INTER-AGENCY TOOLKIT: SUPPORTING THE PROTECTION NEEDS OF CHILD LABOURERS IN EMERGENCIES

DRAFT FOR FIELD-TESTING

Child Protection

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This toolkit has been developed through strong inter-agency collaboration at the global level in support of the Minimum Standards for Child Protection in Humanitarian Action, 2012 (CPMS), Minimum Standard 12 Child Labour.

During 2016 and 2017 this toolkit is being shared and used in order to gather feedback on it's content, format, and usability, to ensure it meets the needs of humanitarian child protection practitioners in the field and others who wish to design and implement responses to child labour in humanitarian contexts.

This process is being led by Plan International under the CPWG. If you are planning to use this toolkit, have used it in any way, or require support to do so, please share your experiences with: **Alyson Eynon: alysoneynon@hotmail.com and Lotte Claessens: Lotte.Claessens@plansverige.org** who are coordinating field testing.

Purpose of this publication

The primary purpose of this guidance is to support child protection programme managers and advisors to:

- Set priorities, design strategies and implement activities to address and prioritize child labour interventions as a life-saving activity;
- Coordinate with humanitarian, government and development actors across sectors to address child labour in emergencies as part of a systems strengthening approach to reach the most vulnerable children;
- Strengthen situational analysis to improve the understanding of the present and future risks if there is no intervention;
- Ensure no harm is done during emergency responses: Set priorities, design strategies and implement activities to do no harm and prevent child labour and its worst forms worsening.

Why is it needed?

Historically the response to child labour in emergencies has been inadequate, but it is increasingly recognised as a growing issue in many emergencies, ans is no longer only considered a development issue. With children's needs addressed more holistically through case management and systems approaches it is gaining prominence as a key child protection concern during humanitarian crisis.

In every context regardless of whether child labour is likely to be a priority in the response, it is incumbent all humanitarians to 'do no harm' or exacerbate the situation for child labourers through poorly planned and implemented programmes that do not take into account their needs and their access to humanitarian services. It is recognised there are contextual and operational limitations in post emergency contexts and fragile states, such as funding and capacity limitations, however, with the Minimum Standards for Child Protection in Humanitarian Action (CPMS) there is a responsibility to assess and analyse the situation before making decisions about priority issues and strategies that might or might not-include child labour. In areas which have extensive levels of child labour, the issue cannot be ignored by the humanitarian community.

CONTENTS

1 INTRODUCTION 7

1.1 Introduction to the toolkit 8
1.1.1 How to use this toolkit 9
1.2 Key Concepts Related to Child Labour 17
1.3 An overview of child labour in emergencies 22
1.3.1 Nature, extent and patterns 22
1.3.2 Risk and vulnerability factors during emergencies 22
1.3.3 Case Study Lebanon refugee crisis 23
1.3.4 Direct causes of child labour in emergencies 27
1.3.5 Indirect causes of child labour in emergencies 27
1.3.6 Drivers of child labour in non-emergency times 28
1.3.7 Consequences and impacts of child labour 29
1.3.8 Case Study Super Typhoon Haiyan 30

2 ENSURING A QUALITY RESPONSE 33

2.1 Coordination 34
2.2 Situation Analysis 37
2.2.1 What We Need to Know (WWNK) 38
2.2.2 Methodology of data collection during situation analysis 38
2.2.2.1 Secondary Data Review (SDR) 39
2.2.2.2 Assessment 40
2.2.2.3 Situation Monitoring 48
2.2.2.4 Response Monitoring 50
2.2.3 Analysing information 51
2.3 Information management 51
2.4 Strategic Planning 53
2.4.1 Strategic considerations for ALL humanitarian actors 'DO NO HARM' 53
2.4.2 Identifying whether child labour is a priority child protection need 54
2.4.3 Strategic planning when child labour is a priority 57
2.4.4 Deciding types of child labour to be targeted 59
2.5 Resource mobilisation 60
2.6 Knowledge and capacity 62
2.7 Review and evaluation 63

3 PROGRAMME ACTIONS 65

3.1 Emergency preparedness 66
3.1.1 Preparedness actions 66
3.1.2 Contingency planning 69
3.2 Immediate prevention and protection 70
3.3 Programme actions in refugee contexts 72
3.4 Mainstreaming child labour through child protection programmes 75
3.4.1 Mainstreaming child labour in child protection programme strategies 76
3.4.1.1 Improving child labourers access and inclusion in CPiE activities 76
3.4.1.2 Case management (Minimum Standard 15) 77
3.4.1.3 Community-based mechanisms 81
3.4.1.4 Child-friendly spaces 83
3.4.1.5 Supporting older children 84
3.4.1.6 Raising awareness 85
3.4.2 Mainstreaming child labour: Child protection needs 86
3.4.2.1 Dangers and injuries 86
3.4.2.2 Physical violence and other harmful practices 88
3.4.2.3 Sexual violence 89
3.4.2.4 Psychosocial distress and mental health 92
3.4.2.5 Children associated with armed forces or armed groups 93
3.4.2.6 Unaccompanied and separated children 94
3.4.2.7 Justice for children 98
3.5 Mainstreaming child labour: Emergency education 99
3.5.1 Overarching principles 100
3.5.2 Actions for child protection actors 101
3.5.3 Actions for education actors 102
3.5.3.1 Formal education 102
3.5.3.2 Non-Formal Education & Alternative Learning 104
3.5.3.3 Early Childhood Development (ECD) 106
3.6 Mainstreaming child labour: Economic Strengthening 108
3.6.1 Overarching principles 110
3.6.2 Actions for Child Protection Actors 111
3.6.3 Actions for economic recovery actors 111
3.7 Specific programmes to address child labour in emergencies 113
3.7.1 Conducting an in-depth assessment and mapping
3.7.2 Child protection and child labour systems strengthening 114
3.7.3 Policy dialogue: Legislation and policy development and enforcement 117
3.7.4 Engagement with national "tripartite"partners and the private sector 119

3.7.5	Direct services for children and young people	122
3.7.5.1	Education	122
3.7.5.2	Formal technical and vocational, education and training	124
3.7.5.3	Economic Strengthening and livelihoods programmes for older children	127
3.7.6	Child Labour Monitoring	129
3.7.7	Advocacy and awareness raising	130
3.7.8	Community Mobilisation	132
3.7.9	Research and knowledge	133

4 TOOLS 135

Tool One:	Minimum Standard 12 Child Labour	136
Tool Two:	'What we Need to Know' Child Labour Situation Analysis in Emergencies	140
Tool Three:	Sources of Information for Situational Analysis	149
Tool Four:	Response Summery Matrix	153
Tool Five:	Coordination Checklist	161
Tool Six:	Child Labour and Hazardous Labour Messages	165
Tool Seven:	Safety Planning	168
Tool Eight:	Principles of inclusive education for child labourers	173
Tool Nine:	Disability and the worst forms of child labour	174
Tool Ten:	Key Resources	176
Tool Eleven:	Key Actors and their mandates	182
REFERENCES		187

ABBREVIATIONS

AoR	Area of responsibility
CAAFAG	Children associated with armed forces and armed groups
CBCPM	Community-based child protection mechanism
CFS	Child friendly space
CLM	Child labour monitoring
CPiE	Child protection in emergencies
CPMS	Child protection minimum standards
CPRA	Child protection rapid assessment
CPWG	Child protection working group
CSR	Corporate social responsibility
DRR	Disaster risk reduction
ECD	Early childhood development
GBV	Gender-based violence
IDTR	Identification, documentation, tracing and reunification
ILO	International labour organisation
IOM	International organisation for migration
MIRA	Multi-sector initial rapid assessment
NGO	Non-governmental organisation
SDR	Secondary data review
SOP	Standard operating procedure
TLS	Temporary learning space
TVET	Technical vocational education and training
UASC	Unaccompanied and separated children
UN	United Nations
UNCRC	United Nations Convention on the right of the child
UNHCR	United Nations High Commission for Refugees
UNICEF	United Nations Children's Fund
WFCL	Worst forms of child labour
WWNK	What We Need to Know

1 INTRODUCTION

1.1 Introduction to the toolkit

Approaching child labour in humanitarian contexts differs significantly from longer-term child labour programming. As such this toolkit focuses on providing guidance in-line with CPMS 12 Child Labour to support:

- Children in or at-risk from the most serious and most prevalent forms of child labour, namely the WFCL that have occurred as a consequence of, or have been exacerbated by the emergency
- New forms of child labour and new and prevalent risks that have occurred as a result of the emergency.

As children's work is interconnected and can be consider across a continuum, the toolkit will discuss child labour more broadly and its worst forms in isolation and together. Those at risk of the WFCL will often already be in child labour which causes harm, and prevents them from attending school.

Where the impact of an emergency has affected the ability of families and communities to cope, and resources and capacity to respond are limited, the focus should be on addressing the WFCL but within strategies aimed at broadly improving children's protection, families' income, and their learning and education opportunities to reduce levels of harmful child labour overall.

This toolkit

This toolkit is structured in 3 inter-linked sections, each with numbered individual chapters. There is a significant amount of information in the toolkit, which reflects the complexity of addressing child labour in humanitarian action.

It has been designed to meet only the needs of child protection practitioners but also to be of use to colleagues working in education and economic strengthening activities as it is recognised that efforts at address child labour hinge on children's access to protection, learning and sustainable livelihoods.

As it is recognised very few people will need all the guidance at any one time, and will have varying levels and situations of response that can be designed and set up. The toolkit has been designed to allow practitioners to easily identify and find information that relates to their current context or problem.

Section one is an introduction to the publication and to child labour in emergencies. It includes general introductory information; key concepts and legal frameworks; and an overview of experiences and learning on child labour in emergencies, its causes and consequences, as well as risk and vulnerability factors for children in emergencies. Also in this section are tools which help you navigate the guidance.

Section two brings together the core elements that are required for a quality emergency response that considers child labour. In this section, seven short chapters provide guidance on coordination; situation analysis (including 'what we need to know', methodologies of data collection during situation analysis and analysing information); strategic planning; information management; resource mobilisation; knowledge and capacity; and review and evaluation.

Section three outlines the key programme actions to take to prevent and respond to child labour in humanitarian action. It includes separate chapters for preparedness actions; actions for

immediate prevention and protection; actions in refugee contexts; actions to mainstream child labour into child protection in emergencies activities; actions to mainstream child labour into education activities and actions to mainstream child labour into economic recovery / livelihoods activities; it also includes as a final chapter for practitioners who are able to initiate specific programmes to address child labour in emergencies.

1.1.1 How to use this toolkit

The first thing to note about this guidance is it has been written as an inter-active PDF and has internal and external links to guide you through the material. As you will soon realise, responding to child labour in humanitarian contexts is complex and multifaceted. In order for the toolkit to provide adequate levels of guidance which incorporates learning from agencies in the Child Labour Task Force formerly under the former Child Protection Working Group, but remain to be user-friendly, we have adopted a colourful inter-active format which we hope you find useful.

The tool has been designed as an interactive PDF, and as such is not conducive for printing. It should be downloaded and used with a PDF software which is capable of viewing interactive content.

How to use the icons and links in this table

This indicates a very important point!

This points out a link to a different part of the guidance

This shows where an important task starts.

This means a step or sub-step. Look out for this symbol to guide you through the process

This indicates an example from the field.

This indicates a point relevant to refugee contexts

This indicates a button on every page which will take you back to the contents page

Bold blue italic writing which is underlined Indicates the text is linked to relevant section or tool within the guidance and clicking on it will take you there.

Two useful tools help you navigate the vase quantity of information quickly:

1. A series of flowcharts helps users navigate which sections of the toolkit are most useful for their given context, It asks a few short questions to help get you where you want to go. It's hyper-linked too!

2. A response matrix guides practitioners on the main top line child labour related activities to undertake in the different phases. It been developed as a separate tool and as such sits in the last section on tools.

Footnotes and endnotes are used through the guidance. Footnotes at the end of each page, relate to additional information relevant tot he point on that page. Endnotes are solely for references and can be found at the end of the document.

In addition, the toolkit is framed around four key phases which are categorised with the following colours:

The time which precedes a crisis	**Preparedness**	**Phase 0**
The first two weeks following a crisis	**Immediate response**	**Phase 1**
Weeks three to twelve following a crisis	**Short and medium term response**	**Phase 2**
Week twelve onwards	**Transition to recovery and development**	**Phase 3**

The colour coding is used throughout the guidance to refer to the four different phases, defined on the assumption that there is a starting point for the emergency (i.e. a rapid onset emergency), or there has been a significant change in an existing humanitarian context to warrant a scale-up of activities. When dealing with a chronic or protracted emergency where no new incident/emergency has occurred, the reader should assume that they are in phase 3.

Time period which precedes the crisis	First two weeks following a crisis	Weeks three to twelve following a crisis	Week twelve onwards transition to recovery and development
Coordinated assessment preparedness;	Initial assessment for situational analysis. Initial rapid assessment (Multi-sector)	Coordinated single sector/cluster coordinated assessment. In-depth assessment	Single cluster/sector. Multi-sector coordinated assessment. In-depth assessment

Child Labour in Emergencies Toolkit

Flowchart to find the most suitable information for you!

Do you understand the basic concepts, legislation, nature, extent, patterns, risks, vulnerabilities, causes and consequences of child labour and its worst forms in emergencies?

- Yes → ▪ *Go to the next page*
- No → Go to: *Section one Key concepts and overview of child labour*

Would you like a quick overview of the key actions across the different phases of response?

- Yes → Go to: *Tool four: Response Matrix*
- No → ▪ *Go the next page*

Are you an economic recovery actor? Yes →

Go to:
- *Mainstreaming child labour through emergency economic recovery programmes*
- *Providing economic strengthening activities for child labourers and older children*
- *Technical and vocational training*
- *Strategic considerations for all humanitarian actors*

Are you an eduction actor? Yes →

Go to:
- *Mainstreaming child labour through emergency education*
- *Providing education services for child labourers and older children*
- *Tool eight: Principles for inclusive education*
- *Strategic considerations for all humanitarian actors*

Are you in a refugee context? Yes →

Go to:
- *Programme actions in refugee settings*
- *Go to the next flow chart for other relevant sections*

Are you a child protection actor working in a specific areas of CPiE response, and want guidance on reaching child labourers through your projects? Yes →

Go to:
- *Mainstreaming child labour through core child protection programme strategies*
- *Mainstreaming child labour through programmes to address child protection needs*
- *Strategic considerations for all humanitarian actors*

PREPAREDNESS?

No → ▪ *Go to the next page*

Yes

Have you conducted a desk review that includes child labour?

No → Go to:
- *Secondary data review*
- *Tool two : WWNK*
- *Tool three: Key information sources*

Yes

Are pre-existing forms of child labour likely to get worse in an emergency?

Yes → Go to:
- *Situation monitoring and early warning during preparedness*
- *Key preparedness and contingency actions*
- *Adapting assessment frameworks during preparedness*
- *Strategic Planning*

No

Are other actors and organisations working on child labour, child protection, economic recovery or education?

Yes → Go to:
- *Coordination*
- *Tool five: Coordination checklist*

No

Would you like an overview of the key actions during preparedness?

Go to:
- *Tool four: Response Matrix*

IMMEDIATE RESPONSE?

No → ▪ *Go the next page*

Yes

Are there pre-existing forms of child labour and WFCL?

Yes → Go to:
- *Coordination*
- *Immediate prevention and protection activities*
- *Strategic considerations for all humanitarians*
- *Knowledge and capacity*

No

Go to:
- *Coordination*
- *Strategic considerations for all humanitarians*
- *Situation monitoring and response monitoring*

Have you conducted a desk review that includes child labour?

No → Go to:
- *Secondary data review*
- *Tool two : WWNK*
- *Tool three: Key information sources*

Yes

Are you planning an assessment?

Yes → Go to:
- *Situation Analysis*
- *Planning an assessment to considers child labour*
- *Initial rapid assessment*
- *Tool two : WWNK*
- *Tool three: Sources of information for situational analysis*
- *Tool ten: Key resources*

No

Go to:
- *Situation monitoring and response monitoring*
- *Tool four: Response Matrix* (for an overview of the key actions during immediate response

SHORT OR MEDIUM TERM RESPONSE?

No → ▪ *Go the next page*

Yes ↓

Have you conducted a desk review that includes child labour?

No → Go to:
- *Secondary data review*
- *Tool two : WWNK*
- *Tool three: Key information sources*

Yes ↓

Are you planning an assessment?

Yes → Go to:
- *Situation Analysis*
- *Planning an assessment to considers child labour*
- *Child Protection Rapid Assessment*
- *Integrating child labour into other data collection processes*
- *Analysing information*
- *Tool two : WWNK*
- *Tool three: Sources of information for situational analysis*
- *Tool ten: Key resources*

No ↓

Have you identified whether child labour is priority child protection need?

No → Go to:
- *Strategic planning*
- *Identifying whether child labour is a priority*

Yes ↓

Is child labour a priority child protection need?

Yes → Go to:
- *In-depth assessment and mapping*
- *Strategic planning when child labour is a priority*
- *Deciding types of child labour to be targeted*
- *Situation monitoring and response monitoring*
- *Mainstreaming child labour through core child protection programme strategies*
- *Mainstreaming child labour through programmes to address child protection needs*
- *Mainstreaming child labour through emergency education programmes*
- *Mainstreaming child labour through emergency economic recovery programmes*
- *Resource mobilisation*
- *Knowledge and capacity*
- *Review and evaluation*
- *Tool ten: Key resources*

No ↓

Go to:
- *Strategic planning*
- *Strategic considerations for all humanitarian actors*
- *Situation monitoring and response monitoring*
- *Mainstreaming child labour through core child protection programme strategies*
- *Mainstreaming child labour through programmes to address child protection needs*

RESPONSE? RECOVERY? PROTRACTED EMERGENCY

Yes ↓

Have you identified whether child labour is priority child protection need?

No → Go to:
- *Situation Analysis*
- *Strategic planning*
- *Identifying whether child labour is a priority*

Yes ↓

Is child labour a priority child protection need?

No → Go to:
- *Strategic considerations for all humanitarian actors*
- *Situation monitoring and response monitoring*
- *Mainstreaming child labour through core child protection programme strategies*
- *Mainstreaming child labour through programmes to address child protection needs*

Yes ↓

Go to:
- *Strategic planning when child labour is a priority*
- *Deciding types of child labour to be targeted*
- *Situation monitoring and response monitoring*
- *Mainstreaming child labour through core child protection programme strategies*
- *Mainstreaming child labour through programmes to address child protection needs*
- *Mainstreaming child labour through emergency education programmes*
- *Mainstreaming child labour through emergency economic recovery programmes*
- *Resource mobilisation*
- *Knowledge and capacity*
- *Review and evaluation*
- *Tool ten: Key resources*

Do you have sufficient resources, capacity and information to mount a specific response to child labour?

No → Go to:
- *In-depth assessment and mapping*
- *Tool two : WWNK*
- *Resource mobilisation*
- *Knowledge and capacity*
- *Tool ten: Key resources*

Yes ↓

Go to:
- *Specific programmes to address child labour*
- *Situation monitoring and response monitoring*
- *Mainstreaming child labour through core child protection programme strategies*
- *Mainstreaming child labour through programmes to address child protection needs*

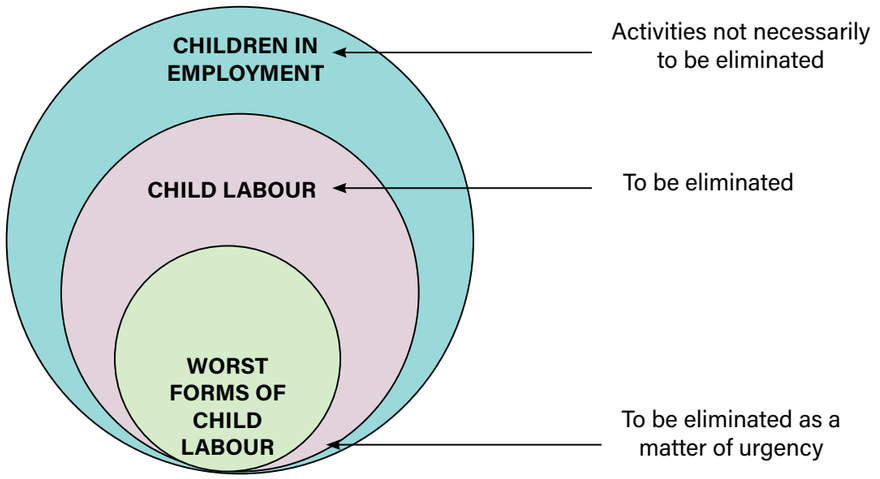
1.2 Key Concepts Related to Child Labour

All over the world, boys and girls start working at an early age. From as young as five or six, they may help around the home, or in the fields, tending crops or picking fruit and vegetables. These activities are mostly encouraged because they can be beneficial to a child's personal and social development. Children gain a sense of responsibility and take pride in carrying out such tasks. By observing and working with others, boys and girls learn skills and gain knowledge that will benefit them in their later lives.

As they grow older, they may take on more responsibility or heavy work, such as looking after younger siblings, fetching and carrying loads in family farms and businesses and maintaining the family home. They may take on a part-time job outside of school hours involving light work either to earn money for themselves or to supplement the family income. Work in this sense is part of the progression from childhood to adulthood. Essentially, it is not work that prevents them from going to school, takes them away from their families, uses up time for play or recreation in the company of their peers or that hurts them physically, mentally or emotionally. Work of this nature is an essential part of growing up and is not what is termed child labour.

Unfortunately, many children undertake work which, far from having a positive effect impedes their growth and development, denies their fundamental rights and in many cases, can do them harm – some of which can be irreversible. This is what is known as child labour, in its worst forms it includes activities that are mentally, physically or socially dangerous or morally harmful to children.

The below diagram demonstrates the inter-connectedness of different forms of child labour, in order of their scale and severity and priority for elimination.



Children in employment

All children's work falls under the umbrella term "children in employment", it includes:

- Child labour as defined below, and;
- Work that is appropriate to both age and development (that does not affect their health and personal development), and that does not interfere with learning can provide children and young people with skills and experience, helping prepare them to be useful and productive members of society during their adult life, as well as contributing positively to their development and welfare, and the welfare of their families.

Minimum age requirements in relation to the different types of work children do

	The minimum age at which children can start work	Possible exceptions for developing countries[1]
HAZARDOUS WORK: Any work which is likely to jeopardize children's physical, mental or moral health, safety or morals should not be done by anyone under the age of 18	18	18
BASIC MINIMUM AGE: The minimum age for work should not be below the age for finishing compulsory schooling and in any case not less than 15	15	14
LIGHT WORK: Children age 13 to 15 years old may do light work, as long as it does not threaten their health and safety or hinder their education or vocational orientation and training	13-15	12-14

THE LEGAL FRAMEWORK: CHILD LABOUR

UN Convention on the Right of the Child (UNCRC), 1989: Girls and boys have the right to be protected from economic exploitation and from performing work that is likely to be hazardous or interferes with their education, or that is harmful to their health or physical, mental, spiritual, moral or social development. The Convention stipulates that states should set a minimum age for employment, regulate hours and conditions of employment and provide penalties and sanctions to ensure effective enforcement (art.32).

ILO Minimum Age Convention, 1973 (No. 138): The Convention calls for members to pursue a national policy designed to ensure the effective abolition of child labour and to raise progressively the minimum age for admission to employment or work consistent with the fullest physical and mental development of young persons (art. 1) and to specify a minimum age for admission to employment (art. 2). Hazardous work (art. 4). Light work (art. 7).

National legislation: Labour laws; Child act; Education laws etc.

1. 1 A country whose economy and educational facilities are insufficiently developed may, after consultation with organisations of employers and workers, initially specify a minimum age of 14 years, working towards to the higher minimum age of 15 over time.

Child labour

Child labour is work carried out to the detriment and endangerment of a child, in violation of international law and national legislation. It either deprives children of schooling or requires them to assume the dual burden of schooling and work. Child labour to be eliminated is a subset of children in employment. It includes:

- All "unconditional" worst forms of child labour, such as slavery or practices similar to slavery, the use of a child for prostitution or for illicit activities (further defined below);
- Work done by children under the minimum legal age for that type of work, as defined by national legislation in accordance with international standards. This usually follows the above table.

THE LEGAL FRAMEWORK: WORST FORMS OF CHILD LABOUR

ILO Worst Forms of Child Labour Convention, 1999 (No. 182): The Convention calls for immediate and effective measures to be taken to secure the prohibition and elimination of the worst forms of child labour (art. 1). Those measures shall be applied to all persons, girls and boys, under the age of 18 (art. 2). The worst forms of child labour are defined in article 3.

UN Convention on the Right of the Child, 1989: The Convention calls for appropriate measures to prevent the use of girls and boys in the illicit production and trafficking of drugs (art. 33), to protect them from all forms of sexual exploitation (art. 34), to prevent the abduction, sale or trafficking of children for any purpose, or in any form (art. 35) and to prevent the participation of children in armed hostilities (art. 38).

National legislation: Relevant national legislation includes labour law, criminal law, military law, and laws on the protection of children etc.

The worst forms of child labour, prohibited to any person below the age of 18 and to be eliminated as a matter of urgency are a subset of child labour. They include:

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

Hazardous work

Hazardous work is work which, by its nature or the circumstances in which it is carried out, is likely to harm the health, safety or morals of children. It is a worst form of child labour and is prohibited to any person under the age of 18. Therefore, children above the minimum age of admission to employment (aged 14/15 to 17) performing hazardous work are children in worst forms of child labour.

Hazardous work is the most common WFCL globally and presents significant challenges in humanitarian situations, as is it the often the predominant form of work for children, maybe culturally acceptable, and happening under the authority or persuasion of children's parents. It particularly affects older children above legal minimum age of employment but below the age of 18 and, therefore, is not necessarily readily identified by practitioners or may not be considered a priority.

When a country ratifies International Labour Organisation (ILO) Convention No. 182, it commits itself to determining a national "hazardous work" list specific to that country through an inclusive process of consultation and determination. While the list is determined by individual countries, the ILO Worst Form of Child Labour Recommendation, 1999 (No. 190) urges to give consideration to work:

- That exposes children to physical, emotional or sexual abuse;
- That is underground, under water, at dangerous heights or in confined spaces;
- That involves dangerous machinery, equipment and tools, or the manual handling or transport of heavy loads;
- That is carried out in unhealthy environments which may, for example, expose children to hazardous substances, agents or processes, or to damaging temperatures, noise levels, or vibrations;
- That is carried out under particularly difficult conditions, such as long hours or during the night, or that does not allow for the possibility of returning home each day.

THE LEGAL FRAMEWORK: HAZARDOUS LABOUR

ILO Conventions: The minimum age of admission to any type of employment or work which by its nature or the circumstances in which it is carried out is likely to jeopardize the health, safety and morals of young persons shall not be less than 18 years (art. 3 of C138). Hazardous work is a worst forms of child labour (art. 3 of C182). Hazardous work shall be determined by national laws or regulations or by the competent authority after consultation with the organizations of employers and workers concerned (art. 3 of C138 and 4 of C182).

ILO Worst Forms of Child Labour Recommendation, 1999 (No. 190): The Recommendation, the non-binding guidelines that accompany ILO Convention No. 182, gives some indication as to what work should be prohibited.

National legislation: List of hazardous work prohibited to children under the age of 18, put in legal form (law, regulation, or decree by the Minister of Labour.

Terminology

Throughout this guidance the term **'work'** refers to activities undertaken by children to contribute to their own and/or their family's economy. It includes all productive or domestic work, paid or unpaid in their home or the homes of others, as well as informal work and chores conducted by children in rural and urban settings.[2]

Emergencies or disasters by definition exceed the ability of affected communities to cope,. Urgent action is needed to respond to emergencies to minimize loss and save lives. In this guidance the words "emergency" and "disaster" are used to refer to natural disasters and conflict situations, which are both slow and rapid to onset, emergencies in rural and urban environments, complex emergencies and refugee contexts in all countries. The term covers natural and man-made disasters and conflicts and encompasses related terms such as crisis.[3]

Broadly speaking, this guidance will focus on two **types of emergencies:** firstly, natural disasters and conflict situations where there is internal displacement within the border of an affected country and secondly, emergencies that create a refugee crisis, meaning people *"... owing to a well-founded fear of being persecuted... [are] outside the country of [their] nationality, and [are] unable to or, owing to such fear, [are] unwilling to avail [themselves] of the protection of that country."*

Where there is **internal displacement** or internally displaced persons (IDPs), the government has the primary responsibility to ensure the protection of those affected by the situation. In contexts where the government is either unable or unwilling to meet the needs and ensure that protection is upheld, the international humanitarian community can be called upon to support in the emergency response. When this occurs, decisions are made to activate **humanitarian clusters**, each belonging to a specific sector and each with a designated cluster lead agency. When this occurs, the responsibilities continue to remain primarily with the state body, but humanitarian actors, including United Nations (UN) agencies, non-governmental organisations (NGOs) and others, are also responsible to varying degrees to ensure the needs of the affected population are met.

In **refugee crises**, the organisation mandated to ensure the protection of refugees is the United Nations High Commissioner for Refugees (UNHCR). Contexts with refugees are different, as humanitarian clusters per se are not activated. Instead, refugee crises are guided by a body of refugee law that establish standards for refugee protection. Working in refugee crises therefore presents a different set of considerations and procedures for practitioners, in issues such as coordination, working with governments and legal frameworks, data collection and information management, processes for registration, refugee status determination and durable solutions. For these, specific UNHCR guidance applies.

With no universal terminology for children between the ages of 14 and 18, and this being a key group of children to prevent the worst forms of child labour amongst, this toolkit uses the term **'older children'** to reflect the need for the focus to consider children under the age of 18, not 19 or older as is frequently used when using terms like adolescents or youth.

There are numerous other concepts that child protection in emergencies (CPIE) practitioners should be familiar with concerning the different phases of emergencies and issues that affect children's protection. This toolkit will not detail these, but links to resources that provide information on concepts such as emergency preparedness and contingency planning, emergency response, recovery, early recovery, reconstruction, disaster risk reduction (DRR), as well as hazards, risks, risk assessment, vulnerability, capacity and resilience can be found in the tool nine key resources.

1.3 An overview of child labour in emergencies

1.3.1 Nature, extent and patterns of child labour and its worst forms in emergencies

It's projected that 200 million children a year will be affected by climate-change disaster in the coming decades,[4] UNICEF estimate that one in ten children live in conflict-affected areas[5] and over 10 million children are refugees.[6] At the same time, the ILO estimates that 85 million children work in hazardous labour,[7] 5.5 million children are forced into labour or sexual exploitation, and a staggering 168 million working children are classed as child labourers.[8]

Where humanitarian crisis and child labour collide, millions of children risk having their basic and fundamental rights to protection, education, health and development, rest, play and a family denied, compounding extreme vulnerability already faced by millions of families. Such families may feel they have no choice but for their children to work.

Emergencies affect the protection of children by:

- **Creating new risks and threats;**
- **Exacerbating existing risks; and**
- **Undermining existing protection mechanisms that contribute to the protection of children.**

As a result, in many contexts a large number of children are at risk of being pulled into child labour and its worst forms during times of crisis.

1.3.2 Risk and vulnerability factors during emergencies

Humanitarian crisis affects families in different ways, with the overall capacity of a family to protect and provide for their children often determining how vulnerable children are to child labour, and the types of risks they face. Although emergencies cause new risks and vulnerabilities, because child labour is so closely related to income many vulnerabilities exist prior to the onset on an emergency.

At-risk groups vulnerable to child labour:

- **Unaccompanied and Separated Children (UASC)** including those separated because of work. ***Guidance on child labour in efforts to support UASC can be found in 3.4.2.6***
- **Migrant children and children on the move** can be particularly vulnerable if they migrate without proper documentation, without their families, are in countries without proper legal protection, or they are prevented from accessing basic services.

7. Hazardous labour is often used as a proxy for measuring the extent of the WFCL; child labour is work that children are performing that is harmful and prevents them attending school.

- **Children who are out of school; not in employment, education or training**.
- **Children who are already working**, managing school and work, working part-time, paid or unpaid, or have working siblings.
- **Families with HIV/AIDS**, children who experience the death or illness of parents may drop out of school, looking for work to survive or to take care of the family.
- **Excluded groups** (minorities, ethnicity etc.) are usually more marginalised; often geographically isolated and under-serviced by local government.
- **Families with elderly or disabled members** may rely more heavily on children's income. Recommendations on issues of disability and child labour *can be found in tool nine*
- **Gender.** Girls and boys are vulnerable to child labour, they may be more or less vulnerable to different types, may face different protection concerns and may be more or less visible because of their gender.
- **Children of parents involved in illicit work,** are more exposed to risky situations where they will come into contact with, be expected to engage in, or exploited in harmful work.

1.3.3 Child labour in the Lebanon refugee crisis

Since 2011 Lebanon has become home to over 1.1 million Syrian refugees.[9] A significant impact of the displacement and resulting poverty and family separation on children has been child labour. Although the number of children involved is difficult to calculate, many estimate that around 10% of children in Lebanon are engaged in child labour.[10] [11] However some feel numbers are often underestimated with one research paper documenting that a leading NGO had reported between 60% and 70% of Syrian refugee children are working.[12] The number of children hidden in the worst forms are unknown.

Whilst child labourers from Syria outnumber others, children from Lebanon also work alongside refugee and migrant children from neighbouring countries such as Iraq and Palestine. With abject living conditions deteriorating, children's income becomes even more vital for household survival.

Children commonly work in agriculture, on the streets begging and vending, in construction and in the service industry. Urban refugee children are particularly vulnerable to the worst forms of child labour, where they are exposed to multiple hazards, violence and abuse.[13] A large number engage in auto repairs, construction and metal working (welding), carpentry, filling cylinders with gas, and work on the street.[14] Children in rural areas predominantly work in agriculture exposed to pesticides, dangerous equipment and long working hours in extreme temperatures. It is common in both settings for children to work from the age of 10,[15] although some report boys and girls often start work as early as 6 or 7 years old.[16]

Exacerbating existing patterns

- A number of reports highlight an increasing number of children working due to deteriorating humanitarian situation and living conditions, restrictive government policies towards refugee populations accessing protection and services, and insufficient prevention and response mechanisms.
- Child labour is increasingly used as negative coping mechanism. A 2015 vulnerability survey of 4,105 Syrian families found that 12% of male headed and female headed households had used child labour as a negative coping mechanism within the last 30 days, compared with 8% in 2014, and 2% had engaged in 'exploitative work' (high risk, illegal, socially degrading), which rose to 4% in the capital.[17]
- Children's labour is cheaper, easier to control and less regulated which is worsening with tighter regulation of the adult labour market.[18]
- Prior to the war, child labour in Syria was predominately in family businesses, agriculture, manufacturing, trade, hotels, restaurants and construction, where children now work in even greater numbers.[19] Data collected in 2010-2011, estimated that 65% of working children in Syria aged 10-14, worked in agriculture.[20] Exacerbated by displacement, large numbers of Syrian children continue to be exploited in agriculture.
- Construction was identified as one of the most common types of paid employment for boys in a 2013 child protection assessment, with the industry rapidly growing from the influx of refugees and aid.[21]
- Although some studies have found child labour to be more prevalent in boys, girls are thought to be in less visible forms of child labour in homes and on farms, placing them at risk of abuse and exploitation.[22]

New risks have emerged

- Street children were uncommon in Syria before the crisis, however in Lebanon, numbers have grown and Syrian children are more likely to go into hazardous street work. One study found 73% of children living and working on the streets originate from Syria with 61% having arrived after the beginning of the refugee crisis, and another where 35% of street children interviewed were Syrian, showed 58% of children overall were engaged in the WFCL.[23]
- Forced and bonded labour is reported in a number of studies, particularly of Syrian children in agriculture to pay for rent, debt, or their recruitment.[24] Although not a completely new dimension, it's presence in informal settlements - which have dramatically increased as a consequence of the crisis - is a worrying trend when considered alongside the higher than average prevalence of child labour in agricultural areas (18% Bekka and 15% in Akkar versus 10% nationally[25]), and individuals who coordinate the settlements, essentially operating as 'gangmasters' organising work for and 'hiring out' children to local farms, restaurants or auto repair shops.[26]
- Early marriage has become a survival strategy employed by many families. Young girls face a number of risks as they are married to men for money and a false sense of protection. Even when exploitation is not intentional, young girls are at heightened risk of abuse, violence slavery and trafficking across the region.[27]
- Although well hidden, survival sex - a direct result of the crisis on young girls - is increasingly reported, as is sexual exploitation amongst refugees.[28]

Weakened capacities of formal and informal systems

- Existing child protection capacity of the formal system has been eroded as

the crisis lengthens.

- Substantial burden on informal systems of communities and families to protect children, which prior to the crisis had limited responses to child protection or child labour.
- Educational systems in Lebanon have struggled to cope with increasing numbers of children. Prior to the war over 90% of children attended school in Syria, this compares to figures from late 2015 where it was estimated that 49% of Syrian children were out-of-school with no access to formal or informal leaning in Lebanon.[29]
- Child protection services are overwhelmed with high case-loads and limited alternatives for family based care, sustainable livelihoods and informal education.
- Opposition to permanent shelter for refugee's leaves children physically vulnerable to exploitation, and restrictions on the right to work is a key factor affecting household poverty.
- Loopholes in the legal framework leave 12 and 13-year-old children vulnerable to child labour as they are not required to be in school.[30]
- Funding shortfalls and short funding cycles across sectors have meant a coordinated and strategic response have been extremely challenging, with limited long-term solutions being implemented.

Notes

10. 10% is both a regional estimate of UNICEF and from caseworkers. In both Bekka and Akkar caseworkers reported in 2014 child labour affecting approximately 10% of children in their case load. Caseworkers working in tented settlements in the same regions report child labour affecting approximately 60% of children in their case load.
30. Compulsory education in Lebanon ranges from 6 to 11 years old, whilst the minimum age for entry into work is 14 years old, leaving 12 and 13 years old with less legal protection.

Risk Factors

Humanitarian contexts present different risks to boys and girls that can increase the possibility that they may become involved in harmful child labour. The below table highlights those chosen by of range CPiE practitioners in 2014.[31]

Risk Factors	Children not in child labour before an emergency?	Children in child labour before an emergency?
Loss or reduction of family income	Economic shock , unemployment and the loss or sale of productive assets all increase the risk that children's income will be required to supplement household income.	Families may require more income from children, forcing them to work longer hours, or in more dangerous and harmful conditions.
Understanding of context and danger	Families may be deceived, not understand the impact (immediate and long-term) of work on their children in the new context, or may value income over welfare after emergencies. It may often be more difficult to determine the exact nature/conditions of work before a child starts.	Limited understanding of the long-term impact on children's welfare, development, education and carer development, may lead to a willingness for children to take on more, or more dangerous work to earn an income. In marginalised communities families may have inadequate information about available services.
Traditional mechanisms that protect children are damaged	Immediate and extended family and community support which helps look after children, or contribute to livelihoods may be disrupted or damaged, as might formal systems that monitor and prevent children from being exploited.	Important relationships that child labourers depend on may be disrupted or damaged. Organisations that provide support may stop their activities, leaving children at further risk of danger and abuse. Weakened or overburdened governments unable to control exploitation may flourish in certain at-risk sectors.
Existing culture of exploitative labour or patterns of migration	Where child labour is socially accepted, the employment of children can be more likely when families face difficulties and hardship during emergencies.	Where adult and child work is in poor conditions for low pay, or migration for work is a common characteristic, emergencies can have a significant impact on the situation, driving down wages and conditions, further increasing levels of unsafe or forced migration or work.
Loss of home and physical safety	Displacement into sometimes unsafe temporary shelters, camps or host communities can place children at greater physical risk of exploitation. The loss of possessions and rebuilding of homes places significant financial burden on families. Children who haven't worked before may be less skilled or equipped to deal with dangerous environments.	Debris presents physical risks to children as they work; conflict increases the risk of mines or UXOs en route or at a child's work place, and the proliferation of arms makes places like the streets and markets much more dangerous for children to work in.
Family separation	Caused by displacement can leave children vulnerable to exploitation, it can also increase the loss of documentation and certificates that give additional protection. Voluntary separation may be motivated by economic or safety concerns, away from immediate family, the risk of harm can increase.	Children separated from their families because of work prior to an emergency, risk facing permanent separation after the resulting impact. Here they become more vulnerable to the worst forms, increasing levels of violence and abuse, with no parental involvement in their welfare.
Loss of education	When children are not able to access education during emergencies, the more they are exposed to situations where they may be required to work. This can increase the risk of children being withdrawn from school once schools are open because of preference or dependency on additional income.	Where child labourers have been receiving educational support, these services may be de-prioritised during response, especially in under-resourced environments, or where organisations switch priorities. Here the risk of children not obtaining basic reading and writing skills increases significantly, as does the risk they will be drawn into the worst forms.

Protracted emergency contexts	Eroded coping capacities over a long-term period of time can increase the risk of child labour. Food insecurity particularly increases levels of school drop-outs which can lead to child labour. Humanitarian assistance is frequently insufficient the longer an emergency goes on, and will often focus on life-saving interventions and food-aid.	Children's income becomes even more important to family survival as crisis persists, and their withdrawal from harmful work becomes less likely the longer it goes on; unsafe migration in search of better pay may increase; and girls may be at a higher risk of sexual violence and exploitation when working away from home.
Abuse within the family or community	A well-recognised push factor towards child labour, during emergencies child abuse, sexual violence and intimate partner violence can increase. Facing this, children may be more likely to want to seek alternative opportunities away from home which makes them vulnerable to exploitation.	Within, or away from their families child labourers are more vulnerable and hidden from society. As the aforementioned levels of violence and abuse increase during emergencies, the risks that child labourers face increase too.

1.3.4 Direct causes of child labour in emergencies

As highlighted by the case studies from ***Lebanon*** and the ***Philippines***, there are a number of direct causes of child labour in emergencies.

- **Lack of access to education.** A detailed list of issues linking the disruption of education to child labour ***can be found in Section 3.5***
- **Changing family composition and roles of children in emergencies.** Children may be increasingly expected to contribute to family income, perform household tasks or take on substantial caring responsibilities due to parent/carers loss of income; death; disability; in female or child headed households all potentially pulling them into child labour.
- **Economic shock / impact of crisis family income or livelihood** A detailed list of issues linking economic shocks to child labour ***can be found in Section 3.6***
- **Access to the formal labour market is often denied to refugees**, exacerbating the engagement of children in informal employment.
- **Involvement in relief, rehabilitation and reconstruction activities.** Following emergencies children can feel an immense pull to help their families recover from crisis, this can deprive them of schooling and place them in danger. Activities might include those initiated through the response for instance cash for work/ economic recovery / livelihoods activities, or through community initiated activities such as reconstruction activities. ***Link to Section 1.2 key concepts*** for more information on safe and appropriate work for children and to ***Section 2.4.1 'do no harm'***

1.3.5 Indirect causes of child labour in emergencies

- **Family separation** both primary and secondary.
- **Disrupted rule of law / oversight and implementation of legislation**.
- **Neglect or impediments to older children's willingness to work**. Children above the minimum working age but below the age of 18, who are not allowed to participate in safe work may be pushed into worst forms if they need income and want to contribute to their family's economy.
- **Inadequate or inappropriate provision of humanitarian assistance,** such as the distribution of food or plastic sheeting when cash is needed to pay for rent or buy food more appropriate to local diets.
- **Heightened marginalisation** of already vulnerable groups and their reduced access to services.
- **Informal child protection systems are often either weakened significantly during an emergency, or destroyed all together.**
- **Formal systems that protect children are often weakened and disrupted,** including law enforcement, social workers and the judicial system.

1.3.6 Drivers of child labour in non-emergency times

- **Poverty and unemployment,** including a lack of safe livelihoods for parents and adequate income.
- **Access and barriers to education,** including poor quality, irrelevant curriculum, costs, lack of compulsory universal free education that is locally available and/or secure.
- **Low level parental education,** can lead to limited family skills and understanding of the dangers and consequences of child labour.
- **Culture/tradition in community, parent and child** may lead to: apathy tolerance or encouragement towards child labour and a lack of focus for learning; lack of awareness of the real dangers or dominant cultural perspectives on children's roles and responsibilities in disagreement with local and international legislation.
- **Inadequate legislative frameworks and enforcement,** inadequate labour inspection and monitoring system by government labour/children officers, social workers, trade unions, employers' associations, community leaders, lack of staff within government to enforce.
- **Lack of political will and leadership to address child labour.**
- **Inadequate responses to child labour,and an absence of protection and remedial services** can leave children vulnerable. of child labour including its worst forms.
- **Discrimination** against minority or indigenous groups or gender creates social barriers.
- **Inadequate protection workers' rights**, including the easy manipulation of children and their limited ability to organise themselves against exploitation.
- **The role of business**, including insufficient Corporate Social Responsibility (CSR), working practices of suppliers, codes of conduct, locally managed monitoring and remedial services supported by the production chain, and sufficient access to decent work for parents and children above the minimum age for work. More information is given in ***Section 3.7.4 on working with tripartite partners and businesses to eradicate child labour.***
- **Children's individual situation,** as listed in ***Section 1.3.2 Vulnerability and risk factors.***
- **Insufficient levels of adult work force,** particularly in labour intensive sectors such as agriculture.

1.3.7 Consequences and impacts of child labour

There are both positive and negative aspects of children's work, it is important for practitioners to understand them in order to better support children and their families effectively and understand their motivations for work.

Positive

- Skill development and experience
- Independence and self-reliance;
- Self-esteem and confidence,
- Keeping out of trouble, gangs or the military,
- Providing a financial contribution to their family that can often subsidise things like the cost of schooling, as well as support family businesses.
- Children's income can help ensure basic needs are met without which, they may be living in greater poverty, have reduced chances of survival, or be more vulnerable to the WFCL.

Negative

- Children are denied an environment where their specific physical and cognitive needs are nurtured;
- Exposure to physical, biological, chemical, ergonomic hazards causing illness, injury, death and psychosocial impacts;
- Poor welfare, poor hygiene, long hours of work and poor living conditions, can lead to long term health problems;
- Physical strain from repetitive movements, exhaustion and malnutrition can detrimentally impact growing bones and joints, causing stunting, spinal injury and other lifelong deformities, disabilities or growth deficiencies.
- Exposure to working and living in an environment where they are belittled, harassed or experience violence and abuse.
- Higher mortality and poor nutrition levels in adolescents, and the presence of infectious diseases in children, have been linked to child labour.[32]
- Increased risk of HIV/AIDS and other sexually transmitted diseases, pregnancy, drug addiction and mental illness among children who are sexually exploited;
- Significant impact on children's futures including the denial of access to quality education, illiteracy, having little prospect of a decent job or escaping cycles of poverty and exploitation.
- Impacts that cannot often be seen, especially in 'hidden' types of work result in physical violence; psychosocial problems caused by dependency on employers, as well as isolation, discrimination, limited freedom of movement, and abuse etc.; movement and separation from people whose primary concern is the child's welfare; physical hazards; and a lack of education.
- Long-term impacts on the quality of the workforce, can delay recovery and development of emergency affected countries.

- Uncontrolled and unregulated informal sectors, drive down working conditions and pay and affect the tax a government is able to collect for vital public services.
- Access to formal labour markets are affected as children represent a cheaper and easily manageable workforce, employers prioritise children over the development of decent work for adults.

1.3.8 Child labour following Super Typhoon Haiyan

In 2013, Super typhoon Haiyan struck land, leaving large parts of the central Philippines devastated, killing over 6,000 people, displacing 4 million, and destroying homes, land, infrastructure and services of up to 14 million people, it was the Philippines deadliest typhoon to date.[33]

There were early concerns about child labour given the severe economic impact of the typhoon, higher than average poverty levels in affected regions, and pre-existing levels of child labour , where 23% of children in the four most affected regions aged 5-17 were engaged in work compared to 9% in the national capital region prior to the typhoon.[34]

Prior to the typhoon children in rural areas predominately worked in agriculture, fishing (night and deep sea), coconut and sugar cane plantations, in fact 53% of all children in the Philippines worked in agriculture.[35] In urban areas children engage in services such as in hotels and restaurants, transport and retail and industries such as manufacturing, construction, recycling (plastic, glass metal), garbage truck collection, waste collection and disposal in dump sites. Across rural and urban areas children drove pedicabs, tricycles and worked in transport hubs, in construction and transported heavy goods. Domestic labour, trafficking, sexual exploitation and children used in illicit activities were also pre-existing issues, although levels and severity particularly of domestic labour were unknown.

The Philippines has a multi-layered devolved system of governance. National structures for protecting children are envisaged to be institutionalized at each level, well-defined in theory, but prior to the typhoon often not active. Mechanisms to address child labour also existed but did not generally have coverage at community level and were under resourced. Prior efforts

to combat child labour had mostly centred on specific large scale programmes/ industries supported by international organisations. Responsibilities between various structures were unclear or unknown, resulting in a lack of accountability for child labour issues.

Exacerbating existing patterns

- A joint child protection and education cluster assessment indicated increasing levels and severity of child labour.[36]
- 50% of assessed communities reported the number of children involved in harsh and dangerous work had increased since the typhoon.[37] [38]
- The number of children working in the Tacloban dump site, rose from just over 50 before the typhoon to over 200 nine months later.[39]
- Domestic labour, transport (goods and people), and farming were the most common types of work children were engaged in.[40]
- The conditions of work became more hazardous for some children, particularly in coconut plantations where it was reported they were cutting down damaged tress and removing them to the closest roadside, dragging them often hundreds of meters and further to be collected.[41]
- The typhoon reinforced traditional gender roles as children worked to support household. Girls took on additional rolls cleaning, cooking, and caring for siblings, and boys more often helping parents with house repairs and income generating activities.[42]
- Under investigated, pre-existing trafficking routes from rural areas to provincial cities and onwards to regional and/or national locations were reportedly exacerbated. Similarly several forms of sexual exploitation that were pre-existing were also reportedly exacerbated, for instance: prostitution (streets/markets/hotels/guest houses); homosexual and transgender child prostitution rings and cybersex rings newly established in bunkhouses; sexual exploitation/early marriage by older foreign men (with cyber aspects to the sale of children); and survival sex with local military on emergency response and exercise duties.[43]

New risks have emerged

- Joint assessment showed 39% of assessed communities felt there were new types of harsh and dangerous labour that did not exist prior to the emergency, such as: domestic labour in further away communities; transporting goods and people; 'others' which included coconut cutting, welding, mechanics, construction, carpentry, collecting materials and 'being in a gang.' All of which are worst forms.[44]
- In industries where children had worked prior to the typhoon but where destruction had severely impacted the industry, the pressure upon children to support their families did not lessen, leaving them vulnerable to potential new risks and trafficking into different types of work, sometimes further afield.[45]
- Anecdotal evidence from practitioners directly linked child labour to the humanitarian response both in livelihoods programmes and reconstruction efforts, for instance:[46]
  - Cash for work schemes. It was reported that adults signed up for work but children were sometimes the ones to conduct it.
  - In particular industries that were supported during the response such as the Coconut Authority, regulated clearing up to two kilometres from the coast, but beyond that, land was privately cleared, unregulated, and reportedly using children.
  - Children were involved in activities such as clearing up debris from houses and schools, helping parents find materials for repairs, searching for extra food, lining up for distributions, scavenging and waste collection to sell, which prevented them from attending school.
  - Children were involved in the production of building materials for reconstruction.
  - Children who were moved into relocation sites away from the coast were more vulnerable to becoming engaged in hazardous work that was in close proximity of the new sites, for instance sites close to the Tacloban dump site.

Weakened capacities of formal and informal systems

- Unclear and unimplemented systems to protect exploited children were compounded by even less enforcement of child labour laws.
- The typhoon severely affected social services available to children. Social welfare departments became a 'one-stop-shop' for the humanitarian response, with many activities across multiple sectors under their responsibility.[47] This strained the department responsible for identifying and referring vulnerable children and families facing protection concerns, becoming even more understaffed and overburdened than before the typhoon.
- Efforts to initiate a gender-based violence and child protection referral pathway that was rolled out amongst partners, was not finalised for the first six months of the response, and in most affected areas referral services for children remained limited in terms of quality and coverage. This hindered any consistent mechanism for monitoring and recording cases of child sexual exploitation and trafficking.
- Particular challenges existed with the response to sexual exploitation and trafficking including a lack of functional community level Violence against Women Desks[48] and Anti-Trafficking Desks across the numerous sea, air and land transport hubs; the inadequate presence of safe havens for women in crisis; limited geographical coverage of prevention and response strategies, and the capacity to legally process cases in a timely manner.

Challenges

- Most of the assessment data collected after the typhoon, lacked detail on how the risks to child labourers had changed, such as working hours, interference with school, exposure to dangerous or abusive conditions etc. Making it impossible to determine how harmful work was for children, and whether children were increasingly at risk of the WFCL.

Notes

37. Harsh and dangerous work was defined in the assessment to encompass the definition of child labour "work that is unacceptable because the children involved are too young and should be in school, or because even though they have reached the minimum working age (15 years), the work they do is harmful to the emotional, developmental and physical well-being of a person below the age of 18," and the WFCL.
47. Social welfare departments conducted activities such as identification and lists for distributions, water, sanitation and hygiene promotion, milk powder distributions etc.
48. Violence Against Women (VAW) Desks are designated by law as places where women who experience physical, psychological and sexual abuse can seek assistance from community workers and officials (Barangay VAW Desk Handbook, Philippine Commission on Women).

2 ENSURING A QUALITY RESPONSE

2.1 Coordination

The extensive nature of child labour means no one agency, organisation or department can provide the full range of services needed to prevent and withdraw children from harmful work. Coordination is therefore a vital component of preparedness and response activities to address child labour in emergencies, where it should seek to draw from existing expertise, prevent the duplication of efforts and harmonise approaches to promote best practice and accountability in child labour responses.

The nature of coordination in preparedness and response will specific to different contexts but will entail both intra-sectoral coordination - the coordination of individual sectors - for example child protection or education; and inter-sectoral coordination, or coordination between two or more sectors. Although governments are ultimately responsible for coordinating emergencies and protecting children within their borders, humanitarian coordination usually brings together government and non-government actors to strengthen responses for affected communities. It should be noted that coordination in a refugee situation, takes a different format for which UNHCR is the lead. Each context will be different particularly in complex emergencies where mixed refugee and IDP situations present.

Box 1: Responsibilities to prevent and respond

Who are the main actors?

In times of crisis a range of new and existing actors should play a central role in the response to child labour and its worst forms in emergencies.

Some of the key existing actors might include government departments responsible for: trade and labour, child and social welfare, education and training, social protection, and justice and security; International organisations such as the ILO and UNICEF; and international, national and local NGOs.

Where activities to address child labour were being implemented before an emergency, local trade unions or workers organisations might also be involved.

During humanitarian crisis whether rapid onset or protracted, a number of other actors may respond working alongside any existing actor. Most notably UNHCR (in refugee contexts), UN OCHA and Cluster Coordination Groups such as the Child Protection AoRs, and a range of NGO's new to the geographical location.

A full list of key actors and their mandates can be found in Tool Eleven.

Whilst this section focuses on coordination in all humanitarian contexts, a separate tool for Child Protection Area of Responsibility (AoR) Coordinators who are working in emergencies with activated clusters, or for those who require more information specific to coordination *can be found in Tool Five Coordinators Checklist.*

In order to ensure child labour is adequately incorporated into the forum for humanitarian child protection coordination, consideration should be given to the following steps:

Ensure government authorities which have a role in addressing child labour are engaged in humanitarian coordination of child protection activities and any coordinated preparedness activities.

Where possible include the lead ministries or government departments that are responsible for issues related to child labour. In most countries, this means both the ministry or department for labour, as well as for social welfare and development. Consider also the ministry or department responsible for justice and law enforcement.

Encourage and facilitate the participation of national stakeholders engaged in child labour activities in humanitarian coordination.

Identify and engage existing coordination mechanisms for child labour. Where governments have undertaken steps to eliminate child labour there will often be a national or regional working group or a local committee that has been coordinating efforts. Failure to include this in humanitarian coordination will undermine existing efforts to combat child labour and waste valuable resources.

Note that additional resources and expertise may be needed to ensure the meaningful participation of national stakeholders, including facilitating meetings in local languages, translating materials or providing transport etc., but their engagement will ensure due consideration to contextual issues of child labour.

Local organisations who were working to eliminate child labour prior to an emergency should be involved in humanitarian coordination, to understand and learn from existing efforts and to promote ownerships and sustainability of action taken in an emergency response. This should happen at a national, regional and field level, depending upon where the coordination hubs are established.

Box 2: Coordinating Child Labour in Jordan:

Communication, Coherence, Coordination and Capacity

A key piece of learning from Jordan early on in the refugee crisis, was the importance of including humanitarian action in existing mechanisms and systems, and ensuring the full integration of national partners responsible for child labour policies, legislation and programmes in humanitarian systems.

With a robust national framework to address child labour amongst Jordanian children before the refugee crisis, it initially excluded refuge children, however it has now adapted over time and with the support of humanitarian and development actors now takes increasing account of Syrian child labourers. Some of the initial recommendations in 2012 to strengthen coordination were:

- Integrate and involve the Ministry of Labour, labour inspectors & hotline for child labour into referral process. Train where necessary.
- Include child labour in humanitarian referral systems.
- Develop specific formally established working group for child labour.
- Ministries responsible for National Framework on Child Labour need to participate in child labour meetings and general child protection and GBV meetings that discuss the emergency.
- Invite a wider audience of national partners in coordination including the Ministry of Health

Strengthen inter-sector/cluster coordination on issues related to child labour, with particular focus on education, Gender-Based Violence (GBV), early recovery and livelihoods.

Child protection staff should create linkages, initiate discussion and work closely with colleagues, organisations and the coordination structures of other sectors, where efforts to address child labour and do no harm are needed or ongoing.

Inter-sector coordination is particularly important in the initial stages of an emergency where early recovery programmes, debris clearing and economic strengthening / livelihoods activities present risk to children; efforts to prevent trafficking and sexual exploitation are initiated through the GBV cluster; or where there are challenges and delays in providing education to affected children, and children will be out of school for an extended period of time. Coordination between sectors can provide invaluable support to joint action to raise awareness, identify vulnerable children, synchronise referral pathways and improve functional working relationships. ***Tool five provides more detail on key actions that can be taken by those supporting coordination.***

Where child labour is a considerable problem and capacity and willingness exists, initiate a specific inter-sector coordination (sub-group) structure for child labour, convening those who play a key role in government, child protection, GBV, education and economic strengthening. Ensure all relevant actors are consulted and efforts are harmonised with others.

Ensure adequate attention and time is paid to child labour in the coordination of protection activities

Support dialogue between agencies around the prioritisation of child labour during a response, the types of child labour that may be prioritised, and complementarity during the response.

Ensure child labour is included as a regular discussion topic in coordination meetings alongside other key child protection concerns.

With particular reference to the sexual exploitation or trafficking of children, establish mechanisms between GBV, child protection and anti-trafficking working groups/structures, including clear policies on who will respond to cases involving child survivors; common response standards and principles inclusive of children's issues; and common monitoring and information sharing mechanisms that support ***situation monitoring***. Developing more comprehensive standard operating procedures (SOP) which outline relevant national laws, procedures and services and how actors should work together during prevention, response and coordination may be helpful in contexts with high rates of sexual violence and exploitation.

Where efforts to establish or strengthen mechanisms that monitor grave violations or justice system violations against children engaged in the worst forms child labour (especially highly vulnerable populations like street children, or children who are trafficked or sexually exploited), child protection actors must work through suitable coordination mechanisms and UN partners to advocate for improved responses.

Promote a harmonised approach to responding to child labour through coordination

It is important that coordination facilitates dialogue and understanding about ways of working and roles and responsibilities between non-government and government actors. Identify different processes and actions being taken on child labour by different coordination groups, such as common approaches or principles (risk reduction or response strategies for different age children

or types of child labour); or processes (forms, identification, case management procedures, referral pathways). Take steps to harmonise these where needed, working with existing mechanisms will help identify crucial information quickly, saving time and contributing to 'building back better, safer and fairer.'[49]

Intra-government coordination should be supported and encouraged in humanitarian contexts to understand and define ways of working between different government departments, such as labour inspectors and Social Workers. Processes may be needed for different cases and different protection concerns facing child labourers.

Box 3: Coordinating flood response in Thailand

In 2011, a series of tropical storms in the Southeast Asia caused widespread flooding across the region. In Thailand, Tropical Storm Nalgae caused unprecedented levels of flood water in more than 25 provinces including the capital, Bangkok.

As part of the emergency response, a child protection coordination group was established even though clusters were not formally activated. Given that part of the 'most affected region' was an industrial area, home to large factories where thousands of workers lived and worked, the ILO was invited to partake in the coordination group. With their experience on issues of child labour in the region, they provided valuable insights into the situation and highlighted potential risks for children, particularly the children of migrant workers.

In the beginning of the response, in the absence of an inter-agency assessment being carried out, the inputs of the ILO were key to raising awareness amongst coordination group members about the risks related to child labour in the region and ensuring this was captured in both the initial response plan as well as the later child protection assessment.

2.2 Situation Analysis

Any child protection actor or coordination group wishing to develop the foundations of a response - both during preparedness and in an emergency - must develop a common understanding of the situation in terms of the key child protection needs and child labour issues.

Compiling a situation analysis that includes relevant and up to date information on child labour is a key step during preparedness. If not done in advance it should be done as soon as possible after an emergency, as it will inform future assessments by outlining what is already known about child labour and its worst forms in the context.

Situation analysis commonly comprises a number of key elements including ***secondary data review***, ***assessment*** **and** ***situation monitoring*****.**

Before beginning a situation analysis it is important to think through what information is needed in any given context. In order to do this start with **What We Need to Know (WWNK)**.

49. Building back better, safer and fairer' is a key recommendation from the 2013 UNSIDR publication: Towards the resilient future children want: a review of progress in achieving the Children's Charter for Disaster Risk Reduction.

2.2.1 What We Need to Know (WWNK)

What We Need to Know (WWNK) are the unknown or little known about pieces of information that are needed for programming and advocacy. They are the research sub-questions about child labour that need to be answered and are the basis for developing data collection tools.

Whilst the WWNK can provide a wide variety of information, to make sound strategic decisions, as a very minimum, the WWNK should provide enough information to determine whether or not child labour is a priority child protection concern in the context, in order to do this the WWNK will need to look at both scale and severity. ***Section 2.4.2 provides more information on determining scale and severity.***

The first step should be to come up with a list of WWNKs. ***Tool two contains*** an extensive list of recommended WWNKs for child labour, these are linked to the corresponding phases, and include some comments and tips. Please note that these must be fully revised and contextualized in any emergency context. Use the information in the tool to guide decision-making during situational analysis.

2.2.2 Methodology of data collection during situation analysis

Many methods of data collection exist, but not all are appropriate for emergency contexts, or for the topic of child labour, which is a 'hard to measure' child protection concern in emergencies. The below table presents recommended methodologies for data collection for each assessment phase.

Phase	Methodology	Comment
Phase (P0): Preparedness	• Secondary data analysis and desk review	Ensure the inclusion of child labour
Phase 1 (P1): First 2 weeks	• Secondary data analysis and desk review • Integration of child labour into initial rapid assessments	Update and add emergency specific information to secondary data analysis if it was done during the preparedness phase. Ensure any significant WFCL are included in initial rapid assessment
Phase 2 (P2): First 3 months	• Integration of child labour into the child protection rapid assessment (CPRA) and other sector-specific assessments (child protection and other sectors)	Capitalise on child protection sector and other sector assessment processes and information gathering
Phase 3 (P3): Beyond 3 months (including monitoring and transition into recovery)	• Integration of child labour into a CPRA or other sector specific assessments • Monitoring • In-depth analysis of child labour using rigorous research methods	Where child labour is a priority concern, focus on in-depth assessment.

2.2.2.1 Secondary Data Review (SDR)

PHASE 0 PHASE 1

To compile a Situation Analysis, a review of secondary data must be conducted. To reduce the duplication of efforts these are best done through a local coordination structure and during preparedness. The Alliance for Child Protection in Humanitarian Action has developed tools - The CPWG Desk Review tool and the Secondary Data Review (SDR) Matrix - which can be adapted locally to support the process.[50] ***Tool 10 has a full list of resources that can support practitioners with data collection.***

Relevant ministries, governmental and non-governmental actors should be asked to share existing literature on child labour.

A minimum level of information should be identified including:

- The extent, forms and severity of child labour that exist at national, sub-national and local levels, including measured through economic, education and child protection indicators
- An analysis of cultural attitudes towards it.
- Information on (previous) local activities and responses to protect children from various forms exploitation. It is important not to presume exploitation happens in all settings, to identify local patterns and related local capacities to prevent and respond.
- Previous lessons learned.
- Information on national legislation, policies and institutions relevant to regulating employment and eliminating child labour.
- The identification of underlying inequalities, vulnerabilities and risk that influence the susceptibility of children their families and communities to child labour and its worst forms when they are facing natural and human hazards.
- In potential refugee/IDP situations, information is needed on both host communities and the communities refugees originate from, including any additional relevant considerations in legislation and policy for refugees.

Where it is not possible to formulate a SDR during preparedness, it should be done in the very early phases of emergency response, or after there has been a significant change in the circumstances of chronic emergencies to support a better understand of the pre and post emergency child protection context.

- ***Tool two includes an extensive list of information that should be collected as part of a secondary data review.***
- ***Tool three lists of common sources of information on child labour for secondary data review and***
- ***Tool four links to the response matrix, which indicates the most important actions to be taken during different phases with response to secondary data review.***

50. Examples of general child protection desk reviews can be found at the CPWG website ***http://cpwg.net/***.

Box 4: CPWG Secondary Data Review Matrix and Child Labour

This tool supports both secondary data review and situation monitoring. It provides an opportunity to gather data in the preparedness phase that can be easily analysed and shared next to in-crisis data from a variety of sources. It allows for greater analysis of information based on administrative level and other standard domains, affected groups, timeline, etc.

It can be particularly useful where primary data may be difficult to come by, as a wide variety of sources can be used whilst carefully assessing them for reliability and credibility, capturing incidences that would otherwise not be recorded. This allows for stronger analysis of grey literature, which can be hugely beneficial to those working with child labour, particularly its worst forms, which are often difficult to gather accurate data on. Systematically collecting and analysing this provides powerful material to advocate for the inclusion of child labour in response activities.

2.2.2.2 Assessment

Assessment provides the opportunity for child protection practitioners and others to collect primary data on child labour in any given humanitarian emergency. Depending on the context, phase or type of emergency, different assessment methodologies may be used.

This following section will outline how to plan for an assessment that considers child labour; guidance on developing assessment frameworks; and a variety of data collection methodologies relevant to different of contexts.

Experience shows that the assessment of child labour during emergencies is often not systematically carried out. Consequently it difficult for practitioners to measure how child labour has changed as a result of the emergency. In addition, learning shows that where assessments have been conducted, the information that has been collected can often be insufficient to support the design of a response upon. Best practice from child protection agencies shows that planning should include the following elements:

Planning an assessment that considers child labour

- ☑ **Start collecting data as early on as possible**, and ensure the situation continues to be monitored. The impact of humanitarian crisis on child labour will often grow over time, and the nature of child labour can change significantly in the lifetime of an emergency.
- ☑ Ensure there is a **clear understanding of potential strategy directions**, and ***read section 2.4 in advance of any question design,*** as this which affect the level of information needed.
- ☑ Where **child labour is pre-existing it must be included** as a key child protection concern in assessment frameworks.
- ☑ **Ensure you have adequate resources** available, to gather information and understand often complex issues that surround child labour and its worst forms.
- ☑ **Join efforts with other child protection actors,** it is the most efficient way to collect data on child labour. If child protection coordination mechanisms are active, start there.

☑ **Make the most of assessment opportunities across sectors.** Coordinate with other sectors to ensure child labour and its worst forms are included, particularly in education and economic strengthening/early recovery assessments. Even with a few questions, a significant amount of data can be collected that contributes to the overall picture of child labour.

☑ **In and IDP contexts, UNHCR and the International Organisation of Migration (IOM) should be involved** in any decision regarding data collection. These agencies and their partners collect information on the affected population that can be of great value to those working on child labour.

☑ **Consider ethical aspects** of data collection particularly important to child labour:[51]

- **Do No Harm**: Ensure the safety of child labourers, families and communities, assessment teams and respondents, particularly when assessing worst forms and illegal activities.
- **Confidentiality.**
- **Minimise expectations** among respondents and communities, through effective communication and informed consent.
- **Terminology.** Identify locally used words for particular forms of child labour. For instance children in domestic labour may be known as 'house boy/girl' or a 'home helper.'

☑ **Try not to over-assess.** Mainstream child labour where possible, and carefully consider the information needed and for what purpose. Refer to tool two for more guidance.

☑ **Sensitivities and social norms**. Subjects such as sexual exploitation or using children in illicit activities can be extremely sensitive and knowledge of their extent and impact on children may limited.

- Ensure the use of appropriate methods and tools for data collection to reduce bias.
- Talk about the most sensitive issues surrounding the worst forms last.
- Awareness raising may be needed and a targeted strategy to increase knowledge and responsiveness in the community beforehand.

☑ Where child labour has been included in preparedness activities, **use pre-adapted assessment templates.**

☑ **Consider what will happen with the assessment results during the planning stage:**

- To influence programming, will the results provide adequate information to take action on child labour?
- If persons in authority are implicated in child labour, particularly its worst forms. How will the results be shared and action taken?

51. For more information on ethical considerations and overall guidance refer to the CPRA short guide: Available from the CPWG website ***http://cpwg.net/***

Box 5: Disaggregating data for child labour

Difficult to achieve in the initial phases of an emergency but critically important. In order to support strategy development and programming interventions, especially where in-depth activities may be required, practitioners should consider how they will disaggregate data from an early stage. Age gender, geographical location and disability should be considered.

Disaggregated data can support access to services for all children, including those previously excluded from services, by identifying the barriers to education, protection, economic strengthening and health that disadvantaged children and their families face. For instance disaggregated data can determine the age or grade at which school dropout increasingly occurs, pointing to potential weaknesses in the system, such as a difficult transition from primary to lower secondary education, the role of gender, or a lack of early warning indicators of dropout that could enhance prevention.

Practitioners will need to consider a variety of inter-connected factors when determining the age ranges they wish to work with. For child labour one of the most important considerations is the legal framework i.e. minimum ages for employment and the ages of compulsory schooling. However, in a humanitarian context, these will need to be considered alongside disaggregation ranges set by coordination or response structures, relevant minimum standards, existing data collection methodologies, and other key child protection needs and strategies.

Integrating child labour in different assessment methodologies

Adapt frameworks during preparedness **PHASE 0**

Depending on the context, whether child labour is a priority concern, and the level of capacity and resources available, different methodologies will be suitable:

☑ Conduct preparedness for assessments in a coordinated inter-agency approach.

☑ Review available assessment tools at inter-agency level, including sector specific and governmental tools.[52] Capitalize on and link with ongoing efforts to map risk and vulnerability.[53] ***Box 43 contains an example of how this may been done.***

☑ E nsure the worst forms of child labour, are included in efforts to develop early/initial assessment methodologies during preparedness.[54] Consider other forms of child labour where they are prevalent alongside other child protection concerns in early assessments.

52. Such as the Child Protection Working Group CPRA; Education Cluster Joint Education Needs Assessment toolkit; Food Security Cluster Assessment Tool Inventory; Guidance Note on Early Recovery
53. ***Box 40, in Tool 3 contains some examples of efforts underway in Asia to map risk and vulnerability***
54. This may include preliminary scenario definitions, multi-cluster initial rapid needs assessment tools, or other non-clusters frameworks.

- ☑ Agree how child labour and identified local forms of hazardous labour should be incorporated into child protection assessment frameworks.
- ☑ Ensure planned assessment methodologies are age, gender, geographic and disability sensitive and data is disaggregated. *See box 5 on page 34 for more information*.
- ☑ Based on these discussions develop/revise child protection assessments to include child labour, validate them with government and partners, and build capacity to deliver them. *See tool two for potential areas and assessment questions.*
- ☑ Integrate children's exploitation across assessment preparedness activities in other relevant sectors.[55] Roll-out/training.

Initial Rapid Assessment (P1)

PHASE 1

Initial rapid assessment is needed in the first few weeks of weeks of emergency, regardless of the context. Multi-sector initial rapid assessment (MIRA) is one approach that can be used.

Through coordination ensure that the rapid assessment reflects any worst forms, such as slavery, trafficking, abduction for labour or sexual exploitation, sexual exploitation, and the recruitment of children into fighting forces etc., particularly where these are pre-existing or populations are displaced. Initial assessment can also be used to indicate negative coping strategies that involve children's work. For instance under education, including children's work as a reason for children not attending school; or under livelihoods, including it as a negative coping mechanism to supplement family income or food security. This initial assessment can indicate that child labour is a concern that warrants further assessment and analysis.

Box 6: MIRA guidelines lay out an approach to undertaking a joint multi-sector assessment in the first two weeks of a crisis or significant change in an emergency context where clusters have been activated. It is a community level assessment and often uses purposive sampling. It aims to provide decision-makers with "timely, adequate, sufficiently accurate and reliable information to collectively identify strategic humanitarian priorities."

55. In its most basic form this could include the disaggregation of certain question by age and gender to give more representative data. It could look at children's work as a negative coping strategy where family income is insufficient; a reason for children not attending school or for certain groups to miss out on school; or the presence of worst forms as significant protection concerns facing communities.

Child Protection Rapid Assessment (CPRA)

PHASE 2 PHASE 3

The CPRA toolkit developed by the Alliance for Child Protection in Humanitarian Action includes a section on child labour which primarily relies on desk review, key informant interviews and direct observation as key methodology.[56] Child labour should always be included in CPRA frameworks where there are indications that children are being exploited and this will likely be affected by the impact of an emergency on families income and access to services including education. The WWNK should collect information on any specificities of national legislation that need to be understood to inform decisions about strategy. For example, the minimum working age, the number of hours and times that children are permitted to work, whether certain types of work are on a national list of hazardous child labour etc. Where prioritisation is needed because of large numbers of child labourers or limited resources, assessment data should support decision-making as much as possible. Learning from the Philippines, highlighted below identified some of the challenges of integrating child labour into a CPRA framework.

Box 7: Joint child protection and education assessment in the Philippines

In 2014, a joint assessment was conducted following Typhoon Haiyan using the CPRA to guide the child protection component. As child labour had been raised as a priority issue, it was included in the assessment framework to focus on changes in "harsh and dangerous labour", defined as "work that is unacceptable because the children involved are too young and should be in school, or because even though they have reached the minimum working age (15 years), the work they do is harmful to the emotional, developmental and physical well-being of a person below the age of 18, as well as worst forms of child labour".

Whilst the questions focused on the types of work children were doing, whether there had been a perceived increase, and whether there were new forms; the framework did not asses the conditions of the work children were known to be engaged in, such as the number of hours, where and when they worked, or the hazards they faced. Without this detail it was difficult to analyse what the broader impact of the emergency was on child labour beyond increasing it, and whether children's work could be classed as acceptable, child labour or its worst forms.

This was a particular challenge when identifying hazardous work and domestic labour, both of which require information on the conditions of work to determine the level of harm children are exposed to. For instance, to identify whether 'farm work' should be a priority for activities such as targeted awareness raising, practitioners need to know how many hours' children usually work; whether they use sharp tools or pesticides; whether they are able to go to school and how old they are. Without this information it was difficult to target activities beyond general messaging to prevent child labour.

56. More information on the Child Protection Rapid Assessment Toolkit can be found at the CPWG website *http://cpwg.net/*

ENSURING A QUALITY RESPONSE

Integrating child labour into other data collection processes

PHASE 0 PHASE 1 PHASE 2 PHASE 3

Using other assessment processes to collect information on child labour involves a good understanding of:

Integrating child labour into other data collection processes involves a good understanding of:

- **The methods used for data collection.** This will help provide questions and indicators on child labour that sit well with the overall structure of data collection process.
- **Technical expertise among data collection teams**, will help decide the type of questions that can be included in the assessment, especially on sensitive topics such as sexual exploitation etc.
- **The timeline of assessments.** This will allow the most urgent information linked to the timing of assessments to be identified and collected.
- **The ways in which the confidentiality of respondents will be protected** if sharing sensitive information; and how any child protection concerns reported or identified through the assessment will be followed up. Consider the capacity of data collections teams and the processes in place for sharing information and follow-up.

As the first step, always reach out to other humanitarian actors to find out what data collection activities are scheduled and try to include child labour in their plans. Sometimes a simple change in the structure of data collection instruments (such as disaggregating data on the labour market by age and sex or adding multiple choice answers that reflects child labour) will be good enough for an initial understanding of the situation.

Box 8: Key indicators

Where there is the possibility to integrate questions on child labour into other assessment processes, consider the following 3 questions as the most important for decision making.

- Number of boys and girls aged 5-14 and 15-17 who work?
- Number of hour's boys and girls aged 5-14 and 15-17 work in the past week?
- Type of work (sector and task) boys and girls aged 5-14 and 15-17 do?

Education, early recovery, food security/economic recovery/livelihoods assessments, and Post Disaster Needs Assessments all present an opportunity to integrate child labour into the framework with minor adjustments.[57] Using these to look at child labour as a causal factor or negative coping strategy will provide additional insightful information, and give other actors data on child labour they have ownership over to initiate preventative and response actions. ***Tool two includes some key indicators for education and economic recovery / livelihoods actors to collect evidence on the extent and nature of child labour.***

Also link to sections on ***mainstreaming child labour through emergency education activities*** and ***mainstreaming child labour through economic strengthening activities***

In-depth analysis of child labour and mapping

PHASE 2 PHASE 3

In depth assessment should be conducted when child labour is an obvious and serious issue affecting children. Although it is difficult to quantify this, if the following are present, an in-depth assessment of the child labour situation, children's longer term needs and available services, policies and response systems will be needed.

- Evidence of child labour having increased, especially where it is clearly increasing as a protracted emergency continues;
- New forms that children are working in following an emergency; or
- A programme to respond to child labour being initiated.

A variety of sources (anecdotal, surveys, assessments, inter-agency consensus) should be used to support the decision for deeper analysis; and practitioners should consider both the **scale and severity** of the problem during discussions and decision making.

In refugee situations some of this data may not be available, or comparable for the time prior to displacement, but in some circumstances it will also be a good opportunity to assess the condition of child labourers in the host community and meet the needs of both.

In-depth assessment and mapping can be done through a mix of common research methods such as focus group discussions; key informant interviews; direct observation; participatory methods of inquiry such as participative ranking method.[58] The choice of data collection methodology will depend on the nature of information required and available resources.

57. Post Disaster Needs Assessments are a government-led exercise, with integrated support from the United Nations, the European Commission, the World Bank and other national and international actors. It harmonizes assessment, analysis and prioritization of information on the physical impacts, the human impact on affected populations, the economic value of damages and losses, and the resulting early and long-term recovery needs and priorities.
58. More information can be found in Participative Ranking Methodology: A Brief Guide, Ager, A., Stark, L.., Potts, A., (2010) Program on Forced Migration & Health, Mailman School of Public Health Columbia University, New York. Available from ***http://www.alnap.org/***

In recent years several countries with significant child labour concerns during humanitarian crisis have conducted assessments using adapted questionnaires developed on the basis of the ILO-UNICEF Manual on Child Labour Rapid Assessment Methodology, 2005, ***details of which can be found in tool 3***. In emergency situations where it is decided to conduct an in-depth child labour assessment, it is recommended that humanitarian actors contact relevant organisations with experience in this area of work, such as the ILO, UNICEF and Save the Children International, to seek support in questionnaire design, training, data collection and analysis.

In most contexts, children engaged in child labour are considered hard-to-reach particularly if their involvement violates local laws. This presents a number of challenges to practitioners who are conducting in-depth assessment.

One methodological concern that is of great importance to robust analysis is sampling. Therefore, non-conventional sampling methods should be used, such as respondent driven, time location, and network scale-up.[59] These are innovative but statically robust sampling methods that allow researchers to access a representative sample of children involved in child labour. These methods are technically more complicated than the common approaches to sampling in humanitarian contexts, such as purposive or snowball sampling,[60] and their use will require the involvement of technical expertise, as well as more time and financial resources. At the same time, the data produced will be generalizable to the target population and can effectively inform programming and advocacy.[61]

To overcome the challenges of assessing child labour, whichever method of research is used, include:

- ☑ **Direct observation**: in places where children work, encampments/temporary accommodation near work sites; ports, bus stops, train stations and border crossings; markets and streets; distribution sites and other service delivery points such as water/ firewood; communities, schools, slums, restaurants, hotels etc.
- ☑ **Indirect observation** including through the eyes of children
- ☑ **The views of children,** which can be done through interviews with children or group activities
- ☑ **Cross checking and verification.**

Detailed guidance on conducting in-depth child labour assessment and interviewing child labourers can be found in ILO-UNICEF Manual on Child Labour Rapid Assessment Methodology, 2005, which also contains model questionnaires in the annexes. ***Refer to tool two for a detailed list of WWNK to adapt during in-depth assessment and mapping.*** and ***tool 3 for further information sources*** and ***tool 10 for key resources list***

59. More information on these methodologies can be found in the journal article 'Systems and strategies for identifying and enumerating children outside of family care.' Pullum, T., Cappa, C., Orlando, J., Dank, M., Gunn, S., Mendenhall, M., & Riordan, K. (2012). It reviews 8 methodologies applied to identify and enumerate often hidden and/or mobile populations of children outside of family care e.g., institutionalized children, children on/of the street, child-headed households, separated or unaccompanied children, trafficked children, children working in exploitive labour situations, etc. This article is found in Child Abuse & Neglect, 2012-10-01, Volume 36, Issue 10, Pages 701-710
60. More information on snowball and purposive sampling can be found in the Child Protection Rapid Assessment Toolkit.

2.2.2.3 Situation Monitoring

Situation monitoring and early warning in preparedness

PHASE 0

During situational analysis in the preparedness phase, particularly where there are seasonal or evolving hazards, it is possible for child protection actors to monitor child labour to detect signs of deterioration.[62] For example, identifying a spike in the number of cases of children who are dropping out of school; an increase of parents reporting children working much longer hours; or reports from labour inspectors showing a marked increase in certain types of child labour, may enable practitioners to implement early response activities.

The overall goal of monitoring is ***early intervention and action to mitigate the impact of the emergency on child labour, through modifying key preparedness actions and contingency plans where possible.*** Monitoring during the preparedness phase should be resource-light, ideally forming part of the regular daily tasks of teams working on child labour issues. It may entail:

- Discussing with partners the validity of and potential manner child labour and its worst forms may be monitored, to inform of early signs of deterioration.
- Coordinating with others, for instance, protection actors doing protection monitoring, or education actors who may notice incremental or mass school drop-outs.
- Working with programmes doing child protection case management to identify any changes or trends in work children are doing.
- Asking questions and observing situations which may increase vulnerability, such as changes in family composition or living arrangements.
- Speaking to law enforcement agencies to understand any changes in the movement of children and their families across borders.
- Consider **Child Labour Monitoring (CLM) Systems** and work with them if present to determine and analyse spikes in children's economic activity. Establish clear roles and responsibilities, where applicable. Information on CLM can be found below ***and in Section 3.7.6.***
- Working with the government labour inspectors, who can monitor the employment of parents as an indicator of child labour;[63] identifying any increases of children working in businesses they monitor; and monitoring labour inspector reports that are sent to central ministries.
- Training community workers or teachers to recognise child labour so they can report it and any increases when they identify it.
- Ensure evolving discussions on risk and vulnerability are regularly reviewed.

62. Seasonal hazards such as floods, landslides, storms, droughts have a regular cycle, preparedness actions should be implemented, and contingency plans updated before the seasonal/scheduled hazard onsets. For evolving hazards - such as armed conflict and civil unrest, epidemics and pandemics, drastic changes in the socio-economic environment - the level of risk changes irregularly over time. The evolution of hazards should be monitored to identify the point when risk is heightened, and intervention is needed.
63. Children's labour is closely linked to that of their parents, as if access to labour markets for parents is restricted child labour may increase.

Situation monitoring in response

PHASE 1 PHASE 2 PHASE 3

Monitoring the situation of child labour during response involves the collection and analysis of data on child labour concerns and capacities on an ongoing and regular basis. This is useful as an emergency continues to evolve beyond the initial few months, and/or an emergency is of protracted or chronic in nature. Carefully documenting the situation of child labourers and their families is a key requirement of interventions that wish to sustainably address child labour, it is a central component that helps inform and adapt effective strategies and ensure advocacy is supported by an evidence-base that is gradually built as response and recovery progresses.

As monitoring child labour can be costly, resource intensive, and in emergencies there is little evidenced-based best practice, it is important for practitioners to consider the different methods available to collect data. Including community-based reporting, facility-based information systems, periodic surveys, child labour monitoring (CLM), the CPWG CPiE Situation and Response Monitoring Toolkit, or broader protection/child protection monitoring frameworks.

Box 9: Learning from Ivory Coast

One organisation in Ivory Coast has found that monitoring systems implemented directly by communities can be a suitable option for villages in rural areas, particularly for child labour related to agriculture. It requires training at the community level and specific follow-up, but can be sustainable compared to costly child labour surveys.

The same organisation has developed a community assessment tool to understand a community's level of protection to children's non-engagement in child labour and to monitor and track progress over time. Recognising that monitoring child labour incidence can be difficult, the tool is based on proxy indicators that have potential association with child labour risk and their assumed role in creating a protective environment for children. The indicators form a community risk profiling and focus on child protection, education, women's empowerment, community empowerment, livelihoods and community development (access to services). (International Cocoa Initiative 2016)

The ILO has developed guidance on a specific type of monitoring, which is based on observation. The CLM framework is relevant to contexts where child labour is concentrated in areas and is visible. This allows child labour actors to engage in regular observational monitoring visits, which can then lead to referral and follow up activities. It should be noted that CLM is particularly difficult for monitoring child domestic work and other hidden forms of child labour. More information on CLM can be found at the ***ILO IPEC website (http://www.ilo.org/ipec/)***

To avoid assessment and monitoring fatigue and to optimize the use of resources, monitoring the situation of child labour in emergencies should ideally be part of larger monitoring activity for child protection, other protection issues or other humanitarian sectors:

- ☑ Include the WFCL in wider protection monitoring frameworks, disaggregate data collection.
- ☑ Ensure coordinated and centralised systems for monitoring the WFCL by linking with efforts underway in other sectors. For instance, with GBV to monitor sexual exploitation and trafficking for the purposes of sexual exploitation; with protection to monitor population movements that may indicate trafficking for labour or sexual exploitation, and other protection issues such as forced displacement which could impact levels of child labour; or with early recovery to monitor the involvement of children in hazardous work.
- ☑ Where they exists, integrate child labour and WFCL into systems that monitor child protection issues, such as case management tracking/reporting systems, UASC monitoring systems, or community based child protection monitoring systems.
- ☑ In clusterized countries record incidences through situation and monitoring frameworks such as the CPWG secondary data review matrix and the 5W's framework (Who does What, Where, When and for Whom), where a variety of sources of information can be collated and analysed which help contribute to an overall picture of child labour. ***More information on these can be found in Tool Ten - Key Resources***
- ☑ Include community based child protection mechanisms (CBCPM) and older children in monitoring. Identify a child labour focal point role within community groups to assist in collecting data and reporting. Develop simple monitoring tools and protocols.
- ☑ Incorporate the monitoring of child labour into monitoring activities of other sectors to identify child labour issues related to that sector for instance education and economic strengthening activities.
- ☑ In circumstances where specific monitoring should be set up only for child labour, please contact the Global Child Protection AOR for further support on situation monitoring.

2.2.2.4 Response Monitoring

PHASE 1 PHASE 2 PHASE 3

Response monitoring is the ongoing and coordinated measurement of a humanitarian response. CPiE practitioners should design their programmes to include and feed into any efforts underway to monitor a response that measures progress against targets, so that improvements can be made along the way, and that accountability can be maintained to beneficiaries and donors. Through reporting directly to organisations, or as part of an inter-agency process, CPMS 12, Child Labour includes an outline list of indicators that can be used by CPIE teams, ***which can be found in Tool One.***

Child protection and GBV actors in Ethiopia have developed an adaptable version of the 5W tool, to monitor the humanitarian response. This helps practitioners measure progress against targets, and may help provide further ideas for monitoring child labour in humanitarian child protection programmes.[64]

64. More information can be found in the Ethiopia Child Protection and Gender Based Violence Sub Cluster, Child Protection Situation and Response Monitoring Framework, 2016. Available from ***http://reliefweb.int/report/ethiopia/ethiopia-child-protectiongender-based-violence-sub-cluster-child-protection***

2.2.3 Analysing information

When combining information from a variety of sources to form an overall picture of child labour, ensure:

- ☑ Potential inaccuracies presented through sampling are identified.
- ☑ Acknowledge agenda and biases of any data sources. Weigh the credibility of evidence.
- ☑ Triangulate information and note any major discrepancies in the findings, use:
  - Data highlighted through the secondary data review and previous studies/research to triangulate post emergency assessments;
  - Key informants;
  - Organisational and media reports and data on child labour and its worst forms.
- ☑ Analyse and interpret data by age, gender, geographic location, types of work and where possible type of children.
- ☑ Use collective, collaborative interpretation through humanitarian child protection coordination mechanisms.
- ☑ Have adequate resources. Where assessments and secondary data are insufficient, additional research may be needed. ***More information can be found in Section 3.7.9 Research and knowledge section.***

2.3 Information management

PHASE 1 PHASE 2 PHASE 3

Information management that supports a response to child labour will depend upon:

- Existing and planned responses;
- Information Management Systems (IMS) in use prior to an emergency that support child protection or child labour efforts;
- The strategic direction of the response;
- The presence of electronic agency led systems like UNHCR PROGRESS, the Child Protection Information Management Systems (CPIMS) or the GBV IMS;
- Requirements of humanitarian coordination.

Actors working on child labour should be present in coordination meetings that discuss information management and situation analysis so that key indicators for child labour can be included, processes take account of existing efforts and child labour is mainstreamed into key humanitarian information management processes such as contact lists, regular meeting minutes, 3/4/5 W's Matrix and secondary data review tools where in use.

When thinking about information management of data corresponding to child labour, consider the following issues:

- ☑ Ensure data is able to be disaggregated according to age, gender, geographic location, and disability and that this disaggregation allows for analysis around the minimum age for employment (14 or 15 years), the age at which no child should work in the WFCL (up-to 18 years). Where possible also consider the minimum age for light work (12-13 years).
- ☑ Identify whether there are systems for collecting and managing information on child labour in place (databases, surveys, administrative data, case management data, refugee databases). To avoid duplication, strengthen buy-in, support and sustainability, consider building on existing systems where these are suitable.
- ☑ As soon as possible harmonise information management between relevant national authorities and relevant coordination groups, such as GBV, protection and child protection for the WFCL such as trafficking and sexual exploitation. These are issues which span multiple sectors and practitioners often have difficulty tracking. This collaboration may involve law and border enforcement agencies, central government, local organisations etc. Ensure information is collected and analysed centrally by the most appropriate actor to be able to inform rapid action against WFCL as they arise (new trafficking routes, hotspots for sexual exploitation etc.). Memorandums of Understanding and SOPs may be needed to clarify roles and responsibilities, including clear information management structures between organisations and sectors.
- ☑ Ensure ethical and confidentially issues have been discussed and dealt with, particular in regard to children in the WFCL who may also be in conflict with the law, victims of GBV, or combatants etc.

Once data is collected and analysed it should contribute to the strategic development of interventions, informing strategy, programme planning and implementation, public information and preparedness activities amongst others. Ensure data is actively disseminated and used, not only to advocate for increased awareness of child labour but also to inform broader humanitarian programming to reduce child labour in the short term, and support policy development throughout recovery and reconstruction efforts in the future.

Ensure information and data is regularly updated and shared, particularly concerning the locations and activities of actors and service providers which form part of child labour prevention and response efforts.

Always seek further guidance on information management from specialists such as local Information Management Officers or the Global Child Protection AoR Information Management Officer.

2.4 Strategic Planning

PHASE 1 PHASE 2 PHASE 3

Humanitarian responders have a responsibility to protect the rights and needs of working children, much the same as all children affected by emergencies. Since the introduction of the CPMS it is much clearer for those working in emergencies that it is necessary to determine whether or not child labour is a priority child protection concern, and to what extent it has been affected by the emergency. Following this, it is essential that decisions made about child labour are based upon the analysis of available information and evidence of the situation.

As child labour has been recognised as a child protection need that many CPiE practitioners lack experience in, it is especially important that decisions are based on strong and varied information sources to focus on the most pressing and harmful concerns affecting children.

2.4.1 Strategic considerations for ALL humanitarian actors

'DO NO HARM'

PHASE 0 PHASE 1 PHASE 2 PHASE 3

In some responses child labour may not be a priority child protection need. It may not be a pre-existing issue, or post-crisis assessment and analysis may show that there are greater child protection needs. In this situation there are still a number of activities that are essential, regardless of whether child labour is identified as a priority need.

It is incumbent on all humanitarian actors and the overall response to ensure:

- ☑ **Humanitarian response does not exacerbate current levels of child labour.**
- ☑ **Children are not engaged in child labour or the WFCL related to, or a result of humanitarian response activities.** Some common examples found in emergencies include: children who are under the minimum age and should be in school participating economic recovery activities managed by response agencies such as cash-for-work; companies who provide materials or services to the humanitarian supply chain or logistics efforts using child labour; children working in reconstruction and building activities that are dangerous and harmful; inadequately planned or implemented response activities that inadvertently increase child labour, such as education, economic strengthening or psychosocial and case management services that do not reach vulnerable children leaving those who are excluded exposed to exploitation.
- ☑ **Children of legal working age are allowed to participate in safe economic recovery**, livelihoods and skills training opportunities during the response.
- ☑ All humanitarian operations put in place prevention, awareness raising, training and **safeguarding measures to prevent sexual exploitation and abuse** (SEA) by humanitarian workers. This includes: training in Codes of Conduct, policies and procedures for child safeguarding and Preventing Sexual Exploitation and Abuse; establishing confidential accountability mechanisms with multiple reporting pathways and raising awareness among beneficiaries (children and adults alike) on acceptable behaviour for staff and volunteers and how to report concerns.
- ☑ **The child labour situation is regularly monitored including**: security and borders; the role children play in families and communities after an emergency; humanitarian service delivery and the prevention of sexual exploitation and abuse. ***Section 2.2.2.3 contains further information on this.***
- ☑ Ensure services reach those ***at risk groups who may be most vulnerable to child labour*** and/or are excluded in communities. Include the families of child labourers in discussions and activities to enable this.

Child protection practitioners have additional responsibilities to ensure:

- ☑ CPiE interventions consider the dynamics of child labour and its role in the lives of the children to modify strategies where necessary, and avoid exacerbating their situation.
- ☑ Everything possible is done to improve access to services and **include child labourers in broader groups of targeted 'vulnerable children',** as they may often be excluded from emergency response activities. ***Section 3.4.1 gives lots of ideas of how to mainstream child labour into a variety of CPiE programmes.***
- ☑ **Ensure monitoring** of ***children, families and communities who face greater risks child labour*** through community based mechanisms and case management systems. Prioritize providing preventative support, including cash assistance, economic recovery / livelihoods assistance, education and learning opportunities where possible.
- ☑ **Coordination mechanisms and relevant government departments, identify immediate and necessary measures to prevent any unconditional WFCL** such as child trafficking, recruitment into armed forces and armed groups and other forms of slavery.
- ☑ Decision-making and activities to reduce child labour and its worst forms are taken on **sound information** gathered through measured ***situation analysis and monitoring.***
- ☑ **Support other sectors** in identifying potentially harmful consequences of programme approaches to children and develop strategies to mitigate them. Information management

2.4.2 Identifying whether child labour is a priority child protection need

PHASE 2 PHASE 3

Using information from the situation analysis and collective judgement, practitioners will need to identify whether child labour should be a priority in the response, or at what point a response should be triggered. Whilst evidenced based learning in this area is limited, current thinking from the Alliance for Child Protection in Humanitarian Action Child Labour Task Force believes the following 3 factors are key to this decision making process:

1. **Scale (during the emergency and whether it is likely to grow)**
2. **Severity (the level of harm and danger facing children)**
3. **Capacity (of organisations to respond appropriately and in children's best interests)**

1. Scale

It is very difficult to measure the extent of changes to child labour in any one emergency, and there is currently no specific tool available to support such an undertaking. However, by using a variety of sources and careful analysis of information, practitioners can gather adequate information to guide strategic development and planning. To do this, it is necessary to look at:

- Pre-existing scales of child labour and the relative impact the emergency may have on these.
- The comparison between the numbers of children involved in child labour and it's worst forms compared to other child protection needs (pre-crisis and post-crisis data).
- Information about factors likely to increase levels of child labour after an emergency such as the scale of school drop-out; scale of economic damage; impact on labour market; migrations trends etc.

Tool Two contains more examples of WWNK and considerations to help determine the scale of child labour.

Where crisis is continuous or protracted, consideration also needs to be given to the scale of child labour over an extended period of time. Information to support this can be gathered through ***information management systems and monitoring***, which may allow for further analysis.

2. Severity

Alongside scale, it's important to examine the severity of the work children are involved in, as ***Minimum Standard 12, states*** **"Girls and boys are protected from the worst forms of child labour in particular those related to or made worse by the emergency."**

Whilst analysing severity it's important to take a rights-based approach, identifying how children's participation in work during a humanitarian crisis, hinders the fulfilment of their rights outlined in the UNCRC. Including their right to survival, protection, development and participation, as well as rights to education, health (physical and psychological), leisure and socialisation. For instance:

- Have rights that children enjoyed before an emergency been made worse? E.g. were children managing some school and work, and now this has stopped?
- Has children's work become more hazardous and dangerous?
- Is children's freedom increasingly being denied?
- Have children lost previous contact with their family?
- Are children no longer allowed to play and mix with friends because of work?

Box 10: Severity

When analysing severity, it is crucial that time-sensitive and life threatening issues for child labourers are raised immediately within the emergency response. Some forms that might be included here are: children working in or on structures that might collapse; children working where oxygen levels are reduced; children in sexual exploitation; coming into contact with deadly chemicals and substances; working around fire such as ovens or kilns and work in places/circumstances in which people are armed (conflict or gangs).

- Will the long term impact of the emergency on the nature and circumstances of children's work deteriorate, exposing children to increasing levels of risk and harm?

Alongside this, practitioners should also consider the:

- Level, harm and danger children are exposed to;
- Physical, psychological and developmental impacts of work on affected children;
- Characteristics, strengths, resources or capacities affected communities have;
- Economic variables that affect child labour.

These can all be explored with information gathered through ***situational analysis***, but also through drawing on the expertise of key stakeholders. ***Use the WWNK for further guidance.***

3. Capacity and legitimacy

Child labour is a complex long-term child protection concern. To act responsibly and manage expectations, before deciding whether to include child labour in emergency response strategies, consider both capacity and legitimacy to respond.

Capacity may include having or developing sufficient technical expertise and resources; being able to provide or link to available services, capacity or alternatives that are accessible to children; or it may mean having to set up or link to specific interventions that are needed because mainstream services are not suitable.

Capacity in the following services should be considered for a response to child labour: child protection; economic recovery / livelihoods; education (formal and non-formal); health; community capacities; community monitoring mechanisms; legal support; and specialist counselling.

Service providers will need capacity themselves to respond, as well as training on referral pathways and on how to support child labourers and their families.

Section 3.4 (child protection), ***Section 3.5 (education)***, ***3.6 (economic strengthening)*** and ***3.7 (specific programmes to address child labour)***, including alternative safe forms of work and other additional programming provide more guidance on this.

The recommended elements of capacity that need to be in place for a response to the worst forms of child labour which will includes a response for individual children, are:

- ☑ **A minimum of 6 months funding with potential for longer term extension into recovery.**
- ☑ **Technical child protection capacity including case management.**
- ☑ **A network of basic services to refer to (education, health, livelihoods), and local actors to draw experience from.**
- ☑ **Information management systems.**

Legitimacy includes appropriateness and being well placed to respond. It might include having a legal or policy framework that supports the response, having a mandate to respond (within or outside an organisation), or having adequate presence and funding to support long-term activities.

At the forefront of our decisions to act, protection practitioners have a great responsibility to uphold, promote and monitor the principle of "do no harm". Whilst we face difficult ethical decisions to act, for instance in the presence of short term funding or lack or experienced staff, no response could also be considered unethical.

2.4.3 Strategic planning when child labour is a priority

PHASE 2 PHASE 3

Where child labour is identified as a priority child protection need, it should be included in the response strategy. Develop a response plan for the initial phase of the emergency (usually the first six months) which links coherently to the longer term (6 to 18 month) strategy and plan.

Collaboration with relevant government departments and national experts early on in strategy design is crucial for capacity building and systems strengthening, understanding and managing needs and expectations, and ensuring coordination with the existing legislation and systems the strategy must sit within.

A mixture of strategies will be needed following an emergency if child labour is a considerable problem including the:

- ***Mainstreaming of child labour into child protection activities.***
- ***Mainstreaming of child labour into education activities.***
- ***Mainstreaming of child labour into economic recovery / livelihoods, or early recovery activities.***
- ***Specific programmes to address child labour*** including systems strengthening, individual services for children, and significant investment to address economic, education and training needs of children and their families.

Initial strategies (0-6 months) should focus on approaches to prevent child labour and meet the immediate needs of children who face the most danger - children in the worst forms of child labour - whilst also collecting data on longer term needs. Mainstreaming prevention and response activities into child protection and other sector strategies should take priority in this initial phase, and longer term needs will need to be assessed through inter-sector and government consultation.

6-18 month strategies should focus on the short and long-term impact of the emergency on child labour and how children will be involved in the recovery of their communities beneficially and without exploitation.

66. The Inter-Agency Guidelines for Case Management & Child Protection contain guidance on assessing children's exposure to varying levels of risk and it's cumulative nature in order to prioritise between cases in need or more intensive and less intensive interventions. The guidelines can be found at the CPWG Website ***http://cpwg.net/***

Develop specific response plans to address emergency related issues but closely link them to any existing programmes and strategies - including National Action Plans - that aim to eliminate child labour and address it's root causes.

When developing strategies to address child labour keep in mind the following:

- ☑ Where emergencies are evolving or there is potential for recurrence, build in preparedness actions in case of any further worsening of the situation.
- ☑ Map and build upon strategies and approaches that were used before the emergency. Build on lessons learnt and good practices.
- ☑ Expand and make clear entry points through which children can be identified, referred and supported.
- ☑ Identify gaps in child protection and other sector strategies for prevention and response efforts.
- ☑ Identify other sectors and actors to be influenced.
- ☑ Ensure all types of child labour are considered in strategy design. If new or existing activities are set up thematically for instance under trafficking, or sexual exploitation, takes steps to prevent a siloed approach. Hazardous labour - a WFCL - is often widespread and neglected, develop cohesive strategies that bring responses together.
- ☑ Advocate for coverage if there are gaps.
- ☑ Identify what needs to be achieved through mainstreaming activities, and advocate for this to be done.
- ☑ Develop an exit strategy considering the different phases and involving actors from a range of backgrounds (development, government, business etc.).
- ☑ Back up a strategy with evidence on child labour from before and after the crisis that can support with writing proposals and securing funding to address the gaps.

Box 11: Building upon pre-existing strategies in the Philippines

Before typhoon Haiyan, ECLIPSE, a local implementing partner of TdH in the Philippines, had been implementing a programme focusing on eradicating child labour in sugar cane plantations. Following Typhoon Haiyan they were able to take the successful community based and child-led mechanisms approaches they had developed for use in the sugar-cane plantations, to start implementing emergency activities targeting different forms of exploitation that children were becoming involved in such as construction, recycling, and carpentry.

Through a broadening of their strategy to take account of the changing context they were also able to target community and child focused preventative strategies for trafficking and GBV (sexual exploitation) in vulnerable communities.

2.4.4 Deciding types of child labour to be targeted

PHASE 2 PHASE 3

In any one response, situation analysis may identify varied and plentiful forms of child labour and its worst forms. Where there are large numbers of children being exploited, child protection practitioners may need to prioritise certain types for activities such as awareness raising or case management.

When deciding this, a rights based approach should continue to be applied. Whilst maintaining the indivisible nature of child rights and the inter-dependency of the UNCRC articles, prominence may need to be placed on the rights of survival and safety where serious forms of exploitation need an urgent response in resource constrained environments, or where legal provisions support addressing the most serious violations such as threats to life.

Whilst no singular tool or action exists to support this prioritisation during response, there are a number that can support it:

- Where they exist, it is important to look at **hazardous work lists in local legislation.** Use these or other legal frameworks which specify types of work to be prioritised. Where they do not exist, revert to the WCFL hazardous code criteria.
- **The Worst Forms of Child Labour Hazardous Code Criteria ILO Recommendation No. 190,** looks at the rights of survival and safety, and the conditions under which work is performed, rather than specific types of child labour such as 'trafficking' or 'prostitution.' For example, work that exposes children to abuse, or work that is underground or for long hours etc. This should be done through a collective and coordinated approach across key stakeholders, and the risks that are present to children in each of the different types of work will need to be assessed. Indicators which highlight the harmful conditions of work such as the number of children seeking medical care from particular work related accident, or the extremely negative psychosocial impact of certain types can help guide you
- **UNHCR Best Interest Determination,** suggests that a safe environment should be a priority consideration. With exposure or likely exposure to severe harm weighing heavily in comparison to other factors. It urges consideration of safety in the geographical location/household; past harm (frequency, patterns, and trends) and potential ongoing/future harm; whether root causes of past harm are addressed; the ability to monitor the child and adequate shelter and availability of life-saving medical treatment.[65]
- **Analyse what has worsened in the emergency** by bringing together various sources of assessment data and other evidence. See WWNK for suggested information.
- Where there are numerous cases and case management systems in place, **set a threshold for the triage of cases.**[66] Consider children's vulnerability to child labour versus the impact of harmful work, as well as the urgency and severity of impact and scale. It may be helpful to identify when a particular issue is so prevalent that an 'issue-based' approach may be needed or already operating within case management systems.

2.5 Resource mobilisation

Programmes that wish to respond to child labour will generally require significant financial and human resources to ensure a quality response. Children will need to access a wide variety of services, supported by experienced case workers. Experience shows that funding for child labour in emergencies can be particularly challenging to secure.

Financial resources

When initiating fundraising, practitioners should **engage, inform, advocate, partner and mainstream,** to make the most of often limited opportunities to fund activities. Consider the following guidance:

During preparedness PHASE 0

- ☑ Ensure the SDR is complete and reflects the nature of child labour in sufficient detail. Gather information ready for proposals from the SDR on scale and severity.
- ☑ Ensure actors who are likely to programme in child labour are familiar with humanitarian funding streams. Include national and international, sector/cluster specific and non-cluster funding streams.
- ☑ **Engage and partner** with donors, particularly those who fund child labour, social protection, education or child protection systems strengthening programmes.
- ☑ Where existing programmes to address child labour - particularly in areas prone to humanitarian emergencies - build relations with donors in advance and discuss with them the conditions that would be needed for grant realignment to potential emergency focused child labour activities.
- ☑ Understand whether there are additional streams of funding for emergency focused activities that could be accessed and how.
- ☑ Design child labour programmes in fragile states and countries vulnerable to emergencies, to be quickly adaptable and flexible to rapidly changing contexts, where activities can change to focus on meeting the immediate needs of families that prevent a heightened risk of more exploitative work or diminishing living conditions for families.

During response PHASE 1 PHASE 2 PHASE 3

- ☑ **Engage** donors as early on as possible after an emergency. Involve them in assessment and response planning, to improve their understanding of the situation and the justification of child labour related response elements and funding requirements.
- ☑ **Advocate** for donors to fund child protection and child labour.
- ☑ Ensure the link between child labour, the impact of the emergency and the response strategy is clear. Remember to keep focused on the impact of the emergency on levels and severity of child labour.
- ☑ Focus on the WFCL and the life-threatening impact of these. Ensure any position is based

on sound information. Package information clearly so that it is obvious to see the linkages between the impact of the emergency and the severe consequences of child labour on children.

- ☑ Demonstrate **capacity** to implement successful measures to prevent and respond to the immediate and long-term needs of exploited children in a short space of time.
- ☑ **Advocate** within your organisation to mobilise internal funds for assessment or activities.
- ☑ Where child labour is a significant problem facing children before an emergency, and will likely worsen during crisis, **advocate** for it to be included as a sector priority in the humanitarian child protection response plan, and relevant humanitarian funding mechanisms such as the Central Emergency Response Fund, pooled funding mechanisms, Emergency Response Funds and Common Humanitarian Funds.
- ☑ **Partner** with livelihoods, early recovery, education and other-sector actors or initiatives who aim for similar outcomes for vulnerable families.
- ☑ **Mainstream** activities to address child labour into other sector response activities and budgets. Develop joint strategies and proposals to address child labour and design and deliver integrated programmes, link to available assessment data and evidence that shows causal links between education, livelihoods, and child labour. Highlight the essential contribution they can make to address increasing levels of child labour. Capitalise on planned and funded opportunities such as assessments or registrations. Include budget for child labour expertise.
- ☑ **Mainstream** child labour into general CPiE proposals, include child labourers as an 'at risk group' during targeting. Include budget for specific activities that will be needed to support child labourers access to CPiE programmes. Include budget for child labour expertise.
- ☑ **Partner** with the private sector. Many international private sector companies have philanthropic work and might be interested in the links between the emergency and child labour. You will also be able to link with the private sector directly when looking at employment strategies or training, which the private sector might be able to fund. Prioritise youth and their contribution to the workplace here.
- ☑ **Share information widely** and cost effectively through social media, especially if large campaigns are needed.
- ☑ Link to *Section 3.7.7 Advocacy and awareness* and *Section 3.4.1.6 Awareness raising* for more guidance on raising the profile of child labour.

When raising funds to address child labour in emergencies, pay particular attention to the short-term nature of emergency funding. In the initial response period, short term funding can be beneficial, particularly for immediate prevention and mainstreaming activities, awareness raising and training. However, for programmes that support individual children in the longer-term, funding beyond 6 months should be sought, unless there are guarantees that short-term funding can continue. Therefore, emergency funding may not always be suitable, or may need to be complimented with funding from other sources.

2.6 Knowledge and capacity

The ability and skill of those who work in child protection is a fundamental part of any quality response and can be the defining element of successful programmes. Comprehensive and continuous capacity building plays a key role in achieving quality programming.

Capitalise on planned and on-going training opportunities during response and preparedness to train staff to identify child labour and build knowledge of prevention and support measures within the planned framework of the response.

During preparedness: PHASE 0

- ☑ Identify the capacity building needs of people who will be central in a response to child labour (consider humanitarian, development, child protection, other sector, government and non-government actors and staff).
- ☑ Identify capacity building opportunities to meet these needs. Capitalise on integrating child labour into other planned and relevant trainings for child protection or other key sectors such as education, early recovery or livelihoods. Conduct specific training on responding to child labour in emergencies where needed.
- ☑ Don't 'reinvent the wheel'. Ensure technical content builds upon, and is harmonized with existing in-country tools and is in-line with international tools such as the CPMS 12 Child Labour and CPIE Face to Face Training materials for child labour.
- ☑ Ensure partners are familiar with assessment frameworks, inter-agency tools and SOP's.
- ☑ Ensure partners are familiar with the CPMS in Humanitarian Action.
- ☑ Ensure child protection staff who have experience of child labour, have access to training on assessments (early and in-depth assessment), and can be deployed to support assessments in case of emergencies. Ensure training includes assessing and discussing sensitive topics.

During response: PHASE 1 PHASE 2 PHASE 3

- ☑ Develop plans to increase the capacity of national and international actors to provide prevention and response services to child labourers.
- ☑ Include child labour awareness and simple forms of reporting in basic training for front-line staff (child protection, local partners, government agencies and other sectors). Include the unconditional worst forms of child labour which require an immediate response by child protection and law enforcement actors and other local types of hazardous child labour.
- ☑ Where tools, such as standard operating procedures are developed during the response; review and build upon existing tools; consolidate wherever possible to maximise consistency and efficiency; link them to the national framework; ensure they include relevant national laws, procedures and services, and keep them regularly updated.

- ☑ In refugee and displacement contexts, train and provide ongoing technical support to registration staff to identify potential cases of trafficking, including for sexual exploitation, registration points, border crossings and new arrival points. Ensure special attention is paid to unaccompanied and separated children.
- ☑ Where services are available, and where appropriate, include child labour in capacity building for case management systems and referral pathways. This must include measures for ensuring confidentiality and safety within referral systems. ***For further guidance on the knowledge and capacity needs of case management systems for child labourers, go to section 3.4.1.2***
- ☑ Replicate these trainings in the private sector facilitating the development of partnerships.
- ☑ Include modules on child labour in all inter-agency and NGO specific induction and training packages for child protection staff, including specific training for case management staff and others who may be involved in responding to child labour cases.
- ☑ Psychosocial staff should be trained how to detect child labour and exploitation; how to distinguish it from psychosocial distress; how to provide support to children exhibiting indications of distress, and the referral procedures and mechanisms that support children holistically.
- ☑ Train child protection staff working on the identification, documentation, tracing and reunification (IDTR) of UASC in the detection of child labour, particularly focusing on trafficking, sexual exploitation, and exploitation within families and carers (immediate, extended, spontaneous), to ensure early identification and response to these issues.
- ☑ In protracted crisis, continuous investment to generate knowledge and data is needed to develop a stronger evidence base on child labour and other related child protection issues.
- ☑ Ensure the impact of capacity building activities are monitored, particularly where child labour is a new issue in the response or cultural beliefs about child labour are entrenched.

2.7 Review and evaluation

In areas where child labour exists prior to an emergency, it is vital that humanitarian evaluations take account of child labour, particularly in the 3 key sectors, child protection, education and economic strengthening. Whilst this is not yet done consistently and there is a recognised lack of programmatic tools to develop monitoring and evaluation of programmes to address child labour in emergencies; numerous evaluations of humanitarian action have identified that child labourers are often excluded from services, or the crisis and lack of support for their needs inadvertently worsens their situation.

Review analyses the progress of an intervention or programme in more detail than monitoring, but as part of an overall monitoring and evaluation system. Whereas, **evaluation** looks at the impact of an intervention or programme to see if it was successful, to what extent the objectives were achieved, and to take forward lessons learned for the future.

Consider the following points:

- Action to address child labour through mainstreaming or specific programmes must come with rigorous monitoring, review and evaluation. Involve a variety of sectors where possible.
- All CPiE programmes (whether or not any action has been taken to address child labour), should consider the impact of their programmes working children, including detailed evaluation for mid- to long-term response and reconstruction activities which incorporates child labour.
- Systems and tools that have been developed as part of efforts to address child labour such as referral mechanisms, guidelines or SOPs should be reviewed early on to see how they should be developed further and regularly throughout the response to ensure continually improvement.
- Review and evaluation should always include the participation of local authorities and communities incorporating those who are involved in efforts to address child labour.
- Working children and their parents/caregivers should also be involved in review and evaluations. In areas with pre-existing child labour it's essential they participate to ensure representation of working children's issues. Where specific action is taken to address child labour following an emergency, it's vital to ensure children involved in different types/sectors of work are included.
- For longer-term specific programmes it is important to determine a baseline.
- Develop indicators to monitor, review and evaluate the progress of institutional systems and capacity building to strengthen responses to child labour, including coordination between actors. Ensure national/regional indicators systematically capture child labour.
- In phase 3, review may be needed to formulate longer-term objectives and strategies to address child labour which considers the experiences of the early emergency response.
- Use the results of reviews and evaluation to advocate for prioritization, resource allocation or consideration of child labour in humanitarian action where needed.

3 PROGRAMME ACTIONS: RESPONDING TO CHILD LABOUR IN HUMANITARIAN ACTION

3.1 Programme actions: Emergency preparedness

Emergency preparedness constitutes actions and plans made in advance of an emergency so that people and organisations will have more capacity to cope with the impact, and are better able to respond once an emergency has struck. Time spent on emergency preparedness will aid understanding of complex issues surrounding exploitation and save precious resources during the early phases of response, enabling child protection actors and others to be better equipped to respond to child labour.

Emergency preparedness should focus on the following three elements where child labour is a concern:

- **Coordination and planning**

Coordinate with other actors including government, non-governmental, child protection, education and economic strengthening recovery / livelihoods. Develop a sense of strategic direction for any potential response. ***Section 2.1 (Coordination)***, ***Section 2.4 (Strategic planning)*** and ***Tool five (Coordinators checklist)*** contain further guidance helpful during preparedness.

- **Understanding the context and capacity**

Include child labour into child protection situation analysis and desk review. ***Section 2.2 (Situational Analysis)*** and ***tool two (suggested information 'WWNK')***, provides further for guidance useful during preparedness in addition to this below section.

- **Preparedness actions and contingency planning** are detailed below.

3.1.1 Preparedness actions

Preparedness actions are carried out in preparation for an emergency to improve outcomes in the initial response phase. Especially important in contexts where child labour is pre-existing, a variety of factors will influence suitable levels of preparedness including, capacity, resources and presence. Practitioners will have to determine a suitable mix of actions for their local context.

Actions can include:

Assessment and situational analysis

- ☑ ***Adapt assessment frameworks during preparedness*** to reflect child labour.
- ☑ Ensure ***data collection is disaggregated*** by age, gender, geographical area and disability
- ☑ ***Identify risk factors and vulnerability to child labour: Link with any ongoing efforts to map risk and vulnerability.***
- ☑ Raise and increase the profile of child labour within activities and discussions. Identified risk factors and vulnerability should inform an analysis of children's likely needs.
- ☑ Communities with high levels of vulnerability should be the focus for actors who are coordinating child protection and other sector efforts and ongoing preparedness activities and DRR through national or inter-agency mechanisms.

Capacity

- ☑ Ensure gaps and needs are identified, and capacity building that is available for a range of actors on assessment and response includes child labour. Integrate where possible into other capacity building opportunities. Ensure harmonisation with ***CPMS 12 Child Labour***, draw on ***existing resources available in Tool Ten***
- ☑ Ensure trained staff can be deployed to support assessments in case of emergencies.

Information management and response monitoring

- ☑ Key government departments responsible for addressing child labour and organisations with ongoing child labour activities are incorporated into humanitarian contact and mailing lists.
- ☑ Inter-agency meetings to develop preparedness or response activities that include child labour, are minuted with clear responsibilities and time frames for action points, which are shared widely through networks.
- ☑ Information management tools such as 3W, 4W and 5W frameworks and standard technical reporting templates (situation reporting/ protection monitoring reporting etc.), developed during preparedness reflect child labour as a child protection need and include any specific activities that will be carried out during emergencies to respond to child labour.[66] Including those under the child protection sector, and the broader protection sector dealing with issues such as trafficking or sexual exploitation which happen to both adults and children (unconditional WFCL).

Situation monitoring

- ☑ Ensure the WFCL are included and reported upon in pre-crisis monitoring tools such as the SDR Tool.
- ☑ Expand the SDR tool to include broad forms of child labour – to monitor those at risk from WFCL, and the impact of an emergency on children's economic activity

Response planning

- ☑ Ensure child labour is considered during advance response planning/strategy development.
- ☑ Use secondary data to determine what level of response to child labour is likely to be require.[67]
- ☑ Identify local forms of hazardous labour and the unconditional worst forms to inform response planning and prioritisation of immediate protection activities.
- ☑ Identify potential gaps and opportunities where child labour can be addressed. Where national or local actors have ongoing activities, map response capacity and develop response planning and capacity based on need.
- ☑ Define response thresholds to child labour for organisations and coordination mechanisms. ***Section 2.4 provides guidance to support this.***
- ☑ Discuss with donors who fund child labour activities how programmes might adapt and scale up to meet changing needs of child labour in an emergency context. Define criteria and conditions for this.
- ☑ Ensure existing case management procedures for child labourers and those at-risk of child labour, engage in emergency preparedness activities to help identify vulnerable families in the event of an emergency.

66. Where appropriate link relevant standard response activities with child labour. Ensure these are reflected in the CPWG snapshot and dashboard.
67. This should also include an analysis of capacity – ***see Tool two, for more guidance on analysing existing capacities to respond to child labour.***

Box 12: Advanced Preparedness Actions

For contexts that are likely to be clusterized when an emergency occurs, the child protection sub-cluster will be expected to engage in Advanced Preparedness Actions (APA's) and Contingency Planning

These Advanced Preparedness Actions, which should figure centrally in a contingency plan, can be viewed as fitting within three broad categories: situation analysis, coordination and response programming.

Resource mobilisation

- ☑ Ensure familiarity with humanitarian funding streams.
- ☑ Gather information ready for proposals.
- ☑ Engage and partner with donors.
- ☑ ***Section 2.5 contains further guidance on resource mobilisation during preparedness.***

Public information and communicating with communities

- ☑ Develop and share messages with communities targeting those which have been identified as particularly vulnerable to child labour.
- ☑ Develop standard approaches for communicating around the worst forms of child labour.
- ☑ Create space and resources for participatory message development during preparedness.
- ☑ Understand and counter potential for miss-information on child labour.
- ☑ ***Tool 6 contains a list of standard awareness raising messages that can be adapted during preparedness***

3.1.2 Contingency planning

Contingency planning is a core activity of emergency preparedness across contexts. When thresholds for risk analysis have been met and an emergency is anticipated imminently, contingency planning can help mitigate the expected impact. To incorporate activities that strengthen child protection responses to take account of child labour, the following contingency actions should be considered:

- ☑ Coordinate with other organisations planning and implementing response activities.
- ☑ Reach out to local organisations who have experience of child labour during activities to identify potential partners for emergency response activities;
- ☑ Identify key resource requirements;
- ☑ Include child labour in any advance training for staff and partners;
- ☑ Ensure that actions to prevent sexual exploitation and trafficking are included across protection and GBV strategies, and issues relating to children are adequately incorporated.

Box 13: Lessons learned restrictions of movement

Learning from past emergencies has shown that ill-informed restrictions on the movement of children can place girls and boys at greater risk, and deprive them of legitimate freedom of movement. Where restrictions on movement are needed they should be clearly explained to the community, monitoring should be in place to ensure that they do not create greater risks for children, and staff, partners and community groups should be properly trained to implement them.

If child labour programmes are already operational, the following can also be considered:

- ☑ Develop a contingency plan for organisational and programme operations (including partners). Discuss potential changes to roles and responsibilities with team members.
- ☑ Strengthen core programme elements through DRR activities to reduce the impact of an emergency on pre-existing programmes.
- ☑ Ensure operational elements are clear on immediate actions and strategy for post-emergency scenarios.
- ☑ Distribute key messages in advance to both staff, partners and communities;
- ☑ Contact donors to start negotiating changes to existing projects to include emergency focused activities such as assessment and awareness raising;
- ☑ Where case work with child labourers and their families is underway, support awareness raising about immediate contingency and safety actions for the family.

3.2 Programme actions: Immediate prevention and protection

Whilst it is recommended that time is taken to analyse the situation of child labourers before taking significant action to respond, it is also recognised that some things, can be life-threatening for children and will need an immediate response, before much of the data collection and analysis has been done. This short chapter provides some ideas for immediate activities.

Messaging and awareness raising. Adapt or develop key messages on child labour that can be incorporate into post-emergency communications with communities, donors and wider audiences. In the initial instances use generic statements that demystify concepts, state why the WFCL are a priority, which groups of children are most vulnerable and what the effects of child labour are on children´s lives. Some sample messages developed in Lebanon and the Philippines are ***included as examples in Tool 6.*** Practitioners will need to judge which are most appropriate for immediate messaging in their context.

Even in immediate preventative messaging it is **inadvisable 'to say no' to all forms of child labour.** Where child labour is entrenched amongst communities, children's income will play a vital role in the household, and 'to say no' to all child labour instantly, may place children at an increased risk of the worst forms.

Until more information is gathered on which are the most serious and prevalent forms of child labour, this approach risks wasting resources on messages that are inappropriate. Practitioners should use initial assessment findings and the desk review to identify which are the most serious forms that should be combated, and understand in rapidly changing contexts how child and parental decisions about work are influenced.

Being proactive to control messaging and information products, requires resources but it is essential to fight misinformation, such as over emphasising one type of work or migration pattern while other types or patterns might in reality be more frequent and harmful for children. Use pre-existing information on patterns of movement, exploitation, trafficking and work that are based on a solid understanding of the context.

Enforcement, systems and awareness on the worst forms of child labour.
In many contexts it will be relevant to support the enforcement of local legislation and systems in place to prevent the WFCL. These will need attention in the early phases of an emergency, especially where displacement and population movements are happening.

This support must be based on sound knowledge of the pre-emergency situation (types of WFCL, how they present, how they are facilitated, their routes etc.) Through a coordinated multi-sector approach, determine immediately important steps to address them. This might include:

- ☑ Developing a joint position on the separation, movement, migration and trafficking of children, including a rapid and simple referral pathway where cases can be reported and supported. Ensure Protection, GBV, and UASC actors come together to develop this, aiming for harmonised systems that support all vulnerable children in need of protection.
- ☑ Placing additional guards, social workers, female law and border enforcement officials to check documents, verify family composition or ensure children who are travelling are with their parents/caregivers. Build relationships with law enforcement early on to support immediate prevention activities that can be sustainably built upon.

- ☑ Producing leaflets to aid the safe migration and movement of people;
- ☑ Preventing out of area adoptions, at least in the short term and in-line with coordinated care policies and joint positions;
- ☑ Ensure family tracing and reunification and case management staff and mechanisms take account of child trafficking, sexual exploitation and child labour dynamics in their identification and interventions.
- ☑ Ensure a coordinated and centralised monitoring system for cases.
- ☑ Raise awareness and train those involved in supporting or monitoring population movements about the threat of child exploitation and reporting and monitoring systems should they identify cases. This may include law and border enforcement officials, teachers, medical staff, relevant government or NGO staff such as social welfare teams or logistics teams. Be aware of children at-risk as well as those who are already in child labour.

Advocacy. Advocacy may be needed to raise the profile of child labour and its worst forms in any given context. Colleagues and humanitarian coordination mechanisms may need convincing that it should be a priority. It is important to monitor and record all information and cases centrally. Effective advocacy is dependent on evidence about the scale (and potential scale) and impact of the emergency on child labourers and their families. Seek the support of the global child protection partners to build a global level advocacy platform where recognition of the WFCL might be needed from an early stage. ***Section 3.7.7 Advocacy and awareness*** and ***Section 3.1.4.6 Raising awareness*** contain further information.

Coordination. It is crucial to start building networks for the benefit of child labour responses as soon as possible, developing processes and procedures from an early stage such as the inclusion of child labour in data collection, the registration of UASC, the inclusion of working children in child friendly spaces, or community messaging etc. Clear structures for coordination will be needed as early on as possible. ***Section 2.1*** and ***Tool 5 Coordination Checklist*** contain further information.

Information sharing is central to taking quick action on child labour, highlighting relevant sources and types of information can help people to locate the right information from early on, triggering a beneficial exchange of data.

Community led projects & quick impact projects. Where possible include a response to child labour through community led projects and quick impact projects. For example, where adolescent work is recognised as a gap at an early stage, older out-of-school children can be involved in safe forms of work that have a beneficial focus and meaningful role within the community.[68] Another example would be to make work available for families whose children are in child labour, or advocate for them to be recognised as an important group to be targeted for work opportunities. Whilst immediate programmes have significant value including older children, practitioners should anticipate how they will use newly acquired skills in longer term economic recovery and align them with longer term goals. It is also important to be careful not raise expectations of long-term employment.

68. Activities which stimulate development, allow them to gain skills and contribute to their survival and food security can be beneficial as long as they are not hazardous, not undertaken for long hours, do not interfere with current school and learning. ***Link to Section one key concepts*** for further guidance on acceptable work

3.3 Programme actions in refugee contexts

Unfortunately child labour can be a typical occurrence among this vulnerable population. Loss of livelihoods, home and physical protection, as well as significant challenges and changes when accessing education, health and social protection services in countries of asylum, compound the initial suffering experienced through displacement and the reasons behind it.

Where emergencies involve refugees and asylum seekers, additional points must be considered during the planning and implementation of humanitarian activities, as child protection, education and economic strengthening responses for refugee populations can be particularly challenging where host government policies and legislation in the service provision areas of employment, education, health, social services and protection can be restrictive, all of which influence levels of child labour.

Challenges

- National monitoring and referral systems may not cover refugee children; they may not be able to access the same services, including protection, education, social welfare, cash transfers etc.;
- Refugees may face additional barriers to accessing protection and services if they do not have birth certificates and identity documents.
- Their needs will be addressed through a humanitarian response which may not be available to children from host communities, and are subject to funding restrictions.
- Refugee contexts can be politically complex situations, often with limited or unclear roles and responsibilities for national actors in the protection of refugee children.
- There are often limited alternatives that can be offered to families and children.
- Older children and parents may not be bound by the same labour laws and have no automatic right to work (with/without obtaining permits and authorisation), making access to formal employment and livelihoods particularly difficult for refugees in countries where national unemployment is high, the situation becomes protracted and government policy becomes increasingly restrictive.
- Not allowing refugees to work can lead to frustration, tensions and socio-economic insecurities, whilst turning their inevitable economic activity towards the informal sector and away from regulation and compliance. Likewise, if host populations feel that refugees are taking up valuable employment opportunities and affecting their livelihoods, then this too could lead to community tensions.
- Some countries may already have large migrant labour populations, and a refugee influx further compounds an already complex situation.
- Access to formal vocational education and training and employment-related programmes and vocational training for older refugee children can be extremely difficult. Challenges can arise meeting entrance requirements, cost, availability and being able to access employment following completion of training.

- Refugee situations can pose significant challenges for pre-existing national monitoring mechanisms or systems, particularly in situations where levels of displacement are high. Where refugee children are working, monitoring their activities and referring them to services can be complicated, even where national Child Labour Monitoring (CLM) systems exist:
  - Refugee children may not be eligible to access the same level of national services as children from host communities;
  - They may be overlooked during monitoring activities, because of their irregular status;
  - National referral pathways may not cater for refugee children or be unclear;
  - They will not exist in any national databases, may not have contact details, education and social protection histories, etc.;
  - They risk "falling through the cracks" between national monitoring and referral systems and the creation of parallel humanitarian child protection monitoring and referral systems.
  - Emergency child protection systems might be unable to ensure wider national coverage. In some cases, they might not include referral mechanisms for child labour and might not be able to provide comprehensive systems in the same way as national systems.
- Non-formal vocational education and training, while providing some level of support to refugees, are often limited in scope, availability and sustainability, particularly in terms of employment in the post-training phase. This underlines the importance of ensuring access of refugees to formal programmes to the extent possible.

Solutions

☑ It is crucial to seek meaningful engagement with government, national social partners and humanitarian organisations through policy dialogue, particularly around issues of employment and work. ***Section 3.7.3 contains further detail on policy dialogue***

☑ Facilitating access of older refugee children to formal technical and vocational education and training (TVET) and employment-related programmes, such as apprenticeship, of good quality is vital. Access issues should be included in policy dialogue and interaction with relevant host government and national partners, identifying solutions to minimum entrance requirements, transport, related costs, accreditation and access to employment post-graduation. ***Section 3.7.5.1 contains further detail on TVET***

☑ Systems development and strengthening should focus on:

- Extending existing local/national systems to include child labourers from refugee populations to ensure the integration of refugees' access to appropriate services where they exist.
- Reinforcing links and integration between local/national systems and humanitarian systems, ensuring identified children are supported through a coherent systems with safeguards in place. For instance, procedures to support children move between systems. Coherence, coordination and communications are central.
- ***Section 3.7.2 contains further detail on systems strengthening***

☑ Where tension between host and refugee communities exists around issues of employment:

- Negotiated solutions linked to investment by national and multinational companies and donors in local economic development activities are crucial.
- Involving national social partners in policy dialogue, helps address the concerns of affected populations while acting as a safeguard against creating low-quality or exploitative jobs.
- Representatives of existing migrant populations should be involved in policy discussions to ensure an inclusive and meaningful process and hopefully a shared settlement.
- Ensure community-based programmes are in place to build cohesion between refugees and host populations.
- ***Section 3.7.2 contains further detail on engaging with national tripartite partners***

☑ It is important to establish protection monitoring and referral systems for refugee children as soon as possible and for these to include child labour, including in protracted contexts. Consideration should be given to systems that will be effective and efficient where populations are scattered throughout host communities and not all accommodated in refugee camps.

☑ Where CLM systems exist, consider the following actions:

- Map and analyse existing national and local CLM systems and actors including their roles and responsibilities More information on CLM ***can be found in section 3.7.6,*** and mapping in ***section 2.2 Situational Analysis*** and ***Tool two WWNK)***
- Where possible humanitarian efforts should build upon and strengthen existing national systems to include refugees and not create parallel ones.
- Engage in dialogue with national actors on potential challenges in the CLM system to monitor child labourers who are also refugees; and on integration and linkages between the national and humanitarian systems;
- Where parallel systems do exist make efforts to harmonise, examining the integration of CLM into refugee child protection referral mechanisms, and vice versa refugee child protection referral mechanisms into existing CLM procedures;
- Clarify roles and responsibilities, in referral mechanisms(national to humanitarian and vice-versa), communications, data security and data collection and integration, particularly when data systems are electronic;
- Establish a formal protocol or memorandum of understanding between the humanitarian and national institutions formalising integration, roles and responsibilities;
- In collaboration with national partners, establish a programme of capacity-building to underpin the integration of monitoring systems and ensure a regular schedule of consultations to support oversight and effective management.

Programme actions: Mainstreaming a response to child labour through humanitarian action

It is widely recognised that many children in or at risk of child labour and its worst forms need complex individual support packages to break cycles of exploitation. A range of child protection services such as ***psychosocial support***, ***family tracing,*** reunification and reintegration supported through ***case management***; as well as ***educational and socio-educational support***; ***livelihoods, economic strengthening including safe work for parents***; health; ***justice and security*** will all be needed.

Where possible, support should be provided through broad interventions that aim to reach large groups of children within communities or whole communities, so as not to increase stigmatisation. Mainstreaming requires the promotion and incorporation of strategies into the planning and implementation of emergency response programmes.

By using a systems approach and being cognizant of child labour in the humanitarian context, practitioners can address child labourer's needs, improving protection from the worst forms of child labour for all children, and ensuring their programs do no harm.

The following three sub-sections are not intended to provide exhaustive guidance, but rather to provide those responding to emergencies with some core advice on how to mainstream child labour through a range of response activities. They focus specifically on child protection, education and economic strengthening, and include overarching principles as well as key actions in the following thematic areas:

3.4 Programme actions: Mainstreaming child labour through child protection programmes

This sub-section is shaped mostly around the structure of the CPMS, and is intended to serve as a good practice guide for CPiE practitioners to more effectively reach child labourers through their CPiE programming, by mainstreaming child labour concerns into core child protection strategies and child protection needs.

Programmes may need a range strategies that aim to prevent and respond to a variety of child protection needs, so practitioners will need to chose the guidance most relevant to their context and programme strategy.

Mainstreaming will be required when:

- Child labour has been identified as a priority in the response plan;
- Where specific programmes to address child labour may not be possible because of a lack of resources, capacity or strategy;
- Along-side specific programmes to address child labour;
- In situations where child labour is a not a priority issue but practitioners still want to improve the reach of their programmes.

Overall, the minimum actions for mainstreaming child labour centre on five complementary goals:

1. Build knowledge and capacity among staff and key actors from all sectors on child labour in the context (both before and after the emergency).
2. Strengthen child protection systems to prevent and respond appropriately to child labour concerns, including by establishing or supporting existing referral and response mechanisms, and advocating for non-discriminatory access to national child protection systems
3. Do no harm: ensure that child protection programming, as well as other sectors of the humanitarian response, do not unintentionally contribute to child labour problems.
4. Prioritize prevention and response to worst forms child labour, including hazardous work, and other child labour concerns that are most harmful to children, within existing programs.
5. Focus on the needs of older children and adapt program activities to ensure they are relevant and provide viable alternatives to child labour and other negative coping strategies of this vulnerable group.

3.4.1 Mainstreaming child labour through core child protection programme strategies

3.4.1.1 Improving child labourers access and inclusion in CPiE activities

Depending on the context, a variety of child protection activities will be initiated following an emergency. Where child labour is pre-existing, child protection practitioners must take steps to ensure activities are accessible to child labourers, as they are frequently an excluded and at-risk group of children.

KEY PREVENTATIVE AND RESPONSE ACTIONS

- ☑ Consult child labourers on the format and content of activities;
- ☑ Ensure activities take place in flexible locations and hours (including mobile activities) that are accessible and known about to child labourers;
- ☑ Establish activities in areas child labourers already frequent (such as schools, health centres, on the streets, in markets, at water points etc.).
- ☑ Consider how children will find out about activities? Is an element of outreach needed to spread the word about activities and support on offer?
- ☑ Provide safe and confidential information on services available, invite service providers (including law enforcement and social workers) to attend activities, meet children building trust and rapport, increasing their likelihood to report and access services when they need them. ***(See Box 20: Services for migratory and working girls in Burkina Faso)***. Conduct

activities that are designed to raise children's awareness of child labour issues and where they can get help.

- ☑ Ensure activities are attractive for child labourers especially those in the worst forms, who may have considerably different life experiences to children who are not. They may be more grown-up and have been exposed to more adult experiences than peers of the same age, consequently they may have different interests and needs such as skills training, business development, or basic literacy and numeracy etc.
- ☑ Develop strategies to facilitate the participation of children who are not allowed to attend activities. Will negotiation with parents or employers be needed? Link with case management staff who may be able to support such efforts.
- ☑ Support child labourers to participate in children's clubs and other forums allowing them to share their experiences with community members and duty bearers. Children who have exited child labour or its worst forms can be engaged in peer-to-peer outreach if appropriate.
- ☑ Older children who are exploited are frequently excluded from activities for different reasons. Initiate or support community-based peer support networks amongst older girls and boys who may have differing psychosocial and programmatic needs (due to differing types of work they are engaged in, gender specific abuse, times and accommodations needed to ensure their access, etc.). These groups should be prioritised in areas and with populations identified by community-risk mapping efforts.

3.4.1.2 Case management (Minimum Standard 15)

Case management systems often require support in emergencies due to sudden changes in child protection needs (including refugee influxes) or limited capacity or willingness to respond among government actors. For children in child labour, case management staff can be essential lifelines that help protect them from harmful work, connect them with financial support and education, and help them to recover from severe exploitation. Working successfully across sectors and with multiple partners in a coordinated manner is essential.

Case management for child labourers affected by emergencies should be underpinned by the development of specialised services for child labourers, such as non-formal education and training, mentoring programmes, drop-in centres, or support groups.

It may happen through a variety of case management systems such as:

- Government case management systems and referral pathways including under any child labour activities e.g. CLM or National Action Plans to eradicate child labour. These may or may not be linked to broader child protection government case management systems and referral pathways that support children.
- Broad inter-agency CPIE case management systems and referral pathways;
- In situations with refugees, UNHCR and it's partners in addition to standard case management activities will use best-interests procedures;
- Individual agencies may have their own case management and referral systems;
- Cases involving the unconditional worst forms of child labour may be managed through other referral procedures and systems such as those under 1612 Monitoring and Reporting Mechanism (MRM), or specific trafficking systems etc.

As much as possible case management systems set up in emergencies should use and build upon existing efforts, reducing the chance of developing parallel and uncoordinated systems.

KEY PREVENTATIVE AND RESPONSE ACTIONS

- ☑ Collaborate with government partners including departments responsible labour and for child/social protection and development when establishing referral mechanisms. When establishing links to legal protection systems include departments responsible for family or juvenile justice.
- ☑ Ensure comprehensive age, gender and culturally appropriate referral mechanisms are adopted that respond to all child protection cases (including all WFCL forms, irrespective of the type), and are coordinated with and approved by relevant stakeholders including ministries of labour, other sector partners, government partners, and any local NGO or community-based mechanisms or focal points.
- ☑ Where multiple case management systems exist, (including existing national or child labour monitoring systems), assess, harmonise, build upon and improve what is already existing, working towards eliminating any overlaps.
- ☑ Consider whether existing referral pathways need additional guidance or standard operating procedures for any child labour component.
- ☑ Include context-specific forms of child labour, especially hazardous work and other worst forms in vulnerability criteria for registering new cases, especially those made worse by the emergency.
- ☑ Referral mechanisms should be documented and shared in a suitable format with staff and community members at the local level. They should include an outline of relevant national laws, procedures and services, and a directory of resources to support victims of child labour can be useful. ,
- ☑ Ensure case management tracking systems are able to monitor child labour trends and that they feed into a central monitoring systems via coordination mechanisms. Use local data tracking tools where possible, and establish common tools to facilitate early warning, detect spikes and enable preventative responses to child labour.
- ☑ Strengthen identification and referral to reach children vulnerable to or in child labour. An emergency may push children rapidly into child labour, particularly its worst forms. The longer children are exposed, the harder it will be to withdraw them sustainability. Look out for children or caregivers who give confused family histories, confused histories of their journey to the country/areas, and contradicting explanations of an issue or situation. Where the identification of child labour is challenging because of its hidden and illegal nature, consider outreach services such as peer-to-peer, out-of-hours and mobile services for identification. Seek the support of other authorities in tines of extreme and difficult cases.
- ☑ **Use the *process diagram in Box 14* to guide you actions on case management.**
- ☑ Clearly define differential programming responses for cases, outlining what are considered high, medium, low and no risk, and associated actions for each. ***Also see Box 15 for further guidance.***
- ☑ Have procedures and standards for high risk cases involving multiple protection issues,

including GBV. Provide case management support as a priority to children engaged in WFCL and child labour where they are at risk of physical or sexual abuse.

☑ In serious cases where children are not safe in the community consider placements into community-based alternative care, this should only be done by government or non-governmental agencies are mandated to remove or relocate children. Ensure official procedures are in place and followed. Seek the support of law enforcement where needed, and refer to ***Section 3.4.2.6 on alternative care for further guidance***

Box 14: How to respond to child labour in Case Management

The below graphic represents best practice on how to respond to different types of child labour cases using case management. Importantly when children under the minimum age are working or children of any age are working in the worst forms of child labour, case managers should remove the children from the work as soon as possible, ether in collaboration with parents / caregivers, or working through a statutory authority such as the ministries responsible for social welfare.

Thinking about how to respond?

Between minimum age and 18 years	At risk of the worst forms of child labour	Under minimum age in hazardous work	Worst forms of child labour
Separate from hazard or reduce risk to an acceptable level + Work may continue	Prevent WFCL + Case management + Reintegrate in school and address financial situation	Remove + Reintegrate in school and address financial situation	Remove immediately + Case management + Reintegrate in school and address financial situation

In many humanitarian contexts, urgent removals may not always be possible*, whether because of an absence of a statutory authority or limited capacity to respond. Child protection actors also have to look at potential harm caused to children and their family through such urgent removals and identify strategies to reduce them.*

In cases where removals are not immediately possible, case works should work with children, and parents and caregivers where appropriate to develop harm reduction strategies, and safety plans that can provide some immediate protection for children. ***See Tool Seven on Safety Planning***

☑ Prioritize safety planning as an immediate response that can reduce harm and provide children with basic skills to protect themselves in dangerous situations. See Safety Planning Guide in tool seven).

☑ Referral mechanisms must adhere to strict confidentiality and information sharing procedures to keep children safe from potential consequences of seeking assistance.

☑ Emergency case funds must have adequate money to pay for protective equipment and other incidentals which can support harm reduction strategies.

☑ Support children's reintegration into the community, including educational and economic support in reintegration plans for children. Sustainable livelihood options must be identified for children and their families, recognizing that a main driver of child labour is poverty.

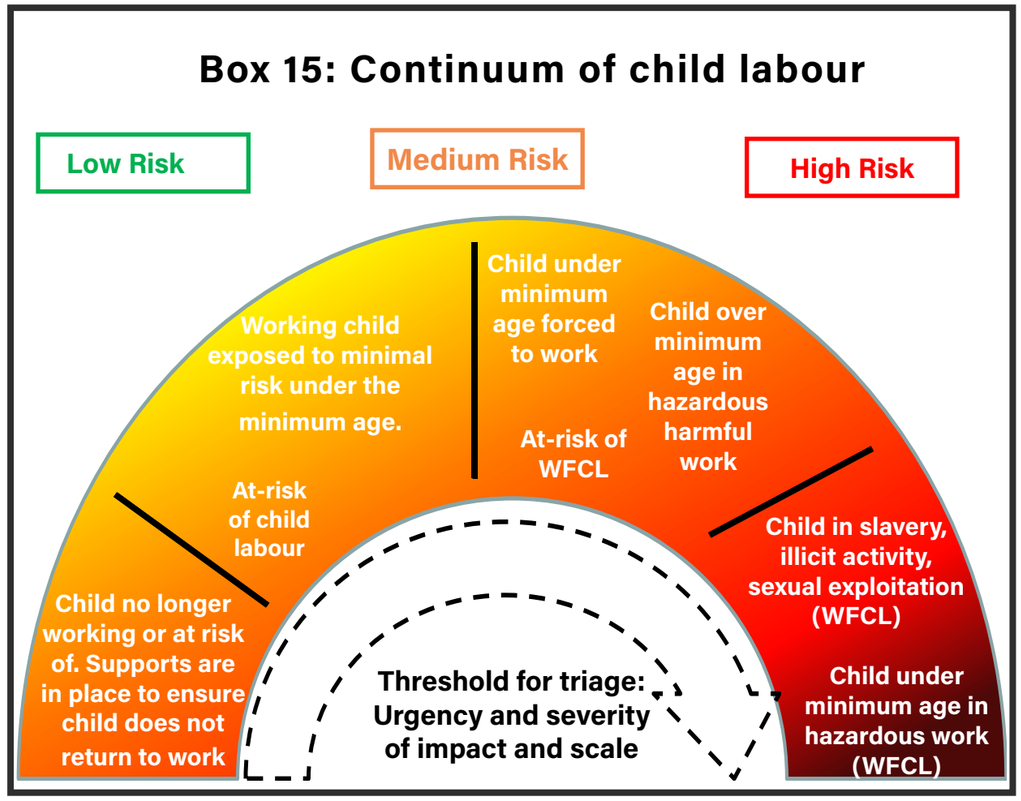
☑ Provide follow-up visits in the community and family.

☑ Create / allocate budget for case management to support working children's protection and access to services.

☑ Case management for child labourers should be in-line with recognised standards and best practice including the CPMS on Case Management (Standard 15), the Inter-agency Guidelines on Case Management and Child Protection (2014) and Caring for Child Survivors of Sexual Abuse (IRC 2012). Details can be found in ***Tool Ten Key Resources.***

☑ Build case management staff and partner capacity on child labour issues common in the context.

Box 15: Continuum of child labour



Case management staff should be trained and supported to be able to:

- ☑ Understand the continuum of child labour ***outlined in Box 15***, where different forms of work present different risks to children and require different responses.
- ☑ Understand local child labour causes, trends and legal context to do this.
- ☑ Identify signs of child labour, particularly focusing on the worst forms, trafficking, sexual exploitation, and exploitation within families.
- ☑ Understand how to prioritise cases based on risk and vulnerability, and determine cases in which child labour that is not a worst form can become high risk (such as when a child is unaccompanied, isolated or facing extremely negative psychosocial impacts of work, etc.). Include clear guidelines on how to respond to each including procedures for when urgent removals may be necessary and when harm reduction strategies can be used.
- ☑ Understand the risk of dangers and injuries in various types of work. Have clear harm reduction strategies identified for different forms of child labour and understand how to work collaboratively with children, caregivers and employers.
- ☑ Making a safety plan with a child in need of further support. Provide regular follow up support and observation, documenting all interactions as evidence. Continuing to analyse information for further indications of exposure to harm and solutions to improve the well-being of the child. ***Tool Seven contains further guidance on Safety Planning***
- ☑ Prioritize access to health care and children's safety for children in the WFCL.
- ☑ Work collaboratively with children, caregivers and employers (where appropriate) to develop long term creative solutions to remove children from harmful work. This should include engaging employers through direct advocacy and negotiation to reduce harm of children's work (ensure staff are trained on how to do this and receive support in how to maintain their and the child's safety).
- ☑ Work collaboratively with case supervisors and other case management colleagues, to anonymously discuss case and response options.

3.4.1.3 Community-based mechanisms (Minimum Standard 16)

Community-based child protection mechanisms (CBCPM) can play an important role in protecting children during emergencies, especially when formal protection mechanisms are absent or have limited capacity. When working to prevent child labour in emergencies, CBCPMs can help strengthen links between service providers and vulnerable children, identifying children in need and raising awareness in culturally and contextually appropriate ways.

KEY PREVENTATIVE AND RESPONSE ACTIONS

- ☑ Ensure that approaches to CBCPM in post emergency contexts are harmonised with any pre-existing community based mechanisms that focus on child labour such as child labour monitoring committees, anti-trafficking committees or workings children's clubs.
- ☑ Incorporate child labour into the priorities of CBCPM, and capacity building they receive.
- ☑ Identify a child labour focal point role within community groups to assist in collecting data and reporting where appropriate.
- ☑ Ensure CBCPM members include the parents and family of child labourers.
- ☑ Work with community members including children to identify forms of child labour that should be prioritised during the response.
- ☑ Engage CBCPMs to profile and map informal support systems and services for vulnerable children and their families as well as identify constructive and damaging attitudes towards child labour.
- ☑ Ensure CBCPM's know of available preventative services and referral pathways and are able to link at-risk children and families to them, refer them to more specialised support who can, and secure their participation in awareness raising activities.
- ☑ Use CBCPM to raise awareness. Ensure child labour is included in messages that CBCPM's share with communities. Preferably done during preparedness, key messages should focus on the dangers and harm children can face in different forms of work, and the importance of education. Orientate groups to these messages.
- ☑ Where sufficient capacity exists CBCPMs can be connected to formal referral systems.
- ☑ Depending on their role, capacity building for CBCPM should include: legal and policy frameworks; child rights and child labour in the local context - determining harmful forms and signs of children at-risk/exploitation; referral mechanisms, available services and reporting; context-specific forms of child labour; 'working with children'/interviewing skills.
- ☑ Support CBCPMs in monitoring and reporting child labour trends, including through the development of simple monitoring tools and protocols.
- ☑ Ensure older working children are empowered to participate in community initiatives, include older children in running CBCPMs (for instance through a separate youth committee linked to the larger group) and support them to lead awareness raising, orientations, and peer-to-peer outreach on child labour. This can also be an element of reintegration for children who have been removed from the WFCL as well as prevention for children at risk. ***Section 3.4.1.5 contains further guidance on supporting older working children***
- ☑ In some circumstances it may be suitable for CBCPM to form 'watch groups' in the community or camps to prevent and stop child labour and it's worst forms.

3.4.1.4 Child-friendly spaces (CFS) (Minimum Standard 17)

CFS can provide children with structure and psychosocial support necessary to recover from emergencies while also serving as a protective environment where children can play and access services. Unfortunately, many child-friendly and other safe spaces are often inaccessible to child labourers. Fixed locations or opening hours that coincide with children's work schedules, or unsuitable activities are often key barriers. However, CFS staff and volunteers may be some of those best placed to identify children at risk or in child labour and its worst forms.

KEY PREVENTATIVE AND RESPONSE ACTIONS

- ☑ Learn from children in the community and who attend CFS, who are the children not attending CFS activities. Use this information to target outreach and modify program prevention strategies to reach excluded working children.
- ☑ Ensure children attending activities are registered along with a parent/ caregiver, supporting the early identification of unaccompanied children and other children vulnerable to child labour and exploitation. ***See Box 16*** and ***Tool 7 Safety Planning*** for further guidance on how to spot signs of physical and sexual abuse.
- ☑ CFS and other psychosocial staff should be trained on signs of exploitation and safe referral procedures and mechanisms as part of standard induction package.[69]
- ☑ Consider the psychosocial needs of children engaged/previously engaged in child labour and its worst forms. Where appropriate, provide focused psychosocial support activities (for instance small group sessions, support groups, etc.) for children experiencing a higher level of psychosocial distress, and separate groups for children with highly sensitive concerns (such as child survivors of sexual exploitation).
- ☑ Engage older children in the design and implementation of safe spaces and psychosocial activities with materials tailored to meet their specific needs. Once engaged, support them to reach out to those more marginalised, including those in child labour and its worst forms, to help them connect to services.
- ☑ CFS activities for older children should build opportunities for young people to engage with their communities, as exclusion and alienation can lead not only to psychosocial distress but also to engagement in WFCL and other negative coping mechanisms.

Box 16: CFS facilitators: Spotting the signs

CFS facilitators are ideally placed to identify information from children that may indicate child labour and it's worst forms. They may pick up on things that children say, for instance:

- People are coming around and talking to parents about children 'going to a better place' or 'easing the burden' which may indicate trafficking;
- They may be aware of families who are not able to access distributions or services because of particular problems such as ration cards; discrimination or not being able to attend distributions etc.;
- Where education facilities are available and children are attending school they may know of children who have dropped out of or plan to drop-out;
- Children that do light work may start to complain of longer hours, or aches and pains from the work they do;
- Children may attend with physical injuries from work;
- Children from the same family may one day disappear.

These are all signs that children's work is becoming more harmful and they may be at risk of entering WFCL or have already done so.

More information on providing psychosocial support to children in or removed from child labour and its worst forms during emergencies, ***can be found in section 3.4.2.4.***

3.4.1.5 Supporting older children

Often excluded from humanitarian programming, older children are more likely to be engaged in child labour and its worst forms where they miss school and face physical and psychological harm, particularly in conflict where they can be targeted by violence. CPIE programmes must recognise their needs, and develop strategies that contribute to the prevention of their exploitation and abuse, and physical and psychosocial well-being.

KEY PREVENTATIVE AND RESPONSE ACTIONS

- ☑ Engage older children in consultative and participatory processes throughout the program cycle to ensure sustained participation.[69]
- ☑ Prioritise activities that are appropriate for older children. Ensure they are gender-sensitive for boys and girls, consult with older children, parents and caregivers.
- ☑ Move beyond recreational activities to identify activities they would like to be involved in, and the appropriate roles they can play. This could include vocational and skills training, youth clubs or committees, volunteer opportunities in the community, developing and testing IEC materials, leading awareness raising efforts at the community level, appropriate employment, peace-building initiatives ,as well as quick impact projects. Their participation in activities which rebuild and make safer their communities, can also help prevent and reduce their involvement in the WFCL.
- ☑ Include modules on older children and adolescence in child protection trainings, include communication techniques and emphasizing collaborative/ participatory approaches. Child protection staff should understand the variety of pressures older children often face. Presumptions should not be made about perceived behaviours, and staff should respond with patience and appropriate mitigation and conflict resolution techniques.
- ☑ Provide older children with age-appropriate information and capacity building on child protection and their rights especially around issues of child labour and exploitation.
- ☑ Support older children to protect themselves and to act as peer representatives able to identify and refer cases of exploitation in a context specific and culturally appropriate manner. Support their participation in trainings of trainers on child protection topics, lead awareness raising campaigns and speak to community leaders and other representatives about their concerns. Importantly, evaluations have shown that peer representatives can be particularly effective at reaching marginalised youth.[70]
- ☑ Ensure older children receiving case management services are supported to participate in case planning, including long term care or reintegration decision-making processes.

☑ In war, during and post-hostilities, ensure activities are conflict sensitive and take account of the role of young people in the conflict.

3.4.1.6 Raising awareness

Raising awareness of child labour and it's worst forms, is a vital component of any mainstreaming strategy. The exact purpose will depend on the context and the issues being addressed, but it can support essential activities during prevention, identification and response including access to services. A variety of models will be needed in order to reach those most vulnerable. ***Tool 6 contains some pre-developed messages from Lebanon and the Philippines that can be adapted.***

KEY PREVENTATIVE AND RESPONSE ACTIONS

☑ Awareness-raising on child labour should be based upon on the key findings from situational analysis, and the identified main risks for children. Efforts should be supported with or able to link to basic referral mechanisms and case management staff capable of responding and linking children to service provision to address child labour and related child protection concerns.

☑ Develop key messages on different forms of child labour in consultation with children and parents/ caregivers, understand their needs and seek inter-agency agreement on the messages.

☑ Engage older children in awareness raising activities, including as peer-to-peer ambassadors. Disseminate child-friendly information on risks, children's right to be free from abuse and exploitation and available services.

☑ Ensure child labour is included in messages that CBCPM's share with communities. ***See 3.4.1.3 for further guidance.***

☑ Raise awareness amongst parents of the legal framework, available services and the potential consequences of their children's work in risky environments. Include parents/ caregivers in open days and awareness raising sessions on child labour risks and potential consequences in their community, as well as integrating child labour into parenting sessions, promoting positive practices.

☑ Include child-labour related risk reduction messages, such as methods of safe lifting, formal and informal education, psychosocial support activities, and public information campaigns.

☑ Pay particular attention to increasing awareness of sexual violence and sexual exploitation among men, women, boys and girls, including the risks for child labourers, consequences, risk reduction strategies and services available.

☑ Raise awareness in places frequented by children and families on context specific child labour concerns, as well as alternatives, and how they can protect themselves (for example from sexual exploitation: body safety, saying no, avoiding risky areas, reporting to parents or child protection focal points, etc.)

☑ Consider 'hard to reach' groups (amongst children and parents/carers), and target outreach to promote knowledge and understanding. Adapt modes of awareness-raising for different audiences for instance, multi-media, campaigns; peer to peer etc. to promote awareness and access to services

3.4.2 Mainstreaming child labour through humanitarian responses to core child protection needs

3.4.2.1 Dangers and injuries (Minimum Standard 7)

In an emergency, children who work may be even more exposed to dangers and injuries due to increased hazards in the environment, the hazardous nature of their work, or the proximity of their work to new environmental hazards such as ongoing fighting, unexploded ordnance, collapsed buildings, flooding, mudslides, exposure to toxins or other environmental dangers.

Child labourers may also be repeatedly exposed to these dangers so the potential for injury, places them at greater risk of permanent disabilities or negative developmental effects. Given that most children are unlikely to report hazards due to fear of losing their job or lack of awareness, child protection staff must have knowledge and capacity to identify dangers and injuries and capacity to respond to them directly or through appropriate referrals. Specific measures to reduce risks for children at risk or already working might include:

Box 17: 'Children are not little adults'[71]

Children are susceptible to all the dangers faced by adults in the workplace. However, they are affected more significantly by hazards and risks because their bodies are still growing. Their main physical vulnerabilities include:

- **Skin:** A child has 2.5 times more skin per body weight than an adult, which, along with thinner skin, can result in greater absorption of toxins.
- **Respiration:** A child breathes more deeply and frequently than an adult and thus can take in more hazardous substances.
- **Brain:** Maturation can be hindered by exposure to toxic substances. Metals are retained in the brain more readily in childhood and absorption is greater.
- **Gastro-intestinal, endocrine and reproductive systems and renal function:** Internal systems are maturing during childhood and are less efficient in eliminating hazardous agents. Exposure to toxics can hinder maturation. The endocrine system and hormones play key roles in growth and can be disrupted through exposure to chemicals.
- **Energy consumption:** Because children are growing, they consume high levels of energy, water and air. As they intake more they receive higher doses of whatever toxins and contaminants are present in the air, water or food.
- **Fluids:** Children are more likely to dehydrate as they lose more water (per weight) than adults through the lungs and skin, their kidneys are less able to process concentrated urine.
- **Sleep:** 10 to 18-year-olds require about 9.5 hours of sleep a night for proper development.
- **Temperature:** Children have increased sensitivity to heat and cold as the sweat glands and thermo-regulatory system are not fully developed.
- **Physical strain:** Physical strain, especially when combined with repetitive movements, on growing bones and joints can cause stunting, spinal injury and other life-long deformations and disabilities.
- **Cognitive and behavioural development:** Younger children have a weaker capacity to recognize and assess potential safety and health risks and make decisions about them.
- **Reduced life expectancy:** While difficult to quantify, the earlier a person starts working, the more premature the ageing that will follow.

KEY PREVENTATIVE AND RESPONSE ACTIONS

- ☑ Ensure physical dangers and injuries related to local forms of child labour are identified and monitored on an ongoing basis, including through consultation with children and parents themselves. Share this information amongst child protection partners to enable targeted responses. ***See Box 17: Children are not little adults for a list of common physical risks children are at greater risk from.***
- ☑ It may be possible to work with children, parents/ caregivers and employers to develop plans to reduce harm to a level where the work is no longer considered to be at the detriment of the child. This will require the hazardous labour list developed in country to be consulted, to ensure that such activities are not on the list and adapting work does not enable children to remain engaged in hazardous and therefore illegal work. Where appropriate, specific harm reduction strategies for different types of work should be agreed and acted upon to protect child labourers immediately, while longer term solutions are identified. ***The case management section contains further guidance***, and the ***ILO "Safe work for youth" kit. Contains guidance on keeping children physically safe in particular industries***
- ☑ Ensure outreach staff, community volunteers and other front line workers are trained to identified physical dangers and know how to respond when a child is identified, including immediate health assistance and safe referral procedures to case management and other response staff.
- ☑ Train healthcare workers, including those at the community level, to identify child labour related injuries (pesticide burns, injuries from construction sites, etc.) and to conduct safe referrals to child protection staff.
- ☑ Engage employers through outreach and awareness raising on their responsibilities towards young workers under national law, including national health and safety law, and global standards, including extra protection, equipment, training and supervision taking account of their age in the workplace.

Box 18: Older children in focus: Dangers & injuries[72]

Older children can be engaged in participatory assessments and monitoring activities to identify dangers and risks in specific types of work, and play a key role in testing IEC materials and leading awareness raising efforts at the community level.

In Save the Children's response to the 2007 Peru earthquake, an existing partnership with a local civil society partner, and a national movement for children and adolescent workers advanced adolescent participation in the response. A regional body comprised of 16 groups, each with 30 working children and adolescents identified impacts on children's work and schooling. They then conducted a needs assessment of the damage done to housing and schools, and children who were particularly badly affected. Learning from this experience suggests that practitioners should:

- Identify whether child-led or youth-led organisations exist and are functioning in geographic areas affected by the emergency.
- Determine whether it their involvement is safe and appropriate for their involvement
- Identify how to provide relevant training and support towards their meaningful participation in the humanitarian response.

3.4.2.2 Physical violence and other harmful practices (Minimum Standard 8)

Child labourers can face a higher risk of physical violence and other harmful practices, due to the lack of supervision and the risk of attacks and violence both within the workplace and on their routes to and from work. Specific measures to reduce risks for children at risk or already working might include:

KEY PREVENTATIVE AND RESPONSE ACTIONS

- ☑ Identify the specific risks of physical violence and harmful practices faced by child labourers (including within the workplace and on the way to and from work), with particular focus on children in risky forms of child labour like domestic work, sexual exploitation, trafficking, and illicit activities.
- ☑ Share information on the risks with children and families at risk of child labour as a prevention measure.
- ☑ Establish systems to monitor the situation of girls and boys who may be at risk of violence, including violence related to child labour. Consider particularly vulnerable groups such as children living and working on the streets, and separated and unaccompanied children
- ☑ Strengthen existing community protection mechanisms and link them with referral systems to support child labourers at risk of or experiencing physical violence.
- ☑ Speak to child labourers about how they are treated by their employers and be sure they know their rights to be free from abuse, how to report violence and access support if they are abused or intimidated. Use strategies such as children's clubs and peer to peer outreach to reach children.
- ☑ Engage employers through outreach and awareness raising on their responsibilities towards working children under national law and global standards, including code of conduct towards children and need for extra protection, training and supervision in the workplace.
- ☑ Provide case management support as a priority where children face physical abuse. Prioritise safety planning as an immediate response to reduce harm and provide children basic skills to protect themselves. ***See the case management section*** for further guidance, and ***Box 16 for CFS Facilitators*** and ***Tool 7 Safety Planning f***or further support on spotting the signs of physical and sexual abuse.

Box 19: Changing the reporting of cases through mobile applications

In today's world of technology, a number of organisations are developing ICT (information communication technology) mobile applications to improve the protection of children who face exploitation.

Plan International in Kenya have actively involved adolescents in the reporting and prevention of child abuse cases through mobile technology. Initially rolled-out in one setting, it will hopefully be rolled-out across the country and extended during emergencies. VurguMapper - Violence Mapper in the local language - equips young people and other community members to report cases. They are first reported to Volunteer Children's Officers, who feed appropriate information into their mobile phone, the message is sent to the police, the children's department and hospitals, and the receiver must verify the complaint by following up with the reporter. Cases of child labour and sexual exploitation have been reported through the system having been trialled in a county with very high rates of child sexual exploitation.[73]

The African Movement of Working Children and Youth also uses ICTs in its work with children on the move. Using them to track children by conducting searches in the neighbourhoods where it works to find lost children and identify their parents; to aid interviews with children that assess their living and working conditions; and to share contacts with children who are mobile. ICTs also play a role in some of the processes that community child-protection groups use, to record the names of people who enter and leave the community, including children and youth on the move (using national registration numbers or other identification) and keep track of young people's contact details, transportation plans, routes, and intended destinations.[74]

3.4.2.3 Sexual violence (Minimum Standard 9)

Sexual violence against children is known to increase in humanitarian settings. Similarly to physical violence, child labourers can be at a heightened risk of sexual violence both within the workplace and on journeys to and from work. Child labourers may face heightened risks of sexual harassment and assault or be coerced or forced into sexual exploitation or trafficked due to their already increased vulnerability. Specific measures to reduce risks for children at risk or already working might include:

KEY PREVENTATIVE AND RESPONSE ACTIONS

- ☑ Engage beneficiaries in community risk mapping to identify high risk populations or situations that may increase children's exposure to sexual exploitation.[75]
- ☑ Child protection and GBV actors addressing sexual violence should ensure they are establish systems to monitor patterns of sexual exploitation within their programmes, and prioritise support to high risk communities for prevention and response activities.
- ☑ Cash, and economic recovery / livelihoods assistance could be prioritized for high risk communities as a preventative and response measure. However, people with a range of vulnerabilities should be targeted to prevent stigmatisation or further risk.
- ☑ Include details of behaviours children might exhibit if they are being sexually abused or exploited in training on identification and referral, ensure all child protection staff and front-line workers are trained. ***Tool 7 Safety Planning and Box 16 CFS Facilitators Spotting the signs*** contains further guidance on how to spot the signs of abuse.
- ☑ . Through coordination develop clear policies on who will respond to cases involving the sexual exploitation of children, common response standards and principles, and common monitoring and information sharing mechanisms to track trends. Developing more comprehensive (standard operating) procedures on how actors should work together in prevention, response and coordination may be helpful in contexts with high rates of sexual exploitation.
- ☑ Develop context specific outreach strategies to raise awareness and encourage self-reporting from sexually exploited children. For example, mobile psychosocial activities might be provided to children working in the streets before or after their working hours and include awareness raising on body safety and GBV services available. ***The example from Burkina Faso (Box 20)*** is one example of where this has been done.
- ☑ Provide case management support as a priority where children face sexual abuse. Adhere to strict confidentiality, safety and security procedures. ***See the case management section*** and ***Tool 7 Safety Planning*** for further guidance

Box 20: Services for migratory and working girls in Burkina Faso

In Burkina Faso, Terre des Hommes created safe spaces where girls who have migrated to cities for work met once a week to participate in psychosocial activities and engage with peers. These *points d'espoir* were available in schools on weekends, making them accessible to adolescent girls who were working as domestic servants and otherwise might have been excluded from programming. Police, social service staff and other service providers visited periodically to get to know the girls and share contacts, allowing girls to feel more comfortable in reaching out for assistance when they experienced sexual violence or other abuse within the workplace.[76]

Box 21: Child safeguarding and PSEA:

Train all child protection and front-line staff in Codes of Conduct, including principles of child safeguarding and Preventing Sexual Exploitation and Abuse (PSEA); Establish confidential accountability mechanisms with multiple reporting pathways and raise awareness among beneficiaries (children and adults alike) on acceptable behaviour for staff and volunteers and how to report concerns. This must be done in every context regardless of strategy.

Box 22: Safety planning for sexual exploitation[77]

Safety planning is a harm reduction technique that can be used to respond to a variety of child protection concerns, including sexual exploitation and violence, as well as other forms of child labour.

By identifying risks, coping strategies, and a safety person with caseworkers, children learn how to protect themselves in risky situations and what to do to in an emergency. A written plan is developed and reviewed with the child and a trusted adult that they identify. In cases where children have experienced or are at risk of sexual abuse, safety plans should include specific points on body safety:

Key information to cover in a staying safe session:

- **Be attentive and knowledgeable:** Caseworkers teach children about possible dangers in their environment and help them to recognize danger signs that indicate heightened risk.
- **Be Cautious and Prepared:** Talk with children about what to do if/when they feel unsafe. Have children practice proper responses to danger or potential violence through role playing. This can help increase the child's self-confidence and efficacy in handling a potential threat.
- **Be Assertive:** Review what is okay and NOT okay touching. Children should practice what they would do if they experience NOT okay touching, including saying NO!, calling out, running away and asking for help. ***For more information, see the Safety Planning guide in Tool seven***

Box 23: Older children in focus: Sexual exploitation

Older children in emergencies are particularly vulnerable to sexual exploitation, especially when they are already engaged in child labour. Prevention and response programs should prioritise engaging and empowering older children, including through:

- ☑ Support **community-based peer-to-peer outreach/networks** with adolescent survivors (where safe). Prioritise these in high risk areas identified by community-risk mapping efforts.
- ☑ Identifying appropriate **independent or group living situations for older children**, in line with the ACE Toolkit and children's wishes, where foster care or family reintegration is not possible or appropriate. Ensure planning includes adequate resource support and follow up.
- ☑ Encouraging and supporting **older children's participation** in identifying best recovery strategy for themselves and **developing case plans**. Focus on preparing older children for safe, independent living where family reintegration is not possible or desirable to the child.
- ☑ Linking reintegration programs for child survivors with relevant **life skills, education and economic strengthening / livelihoods training** programs (as well as cash assistance where appropriate). Cash and food assistance should be provided while more sustainable options are identified.

3.4.2.4 Psychosocial distress and mental health (Minimum standard 10)

Child labourers are vulnerable to profound psychosocial distress, compounded by the pressures of taking on adult roles, exposure to hazards, poor treatment and abuse and limited access to educational and recreational activities. At the same time they are no different from their peers in needing space and activity to socialise and benefit from recreational and organised sport and cultural activities after emergencies that improve psychosocial well-being.

CPiE programs offering psychosocial support often inadvertently exclude child labourers from activities, either in the way they are organised where times and locations are not compatible to children's work schedules, by offering activities that are not attractive to them, or by facing difficulties in identifying them.

Specific measures to reduce risks for children at risk or already working might include:

KEY PREVENTATIVE AND RESPONSE ACTIONS

- ☑ Psychosocial programmes need to consider the mobility and flexibility of their activities to ensure responses take into account the needs of child labourers, and the particular psychosocial impact that different types of child labour and its worst forms have on children.
- ☑ Include age and gender appropriate activities for all children and, in particular, create opportunities for older children and those who are marginalised.
- ☑ Activities for parents and caregivers (skills programs, support groups, awareness raising) should include messages on the negative psychosocial, developmental and physical effects of child labour, how they can support their children, and any available external support.
- ☑ Case management and case plans must analyse and respond to psychosocial impact of child labour and its worst forms. Caseworkers should be trained in providing one-to-one support as well as when to refer to mental health professionals.
- ☑ Provide opportunities for focused/specialised psychosocial support through group or individual sessions to children exiting the WFCL and those in child labour but also experiencing other protection concerns. Some of who may have experienced significant trauma (such as those exiting sexual exploitation, trafficking or fighting forces), as well as others who may be separated from their families or physically injured and in exploitative work.
- ☑ Recognise that older children may not access support due to a focus on younger children or social stigma surrounding mental health. Group psychosocial support activities must be adapted to meet older children' needs, including by consulting young people themselves and identifying appropriate physical spaces for them to meet.
- ☑ ***Section 3.4.1.1 provides further guidance on improving child labourers access and inclusion to CPiE activities***, ***3.4.1.2 on supporting older children***, and ***3.4.1.4 on Child Friendly Spaces***

3.4.2.5 Children associated with armed forces or armed groups (CAAFAG) (Minimum standard 11)

Unlike other WFCL, significant progress has been made in humanitarian settings to establish an evidence base for prevention and response activities. Multiple evaluations and research have shown the importance of economic and educational reintegration to children's successful demobilization, in addition to ongoing psychosocial support and case management.

This includes:

- *Preparing children to enter safe work at appropriate ages through vocational training and alternatives to formal education.*
- *Children's participation in identifying the right recovery plan for themselves, particularly in cases where "traditional" child protection responses (such as family reintegration, return to formal schooling, etc.) may not be possible or appropriate to the child's needs.*
- *Providing support only to children leaving fighting forces through models which target the whole community, avoiding stigmatization and providing support to all vulnerable children.*

Learning from this child protection area should be considered when working to address other WFCL during a humanitarian crisis, particularly hazardous work. Specific measures to reduce risks for children at risk or already working might include:

Box 24: 'Decent work matters in a crisis'[78]

Decent work involves opportunities for work that is productive and delivers a fair income, security in the workplace and social protection for families, better prospects for personal development and social integration, freedom for people to express their concerns, organize and participate in the decisions that affect their lives and equality of opportunity and treatment for all women and men.[79]

KEY PREVENTATIVE AND RESPONSE ACTIONS

- ☑ In places where the recruitment of children is linked to poverty, identify any additional linkages to other WFCL such as trafficking, hazardous work carried out by street children, or other forms of hazardous work. Ensure strategies to prevent recruitment include addressing the root causes of vulnerability that allow children to enter harmful work (for instance economic recovery and sustainable livelihoods, family mediation, suitable education etc.)
- ☑ In places where recruitment is forced and happening from locations that children work, ensure children and families are aware of the additional risks of forced recruitment. Consider introducing a complaints mechanism which facilitates redress and/or remedies in confidence and without retaliation.

79. More information on decent work for young people can be found in the ILO, World Report on Child Labour 2015: Paving the way to decent work for young people.
80. ILO in Myanmar have introduced a Complaints Mechanism for the Elimination of Forced Labour in coordination with the government. It responds to all cases of forced labour including those of forced under-age recruitment. More information and resources can be found at the ILO Myanmar website: ***http://www.ilo.org/yangon/complaints/lang--en/index.htm***

- ☑ When planning reintegration programs, consider including children in child labour and other worst forms as part of efforts to target broader groups of children.
- ☑ Do not compromise other basic labour rights when implementing economic reintegration programmes. Ensure they have the ambition of decent work for young people. No reintegration programme can justify withdrawing children from armed forces to work in other WFCL. Keep the application of Convention No. 182 central to all activities.
- ☑ Where post-conflict recovery strains poverty-related components such as adequate remuneration, social protection, or sustainability. Consider a phased strategy where in immediate post-conflict stabilization, less sustainable interventions such as cash or food for work may be used, to provide some immediate income for those in need. [81]

3.4.2.6 Unaccompanied and separated children (UASC) (Minimum standard 13)

Outside the protective environment of parental care, UASC separated for reasons of conflict and displacement, as well as economic or social reasons, are more vulnerable to exploitation during an emergency.

Child labour, including its worst forms, is a particular concern facing UASC, who may be forced or voluntarily join the workforce to support themselves, their siblings and caregivers. This section focuses on responding to the vulnerability of UASC to child labour into IDTR and Alternative Care programs. ***This section should be read in conjunction with the case management section.*** *Specific measures to reduce risks might include:*

IDTR - KEY PREVENTATIVE AND RESPONSE ACTIONS

- ☑ Ensure IDTR programs are sensitive to child labour concerns, particularly by incorporating questions on children's work in initial registration and assessments as well as monitoring mechanisms, to ensure early identification of exploitation issues.
- ☑ When population movements or returns are planned, ensure close monitoring of the process and UASC to prevent worst forms such as trafficking. Put in place special monitoring and protection measures for child-headed households and girls who are particularly vulnerable to sexual exploitation.
- ☑ Ensure the identification of UASC in locations frequented by child labourers for instance hazardous labour hotspots, streets and markets, water points, distributions points, brothels, etc. Identifying and supporting children quickly is essential, an emergency may push UASC directly into the worst forms. The longer children are exposed, the harder it will be to withdraw them and provide successful alternatives.
- ☑ In places where there are large numbers of child labourers already separated from their families and a 'new' case load of UASC due to a recent emergency, work with actors who already have activities to devise a dual strategy for those who are recently separated and would benefit from immediate family reunification, and those who need a much longer term approach to family reunification or alternative care.
- ☑ Prioritize households with UASC, or households who have voluntary separated for economic reasons in economic strengthening / livelihoods assistance. Ensure case management

supports the systematic follow up and monitoring to affected children is part of such assistance. ***Section 3.6 contains further information on economic strengthening activities.***

- ☑ Ensure analysis of household economy is considered in family tracing, best interest determination processes and all other formal and informal case management processes when considering durable solutions for UASC. This analysis should assess the viability of the reunification, as well as any possibility of exposure to child labour as a result of reunification. Support children to participate in decision making processes regarding their preferred durable solution and explore a variety of care situations for children who cannot or would not like to be reunified.

- ☑ Carefully monitor children for at least three months following family reunification (including spontaneous reunifications) to ensure the appropriateness of the care situation and that the child's needs continue to be met.[82]

- ☑ Migrant/ Mobile Children: Provide protection, psychosocial and other support in their destination locations, and work collaboratively with children to identify durable solutions, recognizing that some may not wish to be reunified with family members and/or may have travelled for work with the knowledge and encouragement of their parents or caregivers. In such cases, harm reduction strategies, safe shelter and case management support should be prioritised while longer term solutions are explored. Serious consideration of alternative solutions and potential consequences must take place prior to relocation or reunification with family members against children's wishes.[83]For more information on responding to UASC, refer to the Inter-Agency Guiding Principles on Unaccompanied and separated Children, the Guidelines for the Alternative Care of Children and the forthcoming Field Handbook on Unaccompanied and Separated Children (2016). ***Details of which can be found in Tool Ten Key Resources***

Box 25: Missing child reporting

Plan International has developed a three country Missing-child alert system in Bangladesh, Nepal, and India that is designed to allow people to report missing children or alert authorities when children appear to be in a difficult situation. The system relies heavily on a number of ICT tools and input channels as well as shared country databases. It aims to improve cross-border efforts to find and rescue children who are trafficked.[84]

82. Evaluations in DR Congo found that few families were provided with adequate support following reunification, especially in the case of "spontaneous" reunifications that took place outside of formal FTR programming. Families often returned to negative coping mechanisms and secondary separations were prevalent without such support. Save the Children UK (2009) Rapid Review IDTR, Protection and Care for Unaccompanied, Separated and other Children at risk Programme, Goma, DRC.
83. See Terre des Hommes, 2014, La Valeur Ajoutée de l'Accompagnement Protecteur des Enfants, Terre des Hommes for more information. The program model focuses on support for children on the move throughout their migration and was developed in conjunction with a two-year inter-agency program in West Africa. Differences in cultural, social and legal contexts should be considered and programming adapted as appropriate when using this guide in other regions.

ALTERNATIVE CARE - KEY PREVENTATIVE AND RESPONSE ACTIONS -

- ☑ When planning alternative care in the community, identify potential exploitation risks that may arise. Consider cultural behaviours that may impact this, for instance the use of children for domestic labour or the treatment of children from different ethnicities or castes etc.

- ☑ Ensure mechanisms are in place for children in alternative care to receive regular follow-up to ensure they supported and to prevent potential exploitation.

- ☑ Ensure emergency and interim care options (including foster families and safe shelters) are available for when children need to be removed urgently from the worst forms of child labour and cannot be cared for safely in their usual care situation. This may require sustained advocacy at the national level to establish or expand the capacity of such systems.

- ☑ Take immediate action when exploitation is identified in alternative care placement. Work collaboratively with both children and caregivers to mediate and identify solutions to child labour; ensure children's participation in decision-making about how best to respond, including through separate consultations in cases where caregivers are suspected to be complicit in the exploitation.

- ☑ If children need to be removed from their families or caregivers because they are facing serious exploitation (economic or sexual) by their parents or caregivers, and efforts to protect them have failed to sufficiently improve the situation and welfare of the child, identify and place them in alternative care, under strict case management procedures.

- ☑ Ensure the removal of children from their usual care situation is done based on an assessment and determination by authorised child protection professionals, whose roles have been agreed upon by the government or lead agency (where this role has been delegated for the child protection response).[85] In a refugee response, children can only be removed from their parents/caregivers through a best Interest determination or its equivalent national procedure.

- ☑ When children cannot be removed due to a lack of alternatives, inaction of duty bearers, or lack of legal mandate to do so, safety planning and harm reduction strategies should be used to protect the child as much as possible. ***More information on Safety Planning can be found in Tool Seven***

- ☑ Caseworkers should follow up high risk cases multiple times per week (sometimes daily) and document each visit in detail. Such documentation and close monitoring not only helps to reduce risk to children but can also feed into sustained advocacy to improve the care situation. Ensure children in alternative care can access reporting mechanisms and complaints procedures to reduce the risk of exploitation (abuse or neglect).

- ☑ Where cases of children in alternative care are reported as 'not seen'/'disappeared'/ 'missing' and their whereabouts or well-being is unknown, ensure necessary follow-up to verify their situation. Analyse causes of disappearance for issues of exploitation to identify underlying patterns. Set a criteria for continued tracing and follow-up of disappeared children.

- ☑ Ensure reintegration in family or formal care situations includes the provision of educational services; links to economic recovery / livelihoods and financial support; ongoing monitoring to prevent return to child labour; and provision of psychosocial support to the family.
- ☑ Ensure special attention is paid to UASC in refugee and displacement contexts. Train and provide technical support to registration staff to identify potential cases of trafficking, including for sexual exploitation, at registration points, border crossings and new arrival points.
- ☑ Include ongoing monitoring and case management support where trafficking, sexual exploitation or other exploitation is suspected. Link with existing systems in place to identify and support exploited children who are trafficked such as the ***'missing child alert system in South Asia (Box 25).***
- ☑ For more information on Alternative Care refer to the ACE toolkit, details of which ***can be found in Tool Ten Key resources***

Box 26: Older Children in focus: Unaccompanied and Separated

UASC who are over the legal working age (usually 14-15 years and over) and wish to work, should have access to safe work through vocational training, economic recovery / livelihoods and cash-for-work programs. Work should not be used to replace education, however, income generating activities paired with informal education may be more appropriate for many older children than formal schooling. Providing both financial assistance and skills for future careers, safe work opportunities are a viable alternative to harmful types of labour. Case management support should be provided to access these opportunities to ensure they are well protected in the workplace and accessing other supports as appropriate.[86]

3.4.2.7 Justice for children (Minimum standard 14)

During emergencies there is often a breakdown of law and order, with justice systems struggling to cope with displacement or refugee influxes and abuses such as arbitrary arrests and detentions becoming more prevalent. Children in emergencies often come into contact with the justice system either as alleged offenders, as beneficiaries requesting protection, or as victims and witnesses. Children engaged in child labour, particularly those involving illegal or illicit activities or refugee/ asylum seeking children who have no right to work, may be arrested or detained, and risk severe negative impacts when they come into conflict with the law.

KEY PREVENTATIVE AND RESPONSE ACTIONS

- ☑ Ensure that capacity building for law enforcement, judges, lawyers, social workers and other justice system officials includes modules on child labour and it's worst forms relevant to the context and diversion options for children engaged in child labour. This should include advocacy for case management support, family unity, and adherence to any legal requirements to have social workers (or another child advocate) present to support children during interviews or court proceedings.
- ☑ Mapping of justice systems includes an assessment of local child labour laws, those pertinent to the worst forms and identification of protection gaps and opportunities for strengthening.
- ☑ Establish or strengthen referral mechanisms between the justice system (courts, law enforcement etc.) and child protection programs both in the formal/ government system and within the humanitarian system and NGOs when the government is not able to respond fully.
- ☑ Establish or strengthen mechanisms to identify children in detention (especially street children, CAAFAG and those detained for involvement in the WFCL or other forms child labour) and advocate for their release and inclusion in diversion programs.
- ☑ Advocate for children's referral to community-based solutions and family based care rather than institutions and punitive responses.
- ☑ Establish or strengthen mechanisms to monitor justice system violations against children engaged in child labour (especially highly vulnerable populations like street children, CAAFAG and children who are sexually exploited) and work through coordination mechanisms and UN partners to advocate for improved responses.

3.5 Mainstreaming child labour through emergency education activities

Education is a fundamental right for children, and has multi-faceted links to child labour in emergency and non-emergency settings. Acting as a cornerstone of both prevention and response activities it can protect and nurture children's well-being, development and survival. At the same time child labour can act as a significant barrier to children accessing education, depriving them of opportunity to attend, obliging them to leave prematurely, or requiring them to combine school attendance with work.

During emergencies and when considering child labour, it is helpful to think about children as generally being in one of two categories, **children who were out-of-school before the emergency and children who were in school before the emergency.** *It is important to develop strategies to address these two distinct yet linked groups, recognising that many child labourers will need specific support to access and remain in learning effectively.*

Children affected by emergencies must continue to pursue their educational career at all levels, in a safe, protective and conducive environment.

There are many contributing factors which hinder children's right to an education in emergencies, and increase the likelihood of children being engaged in harmful child labour. For child labourers, long-standing barriers to education such as accessibility, affordability, quality and relevance are compounded by issues that arise in or after an emergency, further preventing access or increasing the risk of their drop-out:

- Withdrawal of children from education to support family livelihoods, provide additional income, survival chores, migration for work.
- Deteriorating safety and security en route and in schools, especially for girls.
- The occupation of schools or classrooms by those affected by emergencies or involved in the crisis.
- Destruction of education and community buildings and school materials, and the loss of education staff from death, injury or displacement/migration.
- Policy barriers rigidly implemented for instance too many missed classes or exams.
- In refugee contexts having relevant education papers available, languages of instruction, different curricula and pedagogical methodologies.
- Declining quality, increased class sizes, temporary learning conditions, reduced number of teachers.
- Limited availability of catch-up education.
- Lack of time due to work - differing times and levels of work following an emergency.
- Lack of time to do homework leading to poor performance.
- Additional domestic chores in addition to child labour.
- Reduced concentration from tiredness, hunger or sickness because of their work, especially in food insecure and or drought areas.
- Some forms may actively and physically prevent attendance.
- If the activity, sector of work, appearance or behaviour of children is not socially acceptable, they may face discrimination from peers/teachers or expulsion from school.
- Education staff may feel like they don't have the skills or time to meet the learning and additional needs of child labourers.
- Education staff may think it too expensive to provide flexible education suitable for child labourers.

Box 27: Girls' education

Girls face particular difficulties accessing and completing education, globally girls make up 58% of children not completing primary school.[87] The types of work that girls are often engaged are largely hidden and unpaid, but those which make a significant contribution to the household (chores, childcare domestic labour, agricultural work and home-based work). Parents reluctant to lose the help of girls, will often show preference to educating boys when faced with limited resources. Distance, personal security, suitable facilities, relevant curricula, and the availability of female teachers may also constrain girl's education.

Box 28: At risk of being excluded from Education

In addition to the risk and vulnerability factors ***previously discussed in section 1.3.2,*** it is known that the following groups of children are especially at risk to being excluded from accessing education: children living in rural areas; children living in urban slums; street children; girls; children who are trafficked (for labour or sexual exploitation); children living in IDP or refugee sites; children living in conflict affected areas; children out-of-school before an emergency; children recruited into fighting forces; child/female/elderly headed households.

3.5.1 Overarching principles

√ **Recognise the situation and rights of child labourers** who are, or have been excluded from learning and education, including those who were out-of-school before an emergency and those who were in-school before an emergency, these two distinct yet linked groups.

√ **Prevention is better than cure.** It is much more difficult and costly to return children to school than to prevent them dropping out in the first place. Reinforce the importance of education, and raise awareness amongst children and their families of the dangers of child labour.

√ **Close coordination** is needed to pursue education activities that aim to address child labour.

√ **Include child labour in education assessments** as a key barrier that prevents access to education (See ***Section 2.2 on Situational Analysis*** and ***Tool 2 WWNK***) for further information

- √ **Consider how child labourers access learning** and the barriers that prevent them from doing so when planning education responses, including how the **delivery of education might encourage child labour,** for instance rigid application of pre-emergency policy, unsuitable times or distances etc.
- √ Include the prevention of child labour in **education messaging and awareness raising**.
- √ **Identify children vulnerable to child labour,** who are in education/learning but are experiencing difficulties with attendance, paying for education, or feeling safe, these may be key indicators.
- √ **Be a part of the referral pathway.** Refer children who are identified in schools as child labourers to child protection services. Support children referred by others to access education services.
- √ **Pay due attention to girls and older boys,** who are particularly vulnerable to child labour.
- √ Provide a variety of **formal, non-formal and alternative learning opportunities,** which allow children to work and access learning. Whilst overall the emphasis should be on returning or entering formal education, different and flexible pathways will be needed to support children who cannot. More information can be found below.
- √ **Ensure activities are accessible to working children,** adopt strategies to reach children not regularly attending. See ***Box 32 on 'Flexible education in emergencies'***, ***Section 3.4.1.4 on Child Friendly Spaces*** (relevant for temporary Learning Spaces (TLS) and ***Section 3.4.1.1 on improving reach and participation for child labourers,*** for more ideas on including child labourers in formal and non-formal education and education based psychosocial support.
- √ **Identify, monitor and report** on whether or not everyone has been reached by education services. Question who is missing out?
- √ **Build in impact evaluations into programming.**
- √ **Learn from others.** 'Including Everyone INEE pocket guide to inclusive education' from the Inter-Agency Network for Education in Emergencies Task Team on Inclusive Education and Disability has highlighted some key principles for inclusive education ***which have been adapted in Tool 8 for child labourers.***

3.5.2 Actions for child protection actors

- ☑ Advocate with education actors to include child labour in their assessments and strategies where it is a considerable concern.
- ☑ Share information on child labour gathered during assessments with education colleagues.
- ☑ Identify education actors who have services that can be used by child labourers. Build relationships for effective inter-sector coordination.
- ☑ Use psychosocial programming in education as an entry point to integrate child labour.
- ☑ Support capacity building that includes:
  - Child safeguarding (preventing abuse and exploitation within eduction programs);
  - Awareness of local forms of child labour and its worst forms, including local forms of hazardous labour and local legislation.
  - Signs of abuse and exploitation and detecting child labour;
  - Referral pathways for child protection and other assistance and services;
- ☑ Ensure child protection committees dialogue with parents about the value of education, including education options available to them, how they access and get support for them.
- ☑ Where necessary and under case management protocols provide additional support for children to access school such as: paying associated schooling costs such as fees for attendance or registration, transport costs or uniforms; providing school materials; linking the families of children who have dropped-out of education with economic strengthening programmes.

3.5.3 Actions for education actors

There are a variety of activities that education actors can do to support children and young people who are working and not going to school, access both formal and non-formal/alternative education during emergencies. Existing areas of cross-over between education and child protection such as psychosocial programming in education may provide a suitable entry point to integrate activities to prevent and address child labour.

Education actors can read ***Section 2.1 (coordination)*** and ***Section 2.2 (situation analysis)*** in conjunction with this section for more detailed information.

3.5.3.1 Formal education

Children who have stopped attending school even temporarily because of an emergency form a large part of children 'at-risk' of child labour, especially in communities where poverty is widespread and child labour is common. It is imperative that schools open, track students who are out-of-school, remove barriers to attendance, and focus on getting learners back into primary and secondary as soon as possible.

Activities to prevent and respond to child labour through formal education must be done in collaboration with the Ministry of Education and the Education coordination mechanisms.

Box 29: Formal education

In this guidance means learning opportunities provided in a system of schools, colleges or universities, usually full-time and developed and managed by national ministries. In some emergency settings it may also be supported by other education stakeholders.

Box 30: Older children in focus: Education

Flexible formal and informal education can serve as incentive for older children to remain in secondary school whilst increasing the protective environment

Immediate strategies might include:

- ☑ Minimising policy barriers to enrolment such as: requiring documentation that may be missing or lost; requiring learners who have missed too much education wait until the new school year; registration or enrolment fees; school provisions (uniform or materials etc.);
- ☑ Give equal importance to the rebuilding, restocking and re-training in secondary schools. Older children present a significant at-risk group for child labour and other child protection concerns in humanitarian contexts, and their needs are not usually well-met in response. The aim should be to restore learning as quickly as possible for older children;
- ☑ Pay particular attention to children who were managing both work and school prior to an emergency;
- ☑ Identify and refer children who have recently dropped out-of-school to school councillors or child protection teams for follow-up and support. Referring their families to economic recovery / livelihoods programmes if household income is a primary reason for school drop;
- ☑ Refer immediately suspected cases of worst forms of child labour to school management and child protection actors;
- ☑ Provide catch-up classes to support children re-enter formal learning as soon as possible;
- ☑ Design strategies to prevent child labour through improved school attendance and quality of education;
- ☑ Raise awareness of child labour and the importance of education through school councils/committees, parent teacher associations, school councillors, other prominent community members. Develop capacity in schools to identify and refer child labour cases.
- ☑ Establish a consistent integrated mechanism for data collection and sharing

Box 31: Tackling barriers to formal education[88]

- Abolishing school fees
- Cash transfers
- School feeding programmes
- Quality Education
- Quality teachers for quality education
- Education as a monitoring mechanism for child labour

Box 32: Flexible education in emergencies[89]

Flexible schooling programs are designed to balance the learning and earning needs of families and children by facilitating fluid work and study schedules.

Strategies could include:

- Flexible delivery: scheduling of classes - times and days that suits the needs of child labourers, for instance afternoon sessions, early evening sessions, drop-in sessions, mobile classrooms,
- Adaptable curricula, designed to make course contents more relevant for child labourers;
- Having teachers availability for flexible teaching sessions
- Mid-year enrolments
- Increased flexibility in age restrictions per class

Longer term strategies

Once schools and the formal education system start to recover from an emergency, or in chronic emergencies, longer term strategies might include:

- ☑ Mainstreaming child labour and decent work into school curricula;
- ☑ Introducing activities that physically decrease the amount of time children have to work, such as extracurricular cultural, music or sport; linking with skills training or local youth clubs;
- ☑ Implementing school based child labour monitoring;
- ☑ Providing food at school (contextual and age sensitive);
- ☑ Link to centres providing services to children, or using schools as safe spaces for multi-sector services.
- ☑ Provide incentives for young people who are out of work (14years+) to stay in school. Offer opportunities for skill development and links to safe employment.
- ☑ Peer to peer identification or activities where children contact and encourage child labourers through play and interaction to enjoy and remain in learning.
- ☑ Provide flexible schooling to increase attendance and reduce dropout among child labourers *(see box 32).*
- ☑ Provide additional academic support during or after/outside of school (academic reinforcement programmes).

3.5.3.2 Non-Formal Education & Alternative Learning

Non-formal or alternative education supports children who cannot immediately access or move back into formal education. For children who were out-of-school and in child labour prior to an emergency or for children who have no realistic hope of attending formal school again, the impact of crisis will be just as profound, as different risks emerge and work potentially becomes more hazardous. These children have an equal right to access learning opportunities, and providing non-formal education presents a key opportunity to fulfil this right.

Box 29: Non-formal education in this guidance means learning within and outside educational institutions. It does not always lead to certification, and is characterised by variety, flexibility and the ability to meet the learning needs of specific groups of children and older children. Curricula may be based on formal education or on new approaches/alternative curricula.

Examples of non-formal education in emergencies include: Education for IDP's/refugees that are not managed or controlled by government departments, but where possible are mainstreamed into national systems; short-term emergency education in temporary learning spaces; transitional or bridging education, sometimes known as 'second chance education'; accelerated 'catch-up' learning; and literacy, numeracy and life skills programmes. In some situations non-formal education may be a standalone approach as there may be a lack of formal education opportunities.

Activities to prevent and respond to child labour through non-formal and alternative education must be done in collaboration with the Ministry of Education, the Education Cluster, and other relevant ministries, international or national organisations/stakeholders in education, and affected communities.

Immediate activities might include:

- ☑ Strengthen linkages with formal schools as early on as possible.
- ☑ Include child labour in awareness raising activities through emergency education and TLS;
- ☑ Include child labour issues relevant in the context in standard induction packages and training for emergency education staff.
- ☑ Mitigating the impact of the emergency, through supporting existing non-formal education activities, and providing training, literacy, numeracy and life skills.
- ☑ Provide Accelerated Learning Programmes for children who have missed large amounts of education.
- ☑ Where children are involved in hazardous labour, develop or adapt life skills materials to include safe work, and promote the importance of education and skills.
- ☑ Identify and prioritise children at risk or experiencing WFCL as a preventative and reintegration measure, link with child protection actors to define vulnerability criteria and refer children.

Longer term activities

- Stand-alone non-formal education programs may be appropriate for older, long-term drop-outs or where no formal schooling exists.
- ***See Section 3.7.5*** for more ideas to provide alternative education options for child labourers including technical and vocational training.
- ***Tool 10 key resources*** contains links to further detailed information sources on providing alternative education to child labourers.

Box 33: Challenges with non-formal education[90]

- Education being turned into a two-tier system where non-formal education becomes inferior and second class. At the same time, resources allocated to non-formal education should not exceed those of the formal system, as this would risk pulling children out of the formal system.
- Planning for formal and non-formal education should be done jointly considering issues of cost, efficiency and sustainability across both systems.
- Quality standards are often lacking in non-formal education, certification and accreditation, which can lead to poor outcomes for children.
- Providing quality education remains the responsibility of the State. Involvement a variety of actors besides the Ministry of Education must not lead to the government relinquishing its responsibilities.
- There are a number of ethical considerations such as the extent it legitimise children's work; trying to accommodate it, when, for harmful work it should always be eliminated; and it may counter strategies of mainstreaming and inclusive education.

3.5.3.3 Early Childhood Development (ECD)

ECD care and education is crucial in the fight against child labour. Children with access to ECD will get:

- Learning motivation from a young age which helps retain children in school to complete their education - a vital step in reducing child labour.
- Regular monitoring from ECD staff who, with training can identify at-risk families who are vulnerable to child labour, either for young children themselves or for their older siblings.
- Early life-skills and resilience development.

Activities might include

- ☑ Involving caregivers in discussions about child labour, particularly work which involves younger children, and build their capacity to provide care and learning through age appropriate activities;
- ☑ Introducing community-based ECD centres in emergencies that can take care of younger children. Giving parents the opportunity to concentrate on returning to work, participating in economic recovery activities, or re-building their businesses or farming activities. This not only helps foster economic growth at the household level but also enables families to keep older children in school. Coordinate with child protection actors and CFS/psychosocial activities underway.
- ☑ Run activities that build children's life-skills and resilience, such safety skills, and injury and accident prevention. Teach children how to be safe around strangers and what to do if they are separated from their families or taken away.
- ☑ Ensure context appropriate child labour is included in all induction and training packages for ECD staff.

- ☑ Supporting awareness raising sessions on child labour and 'back to school' campaigns.
- ☑ Supporting the identification and registration of separated children as a key preventative measure against the WFCL.
- ☑ Promote inter-sector linkages for families who are at-risk of child labour, particularly with child protection and economic recovery / livelihoods actors.

It is particularly important to ensure that teenage and young parents:

- ☑ Have access to ECD activities;
- ☑ Receive advice and support on care and education of their children;
- ☑ Their young children and babies are monitored in this at-risk group.

3.6 Mainstreaming child labour through economic strengthening and recovery activities

An essential part of any humanitarian response, economic recovery and livelihoods strategies are increasingly integrated across sectors, and although evidence is still inconclusive, recent research shows economic strengthening can have a positive impact on reducing child labour and increasing education enrolment and attendance.

However, children are inextricably linked to household economies and businesses, both of which are a large share of economic activity in emergencies, and with poverty as one of the primary drivers of child labour, whatever economic strengthening activities are undertaken, they will invariably impact how children use their time, and can inadvertently increase or worsen levels of child labour.

Common economic recovery and livelihoods programmes used in emergencies might include:

- Food-for-work
- Cash-for-work
- Cash transfers (conditional and unconditional cash and vouchers)
- Income-generation schemes
- Skills training / Vocational training
- Agricultural development
- Small business support

In recovery or chronic contexts the following might be found:

- Financial education
- Value chain development
- Loan-led micro-finance
- Savings-led micro-finance
- Job development
- Access to markets

Risks that economic strengthening programmes may increase child labour include:

- Children taking on additional caring/household duties whilst carers are engaged in economic recovery / livelihoods activities, leading to school drop-out.
- Recovery activities that rebuild infrastructure, develop agriculture, forestry and fishery require additional labour, which can act as a pull factor for child labour particular where the workforce is insufficient to meet demand.
- Over-provision of humanitarian interventions in one area leading to a bulge in economic activity that increases the demand for child labour, for example the over provision of fishing boats.
- Programmes that don't take account of pre-existing child labour in particular industries, and who fail to address it through their strategies and coordination with others, risk 'turning a blind eye' to child labour in favour of economic recovery.
- Working age children being excluded from safe economic strengthening programmes, pushing them into more harmful and unregulated forms of work.

- Children participating in economic strengthening programmes that are harmful or inappropriate for their age which may exacerbate health or protection risks.
- 'Ultra-poor' families affected by emergencies may not have the capacity to manage small businesses or cash and debt.[91] Without additional support, humanitarian economic strengthening programmes may not be effective and their children left vulnerable to the WFCL.
- Inadequate information about the benefits, timing or access to economic recovery programmes leads to a perception that engaging in more profitable and available forms of work is more beneficial for instance dangerous migration to cities or engaging in transactional sex.
- Programmes that not consult a range of actors in the community (including community based child protection mechanisms) can lead to inappropriate interventions which fail, leaving children vulnerable to exploitation.

Box 34: Beneficiary selection[92]

- Carefully consider how targeting will impact beneficiaries through increased stigma, exposure to violence or discrimination. Use existing context and assessment data to inform beneficiary selection.
- Carefully consider the role of gender in communities and households. Don't assume women's spending decisions automatically improve outcomes for children, evidence is mixed on the impact of this approach, as there are additional pressures on women, and targeting women may make them more vulnerable in some situations.
- Programs targeting older children should consider that boys and girls are likely to require different provisions in order to participate safely and equitably.
- Where programs engage working-age children as direct beneficiaries, young people can be involved to identify and locate their more marginalized peers. However, steps should be taken to ensure that targeting does not create stigma or additional safety concerns.
- Include particularly vulnerable or at-risk households (elderly or child-headed households; low-income/ultra-poor; households with multiple working children; households caring for UASC etc.) in economic recovery programmes through ways that do not identify vulnerability. Where possible leave targeting / inclusion flexible so that households identified through case management or education can be referred to programmes. Assess whether community-led targeting is suitable.

91. 'Ultra poor' refers to those living on $1.25 per day or less. They are typically unable to meet their basic needs and have very limited physical, human, and financial assets and social networks to draw on to mobilize and leverage household and community resources or external assistance. For more information visit The SEEP Network: ***http://www.seepnetwork.org/***

3.6.1 Overarching principles

- ☑ **Consider children's economic involvement in households, communities and industries** when planning economic recovery strategies and activities;
- ☑ Identify risks as well as benefits both inside and outside of the household to **anticipate and take measures to mitigate unintended consequences of economic recovery programmes** on children;
- ☑ **Disaggregate assessment information and programme outcomes** for boys and girls of different ages with different vulnerabilities;
- ☑ **Collect baseline data and monitor** economic recovery / livelihoods interventions for their impact on children;
- ☑ **Multi-sector, integrated economic strengthening and recovery programmes lead to better outcomes for children.** Always define roles and responsibilities clearly between the different sector actors;
- ☑ **Consider targeting carefully** ***(see Box 34 above, Beneficiary selection)***
- ☑ **Integrate and combine strategies** with education, protection, health, life-skills, literacy, numeracy, entrepreneurship programmes (to help individuals establish their own businesses in the future) etc., particularly for older children, women and the ultra-poor/ vulnerable;
- ☑ **Address household gender inequity** alongside livelihood interventions, especially amongst older girls and boys;
- **Always conduct a local market analysis.** Work with early recovery and livelihoods coordination groups to do so. An inter-agency initiative called EMMA (Emergency Market Mapping and Analysis Toolkit) has a useful market analysis structure that can be adapted for use. Link to ***http://www.emma-toolkit.org/*** for more information;
- ☑ **Build impact evaluations into programming;**
- ☑ **Be part of the referral pathway.** Build partnerships based on strengths, and determine roles and responsibilities and referral pathways between partners;
- ☑ **Consult with men, women, boys and girls across vulnerable groups;**
- ☑ Ensure that humanitarian economic recovery / livelihoods programmes **strengthen decent working conditions**, including a living wage. Programmes have to secure safe employment for adults for children to benefit.
- ☑ Efforts should be made to ensure that employment/livelihoods conditions **become sustainable**, withdrawing additional social support required for participation within a set time frame.

3.6.2 Actions for Child Protection Actors

- ☑ Advocate for children's involvement in household economies to be included in assessments and strategies when child labour is a considerable concern.
- ☑ Share information on child labour gathered during assessments with economic recovery colleagues.
- ☑ Work with economic recovery actors to analyse the roles of children in their families and determine the impact of the response on children and child labour.
- ☑ Identity existing actors providing services that are addressing children's and families economic needs. Build relationships for effective inter-sector coordination.
- ☑ Support capacity building for economic recovery actors that includes:
  - Child safeguarding, preventing abuse and exploitation within economic strengthening programs;
  - Awareness of local forms of child labour and WFCL and local legislation, including local forms of hazardous work and the hazardous work list;
  - Safe work for older children above the age for work
  - Signs of abuse and exploitation and detecting child labour;
  - Referral pathways for child protection assistance;
- ☑ Consider small integrated pilot programmes.
- ☑ Ensure child protection committees dialogue with parents about available economic strengthening activities available in the response.
- ☑ Where necessary and under case management protocols provide additional support for older children or vulnerable families to access economic strengthening activities such as: associated costs such as transport costs; providing suitable childcare etc.

3.6.3 Actions for economic recovery actors

Immediate activities

- ☑ Identify and explore the full range of approaches and interventions available; consider potential benefits as well as unintended consequences and potential negative consequences during programme design. Consider complementary non-economic interventions to counter these[93]
- ☑ Determine targeting criteria for programs (for instance using participation in programmes as a preventative measure for child labour by prioritising caregivers of UASC and other identified vulnerable groups);
- ☑ Work with community-based child protection groups to access hard-to-reach groups, and support interventions that develop sustainable incomes for vulnerable families.

93. Evidenced-based learning is constantly being developed in this area of humanitarian assistance, the latest research synthesis that covers programmes which engage caregivers as well as children and young people themselves, including the negative effects of economic strengthening programmes on children, can be found in: Outcomes for children from household economic strengthening interventions: A research synthesis (2015) Women's Refugee Commission, CPC Learning Network ad Save the Children ***Details of which are in Tool Ten Key resources***

- ☑ Involve older children in safe and meaningful economic recovery / livelihoods activities. For children over the minimum working age, ensure the work is safe and age-appropriate;
- ☑ Keep a percentage of places in economic recovery programmes for adolescents and older children (according to local law / international standards). ***Guidance on acceptable work for children can be found in Section 1 Key Concepts***
- ☑ Screen participants and monitor economic recovery programmes to ensure children under the minimum age are not engaged, and children under 18 are not involved in hazardous labour. This must go beyond age verification during registration and include monitoring once activities are underway. Following Typhoon Haiyan, communities in the Philippines reported that parents would register for livelihoods programmes, but it was often children who were the ones carrying out dangerous work in their place;
- ☑ Develop clear standards for children who receive cash assistance or are engaged in cash-for-work programs with the child protection sector (including how children will be supported and monitored through case management and what kind of activities are acceptable);
- ☑ Engage beneficiaries and dependent children in developing a code of conduct for workplace safety, (including addressing hazards and risks) before children are able to work;[94]
- ☑ Jointly with local child protection coordination structures, develop and share clear referral pathways for vulnerable children who are identified and would benefit from assistance;
- ☑ Advocate for older refugee children to have access to training and economic recovery programmes;
- ☑ Support the reconstruction and recovery of vocational and skills training centres;
- ☑ Implement multicomponent programmes to address child labour - include complementary non-economic interventions to maximize impact. For instance micro-finance with business skills training, or school scholarships alongside school subsidies, community saving schemes with village level dialogues on protection and family strengthening issues;
- ☑ Economic recovery actors can read ***Section 2.4.1 on 'Do no harm', Section 2.1 Coordination*** and ***Section 2.2 Situation Analysis*** in conjunction with this section for more detailed information.

Longer term activities

- ☑ Focus on adolescents' employment and engaging older children in technical vocational education training including in refugee contexts.
- ☑ Ensure that employment, entrepreneurship and training programmes do not only benefit those directly affected by the emergency, but also those communities in surrounding areas or countries that have been indirectly impacted, for instance communities that are hosting IDP or refugee populations, to alleviate social tensions.
- ☑ See ***Section 3.7.5.2 Technical and vocational education and training*** and ***3.7.5.3 economic strengthening and livelihoods programmes*** in section 3.7 Specific programmes to address child labour.

3.7 Specific programmes to address child labour in emergencies

Where the levels and severity of child labour are significant or increasing as an emergency continues, and resources and capacity allow, specific programmes to address child labour in emergency contexts will be needed. Whilst each programme will have to be built around the local context, there are a number of key and underlying components that are common to all situations:

- *In-depth assessment*
- *Systems strengthening*
- *Policy dialogue*
- *Engagement with tripartite partners*
- *Direct services for children*
- *Monitoring*
- *Advocacy and awareness-raising*
- *Community Mobilisation*
- *Research and Knowledge*
- *Education*
- *Technical Vocational Training*
- *Economic strengthening*

These are typical areas of activity where there continue to be child labour projects in development settings initiated by organisations, such as the ILO, UNICEF, NGOs, or the government itself.

Although the components may vary and, as in all cases of emergency response, available human and financial resources may be the most important factor influencing the prioritisation and the extent of action. **A standard programme in all cases should include assessment and analysis, systems development and/or strengthening which leads to policy and legislative development, strengthening and implementation.**

While the guidance below is comprehensive, it may not be possible to do everything given available time and resources. Ultimately, these decisions remain the responsibility of emergency practitioners, but should nonetheless aim at a minimum response to address child labour in emergencies. In addition, every effort should be made to ensure the meaningful involvement of national, local and community actors in decision-making, strategy design and implementation.

3.7.1 Conducting an in-depth assessment and mapping

Before initiating a specific programme to address child labour, practitioners will need to complete a detailed assessment of the child labour situation and mapping of available services, policies, legislation and systems before determining the needs and designing the most effective intervention.

In addition to mapping of child protection services and systems that form part of any CPiE response (wishing to mainstream child labour), an in-depth mapping of child labour systems should be conducted. ***Tool 2 contains a full list of relevant information that needs to be captured in a mapping of child labour systems, services, legislation and policy.***

Keep in mind the cross- and multi-sector nature of child labour, and ensue a mapping of affected areas includes: existing CLM, protection systems, National Action Plans and associated processes and procedures in place, their functionality and how they can be linked to humanitarian systems. Section 3.7.2 below on systems strengthening gives further information.

Further guidance on conducting an in-depth assessment and mapping ***can be found in Section 2.2 Situational analysis.***

3.7.2 Child protection and child labour systems strengthening

Systems strengthening must be a core component of any intervention initiated during an emergency to address child labour. Whilst focusing on meeting the immediate needs of identified child labourers, programmes must also include steps to 'build-back-better' national and local structures and systems that respond to child labour, and include technical support, resource support and advocacy.

Once the situation of child labour and the systems to address it have been identified through mapping and assessment, the focus should move onto how well these are functioning. Projects may have been, or are in place to establish or strengthen these functionalities. In such cases, the focus should be on how to leverage existing capacity and resources to build on them further in the context of the emergency.

Supporting an enabling institutional environment, adequate prevention and response services, and adequate investment in knowledge data generation and use, should be central.

Before making decisions, it may be useful to consider the following questions:

- What ongoing or past programmes and interventions to address child labour are there?
- Do specific national or local Child Labour Monitoring (CLM) and/or more general child protection systems or referral mechanism exist? If so, obtain as many details as possible on how the system functions, and what potential for strengthening activities exists. For instance, a system that monitors child protection might include child labour as part of its framework, or it could be modified to do so as part of the strengthening approach. ***More information on CLM systems can be found in Section 3.7.6.***
- Is there a devolved implementation of systems and does this affect functionality? For instance, are systems functional at district or community level? If not, what support does it need to do so? Are there any barriers to systems strengthening at local level?

SPECIFIC PROGRAMMES TO ADDRESS CHILD LABOUR

- Who are the main actors with specific responsibilities in the management, implementation and follow-up of the system? Are they engaged and supportive of efforts? Do they need support and capacity development themselves?; Are there parts of broader systems that can play a role in systems building, for instance those who monitor labour law compliance. or administrative regulators etc.? ***Tool 11 contains a list of key actors and their mandates.***
- Is the system functional? Does it exist on paper / in theory, or does it have impact on the ground? Does it have the necessary resources, people, equipment, materials and money - to be effective? Do all the actors included in the processes do what they are supposed to? If not, why not?
- What are the challenges in the operationalization of the system? Talk to those responsible for implementing the system and others who are aware of the system and involved in it, for example, service providers. Where are the weaknesses and gaps that need to be addressed?
- Talk to those who benefit from the system (if they are willing), parents and children to get their views on the effectiveness and efficiency of the system?

Having carried out a mapping and review exercise, it should be possible to assess the areas and extent of system strengthening required. The exercise might indicate that an appropriate system does not exist and one will have to be established in the areas affected by the emergency; or that it may be possible to integrate child labour into an existing system. Given the cross-cutting nature of child labour and responses needed to address it, integrating the issue into existing or emergency child protection systems can often ensure a more effective and efficient multi-sector response, providing it is underpinned by appropriate support activities, such as capacity and systems strengthening.

Considerations when systems to address child labour do not exist:

- ☑ Introducing a new system links to the critical role of humanitarian action informing and supporting development activities and vice-versa. New systems should not be introduced in a vacuum, but as part of a coordinated, coherent, inclusive and meaningful process that should - as its ultimate goal - ensure that the system will remain and can be modified and enhanced to continue to address child labour even after the emergency ends;
- ☑ Ensure the involvement of national and local actors. All partners should be involved and there should be clear definitions of roles and responsibilities, encouraging national ownership and leadership to the extent possible;
- ☑ Examine the potential to develop and extend child protection systems, identification and referral processes established as a result of the emergency to include child labour;
- ☑ There will need to be services in place to which children and families can be referred. Coordination between sectors will be essential to develop these and ensure systems and referrals are possible.
- ☑ While the first step may be to establish a system within the emergency area, consideration will need to be given to how this might be extended beyond the emergency response and to other areas, including national level.

Considerations when child protection systems exist and could be expanded to include child labour:

- ☑ Depending on the scale and severity of child labour in the emergency, it might not be necessary to develop and implement a specific monitoring and referral mechanism for child labour. Depending on circumstances it may be sufficient, and possibly more efficient and effective to integrate the issue into the emergency child protection case management system. ***Section 3.4.1.2 contains further information on integrating child labour into CPIE case management systems***
- ☑ Examine to what extent child labour cases are currently handled, if at all, and what might be needed to improve case management, for example, additional staff, training, transport or other materials and equipment. It should be noted that where existing child protection systems have not responded to child labour, but it is a pervasive problem, considerable effort will need to be made to identify challenges, raise awareness, and train professionals to start responding to child labour cases.
- ☑ Strengthening may involve reviewing procedures and processes within the system, for example, data collection and management, reporting, follow-up, etc. These are areas that may benefit from review and improvements where relevant and feasible, such as updating a paper-based system to an electronic system to improve efficiency and timely interventions and follow-up. The Child Protection Information Management System (CPIMS) is one example of an electronic system that can be introduced during an emergency and carried forward as the basis of an overall child protection case management database.[96]
- ☑ Sustainability is critical and the system should be designed so that it is contained within the capacities and resources of national and long-term actors. For example if a paper-based system is more likely to succeed in the short-term and given available capacities, then the expectation might be to strengthen this system to the extent possible.
- ☑ Practitioners will need to balance the need for sustainable national systems versus the need for quality specialised services for child labourers.

Box 35: Birth registration systems and child labour in emergencies[95]

Birth registration systems can be de-prioritized during emergencies, yet birth registration is considered a key preventative mechanism to deter, prevent or remove children from the worst forms of child labour, because it can be used to prove/demonstrate children are not of legal age to work. Birth registration is a step that can be taken during emergencies to ensure data collection and information gathering is maintained, which is an important aspect of strengthening child protection systems. Mobile registration systems can help maintain systems during emergencies.

95. See Plan International Policy Briefing: Universal Birth Registration in Emergencies for further details
96. The CPIMS registration forms capture information on the working status of children, and the child protection forms include a section on exploitation. For more information on the CPIMS go to ***http://cpwg.net/***

ADDRESS CHILD LABOUR

Box 36: When working with national government presents difficulties[97]

In situations where the government itself is party to the conflict, the exploitation of children, or it has lost control of territories; tensions may exist about the role of government, building national capacity and protecting children. In such situations, the timely protection of children, ensuring safety and dignity for the most vulnerable must be the primary consideration. It is essential to be aware of the risks associated with information-sharing and the importance of confidentiality and informed consent to ensure protection of the child.

Considerations when systems to address child labour already exist:

- ☑ Where national child labour (monitoring) systems already exist, initial discussions should focus on whether to expand these systems to encompass the needs of emergency affected children; or whether to develop direct links between national and emergency systems of child protection to facilitate monitoring, referrals, follow-up and reporting;
- ☑ Ensure national partners responsible for child labour policies, legislation and programmes are fully integrated into the humanitarian response, particularly ministries of Labour (labour inspection), Education and Social Development;
- ☑ Advocacy and high level discussion may be needed to seek agreement on the adaptation of systems, particularly in situations with refugees.

Whether introducing a new system or improving an existing system, ultimately they rely on people, their skills and their capacities in navigating and managing these systems and ensuring that their outputs lead to action and change for the children and families involved.

- If new processes are put in place or existing processes are modified and improved, the capacity of national and emergency actors will need to be reviewed and assessed to develop appropriate and ongoing capacity building to ensure sustainability.
- Practitioner's capacity should be underpinned by the development of appropriate practical and accessible tools and or manuals, highlighting role and responsibilities, which are regularly updated and shared.

3.7.3 Policy dialogue: Legislation and policy development and enforcement

National policy and legislative frameworks should always considered during planning and implementation specific programme to address child labour after emergencies, building upon existing systems, structure and plans. Directly related to ***Section 3.7.2 on 'systems strengthening',*** the same mapping exercise can apply. ***Tool 2 contains further information on legislative and policy systems mapping.***

The purpose of policy dialogue in the context of emergencies is to engage with government and other relevant national counterparts to assess and discuss the application and enforcement of legislation, policy and the delivery of services in areas affected by emergency.

The mapping described earlier should inform humanitarian actors about government commitment and capacity to take specific action to address child labour, for example, implementing social protection programmes, improving access and quality of education, addressing harmful cultural practices, etc.

Because the impact of an emergency will affect the continued regular application of policies, legislation and services it is important to support the government and national partners ensure this continuity. This may include working alongside law enforcement departments who enforce legislation; investigate and prosecute reported cases; refer children to social welfare departments; and raise awareness and provide training on children's involvement in illicit activities and drug resistance programmes.

Whilst it is important to encourage prosecution to discourage the exploitation of children, it is also important to carefully consider the impact of over-criminalising children and families who are involved in child labour and it's worst forms due to economic hardship, which may lead to further marginalisation, vulnerability and more severe exploitation.

Law enforcement personnel should be given an orientation on child labour laws and referral services, and how to sensitively handle victims of child labour. It's vital to secure the cooperative and functional involvement of law enforcement when working to address the WFCL. Particularly in rural areas where there can be low law enforcement to population ratios.

However, in some instances it may be necessary to advocate for flexibility or adaptation in the application of government policy and practice to take account of the post-emergency environment and the challenges it presents to children. For instance where education policy stipulates school enrolment happens only once a year and this is enforced following an emergency, it can lead to increased amounts of time a pupil is absent during the school year, which means they have to

Box 37: Identifying partners to work with

When programmes plan to work with tripartite partners, it is useful to identify through in-depth assessment, key partners and opportunities in the national and local private sectors; corporate social responsibility actors; employment; economic recovery / livelihoods; entrepreneurship and local economic development programmes/actors, either related to the emergency or not.

More and more development and humanitarian organisations, UN agencies, international NGOs and others, are involved in business and livelihoods-related activities and can be important sources of information and support.

Where feasible and relevant, consideration should be given to conducting value chain analyses in appropriate industrial sectors or building on existing analyses to identify new business investment opportunities that may benefit populations affected by emergencies.

repeat the academic year, in which time they will probably be exposed to plentiful opportunities to become engaged in employment. Without engaging the Ministries responsible for education through policy dialogue to secure flexible enrolments after an emergency, or extending the length of school the time a pupil can miss (with additional support in place, such as catch-up classes), many children may simply not re-enrol or drop-out of school altogether placing them at increased risk of harm and exploitation as they look to substitute education for work either in the short- or long-term.

Direct engagement with government and national partners also helps avoid the establishment of parallel systems and structures and rather allows the development of an environment which enables integration and coherence between national and emergency actions. As part of the response to address child labour in emergencies, identifying key actors, already sensitive to and knowledgeable of child labour, is an important step in mobilising support to extend and relevant activities in the emergency area(s).

3.7.4 Engagement with national "tripartite" partners and the private sector

Engagement with tripartite partners and the private sector can be crucial to addressing child labour in emergency situations, but this engagement does not come readily to many child protection actors.

In the context of child labour elimination, reference to "national tripartite partners" includes the government - usually the Ministry of Labour and/or the Ministry of Social Affairs, workers' and employers' organisations. They are the principle actors in the national consultation process determining the lists of hazardous work that affect children above the minimum legal age of employment and below the age of 18.

Child protection actors can work with these partners and the private sector to combat child labour in a variety of ways, for example:

- **Increasing and enhancing decent employment, economic recovery and livelihoods:**

Although not usually the realm of child protection actors, practitioners have a role to play informing and coordinating with other relevant sectors such as early recovery and livelihoods actors, to ensure that labour market/supply chain analysis and local economic recovery takes account of child labour issues. These efforts should aim to strengthen the economic security of families, particularly by providing adults and children above the minimum age of employment with decent work opportunities, reducing the reliance of families on children's income and reducing their participation in hazardous work.

- **Encourage the involvement of employers through increasing their awareness of the incidence and impact of child labour, thereby engaging them more meaningfully as advocates against child labour and supporting the promotion of decent employment.**

Based on in-depth assessments, child protection practitioners should be able to identify sectors where children are working and should engage with employers in these sectors as well as national and sectoral employers' organisations to highlight the dangers and legalities of child labour, including 'hazardous work' and to initiate prevention and response activities. To facilitate this engagement, and to enhance meaningful participation, child protection practitioners should seek the involvement of other relevant actors where possible, such as ILO project and programme offices, labour inspectorates, workers' and civil society organisations present in that sector, etc., particularly in countries where child labour monitoring systems exist.

Once employers have been identified, targeted activities could include:

- ☑ Promoting ***national or local child labour monitoring systems*** where these exist, introducing them to employers and their organisations, identifying their roles and responsibilities and areas of potential action, particularly in situations where children should be withdrawn from work sites to ensure safe and monitored referrals that protect the best interests of the child.
- ☑ Ensuring that the concept of "hazardous work" is clearly understood by employers and their organisations and how it affects children below the age of 18 and above the minimum age of employment. This activity should include providing materials to improve safety at work and ensure legally working children can also access some form of education and/or training alongside work. This would be an activity in which it would be appropriate to solicit support from appropriate partners, such as trade unions, labour inspectors and national and international organisations, such as the ILO. ***More information on key concepts can be found in Section 1.2***
- ☑ Where children need to be removed from harmful work because of risks they face, working with employers directly on child welfare issues makes improvement and removals more sustainable. ***Follow appropriate guidelines for case management***
- ☑ Ensure that ***employment, economic recovery / livelihoods programmes*** set up following an emergency strengthen decent working conditions, including a sufficient wage.
- ☑ Encouraging cooperation from employers and their organisations in acting as advocates in combating child labour within their companies and institutions and among their peers, particularly in emergency situations when children become even more vulnerable to exploitation.

Box 38: Children's Rights and Business Principles

Developed by UNICEF, the UN Global Compact and Save the Children, the Children's Rights and Business Principles are the first comprehensive set of principles to guide companies on the full range of actions they can take in the workplace, marketplace and community to respect and support children's rights. Principle 9 specifically addresses the child rights responsibilities of companies in the context of emergencies.

Visit ***http://childrenandbusiness.org/*** for more information

☑ Partner with companies already working to strengthen child protection (where this exists). In some developing countries, organisations work alongside large companies in specific sectors to improve child well-being and protection in communities where work in that sector is prolific, for instance the International Cocoa Initiative in West Africa and the Ethical Tea Partnership in India. These would be important partners and important work to consider before starting an emergency intervention to address child labour.

- **Enhance Corporate Social Responsibility (CSR)**

Emergencies can create opportunities for the development of business and labour markets as greater investment may be directed to affected areas. National and multinational corporations with CSR policies or International CSR foundations are often interested in practical ways they can provide support to humanitarian action. This may include: developing training programmes; support and economic development to increase job creation and the quality of employment; develop apprenticeship programmes for youth; help local businesses to increase and improve productivity and quality of business processes; or support business expansion including through infrastructural development.

Generally, under the UN Guiding Principles on Business and Human Rights, companies are expected to act with heightened due diligence in conflict and humanitarian situations.[98] In the context of child labour, this means having a clear policy on child labour in place (such as a supplier code of conduct), assessing the risks that child labour occurs in their supply chain, actively monitoring compliance with their policy, reporting on the steps the company takes to improve compliance over time, and providing access to remedies for victims of child labour (as appropriate).

Work through your organisation, or directly with CSR practitioners and relevant organisations (based on the mapping) to build relationships with these partners and advocate for the inclusion of child labour in their activities, including hazardous work affecting children above the legal minimum age of employment and below the age of 18.

International organisations engaged in CSR provide practitioners with a good stating place: ILO-IPEC has established a membership-based forum of exchange for businesses to share and learn from different approaches in tackling child labour in supply chains called the ***Child Labour Platform.*** Further information on reinforcing the role of employers in addressing child labour through responsible behaviour, including a guidance tool for employers in how to do business free from child labour, can be accessed through the ILO. UNICEF also recognises that partnerships are crucial to realising children's rights, and that the business sector can play a strong role in helping to advance this goal. More information on the role of business in supporting the UNCRC can be ***accessed through UNICEF CSR web pages.***

- **Involve national tripartite in efforts to address child labour**

It is incumbent on all ILO member States to design and put in place time-bound measures to eliminate the WFCL. In many countries, this is embodied through a joint effort by the tripartite and other national partners, including civil society, to develop a National Action Plan (NAP).

☑ Reach out to the tripartite partners in efforts to address child labour in emergencies and, where possible, within the framework of the NAP. These efforts can be greatly facilitated through the involvement of ILO project and programme offices that may be present in the country or region of emergency.

☑ Involve the national tripartite partners as early as possible in addressing child labour in emergencies to avoid child labour becoming more entrenched.

☑ It is essential to prevent the lowering of working conditions and labour standards to below decent work minimum thresholds for adults and above minimum age workers during emergencies. This includes pushing businesses, livelihoods and jobs into the informal sector and therefore out of the scope of regular labour inspection, trade union membership and mainstream private sector and institutional support.

☑ Where hazardous work lists do not exist, child protection practitioners should explore the possibility of mobilising support to initiate tripartite discussions to develop a list and thereby reinforce protection for all young workers, not only those affected by emergencies.

3.7.5 Direct services for children and young people

When setting up a specific programme to address child labour in emergencies, children and their families will need access to practical alternatives that are relevant, sustainable and safe. These should include:

- Meaningful education and vocational training alternatives
- Opportunities to strengthen the economic situation of the individual or household
- Access to other relevant services, such as health and social protection

Without accessible, practical and sustainable alternatives to work, children are highly likely to continue and parents, caregivers and families are equally likely to encourage them. The impact of the emergency on key services particularly in situations involving IDPs and refugees, can further complicate efforts to ensure alternatives for child labourers and their families.

3.7.5.1 Education

It is important to read ***Section 3.5*** which precedes this section, as it contains substantive information on mainstreaming activities to prevent and respond to child labour through emergency education activities. It also provides information on the barriers created by child labour in emergency contexts to a children's education.

Where additional assistance or specific interventions are needed to ensure access to education for child labourers or at-risk children, good practice highlighted below, provides ideas that may be of use to practitioners in emergency situations.[99] [0]

☑ Use an integrated approach offering a range of services, education, social protection, health, psychosocial support, life skills, core work skills, etc.

☑ Training teachers on child labour and related social issues.

☑ Dialogue between formal and non-formal education service providers to facilitate transitional or bridging classes.

☑ Providing access to secondary education, especially to older children who have completed

100. Based on activities from a number of countries including Morocco, Turkey, Brazil, Peru, Philippines, India, Pakistan, Bangladesh, Nepal, Paraguay, and Guatemala.

primary education but are under the minimum age of employment.

- ☑ Integrating child labour into curricula. Covering, topics such as risks and impact of child labour, children's rights, life-skills, skills training relevant to local labour markets, career guidance, business studies, etc.
- ☑ Provide extracurricular activities to broaden opportunities, participation and integration for children.
- ☑ Remove cost and physical barriers to school, especially for girls and other vulnerable children.
- ☑ Seek to involve parents and communities, as well as local education authorities, to ensure participation, ownership and sustainability.
- ☑ Awareness-raising and social mobilisation among parents and communities, for example, enrolment drives, mobilising parent-teacher associations, etc.
- ☑ Establish and support child labour monitoring systems within the school and the community.
- ☑ Support teachers and schools to:
  - ◈ Support networks among other teachers and within the community;
  - ◈ Work closely with governments, education authorities and NGOs to reach out-of-school children and child labourers;
  - ◈ Mobilise support and raise awareness in teachers' unions for education reforms to improve access and quality of education;
  - ◈ Connect with the wider trade union movement around the interrelated issues of child labour elimination and education
- ☑ Recognising a diversity of needs and taking advantage of multiple entry points, which may include outreach strategies, such as the use of the visual, literary and performing arts, sport and recreation.

Box 39:Older children in focus: Meeting their specific needs

Secondary and vocational education are an essential part of an emergency response. Older children above primary school age but below 18 are often not well provided for, and where they find themselves with little or nothing to do, boredom and a lack of engagement can push them into situations of child labour, including its worst forms. In some emergency scenarios, children can also become vulnerable to extremist ideologies unless provided with positive and constructive alternatives. Sometimes, secondary education may not be of interest and children of a certain age may prefer to work, particularly if families are economically insecure in emergencies. In this context meaningful and accredited vocational education linked to decent employment or apprenticeship can be the most effective intervention for these children.

Supporting children who are leaving the WFCL

Address the needs of minority populations, offer bilingual and culturally adapted education programmes, hire and train teachers from indigenous populations, and provide market relevant skills training, etc.

- ☑ Consider age, level of literacy, numeracy skills and psychosocial development. Take into account and address cultural and behavioural factors.
- ☑ Adapt education to the migration cycle of highly mobile populations to ensure continuity and completion of academic standards.
- ☑ Consider creating school-based child labour monitoring systems.
- ☑ Include a wide range of social protection and health services in interventions for street children, as well as specially designed education programmes that help build self-esteem and confidence through a curriculum adapted to a 'learning-by-doing' style.
- ☑ Sensitive and often complex services are needed for children who have been trafficked for purposes of labour or sexual exploitation and child domestic workers. Combine education with a range of counselling and health-related services and, in the case of older children, include skills training components to help them through a long and difficult process of rehabilitation and social reintegration.
- ☑ Children who have been withdrawn from involvement in armed conflict need integrated programmes of education, skills training, personal and social development, health and life skills.

3.7.5.2 Formal technical and vocational, education and training (TVET)

This section is linked to ***Sections 3.5 (Economic strengthening)***, ***3.7.4 (working with the private sector)***, ***3.7.5.3 (livelihoods and economic strengthening for older children)***, and ***Section 3.5 (Education)*** which contains guidance on non-formal education

With the focus often on younger children in emergencies, the needs and expectations of their older peers, who represent a large proportion of the child population, can often be overlooked. For children who are interested in formal education, these avenues should be made available to them. However, significant numbers will instead be interested in following vocational education aimed at skill development. With emergencies also increasing family economic insecurity, this may further encourage older children to seek skills and work to support the family.

Children who work and are above the minimum age of employment, but below the age of 18 and involved in hazardous work, therefore need support to secure decent work that will help them in their adult life. Vocational training can provide them with the opportunity to develop skills for entry into beneficial employment, and where it is formal and properly accredited this will help them recover from an emergency and prepare them for their adult working life during the recovery phase.

Some key points to keep in mind when considering TVET interventions for older children affected by emergencies are:

- Raise awareness on the importance of skills-based training and trades for children above the minimum age of employment. Outreach may be needed for older 'hard-to-reach children', to support their inclusion in TVET.
- TVET activities should focus on employability and competency and should therefore be informed by a local labour market analysis. This will help to identify what skills are needed and can be absorbed by the labour market in terms of waged and self-employment, and therefore inform training and employment programmes. Analysis should focus affected and host communities, and countries of origin to ensure skills matches that will enable access to employment when they are able to return home. It should be kept in mind that these activities will identify training, employment and business opportunities for adults as well as older children. ***Link to Tool 10 Key Resources for more resources on TVET market analysis and implementation.*** In addition value chain analyses can also make a critical contribution to identifying potential new business and employment opportunities.[101]

Box 40: TVET for Refugees

Access to TVET for older refugee children can be difficult during crisis, due to entrance requirements, cost, availability and challenges in accessing employment following completion of the training. However, facilitating access of older refugee children is vital if you are to prevent exploitation, hazardous labour, becoming susceptible to criminal activity, association with armed forces or groups and/or forms of extremism. They are also a vitally important group in terms of economic development and safety and security. Access to formal vocational education should be included in policy dialogue with relevant government and national partners, identifying solutions to minimum entrance requirements transport, related costs, accreditation and access to employment post-graduation.

- Where formal and non-formal TVET facilities existed prior to the emergency, their capacity, equipment and range of programmes should be assessed, including identifying gaps that will need to be addressed. Support should be established to strengthen them, ensuring their accessibility to vulnerable children of, or above the minimum age of employment. It should be noted that it may also be necessary to consider facilitating access to training for children below the minimum age of employment to allow access to employment providing they reach minimum age by the completion of training. Strengthening activities should be informed by the local labour market analysis to ensure relevant training programmes are in place and underpinned by adequate capacities and equipment. Initiating dialogue with relevant service providers and governmental authorities responsible for TVET is central to the success of this strategy.
- Scholarships may be needed to support the inclusion of child labourers in TVET programmes.

101. Refer to the "ILO Guide for Value Chain Analysis and Upgrading" for further information and practical advice on implementing the analytical process. Identify key partners, including ILO, other organisations, employers and their organisations, to assist in implementing these specialised activities.

- TVET programmes should include skills assessment, guidance, orientation and counselling components for individuals to assist in matching competencies with training opportunities to maximise employability. Older children must be part of the decision-making process, and where possible training that they would like is provided. Where this is not possible vocational counselling should help identify other choices.
- Programs should consider levels of education (basic literacy and numeracy) and social related skills. Access to TVET programmes may be difficult for older children if they have not achieved the minimum education entry requirement. Education and life-skills should be integrated where required, and additional classes may also be needed to help students to achieve the minimum entry into education alongside their training. Where education certificates have been lost or are inaccessible discuss with TVET authorities to find solutions to these situations.
- Programmes should conduct competency assessments in order to be certified upon completion and support graduating students to find sustainable decent employment or self-employment opportunities.
- Funding for TVET provision for older children is rare in emergencies. Discussions with donors should focus on possible challenges and solutions relating to the cost and funding vocational training and related education support programmes.
- The limited availability of TVET facilities can become more acute in emergencies. Discuss accessibility with relevant stakeholders including government authorities, as it may require transport and possibly residential accommodation if centres are further afield.

Non-Formal TVET Programmes[102]

- Where there are no formal training providers, the situation is chronic or recovery is slow, civil society organisations may have capacity and resources to initiate non-formal TVET, or may already be implementing these. In this context, practitioners are advised to ***refer to the key resources section*** for tools to inform dialogue with service providers and engage their support.
- Inevitably, non-formal training providers are more limited in scale and scope, resources, capacity and equipment. Courses tend to be shorter than those in formal centres, with less choice and possibly without accreditation nor transition pathways to employment. Care should be taken to ensure non-formal activities are as meaningful and inclusive as possible, and where possible access to formal TVET centres should be pursued through dialogue. Increase partnerships to solicit funding in these circumstances.
- Link with community based groups that are focused on older children's needs (such as youth clubs) to identify gaps in available skills-training and children in WFCL that could be targeted for non-formal education and skills development (based on need and vulnerability)
- Although not a first strategic choice, non-formal programmes provide an important opportunity where no other training programmes may be available. Practitioners should bear in mind the following basic criteria:
  - Details of the course should be clear in terms of programme, content, duration, size of the training group, teaching standards etc.;
  - Adequate physical infrastructure should be in place to ensure quality of training delivery;

- Training should be conducted as close to where trainees live as possible;
- Functional literacy and numeracy should be provided alongside training;
- Trainees should be made aware of occupational safety and health issues in the workplace and the importance of safe work practices;
- Special consideration should be given to facilitating the access of girls to TVET programmes, avoiding the reinforcement of gender inequalities;
- Employers and their organisations including local entrepreneurs associations, and trade unions should be involved to the extent possible in the planning of training.
- Employers, local entrepreneurs and their organisations may be able to support opportunities for employment after training. Often, even small or micro-enterprises can provide opportunities for apprenticeships and employment.

3.7.5.3 Economic Strengthening and livelihoods programmes for older children

For children who are above the minimum working age and below the age of 18, access to safe and decent work is crucial. Economic strengthening activities can help alleviate financial difficulties experienced by families after emergencies that, if left unsupported, are a central driver of child labour. At this age, formal education may no longer be relevant as they develop towards adulthood and therefore, learning skills that are useful in the work place and help access decent employment become higher priorities.

Therefore, efforts to increase and enhance employment, economic recovery / livelihoods are a critical strategic component to address child labour. Strengthening the economic security of families, particularly adults and caregivers, will inevitably impact on the incidence of child labour by reducing the reliance of families on children's income. This section is linked to ***Sections 3.6 (Economic strengthening)***, ***3.7.4 (working with the private sector),***

Economic strengthening activities might include:

- ☑ Tailored safe livelihoods, skills training and start-up programmes for the parents of children in WFCL/child labour, as well as for older children, who are no longer in school and wish to work.
- ☑ A more detailed understanding of which sectors, markets and trades have the potential to absorb new worker entrants, (older children, women, men and other vulnerable caregivers). This activity should be informed by the local labour market analysis action ***explained in section 3.6***
- ☑ Access for older children to financial planning, budgeting and savings.
- ☑ Identifying investment strategies to help local commercial and labour markets to expand and grow businesses to increase decent work. This activity should be supported through a value chain analysis.
- ☑ Dialogue on employment and labour market support that has the long-term interests of people and the environment at its heart. Initiatives should be sustainable and safe to avoid deeper socio-economic problems in the future, prevent an over-supply of labour and skills development in certain sectors and ensure that workers are not exploited during relief and recovery.
- ☑ Engagement with national and multinational companies involved in emergency responses, including post-emergency reconstruction efforts. Ensuring that people affected by the emergency are hired, including children above the minimum age of employment. Where they are below the age of 18 it must be in tasks that do not fall in the category of "hazardous work" and are therefore in line with national child labour laws and international conventions and good practice. These partnerships should also promote the implementation of apprenticeship programmes.
- ☑ Apprenticeship systems can be particularly effective, efficient and sustainable employment programme for older children, through which they can learn new trades and skills in safe and properly monitored settings, working in direct contact with qualified and experienced professionals, combined with technical classes and leading to an accredited certificate to support future decent employment. These programmes are closely linked to other sections of this chapter relating to vocational education and training and partnerships with the private sector, including in the informal sector. It is recommended that child protection practitioners explore this strategic pathway with relevant national and international partners working with business entities and multinational corporations and their CSR foundations. ***Further information on apprenticeship can be found in Tool Ten: key resources section***
  As mentioned above an important aspect of advocacy and awareness for employers involves helping them understand the relevance of occupational safety and health in employing children above the minimum age of employment but below the age of 18. The concept of "hazardous work", the most widespread WFCL, is complex and complicated but can have a life-changing impact on children. It is recommended that child protection practitioners review ***section 3.7.4 (working with the private sector)*** and consult the ***ILO Safe work for youth toolkit for employers*** which can be used in collaboration with labour inspectors, health and safety inspectors and committees and trade unions.
- ☑ Regular monitoring of the impact of economic strengthening programmes and livelihoods loss on child labour.

Economic insecurity affects many vulnerable populations in times of emergency, and it is vital to identify strategic actions to overcome these challenges. Supporting decent employment for older children and strengthening their access to economic recovery and livelihoods interventions is central to addressing reliance on income that exposes children to harm.

Above all, these programmes should not in any way contribute to the exploitation of children's labour, an increased incidence of child labour (including hazardous work), and an undermining of their fundamental rights.

3.7.6 Child Labour Monitoring

When undertaking a specific programme to address child labour one of the most effective and efficient strategies is to regularly check the places where girls and boys may be working. "Child labour monitoring" (CLM) is the active process that ensures that such observation is put in place and is coordinated in an appropriate manner. Its overall objective is to ensure that, as a consequence of monitoring, children and young legally employed workers are safe from exploitation and hazards at work. The active scrutiny of child labour at the local level should be supported by a referral system which establishes a link between appropriate services and (former) child labourers, as well as between humanitarian and development actors. There are clear links between CLM, CPiE case management and referral systems and the monitoring of child labour within a humanitarian response.

In practice, CLM involves the identification, referral, protection and prevention of child labourers through the development of a coordinated, multi-sector monitoring and referral process that aims to cover all children living in a given geographical area. CLM systems can be well-developed, highly functional and effective in some countries and in others they might be integrated into the wider national child protection system. Its principal activities include four main stages all of which happen through **coordinated actor engagement**:

- **Identification of working children through** regularly repeated, direct observations to determine risks to which they are exposed, may happen through labour inspectors, social workers, law enforcement, CBOs active in communities, school teachers and principals, etc. It may also include other reporting mechanisms, such as a hotline.
- **Action and referral** of children and their families to appropriate services, such as education, vocational training, economic recovery / livelihoods, social services, health care, etc. Define roles and responsibilities when talking to employers and determining action taken against them. In some cases, action is required to reduce the risks to legally working children through appropriate occupational health and safety measures.
- **Monitoring** verifies that children have been removed and do not return to work and that they - and sometimes their families - have satisfactory service provision to addresses their needs, supporting timely interventions where necessary.
- **Prevention** activities should be informed by knowledge and data generated through the process, to ensure that children do not work in the first place.

As part of efforts to combat child labour, a CLM system can be:

- A tool to mainstream and sustain child labour elimination activities into government child and labour protection work, including the transition from emergency to post-emergency situations;
- The coordination mechanism for direct action activities through using the referral system to identify child labourers and facilitate their access to appropriate services, such as education, health, social protection, etc;
- Part of the wider information-generating process on child labour.

Child labour monitoring and child protection systems

Given the similarities between the CLM process and CPiE referral and case management systems, these linkages should be either established and/or strengthened according to whether or not a system exists to address child labour is present at the time of the emergency. Where CLM systems exist, humanitarian actors should coordinate and work with relevant partners. Case management might also benefit from using data management systems already in place to facilitate a review of the services and support, education history etc. received by families prior to an emergency.

As a first step, child protection practitioners should contact relevant partners, particularly government, to monitor protection systems and discuss how they can be linked to the CPiE system which will be set up early on in the emergency.

Further detailed information and resources on CLM systems can be obtained from the ***ILO-IPEC CLM web page,*** and ***Section 2.2 contains further information on situation and response monitoring systems in emergencies.***

3.7.7 Advocacy and awareness raising

Advocacy and awareness-raising should be central components of efforts to address child labour and reinforce prevention in emergency situations. As humanitarian actors, in particular child protection practitioners, advocacy and awareness-raising can reach not only those directly affected by emergencies, but also a much wider audience including government actors, non-government actors and donors. Both public and private advocacy will be needed which are underpinned by an evidence base.

Explore ways to integrate messages relating to child labour elimination and prevention in regular activities. In some emergency situations, particularly involving refugees, it is necessary to inform those affected by the emergency on national policies and laws, service provision, child protection, cultural and traditional values, community vigilance and support, etc.

This section should be read in conjunction with ***Section 3.4.1.6 'Raising awareness'*** and ***Tool 6 which contains key messages to be adapted***

Box 41: Campaigning in Jordan "Amani – My Safety"

A joint inter-agency child protection and GBV campaign in Jordan integrated child labour into wider protection messages under the slogan ***'Teach me today, I will work in the future!*** With supporting messages for children and adults, the campaign also included critical information on who to call when cases are identified or help is needed. The campaign has helped in the production of a short animated film about child labour, which was developed with the involvement of young people.

With an adjoining implementation guide that supports advocacy and awareness raising activities such as One to One Conversations, Community Dialogues, Events, Community Storytelling and Social Media.

Among the possible advocacy and awareness-raising activities that could be considered are:

- ☑ Develop and disseminate awareness-raising materials highlighting the dangers of child labour and the importance of education and training, including key messages for populations and communities affected by emergencies.
- ☑ Use the WFCL as a key concern to link advocacy efforts under child protection with advocacy efforts under broader areas of protection and GBV. Link child labour into campaigns on children's or regional issues.
- ☑ Develop material to support advocacy, such as thematic briefs.
- ☑ Organise media workshops on child labour including in the areas affected by emergencies, to engage journalists in highlighting the issue and reinforcing elimination and prevention. They can also help in establishing a media network against child labour which can become active and supportive during the emergency.
- ☑ Develop videos related to prevention of child labour in those sectors which employ children, focusing on health, well-being, rights and how child labour impacts children. These can be disseminated through media channels and facilitate discussions on the development of further materials.
- ☑ Develop materials for national and international service providers to ensure that relevant information is transmitted to those working with families, children and communities affected by the emergency. Key messages could include understanding legislation, policy, referral mechanisms, reporting and help explaining the content and relevance of "hazardous work" and "hazardous work lists" if these exist.
- ☑ Develop campaigns on the variety of impacts child labour has. For instance, collaborate with health and labour actors to develop campaign on the health impacts of child labour on children. These should target parents and employers and be supported by brochures to reinforce awareness and interactive and participatory discussion groups with parents and community leaders to reinforce the dangers of child labour. Distribution of these could be assured through posters, radio programs, humanitarian actors, national partners and volunteers.
- ☑ Special awareness and media events could be organised as part of regular activities to commemorate relevant international days of commemoration, for example, the World Day against Child Labour on 12 June, World Refugee Day on 20 June, Universal Children's Day on 20 November, etc.
- ☑ For national or regional initiatives to be successful, there needs to be adequate focus, detail and resources on rolling them out at various levels.
- ☑ Ensure advocacy and awareness raising efforts are regularly monitored and evaluated, and the support of advocacy experts are sort where needed.

There has been a significant number of campaign activities worldwide on child labour that can provide substance to stimulate creative thinking on what might be possible, useful and successful in emergency situations: ***Visit ILO-IPEC Campaigns and Advocacy for more information.***

3.7.8 Community Mobilisation

Communities can provide highly effective action against child labour, acting as a front-line defence mechanism and playing an important role in facilitating the identification and follow-up of child labourers to identify possible solutions either found, or to be mobilised in the community.

Considerations should be given to the following:

- ☑ Cultural attitudes which are accepting of child labour can be deeply ingrained in society, however, child labourers are often known to the community as are their families, and messages and discussions on child labour can be more easily passed, listened to and understood when delivered by friends, neighbours and other community member's.
- ☑ Community-based child protection mechanisms (CBCPM) are almost universally supported in humanitarian and development contexts. Efforts to address child labour also frequently establish community-based child labour committees to mobilise communities to assist in identification, withdrawal, service referral and follow-up. Where existing, these must be considered by humanitarian practitioners before initiating community mobilisation plans. This section should be read in conjunction with ***Section 3.4.1.3 on community-based mechanisms***
- ☑ It may not be practical to have an additional committees specifically for child labour, where there are competing protection concerns and limited community capacity. Where activities can be integrated into child protection committees, women's committees, children's committees, etc., it is important to do so. Consider identifying committed and active focal persons within community groups to be local champions against child labour.
- ☑ If capacity is insufficient or additional tasks are required, practitioners could consider identifying and training community champions within community groups to focus on child labour.
- ☑ Sustainability and community cohesion are key, underlining the importance of actions which are locally-driven, owned and managed by the community.
- ☑ Properly designed and implemented, community-based action can also help overcome social tensions within communities, facilitating community integration which is particularly useful in emergency situations where displacement heavily impacts host communities.

Box 42: Developing Community Actions Plans

An interesting model to consolidate community views on how to reduce child labour is through the development of Community Actions Plans (CAP). These are prepared by the communities through groups discussions and allow to define and prioritise the interventions that could contribute to decreasing or eliminating child labour in the community. CAP also define time frame, budget and responsibilities, as well as potential partners that could provide resource contributions.

- ☑ Where sizeable levels of child labour are concentrated in certain communities, encourage and support them to develop their own plans to implement coordinated strategies to prevent and respond to child labour.

- ☑ In proceeding with community mobilisation, efforts must ensure that a comprehensive and resourced programme is put together to support the development and work of committees and capacity-building of their members on child labour, service provision, monitoring and reporting, mediation, etc.

Link directly to preceding section 3.7.7 on "Advocacy and Awareness-Raising".

3.7.9 Research and knowledge

In most emergencies, situation analysis and assessment (link) will suffice to identify whether child labour is a child protection priority in the context, whilst in-depth assessment (link) should be completed before initiating activities that respond to child labour. However, where further detailed information is needed to inform programming and fundraising, deeper research into the lives and conditions of child labourers may be needed. Where donors are unconvinced or lack understanding about the impact of child labour and the direct links to the emergency, practitioners will need to influence them through knowledge-building and research to develop a clear evidence base for advocacy.

Section 2.2 contains a variety of information on building the knowledge base in emergencies, and should be the starting point for those wanting to know more. Whilst T***ool 2 contains a full list of relevant WWNK for child labour in emergencies.***

4 TOOLS

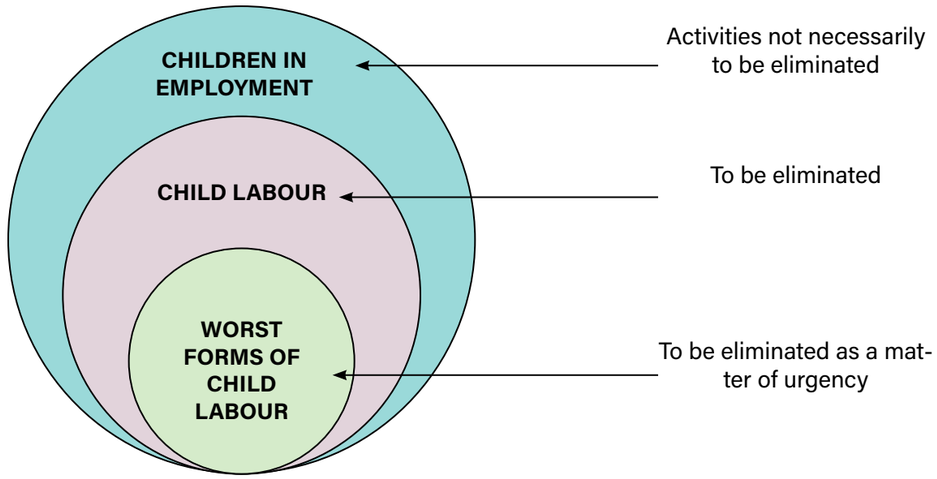
TOOL ONE: CHILD PROTECTION MINIMUM STANDARD IN HUMANITARIAN ACTION.

STANDARD 12 CHILD LABOUR

Child labour is work that is unacceptable because the children involved are too young and should be in school, or because even though they have reached the minimum working age (usually 15), the work is harmful to the emotional, developmental and physical well-being of a person below the age of 18. Many child labourers are victims of the worst forms of child labour (WFCL), such as forced or bonded labour, using children in armed conflict, trafficking for exploitation, sexual exploitation, illicit work or other work which is likely to harm their health, safety or morals (hazardous work).

In emergency contexts, with the possible loss of livelihoods, breadwinners and access to education, and when families are separated and displaced, children become particularly vulnerable to child labour (and especially to the WFCL). An emergency may:

- Increase the overall incidence of the WFCL
- Trigger new WFCL
- Result in working children taking on more dangerous work
- Result in unsafe moves by children to search for work, which will put them at risk of exploitative work situations



While the child protection response in an emergency should be as thorough as possible, given the complexity of responding to all child labour in a given context the response should prioritise the worst forms, starting with those related to or made worse by the emergency. Efforts should build on and contribute to any ongoing national processes.

STANDARD

Girls and boys are protected from the worst forms of child labour, in particular those related to or made worse by the emergency.

The worst forms of child labour (WFCL) are a subset of child labour to be abolished, which is a subset of children in the productive activities. The very large majority of children in the WFCL are in hazardous work. Other WFCL include forced or bonded labour, use in armed conflict, trafficking, sexual or economic exploitation, and illicit work.

KEY ACTIONS

PREPAREDNESS

- Carry out a desk review to collect information on the current WFCL situation and lessons learned from past emergencies, particularly in terms of the types, area, scale and root causes of the WFCL, and what types of WFCL are generated or exacerbated by emergencies;
- collect information on the national legislative and policy framework, especially the labour law, the official list of hazardous child labour, and national actions plans to eliminate the WFCL;
- identify key national stakeholders involved in the fight against child labour, in particular the Ministries of Labour, Education and Social Development, as well as workers' and employers' organisations and the civil society, and collect information on their mandates, policies and programmes and on their capacities; and
- organise or engage in training and information-sharing opportunities on the WFCL for relevant humanitarian and development stakeholders.

RESPONSE

- Alert the authorities, communities, parents, youth groups and children about the dangers associated with the WFCL and the importance of protecting children from the WFCL;
- work with communities to identify and mitigate the risks of trafficking;
- include WFCL in assessments and carry out, as appropriate, an extra in-depth study on the effect of the emergency on the extent and nature of the WFCL;
- make sure key national stakeholders and children are involved in developing and putting into practice coordinated responses to the WFCL in emergencies, using the National Steering Committee of Child Labour (where it exists) as an entry point if appropriate;
- ensure that responses to the WFCL become part of humanitarian interventions, in particular in areas of child protection, education, social protection and economic recovery, by providing guidance and training to those working in these sectors;
- assess the possible negative effect of the humanitarian response on the WFCL, and work with humanitarian organisations and others to prevent this from happening;
- in countries with no up to date list of hazardous child labour propose that the government (local or national) organises a consultation to identify hazardous work in the emergency-affected area and prioritise it for action;
- make sure that a joint WFCL monitoring and referral system is in place and included in existing child protection referral systems;
- help children involved in, or at risk of becoming involved in, the WFCL to take advantage of learning opportunities; and
- help children of working age who are involved in, or at risk of becoming involved in, the WFCL (and their caregivers) to access adequate support to strengthen their livelihood or economic circumstances.

MEASUREMENT

OUTCOME INDICATOR	OUTCOME TARGET	Notes
1. Percentage of children, disaggregated by sex and age, removed from the WFCL, who are provided with case management in a timely fashion	To be determined in country or context	(1) "Timely fashion" to be determined in country or context. (3) Who is at risk to be defined in country or context
2. Number of children involved in the WFCL who receive adequate support	To be determined in country or context	
3. Number of children at risk of becoming involved in the WFCL who receive adequate support	To be determined in country or context	
ACTION INDICATOR	ACTION TARGET	
4. WFCL considerations included in CP case-management systems	Yes	
5. WFCL included in CP communication and advocacy strategies and tools	Yes	
6. Number of children involved in, or at risk of becoming involved in, the WFCL referred to economic recovery interventions	To be determined in country	
7. Percentage of children involved in, or at risk of becoming involved in, the WFCL referred to education interventions	100%	
8. Percentage of communities that have been reached by information campaigns on the danger and consequences of the WFCL	100%	

Guidance notes

1. Mainstreaming into humanitarian action

It is important to make sure that the services put in place and activities carried out as part of the child protection response contribute effectively to preventing and responding to the WFCL. For example, rapid assessments should include questions on the WFCL; communication and advocacy should cover the WFCL; case-management systems should work with children involved in the WFCL; and community-based child protection mechanisms should also be helped to take action against the WFCL. Likewise, economic recovery interventions and education interventions can contribute to tackling the root causes of the WFCL in the emergency. The role of child protection actors is to make sure that these programmes are designed and put into practice in a way that has the most beneficial effect possible on the state of education and the reduction of WFCL. For example, education providers should take steps to identify, reach and monitor working children.

Families with only one carer and households where the eldest member of the family is a child should receive help in terms of both child and social protection, alongside any 'for-work' schemes.

2. Hazardous work

It is up to countries to define what work is prohibited for someone under the age of 18, by creating a 'hazardous child labour list' and enacting it in law. This is done through a consultation that brings together employers' and workers' organisations and the government. In countries where there is no list, or where the list is not up to date, the emergency provides an opportunity for child protection organisations to help the government to organise a consultation to ask "What work is hazardous in the emergency-affected area?", "Where is it found?" and "What should have priority for action?". This will guide awareness raising and training activities as well as direct activities to support children.

3. Children who need targeted help

Support should be provided to boys and girls involved in WFCL but also, as a prevention measure, to those at risk of taking part in the WFCL. Three of the WFCL are defined in the ILO Convention No. 182 (forced or bonded labour, sexual exploitation and illicit work), while the fourth category (work that is harmful to children) is defined in the national hazardous child labour list. Factors that put children at high risk for taking part in the WFCL should also be identified at country level.

4. WFCL monitoring and referral system

It is the role of government enforcement units, such as labour inspectorates and law enforcement, as well as social welfare services, to identify children who are involved in, or at risk of, the WFCL. However, their capacity is often weak, particularly in rural areas and informal enterprises. This is the reason why several countries have set up child-labour monitoring systems (CLMS) to support the inspectorate. A CLMS mobilises the community to monitor child labour and to refer children to schools and services according to set guidelines. If no CLMS is in place in the emergency-affected area, child protection organisations should work with national partners (ministries of labour, education, and social welfare) as well as the private sector and workers' unions, to develop a local CLMS that sets out who would do the monitoring, how cases will be handled (for example, a referral plan), and where information and reports would be filed. This local CLMS should be included alongside existing child protection referral systems.

5. Support provided to children

The course of action will depend on the child's situation:

- Any child (under 18) found in forced or bonded labour, doing illicit work or being sexually exploited should be removed immediately from the situation, given case management and access to learning opportunities, and provided with support to help their financial situation.
- A child under the minimum working age found doing hazardous work (long hours, work with dangerous machinery, chemicals or heavy weights, etc.) should be removed and given learning opportunities and/or have their financial situation addressed
- A child above the minimum working age found in hazardous work should be separated from the hazard, or have the risk reduced to an acceptable level, and may continue to be employed in the workplace
- Any child who is not in the WFCL but is at high risk of becoming so should be treated in a similar way, with access to learning opportunities provided and/or their financial situation addressed.

TOOL TWO: CHILD LABOUR SITUATION ANALYSIS IN EMERGENCIES

'What We Need to Know' (WWNK)

To decide on the most important WWNKs, two main questions should be posed about each suggested WWNK:

? **Question 1: 'Do we really need to know about this issue to make a critical programmatic decision at this point?**

If the answer is 'no,' to certain things then do not include them.

If the answer is 'yes' move to the second question:

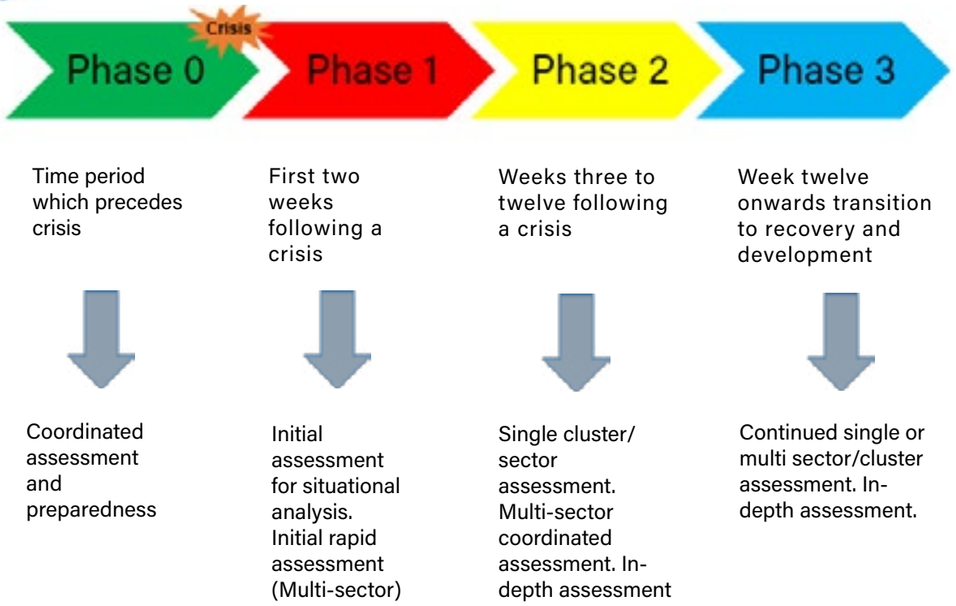
? **Question 2: 'Given the methodology that will be used, the amount of time and resources allocated, and the technical capacity of the enumerators/researchers, can we expect reliable information to be collected regarding this WWNK?'**

If the answer is no, delete the WWNK from the list of questions to be asked.

WWNK example #1: *Imagine you are planning to include child labour in a child protection assessment one month after the emergency. Someone suggests a WWNK on 'the immediate adverse consequences for children involved in the WFCL including hazardous labour.' You will pose the first question to the group 'does this information at this phase of the emergency lead to any important programmatic decisions?' The answer is probably 'yes.' Then you pose the second question: 'Given the CPRA methodology and the timing, do we expect to receive meaningful answers to this WWNK?' As the CPRA is a community-based assessment, and is done about one month post emergency, the answer to the second question may well be 'yes.' Therefore this WWNK* ***should be included*** *in this assessment.*

WWNK example #2: *imagine you are trying to include child labour questions in an initial rapid assessment, designed to take place in the first few weeks of the emergency. Someone suggests a WWNK on 'workplace safety for children.' You will pose the first question: 'does this information at this phase of the emergency lead to any important programmatic decisions?' The answer is probably 'no', because it may be more important to gain basic information such as the kinds of work they are doing, and potential scale. In addition given the methodology and the short timing of this assessment, we would not expect to gather sufficient information or receive meaningful answers. Furthermore, the MIRA is a community-based assessment and so it would probably not be possible to assess workplaces. As a result, the answer to both questions is likely to be 'no., this WWNK* ***should NOT be included*** *in the assessment.*

As discussed in the introduction, this guidance has founded it actions on different phases often present in an emergency. These phases are simplified as much as possible and defined based on the assumption that there is a starting point for the emergency (i.e. rapid onset emergency) or there has been a significant change in an existing emergency / humanitarian context to warrant a scale up of activities. ***When dealing with chronic or protracted emergency where no new incident/emergency has occurred,*** **assume that you are in phase 3 coded in blue,** but be cognisant earlier stages to ensure quality programming. In addition Phase 3 covers the transitional period from emergency to development programming and is relevant as the emergency moves into recovery and when the humanitarian community has considered the emergency to be over and activities transition to development. (see figure X).



Sample 'What We Need to Know'

The below table can help inform situation analysis and different forms of assessment. ***See section 2.2 for guidance on which types of assessment methodologies might be suitable in different contexts.***

	WWNK	Phases	Sample Questions	Comments
1	Information on national laws, policies relevant to child labour	0 1	• What are the legal provisions and weaknesses around the: ◈ Minimum working age? ◈ Light work? ◈ Conditions (hours and pay) ◈ Hazardous work - minimum age, hazardous work list, conditions such as supervision and training ◈ Specific provisions for domestic labour • Provisions and weaknesses in legal provisions relating to the WFCL: ◈ Juvenile justice ◈ Sexual exploitation and prostitution ◈ Trafficking • Is there legislation or policy that allows or restricts access to legal protection and services for refugees or asylum seekers?	• Through desk review • If it does not happen during phases 0 and 1, it should be done as soon as possible thereafter • Specific provisions for refugees and asylum seekers might include the right to work, access to education and health care, identity documents, encampment etc.?
2	Information on the institutions, formal and informal systems that protect children from child labour and their capacity	0 1	• Information on authorities, laws and procedures that constitute the formal child protection system in-country. • What are the mechanisms (formal and informal systems) that respond to child labour, who is responsible for what? How do the systems that regulate employment respond to child labour and coordinate with child protection systems? • Are there national/regional committees, campaigns or programmes on child labour? • What are their respective strengths and weaknesses? Where are the key gaps? • How to children from other nationalities (refugee children, migrant children etc.), access formal and informal systems? • What is the role of non-governmental organisations in the response to child labour? • What is the capacity of individuals across formal and informal systems? What is needed to strengthen their capacity to better respond to child labour?	• Refer to existing child labour action plans; child protection systems mappings; UCW materials, US Department of Labour report 'Findings on the worst forms of child labour', often gives an overview of what's in place and where to start. • What do experienced stakeholders tell us about the systems and partners to protect child labourers? And their efficacy?
3	Patterns and scale of pre-existing forms of child labour and its push and pull factors.	0 1	• How many children are involved in child labour? What proportion are in its worst forms? • Are there migratory patterns, population movements or displacements, or employment issues that are likely to make children more vulnerable in an emergency? E.g. movement for seasonal agriculture; tradition of children separating from their families for work; migration to cities and overseas for factory/ service work; high levels of unemployment; existing refugee communities in addition to new arrivals etc. What is the scale? • Proxy indicators of economy, labour market (formal / informal), and school attendance and education attainment, cultural attitudes towards child labour, etc.	• Both phases are presented here to indicate that if this information is not collected in the preparedness phase, it should be collected during the first 2 weeks of the emergency or anytime thereafter. • Disaggregated by age, gender, location, category of child labour, and type of work/ industry. Where possible include additional vulnerabilities such as disability and refugee assessment. • What do experienced stakeholders tell us about pre-existing forms and scale?

			• Child labour hotspots in the country? • Number of hours that children involved in child labour spend working per day? • Are there reports of unconditional WFCL? • What are the visible and invisible forms of child labour in affected communities?	• What definitions and data collection methods were used by the data sources? Are there any existing prejudices and assumptions which might downplay or minimise the true scale and severity of certain types of 'acceptable' child labour through these sources?
4	Changes in patterns and scale of existing forms of child labour due to the emergency.	1 2 3	• How many / what proportion of people report child labour increasing following the emergency? • Are there any newly emerging forms of child labour since the emergency? • Are there new child labour hotspots since the emergency? • How many / what proportion of people report WFCL increasing following the emergency? • Are there reports of newly emerging WFCL? • Are there new pull and push factors that could contribute to exacerbation of the child labour situation? • Has there been any significant change in the number of hours children spend working per day? • Has there been changes in common places where children work? • Are there changes in the scale of reports identified by case workers? • How are children from different population groups (e.g. refugees or ethnicity etc.) involved in child labour differently (e.g. types/area etc.) • Have migration trends been changed or exacerbated? • What is the impact of the emergency on the labour market?	• In phase 1, primary data should be collected only as part of initial rapid assessments • In phases 2&3 focus should be on changes and newly arising forms of child labour. • Disaggregated by age, gender, location, category of child labour, and type of work/industry. Include additional vulnerabilities such as disability and refugee assessment, where suitable and possible. • In refugee/IDP situations need information on both host and community of origin. • Consider evidence that exists to substantiate an increase in scale, severity or new emerging forms? E.g. longer hours, working for someone else (which places children at increased risk), lack of parental supervision, etc. • Listen to children, families, key stakeholders, and community leaders, ask how they compare the problems now to before the emergency.

5	Information on population responses and capacity to protect children from child labour	0 1 2 3	• What is the attitude of communities towards child labour and its worst forms? Has this changed since the emergency? • Are there differences between beliefs and cultural attitudes different population groups who are affected by the emergency including those directly and indirectly affected? • Are there measures taken by communities to protect children from WFCL? What do these consist of?	• Phases 0 and 1 through desk review • Phases 2 and 3 could involve primary data collection
6	Vulnerability profile of children vis a vis child labour	0	• Who are the groups of children most vulnerable to child labour in existing contexts, and potential new vulnerabilities in the local context when faced by the variety of hazards in country e.g. flood, conflict, and drought? • What is their profile? • What are the risk factors for children?	• Vulnerability profiles can be linked to ethnicity, religion, social status, economic status etc.
7	New risks and vulnerabilities as the result of the emergency that can increase the likelihood children will work, or affect the work done by children.	2 3	• Has the work environment and conditions become more harmful/dangerous for children since the emergency? • What new risks and vulnerabilities have emerged since the emergency that contributes to the involvement of children in child labour (new child labour 'pull' and 'push' factors)? • What are the unmet family needs that could lead to further involvement of children in child labour?	• Disaggregated by age, gender, location, category of child labour, and type of work/industry. Include additional vulnerabilities such as disability and refugee assessment, where suitable and possible.
8	Ongoing activities to eliminate child labour?	0 1 2 3	• What programs and/or activities were ongoing to limit/ eliminate child labour?	• Disaggregated by age, gender, location, category of child labour, and type of work/industry. Include additional vulnerabilities such as disability and refugee assessment, where suitable and possible. • In phases 0 & 1 focus on pre-existing programs • In phases 2 & 3 include emergency programs

9	General emergency profile	1 2	• Have there been large scale population movements? Over international border? • Scale and profile of the affected population (ideally sex and age disaggregated) and damage to communities and infrastructure etc.?	• Disaggregated by age, gender, location, category of child labour, and type of work/industry. Include additional vulnerabilities such as disability and refugee assessment, where suitable and possible.
10	Impact of emergency on livelihood	1 2 3	• Has there been large scale destruction of livelihoods, economic damage to industry/ business and households? • Are markets and other places of business been rendered unusable? • What is the impact of the emergency on the labour market? It's scale? • What is the impact of economic shock on parents/ caregivers, how have coping strategies changed? • Who is working? Are children working, how this has changed within the family? Who brings money, food and other goods into the home; and how do they source these items? • How has spending on children changed? e.g. reduced spending on education • Are there restrictions on people's livelihoods because of status or security? How do these impact child labour? • How are children used in the supply chain? Are humanitarian organisations using goods or services where child labour is clearly being used? E.g. garages, construction materials, agriculture, guest houses or hotels, market traders? • What is the capacity of targeted households and older children to manage finances or save? • What economic opportunities exist for older children over the minimum working age that can contribute to personal development as well as to that of their families?	• Disaggregated by geography, level of impact and affected population. Ensure age disaggregation considers the legal working age in-country, to more easily define during analysis differences between work performed by children above and below the minimum working age. • Take advantage of limited questions in multi-sector assessments to questions whether child labour or withdrawing children from school is used by families to supplement income or cope with the crisis. Ensure questions are disaggregated by age and sex.

		1 2 3	• How do tasks conducted through economic recovery programmes connect to work on the hazardous work list? For instance, only certain elements of construction may be on the hazardous work list such as working at height, or carrying loads over a certain weight, but children younger than 18 but older than the minimum working age can do other tasks in construction under supervision.	
11	Impact of emergency on schooling	1 2 3	• Are schools closed as a result of the emergency and what is the prospect of reopening? • How has the % of out-of-school children changed since the emergency? • What are the barriers to attending school? Who experiences these barriers? Has this changed as a result of the emergency? • What are community attitudes to education? How important is it for communities and different population groups? • Are some children able to manage work and school and others not? What are the factors that make each possible? • What resources are needed to support child labourers' access learning? • What are the comparative drop-out/enrolment rates before and after the emergency to determine any characteristics or trends of children no longer accessing education? • How is child labour viewed and responded to within the education sector?	• Disaggregated by age, sex, region; and types and level of school. • Where child labour is pre-existing ensure it is included as a group often excluded from education. • Pay particular attention to: • Children not visible/ not accessing education? • Speak with local organisations who can identify child labourers not attending school, those in the child labour and those at risk. • Listen to the voices of children and children excluded from education.
12	Impact of humanitarian action on child labour	2 3	• Are there indications that humanitarian action is contributing to increasing levels/severity of child labour? (e.g. the creation of incentives for children to work, exclusion of working age adolescent, inadequate provision of services, depletion of livelihoods etc.)?	• Disaggregated by the profile of children most affected (age, sex, geography, refugee status etc.)

13	Conditions of work child labourers face	0 1 2 3	• What are the common harms afflicted to children who engage in ... [type of labour]? • Do boys and girls who work also attend school and/or work at the same time? • Is bonded labour or slavery present in any form? Inducing to cover family debt or rent. • Where are the common places where children work (household, private residence, private establishments, streets, hazardous work-sites etc.)? What are the known risks associated with these places (dangers and injuries, sexual or physical abuse etc.)?	• Disaggregated by age, gender, location, category of child labour, and type of work/industry. Include additional vulnerabilities such as disability and refugee assessment, where suitable and possible. • Focus on the nature of children's work, details of harm, risks, dangers and injuries they face. Use the criteria for hazardous work in WFCL Recommendation 190 as well as hours worked, breaks/rest, food and drink, where work is done, training and supervision, security and dangers - to and from work or at work.
14	Data collection opportunities	0 1 2 3	• What data collection platforms already exist that could collect data on child labour? • What support would they need to function effectively? • What assessment/monitoring activities are being planned that could accommodate child labour?	• Disaggregated by agency, sector and time period
15	Information sharing and communication channels	0 1 2 3	• How do marginalised children and families receive information? Are there differences between population groups e.g. refugee/ host; rural/urban; ultra poor? • What are the best communication channels to reach children involved in child labour and their families? • Has there been a change in communication channels that could reach children involved in child labour (new ones as well as old ones that are no longer viable)?	• Disaggregated by age, gender, location, category of child labour, and type of work/industry. Include additional vulnerabilities such as disability and refugee assessment, where suitable and possible.
16	Reasons/causes or push/pull factors for child labour (including benefits of work to children and their families)	2 3	• What are the main reasons children are drawn to work? • What are the reasons families may encourage/force children to get involved in labour? • What makes families keep their children involved in child labour?	• Disaggregated by age, gender, location, category of child labour, and type of work/industry. Include additional vulnerabilities such as disability and refugee assessment, where suitable and possible.
17	Negative impact of work on children	2 3	• What are the common harms afflicted to children who engage in ... [type of labour? • What do children and the community view as the most serious effects of work on children? • Are groups of children affected differently depending on a factors such as age, ethnicity etc.?	• Disaggregated by age, gender, location, category of child labour, and type of work/industry. Include additional vulnerabilities such as disability and refugee assessment, where suitable and possible.
18	Long term impact of emergency on child labour	2 3	• How haver trends and patterns of child labour change over the duration of the crisis? • What are the factors that have compounded the situation over time? • How has displacement impacted existing migratory patterns/population movements for work over time?	• Disaggregated by age, gender, location, category of child labour, and type of work/industry. Include additional vulnerabilities such as disability and refugee assessment, where suitable and possible.
19	Availability of services for child labourers	3	• Poverty alleviation/reduction programmes, including social protection schemes, social welfare or aid funds, conditional cash transfer schemes (often related to school enrolment and attendance); • Child/family protection programmes, including referral mechanisms to social service, education and health support; • Micro-finance for community-based livelihood schemes; • Rural/agricultural development initiatives; • Health schemes for vulnerable families/communities; • Formal and non-formal Education, skills training and livelihoods and entrepreneurship programmes, including programmes to improve access and quality; • School-based programmes to support vulnerable communities; • Employment programmes targeting unemployed and vulnerable population groups, particularly youth;	• This level of detail on available services would need to be collected if programmes were to be initiated to respond to child labour child labour specifically. • Which services are available for children and families who are non-nationals?

TOOL THREE: SOURCES OF INFORMATION FOR SITUATIONAL ANALYSIS

There is a wealth of information available for 'secondary data review' / desk review to collate existing information on a topic There is often more information available than one can imagine. Both published and grey (unpublished) literature should be considered for desk reviews. Although the reliability of the data should always be analysed.

Some common data sources on child labour are:

- ***ILO International Programme on the Elimination of Child Labour (IPEC) Statistical Information and Monitoring Programme on Child Labour (SIMPOC)*** is the statistical arm of ILO-IPEC and it offers a wide range of reference materials that can be extremely useful to humanitarian actors considering assessment activities on child labour in emergencies, including:
  - National child labour surveys, Baseline survey reports, Rapid assessment reports and Micro data sets by country.
  - Manuals, tools and training materials on different areas critical to efficient data collection, processing and analysis of child labour data.
  - The "**Child Labour Statistics: Manual for methodologies on data collection through surveys**" helps those responsible for designing and conducting child labour surveys, and researchers collecting information on all aspects of issues related to child workers.
  - **Model questionnaires** drawing on SIMPOC's experience on child labour statistics worldwide. This includes questionnaires for collecting quantitative and qualitative data, by a variety of data collection methods.
- ***ILO NORMLEX Information System on International Labour Standards*** brings together information on International Labour Standards (such as ratification information, reporting requirements, comments of the ILO's supervisory bodies, etc.) as well as national labour and social security laws.
- ***ILO NATLEX database on national labour, social security and related human rights legislation.*** Contains full texts or abstracts of legislation and citations.
- ***UNICEF's Multiple Indicator Cluster Survey (MICS)*** available from: http://mics.unicef.org/surveys
- ***World Bank's Living Standards Measurement Study (LSMS)*** is a household survey program focused on generating high-quality. Available from The World Bank
- ***US Department of Labour Bureau of International Labour Affairs (USDOL ILAB)***. produces the annual stock-taking report for child labour by country '***Findings on the Worst Forms of Child Labour'***. They also produce a variety of other reports and tools on eradicating child labour, forced labour and trafficking, corporate social responsibility and workers rights. Visit https://www.dol.gov/agencies/ilab/ for more information.
- ***US Department of State Trafficking in Persons Report*** is the annual stock-taking report for trafficking by country, and the world's most comprehensive resource of governmental anti-human trafficking efforts. Visit http://www.state.gov/j/tip/rls/tiprpt/ for more information.

- Internet searches of key resource centres:
  - ***Save the Children*****:** http://resourcecentre.savethechildren.se/
  - ***CRIN*****:** http://www.crin.org/
  - ***International Initative to End Child Labour*****:** http://endchildlabor.net/
  - ***Anti-Slavery International*****:** http://www.antislavery.org/
  - ***Human Rights Watch*****:** https://www.hrw.org
  - ***Stop Child Labour: The Child Labour Coalition*****:** www.stopchildlabor.org
- ***Understanding Children's Work (UCW)***, a joint project between the ILO, World Bank and UNICEF houses a wide array of child labour information and indicators by country, impact evaluations, and research reports on child labour, schooling and other related issues, organised by country, topic and year. Reports are based on nationally-representative household survey datasets. UCW is guided by the Roadmap adopted at The Hague Global Child Labour Conference 2010 which called for effective partnership across the UN system to address child labour, and for mainstreaming child labour into policy and development frameworks.

In addition, data collected by relevant ministries as well as other child labour actors in the country should be considered during secondary data review:

- Child protection systems mappings at country and regional level have been conducted in some places. ***Save the Children's Resource Centre*** contains perhaps the biggest collection of reports.
- Databases of relevant ministries may provide data that can be analysed for much needed information on trends and patterns of child labour, school attendance (enrolment, retention, and completion rates) in-country etc., without the need for primary data collection. Where possible source disaggregated data (from local/national governments) by region, gender and where appropriate other categories such as language, ethnicity and disability.
- Previous Child Protection Rapid Assessments and Secondary Data Reviews are collated on the ***Child Protection AOR website*** .[103]
- Organisational reports and lessons learned and evaluations of past emergencies or records and data collected through case management systems are often a good source of information.
- Household surveys or other socio-economic surveys undertaken by the government.
- Programme data from existing child labour projects.
- The ILO or other agencies may have produced baseline studies or rapid assessments of child labour in particular geographical areas or industries that may unpublished or only be available locally.
- Registration, case-management and movement tracking databases such as UNHCR's ProGres database, IOM's DTM (Displacement Tracking and Monitoring), Child Protection Information Management System (CPIMS) or the Gender-Based Violence Information Management System (GBV IMS), Monitoring and Reporting Mechanism (MRM) etc., may be useful sources of on-going data if they have been well populated with information on child protection concerns (including child labour), and they are kept up-to-date. Accessing data on trends or changes they have recorded will need close coordination with the organisations and sectors who manage them. Anonymised, this data can add huge value to the overall picture of child labour.

103. The Child Protection AOR houses a variety of information on desk reviews and secondary data reviews, both templates and examples of previous SDRs.

In addition to information gathered through situation analysis and desk review, child protection actors can source information and analysis from child-centred risk assessment and analysis. In some countries a child-centred risk analysis may have already been done by organisations engaged in emergency preparedness and mitigation activities, such as UNICEF's Child-Centred Risk Assessment which has been implemented and reviewed across 6 countries in Asia ***(See box 43 below for more details).***Practitioners can draw upon these resources to inform their activities.

Box 43: CHILD CENTRED RISK ANALYSIS IN ASIA[104]

Since 2011, UNICEF have been rolling-out child-centred risk analysis in six countries at the national level, to inform the development of advocacy, risk informed country programming, multi-sector interventions and sector specific interventions. The methodology comprised of the identification and analysis of:

- Hazards (natural and human) faced by the country
- Vulnerability determined by a set of locally chosen indicators derived from national statistics reflecting the situation of children in each country.
- Exposure - determined by the population data for children and the relative distribution of children at sub-national level.
- Capacity - (where calculable) was determined by the presence of structures such as local committees, development expenditure, the presence of preparedness and contingency plans, the number of health centres and health workers.

$$\text{RISK} = \frac{\text{Hazard} \times \text{Vulnerability} \times \text{Exposure}}{\text{Capacity}}$$

Child labour informed the vulnerability index in 3 of the 6 countries, whilst the others included proxy indicators such as education enrolment rates and dropout rates. In India a more complex system of multi-hazard vulnerability mapping provides flexibility for user-driven analysis based on unique combinations of indicators, which allowed for monthly monitoring of trends and changes in risk over time. With this, UNICEF were able to examine the correlation between school attendance and rainfall deficit after which they were able to identify whether drought had an effect on children's behaviour during specific seasons of the year and in specific districts, which allowed them to ultimately better understand children's behaviour and assess the violation of children's rights due to disasters.

TOOL FOUR: RESPONSE MATRIX.

This response matrix is designed to give practitioners an overview of the key actions they can take in different phases of emergency to address child labour and its worst forms in emergencies, whilst they are in the midst of a busy response. It is designed around the 4 common phases this toolkit has founded it guidance on: **0-Preparedness; 1-Immediate/acute response; 2-early response/recovery** and **3-recovery/transition.**[105] The corresponding actions in each phase are hyper-linked (in white to aid contrast) to guidance in relevant sections where more detail can be found. The

Key Action	Phase 0 Time period which precedes the crisis	Phase 1 First 2 weeks following a crisis	Phase 2 Weeks 3 to 12 following a crisis	Phase 3 Weeks 12 onwards following a crisis	Cross reference tools, other actors and key stakeholders
Focus Of Phase	• *Desk Review* • *Key preparedness actions* • *Design coordinated assessment* • *Risk analysis*	• *Situational analysis and desk review* • *Initial rapid assessment* (multi-sector / MIRA / HNO) • *Preliminary response plan* • *Monitoring*	• *Single / sector coordinated assessments* • *Strategic planning* • *Resource mobilisation* • *Implementation of immediate protection prevention activities and monitoring* • *Preparedness*	• *Single / sector coordinated assessment* • *In-depth assessment* • Implementation and *monitoring* • *Preparedness* • *Review and evaluation* • *Research and knowledge*	*Tool Ten: Key resources* *Tool Three: Information sources for situation analysis* *Tool Two: Situation Analysis WWNK*
Coordination	Engage and coordinate with existing systems, community and government efforts to address child labour (e.g. national, regional or local committees, National Action Plans / Road-maps / Time Bound Programmes / agency led programmes etc.).	Ensure adequate attention is paid to child labour and its worst forms by child protection, education and economic recovery / livelihoods coordination mechanisms, particularly where child labour is a large pre-existing issue. Engage non-humanitarian actors who respond to child labour in affected areas	Ensure government departments responsible for child labour are engaged in humanitarian coordination, and are supported through capacity building to design and implement response strategies. Promote harmonised programming approaches to response such as shared principles, process and ways of working.	Continue to support government involvement and leadership in coordination and harmonised programming approaches, to ensure the implementation of effective longer-term strategies. Strengthen role of government to lead child labour coordination.	*Child Protection Coordinators Handbook* Child Protection Minimum Standards in humanitarian Action *Tool Five Coordination checklist*

105. These phases are based on the assumption that there is a starting point for the emergency (i.e. rapid onset emergency) or there has been a significant change in an existing emergency / humanitarian context to warrant a scale up of activities. When dealing with chronic or protracted emergency where no new incident/emergency has occurred, assume that you are in phase 3, in addition the transitional period from emergency to development programming is also coded in blue and is relevant as the emergency moves into recovery and when the humanitarian community has considered the emergency to be over.

Coordination	Ensure sufficient attention is paid to child labour by existing child protection coordination mechanisms which coordinate NGO, agency and government preparedness activities.	Use coordination to support the inclusion of any unconditional WFCL (that are known about in advance) in immediate response and advocacy activities of child protection and other sectors.	Ensure the impact of the emergency and subsequent humanitarian response on child labour is regularly considered by coordination mechanism.	Where child labour is a considerable concern, activate a cross sector coordination mechanism (include protection, education, livelihood/ early recovery sectors and development actors). Where this is not feasible, strengthen existing coordination including cross sector to be inclusive and supportive of child labour responses.	***Tool 11: key actors and their mandates*** ***2.1 Coordination***
Situation Analysis: Secondary Data Review (SDR)	Include child labour and its worst forms in the child protection desk review/SDR, include an analysis of the different forms and extent, the existing legal framework, and any systems and processes that work to address it the context.	Update existing SDR with information on child labour from the post emergency context. Focus on worst forms which already exist in the context and signs of likely exacerbation as a result of the emergency e.g. trafficking/sexual exploitation etc. Collect and record information and incidences of child labour/ WFCL from a variety of local sources including the private sector. Triangulate this to ensure that ensure accuracy and reflectiveness of the situation.	Where using SDR in support of situation monitoring, collect and record information and incidences of child labour/ WFCL from a variety of local sources including the private sector. Triangulate this to ensure that ensure accuracy and reflectiveness of the situation.	Train assessment teams local forms of child labour and WFCL; interviewing skills; detecting signs of exploitation; and referral procedures for urgent cases.	CPWG: 'CPRA toolkit' and 'Desk Review Guidance and template' ***2.2.2.1 Secondary Data Analysis*** ***2.3 Information management***

Situation Analysis: Assessment	Through a coordinated approach adapt assessment frameworks to include locally specific forms of child labour. Train assessment teams on local forms of child labour and WFCL; interviewing skills; detecting signs of exploitation; and referral procedures for urgent cases.	Integrate risk factors for, and vulnerabilities related to, child labour into rapid multi sector assessments where possible and child labour is present e.g. family separation, marginalisation etc. Focus on the unconditional worst forms of child labour, and children's work as a barrier to accessing services, as well as a negative coping mechanism. Focus on collecting information and gaining a further understanding about the situation based on assessment and other information sources. Disaggregate data.	Include child labour and WFCL in coordinated child protection rapid assessment (CPRA) frameworks and in agency and sector specific assessments. Train assessment teams. Map capacities, constraints and gaps of key actors relevant to child labour working post emergency. Identify hotspots for the worst forms of child labour for targeted fundraising and advocacy. Capitalise on other sector assessments to identify and analyse data on child labour. Disaggregate data	Conduct in-depth assessment on child labour assessing the longer term needs Through in-depth assessment and monitoring (below) identify trends Capitalise on other sector assessments to identify and analyse information on child labour	CPWG: 'CPRA tool ***3.7.1 In-depth assessment*** ***Section 2.2.2.2 Assessment*** ILO/UNICEF: Manual on child labour rapid assessment methodology
Situation Analysis: Monitoring	Develop/adapt coordinated monitoring tools. Identify existing monitoring systems that could be used during an emergency, train staff (e.g. case management databases, trafficking databases etc.).	Include the worst forms in coordinated monitoring activities. Disaggregate data. Monitor immediate security and population movement issues amongst at-risk groups that may exacerbate particular worst forms such as trafficking.	Continue to monitor changes in child labour since the emergency Introduce community based monitoring that includes child labour as part of wider child protection activities. Ensure child labour is included in information management systems such as the 5W's, and Include child labour in M&E activities. Disaggregate data	Where reviews or impact assessments of the response are conducted, ensure they look at the impact of the response on children's involvement in the household economy and access to services/relief for vulnerable groups. Mainstream child labour into evaluations / conduct focused evaluations where needed.	***3.7.6 Child Labour Monitoring*** ***2.4.1 'do no harm'*** ***2.2.2.3 Situation Monitoring*** Child Protection AoR Starter Packs and tools for monitoring, including Coordinators Handbook

Strategic Planning	Where child labour is pre-existing engage and coordinated to encourage forward thinking that recognises child labour in the event of an emergency. Map capacity and capacity gaps across systems that respond to child labour, child protection, education and social protection/economic strengthening/ poverty reduction and support to older children. In disaster or conflict prone areas, integrate DRR, emergency preparedness and contingency planning into child labour programmes and systems.	Consult with children, community, government and other stakeholders (workers, employers, civil society) about priority child labour issues. Where WFCL are pre-existing issues likely to be priority child protection concern, ensure the inclusion of preventive and responsive actions for child labour in coordinated response plans. Short term planning for immediate preventive actions should be developed until the results of assessments and mapping are analysed.	Where assessment data shows child labour to be a concern, consolidate information, raise the profile and the importance of addressing child labour in the early stages. Consult with children, the community and other key actors to determine whether child labour is a priority. Where child labour is a priority, determine which forms and issues are to be targeted and develop a coordinated inter-sector longer-term strategy to support prevention and response. Where child labour is not a priority issue ensure strategy is developed to mainstream actions to 'do no harm' and prevent it increasing as a result of the response. Plan for older children's involvement in response and reconstruction activities that are both suitable and safe for the age of the child.	Where child labour is an identified and growing child protection concern, implement (and develop where not developed) a strategic plan to build local capacity, and meet short and long-term needs, in line with key programme actions guidance. Identify gaps to be addressed. Make recommendations for project proposals including mainstreaming other sector proposals. Develop exit strategy	***3.2 immediate protection actions*** ***3 Programme actions responding to child labour*** ***2.4 Strategic Planning*** ***3.4.1.5 Supporting older children*** ***Tool 11: key actors and their mandates*** ***1.2 Key concepts*** ***2.5 Resource mobilisation***

Immediate prevention and protection		In order to design immediate preventative responses, focus on: ☑ Mainstreaming unconditional WFCL into immediate protection activities. ☑ Mainstreaming child labour and WFCL into response activities (do no harm and reaching child labourers with humanitarian services). ☑ Awareness raising. ☑ Support security and legislative enforcement by mandated authorities. Identify opportunities to include a response to child labour in quick impact projects and community led projects. Activities that involving vulnerable families or targeting adolescents can be important preventive measures. Where possible link to longer-term strategies.			*3.2 immediate protection actions* *2.4.3 Strategic planning when child labour is a priority* *2.4.1 'do no harm'* *3.1.4.6 Raising awareness* *Tool 6: key messages*
Mainstreaming: Child Protection	Build capacity on critical child labour and WFCL issues amongst existing child protection workers. Ensure case management and systems building efforts incorporate child labour.	Consider the role and impact of child labour and WFCL in any urgent child protection needs or cases that are identified (such as UASC). Keep records and monitor trends. Integrate child labour into any immediate child protection awareness raising and advocacy efforts.	Integrate child labour and WFCL into CPIE response programme activities, especially case management, awareness raising, community based prevention, working with UASC. Include child labour in policy and practice dialogue and systems strengthening initiatives.	Ensure child protection activities such as case management systems development, and other systems strengthening activities are inclusive and responsive to child labour.	*3.4 Mainstreaming child labour in CPiE programmes* *3.4.1.1 Improving access child labourers* *3.4.1.2 Case management* *3.4.1.3 Community based child protection mechanisms.*

Mainstreaming: Child Protection					***3.7.3 Policy dialogue, development and enforcement*** ***3.4.1.6 Raising awareness*** ***3.4.2.5 Unaccompanied and separated children*** ***2.6 Knowledge and capacity*** ***3.7.2 Systems strengthening***
Mainstreaming: Education	Coordinate with the education sector government departments to raise awareness and prevent child labour through school activities, parent associations etc. Include child labourers in preparedness education activities	Consider child labour when analysing the impact of the emergency on education services and attendance. Include child labour in initial assessment as a barrier to education Initiate activities with education actors to respond to urgent cases. Disaggregate data	Advocate for the inclusion of child labour in education sector assessments. Disaggregate data. Identify education actors to coordinate with and influence Include the prevention of child labour in education activities Include older children education in response priorities and education activities.	Coordinate with the education sector to raise awareness and mainstream the prevention of child labour through emergency education, formal and non-formal school activities, parent associations, and education government agencies. Skills and livelihoods training – A guide for partners in child labour projects	***3.4.1.5 Supporting older children*** ***Tool 8: Inclusive education for child labourers*** ***3.7.5.1 direct services for child labourers*** ***3.5 Mainstreaming in education .*** Best Practices in preventing and Eliminating child labour in education (ILO)

Mainstreaming: education	Adapt assessment frameworks to include risk factors for, and vulnerabilities related to, child labour and education. Focus on the identifying information on the WFCL but consider child labour when looking at barriers to accessing education services.				Combating child Labour through education: A resource kit for policy-makers and practitioners – ILO (2009) Skills and livelihoods training – A guide for partners in child labour projects
Mainstreaming: Economic Recovery / Livelihoods	Coordinate with livelihoods and early recovery actors to raise awareness. Adapt assessment frameworks to include risk factors for, and vulnerabilities related to child labour and household economies. Focus on identifying information on the WFCL but consider child labour when looking at barriers to services and negative coping mechanisms Consult with workers and employers associations on child labour, to increase understanding and strengthen links between them and child protection efforts and actors.	Consider how roles within the household have changed, and how children are now involved in economic recovery / livelihoods activity when analysing the impact of the emergency on household economy. Include child labour in initial assessments as a negative coping mechanism within households. Disaggregate data. Initiate activities with economic recovery / livelihoods actors to respond to urgent cases.	Advocate for the inclusion of child labour in economic recovery and livelihood sector assessments. Disaggregate data. Identify livelihoods actors to coordinate with and influence. Include the prevention of child labour in economic recovery and livelihood activities. Include older children in safe and age appropriate work and skills development, meaningful activities, and occupational health and safety concerns. Ensure economic recovery and livelihoods programme mainstream actions to 'do no harm' and prevent child labour increasing as a result of the response.	Advocate for access to formal labour market for refugees. Coordinate with economic recovery and livelihood sector to raise awareness and mainstream the prevention of child labour through emergency livelihoods activities, formal and non-formal employment activities, employment sector specific interventions e.g. fishing and relevant government agencies. Implement strategies for child and youth involvement in reconstruction, where appropriate for age and safety.	***3.4.1.5 Supporting older children*** ***2.4.1 'do no harm'*** ***3.7.5.3 direct services for child labourers*** ***3.6 Mainstreaming in economic strengthening .*** ***3.3 Actions in refugee situations*** ***3.7.4 Engagement with national "tripartite" partners and the private sector***

Specific Programs to address child labour	In disaster or conflict prone areas, integrate DRR, emergency preparedness and contingency planning into existing child labour programmes and systems.		Continue policy and practice dialogue with government and situational analysis	Target systems strengthening, including referral mechanisms and activities to develop formal and non-formal child protction systems. Advocate and provide support for the development and/ or revision of the HCL list and child labour monitoring systems. Ensure adequate direct service provision in education and economic recovery / livelihoods.	***3.7.5. direct services for child labourers*** ***3.7.3 Policy dialogue, development and enforcement*** ***3.7 Specific programmes to address child labour***

TOOL FIVE: COORDINATION CHECKLIST

Before and during an emergency it is important that those responsible for the coordination of child protection within the humanitarian response, support a number of key response and programmatic functions in relation to child labour. This list is intended as a guide for child protection coordinators and others. The placement of actions to particular phases is intended as a guide and practitioners should be led by the progress of the response, local context and operating environment.

EMERGENCY PREPAREDNESS

Coordination is an essential part of humanitarian action during preparedness, and the coordination of efforts to include child labour in these settings should be multi-faceted including a wide variety of actors across sectors. Decisions about how to manage coordination which successfully includes child labour into preparedness activities, should include the government, UN agencies, NGO's, and employers and workers associations.

To ensure the effective inclusion of child labour into inter-agency and government coordination structures, the following actions should be taken:

- ☑ Identify existing child protection and child labour coordination structures that collaborate during non-emergency times.
- ☑ Identify government coordination and case management structures for child labour including specific structures which tackle worst forms such as trafficking.
- ☑ Engage these structures in discussions on child labour in possible humanitarian emergencies, that as a key child protection concern may need response.
- ☑ Compile a list of government counterparts at national and local levels to add to contact list.
- ☑ Build upon and link to existing government and inter-agency structures where possible. Invite and include government counterparts to planning and implementation sessions.
- ☑ Establish ways of working and communication with the government. Ensure that all partners are familiar with the cluster approach.
- ☑ Jointly decide suitable coordination structure and information sharing procedures that will best support joint activities and programming in emergencies. Consider refugee crisis in these discussions.
- ☑ Discuss with the government a potential response strategy for child labour, and how best existing structures can adapt to disruptive and destructive changes.
- ☑ Particularly where countries have devolved systems of government, ensure best practice and lessons learned from previous national emergencies are shared.
- ☑ Reach out to local organisations to identify potential partners for emergency response activities, ensure the timely flow of information.

Where child labour is a significant concern and/or stronger capacity and resources exist, additional preparedness actions to strengthen coordination can include:

- ☑ Identify child labour as cross-cutting cluster/sector issue.
- ☑ Reaching out to and including representatives from other sectors (including government counterparts from other sectors) which are important in the response to child labour.
- ☑ If necessary, create a cross-sector thematic working group to address it during preparedness activities
- ☑ Jointly decide upon a suitable cross sector coordination structure during emergencies.
- ☑ Develop or review/update a SOP for child protection at the inter-agency level which includes child labour and it's worst forms, and ensure that all inter-agency members are aware of it. Include relevant national laws, procedures or services, and the management of child labour cases in any SOP. Ensure it is harmonised with national case management systems for child labour (where present).
- ☑ Hold regular meetings (fortnightly, monthly, or bimonthly/quarterly).
- ☑ Identify which donors fund child labour activities in country, and their respective focal points. Add them to list of donors contacts.
- ☑ Ensure agencies who are crucial to preventing the WFCL in the very initial stages of emergency such as relevant law enforcement departments are: included in training and awareness raising; well informed of coordination and referral pathways; know where to go to seek support for unaccompanied or rescued children; supported with practical organisational preparedness.

PHASE 1 FIRST TWO WEEKS

- ☑ Be aware of existing forms and concerns around child labour and it's worst forms. Ensure child labour is included in the Secondary Data Review (SDR). ***More information on SDR can be found here***
- ☑ Where WFCL are a concern, or significant levels of child labour exist prior to an emergency, support advocacy for child labour (at a very minimum the unconditional WFCL) to be included in the initial rapid (multi-sector) assessments, initial monitoring activities and initial response plans. ***Further information can be found in the Strategic Planning section***
- ☑ Where devolved systems of governance are in place, or technical expertise is centralised in other areas such as cities, coordination can support the deployment of capacity and expertise into areas affected by the emergency.
- ☑ Include child labour in inter-agency, single-sector and inter-sector assessments. Where child labour is pre-existing it must be included in assessments and the data analysed

PHASE 2 Weeks three to twelve following a crisis

before a decision is made on whether there should be a response and strategic direction.

- ☑ Where child labour is clearly a priority concern ensure it is recognised:
  - ◈ Raise it as an issue for the humanitarian response plan and response strategy.

- Use secondary data review and early assessment information to justify this prioritisation.
- Support dialogue between agencies and donors to encourage the prioritisation and funding of child labour in the response.
- Support organisations already implementing activities to address child labour to access emergency funding streams through the cluster system.

☑ Include child labour in child protection information management processes. Harmonise information management between GBV, protection, child protection and education coordination mechanisms as soon as possible, pay particular attention to the WFCL. ***More guidance on information management can be found here.***

☑ Include child labour and its worst forms in protection monitoring frameworks.

☑ Identify key processes and actions being taken on child labour by different actors to promote harmonised approaches and response. This might include approaches such as risk reduction and response strategies for different age children or different types of child labour; or processes such as case management, forms, and pathways for identification or referral pathways.

☑ If new or existing activities are set up thematically for instance under trafficking, or sexual exploitation, takes steps to prevent a siloed approach, ensure all types of child labour are included in activities. Hazardous labour - a WFCL - is often neglected, and can be extremely damaging for children. Lead cohesive strategies that bring different responses to different types of child together. Advocate for coverage if there are gaps.

☑ Advocacy and communications: Try to control harmful or exaggerated information on child labour, such as exaggerated risks of trafficking without foundation. Focus on effective mass advocacy. Where there is locally available evidence, advocate for targeted awareness-raising. Partner with well-known and respected local organisations, or members of the community and other NGOs to ensure advocacy messages are impactful. (See advocacy section)

☑ Where devolved systems of governance are in place, or technical expertise is centralised in other areas such as cities, coordination can support the deployment of capacity and expertise into areas affected by the emergency.

☑ Where coordination is weaker or child labour not a priority issues for the response, approach and meet bilaterally relevant organisations to plan and implement activities, still keeping central the need for cohesion between actors and systems.

☑ Coordinate with education actors to brief them on child labour and utilise the key role they often have in society with extensive networks across the community, local and central government. Good coordination can help child protection practitioners make the most of these networks and involve education stakeholders in activities such as awareness raising, message development, preparedness activities, and identification of resources (material and human) from early on.

☑ Coordinate within the education sector to challenge education policy issues that affect child labour, such as barriers that children face accessing education after emergencies, for instance, school admittance policies, or a sharp drop in quality of education that affects children's well-being. Coordinated efforts can support rapid action to get children back in school. Link to ***Section 3.5 for further guidance on coordinating and working with education actors to address child labour.***

☑ Coordinate with the early recovery and livelihoods sector, provide briefings on child labour, locally prevalent forms, local legislation and safe ways to involve older children in humanitarian activities. Also brief and advocate for safeguards that prevent younger children being drawn into child labour as a consequence of the emergency or directly in humanitarian economic recovery activities such as cash for work. ***Section 3.6 for further guidance on coordinating and working with economic strengthening and livelihoods actors to address child labour.***

☑ Where refugee children are concerned coordinate with the government and local authorities to begin to get them into host community schools as quickly as possible.

PHASE 3 Week twelve onwards: transition, recovery to development

Where child labour is an identified priority and responses/resources are sufficient, activate a cross sector coordination group for child labour. Where this is not feasible ensure existing child protection coordination mechanisms are inclusive and supportive of the coordination child labour for instance:

- Engage relevant ministries that are responsible for economic recovery / livelihoods in child protection coordination, to ensure joined-up strategies between different employment and labour policies that inter-connect to child labour issues.
- Engage education ministries responsible for attendance, adolescent education such as secondary school and technical and vocational training, other informal education opportunities etc.

☑ Where child labour is not a priority issue, continue to support 'do no harm' practice and monitoring the situation and response to ensure child labour is not exacerbated. ***Section 2.4.1 contains further guidance on strategies for when child labour is not a priority to ensure 'do no harm'***

☑ Strengthen the role of government departments responsible for child labour to lead the coordination of child labour responses.

TOOL SIX: CHILD LABOUR AND HAZARDOUS LABOUR MESSAGES

These messages were initially developed for IRC in Lebanon. They were adapted for use in the Philippines during recovery efforts following Typhoon Haiyan, and have been adapted and generalised here, to be adapted to local contexts.

Messages for Parents

- Child labour is work that is harmful to children's development and growth, because they are too young and/or should be in school.
- Children need to be educated to have a safe and stable future.
- Children are continuously developing; physically, mentally and emotionally. Greater harm is likely to come to children when they are working, as they are less developed than adults.
- Younger children are more likely than older children and adults to get hurt in the workplace.
- Be aware. It could happen to your son or daughter, even on their first day at work.
- Parents can keep young workers safe, as a parent you play an important role. Your child is your responsibility. Take an active role in the employment decisions of your children, report hazards and follow any training that is given.
- By law, employers are responsible for protecting young workers, they must provide a safe workplace and comply with national policy, but you and your child also need to be aware of health and safety issues when working.
- Frequently ask your children about what they did at work. Discuss any problems or concerns:
    - ? Where are your children working and what are they doing?
    - ? What tasks your child is being asked to carry out?
    - ? How many hours your child is working for?
    - ? What training, supervision and equipment is she/he receiving?
    - ? What health and safety measures are in place to protect her/him?
    - ? Does your child feel he or she could report any health and safety issues to the employer? She or he has a right to refuse to do unsafe work.
    - ? Are you concerned about anything? Has your child's performance at school been affected, are they tired or bored with school? Is the physical or psychological strain of work showing, including increased stress, anxiety, fatigue and depression?
- Learn about the child labour laws and policies that apply to young workers.
- It is illegal to employ children under the age of X unless they are under the sole responsibility of their parents or legal guardians, and where only members of their family are employed, provided, that the work does not endanger their life, safety, health, morals, or impairs their normal development and they are provided with primary and/ or secondary education. Employers who break the law should be reported to ..... the Department..... (Insert and adapt for relevant national legislation).
- Children under the age of - are not allowed to work for more than - hours a day and not between the hours of - pm and - am (Insert relevant national legislation).
- Children between - and 18 are only allowed to work for - hours a day, no more than - hours a week and not between - pm and - am (insert relevant national legislation).
- Children should not be exposed to hazardous work, which includes..... (Insert relevant types on hazardous work list), they are prohibited from using certain equipment..... (Insert relevant types here)
- It is dangerous for children to work around and collect materials from rubbish and debris left by the (insert emergency).
- The worst forms of child labour can risk children's health and safety, resulting in injury and even death.
- Other forms of child labour can affect children's emotional, physical and developmental well-being.
- Education is a right. Children's well-being is protected through learning and playing not working.
- Attending and completing school brings long-term benefits to children and their families. Educated children are healthier and have greater earning potential in the future.

Messages for Children (These can be complemented by ILO Safe work for youth resources)

- Your employer is responsible for providing a safe workplace and you are responsible for following instructions and safety rules carefully.
- Your boss must train you:
    - ? To do every task that is part of your job
    - ? How to use materials
    - ? How to handle things
    - ? What to do if a problem
    - ? If you are not sure ask!
- Be careful, be proud – you have a job and are helping your family. You are worthy of respect and care. If someone bothers or threatens you ask for help.
- Keep your eyes and ears open for dangers. If something seems unsafe ask about it or don't do it. Getting hurt will not help you to help your family.

- If you are younger than - years old you are not allowed to work for more than - hours and between the hours of -pm and am. You must be with your parents (Insert relevant national legislation).
- If you are between 15 and 18 years old you should only work for X hours a day, no more than 40 hours a week and not between 10pm and 6am. You should not be exposed to hazardous work.
- It is dangerous for you work around and collect materials from rubbish and debris left by the insert emergency).

Messages for Employers

- By law, employers are responsible for protecting young workers. This includes providing training and any safety equipment needed.
- You are responsible for knowing the child's age, registering children with authorities and checking their birth certificate.
- You must only give the child work that is safe according to their age.
- Give adequate training and supervision to young workers before they start, as well as while they are working and whenever they start a new task. Training should include job hazards and safe work practices in a language they understand.
- Do not verbally or physically abuse a child or let others do so.
- Children between - and - age cannot work more than – hours (Insert relevant national legislation).
- Children between - and - age cannot work between - pm and – pm (Insert relevant national legislation).
- The minimum working age is -, and for children over - it must not affect children's schooling.
- Children under 15 cannot work except under the sole responsibility of their parents/legal guardians.
- Children should complete their high school education which in ..... finishes at age -.

TOOL SEVEN: SAFETY PLANNING[106]

As it may not always be possible to remove children from dangerous situations immediately, safety planning can be a suitable option. In order to support children in child labour and its worst forms, case managers can prioritize safety planning as an immediate response that can reduce harm and provide children with basic skills to protect themselves in dangerous situations.

Case managers will need to assess the child's safety situation. This should be done with children and in-line with existing case management procedures, or recognised good practice and guidance.[107] It should cover:

- ☑ Child's sense of personal safety when working in the home environment. Sample questions include: "Do you carry our any jobs that cause you injury or pain?", "What dangers do you face", "How long do you work for?", "Does anyone at home hurt you whilst you are working?"
- ☑ Child's sense of personal safety when working in an employment setting outside of the home. Sample questions include: "Do you carry our any jobs that cause you injury or pain?", "Have you been injured recently, what happened and what did your employer do to help?", "How long do you work for?" "Do you have breaks and time to go to school", "Does anyone at home hurt you or harass you whilst you are working?"
- ☑ Child's sense of personal safety in the community environment. Sample questions include: "When you are walking to school, do you fear anything or anyone?", "Do you ever feel scared outside of your home... if yes, where?", "Do you feel safe at school/in the community?"
- ☑ Child's identified safety/support systems. Sample questions include: "Who do you feel safe with?", "When you have a problem, who do you talk to?" and "Who do you trust at home?", "Who do you trust at work?", "Who do you trust in the community?"

Assessments should include interviews with children and observation of the child working, at home or in the community to identify:

- The physical impact of work (bent back, weaker, damage to hands, war-related injuries)?
- Signs of sexual abuse or exploitation (sexual awareness, stomach pain, itching, abortions, miscarriage, asking for contraceptives) or physical abuse (bruises, broken bones, burns, cuts or pain)?
- Their behaviour in activities such as school or recreation – are they very tired, sleeping in school, or have a lot of absenteeism?
- If they have a lot of confidence, sense of importance / maturity for their age and in comparison to their peers?
- If they spend time with older people (including having older boyfriends or girlfriends); antisocial groups or gangs; other vulnerable peers or young people who are also known to be exploited?
- If they are they fearful of certain people or situations? Not talking in front of certain people who will not let the child talk without their presence?
- If they go missing from home, care or education, or spend time in places of concern?
- If children or caregivers give confused family histories, confused histories of their journey to the country/areas or contradicting explanations of an issue or situation?

107. Such as IRC and UNICEF, 2012, Child Survivors of Sexual Abuse: Guidelines for health and psychosocial service providers in humanitarian settings; the CPWG, 2014, Inter-agency Guidelines for Case Management & Child Protection; and the CPWG (2014) Child Protection Case Management Training Manual for Caseworkers, Supervisors and Managers.

Information should be analysed to help determine safety risks and needs, including family risk factors. Remember child labour is often perpetrated in family homes and businesses away from the public eye, which means case managers will need to pay particular attention in these settings.

The case worker and child/caregiver should determine if the child is not safe or not and where they are not safe the caseworker should prioritize with the child the development of the safety action plan which in cases of the WFCL a safety plan must be in place before the child and caregiver leave the interview meeting.

Safety Plans should:

- ☑ Be based on the identified safety risks to the child and/or caregiver.
- ☑ Help the child identify warning signs.
- ☑ Help the child identify strategies to feel safer at work.
- ☑ Include a combination of referrals to support underlying risks and vulnerabilities, including protection and security agencies where needed, ensuring all referrals are documented.
- ☑ Discuss and agree upon an individual safety plan which is documented, and may include risk reduction for certain jobs/tasks such as safe lifting, reducing exposure to physical harm, accompaniment, developing and practicing steps for when incidents happen, or when they perceive immediate danger e.g. how he/she will respond, who they will seek help from etc.
- ☑ Include action planning for medical care where needed.
- ☑ Include action planning for psychosocial care.
- ☑ Identify a safety person/people – this could be in the home, the community, or workplace.

Body safety and safety planning.

Caseworkers can hold separate sessions with children and caregivers on body safety and safety planning. Children need to have communication skills and confidence to respond to potentially dangerous and difficult experiences. While personal safety skills training does not guarantee the child will be 100% safe, it may help children feel more control and confidence to respond to threats when they occur.

Key information to cover in staying safe sessions:

a. **Be attentive and knowledgeable.**

b. **Be cautious and prepared.**

c. **Be assertive!**

a. **Be attentive and knowledgeable:** Caseworkers will need to teach children about possible dangers in their environment and help them pay attention to their intuitions. It is helpful if children can recognize danger signs that indicate heightened risk, and to have children rehearse how they might respond to danger.

b. **Be Cautious and Prepared:** Talk with children about what to do if/when they feel unsafe. Have children practice proper responses to danger or potential violence through role playing, etc. This can help increase the child's self-confidence and efficacy in handling a potential threat.

When teaching a child about safety planning, caseworkers should discuss the following:

- Help the child name some adults that make him/her feel safe (If the child is having difficulty, the caseworker can ask about specific people, such as a teacher, a caregiver, a sibling, a friend). Once the safe people are identified, the caseworker can encourage he child to tell them if they feel worried or unsafe (as part of safety planning, these people should be involved/included in a session to formerly acknowledge them as "safe people" in the child's life).
- Help the child name places that make them feel safe, especially those places they would go if they didn't feel safe at home.
- Map out a plan with the child and practice how the child would respond if he/she felt unsafe. What would he do? What would he say? It is important to have children practice saying "No!" to an adult who is doing anything to make them feel uncomfortable.

c. **Be Assertive:** This should start with a review about what is acceptable and not acceptable risk or danger. Children should practice what they would do if they are in a situation where they are being asked to a carry out a dangerous task, or so something they are not comfortable with.

It my be helpful to explain to the child the following points:

- Nobody should make you do work that puts you in danger where you can be injured or harmed; even if it is someone you know and love.
- If you feel uncomfortable about what is being asked of you, you should tell that person "I do not want to do it" or "No"
- In addition, where children are being abused physically or sexually at work reinforce that it is not okay for anyone to hurt or hit you, verbally harass you, or touch you in your private parts in a sexual way; even if it is someone you know and love.
- Give children techniques (run, hide, ask for help, call out, scream) to use in response to danger, violence or inappropriate touching and behaviours. Make sure to help the child identify a trusted adult whom he/she can confide in if anyone threatens them again.
- During this session, it is important for the caseworker to help develop the child's confidence and skill in protecting their bodies. As part of this, it is good to review the safety plan that was created with the child during case management services.

Helpful Tip: Be wary that if a child is injured or faces violence again, they may feel it their fault as they have been taught how to better protect themselves. It must always be reinforced that this is not the case and children may still be injured or experience violence or abuse in the workplace. This is NOT BECAUSE the child was unassertive or ill prepared enough to protect themselves. It is because their employer continues to provide inadequate protection and support, or has more power over the child and the child is in no way responsible for any injury or abuse.

Caseworker Safety

Child labour by its very nature is illegal, particularly WFCL which can be often controlled by criminals who use fear and violence to manipulate families and children. Caseworkers who provide support to child labourers or children in the WCFL, should be aware and due attention to the following safety considerations:

- ☑ Keep in mind, the best interest of the child as well as your own safety. Where security threats cannot be mitigated and compromise the safety of children, caseworkers or information gathered, case management services are not recommended.
- ☑ Find out and follow local/organisational security procedures. Managers of agencies implementing case management, including governments, should ensure safety and security policies and training are in place.
- ☑ For criminal cases which involve unconditional WFCL or the 'rescue' of children from places of employment / perpetrators, always follow agreed case management procedures and involve national authorities and relevant security agencies, highlighting particular security concerns for the child, family or others involved.
- ☑ Ensure sensitivities and security implications of the data that will be collected is given due attention, and data security protocols are in place.

Before and during visits:

- Understand the context you are working in and try to foresee potential risks and dangers, be culturally sensitive and awareness of existing tensions or criminality linked to child labour.
- Inform your manager/colleagues where you are going and when you expect to return (check- in policies).
- Travel by vehicle (if available), ensure you have money on your phone, and wear practical shoes/ clothing.
- Asses when its safer not to do home visits alone, work in a pair with another colleague. Do not work with more than one colleague or this may limit confidentiality and make the child/family uncomfortable.
- If a child seeks assistance at night, take accurate details of the case, but only assist if the intervention is life-saving. Otherwise wait until morning. Balance the needs of the child with due concern for your own security. If you need to leave the house to support the child make sure you are not alone, have a flashlight, and inform the local police if necessary.
- Be aware of changes in the circumstances / surroundings of the visit, and take avoidance actions where needed.

TOOL EIGHT: PRINCIPLES FOR INCLUSIVE EDUCATION FOR CHILD LABOURERS[108]

An education approach that is inclusive of child labourers should not start from feelings of guilt or anxiety about the difficulties of including everyone in education. Instead it starts by asking 'who are the children currently excluded from learning and participation?' and 'What can we do to improve their immediate situation, as well as their long-term future?'

- ☑ Challenge the assumption that it is too difficult to include child labourers in education during an emergency situation. Particularly as children who have previously been out-of-school or have missed a lot of education because of the emergency are frequently excluded from emergency education activities.
- ☑ Everyone has their own capacity to learn, and everyone has the right to a good quality, relevant education. Including those who are, or have been, excluded from learning.
- ☑ Be committed to changing the situation of those who are completely excluded from education.
- ☑ Consider those who are in education but are experiencing difficulties with attending, enjoying or benefiting from learning and participation.
- ☑ Record, report and share best practice and lessons learned to make emergency education work more accessible for child labourers.
- ☑ Consultation, co-ordinate and partner with a diverse range of stakeholders. Identify resources which can help.
- ☑ An emergency response can offer space to look at education with fresh perspective. It can be an opportunity to improve on previous standards of inclusive education provision.
- ☑ It is less expensive to incorporate approaches to support child labourers at the outset of an emergency response, than if we try to change practices which are excluding child labourers at a later date. hat had not been considered before.
- ☑ Make education welcoming to all. Everyone involved in any education setting can do something, however small, to make education more welcoming and supportive for everyone else.
- ☑ Adapt the system to the learner rather than expecting the learner to adapt to the system.
- ☑ Planning and delivering an emergency education response that is inclusive of child labourers does not need specialist or 'expert' knowledge or facilities.
- ☑ Every sector in an emergency response can play a part in supporting inclusive education.
- ☑ As important as are the questions that teachers, parents, children, officials and NGO staff ask about who isn't included and why; is also their ability to make progress in addressing those questions.
- ☑ Post-emergency education can show that previously excluded people can participate in ordinary learning environments, that they can learn from the same broad curriculum, and that all people can learn new things from each other. This can make a valuable long-term contribution to education, extending beyond the emergency response itself.
- ☑ Children often know much more than adults about which children are excluded from education and why. They can be powerful voices and advocates within communities, asking for other children to be included.
- ☑ Perhaps the biggest factor in helping previously excluded children to feel included is making them feel welcome and encouraging them to make progress.

TOOL NINE: DISABILITY AND THE WORST FORMS OF CHILD LABOUR IN SOUTH SUDAN

This tool was written by Handicap International South Sudan to support the Child Protection Sub-Cluster strengthen responses to child labour and its worst forms in September 2014.

Introduction

The linkages between Disability and Child Labour, including WFCL, are complex and multi-faceted. Nevertheless, adequate and comprehensive data on them is largely unavailable, leaving common wisdom and proxy analysis as main drivers of discussion.

Generally, it can be argued that the intertwining of disability and child labour is closely related to that of disability and poverty. Indeed persons with disability are more at risk of living in poverty and facing social vulnerability, while poverty and extreme vulnerability, with poor access to basic health, nutritional challenges, etc. are known causes of disability. Child labour, on the other hand, is highly correlated with poverty-related variables so it is somehow implied that disability and child labour follow the same connection patterns. Additionally, children with disability are much more likely to be excluded from education, thought to be an important preventive factor against engagement in child labour activities.

Below are some thoughts, discussion points and ideas to take into consideration for ensuring more inclusive data collection and analysis processes.

Child Labour as a cause of disability

There is sound data on the higher risk of children engaged on child labour to acquire disability, either physical or sensory disabilities as a result of work-related accidents or psychological disabilities as a consequence of exploitative activities and the interruption or distortion of emotional and intellectual development processes.

Disability as a risk factor of engagement in Child Labour

While child labour is generally accepted as a major risk factor in the development of disability, data on the likelihood of children with disability to be engaged on child labour compared to that of their counterparts without disability is sketchy, non-comprehensive and sometimes contradictory.

For instance, while a rapid needs assessment conducted by ILO in Indonesia found out that children with disability were not more likely to be engaged in child labour than their counterparts without disability,[109] but rather were found to remain "idle" at home, another ILO comparative study in Cameroon and Ecuador showed children with disability were at a higher risk of being engaged in child labour activities than other children.[110]

Child Labour and Parental Disability

Sometimes overseen in the literature, it is important to point out that parental disability seems to be a strong predictor of child labour, with specific data related to worst forms of child labour. The economic and social exclusion of adults with disability, with limited if any access to livelihoods, is thought to be a strong casual factor in the engagement of children in worst forms of child labour.[111]

Recommendations:

When assessing and analysing the worst forms of child labour

- ☑ Ensure studies on prevalence and analysis of WFCL contain disability-disaggregated data for children and households.
- ☑ Take specific measures to overcome "invisibility and stigma (sensitizing data collectors, designing adequate questionnaires, providing supportive communication tools for persons with sensory disability, etc.).
- ☑ Analyse collected data under the light of possible linkages between disability and child labour and reflect this analysis in the conclusions.

When planning to act upon the worst forms of child labour

- ☑ Work together with national and international disability organizations to promote inclusive interventions. Develop specific components on rehabilitation, physical and psychological, for projects aimed at promoting the disengagement of children from child labour activities.
- ☑ Strengthen early identification of at-risk families where the adult has a disability.
- ☑ Advocate for the inclusion of adults with disability in livelihoods opportunities as a means of reducing the engagement of their children in child labour activities.
- ☑ In parallel with the livelihood opportunities for adults with disabilities, promote the inclusion of children with disabilities in the education system (activities) or professional training opportunities.

TOOL TEN KEY RESOURCES

Section One – Introduction, key concepts, legal frameworks, overview to child labour

- Minimum Standards for Child Protection in Humanitarian Action, 2012, Child Protection Working Group (CPWG);
- Glossary of Humanitarian Terms, 2008, ReliefWeb;
- Guidance Note on Early Recovery, 2008, Inter-Agency Standing Committee (IASC).
- ILO Worst Forms of Child Labour Convention, 1999 (No. 182)
- ILO Minimum Age Convention, 1973 (No. 138)
- ILO Worst Forms of Child Labour Recommendation, 1999 (No. 190)
- UN Convention on the Right of the Child, 1989
  - Optional Protocol to the Convention on the Rights of the Child on the sale of children, child prostitution and child pornography
  - Optional Protocol to the Convention on the Rights of the Child on the involvement of children in armed conflict

Section Two – Designing a quality response

Coordination

- Child Protection in Emergencies Coordinators Handbook, 2016
- Minimum Standard for Child Protection in Humanitarian Action #12 Child Labour, 2012

Situation Analysis and Information Management – Secondary data review, assessment and monitoring

- UNICEF & ILO Manual on Child Labour Rapid Assessment Methodology, 2005.
- Child Protection Rapid Assessment Toolkit, 2012
- CPWG Secondary Data Review Matrix Guidance Note, 2016; Secondary Data Review Matrix 2016
- CPWG 5W Matrix Guidance Note, 2013
- CPWG 3/4/5W Analysis Guidance Note, 2013
- CPWG Guidelines on the Integration of Child Protection issues into Multi-sectoral & other Humanitarian Assessments, CPWG, 2015
- Multi-Sector Initial Rapid Assessment Guidance, Revision July 2015

Knowledge and Capacity

- CPWG Face to Face Training Module - Child Labour, 2014
- Save the Children & UNHCR, Child Protection Sessions for Parents and Caregivers. Training Toolkit, 2013
- Child Protection in Humanitarian Action Video Series Standard 12: Child Labour - CPWG Youtube Channel. Available from: ***https://www.youtube.com/watch?v=kVn9XmvTseU***

Section Three – Programme Actions to respond to child labour in humanitarian action

Key Actions in Preparedness

- UNSIDR, Towards the resilient future children want: a review of progress in achieving the Children's Charter for Disaster Risk, 2013
- UNICEF, Child-Centred Risk Assessment Regional Synthesis of UNICEF Assessments in Asia, 2014
- IASC, Emergency Response Preparedness (ERP) Guidance, 2014

Key Actions in Immediate prevention and response

- Plan International: Birth registration in emergencies: A review of best practices in humanitarian action, 2014
- CPWG Face to Face Training Module - Child Labour, 2014

Key Actions in Refugee Responses

- UNHCR Child Protection Issue Brief – Child Labour, 2014

Key Actions in Child Protection Programmes

- Inter-Agency Guidelines for Case Management & Child Protection: The role of case management in the protection of children - a guide for policy and programme managers and caseworkers, 2014
- ILO-IPEC, Guidelines for Developing Child Labour Monitoring Processes, 2005
- Inter-agency Working Group on Separated and Unaccompanied Children, Alternative Care in Emergencies toolkit, 2013
- Inter-Agency Working Group on Separated and Unaccompanied Children, UASC Field Handbook (forthcoming 2016)
- ILO, UNICEF, UN.GIFT, Training manual to fight trafficking in children for labour, sexual and other forms of exploitation, 2009. A series of three textbooks, a facilitators guide and exercise book.

- ILO-IPEC Safe Work for Youth Check-lists. Packages are available for 'administrators', 'employers' and 'young workers' and cover the following industries and issues: staying safe at work; girls; moving heavy loads; car repair; construction; garment; hotel cleaning; housekeeper; restaurant; small factories; store and wood working, 2010
- ILO-IPEC, SCREAM: A special module on child labour and armed conflict, 2011
- The Paris Principles and Guidelines on Children Associated with Armed Forces or Armed Groups, 2007
- Paris Principle Working Group, Release and Reintegration Field Handbook (forthcoming)
- UNICEF The Adolescent Kit for Expression and Innovation: A package of guidance, tools and supplies to reach and engage adolescents affected by conflict and emergencies, 2016
- International rescue Committee, Caring for child survivors of sexual abuse, 2012
- Save the Children, The Youth Resilience Programme: Psychosocial support in and out of school, (Facilitators Handbooks - Life skills workshop for youth & Parents and Caregivers Meetings), 2015

Key Actions in Education Programmes

- CPWG, "No to Child Labour, Yes to Quality and Safe Education in Emergencies", 2015
- ILO-IPEC Combating child labour through education: A resource kit for policy makers and practitioners, 2009
- ILO-IPEC, Consolidated good practices in education and child labour, 2008
- ILO-IPEC website: Child labour and education, available from http://www.ilo.org/ipec/Action/Education/lang--en/index.htm
- Winrock International, Best practices in preventing and eliminating child labour through education, 2008
- UCW, Child labour and Education For All: an issue paper, 2008
- ILO, IPEC Mainstreaming child labour concerns in education sector plans and programmes, 2011
- ILO, IPEC Emerging Good Practices in the Elimination of Child Labour and the Achievement of Education for All, 2005
- UCW, Non-Formal education approaches for child labourers: an issue paper, 2006

Key Actions in Economic Recovery and Livelihoods Programmes

- Save the Children, WRC & CALP, Child Safeguarding in Cash Transfer Programming, 2012
- Save the Children, WRC & CALP, Cash and child protection: How cash transfer programming can protect children from abuse, neglect, exploitation and violence, 2012
- CPC, WRC & STRIVE, Why Measuring Child-Level Impacts Can help Achieve lasting Economic Change, 2013
- Education Cluster and CPWG, Economic Strengthening For Child Protection & Educăti̇on in Emergencies Compendium of evidence & guidance, 2014
- H. Thompson, Cash for Protection: Cash transfers can be used to support child protection outcomes. Child Abuse & Neglect 38, 360–371.
- Women's Refugee Commission, CPC and Save the Children, Outcomes for children from household economic strengthening interventions: A research synthesis, 2015

Market analysis tools

- IRC, Oxfam, Practical Action & Inter Action, Emergency Market Mapping and Analysis (EMMA) Toolkit, 2010. Available from http://www.emma-toolkit.org/
- International Youth Foundation, Ensuring Demand Driven Youth Training Programs: How to Conduct an Effective Labor Market Assessment, 2012
- Women's Refugee Commission, Market Assessment Toolkit for Vocational Training Providers and Youth, 2008
- A. Miehlbradt & L. Jones, MEDA, Market Research for Value Chain Initiatives. Information to Action: A Toolkit Series for Market Development Practitioners, 2008

Key Actions in Specific Child Labour programmes

TVET Planning and Activities

- ILO-IPEC website: Child labour and armed conflict - Children associated with armed forces and groups. Available at http://www.ilo.org/ipec/areas/Armedconflict/lang--en/index.htm.
- ILO-IPEC, Skills and Livelihoods Training Guide – A guide for partners in child labour projects, 2014
- ILO-IPEC, "How-to" guide on economic integration Children formerly associated with armed forces and groups, 2011
- ILO-IPEC, Prevention of child recruitment and reintegration of children associated with armed forces and groups: Strategic framework for addressing the economic gap, 2007
- ILO website: Skills, Knowledge and Employability Skills. Available at: http://www.ilo.org/global/topics/skills-knowledge-and-employability/lang--en/index.htm
- ILO Upgrading informal apprenticeship - A resource guide for Africa, 2012

Resources for different forms of child labour

- **Child labour in agriculture**
  - ILO-IPEC website: www.ilo.org/ipec/areas/Agriculture/lang--en/index.htm
  - ILO-IPEC, 2014, Compendium of good practices on addressing child labour in agriculture
  - ILO-IPEC, Tackling hazardous child labour in agriculture: Guidance on policy and practice, 2006
  - ILO-IPEC, Guidance on addressing child labour in fisheries and aquaculture, 2013

- FAO, Handbook for monitoring and evaluation of child labour in agriculture: Measuring the impacts of agricultural and food security programmes on child labour in family-based agriculture, 2015

- **Child labour and domestic work**
  - ILO-IPEC website: http://www.ilo.org/ipec/areas/Childdomesticlabour/lang--en/index.htm
  - ILO-IPEC, Tackling child labour and protecting young workers in domestic work - A resource manual, 2014
  - ILO-IPEC, Ending child labour in domestic work and protecting young workers from abusive working conditions, 2013
  - Anti-Slavery International, Child Domestic Workers: A handbook on good practice in programme interventions, 2005
- **Children in commercial sexual exploitation**
  - ECPAT website: http://www.ecpat.org/resources
  - ILO-IPEC website: www.ilo.org/ipec/areas/CSEC/lang--en/index.htm.
  - ILO-IPEC, Guidelines on the design of direct action strategies to combat commercial sexual exploitation of children, 2008
  - Inter-agency Working Group on Sexual Exploitation of Children & ECPACT, Terminology Guidelines for the Protection of Children from Sexual Exploitation and Sexual Abuse, 2016

Working with tripartite partners

- UNICEF, UN Global Compact, Save the Children, Children's Rights and Business Principles, 2012.
- The ILO Helpdesk for Business, is available for company managers and workers on how to better align business operations with international labour standards and build good industrial relations. http://www.ilo.org/empent/areas/business-helpdesk/lang--en/index.htm
- The Business & Human Rights Resource Centre has a dedicated page on the issue of child labour, including an overview of incidences of alleged child labour in supply chains. Visit: https://business-humanrights.org/en/issues/labour/child-labour
- The Human Rights and Business Country Guide provides child labour information for over a dozen countries. Visit: www.hrbcountryguide.org
- The US Department of Labor's Bureau of International Labor Affairs publishes reports on goods/products and the worst forms of child labour. Visit: www.dol.gov/ilab/
- ILO & International Organisation for Employers, Child labour guidance tool for Business: How to do business with respect for children's right to be free from child labour, 2015
- ILO-IPEC, Child Labour Eradication: Trade Unions and Child Labour: A tool for action, 2016

Child labour monitoring

- ILO-IPEC website: **http://www.ilo.org/ipec/Action/Childlabourmonitoring/lang--en/index.htm**
- ILO-IPEC, Child Labour Monitoring Resources Kit, 2005
- ILO-IPEC, Guidelines for Developing Child Labour Monitoring Processes, 2005
- FAO, Handbook for monitoring and evaluation of child labour in agriculture: Measuring the impacts of agricultural and food security programmes on child labour in family-based agriculture, 2015

Research

- Handbook for action-oriented research on the WFCL including trafficking in children (RWG-CL), 2003
- ILO-IPEC, Ethical Consideration when Conducting Research on Children in the Worst Forms of Child Labour, 2003
- Power Point Presentation. Yoshie Noguchi, ILO-IPEC, Research on child migrants: Perspectives from the ILO program to eliminate child labour, 2013. Available from: www2.ohchr.org/english/bodies/cmw/docs/DGD/2013/YoshieNoguchi.ppt
- ECPACT, Researching the sexual exploitation of children: challenges and methodoogies of data collection, 2015

TOOL 11: KEY ACTORS AND THEIR MANDATES[112]

International organisations

International organisations dialogue and work with governments to take action against child labour through:

- Raising awareness amongst official and persuading authorities to act
- Positioning financial support from wealthier governments into projects and programmes to eradicate child labour
- Raise awareness amongst the public at the international level
- Elaborating research methodologies
- Publicising international legal standards to promote and ratify, implement and conform to. Offering technical assistance to do so.
- Supporting regional and international cooperation to end child labour and improve children's lives.

International labour standards

Are elaborated in the ILO Annual International Labour Conference by delegates from government, employers and works from ILO member states, and as such, are agreed upon by virtually the entire international community. They provide the framework and expectations for taking action against child labour and benchmarks to develop and monitor national objectives. Countries are urged to ratify them and conform to them through legislation and implementation. The most important international labour standards concerning child labour are the Minimum Age Convention (No. 138), and the Worst Forms of child Labour Convention (No. 182).

The ILO

The ILO, set up in 1919 is the oldest agency within the UN family and the only one which represents governments, employers and workers from all 187 member states. It is responsible for bringing together tripartite partners to set discuss labour issues, set international labour standards, and develop policies and programmes which promote decent work and justice for workers. It can register complaints about violations of international rules but cannot impose sanctions.

ILO International Programme on the Elimination of Child Labour (IPEC)

Is a technical cooperation programme of the ILO that leads assistance programmes to combat child labour, its main goal is the progressive elimination of child labour through the strengthening national capacities to address child labour, and promoting a worldwide movement to combat it. It works with a multitude of partners including ministries of labour, employers and works organisations, NGO's, UN organisations, and other public and private organisations. It helps develop and implement holistic and multi-faceted measures to prevent child labour, withdraw children from harmful work, and improve working conditions in a positive and sustained way which provides suitable alternatives for children and their families.

IPEC also supports governments to mainstream child labour into poverty reduction strategies and plans including:

Promoting the elimination of child labour as a specific objective within strategies.

Analytical work on child labour including assessment, data and indicators to facilitate integration into development programmes.

Integration of child labour into national evaluation and monitoring systems of development programmes. The development of core child labour indicators of poverty and social development.

Capacity building for government and non-government agencies concerned with child labour

Dialogue with international financial institutions (World Bank, IMF, etc.), to promote collaboration and advocate for greater attention to child labour in their operations.

The United Nations Children's Fund (UNICEF)

UNICEF, plays an important role in combatting child labour, as well as having a global responsibility for improving the situation of children and addressing the structural causes of child labour such as poverty, inequality, and inadequate education, health and child protection systems. UNICEF works to combat child labour through systems strengthening which includes legal reform, education, social protection, the collection of data and information, the prevention of violence against child labourers, and engaging the business sector.

UNICEF collaborates directly with the ILO at country level and on broader issues such as the collection of data on child labour. It also works closely with national governments, international donors, the private sector and civil society.

The United Nations Education, Scientific and Cultural Organisation (UNESCO)

Having led the 'Education for All' (EFA) initiative since 1990, UNESCO has continued to play a major role in securing free and good quality education for millions of disadvantaged children worldwide. It now heads the development and implementation of 'The Education 2030 Framework for Action' and 'The Incheon Declaration' which post-2015, form the basis of commitment and guidance for implementing education to 2030. UNESCO also manages a 'Programme for the Education of Children in Need', which supports projects worldwide for working children, children affected by disaster and conflict, children living on the streets and children with disabilities.

The World Bank

The World Bank's goal to end extreme poverty and boost shared prosperity is implemented through the provision of loans which help developing countries with reconstruction and economic and social development efforts. The World Bank also plays a key role in combating child labour, with its previous Global Child Labour Programme and now through its involvement in 'Understanding Children's Work'.

Understanding Children's Work (UCW)[113]

UCW is an inter-agency research programme established by the ILO, UNICEF and the World Bank, following the 1997 International Conference on Child Labour, which called for improved data collection, research capacity and monitoring systems related to child labour, and stronger cooperation amongst international agencies involved in combating child labour, under he Oslo Agenda for Action. UCW seeks to improve statistical information on child labour, its nature, extent, causes, consequences, and which approaches are most effective at addressing it. Five inter-related components form the basis of strengthened consultation and information-sharing between partner agencies 1) Child labour measurement; 2) Policy-oriented research; 3) Impact evaluation; 4) Country level research and policy support; and 5) Research dissemination.

Non-governmental organisations (NGOs) and community-based organisations (CBOs)

Organisations which work at community level play a critical role in efforts to address child labour,

and improve the lives of working children. They often support marginalised and poor people to access existing services, as well as provide services where they are not available such as legal or psychosocial support, alternative education programmes, or the rescue of children from harmful situations. They promote the rights of child labourers through campaigns and awareness raising in communities and nationally, and can be well placed to support individual protection needs. Supporting children and parents to make informed decisions about the rights and welfare of working children, to encourage them to return to school, reduce the level of risk they face and live free from exploitation, working individually with children and parents has been found to be essential to motivate and fully involve girls and boys and their families in the process.

Whilst CBOs usually focus their activities on local or neighbourhood area, NGOs operate at regional, national or international level. Some large international NGOs deal with child labour as a part of other issues. Some focus on human rights in general (e.g. Anti-Slavery International, Human Rights Watch etc.), others may specialise in children e.g. (Save the Children International), and a few will focus on child labour specifically (e.g. Global March Against Child Labour, International Cocoa Initiative etc.).

These organisations usually work alongside local NGO or CBO partners who are in direct contact with affected communities. These partnerships are essential to generate awareness and action in developed countries as well as ensuring the needs, perspectives and viewpoints of working children and their families are considered.

Where child labour is deeply rooted in social, cultural and economic traditions, organisations at the community level have a comparative advantage of being closely involved and accepted by communities. They can influence families and communities to change attitudes that allow children to work in harmful situations by building a popular understanding of the risks and dangers faced by working children, and the value of education. They are also in the position where they can play an important role in monitoring and reporting, documenting cases, areas, activities and workplaces where children are at serious risk, identifying gaps and advocating for better public services that enforce relevant legislation and policy.

Partnerships for combating child labour

Many projects and programmes are carried out with broad national and international support and participation, with donor governments funding them, national government, employers and worker's organisations and NGO's implementing them and international organisations providing technical assistance, cooperation and oversight. This is significant because the elimination of child labour needs broad-based alliances to be mobilised, which engage in continuous dialogue, combine knowledge, influence and resources to secure change. These partnerships should always include employers and worker's organisations.

There are also a number of international alliances aimed at specific sectors of employment to combat child labour and promote core labour rights, some of which include: tobacco (***Eliminating Child Labour in Tobacco-growing Foundation***' (ECLT) ***www.eclt.org***); sporting goods (***The World Federation of the Sporting Goods Industry*** (WFSGI) Code of Conduct ***http://www.wfsgi.org***); Chocolate (***World Cocoa Foundation*** ***http://www.worldcocoafoundation.org*** or ***International Cocoa Initiative*** ***http://www.cocoainitiative.org***); garment industry (***Fair Wear Foundation*** ***http://www.fairwear.org***); and tea (***Ethical Tea Partnership*** ***http://www.ethicalteapartnership.org***). Some of these alliances focus on developing codes of conduct and auditing partners to eliminate child labour whilst others sponsor concrete projects. In Ghana and Ivory Coast, the International Cocoa Initiative work with the cocoa industry, civil society and national governments to eliminate child labour in cocoa growing areas through community development action including awareness-raising, protection, education, health, water and sanitation and livelihoods, whilst supporting the private sector at a national level to improve and implement business and supply chain practice.

Public interest organisations

Public interest organisations are a means through which individuals can cooperate to raise awareness and influence governments and public behaviour. These organisations can take the form of international advocacy NGO's such as the Global March Against Child Labour or national consumer organisations. Since their activities affect consumers, retailers and producers they occupy a key position in campaigns to eradicate child labour, using collective action, dialogue and negotiation to raise awareness and link national and international action.

Workers organisations

Unions and other worker's organisations, which will vary by occupation or profession, function to combat poor working conditions, and protect workers' rights. Often connected to national, regional or international unions they play an important role, and can have considerable power and influence, which can be harnessed to combat child labour through their effective campaigning and capacity to reach large numbers of workers with new ideas and collective bargaining via their networks. They are an important partner where their goal of more jobs and improved wages and conditions for workers are mutually beneficial with efforts to eradicate child labour.

They can also be a vital source of information and a part of the referral pathway, able to identify where children are working in harmful conditions, and support action to remove children from these situations in coordination with other appropriate authorities or agencies.

Other important roles they can play include being involved in research, providing working children welfare and education services, coordinating with other key services such as health and education on child labourers needs and problems. Teaching unions can play a particularly important role as they can:

- Organise awareness raising and advocacy amongst teachers, parents, children communities and decision-makers. Fighting against child labour and promoting quality education for all.
- Monitor school enrolment, attendance and drop-out rates. Identifying problem areas and seeking solutions.
- Advocate for greater government expenditure on education to improve quality and include issues like child labour in the curriculum.
- Advocate for relevant legislation to be enforced and monitored.
- Produce data, information and literature that supports efforts to eradicate child labour.

Employers organisations

Employers organisations represent the interests of businesses, and help create environment and conditions which make them productive. They also have a mutually beneficial relationship with eradicating child labour as it is well recognised that child labour, stunts social and economic growth and the creation of a well-educated and skilled labour force needed for successful business and economic development.

Employers', as well as being a focus of anti-child labour efforts, they must be instrumental in developing and promoting decent work, labour laws, health and safety standards and measures to safeguard children from harm. In addition, employers and business organisations should be involved in advocacy and awareness raising as they will be able to reach their members, in particular small businesses through their networks.

National employer's federations can:

- Share information on child labour incidence in various sectors
- Influence policy development
- Work with trade unions to design vocational training programmes for young workers
- Change public perception on child labour and child rights
- Initiate programmes to improve harmful working conditions for children, support their access to services and prevent it from happening.

Whilst working with small and informal businesses can be challenging, it has been found that organising enterprises and employers in small support networks with others who are in the same sector, can be effective since they share common problems and goals and can reflect on the issues they face.

The Media

With considerable influence over public opinion by disseminating information, and increasing awareness locally, nationally and worldwide, the media can be a powerful tool. Raising awareness of local forms of child labour, its impact on girls and boys and the legislation which underpins efforts to eradicate it, can support more urgent objectives of reaching affected populations, but also play a longer-term role in encouraging governments and businesses to fulfil their obligations to protect children from exploitation.

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