Based on the studies carried out by ILO, the project has developed the following strategic axis:

1. Institutional strengthening

This point is aimed at establishing policies, plans and norms for the eradication of child labour. The project has been presented before the National Commissions for the Prevention and Eradication of Child Labour in the participating countries and the topic on scavenging in dumps and markets has been inserted into the work plans of the technical-operative organisms linked to the national commissions (Technical Secretariat in Guatemala, the Technical Council in Honduras and the National Committee in El Salvador). Also, important links have been created with other governmental and non-governmental institutions on a national scale, such as: ministries for labour, education and health, national institutes for the defence and promotion of children’s rights, workers and employers’ organizations and diverse
profesional entities. Moreover, relations have been established with local governments and with a series of organizations from the localities, which work for the constitution of inter-institutional communities in each city or territory involved in the project.

The local networks function under the following objectives: 1) To strengthen communication/exchange between the public, private and civil institutions that operate within the communities; 2) to establish priorities of intervention and to coordinate the actions of each public, private and civil institution in the communities; 3) to promote the insertion of the topic on the eradication of child labour and the social reinsertion of adult informal collectors in the relevant municipal policies, plans and norms; 4) to grant follow-up to the project’s activities and to act as reference points for participative community monitoring and evaluation.

In general, these networks are led by local governments with the participation of local actors from other key public institutions, as well as civil society. Some of the main members of the networks are: municipalities, vocational training institutes, representatives from educational centres, non-governmental organizations, health officials, unions, work inspectors, community and beneficiary associations, among others.

2. Direct Action

- Education and recreation. This component attempts to ensure the withdrawal process for children under 14 years old from hazardous work and guarantees their reinsertion into the educational system. Within this component, the following activities have been carried out:
  - Creation of a support and school reinforcement programme through the supply of school packets, educational incentives and sports and recreational activities to ensure that children enter school and remain within the educational system.
  - Sensitizing teachers on the particular pedagogical needs and care required by children who have been withdrawn from child labour or at risk of involving themselves with this activity.
  - Training teachers in the didactic methodology, SCREAM, for the promotion of children’s rights through education, the arts and the media.
  - Sensitizing parents on the importance of education and the harmful consequences of child labour.

- Assistance with health and nutrition. For the development of this component, the project has established cooperation agreements with public and private, local and national, health institutions in order to undertake preventive and curative care programmes for children and their families. With his purpose in mind, they offer medical, odontological and nutritional services and they have held events such as nutrition and health fairs, prevention campaigns in different ambits (vaccinations, deparasitation, reproductive health, HIV/AIDS, and others) and the creation of school vegetable gardens. Also, the creation of local health committees has been encouraged and the installation of a community mental health system, with the coordination of health professionals, psychologists, social assistants and local promoters that will permanently operate in the communities to detect and refer cases of school desertion, the worst forms of child labour, domestic violence and the abuse of narcotic substances by minors.

- Professional training and economic alternatives. Taking into account the conditions of poverty and social exclusion in which this population lives, as well as the fact that many adolescents are already parents and that the labour laws of the
three participating countries allow children under 14 to perform non-hazardous work, the project has prioritized the offer of professional training services for these young people in order to ensure them a decent job in the future. Also, initiatives have been developed to offer alternative decent work to the parents of the participating children. The strategic components of this activity are:

- **Offer of financial assistance for professional training courses and support for the insertion of adolescents into the workforce.** With this aim, cooperation agreements have been signed by various professional training national institutions (INTECAP in Guatemala and INFOP and PRAF in Honduras), as well as other private institutions so that they assign spaces to these young people, to whom they give financial assistance, in the hope that they may participate in the process and continue supporting their families at the same time. Also, the project has worked to sensitize the employers’ organizations of these countries and the chamber of industry and commerce so that, in their sphere of Corporate Social Responsibility (CSR), they collaborate in the insertion of young people who receive professional training into the workforce.

- **Offer of short training courses for the parents of participating children.** These courses have fundamentally focused on providing tools with the aim of helping parents to initiate, improve, widen or diversify their businesses. In this way, training workshops have been developed on customer care and on improving business, which has been accompanied by micro-credits to strengthen the activities of the business, monitoring and specific advice. Also, vocational training workshops have been offered principally to mothers so that they may improve their job opportunities. The most important experiences in this sense have been developed in El Salvador.

- **Supporting the creation and strengthening of local employment offices (LEOs).** Parallel to professional training, the project has supported the creation and strengthening of municipal or national labour mediation bodies (if already existing) in order to match the offer of employment to the demand of the labour market. These initiatives have been developed in coordination with the municipalities, the ministries for labour, the professional training institutions, the chambers and the employer organizations and unions. In addition to the tasks of labour mediation, it is hoped that these offices can also manage a rotary funds system that offers micro-credits to young people who prefer self-employment and need a seed capital to acquire the necessary tools and, therefore, initiate their own enterprise.

- **Creation of recycling cooperatives.** Through the corporate training and initial support of a capital seed, the project has procured the establishment of cooperative recycling companies with the aim of offering decent work alternatives to adults scavenging in dumps. In this way, it is hoped that the income of adults will be increased and dispense with the contribution of children to this type of work. With the creation of these cooperatives, the recycling process is also being promoted through safe and formalized systems. The most relevant experience in this field was the Mixed Cooperative of Segregators (COMISEGREHL) in Tegucigalpa, Honduras, which recruited more than 100 members and has its legal entity duly established.
3. Sensitization

With this central point, the topic of child labour in scavenging and markets was inserted, through a broad sensitization process, into the norms, strategies, plans and national policies on poverty reduction, on children and on labour. Also, it has tried to influence the municipal norms and plans on development, social themes and regarding the management of urban solid waste. In addition, awareness-raising campaigns in communities and in society were supported on the risks, causes and consequences of child labour and the need to eradicate it through everyone’s commitment. In order to achieve this, a wide sensitization process was launched inside the project, which included a sub-regional campaign entitled “En esta ciudad se puede!” (In this city you can do it!), which involved the participation of the media, universities, community groups, parents, staff from educational centres and public personalities, among others.

4. Establishment of a monitoring system for hazardous child labour on a regional level

This point has been drawn up as a complementary point to giving direct care to the participants and with the aim of guaranteeing the sustainability of the actions. A monitoring system has been developed which is participative and self-sustainable, through the action and coordination of different social actors such as PHO/WHO, the ministries of labour, health and education, local non-governmental organizations and municipal and grass roots associations. As part of this system, the creation of local community comprehensive mental health networks, with the participation of professionals in psychology (Ministry of Health), social assistants (Ministries of Labour and Municipalities), community promoters (local organizations) and teachers from educational centres (Ministry of Education) was encouraged. Also, in El Salvador a monitoring system for child labour named CIPOTES was created. The existence of these monitoring mechanisms permitted the detection, referral and care to be given to the children and adolescents involved in the worst forms of child labour, and especially those with disabilities, domestic violence problems or addicted to the consumption of narcotic substances, in order to guarantee a personalized follow-up and a cross monitoring to support the reinsertion and continuance of these children in the school system and to support their families.

Finally, it is important to highlight the fact that some of the main agencies and institutions in charge of implementing the different components of the project have been: CARE International and MOVIMONDO (Honduras), PADECOMSM and the municipalities of Gotera and Sonsonate (El Salvador), the Municipality of Guatemala City, INTECAP, the Paediatric Foundation and ISCOS-MAIS (Guatemala).

3.1 Relevant achievements for the Project

Before beginning the presentation of achievements and best practices in the component of professional training and economic alternatives, it is crucial to mention a series of other elements that, though they do not directly belong to this component, become hugely important points of reference and will provide strength to all the actions of prevention and eradication of child labour in scavenging and markets. Among the elements that may be considered as relevant achievements that will strengthen the processes in order to prevent child labour and increase the employability and quality of life of these young people, the following are included:
• **The government regulation on the implementation of ILO Convention No. 182** which contains a list of hazardous work, among which can be found the handling of solid waste, as well as municipal orders issued by the municipalities of Guatemala City, Tegucigalpa, San Pedro Sula and San Francisco Gotera, prohibiting the entry of children under 18 and pregnant women to the garbage dumps. The regulations also establish sanctions that the transporters of garbage may not include under-age children in the task of scavenging. Moreover, the promulgation of this regulation was an attempt to regulate and order the entry of garbage collectors by means of granting identification cards to legal adults. The existence of these regulations has been divulged in the cities involved, which has contributed to sensitizing the society on the realities and consequences of this form of child exploitation. If these measures do not completely eliminate child labour in scavenging, they become important factors that indicate to society the commitment of local and national governments to eradicate the worst forms of child labour and their willingness to make ILO’s Conventions No. 138 and No. 182 a reality.

• **The creation of local inter-institutional networks against child labour.** The existence of these networks has allowed for the strengthening of relations between the project and a series of public, private and civil institutions that work in the territories involved in the project. The joint work with these institutions and organizations allow for the establishment of priorities of intervention and the articulation of the local response when faced with the realities of the problem in each community or territory. Also, the existence of these networks is not only fundamental to guaranteeing the continuity of the project’s actions, but to, at the same time, directly contribute to the generation and strengthening of the capacities of the institutions involved in their tasks of preventing and tending to the problem and to promoting the shared responsibility towards the achievement of common goals. In fact, the networks have become important political spaces to insert the problem of child labour in scavenging and markets into the agenda of the different institutions and to create synergies that maximize the technical and economic resources. Finally, these local networks grant follow-up to the activities of the project and serve as reference points for the social public of all the regional institutions, facilitating the monitoring of hazardous child labour, promoting political impact and citizen participation and helping people to exchange experiences and the participative community experience.

• **Sensitization and training processes in communities with SCREAM methodology.** As part of the sensitization activities carried out by the project in order to highlight the risks, causes and consequences of the worst forms of child labour and the need to eradicate them through the commitment of all relevant actors, training processes have also been undertaken with the application of the didactic SCREAM methodology. These activities have been mainly aimed at teachers, community leaders and instructors from the training centres, among others. SCREAM methodology was developed by IPEC, through the “Global Campaign to raise awareness and understanding on child labour” project, with the support of the Italian Government, in order to contribute to the training and social mobilization of teachers and community leaders in the fight against child labour. In this way, the rights of children and adolescents are promoted through education, the arts and the media. Once the training has been received, the teachers, instructors and community leaders can prepare young people by using creative and innovative
methods so that they actively participate in the actions for the eradication of child labour. The training processes with this methodology have been greatly valued by the participants and they have contributed to increasing the individual and institutional capacities, as well as the skills of the educational centres and staff.

- The setting up of synergies and cooperation agreements between the project and educational institutions for the **reinsertion and continuance of children in the school system**. Regarding this, it is worth noting the agreements with the Guatemalan Ministry of Education, which provided over 2000 “Peace Grants” to children involved in scavenging, within the period 2005-2006. Also, the agreements established with the United Nations Children’s Fund in Honduras invited child labourers who are scavenging in dumps to become incorporated into the “Bolsón Escolar” (School Satchel). Likewise, in Honduras and El Salvador, other small grant funds have been administered, which, together with direct contributions from the project, have helped more than 1,300 children. These initiatives, along with the school strengthening processes and other educational incentives, have allowed thousands of children to be reinserted into formal schooling or continue on in the educational system, which makes for better life opportunities and increases their chances of future employment.

### 3.2 Achievements and good practices of the professional training component and economic alternatives

After revising the documents, visiting the participating countries and analyzing the actions of the professional training component and productive alternatives, an effort was made to identify the achievements and some good practices. It is important to highlight that a good practice is defined as: “Any experience that works in some way in combating child labour, either totally or partially, and can have implications for practice on any level in any other context or situation”. A key point is whether a good practice is something that has really been experienced and has been proven to work. The fundamental principle of a good practice is its usefulness in stimulating new ideas or acting as a guide on how to achieve greater efficiency in some aspect related to the prevention or elimination of child labour.

Based on the previously mentioned criteria, first the achievements will be presented and then those successful actions that may be defined as good practices.

#### 3.2.1 Main Achievements

- **The establishment of agreements and the incorporation of a group of young ex-workers into the national institutions for technical training (INTECAP in Guatemala and INFOP in Honduras).** This is an important achievement as these are institutions with a long trajectory on the issue of professional training and with national credibility and high standards in their training processes. In this way, with the grants offered by the project, many young ex-scavengers, including a good number of women who would normally be excluded from the possibility of receiving a quality technical training, are now able to enrol in certifiable courses in well-known institutions. As part of the process,
these young people also receive instruction on the norms and principles relating to dress-codes, punctuality, oral communication, personal presentation and social skills. Additionally, a follow-up system has been developed for each one of the participants in order to keep track of the attendance, punctuality and performance of those involved and to define the additional support that they might need. It is important to underline that apart from professional training these institutions also offer corporate training to young people who wish to set up their own enterprises, if they have the necessary conditions to do so. All of the above is constituted as a fundamental achievement of the project as it contributes to improving the capacities and opportunities of acquiring decent employment for these young people.

- **Opening of a special labour stipend for young people who previously worked in the markets and garbage dumps of El Salvador.**

  In coordination with the departmental office of the Ministry of Labour, a group of young people and woman from San Miguel and San Francisco Gotera, who have participated in vocational training, were included in activities that involved corporate training, employability and self-employability that are promoted by this Ministry. These young people and women have received two types of workshops from the Ministry of Labour: a) entrepreneurship and self-employability and b) induction into the labour market. As a result, a special labour stipend was also set up for these young ex-labourers. Hence, this activity represents an important achievement as it combines vocational training, training in entrepreneurship and induction into the labour market, which will open more opportunities for these people to finding a decent job who were previously employed in hazardous work.

- **Agreement on the inclusion of a group of young ex-scavengers into the training projects of the Family Allowance Programme in Honduras (PRAF).** This initiative called “Manos Solidarias” (Supportive Hands) is specifically aimed at offering training opportunities to young people who are linked to scavenging or who are in danger of doing so. The training processes are provided by different institutions, such as the Army Technical School, the Rimas Institute and other private academies. Young people are trained in skills such as electricity, welding, auto body-shop mechanics, general mechanics, screen-printing, cooking, computers, dress-making, pastry-making and beauty techniques. This initiative represents an important achievement as it establishes a direct relationship between the poverty reduction strategies of the Honduran State and the project’s activities to increase the employability of young people.

- **Organization of a group of young ex-labourers who promote actions against child labour in scavenging (community promoters).** This experience was fundamentally developed in Guatemala and has become a notable achievement as these young promoters are key in the monitoring processes of child labour, as trainers in SCREAM methodology and as recruiters of other young people for the project’s activities. It is important to mention that these young promoters were directly linked to scavenging in dumps and even some of them are still involved in this labour. The majority was recruited by the project through the NGO, ISCOS-MAIS, and the Municipal Educational Centre and they have been trained in a series of issues relating to children’s and adolescent’s rights, the prevention of child labour and community development. Also, they have received training in SCREAM methodology, which has converted them into excellent instruments to train other
trainers. They each receive a monthly stipend for their work in the project. The team of young promoters acts as a linking mechanism between the “guajera society”, the name they give to their community, and the institutions and organizations that exist there, which allows for a better relationship between the project and its territories of influence.

- **Creation of the Organization AJOMES (Association for the Young People of the San Miguel Market).** This group was created in El Salvador by a group of young ex–labourers of the San Miguel Market, which was organized after they participated in a non-formal educational process, called “Life Projection”, which dealt with topics related to self-esteem, future projections and challenges of young peoples. This activity is considered a relevant achievement as it has not only contributed to constructing a collective space for reflection and for young people to gather but the organization has linked up with the National Youth Secretariat, a government body, which provides follow-up to their future actions.

- **Artistic and recreational activities for young labourers and ex–labourers.** Young people that have had their life affected by the worst forms of child labour are generally distanced from their rights to play, recreation and free time. From this viewpoint, it is fundamental to implement these types of activities so that these people can regain contact with expressive activities, which allow them a comprehensive development. Moreover, these activities are an excellent way to communicate with young people and a creative medium to build knowledge and social skills. Also, these activities guarantee them the right to have fun and enjoy leisure activities. For example, as part of these activities in Honduras, a photography course was held in association with the NGO, “Free Expression” that allowed the participants to get to know this medium of artistic expression and to capture their vision of their lived reality. The fact that the participants could keep their cameras became an additional stimulus for the further development of artistic skills.

- **Development of a training programme for parents in El Salvador.** As part of this initiative, a series of training workshops was offered to more than 100 participants, mainly adult women, on strategies regarding customer care and how to improve businesses. Also, a technical assistance plan to monitor the behaviour of businesses based on the knowledge acquired in the workshops was developed and specific advice was offered. Likewise, micro-credits were provided to strengthen business activities. Moreover, a notable number of mothers participated in vocational training courses. As part of these processes, the Municipality of San Miguel was approached to include young people and mothers in the different courses offered by the Woman's Training Centre of the same Municipality. In the same way, a training process in dress-making was developed in San Francisco Gotera in a workshop which takes place in the home of a community member and which counts on the instruction of a local teacher, who, with different teaching strategies, trains illiterate women as successfully as literate women. These activities constitute a relevant achievement as they are contributing to generating skills in parents, including an important group of young people, which, in turn, directly contributes to the prevention of child labour.

- **Establishment of a Local Mental Health Plan in Guatemala.** As a result of the definition of a new operative plan for the project after the half-period evaluation (2005), the need arose to set in motion a monitoring mechanism that
would activate, among other things, a community comprehensive mental health system to grant follow-up to the school and educational inclusion of children linked to labour in scavenging, as well as their families. The creation of this system began with the creation of a layout of the social and economic map of the territory in Zone 3 (location zone of the municipal dump site in Guatemala City) on behalf of the Inter-institutional Network against Hazardous Child Labour. Also, a layout of the infrastructure and services of this zone was carried out, which appeared in an institutional directory. Based on the information gathered, and with the participation of members of the network, including the NGO, ISCO-MAIS, a community comprehensive mental health system was installed, whose objectives were: 1). to create an early alert system to prevent and quickly intervene in case of situations that place the psychophysical health of the residents of Zone 3 in danger, particularly the target group; 2). to identify children and adolescents who are in risky situations, who work in hazardous activities or who are victims of exclusion from school or who suffer violence; 3). to offer help to the child victims of domestic violence, who experience difficulties to enter school or society, with disabilities or who use narcotic substances, as well as instructing the youth population on reproductive health to avoid unwanted pregnancies and to prevent STDs and HIV/AIDS. In this system, the staff from the Health Centre in Zone 3, the directors and teachers from the schools, the social welfare officials from the Ministry of Labour, the social promoters of the municipality, the promoters from the Paediatric Foundation and the youth promoters group from the project all participated.

The creation of a local mental health plan is an important achievement as it not only helps to give stability and coherence to the actions of the local network, but it also promotes the close monitoring of the main psycho-social problems that the residents of this zone face, mainly child labourers and their families, and the coordinated response of the institutions.

3.2.2 Identification of Good Practices

The successful actions of the project that may be identified as good practices are presented as follows:

- **Supporting the training programme in plant nurseries and vegetable gardens in Guatemala City**. This is an initiative developed by the Municipality of Guatemala City that is supported by the project to cover the cost of grants for various young people, who were placed in the Municipal Plant Nursery as part of a technical training process in the management and cultivation of ornamental plants. This training process has proven to be one of the most successful yet as it combines technical training, educational insertion and the possibility of future employment in the same municipality. In fact, after one process of approximately 5 months, 15 young people, both men and women, have been contracted as municipal gardeners on the basis that they continue with their studies on Saturdays in the open educational system. The young people that participate in this initiative are mainly recruited in the educational centre in Zone 3 of the municipality (see description further on). Thus, a cross control was established between the coordinator of the educational centre and the agricultural expert responsible for the technical training programme to grant follow-up to those participating in the process. In this way, the programme combines technical training in a wholly pleasant environment, which completely removes young people from their life surrounded by waste and plants them in a place concerned with the reproduction and care of life, it also provides a stipend for the training period, school
enrolment, follow-up and the possibility of future employment. According to studies carried out, all of the young people that have been contracted have completely cut their links with scavenging in garbage dumps. From this perspective, this initiative has become a successfully proven good practice, as it is effective and relevant to the employability of young people and distancing them from hazardous work.

- **Supporting the creation of Local Employment Offices (LEOs) in conjunction with the municipalities, the ministries for labour and the coordination of those already established.** The installation of these offices is an important achievement for all the actors involved as it adds strength and decentralizes the processes of providing labour services, which are beginning to be understood not only as a problem of the central government but also of the municipal government. Coordination with these entities has also allowed for the recognition of the project on behalf of the different sectors of the central and local governments, businesses and the community in general. These offices work under sponsorship from the municipality or the Ministries of Labour and they respond to the specific needs of the communities or territories where they are located. As well as labour services, in some countries, these offices have also proposed to accompany young people on their search for employment and to provide micro-credits and information to those who wish to start up their own business. The existence of these offices is a determining element as, according to ILO (Convention No. 142), to increase employability and guarantee a successful insertion into the workforce, it is necessary to provide consultation services on the labour market and on the processes of job searching, as well as services on labour mediation. In this sense, the creation of local employment offices is a good practice as they are very important instruments for young people and the community in general to be able to broaden their possibilities of finding a decent job and improving their life options. Moreover, the fact that these offices have been created or taken over by local governments or the ministries for labour guarantees their institutionalization on a medium term basis, which strengthens their definition as a good practice.

- **Supporting the installation of a Municipal Educational and Recreation Centre in Zone 3 of Guatemala City.** Within the ambit of informal education, educational strengthening and recreation, this Centre represents an important achievement in withdrawing children and adolescents from labour in scavenging and supporting them in their transition towards the formal educational system. In this Centre, by means of paying close and personalized attention to the children, the school level of these children and adolescents involved in hazardous work is supported and accelerated primary school and basic first grade is taught. Also, recreational, sports and psychological support activities are offered as an important complement to the educational processes. In fact, in these centres, children and adolescents that participate in the training processes in municipal plant nurseries and vegetable gardens have to commit to continuing on in the educational system. By being located in the city limits of the municipal dump, this Centre has become a fundamental space for recruiting under-age children who are involved in scavenging and offering them educational and recreational stimuli and opportunities, which aid them in continuing on in the school system. The work carried out by the institution is greatly valued by the community in general and by the children and adolescents that receive services from it, as it not only tends to educational problems but it also tackles social and family
issues. In fact, beyond being an educational centre, this is a place of lodging and support for underage children who are involved with hazardous work. By its innovation, effectiveness, relevance and sustainability, this Centre has become another successful practice in keeping children and adolescents in the educational system and offering them the additional stimuli they require to be able to imagine a different life.

• Creation of a Mixed Cooperative of Segregators in Honduras (COMISEGREHL). This cooperative has been legally formed since July 2005, when it acquired its legal status. The cooperative has more than 100 members and has managed to establish an executive board, statutes, rules and an administrative and accounting system. In operative terms, it already has a processing and storage centre and has established various contracts with recycling companies in order to commercialize their materials. This has meant a rise of 38% in the prices of recyclable materials (Achievement Report, Honduras, 2006). The cooperative also performs an important social function as it is coordinating with the Family Allowance Programme (PRAF) and granting follow-up to the training activities aimed at young people and adults linked to scavenging. This has become a valuable tool for those participating in the processes as it gives support and security, allowing them to strengthen their capacities. In the case of young people, the presence of the cooperative and its follow-up processes is an important reference point. Also, the cooperative has collaborated with the census of families scavenging in dumps, in order to assist them with economic transfers by means of PRAF (educational bonds, youth bonds, child mother bonds, etc.). It is important to underline that within the strategies of the cooperative there is also the presence of young people, not only as members but as beneficiaries of the employment that their activities generate. This is a direct result of the fact that two young people, trained by the project, are in charge of the organization’s administrative tasks and inventory. Moreover, as a cooperative, it has become part of the local network against child labour in Tegucigalpa. The creation of this cooperative constitutes a good practice as it has not only become an alternative way to generate income for many families but it has also started to fulfill an important social function in the area, including its contribution to the sustainable management of solid waste, the monitoring of child labour and community sensitization.

• Educational care rooms in the municipal market and garbage dump in San Miguel. As part of the school support and strengthening process of children and adolescents, two educational care rooms were opened in El Salvador, one in the very offices of the programme and the other in the San Miguel’s Market Hall. Also, other rooms for children and adolescents found scavenging in the garbage dump, Las Peñitas, were opened near the dumpsite. These rooms provide a space for study and the completion of schoolwork with technological support (computers, Internet, textbooks, etc.) and one or two supervisors who help children and adolescents with their tasks. Until now, two programmes have been implemented: one concerning study techniques and the other regarding basic English. It is important to mention that these rooms also support the young people involved in professional training processes, guaranteeing their permanence in the regular educational system. The latter is due to the fact that in El Salvador, professional training is offered parallel to formal education. Notably, the facilitators of these rooms are volunteers from universities or are young people from the project that are in higher grades and wish to help out their companions, which, in turn,
contributes to a sense of solidarity among them. The application of study techniques has allowed many children and adolescents to visibly improve their academic performance. This activity is a good practice as it carries out professional training processes. In this way, formal education is not sacrificed, which increases the chances of employment for these people once they finish their labour training processes. Moreover, this is a relevant, effective and efficient practice as it fundamentally uses volunteer work and this allows for a greater impact while minimizing the use of financial resources.

3.3 Main challenges of the professional training component and economic alternatives

- Definition of the previous steps and a clear route of access to decent employment for a young labourer or ex–labourer in order to serve as basic elements of reference when alternatives are being designed to improve the employability of this population.

- To increase and solidify the academic strengthening and support actions for young people so as to guarantee both their school performance and their performance and permanence in the labour training processes. It is important to remember that these young people generally present a low educational level, problems with social adaptation, a lack of basic skills and innumerable family issues, for which the academic strengthening and support processes are fundamental for the success of any programme that tries to increase the employability of this population.

- To encourage and place more emphasis on the personal development processes, changes in habit, life perspectives and job searching strategies, as well as personalized accompaniment for the young people who participate in the professional training processes. The actions for personal development must pay special attention to the gender stereotypes in order to avoid the reproduction of traditional roles when choosing training alternatives on behalf of the participants. Furthermore, it is necessary to permanently incorporate sports and recreation activities as part of personal development actions, with the aim of helping young people to access their right to recreation and leisure time.

- Search for alternatives and strategies to meet the offer of labour information with the demands of businesses, in order to provide relevant courses that foster and really improve the employability of young ex-child labourers.

- Achieve the active participation of young people and all interested actors in the processes, from the design stage of the programmes, so that the actions planned will respond better to their needs and demands.

- Need for different professional training institutions to incorporate more practical and less traditional elements into their training processes, including internships in businesses. Additionally, there is a need to adapt the training programmes to the realities of the young people they are aimed at, leaving aside the positions and rigid regulations that encourage desertion from the processes.

- Definition of the strategies so as not to reproduce the traditional roles of gender in the offer from labour training programmes and institutions.

- Search for options and strategies to achieve a better approach to businesses and employer groups in order to promote their involvement in
the labour training processes and to encourage Corporate Social Responsibility (CSR). Moreover, the need to develop strategies directed at companies and employers in general to combat their stereotyped discriminatory ideas, which blind them to the skills developed by young ex–labourers in their professional training processes.

- Need for a greater participation and commitment from the municipalities and ministries of labour, particularly regarding labour mediation and strengthening processes of the Local Employment Offices (LEOs).

- To increase the economic financial aid for the participants of the labour training programmes, in order to meet transport, food and study material costs, as well as the financial needs of their families. This support must be provided on time and should at least compensate them for leaving work.

- To strengthen work in families as many young people are still living with their nuclear families. In this sense, if a definitive withdrawal from hazardous work and an increase in employability for these young people by means of labour training and education is to be achieved, it is fundamental to rely on the support and conviction of their families.

- Creation of recycling cooperatives and mixed services in the countries where they still do not exist, formed by labourers and ex–labourers in scavenging, including young people over 18 years in order to help formalize the recycling sector and to support the labour conversion of those who work in this sector.

- Designing a comprehensive mental health strategy, psychosocial support and restitution of rights, along with the relevant institutional actors, to tackle the problems of alcohol, drugs and violence in the lives of young people who scavenge or work in other hazardous urban activities.

- More training for the staff of the different programmes that are going to work with the young scavengers of garbage dumps and markets with the aim of avoiding the prejudices and difficulties that can present themselves.

- Need to design action programmes with more scope and a longer duration given the fact that they are working with complex problems that do not have a short-term solution. The schooling, training, professional training and labour insertion processes of those previously trapped in the worst forms of child labour are not achieved in a short space of time. For this reason, the programmes must consider the inherent difficulties of these processes when planning their chronograms and their use of resources in accordance with the complex realities they are dealing with. Furthermore, very short projects do not promote the institutionalization processes on behalf of the State, due to the fact that more time is needed before results may be obtained.

- Search for effective options to permanently exchange and share experiences between the different countries participating, in order to mutually learn and strengthen each other by example.
IV. Guiding Approaches Of The Attention Model
This section deals with the guiding approaches and conceptual assumptions that sustain the proposal of guidelines to improve access to decent work for young ex-labourers in scavenging and markets.

4.1 Rights-based Approach

The rights-based approach implies a substantial change in the traditional concept surrounding children and adolescents centred on the irregular situation doctrine, which defines this age group as people who must be protected in virtue of their social vulnerability. This approach challenges us to recognize all children and adolescents, independent of gender, culture, social situations or any other type of defining condition, as titleholders to the array of rights inherent to human beings, as well as those sectors of the population referred to as special or specific.

In this sense, the rights-based approach calls for a renewal of this notion of young people as non-citizens, legally inept and, therefore, passive receptors of protection and consider them subject to rights and duties in accordance with their particular condition of development. In other words, from this approach, the forms of interaction between the adult world and this age group must be revised in order to provide this group with their own voice and represent them in the management processes of each development intervention. Thus, it is imperative to promote the active participation of young adolescents in every stage of the processes with the aim of empowering them and granting them a leading role in the construction of their life project.

4.2 Gender Approach

The gender approach is fundamental to every development intervention as it allows for the identification of and confrontation with particular obstacles that people face as a result of their sex. A gender perspective implies the analysis of social relationships between men and women in all the dimensions of the social, economic and political activities, and in the context of institutional realities. In this sense, any social situation or intervention programme has to be viewed from a position, which reflects historical, cultural and situational differences between genders and the possible different impacts of these interventions.

A gender analysis exposes the following:

- The gaps between men and women rooted in gender and given voice to in relationships based on inequality.
- The factors and conditions that produce these discriminatory situations which result in a lack of opportunities.
- The various needs, options, opportunities and limitations of both men and women that must be considered in the design of interventions programmes and public policies.
- The capacities of the institutions involved and their mechanisms to arrive at an equal footing for men and women.  

The gender approach is highly significant as it proves that the “neutral” strategies, those that do not explicitly follow the objective of gender equality, tend to maintain and even aggravate the differences
between the sexes (UNFPA, 2003; ILO, 1999). From this perspective, any project that wishes to improve the employability of young people must incorporate specific measures aimed at women so as to grant them the same conditions and opportunities to those of men.

4.3 The Life Cycle Approach

This approach considers the moment of development of a person in his/her life cycle, in order to identify the ways in which adults should relate to young people regarding their possibilities, expectations, needs and priorities. Likewise, it obliges institutional interventions to adjust all of their scopes to involve the identity and characteristics of each age group.

This approach also considers the processes adopted by different societies to educate and socialize younger generations. This is very important for the fact that in many groups in society, including those of Central America, a socially accepted form of educating children is to temporarily introduce them to the world of work and to their different gender roles, which evidently has serious repercussions for the employability of these people.

Furthermore, there is a growing international concern for the incorporation of intergenerational issues in the discussions on policies relating to employment, particularly on the issues concerning the transition of young people from childhood to the reality of work. This is relevant as it has been proven that successful transitions are intimately associated with other important transitions from childhood to adulthood, such as the development of personal autonomy, a sense of independence, the capacity to formulate a life project, to create a home, etc. In this sense, any intervention that attempts to improve the employability of young people must consider these additional elements that help to complete the transitions from childhood to adolescence to adulthood.

4.4 Contextual Approach

Any intervention strategy on the topic of child labour must bear in mind the particular problem of the communities where the projects are implemented, the social, economic and cultural conditions, which affect the entire residential population of the intervention zone, the attitudes of the families, the support –existing institutional support- and the existence, or not, of national or local public policies on the topic.

According to the experience developed by IPEC, scavenging, as children or adults, is normally an expression of severe conditions of marginalization, instability and social exclusion. For this reason, any intervention must be carried out while taking specific characteristics of marginalized-urban communities, their social problems and their familiar realities into account. These characteristics not only affect social, economic and institutional dynamics but the psychological and interpersonal dynamics of the inhabitants.

4.5 Systemic Approach

This approach forms part of the “integrated and sustainable management of waste” concept and calls attention to the role of those who work with garbage as part of the solid waste management system (ILO, 2004). The main objective of this approach is to try to change the solid waste management systems so that adults working with garbage may be incorporated into the process. This incorporation is carried out by means of formalizing their participation, creating cooperatives or other forms of organization and linking them up with the sectors involved, such as the local government and private companies.

---

10 The concept of “Integrated and Sustainable Waste Management” was developed by WASTE, Advisers on Urban Environment and Development (a non-lucrative Dutch organization) in cooperation with many organizations from developing countries. This concept arises from the principal that waste management implies a complex system of actors and activities with different interests and priorities which require appropriate, coordinated and integrated management at every level (ILO, 2004).
This approach mainly incorporates technical, environmental, political and institutional aspects. Firstly, it attempts to change the collecting, separating and classifying systems for solid waste in order to increase recycling rates (technical and environmental aspects). Also, it attempts to improve the conditions of those who scavenge in dumps and give them a formal role as members of cooperatives or business owners. Finally, by creating worker’s organizations, labourers may be included in the drawing up of policies related to the management and handling of garbage and in the citizen control of the same (institutional and political aspects).

By virtue of its characteristics and implications, the systemic approach has an indirect effect on the reduction of child labour. This results from adults being formally incorporated into the management system of waste and, therefore, improving their income and social position, which, in turn, creates favourable conditions for children being sent to school and not to work. Also, this type of intervention offers decent employment opportunities within the community to young ex–child labourers over 18 years of age in jobs they are already familiar with. Now, however, they work under safe and hygienic working conditions, they have more opportunities to develop and they are able to exercise their civil rights.
V. Guidelines For The Construction Of An Attention Model
V. Guidelines For The Construction Of An Attention Model

By setting in motion these guidelines to promote the access to decent work for young people, the scope of the following objectives is being strengthened:

- To prevent the incorporation of young under-age children to the worst forms of child labour, particularly that which involves scavenging or working in markets.

- To strengthen the capacity of the communities and social institutions to prevent child labour and to offer protection and opportunities to young people with the aim of guaranteeing their rights, bringing a sense of dignity back into their lives and improving their possibilities of accessing decent work.

- To strengthen and promote the well-being, opportunities and capacities of ex-child labourers and young workers by means of reincorporating them into the school system and by reinforcing their personal and social development.

- To encourage professional training in order to foster the employability of young people and ease their entrance into the labour market and into decent jobs.

- To influence the creation of legislation, public policies and programmes to guarantee and promote children’s rights and to encourage young people to develop skills to enhance their employability and, therefore, improve their standards of living and support their processes of social and mobility and promotion.

- To design and apply the systemic approach on the integrated and sustainable management of waste, incorporating scavengers into the process.

It is important to underline that the experience of ILO-IPEC shows that the preventive approach must occupy a preferential position within each strategy in order to confront the problem of child labour and youth unemployment. In accomplishing this, the costs of offering adults a second opportunity are much higher than those of intervening in time. Prevention, also, has more possibilities of reaping sustainable and long-term results.

However, in the case of those young people who are older than the national minimum age limit of admission to employment (14 years in Honduras, Guatemala and El Salvador), protection measures and the offer of services can change their employment situation from one of danger to one of dignity. Thus, protection measures and the provision of services are important for this age group. The actions planned in the framework of this care model also arise from the following specific principles:

- Preventing, protecting and guaranteeing children’s and adolescents’ rights.

- Development of options and capacities for obtaining a decent job and for constructing an alternative life project.

- Recognizing and integrating differences (gender, age, school level and ethnicity).

- Active participation of young people in the care process.
• Empowering young people and developing their labour, social and personal skills.

• Articulating and integrating actions and services so that the responses to the problem are not isolated events.

• To compare the resources used and actions taken with the aim of not duplicating efforts and not substituting the initiatives taken by other organizations or institutions.

• Flexibility to develop actions adjusted to the particular conditions and needs of young people.

• Time to gain the confidence of young people, their families and the community, as well as guaranteeing the success of the actions.

• Participation of the community in sustainable and integrated waste management.

In addition, the proposal will support the following components:

1. Prevention in the communities and territories in the project.
2. Strategies and guides to recruiting and selecting young people.
3. Labour training and instruction.
4. Additional services (complementary to the labour training and instruction).
5. Training of people in charge of these components.
6. Monitoring and follow-up.
7. Systematization and evaluation.
COMPONENTS OF THE ATTENTION MODEL

Prevention

Training services & others

Impact

Training
Monitoring and Follow-up
Systematization and Evaluation

- Increase public awareness
- Information
- Training
- Promotion of continuance in the education system
- Creation of rights’ clubs
- Regional networks
- Working with families

Communities and areas of influence.

Young laborers

- Local and national governments
- Civil society
- Unions
- Private Companies
- International organizations

- Personal strengthening and empowerment
- Formal education
- Technical training
- Services of labor mediation
- Services of educational support
- Financial assistance of transport, food and basic wage
- Creation of support networks made up of young people
- Psycho-social attention
- Sport, recreational and leisure activities
- Child-minding services for young parents
- Basic services of comprehensive health-care
- Creation of cooperatives
- Organization of programs with regional networks

Impact on the creation of laws and public policies to protect children and adolescents, increase decent work and promote the sustainable management of solid waste.
COMPONENTS OF THE ATTENTION MODEL

V. Guidelines

- Detection and Training of young people
- Labor Training and Instruction
- Complementary Services
- Training for those in charge of the Components
- Monitoring and Follow-up
- Systematization and Evaluation

Prevention in Territories involved in project

Components of Care Model

Sustainability
5.1 Component 1: Prevention of garbage dumps and markets in regions involved in project

Prevention in communities must contain some indispensable elements and the first involves an analysis of the situation to identify and classify the people in the local environment. It is important to remember that young people who carry out hazardous tasks in urban areas are immersed in a context that must be analyzed and understood by any organism or group of institutions that are to carry out an intervention with them. In this respect, a layout of social actors is essential to clarify the institutional and social panorama that they will face. As part of the layout of social actors, it is important to identify, at least, four groups so as to address specific actions and design strategies for each one of them.

- **Beneficiaries.** These are the people who will benefit directly from the actions of the project.

- **Potential partners.** These are the people or groups that have similar views or objectives to those of the project, in relation to the issue of hazardous urban work being carried out by children and adolescents.

- **Decision makers.** These are the people with influence or who hold powerful positions or authority in the territory. Their actions could have a positive, or negative, effect on the issue and the actions of the project.

- **Adversaries.** These are people who hold opposing or conflicting views on the objectives to be reached by the project.

The prevention tasks in the territories involved in the project must include, at least, the following actions:

### 5.1.1 Training and raising awareness on the issue of child labour and its consequences

These projects must be addressed to:

- Children and adolescents in the territory.
- Parents of families.
- Local employers.
- Teachers and other educational staff.
- Community and grass-root associations.
- Workers and employers organizations.
- Municipalities.
- Churches.
- Governmental and non-governmental institutions.

The first step in the training and sensitization processes must be the carrying out of a diagnostic report that defines and groups into segments the public being addressed by the actions. For each segment, it will be important to choose a specific sensitization strategy adapted to the specific characteristics and needs of the people involved. It is also necessary to draw up a series of questions regarding the knowledge, perceptions, attitudes and practices related to the issue of child labour that exist in the different segments of the public, as well as in the organizations in the territory that could work as partners in the project.

In the following chart, some of the key questions to be answered before initiating the training and raising awareness processes appear:
### V. Guidelines

<table>
<thead>
<tr>
<th>Categories</th>
<th>Key Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge – perceptions</td>
<td>What does the population perceive or know about the issue? Which kinds of beliefs on the issue are identified in the population? Has there been any proposal by any sector to solve the issue? Do people realize the risk or damage levels that this issue may cause?</td>
</tr>
<tr>
<td>Attitudes – evaluations</td>
<td>Is the population aware of the existence of the issue? Do the different social actors of the territory feel involved in the issue? Does the population acknowledge the people affected by the issue? Which degree of interest does the population have in the issue?</td>
</tr>
<tr>
<td>Organizations – institutions</td>
<td>Which organizations in the territory can influence the public so that they listen and answer messages related to the issue? Which organizations can act as obstacles and impede the dissemination of the information?</td>
</tr>
</tbody>
</table>

Once these questions have been answered, it is necessary to develop actions in order to offer elements that help to understand the causes, consequences and size of the hazardous urban work carried out by children and adolescents, as well as the consequences of social stigmatization. These actions require, at least, three activities that must be carried out simultaneously:

- Development of a programme of lectures, video-forums, round tables and workshops adapted to the needs and characteristics of each group. As part of these processes, we can use SCREAM methodology, which has given very positive results, especially with the staff working in educational centres. These activities can be carried out by community developers that, given their proximity to the territory, will be able to communicate more efficiently with the local public.
- Production of written and audiovisual material in order to show the reality of child labour and its consequences, as well as distribution of the material in every relevant space in the community. The materials can be booklets, brochures, stickers, posters, transfers, radio and TV spots and they must also be adapted to the different public.
- Carrying out of awareness raising campaigns on the worst forms of child labour in the local and national media.
The programme of workshops and lectures, the materials and the campaigns must be designed in order to fulfil the following purposes:

- To offer truthful information on the reality, risks and potential hazards of the worst forms of urban child labour and its consequences in the lives of the people involved. The information offered must consider the public addressed, especially their age group, gender, ethnic group, education level, institutional position, etc.

- To offer information on the resources and possibilities to support children and adolescents, especially on the educational and technical training possibilities available (phone numbers, places to go, requirements, etc.)

- To change negative attitudes, to deconstruct myths and to promote a population’s interest in protecting child and adolescent rights, especially the right to education, to professional training and to a decent life

- To modify negative practices, such as sending children to work early and to promote actions aimed at protecting under-age children, especially the most vulnerable and exploited.

In order to increase the effectiveness of the training and sensitization activities, it is necessary for every project or programme to have specialized staff that is able to carry out relevant analysis, design communication strategies and prepare the materials and training processes addressed to the different sectors. To achieve this, it is essential to build alliances with organizations that have complementary resources and expertise in awareness raising and communication tasks. The latter is particularly necessary, as the executing organizations will not always have personnel that are qualified in this field. In this way, partnerships are encouraged between other sectors and organizations, which strengthen the institutional response and the possibility to increase the supply of comprehensive and relevant services to the beneficiary population.

Finally, before organizing awareness-raising campaigns or training activities, the impact of such events must be measured so as to ensure that the invested resources are used in an effective way. It is also important to take responsibility for the expectations that could be created with this kind of campaigns among the child labourers and their families and to make sure that the public is not disappointed by these expectations not being fulfilled by the project.

### 5.1.2 Creation of community-based protection and surveillance networks with all the relevant social actors

The first action that will aid in the creation of local networks is the sensitization and training of every person, institution and social organization that has been identified as a potential ally. To achieve this, a list of the different governmental and non-governmental entities and community groups that could involve themselves and participate in a network of this kind must be drawn up. The main objectives that must guide the creation of these networks are:

- The creation of an early alert and monitoring system for child labour that allows for prevention or quick intervention in the case of situations that jeopardize the psychophysical integrity of the people that live in the territories involved with the networks.
V. Guidelines

- The identification of children and adolescents in risky situations, carrying out hazardous labour activities, victims of school exclusion or of any kind of violence or exploitation.

- Providing coordinated help and protection to children, adolescents and their families who find themselves in situations which violate their fundamental human rights i.e., victims of violence, school exclusion, hazardous work, commercial sexual exploitation, adolescent pregnancy, disabled people or those who use narcotic substances.

- The promotion of processes which carry political impact in order to bring inputs from the local reality to the design and implementation of public policies and legislation that favour the situation of child labourers, the protection of young people, the promotion of decent labour and the sustainable management of solid waste.

In the field of political impact, it is essential to develop a series of actions from the regional networks, such as:

- Insertion of the issue of child labour in scavenging, markets and other forms of hazardous urban work in the national plans against child labour and in the municipal plans of social development, so as to incorporate this special topic into the agendas of the relevant organizations and even into the national and local policies.

- Incorporation of the subject on the integrated and sustainable management of solid waste into municipal and national policies.

- Promotion of legal frameworks and regulations that take into consideration the realities and needs of children and adolescents scavenging in dumps and markets. These legal frameworks must, at least, contemplate banning minors and pregnant women from entering dump sites, as well as strictly controlling all places where garbage is dealt with and handled, such as collecting trucks, storage centres, recycling places, etc. These legal norms must approach the possibility of carrying out inspections in residential houses or private spaces where it is suspected that there are minors working with garbage.

- Strengthening relationships between civil society, the State and the relevant international organizations so as to share knowledge and to enable the development of accepted views on child labour in urban areas and on the policies that should be implemented with the aim of preventing, monitoring and confronting the issue.

- Promoting the active participation and inclusion of the voices and experiences of child workers in the processes of legal reform and proposal of public policies. Minors who scavenge or have worked with garbage must play an important role in the activities that defend their cause, as protagonists and spokesmen and spokeswomen of their own experiences.

In the processes that lead to the creation and articulation of the local networks, it is important to take into account the following elements:

- An open and inclusive summoning of all young people and entities that could be interested in forming part of the network to participate. To achieve a high level of participation, all the institutional actors identified in the list must
Finally, it is important to highlight that the participation and integration of these local actors is essential in the tasks of preventing, detecting, protecting, providing follow-up and monitoring the children and adolescents that participate in the different direct care programmes. In fact, the existence of these networks is vital to providing sustainability and institutional support to the initiatives that supply services to this population.

5.1.3 Promotion of enrolment processes and maintenance of all children in the education system

It is important to keep in mind that to maintain and increase school enrolment, as well as to reintegrate children into the formal education system, it is necessary to create a set of external actions that take into account the social and economic problems of the families in impoverished sectors and also, in many cases, the lack of relevance and freshness in the curricula and the poor stimulation offered to children and adolescents in the educational system. In addition to this, a systematic follow-up that takes into account these conditions and realities is required. Such conditions can imply the systematic denial of rights, complete or functional illiteracy, conditions of exploitation and the erroneous evaluation of work as a way to instruct children. Therefore, any school programme addressed to these children must also consider literacy actions (for those who need it), school reinforcement processes and psychosocial support.

Some of the minimum actions that must be carried out to guarantee the access and maintenance of children and adolescent in the school system are:

- Coordination with the educational authorities in order to create open and alternative quality educational systems. The establishment of distance education systems and Sunday or night schools can be promoted. It must be taken into consideration that the children in these open systems are the ones that need the most extra-curricular support and strengthening of their learning skills.
V. Guidelines

- Provision of grants for children and adolescents from the most vulnerable sectors, especially for those that, because of their gender, age, ethnic group, family situation or socio-economic background, are prone to early expulsion or being prevented from attending the educational centres. In this framework, it is important to promote the adoption of conditioned cash transfer mechanisms by the State.

- Creation of psycho-pedagogic units in the educational centres to facilitate the level assertion and integration of children with learning problems or possible disabilities. To achieve this, interdisciplinary teams are required to give comprehensive care to these children, including the diagnosis of problems, psychosocial support, reinforcement of schoolwork and curriculum adjustments. For these units to be successful and effective, they must be provided with the necessary human and material resources.

- Provision and adaptation of community places that can serve as study centres and libraries for children and adolescents in order to offset the adverse social or material conditions that may exist in their homes and prevent them from studying, doing homework or developing other necessary skills for school life. It is essential that these places have an appropriate location and timetable for the needs of the population, guaranteeing realistic access for children and adolescents. As an integral part of the activities of these centres, permanent and systematic programmes of extra-curricular support must be implemented by means of creative and recreational techniques, so as to promote the development of study habits that allow children to improve their school performance and to lower the possibility of expulsion due to low academic performance. It is important to involve university or advanced students, retired teachers or anyone from the community who is interested in supporting programmes of this kind, in these activities.

- Raising awareness among teachers and training them and their educational organizations in order to encourage them to pay special attention to children at risk of being expelled from the educational system. Emphasis must be placed on the modification of pedagogic methods, the creative implementation of study plans, curricular adjustment and fostering a horizontal relationship with students so that the teaching staff have more tools and become a stimulus to maintain children in the educational system. Moreover, it is important to sensitize and train them in the concept of child labour, the conditions and consequences of this kind of exploitation, prevention, detection and care strategies and the role that education must play in the prevention of child labour. All of this training will help to bring about a change of attitudes, which will work towards eliminating discriminatory practices suffered by children in especially unfavourable situations from the school system.

- It is essential to pay special attention to the most vulnerable people, such as young girls or children from the most socially excluded sectors, which, because of cultural or financial reasons, are at a higher risk of leaving school. It is crucial to offer these children special programmes of psychosocial support that, within the educational system, strengthen their self-esteem, their gender identity and their capacity to see themselves as people with rights, especially the right to equality, to education and to a decent life.
5.1.4 Creation of clubs and training of trainers in child and adolescent rights in education centres

To keep children in the educational system and even to reincorporate those who have been expelled, it is necessary to design strategies that imply their active, direct and creative participation. The creation of children and youth clubs based on the promotion of rights in the communities and school centres is a good example of this practice. The clubs are associations for children and young people aged between 7 and 18 years that organize themselves and establish meetings to identify collective interests, needs and hopes that allow them to consolidate a basis to build their life projects, to understand and exercise their rights and to promote a culture of participation and citizen responsibility.

The main goal of these clubs is to build a life project for the children and adolescents involved. This can be achieved through the active and direct participation of children and adolescents, by means of the search for pleasure, fun and the learning and understanding of meanings and rights. Thus, the groups of pairs constitute themselves as essential in the construction of a life project and in the learning and acknowledgement of rights by means of collective spaces for construction and reflection. SCREAM methodology might be an excellent tool to use in theses spaces.

It is essential to count on the support of the educational authorities to promote the creation of these clubs, as many of them will be located in schools and colleges, although other community places can also be used. The clubs are formed in order to reach the following objectives:

- To strengthen and favour the school performance of club members
- To develop, reinforce and strengthen the creativity of child and adolescent talents by carrying out artistic, cultural, sports, civic, recreational and learning actions.
- To promote spaces for collective and individual reflection that allow its members to internalize and meditate on their living conditions, their relationship with the members, their family, their community and their school, as well as the understanding of their universal and particular rights that depend on their gender, age, ethnic group, economic condition, etc.
- To promote their comprehensive mental health, as well as sexual and reproductive health.
- To promote and set up processes to prevent the consumption of narcotic substances.
- To support and promote the formulation and execution of group projects inside the clubs.
- To motivate the participation of parents in actions carried out by youth clubs.

For the creation and operation of these clubs, people are required to facilitate the processes. This facilitator must be young, enjoy recognition in the community and be accepted by the club members. It is extremely important that he/she has experience in working with children and adolescents, in network building and in the training of leaders, as well as in the subject of promoting children’s and adolescents’ rights. This person must also be able to organize and promote recreational, artistic and cultural activities so that the construction of life projects and the understanding of rights are carried out as part of games and recreational activities.

---

12 Taken from “Proyecto asistencia integral al joven a través de clubes juveniles. Lineamientos técnicos administrativos.” Colombian Institute for Family Well-being (Instituto Colombiano de Bienestar Familiar). Santa Fe de Bogota, Colombia, 1999.
Furthermore, the facilitator must channel the ideas and the discovery of attitudes and aptitudes that allow the club members to reinvent, question and construct the basis of their life project, individually and collectively, from a perspective focused on universal and particular rights. Finally, it is necessary to remember that all these processes must be developed with a gender perspective in mind and a sensitivity regarding all the diverse economic, social and cultural situations that may exist in the communities.

5.1.5 Direct work with the families of child and adolescent labourers for the development of effective strategies to generate income and to promote the construction of family relationships that respect and protect human rights

Working with the most vulnerable families in the territories involved in the project must aim at preventing minors from entering into scavenging or working in markets and to permanently withdraw those working under the legal minimum age.

In this respect, in preventive terms, working with families must be focused on the achievement of two complementary goals:

a) The generation of incomes.

b) Family strengthening to construct relationships based on respecting and protecting the human rights of all family members.

Working with the families of child labourers implies the previous development of a series of tasks with the aim of identifying the most vulnerable groups and preparing a preliminary list or database. These tasks can be carried out by community developers, social workers or health personnel. The steps to be followed in this process include:

- Visits to areas with highly unstable conditions and establishment of contact with the communal leaders and institutions so as to identify the families who require assistance. The local networks against child labour are essential in this task.

- Approaching and respectfully contacting the families so as not to raise fears or resistance.

- Exploration of the needs and the families’ general problems, as well as those of every member.

- Priority care given to basic needs or critical situations.

- Refer to the social services in the area (if necessary and if they are available).

- Drawing up an action plan for the entire family and for each member (if necessary).

a) Generation of income

As far as the generation of income is concerned, here are some of the alternatives that can be developed:

- Professional training for the members of the family that are older than 14 years of age. It is possible than before entering professional training, it may be necessary to offer courses in accelerated primary education or to enter a system of open formal education, especially to the youngest members of the family. As regards women, it is essential to offer alternatives that do not reproduce the traditional roles of gender at work.
• Corporate training for those interested in initiating small business or enterprises.

• Access to small loans or seed capitals for enterprises.

• Support and advice on the strengthening and creation of production units or small businesses.

• Support for entry into the job market.

• Support and advice on the creation of recycling cooperatives and combined services.

It is important to remember that several studies have shown that when adult women in families have a relatively greater control of the family resources and access to personal goods, children have more chances of being sent to school and not to work. In other words, when women increase their welfare level and have access to higher incomes, the situation leads to a gradual reduction in child labour (Sagot, 2004; Ilahi, 2000; Grootaert & Patrinos, 1999). In this respect, important efforts of the actions related to the generation of income must be focused on women, as they tend, more often than men, to invest the income in the family’s welfare and the protection of their children.

b) Family strengthening

The first element to take into account when developing family strengthening and promoting respectful relationships programmes is that the family is not a static and homogenous group. A family is rather an institution marked by hierarchy and power relationships. From this perspective, when working with family groups it cannot be assumed that there is a unity of interests and needs. On the contrary, the differences produced by gender, age and other factors must be recognized. In other words, it must be admitted that some members in the family, for example young girls and adolescents, are more vulnerable than others. Therefore, to initiate the prevention work with families, there are four very important tasks that must be carried out:

• To undertake a comprehensive evaluation of the factors that most affect the general situation of the family.

• To compile information on the family’s history.

• To analyze the roles differentiated by gender, age, links, the kinds of relationships established among the members, the handling of power and authority relationships, achievements and the particular difficulties of each member.

• To provide assistance in crisis and to refer to the appropriate entities in case a situation that deserves this treatment is detected (sexual abuse, incest, commercial sexual exploitation of a minor, physical violence or any kind of exploitation or abuse). According to the Human Rights-based Approach, in these cases the person directly affected has priority over any other action and a plan for her/his protection and security should be developed immediately.

The process of family strengthening and the promotion of relationships, which are respectful and protective of the human rights of all members, must include the following series of topics:

• Acknowledgement and understanding of rights by each member, according to their gender, age, ethnic group, capacities, etc. An essential element of this point is to help the family members to recognize the importance and the value of education for the comprehensive development of all members of a family group and to avoid the reproduction of the poverty cycle.
V. Guidelines

- Techniques for horizontal and democratic communication.
- Non-authoritarian upbringing methods.
- Prevention of abuse and violence.
- Making accepted decisions and finding alternative solutions to conflicts.
- Protection of children and adolescents, particularly within the framework of child labour.

The development of alternatives to the generation of income and helping to strengthen the more vulnerable families requires the coordination of all governmental and non-governmental bodies capable of supporting crisis situations (domestic violence, incest, commercial sexual exploitation, the presence of HIV/AIDS, drug addiction, adolescent pregnancies, etc.), as well as offering training programmes, financial assistance, credits, facilitated transfers, housing and social assistance. When working with families it is also important to develop recreational and cultural activities, as well as linking these activities to regional networks.

5.2 Component 2: Strategies and guidelines for the recruitment and selection of young people

5.2.1 Identification and selection

The identification of a minor that scavenges in dumps, markets, or any form of hazardous urban child labour must be the beginning of a process to evaluate the situation and possible risks and to search for pertinent solutions. Professional training and guaranteeing rights will provide people with some viable alternatives to this type of labour. In this respect, the tasks of identification must be guided by a fundamental principle that believes the identification of young people is not a goal by itself, but a means to initiate a process based on the provision of services and the guaranteeing of rights.

Multiple experiences in many countries around the world have shown that the ideal people to carry out the tasks of identification and training are young people themselves that have worked as child labourers. This population is empathic with the situation and can speak the same social codes as those being reached out to. For these purposes, the creation of youth promoter groups, constituted by young people that have been withdrawn from hazardous urban work, is essential, as they are more capable of approaching the target population, gaining their confidence and promoting the processes of labour training.

The identification of those who will be incorporated into the training and instruction processes must follow several routes, depending on whether they are enrolled in schools or not.

- School-going population: in this case, working with teachers is essential as they usually have first-hand information on the conditions of their students. Also, teachers, school directors and school supervisors are the people who are capable of detecting school absences or dropouts. In other words, they can provide information that allows the project to follow-up on these people that have abandoned the educational system or who may be at risk of doing so. It is important to consider the fact that young people who find themselves immersed in scavenging in garbage dumps or markets and still go to school, usually attend open, distance and night education modalities or through accelerated primary school courses. In this respect, special attention must be paid to the educational staff that works in these
open modalities as they may prove to be invaluable collaborators in the identification processes, as well as in following-up the participants in the training processes.

- Non-school going population: in these cases, it is necessary to resort to a series of communal entities, such as churches, neighbour associations, communal developers, and youth leaders. It is also important to rely on more informal strategies, such as visits to the markets, dumps and storage centres, and the use of the “snowball” technique, i.e., the identification of young people through those who have already been identified. Moreover, other resources, such as the distribution of flyers and posters in the areas of influence, may be used, announcing the opportunities and establishing requirements.

5.2.2 Selection Criteria

The beginning of any programme that tries to improve the access to decent employment for a population in especially vulnerable conditions must set out from a very careful process of selection, so as no to end up with an initiative that does not reach the beneficiaries addressed. The minimum criteria are the following:

- The youths must be between 14 and 24 years old to join the professional training and instruction processes. People between 12 and 14 years can join the processes as long as their regular studies are not interrupted. Under no circumstances may a child’s attendance at school or vocational training process finish before they are 14 years old, which is the minimum age for entry into employment.

Once contact has been established and the selection process has been carried out, it is necessary to act, while being mindful of the following elements:

- The young person must have it explained and understand the nature of his/her participation in the training process, the benefits that will be granted, the established conditions and requirements.

- Promises that cannot be fulfilled must not be made.

- Expectations that cannot be fulfilled must not be created.

5.3 Component 3: The professional training and instruction process

It is essential to take into consideration that the final objective of the professional training processes to increase the employability of young people and to grant them dignified living conditions cannot be achieved without previously fulfilling a series of intermediate objectives, such as the protection and guarantee of rights, (to formal education, to comprehensive health care, to recreation, to not working under the legal age, to enjoying appropriate working conditions over the legal age and to granting access to rights), as well as personal development and empowerment.

As an important part of guaranteeing rights and providing services, special attention must be paid to the gender, age and educational level of these young people. This young population does not constitute a homogenous group. For this reason, in any direct care process, it is important to recognize the sub-groups in order to understand the special needs
of each one of them. In particular, it is necessary to establish strategies to provide different care to the young people experiencing the following conditions:

- **Young people that have not finished their basic education and those aged between 12 and 14 years.** In this case, the first step is to guarantee their permanence or re-entry into the formal educational system or open or distance systems. Firstly, in all cases, it is necessary to carry out an individual diagnostic report, as a starting point to get an understanding of the population within the educational system and the kind of support they need (curricular adjustments, special support, etc.). The diagnostic report must be carried out by a qualified staff, which is able to identify possible learning problems and cognitive and physical disabilities. Once the diagnostic report has been carried out, it is necessary to design strategies for follow-up, reinforcement and socio-educational and economical support, in order to prevent desertion or school failure.

- **Young people that have already finished primary education.** In this case, it is also necessary to carry out a diagnostic report aimed at defining the educational weaknesses and the needs related to the labour training process. It is also recommendable to encourage adolescents to remain within the educational system, as the ideal situation would signify receiving formal education parallel to professional training. In many circumstances, although young people have finished their primary education or have even advanced to secondary education, remedial strategies will be necessary to reinforce, for example, their mathematical, reading-writing skills and general knowledge or to deal with possible learning problems or disabilities.

- **Young women.** Women deserve special care given the former conditions of gender discrimination and vulnerability. In addition to the former statement, young women will require special support in facing particular situations, such as adolescent pregnancy, violence, sexual harassment, and social representations and stereotypes, held by them and by their society in general, which does not attach importance to the education and professional training of women.

- **Young people that are particularly vulnerable and in special conditions (drug addiction, alcoholism, commercial sexual exploitation and gangs).** In these cases, apart from the educational and labour training interventions, it is necessary for every care programme to develop special and comprehensive strategies for the treatment, rehabilitation and effective protection of the rights of young people involved in these issues.

### 5.3.1 Previous steps to occupational training

Before the occupational training process properly begins, it is essential to carry out three previous actions:

- **Preparation of a study on the needs of young people, and a study on the labour market, as well as on the possibilities for self-employment in the area or territory involved in the projects.** These studies aim to meet the demands of young people with those of the labour market. The former will normally imply the adaptation of the profiles of the occupational training programmes to the demand. Moreover, this process must be participative and include continuous consultation with the participants.

- **Preparation of a diagnostic report and evaluation of every young person that participates in the programme, so as to establish the size and the characteristics of his/her specific situation and to prepare a plan for each person.** In this diagnostic
report, it is necessary to collect information on the following aspects:

- Physical and emotional state.
- Basic needs.
- Educational level and condition.
- Current labour situation.
- Identification of the family situation.

On the basis of this collected information, it is important to explore the available alternatives and to establish a plan for each person, according to the needs detected (reintegration in the formal education system, school reinforcement, health care, entry into an occupational training programme, etc.)

- Implementation of a personal development and empowerment process. It is important to bear in mind that, given the special characteristics of this population and the social exclusion conditions that it suffers, the first step in any labour training and instruction programme must be a process of personal development and empowerment. This must be understood as the first module of the labour training and instruction programme and it must be developed parallel to the processes of school reintegration and educational reinforcement. This component is conceived as a system that will guarantee better results in the labour training process. A fundamental part of this component is that it will be taught by sensitized and trained staff that will ensure the comprehensiveness of the course and take into account the special characteristics of the people involved. The main aim of this process is to provide a space to construct a life project that goes beyond hazardous work as being the only and exclusive option. The thematic axis proposed for this component should include activities that address personal development on three levels: cognitive, affective and behavioural. The process of specialized intervention for personal development and empowerment is planned to last approximately 12 to 15 meetings (sessions). Some of the elements proposed for this component are:

- Reinforcement of self-esteem, self-image, self-concept and the capacity to see oneself as an individual with rights.
- Reinforcement of the capacity to make decisions and solve problems.
- Leadership.
- Initiative.
- Equitable gender relationships.
- Focusing attention.
- Citizen’s rights and duties.
- Respect for social norms and adaptation of their personal appearance.
- Training for the construction of support networks made up of young people themselves.
- Vocational orientation focused on the making of decisions about their labour future.  

Vocational orientation or orientation towards a career is defined as “the services and activities aimed at helping people make decisions related to their education, their training, and their occupational options, as well as managing their careers in the most appropriate and satisfactory way” (Hansen, 2006).
1. A study on the conditions and needs of young people

2. A study on the labour market and the possibilities for self-employment in the territory

3. A diagnostic study on each young person

4. Personal development and empowerment process

5. Reinsertion into the formal educational system and school reinforcement

6. Quality professional training and complementary services
5.3.2 Characteristics of professional training

An important characteristic of any training and instruction process is that it must not create second-class opportunities that do not lead to improving the employability of young people, which would incite greater frustration and deceive the target population. Currently, many labour-training options, especially those in the poorest countries, such as those of Central American, are orientated towards occupations that are too rigidly defined and are focused on developing very limited technical skills. The latter point proves extremely problematic in a period with dramatic changes in the needs of the employers. From that perspective, it is necessary to develop new models of vocational training, so as not to perpetuate the practice of offering training in jobs or skills for which there is a limited demand.

It is also necessary to connect the professional training processes with the needs of employers. In order for this training to respond to these needs it must be relevant and help certifiably increase the employability of young people. This will allow the participants to receive more viable vocational alternatives as far as profiles and skills needed for jobs are concerned. It is also extremely important not to repeat and perpetuate gender stereotypes, by offering training opportunities for women that are removed from traditionally feminine tasks.

The professional training processes must preferably be certified, with an adequate duration to ensure appropriate training for the various labour tasks, and must have two outlets:

- One that prepares people for a formal job. In this case, young people must be provided with both the traditional skills and tools, and with others that allow them to adapt to the changing conditions of the formalized labour market (further on, the necessary skills for the integration into the formal labour market are detailed).

- Another for the development of micro-enterprises. For those skilled in areas such as planning, administration and management, the preparation of budgets, production, merchandising, dealing with customers and others that allow them to carry their business or micro-enterprises on successfully.

It is important to offer these options as not everyone has the capacity to form successful micro-enterprises. Furthermore, this last point promotes integration into the informal sector, which usually offers lower quality employments and exposes people to conditions of greater insecurity and lack of social protection. From that perspective, it is important to consider the desires and interests of young people, as well as to offer them advice or information in order to place themselves in the most adequate outlet for them. These outlets must not be understood as separated but as complementary to each other and must be offered in an inter-related fashion.

Several studies carried out in many parts of the world have shown that the dual system is the most effective way of improving the employability of young people (Axmann, 2004; Brewer, 2004; International Labour Conference, 2005). This is the system that combines learning at work with training and has the following characteristics:

- The practical content of training and the methodologies of “learn by doing it” are emphasized.

- Although instruction in the classroom is not overlooked, the goal is to be innovative and not to repeat the atmosphere of a conventional classroom.
The aim is to guarantee the acquisition of practical tools in the work centres themselves, which will provide these young people with not only more security, but with greater skills to face the labour market.

Evaluations are based on individual progress and incentives are awarded for good personal progress.

This system has proved to be the most effective because recent investigations on the cycles of vocational learning have indicated that training processes and the acquisition of practical skills must not be separated (Axmann, 2004). Furthermore, they must be organized in a process of joint learning so that the interests of the participants in the process can be developed and continuously satisfied. As a result, the training processes must be developed simultaneously both in the training centres and in the enterprises or work centres. There have been successful experiences in several places around the world, including the territories involved in the project themselves, that show young people successfully developing their learning experiences in family or community workshops. In other words, the definition of a work centre in this modality is broad and only requires a space for practical training and a resource-person willing to collaborate with the process.

The essential requirement for establishing a dual system is achieving coordination and agreement between different enterprises, institutions and work centres, so that they agree to receiving students and that they commit to respecting the rules of training process. In particular, defined and supervised processes have to be created to prevent the exploitation of young people. In some countries, the signing of learning contracts has even been put into practice, in order to regulate the working conditions, such as timetables, hours, payments and labour rights.

In addition to the above, the criteria that must be followed by a good practice in professional training are:

1. **Innovation:** it has characteristics to tackle the weak points of other training practices in relation to vulnerable young people and appeals to the interest of all the concerned parties.

2. **Feasibility:** it can be properly undertaken as there is enough support, financing and capacities to do so.

3. **Awareness of the differences between sexes:** it considers the different interests and needs of both sexes, in order not to perpetuate the inequity of genders.

4. **Adaptation:** the practice is understanding of the needs indicated by young people of both sexes and uses an approach based on consensus. Moreover, it responds to the interests and desires of the participants and other relevant actors.

5. **Pertinence:** the practice contributes directly or indirectly to satisfying the needs of the market and the participants’ demands.14

Additionally, in some countries a new approach to vocational training, called “reflexive learning” (Axmann, 2004) is being implemented. This approach is based on learning processes that are relevant for the participants, according to their needs and conditions, and tries to stimulate and promote group work and the development of learning strategies that lead to concrete results, which can be easily evaluated. Thus, new ways of learning and new strategies for the evaluation and grading of results is developed. In this respect, it is important to promote changes in vocational training systems and institutions, so that the instructors become more moderators and facilitators of the collective learning processes and cease carrying out the traditional teaching role of simply providing

---

information. In the modern vocational training systems, the capacities of instructors for being true facilitators and coaches can carry more weight than their technical knowledge. This stems from the fact that the most determining factor is to place emphasis on the development of people’s “learning to learn” capacities.

Added to this, there must also be, parallel to and part of the comprehensive training processes, a series of other elements. According to the ILO, this is due to the fact that people are more employable when they have an education and have received comprehensive training and a set of skills that include teamwork, problem solving, basic technical knowledge and basic knowledge of other languages. Moreover, it is important for people to gain learning abilities and skills to protect themselves and their colleagues from occupational risks and accidents, as well as acknowledging their labour rights (ILO, 2004). For these reasons, and as part of these processes, young people must be offered the following:

- Training in the labour market. It is important that all those participating in the professional training processes are aware of what the labour market offers and needs. This will help them choose a career that guarantees them a decent job on completion of the training process. To achieve this, entities that carry out studies and workshops on the labour market, whether they are State-owned or business and commercial organizations, may be involved. It is important to highlight the fact that the content and language of these courses must be adapted to the participants’ educational and comprehensive level in order to achieve the expected result.

- Guidance for job searching. This is one of the most important complementary elements that must be offered, since the acquisition of a job will depend on the development of the necessary skills to guide themselves through the search period. A special emphasis must be placed on the where, the what and the how of looking for a job and to develop administrative skills for the personal resources available in order to be able to make a planned and proper use of them. Moreover, they must be provided with all the information related to organizations and offices that can provide support and offer technical, guidance services, or databases of available jobs. The coordination with the local or national job offices is essential for this activity.

- Motivation and value of decent labour. For the participants in the training processes it is vital to see, understand and internalize that labour can be carried out in conditions of security and protection, without damaging their comprehensive development. As a result, it is necessary to promote, through creative processes, the development of a life project that implies a respect for their universal and specific rights as individuals and workers. This can be developed as a follow-on approach to the personal development and empowerment processes, reinforcing what they already learnt, but focusing on the evaluation of decent labour.

- Skills associated with the labour performance. Some of the skills that young people may required in a working environment include discipline, punctuality, teamwork, oral skills to express what they think in a given context in a respectful and tolerant manner towards others, as well as to follow instructions, responsibility and time organization.

- Planning of tasks. For developing planning skills it is necessary to guide people so that they develop the logical thinking necessary to carry out the activities with a certain order and efficiency. It is important that people know the “how to do it”, the “why” and the “for what”. That means to be
able to plan and see the results of such planning. Also, it is necessary to make the participants aware of how important it is to use their time well and distribute it well, in addition to the benefits that they could obtain in their daily lives from applying these principles.

• Problem solving capacity. This is one of the components that deserve more attention, as it is a very attractive characteristic for employers. To develop, promote and strengthen the capacity to solve problems in a clear, organized and pertinent way it is extremely important to take into consideration the strengths of young people, so that they can put them into practice and feel comfortable using them.

• Social skills needed to get and keep a job. Young people must be prepared in such a way that their capacities are strengthened, especially the oral skills, their attention developed, their physical tendencies improved and their personal appearance enhanced, given that, when the times come to look for a job, they will have the necessary resources to present and sell themselves in front of a potential employer. Also, all the personal and labour performance skills discussed above are essential to keeping a job.

• Capacity to adapt to the labour environment. In general, changes imply an adaptation process, and for young people, the shift from hazardous work to the training process and from there to an employment position can be problematic if they are not properly prepared. In this respect, the professional traineeships become a valuable tool for making a smooth transition between both worlds.

• Capacity to work in a team. Young people must be provided with the opportunity to carry out joint activities that allow them to rehearse and practice teamwork with concrete results. Furthermore, within this process, it is important to aim at consolidating inclusive and diverse leaderships that strengthen and consider the abilities of the group members.

• Preparation of curriculum vitae. This element is extremely important as knowing how to present skills and abilities is a significant tool for young people when it comes to applying for a job.

• Occupational health and safety. Occupational health and safety programmes play an important role as they form part of the skills that every labourer must acquire. This will not only serve for their own protection but will increase their employability and allow them to act in an appropriate way should possible emergencies occur or to even offer protection to their colleagues in such cases.

• Basic knowledge on integrated and sustainable waste management. Given that many of these young people have been or still are in contact with garbage, it is important that they acquire basic knowledge on the integrated and sustainable management of waste. Eventually, these ideas may prove very useful for people that want to form or participate in recycling cooperatives or in other enterprises related to the handling of waste.

• Labour rights and enforcement mechanisms. It is important that each person preparing him/herself to begin work is clear about his/her labour rights and duties, what is stated in the international agreements and national laws, as well as rights enforcement mechanisms.

Basic training in languages and new technologies. It has been proven that the employability of people in new labour markets increases considerably if they have a basic knowledge of other languages, especially English, as well as a working knowledge of new information and communication technologies.
• Use of “reflection” learning techniques as a way to face the new challenges of the labour world.
• Approaches that result from the direct participation of enterprises or institutions in the vocational training processes.
• Use of the “dual” system that combines training with practice in the work centres.
• Use of new training methods for teachers and instructors in order to revitalize training schemes.
• Redesigning the curricula of labour training processes in order to make them more relevant and focus on building up capacities to promote employability.
• Emphasizing key skills, such as: teamwork, problem solving, handling business management techniques and development of “learning to learn” skills.
• Designing learning spaces to promote continuous education and education for life.
• Participation in tripartite structures (State – employers – trade associations) in the administration of new models.

5.4 Component 4: Additional services that complement the occupational training and instruction processes

In addition to the labour training services, and in order to obtain successful results, young people must be offered a series of other services that incorporate, at least, the following elements:

• Financial assistance for transport, food and basic stipends. This aims at facilitating participants’ attendance at and permanence in the programmes, taking into account that the harsh social and material conditions of young people will prevent them from finishing the programmes if they do not receive this aid. The financial assistance offered must be delivered in a timely fashion and at least compensate them for leaving their jobs.

• Educational support services. Preferably, all children older than 14 years, when possible, and all children under 14 years of age will be reintegrated into the formal educational system. When this is not possible, the conditions for entering into distance education or open education systems must be guaranteed for those that have not completed their primary education. The ideal situation would be for all children and adolescents to be able to continue their formal studies and finish their basic and even their secondary education. In the case of each one, including those who enter directly into occupational training, it is necessary to design monitoring strategies and psycho-socio-educative support, as well as motivation tools for studying. It is important to adapt spaces, in the training centres themselves or in other places of the community, so that they can serve as study centres or libraries for young people, with the aim of compensating adverse social or material conditions that could exist in their homes and that prevent them from studying or doing homework.
• Labour mediation services. By means of creating and supporting the local offices of employment so that they may carry out a diagnostic report on the needs of enterprises, maintain databases on both job offers and available applicants, and facilitate contact between enterprises and young people who have received training. These offices should also guarantee the instruments and institutional support for protecting and defending their labour rights. Also, these spaces should manage and activate funds for seed capitals and youth enterprises.

• Basic health services. It is necessary to offer health education, medical care and referral to health care centres in order to solve particular problems suffered by young people, including alcohol and drug related problems. It is also necessary to provide information and services aimed at guaranteeing the reproductive and sexual rights of the participants, according to their stage of development, as well as ensuring prenatal care for pregnant women. As part of the health care services, the following elements must be provided:

  - Information on self-care and prevention of risky behaviour in clear and appropriate language.
  - Check-up services and medical and odontological control.
  - Access to medicines, if required
  - Sexual education and information and access to safe contraceptive methods.
  - Occupational health and security measures at work.

• Child-minding facilities for young parents. Many of the people involved have already started a family life and are responsible for their own children or for other minors in their families. Hence, the absence of appropriate child-minding services can pose problems for many people, especially women, who wish to assume commitments such as those required in labour training processes. In this respect, it is important to establish agreements with different local entities in order to facilitate child-minding services to help parents attend the instruction, educational and labour training processes.

• Recreation and artistic, sports and leisure activities. It is essential to ensure the young person’s right to recreation and leisure. Moreover, it is proven that recreational, sports and artistic activities contribute to a good educational performance, as they stimulate creativity, abstraction, manual and social skills. As part of these activities, spaces for artistic activities, such as poetry, music, painting, theatre and dance, must be created. Also, it is important for young people to visit places like museums, cultural centres, theatres, amusement parks and others, when possible. In order to achieve a comprehensive development of this population, it is also essential to practice some sports activities.

• Psychosocial care. It is important to guarantee young people individual and collective spaces so that they can recover from the problems they faced in their personal stories, such as sexual abuse, mistreatment, domestic violence, adolescent pregnancy, commercial sexual exploitation and other forms of violence. Also, these spaces grant them companionship and relief, and help them feel supported by people that care about them. As part of any comprehensive psychosocial care process and in order to guarantee the mental health of this population, it is also necessary to develop strategies to tackle the problems related to narcotic substance addiction.
Creation of support networks or associations constituted by young people. Mutual exchange, companionship, friendship and a sense of belonging all contribute to breaking the cycle of exclusion and isolation usually suffered by this population. This also helps young people to improve their self-image, which in turn increases their chances to improve their current situation in life. By means of these networks, it is also possible to form a group of youth developers to accompany them and facilitate the training and instruction processes of these youths. These support networks can mark the beginning of the creation of mutual help associations or even the organization of social movements constituted by this population, as well as for the training of leaders that may subsequently play a significant role in the actions that hope to have a political impact.

Coordination of the work of the labour training and instruction programmes with the community institutional networks. This favours the success of the programmes and makes them more sustainable by distributing the responsibilities of prevention, care and follow-up among the young people. Also, the coordination with communal spaces creates greater levels of participation and responsibility in the community and facilitates the appropriation of this process by the community.

Promoting the creation of cooperatives and other forms of collective organizations for the handling of garbage. This kind of intervention creates decent job opportunities for the over 18 age group of young ex-child labourers within their own communities, in jobs they are familiar with, but with safe hygienic occupational conditions, with greater development opportunities and with the capacity to exercise their civil rights. In general, it is important to support and provide technical follow-up to the creation of different youth micro-enterprises, which could open up opportunities of organization and high quality jobs to this population.

5.5 Component 5: Training of trainers

The quality of care regarding the professional training of this population is made possible using a structured training plan that provides tools to tackle the issues of child labour and youth employment. This component considers the development of training processes addressed to those in charge of implementing the model in order to raise awareness among the problem, promote a respect for the rights of this population and to standardize the basic technical criteria for the fulfilment of the model’s objectives. This training process will allow:

- The construction of a “common conceptual language” among all the participants in the implementation of the model. This union of concept and criteria will be done from gender, rights, life cycle, contextual and systematic based approaches.

- The strengthening of theoretical and methodological tools to pay appropriate attention to hazardous work in urban spaces and its consequences for youth unemployment.

- The strengthening of teamwork on an institutional, inter-institutional, inter-sectorial and community level.

- The impulse to create community networks that contribute to the promotion of personal and social development opportunities for young people.
5.6 Component 6: Monitoring and Follow-up

Every care model must develop monitoring and follow-up mechanisms which guarantee a sustainable process for withdrawal from hazardous work, as well a professional training for young people with continuous accompaniment. The main objective is to systematically record the information on the target population. This implies constructing a configured information system such as an inter-sectorial or an inter-institutional network.

Monitoring and follow-up, as an essential part of the implementation process of the care model to improve the employability of young people, have the following goals:

- To continuously record information on the target population.
- To check that the young people detected are continuing on in the training and instruction processes.
- To ensure the effectiveness and efficiency of the implementation of the model.
- To quickly detect the difficulties in the implementation of the model.
- To prioritize activities and actions in the most vulnerable population.
- To promote information so as to redirect or consolidate the model’s actions.
- To rely on relevant information in order to evaluate the different components of the model.

In order to fulfil these monitoring and follow-up goals mentioned, the following is required:

- The construction of a system of indicators to evaluate compliance with institutional responsibilities designed and implemented with the participation of all sectors involved.
• Design of precise indicators to define, among
others, the services offered to young people and
their effectiveness.

• Design of administrative follow-up procedures.

• Identification of support resources.

• Design of inter-institutional information transfer
procedures.

It is important to remember that an indicator is a
qualitative and quantitative measure used to monitor
progress in the achievement of the goals and objectives
laid out. In this case, the system of quantitative
indicators must contain specific information in, at
least, the following areas:

Prevention:
• Number and type of workers and people from the
territories involved and the organizations that are
sensitized and trained in the matter.
• Number and type of training and sensitization
activities developed.
• Number of public declarations from important
figures against child labour in scavenging, markets
and other hazardous urban activities.
• Number of news items or news programmes on
the issue.
• Number of teachers and educational staff
sensitized and collaborating in prevention and
detection tasks.
• Number of children prevented from entering
labour and who have stayed in the educational
system, by gender and age group.
• Number of children and participants in the rights’
clubs, by gender and age.

• Number and type of institutions that offer joint
services or participate in the regional community
networks.
• Number of families strengthened and connected
to the income generating activities.
• Number of women from the participating
families who were involved in training and income
generating processes.
• Number and type of actions developed with
political impact.
• Concrete results from the activities with impact
(municipal regulations, executive decrees, public
policies, etc.).

Identification and detection:
• Number of children and adolescents identified
working in hazardous urban work, by gender and
age group.

Care:
• Number of young people reached by the action
programme, educational services, personal
development and empowering processes,
professional training and additional services, by
gender and age-group.
• Number and type of checks made with the
participants in the different stages of the
process.
• Number of children and young participants who
finished their primary or secondary education, by
gender and age group.
• Number of children and young people referred
to other institutions, by gender, age group and
services provided.
• Number of young people who finished the
professional training processes, by gender and
subject specialized in.
• Number of young people reached in the municipal
offices for employment.
• Number of trained young people who obtain
work in training areas, by gender.
• Number of trained young people who start their
own business or micro-enterprise, by gender.
• Number of young people who, after six months
of having finished their professional training,
have found decent jobs, by gender.
V. Guidelines

These quantitative indicators must be added to other qualitative indicators that illustrate the process and grant a qualitative vision of the care model so as to generate decent jobs for young ex–child labourers. This is relevant as indicators are sensitive tools that reflect the perceptions and perspectives of those people whose experiences are being measured. Some of these qualitative indicators that may be used include the following:

- Appreciation on behalf of the young people for the services received, by gender and age group.
- Processes of change brought about in the young people, such as: a) a greater capacity to make decisions so as to face situations of exploitation; b) proactive attitude towards solving problems and conflicts; c) a greater capacity to assume new challenges in the labour market; d) changes detected in their self-image, personal appearance, behaviour and in their ability to visualize an alternative life project.
- Appreciation on behalf of the participating families for the process and the services received, by gender and age group.
- Appreciation on behalf of the members of the community and the staff from the institutions involved for the care model and the actions carried out.
- Changes in local, national legislation or in public policies in relation to child labour in scavenging, markets or other hazardous urban spaces, in the generation of decent employment or in the sustainable management of solid waste.

5.7 Component 7: Systematization and evaluation

All care models require a systematic follow-up and documentation process, such that on finishing the intervention, a document may be produced which critically describes and analyzes the implementation process and provides elements to improve the effectiveness of the care models. Systematization includes the collection of information, the description of the process and an analysis of the various moments of the work. The quality of the information gathered will subsequently guarantee a precise evaluation of the process.

Systematization and evaluation, as essential parts of the implementation process for a care model, seek to fulfil the following objectives:

- To identify the state of the processes and predict their tendencies, in order to improve decision-making.
- To detect difficulties, deficiencies and limitations.
- To offer opportunities to learn from the experience.
- To obtain systematic information for decision-making.
- To direct future actions to tackling the problem of child labour in hazardous urban spaces and to propose solutions which improve the access to decent employment for young ex–child labourers.

Every systematization process must, at least, include the following elements (Sagot & Cheng Lo, 2005):

- Description of the proposal: approach, objectives and main strategies.
- Description and diagnosis of the target population.
- Methodological scope of project, including the procedures and instruments used to record the information.
- Results of the intervention on all levels, based on the fulfilment of goals and objectives.
• Factors that facilitate or hinder the process.
• Recommendations and lessons learnt.

For its part, the evaluation implies an issuance of judgment on the work carried out and, also, a process of investigation. Primarily, the evaluation is synonymous with appreciation, estimation or worth and it is associated with reaching the objectives set forth and with the possibility of introducing changes and adjustments to the processes carried out. The evaluation is expected to analyze, on a global scale, the difficulties or limitations of both the people involved and the processes developed, while considering the circumstances that influence the fulfilment of the proposed objectives.

Evaluating any care model or intervention proposal must be a permanent, continuous process and it must contemplate short, medium and long-term effects. Evaluating the effects must include both objective and subjective aspects of the situation and the initial and final condition of those participating. Furthermore, it must include the analysis of factors that support and hinder the process, as well as the impact of the interventions on the territories and institutions involved in the project. Finally, it is important to underline that opening permanent spaces of exchange between different sectors involved in the process will allow for the identification of the model’s strengths and weaknesses and for the development of effective measures in order to carry out the necessary corrections in a timely fashion.

Some relevant categories that may be used for the evaluation of the model’s application include (Sagot & Ramellini, 2006, Brewer, 2005):

**Coherence:** ability to concretely apply the approaches on which the model is based.

**Effectiveness:** ability to reach the proposed objectives.

**Accessibility:** ability to recruit and incorporate the population to which the process is directed, eliminating the material, economical, physical and social barriers that may exist.

**User-friendly:** ability to be incorporated into the daily life of the participating population and communities or territories where the model is being implemented.

**Adaptation:** ability to understand the needs indicated by young people from both sexes and to respond to the interests and expectations of the participants.

**Voice and participation:** ability of model to give voice to young people and encourage their participation, as well as that of the communities in general, in the different stages of the process.

**Employability:** ability to positively influence the working lives of young people and to increase their employability and their positions in decent jobs.

**Innovation:** ability to introduce new methodologies and approaches and to appeal to the interest of all parties involved.

**Gender mainstreaming:** ability to consider the different interests and needs of both sexes so as not to perpetuate gender inequality.

**Guaranteeing rights:** ability to project and guarantee children’s and adolescents’ rights and to create conditions that ensure their right to decent employment.

**Empowerment:** a real possibility of strengthening the capacity of children and young people to make decisions and change their life perspectives, to understand and lay claim to their rights and to strengthen their self-image and personal safety.
Changes in daily life: ability of the model to modify the particular situation of young ex-child labourers, their behaviour and the view of their families and communities, in general, in relation to child labour and the right to education.

Institutional cooperation: ability to develop inter-institutional synergies and relationships for the implementation of the model.

Efficiency: ability to use the material and human resources in the most appropriate way to correctly execute the model.

Relevance: ability of the model to directly or indirectly contribute to satisfying the needs of the job market and the demands of the participants.

5.8 Conclusion: Principles of sustainability

The actions to improve the employability of young ex-labourers in scavenging, markets and other hazardous urban spaces could have a significant impact when the needs of this population are permanently being met by the different social institutions. From this perspective, the setting up of synergies and relationships based on institutional cooperation is fundamentally important to attend to the immediate needs of young people, as well as to contribute to the eradication of economic and cultural factors that provoke young people to prematurely begin working ( Sağot & Ramellini, 2006). In this sense, the sustainability of the care model relies on the following principles:

- Reinforcement of the prevention of child labour in hazardous urban spaces on all levels.
- Development of local and national legal norms and public policies to confront the problem, as well as the allocation of public resources to comply with these norms and policies.
- Raising of public awareness on the issue.
- Development of public policies to encourage quality employment, particularly policies to promote the employment of young people.
- Training of specialized human resources in the tasks on prevention, protection and supply of educational services and the vocational training for this population.
- Application of new methodologies and theoretical and practical tools for the execution of professional training and instruction programmes that seek the development of new skills in accordance with social technological development and the changing needs of the job market.
- Extension of vocational training services in order to offer more and better professional options, which are more relevant and specialized to increase young people’s chances of employment.
- Alliance building and construction of cooperative relationships among organizations including State bodies, training centres, companies and union organizations.
- Creation of local and national offices of employment responsible for labour mediation tasks.
- Promotion of institutionalization processes on behalf of the State for the care programmes directed at this population.
- Setting up of regional networks to carry out effective, prevention and monitoring tasks.
- Linking the training and instruction programmes with the institutions, the private sector and the different local actors.
- Development of comprehensive long-term strategies to face the problems of child labour and youth unemployment.


OIT. 2006. *La eliminación del trabajo infantil: un objetivo a nuestro alcance.* Director General’s Report. 95th meeting. Report I (B) Geneva, Switzerland: ILO.
OIT-IPEC. 2002. Proyecto Scream ¡Alto al trabajo infantil! Defensa de los derechos del niño a través de la educación, las artes y los medios de comunicación. Turin, Italy: International Training Centre of the ILO. Project ILO-IPEC INT/99/M06/ITA.


OIT-IPEC. 2004. Contribución al ABC de la comunicación para prevenir y eliminar el trabajo infantil en Sudamérica. Lima, Peru: ILO.


OIT-IPEC. 2006. Esquema resumen para programa de acción sobre trabajo infantil, Programma de seguimiento y fortalecimiento para la prevención y erradicación del trabajo infantil en basuras en San Pedro Sula y Tegucigalpa, Honduras. Tegucigalpa, Honduras: ILO-IPEC.

OIT-IPEC. No date. El trabajo infantil con basuras en El Salvador, Guatemala y Honduras. San Jose, Costa Rica: ILO-IPEC.


UNFPA. 2003. *Gender Mainstreaming: Taking action, Getting Results.* Turin, Italy: UNFPA.
# Appendix

## APPENDIX 1

## LIST OF INTERVIEWEES

### Costa Rica

Laura Addati, Sub-regional Coordinator of the Project: “Prevention and Eradication of Child Labour in the Garbage Dumps of El Salvador, Guatemala and Honduras”.

### Guatemala

- Miriam de Celada, National Project Coordinator, ILO-IPEC
- Mariela Bautista, Local Office of Employment, Zone 3
- María Sandoval, Ministry of Labour
- Héctor Flores, Ministry of Education, Zone 3
- Verónica Muralles de Toledo, INTECAP
- Elvia de Orizabal, INTECAP
- Otoniel and Joel, students at INTECAP
- Mayte Rodríguez, ISCOS-MAIS
- Emanuela D’Andolfo, ISCOS-MAIS
- Rosario Villagrá, Educational centre, Zone 3
- Silvia, Bernardo, Susana, Juana, Julia, Cecilia, Leonel and Paola, Youth Promoters of Project
- Onelia Roca, Municipality of Guatemala City

### Honduras

- Dardo Justino Rodríguez, National Project Coordinator, ILO-IPEC
- Carlos Larios, CARE
- Isabel Ferrufino, MOVIMONDO
- Socorro Cruz Avila, MOVIMONDO
- Dionis Gómez, COMISEGREHL
- Remigio Chávez, COMISEGREHL
- Leonel Ramos, Town Mayor
- José Mencías, Executive board, COMISEGREHL
- Cynthia Lagos, Executive board, COMISEGREHL
- Rolando Tábara, Army Technical School
- Dinora Alcerro Benitez, Association RIMAS
- Carlos, Leslie, Dilcia, Norma, José Luis, Marcia, Cynthia, Leticia and Ana, young participants in project
- José Trejo, Taller Trejo (Trejo Workshop)
- Jewel García, Hotel Escuela Madrid

### El Salvador

- Cecilia Hernández, National Project Coordinator, ILO-IPEC
- Ingrid Díaz, PADECOMSM
- Mario Claros, PADECOMSM
- David Chávez, Ministry of Labour
- Luis Mario Ramos, Annie Academy
- Liliana, Angélica, Glenda, Catherine, César, Karla, Rosibel, Luis Alberto, Milena and Luisa, young participants in the training project (Markets Project)
- José, Reinaldo, José René, Tomás and Santos, group of young participants in the project (Uluazapa)
- Reyna Díaz, Municipality of Gotera
- José Candelario Joya, Municipality of Gotera
- Milagro Argüeta, Municipality of Gotera
- Mayra, Idalia, Francisca and Glenda, young participants in the project (Gotera).
APPENDIX 2
INTERVIEW GUIDELINES USED

Interview guidelines for Coordinators of the Action Programmes

1. When did the action programme start?

2. Background (why and how it was started? For what purpose? Main objectives? Goals to be reached? What are the main actions to be carried out? What methodology is being used? Who participates in the implementation?

3. Main achievements obtained? What results have been reached? Report on goals achieved in relation to young people.

4. Main difficulties experienced? External and internal project situations, family situations, particular situations of young people, labour market and employer situation.

5. What conditions are necessary to ensure the success of a project like this with young people? Precautions that have to be taken, limitations, warning signs, circumstances that must be taken into account.

6. What factors might aid the success of this project?

7. What lessons have been learnt up to now?

8. What instruments are used to follow-up on young people, who does it, with what instruments, how often?

9. What relationship do you think exists between child labour and unemployment or sub-employment of young people?

10. Do you think that the project’s actions allow or will allow young people to permanently withdraw themselves from this type of hazardous work? Why? What are the indicators?

11. Do you think that the training programmes being offered will improve the levels of employment among young people? Why?

12. What response has been obtained from young people?

13. What response has been obtained from families?

14. What response has been received from the public institutions and employers?

15. How would you define success with these young people in a project like this?
Interview guidelines for sector authorities

1. Relationship of the institution to the project.

2. Who participates directly with the project?

3. How relevant or important do you consider this project to be?

4. Do you consider the actions implemented by the project to be effective in combating child labour in scavenging or markets? Why?

5. What is your opinion on the project’s actions that are aimed at training and fostering employment for young people?

6. What do you think are the main achievements of the project?

7. What are the main difficulties?

8. What are the policies of your institution in relation to child labour and in particular, to under-age labour in scavenging and markets?

9. How could the training of young people and their insertion into a decent job be improved?

10. Suggestions to confront the problem of child labour in scavenging and markets.
Interview guidelines for young people

1. How and when did you start working?

2. Did you have to leave school at any time?

3. What do you think or did you think of school?

4. How did you enter this project? Why did you enter?

5. What do you think of this project?

6. How many of your friends or acquaintances that work with you are participating in this project?

7. What do you think of the subjects (courses) that you are being trained in?

8. Who chose the subjects?

9. Did you want to be trained in something else?

10. What problems have you had or do you have to be here?

11. Out of all the things you have been taught, what have you liked the most?

12. What has helped you most? What do you value more?

13. What would you need to make your life easier?

14. What do your families say about you being here?

15. How do you imagine your life being in 10 years? What would you like to be?
Interview guide for employers

1. Relationship of your company with the project.

2. How did you come to know about the project?

3. How relevant or important do you consider the project?

4. Do you consider the actions implemented in the project to be effective in combating child labour in scavenging and markets? Why?

5. What is your opinion on the project’s actions aimed at training and fostering the employment of young people?

6. What do you believe are the main achievements of the project?

7. What are the main difficulties?

8. What are the policies of your company for contracting young people? What are the requirements?

9. How could you improve the training of young people so as to insert them into a better job? What suggestions would you have?
### APPENDIX 3
DATA-SHEET FOR THE RECORDING, MONITORING AND FOLLOW-UP OF YOUNG PEOPLE

<table>
<thead>
<tr>
<th>Service</th>
<th>Action</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carrying out personal diagnostic</td>
<td>• Current labor situation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Physical state</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Emotional state</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Educational level and condition</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Family situation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Basic needs</td>
<td></td>
</tr>
<tr>
<td>Formal education</td>
<td>• Entry or re-entry into educational system</td>
<td></td>
</tr>
<tr>
<td>Personal strengthening and</td>
<td>• Socio-economic support</td>
<td></td>
</tr>
<tr>
<td>empowering process</td>
<td>• Educational reinforcement and support</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Study space</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Participation in the sessions (No. of sessions to which he/she attended)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Topics dealt with</td>
<td></td>
</tr>
<tr>
<td>Professional training</td>
<td>Institution:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Course involved with</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• With a certificate or not</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Training category</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Internship in an institution or company</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Training for successful job search</td>
<td></td>
</tr>
<tr>
<td>Complementary services</td>
<td>• Financial aid, stipends</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Educational support</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Labor mediation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Basic comprehensive health services</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Child-minding services for parents</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Sport and recreational activities</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Psycho-social attention</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Participation in youth networks or associations</td>
<td></td>
</tr>
</tbody>
</table>