



**THE ALLIANCE**  
FOR CHILD PROTECTION  
IN HUMANITARIAN ACTION

# Inter-Agency Toolkit

Preventing and  
Responding To  
Child Labour In  
Humanitarian Action



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**The Alliance for Child Protection in Humanitarian Action** (the Alliance) supports the efforts of humanitarian actors to achieve high-quality and effective child protection interventions in humanitarian settings. Through its technical Working Groups and Task Forces, the Alliance develops inter-agency operational standards and provides technical guidance to support the work of child protection in humanitarian settings.

For more information on the Alliance's work and joining the network, please visit <https://www.alliancecpha.org> or contact us directly: [info@alliancecpha.org](mailto:info@alliancecpha.org).

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# FOREWORD

Every day, millions of children worldwide experience the consequences of violent conflicts, climate change, disasters and epidemics. In times of crisis, when people are forced to flee their homes, schools close, jobs are lost and the availability of services decreases, child labour becomes a coping mechanism for many families in distress. It deprives children of their childhood, their potential and their dignity. Some of the worst forms of child labour, such as trafficking and commercial sexual exploitation, disproportionately impact girls. Others, such as hazardous work, cause often life-threatening harm to children's health and wellbeing.

Given the immediate danger and long-term consequences of child labour, tackling it must be an urgent priority for all those working before, during and – crucially – after humanitarian crises. Strengthening both informal and formal systems and services that will continue to protect children from child labour after the emergency is over is essential. Child protection actors play a central role, but actors across many other sectors must also prioritise the issue if we are to effectively prevent and respond to the problem. Humanitarian efforts must ensure that they are not genderblind but respond to the unique needs of girls, who are more commonly involved in “hidden” and unregulated forms of labour such as domestic work. Despite this, girls are all too often overlooked in data that over-represents boys. Failing to apply a strong gender lens to child labour will leave millions of girls behind and increase their invisibility in humanitarian action.

*The Inter-Agency Toolkit: Preventing and Responding to Child Labour in Humanitarian Action* offers a strong global commitment to addressing child labour in humanitarian action. It was developed by the global Child Labour Task Force, under the Alliance for Child Protection in Humanitarian Action, which is co-led by Plan International and the International Labour Organization (ILO). The toolkit is an example of large-scale inter-agency and inter-sectoral collaboration: over 150 individuals from more than 30 agencies worldwide have helped develop and test the guidance and tools and shared best practice. The toolkit complements the 2019 edition of the Minimum Standards for Child Protection in Humanitarian Action and seeks to form an evidence base for child labour programming in humanitarian settings, reflecting the great progress made over the past years.

We launch this toolkit at a pivotal time. While the scale of child labour in humanitarian settings remains significant, the COVID-19 pandemic has the potential to push millions more children into child labour in different contexts. However, we have also passed important global milestones and created great opportunities for the global community to act. In 2020, the ILO Convention No. 182 on the Worst Forms of Child Labour achieved universal ratification – a historic first meaning that all children now have legal protection against the worst forms of child labour. This commitment is further bolstered by 2021 having been declared by the UN as the international year for the elimination of child labour.

We hope that alongside these much-needed global commitments, this toolkit can support evidence-informed, timely and effective action for children in humanitarian settings, in order to achieve Sustainable Development Goal 8.7 to end all forms of child labour by 2025.

We call upon the global community to speak out and take action to prevent and respond to child labour – at an individual and organisational level, and before, during and after humanitarian crises. Let's work together with children, young people, families, governments, UN agencies, civil society, the private sector, and other partners to end child labour in all its forms.



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# ACKNOWLEDGEMENTS

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This edition of the toolkit builds on the field-testing version of the toolkit which was published in 2016. The task force would also like to acknowledge the contribution of the many experts who have contributed to the first edition of the toolkit.

The case studies have been developed in collaboration with the following agencies: Beyond Association, Caritas, Concern Worldwide, FAO, Global Communities, Hope Village Society and Family for Every Child, ILO, Impact Initiatives, Plan International, International Rescue Committee, REACH, Save the Children International, Terre des Hommes, UNHCR, UNICEF and UNRWA.

In the Middle East region, more than 50 individuals from government, the United Nations, non-governmental organisations (NGOs) and grassroots organisations have contributed to this toolkit through the 2017 Beirut Child Labour consultation organised jointly by Plan International and the ILO Regional Office for the Arab States. Appreciation goes to Hayat Osseiran (ILO) for her commitment and support to the workshop and the development of this toolkit.

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# ACRONYMS

<b>ACHPA</b>	Alliance for Child Protection in Humanitarian Action
<b>CAAFAG</b>	Children Associated with Armed Forces and Armed Groups
<b>CLM</b>	Child Labour Monitoring
<b>CP AoR</b>	Child Protection Area of Responsibility
<b>CPiE</b>	Child Protection in Emergencies
<b>CPMS</b>	Child Protection Minimum Standards
<b>CPRA</b>	Child Protection Rapid Assessment
<b>CPWG</b>	Child Protection Working Group
<b>CSR</b>	Corporate Social Responsibility
<b>CVA</b>	Cash and Voucher Assistance
<b>DDR</b>	Disarmament, Demobilisation and Reintegration
<b>DRR</b>	Disaster Risk Reduction
<b>ECD</b>	Early Childhood Development
<b>FAO</b>	Food and Agriculture Organization
<b>FSL</b>	Food Security and Livelihoods
<b>GAAFAG</b>	Girls Associated with Armed Forces and Armed Groups
<b>GBV</b>	Gender-based violence
<b>IDTR</b>	Identification, Documentation, Tracing and Reunification
<b>ILO</b>	International Labour Organization
<b>INEE</b>	International Network for Education in Emergencies
<b>IOM</b>	International Organization for Migration
<b>MHPSS</b>	Mental Health and Psychosocial Support
<b>NGO</b>	Non-governmental organisation
<b>PSEAH</b>	Preventing Sexual Exploitation, Abuse and Harassment
<b>UNOCHA</b>	United Nations Office for the Coordination of Humanitarian Affairs
<b>SDR</b>	Secondary Data review
<b>SGBV</b>	Sexual and gender-based violence
<b>SOP</b>	Standard Operating Procedure
<b>SRH</b>	Sexual and Reproductive Health
<b>TVET</b>	Technical Vocational Education and Training
<b>UASC</b>	Unaccompanied and separated children
<b>UN</b>	United Nations
<b>UNCRC</b>	United Nations Convention on the Rights of the Child
<b>UNHCR</b>	United Nations High Commission for Refugees
<b>UNICEF</b>	United Nations Children's Fund
<b>UNRWA</b>	United Nations Relief and Works Agency for Palestine Refugees in the Near East
<b>WFCL</b>	Worst Forms of Child Labour
<b>WWNK</b>	What We Need to Know

# TERMINOLOGY USED IN THIS TOOLKIT

**HUMANITARIAN CRISIS** is the term used in this toolkit to refer to a variety of humanitarian settings including rapid- or sudden-onset and slow-onset disasters, conflict situations, refugee crises, and protracted and/or complex emergencies. While **crisis** is the term most commonly used in this toolkit, the terms **emergency** and **disaster** are used at times to refer to programming phases or approaches such as “emergency preparedness” or “disaster risk reduction” (DRR).

**WORKING CHILDREN** is the term used in this toolkit to describe all children who are working, which include both children in acceptable forms of work and children in child labour. The definition of **child work** is provided in Chapter 1.

**CHILDREN IN CHILD LABOUR** is the preferred term used to refer to children who are in child labour, including the worst forms of child labour. It is not recommended to use the term “child labourers” as children should not be defined by the harmful work they undertake. The definitions of **child labour** and **worst forms of child labour** (WFCL) are provided in Chapter 1.

**REFUGEE**, internally displaced and migrant settings are specifically highlighted throughout this toolkit as they require special awareness and response from humanitarian actors. Children who are refugees, internally displaced or migrants have the same rights as all children, and States have obligations to protect them regardless of their status. This toolkit provides specific guidance and tools for actors working in refugee, internally displaced and migrant settings.<sup>1</sup>

**CHILDREN AND ADOLESCENTS** are two terms used in this toolkit to refer to those below the age of 18 years old, including those who are involved in, or at risk of child labour. **Children** are all those below the age of 18 years. The term **adolescents** includes children aged 9 to 17 years,<sup>2</sup> and can be subdivided into pre-adolescence (ages 9 to 10), early adolescence (ages 10 to 14) and middle adolescence (ages 15 to 17). In this toolkit, the term **adolescents** is mainly used to refer to the unique needs, risk and protective factors, and programmatic approaches for older children (10-17 years) or when referring to children above the minimum age for work.

**PREVENTION AND RESPONSE** are two approaches that complement one another in a comprehensive child labour programme. **Prevention** refers to actions that are aimed to prevent children from entering child labour. **Response** refers to actions that are aimed to address the needs of children in child labour.

# INTRODUCTION

Despite steady progress in the global fight against child labour, the magnitude and impact of child labour in countries affected by conflict and disaster is still overwhelming. In countries affected by armed conflict, child labour rates are 77 per cent higher than the global average, while the incidence of hazardous work is 50 per cent higher.<sup>3</sup> Child labour and humanitarian crises are intimately connected. Fragile situations characterised by instability, income shocks, school closures, lack of decent work opportunities and disruption of social safety nets and services create the conditions for child labour. Conflict, disaster and displacement fuel new and existing risk factors and affect the ability of families and communities to protect children from child labour.

In 2020, the COVID-19 pandemic plunged the world into a crisis of unprecedented scope and scale. The pandemic is expected to increase child labour risk factors for millions of children globally, as a result of school closures for 1.6 billion students and significant economic losses, which could push an additional 117 million children into poverty.<sup>4</sup> Where child labour and humanitarian crises collide, children risk being denied their basic and fundamental rights to protection, health, education and development. Once in child labour, it can be extremely difficult to get children out of this situation. Child labour exposes children to life-threatening risk factors and harmful conditions, including injuries, health hazards, violence, abuse and exploitation. The physical, social and mental impact of child labour often lasts well into adulthood.

Child labour reinforces inter-generational cycles of poverty; undermines social and economic safety nets; and impedes progress towards the Sustainable Development Goals (SDGs). The scale and severity of child labour call for urgent action by humanitarian actors to address the tolls that crises take on children and their families.



## **SUSTAINABLE DEVELOPMENT GOAL 8.7**

Take immediate and effective measures to eradicate forced labour, end modern slavery and human trafficking and secure the prohibition and elimination of the worst forms of child labour, including recruitment and use of child soldiers, and by 2025 end child labour in all its forms.

## **GLOBAL CHILD LABOUR ESTIMATES**

- A total of 152 children are in child labour – 64 million girls and 88 million boys.
- Nearly half of all those in child labour – almost 73 million children – are in hazardous work that directly endangers their health, safety and moral development.
- The incidence of child labour in countries affected by armed conflict is 77 per cent higher than the global average, while the incidence of hazardous work is 50 per cent higher.
- The vast majority, 71 per cent, of all those in child labour are working in agriculture.
- Africa, Asia and Pacific regions account for 90 per cent of all children in child labour.
- More than two-thirds of all children in child labour work within their family.
- Boys appear to face a greater risk of child labour than girls; however, girls are more likely to work in unregulated domestic work, which is not considered in the child labour estimates.

[ILO \(2017\). Global estimates of child labour: Results and trends, 2012–2016](#)

## **A HUMANITARIAN APPROACH TO ADDRESSING CHILD LABOUR**

The ultimate goal of the global community is to eliminate child labour. How this goal is pursued in humanitarian settings can differ from approaches used in non-humanitarian settings. Development programmes are focused on strengthening child labour policy and legislation, and long-term strategies to reduce poverty, increase decent work opportunities and strengthen law enforcement. In humanitarian settings, strategic priorities and actions are informed by the type of emergency and the scale, severity and urgency of humanitarian needs. Humanitarian action is focused on life-saving actions that address the immediate impact of the crisis or disaster.



A humanitarian approach to addressing child labour primarily focuses on:

- **preventing** child labour by addressing the risk factors that relate to, or are made worse by, the humanitarian crisis, and by strengthening protective factors;
- **responding** to the most prevalent and worst forms of child labour, especially those forms that may relate to or have been made worse by the humanitarian crisis.

This approach is reflected in the Minimum Standards for Child Protection in Humanitarian Action (CPMS):



#### **CPMS STANDARD 12**

All children are protected from child labour, especially the worst forms of child labour, which may relate to or be made worse by the humanitarian crisis.

This toolkit emphasises a humanitarian approach to addressing child labour, particularly the worst forms of child labour, while also providing guidance on medium to longer-term actions that may be more suitable for preparedness and recovery phases as well as protracted crisis settings.

### **WHAT IS THE PURPOSE OF THIS TOOLKIT?**

The toolkit has been developed to guide humanitarian actors and other agencies in the global community to effectively prevent and respond to child labour in humanitarian action.

The toolkit aims to do the following:

- Provide an overview of the main child labour concepts, legal framework, risk and protective factors in humanitarian settings.
- Provide guidance and tools to humanitarian actors to analyse the child labour situation, set priorities and design strategies to address child labour as a matter of urgency in humanitarian settings.
- Provide sector-specific guidance and tools to prevent and respond to child labour.
- Strengthen coordination and collaboration between child labour actors, including humanitarian, development, government, local, national and international, civil society and community actors.
- Ensure that humanitarian strategies and actions do not exacerbate child labour risk factors.
- Support frontline workers with tailored tools and guidance to effectively reach and support children in or at risk of child labour, including the worst forms of child labour (WFCL).

### **WHO IS THE CHILD LABOUR TOOLKIT FOR?**

The toolkit is for **all actors that are supporting child labour preparedness and response actions** in humanitarian settings, including government personnel, NGOs, policy makers, international organisations, community organisations, donors, coordinators and those working on human resources, resource mobilisation, learning and development, advocacy, media or communications.

The toolkit provides guidance for **practitioners who are responsible for child labour strategy design, coordination and programme implementation** across child protection, education, food security, livelihoods, economic strengthening and health, among other sectors.

For **practitioners working in infectious disease outbreaks** including the COVID-19 pandemic, specific guidance on child labour risk factors and programme adaptations is included in the toolkit and tools section. For **caseworkers**, more detailed guidance and tools are included in the tools section.

## HOW SHOULD THE CHILD LABOUR TOOLKIT BE USED?

The toolkit has four main parts, with chapters that correspond to the core components of the [humanitarian programme cycle](#).



**PART 1: Why we should act on child labour in humanitarian settings** sets the scene by providing clarity on child labour concepts and legal frameworks, and outlines the main risks and consequences of child labour in humanitarian settings.



**PART 2: Ensuring a quality response** outlines the core elements that underpin a quality humanitarian response to child labour. In four chapters, guidance is provided on key components of the humanitarian programming cycle including coordination, needs assessment and analysis, strategy development and resource mobilisation.



**PART 3: Prevention and response programme actions** brings together a multi-sectoral programmatic framework for addressing child labour in a variety of humanitarian contexts. It covers key preparedness and prevention actions as well as sector-specific guidance and tools across child protection, education, food security and livelihoods, and health, as well as related to societal systems, policies and legislation.



**PART 4: Core implementation actions** outlines other essential components of a child labour response, structured along the humanitarian programme cycle, including communications and advocacy, knowledge management and capacity-building, human resources, monitoring and evaluation, and information management.

The toolkit also contains **19 practical tools** and **34 case studies**.



**TOOLS:** This toolkit contains a range of tools to assist in the implementation of quality child labour programmes in humanitarian settings. The full list of tools is provided on page 7. Throughout the guidance, specific tools – marked with an icon – are suggested at different stages of the programming cycle. The tools can be accessed by viewing the attachments panel in the PDF file when using Adobe Acrobat Reader.







**CASE STUDIES:** The case studies highlight good practices from a variety of humanitarian crisis settings worldwide. The full list of case studies is provided on page 8. Some case studies are included in the toolkit while others are available online. These case studies can be accessed on the Alliance website by clicking on the hyperlink.



# HOW TO NAVIGATE THIS TOOLKIT

The toolkit is designed as an interactive PDF document that can be best read using Adobe Acrobat Reader. The navigation at the bottom of each page helps to move quickly between sections. Throughout the toolkit, the following icons are used to signal important information.

 <b>CASE STUDY</b> This icon signals a case study with good practices or examples.	 <b>TOOL</b> This icon signals a tool that is included as an annex in this toolkit. Click on the paperclip in the PDF file
 <b>REFUGEE, INTERNALLY DISPLACED AND MIGRANT SETTINGS</b> This icon indicates information related to programming in refugee, internally displaced and migrant settings.	 <b>IMPORTANT INFORMATION</b> This icon indicates important information or key messages.

USE THE NAVIGATION BAR AT THE BOTTOM OF THE PAGE TO QUICKLY MOVE FROM ONE PART OF THIS TOOLKIT TO ANOTHER:

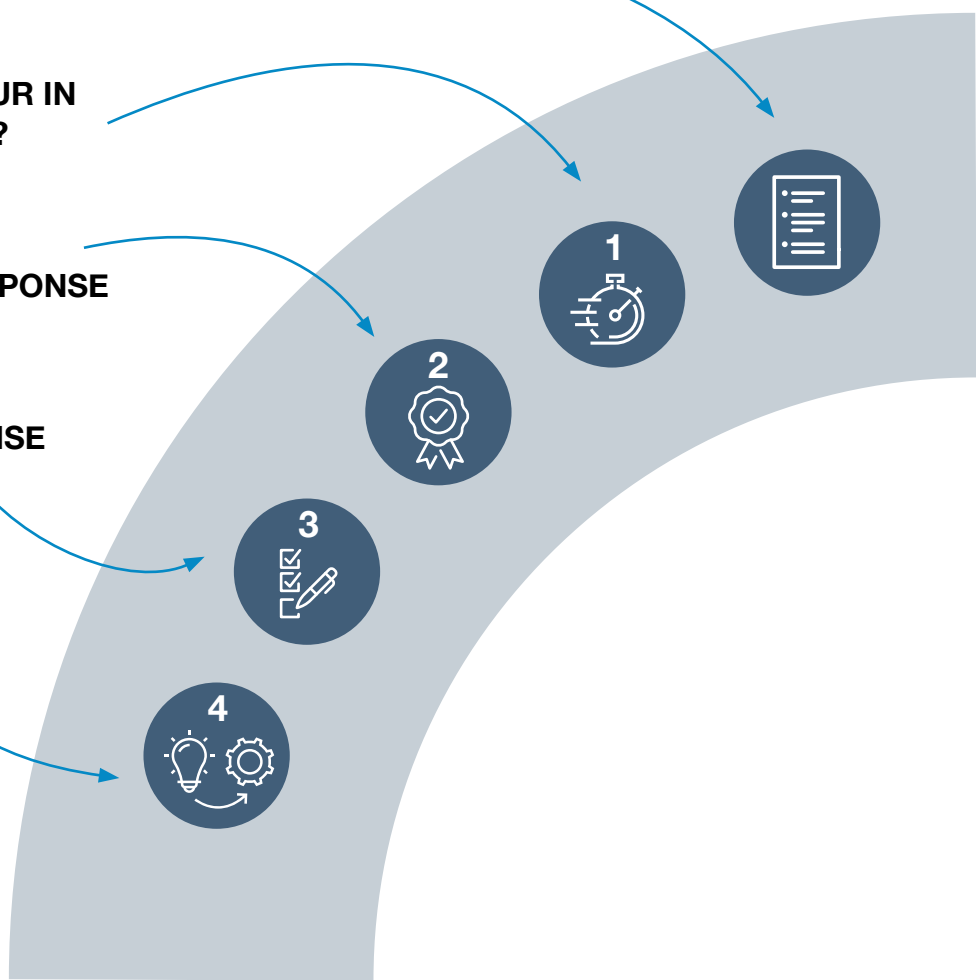
**CONTENTS**

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**2. ENSURING A QUALITY RESPONSE**

**3. PREVENTION AND RESPONSE PROGRAMME ACTIONS**

**4. CORE IMPLEMENTATION ACTIONS**



# 1. WHY ACT ON CHILD LABOUR IN HUMANITARIAN SETTINGS?



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## 1.1 KEY CONCEPTS AND LEGAL FRAMEWORK

1.1.1 CHILD LABOUR CONCEPTS AND LEGAL FRAMEWORK

1.1.2 USING THE LEGAL FRAMEWORK IN HUMANITARIAN ACTION

1.1.3 WORKING WHERE THERE ARE GAPS IN THE LEGAL FRAMEWORK

## 1.2 CHILD LABOUR IN HUMANITARIAN SETTINGS

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1.2.2 RISK AND PROTECTIVE FACTORS FOR CHILD LABOUR IN CRISIS SETTINGS

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# 1.1 KEY CONCEPTS AND LEGAL FRAMEWORK

## 1.1.1 CHILD LABOUR CONCEPTS AND LEGAL FRAMEWORK

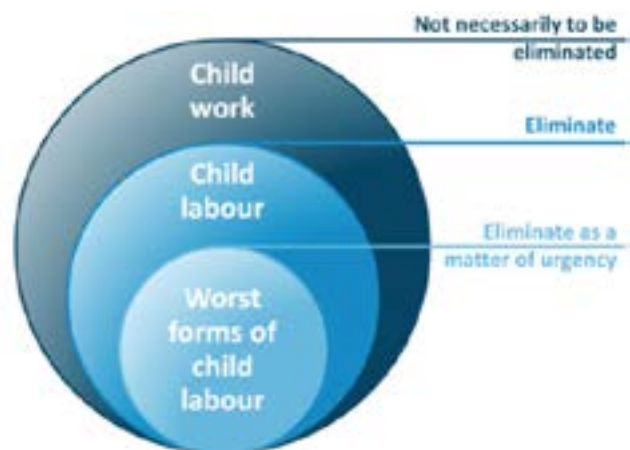
**CHILD WORK** is the term used to describe any activity undertaken by children below the age of 18 years to produce goods or services for their own use or for use by others. It includes work in both the informal and formal economy, inside and outside family settings, paid or unpaid, part-time or full-time.<sup>5</sup>

**Not all child work is child labour.** All over the world children can be seen helping around the home, looking after animals, picking fruit and vegetables, doing internships or earning pocket money outside school hours. Many of these activities can be encouraged because they contribute to a child's healthy development and provide them with skills and experience that will benefit them later in life.<sup>6</sup>

**CHILD LABOUR** is work that deprives children of their childhood, their potential and their dignity. It interferes with children's education and negatively affects their development and wellbeing.

Child labour refers to **work that:**

- **is carried out by children who are too young to work** – i.e. by children who are below the legal minimum age for this type of work (as defined by national legislation in accordance with international standards); and/or
- **is mentally, physically, socially or morally dangerous and harmful to children** (worst forms of child labour); and/or
- **interferes with children's schooling** by depriving them of the opportunity to attend school; obliging them to leave school prematurely; or requiring them to attempt to combine school attendance with excessively long and/or heavy work.



Whether a particular type of work can be called child labour depends on a child's age, the type and hours of work performed, and the conditions under which it is performed.

**WORST FORMS OF CHILD LABOUR (WFCL) are prohibited for all children under the age of 18 years and are to be eliminated as a matter of urgency.** The WFCL are a subset of child labour, defined by the [ILO Convention No. 182](#) as:

- 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 relevant international treaties;
- work which, by its nature or the circumstances in which it is carried out, is likely to harm the health, development, safety or morals of a child (also called: "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, development, safety or morals of children.**

It is one of the worst forms of child labour and is therefore prohibited for all children under the age of 18 years. Globally, about half of all children in child labour are in hazardous work, making it by far the most common WFCL.



Each country should determine a list of hazardous work activities specific to their country context. [ILO Recommendation No. 190](#) urges governments to consider the following hazardous work activities:

<b>Work that is harmful by its nature</b>	<ul style="list-style-type: none"> <li>work which exposes children to <b>physical, emotional or sexual abuse</b>.</li> <li>work <b>underground</b>, under water, at dangerous heights or in confined spaces.</li> <li>work with <b>dangerous machinery, equipment and tools</b>, or which involves the manual handling or transport of heavy loads.</li> </ul>
<b>Work that is harmful by its circumstances</b>	<ul style="list-style-type: none"> <li>work in an <b>unhealthy environment</b> which may, for example, expose children to <b>hazardous substances</b>, agents or processes, or to temperatures, noise levels, or vibrations damaging to their health.</li> <li>work under particularly <b>difficult conditions</b> such as <b>work for long hours or during the night</b> or work where the child is unreasonably confined to the premises of the employer.</li> </ul>



### MINIMUM AGE

The **minimum age for work** is a key stipulation in national legislation that helps to determine what work is acceptable for children and what is considered child labour in a country. [ILO Convention No. 138](#) guides governments to set a minimum age for the following categories of work:

**Minimum age for work:** Convention No. 138 establishes that the **minimum age for work should be at least 15**.<sup>7</sup> It is important that children go to school at least until this age. The age at which children leave compulsory education is therefore in many countries aligned with the minimum age for work.

**Hazardous work:** Convention No. 138 sets **18 as the minimum age for hazardous work**, which is harmful for children’s health, safety or morals. Countries must consult with workers’ and employers’ organisations to specify what constitutes hazardous work at the national level. The Convention allows countries to permit hazardous work exceptionally from the age of 16, provided that the health, safety and morals of young workers are fully protected and that they have received adequate training.

**Light work:** Convention No. 138 allows countries to permit light work for children younger than the minimum age. This means that children **aged 13 and 14 years<sup>8</sup> may engage in light work** as long as it does not interfere with their health, safety or school attendance and achievement. States must determine what activities are considered light work, and the hours and circumstances under which they may be carried out. Only half of all countries that have ratified Convention No. 138 have legalised light work in this way.

International child labour standards		
Standard	Recommended minimum age	Conventions
Minimum Age for Light Work	13	ILO Convention No. 138 Minimum Age (1973) ILO Convention No. 182 Worst Forms of Child Labour (1999)
Minimum Age for Work	15	
Minimum Age for Worst Forms of Child Labour incl. Hazardous Work	18	



**DECENT WORK** is the term used for acceptable forms of employment that children who have reached the minimum working age can safely engage in.<sup>9</sup>

National laws should stipulate the types of work, hours and conditions that are permitted for young workers aged 15 to 17 (or 14 to 17 in certain countries) and what protections should be in place to work safely. In general, acceptable work for children must:

- be in line with minimum legal age for work and child labour legislation, including the permitted hours of work, times and days of the week, compulsory education, provision of training and instruction, and occupational safety and health regulations;
- limit children's working hours and ensure they are flexible and allow for adequate rest, socialisation, and care that children need for healthy development and wellbeing;
- actively enable children to attend school and/or vocational training;
- not subject children to exploitative, hazardous, or dangerous tasks or work;
- continually monitor the work of children;
- be in a workplace which is safe for children and gives special consideration to their age and development;
- give children proper training and instruction to do their work.

## DECENT WORK

The ILO defines decent work as: "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."

See: [ILO website](#)



### KEY MESSAGES

- **Not all child work is child labour.**
- **Acceptable forms of work for children are not to be eliminated** and include:
  - **Decent work** undertaken by children who are above the minimum working age of 15 years (or 14 years in certain countries) and that is not hazardous or another worst form of child labour;
  - **Light work** undertaken by children below the minimum age but above the age of 13 years (or 12 in certain countries) that does not interfere with their health, safety or schooling.
- **Child labour** is harmful and **should be eliminated.**
- **The worst forms of child labour**, including hazardous work, are prohibited for all children below the age of **18 years** and should be **eliminated as a matter of urgency.**





## INTERNATIONAL LEGAL FRAMEWORK FOR CHILD LABOUR

Actions to end child labour are guided by three main international conventions: United Nations Convention on the Rights of the Child (1989), ILO Convention No. 138 concerning minimum working age (1973) and ILO Convention No. 182 concerning the prohibition and immediate elimination of the worst forms of child labour. Member states who have ratified these conventions have an obligation to respect, promote and realise the abolition of child labour.

### ILO CONVENTIONS AND RECOMMENDATIONS

- **ILO Minimum Age Convention No. 138 (1973):** One of the most effective methods of ensuring children do not start working too young is to set the age at which children can legally be employed or otherwise work. The aim of ILO Convention No. 138 is the effective abolition of child labour by requiring countries to (i) establish a minimum age for entry into work or employment; and (ii) establish national policies for the elimination of child labour.
- **ILO Worst Forms of Child Labour Convention No. 182 (1999):** This ILO Convention is the first to achieve universal ratification. This convention requires countries to take immediate, effective and time-bound measures to eliminate the worst forms of child labour as a matter of urgency. Article 4 stipulates that countries should develop a “hazardous work list” through consultation with employers and workers’ organisations.
- **ILO Recommendation No. 190 (1999):** This recommendation accompanies Convention No. 182 and recommends that countries include specific hazardous work activities in their country-specific hazardous work list.

### UN CONVENTIONS AND OPTIONAL PROTOCOLS

- **UN Convention on the Right of the Child (1989):** The UNCRC stipulates a number of child rights that protect children from child labour including the worst forms. The rights stipulated include the right to education (Art. 28) and the right to be protected from: child labour (Art. 32); dangerous drugs (Art. 33); all forms of sexual exploitation and abuse (Art. 34); abduction, sale or trafficking (Art. 35); and participation in armed conflict (Art. 38).
- **Optional Protocols to the UNCRC (2000):** The Optional Protocol on the involvement of children in armed conflict and the Optional Protocol to the UNCRC on the Sale of Children, Child Prostitution and Child Pornography provide more detailed requirements to end, respectively, the use of children in armed conflict, and the sexual and non-sexual exploitation of children.
- **UN Palermo Protocol to Prevent, Suppress and Punish Trafficking in Persons, Especially Women and Children (2000):** This Protocol provides more detailed requirements to end human and child trafficking.

### RESOURCES

- [ILO Conventions](#)
- [UNCRC](#)
- [Optional Protocols](#)
- [Palermo Protocol](#)
- Regional child labour frameworks and action plans such as those under the [African Union](#), [ASEAN](#), and the [European Union](#).





## 1.1.2 USING THE LEGAL FRAMEWORK IN HUMANITARIAN ACTION

Actions to prevent and respond to child labour in humanitarian settings should always be guided by the legislation in the country. The national laws and regulations are essential to:

- understand what acceptable work is and what is considered child labour in the country;
- understand which hazardous work activities are prohibited for children, and potential exceptions;
- prioritise forms of child labour, including worst forms of child labour, to tackle in the context.



### ACTORS WORKING ON CHILD LABOUR IN HUMANITARIAN SETTINGS SHOULD AS A MINIMUM:

- **Know the key child labour provisions in the national legislation**, including the minimum age for work, the permitted hours of work, times and days of the week, compulsory education, provision of training and instruction, and occupational safety and health regulations.
- **Know the definition of worst forms of child labour and hazardous work in the national legislation** including the hazardous work activities that children aged 16 or 17 years may undertake by exception and the required conditions.
- **Identify any gaps in national legislation** compared to the international legal framework, such as inconsistencies between minimum working age and compulsory education, the absence of specific sectors or types of work in the legal framework, or exclusion of specific groups.
- **Know other relevant national or regional laws and policies** that support child labour prevention and response, including but not limited to: labour, education, child welfare/protection and criminal laws; customary laws and practices; and policies for poverty reduction, child protection, education, (youth) employment, social protection, health, and refugee and migrant (worker) rights.
- **Use this information to inform child labour prevention and response strategies** including programme design, tools and guidance, capacity-building and advocacy work.

## 1.1.3 WORKING WHERE THERE ARE GAPS IN THE LEGAL FRAMEWORK

In some humanitarian contexts, it can be challenging to use the national legal framework when:

- specific types of work or entire sectors are absent from the framework, which makes it difficult to regulate working conditions and protection for children – common examples include domestic work and agriculture;
- the humanitarian crisis affects the ability of states, systems and capacities to enforce the law, affecting, for example, child labour monitoring, inspection and law enforcement;
- child labour significantly increases, changes and/or becomes more complex to address as a result of the crisis;
- affected populations are excluded from national legislation and/or states may be reluctant to protect their rights – common examples include people who are refugee, internally displaced, migrant, undocumented or stateless.



When there are gaps in the national legal framework, humanitarian actors should:

- **use regional and international child labour standards** as guiding standards for humanitarian action – for example, standards for the minimum age for work, acceptable work, including light work, and international definitions of WFCL including hazardous work;
- **use national, regional and international legislation** as guiding standards to protect groups who are excluded from the state provisions – for example, children who are refugee, internally displaced or migrants;



- **make special provisions in humanitarian assistance for children who are part of excluded groups**, such as refugee, internally displaced, migrant, undocumented or stateless people – consider child protection case management and basic needs support such as health, education, shelter, water and food security;
- **involve affected communities in prioritising types of child labour** including the worst forms of child labour that must be addressed in the humanitarian context;
- when time and resources allow:
  - support national authorities to lead a “tripartite” process to define hazardous labour activities in consultation with employers and workers’ organisations and promote the participation of relevant civil society organisations in this process where possible (see [section 3.11.3 on working with tripartite partners](#));
  - advocate for the adoption and enforcement of both international and national laws prohibiting child labour including WFCL;
  - advocate for continued policy change, investment and commitment to eliminating child labour before, during and after emergencies. See [section 3.11 on Strengthening child labour systems, policies and legislation](#).



During sudden-onset emergencies, prioritise rapid action and address the legal gaps as much as possible through the humanitarian child labour response.

During preparedness and longer-term humanitarian responses, collaborate with development and other long-term actors to advocate for stronger child labour legislation and policy to address the gaps.





## CASE STUDY 1.

### BANGLADESH LEGAL FRAMEWORK FOR ROHINGYA REFUGEES FROM MYANMAR



In August 2017, violence in Myanmar resulted in an unprecedented humanitarian crisis and forced more than 600,000 Rohingya people to cross the border with Bangladesh. Food insecurity, restrictions on education and legal work for adults made child labour, particularly hazardous work, a priority child protection concern in both the refugee camps and the surrounding communities in Cox's Bazar.

The child labour laws of Bangladesh are not extended to the refugees from Myanmar. In the absence of a national legal and policy framework to secure the rights and protection of Rohingya refugee children from exploitation, the Cox's Bazar Child Protection Sub-Sector developed a guidance note on child labour for all humanitarian actors.

The guidance note included several standards from the existing Child Labour Law of Bangladesh and the national hazardous work list, including the conditions and circumstances under which children above the minimum working age were allowed to work safely. The guidance also covered new types of hazardous work activities that had emerged locally during the crisis and that were not covered by the law. Applying the legislation in a sensible and context-sensitive manner to excluded groups allowed humanitarian actors to address child labour, with an overall focus on hazardous work, in an early stage of the response.

#### RESOURCES:

- Child Protection Sub-Sector (CPSS) Cox's Bazar (2016). [Guidance Note: Engagement of Children for Work by Humanitarian Actors, or their Implementing Partners/Contractors.](#)
- Government of Bangladesh (2016). [Hazardous Work List: Bangladesh.](#)



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## 1.2 CHILD LABOUR IN HUMANITARIAN SETTINGS

Worldwide, 535 million children live in countries affected by conflict or disaster: this equals one out of every four children.<sup>10</sup> Many of these children are living in highly vulnerable situations – in poverty, out of school and without adequate nutrition and healthcare.

Humanitarian crises negatively affect child labour in three ways:

- **They create new child labour risk factors.** Loss of household income, school closures and disruption of services create new conditions for child labour. In situations of extreme vulnerability, families can be forced to use child labour as a coping mechanism.
- **They exacerbate existing child labour risk factors.** Crises can increase pre-existing forms of child labour and the social norms that condone it. The tasks that children were performing before the crisis may also become more dangerous when children work in new or insecure places that place them at greater risk of harm.
- **They change or undermine a child's protective environment.** Crises can lead to the breakdown of family support networks and social safety nets and disrupt essential services that help to protect children from child labour. When a child's protective environment is affected, child labour risk factors can increase.

### 1.2.1 THE NATURE OF CHILD LABOUR: A GLOBAL PICTURE

While the characteristics of child labour vary from country to country and must always be assessed in each specific crisis context, global statistics show some important trends:<sup>11</sup>

- **Globally, the agricultural sector accounts for by far the largest share of child labour, at 71 per cent of all child labour.** This includes work in, for example, farming, livestock, forestry or fishing. Agriculture involves many hazards for children, such as exposure to pesticides, dangerous machinery, heavy loads, long hours and very hot or extremely cold environments.
- **The services and industry sectors account for 17 and 12 per cent of child labour, respectively.** Services may include for example, work in shops, restaurants, auto repairs, collecting and recycling garbage. Industries may include manufacturing jobs, operating machinery or work in construction sites or factories. It is expected that these sectors will become more relevant in the future as climate change displaces families from rural areas into cities.
- **Globally, half of all children in child labour can be found in hazardous work,** making it by far the most common worst form of child labour. In humanitarian settings, the nature of children's work may become more hazardous when children have to work around debris, in unsafe places or under more dangerous circumstances. As reliable data on other WFCL is often unavailable, hazardous child labour data is often used as a proxy for all WFCL.
- **Slavery and forced labour require special attention.** Although exact data is often hard to come by, these worst forms of child labour are thought to affect millions of children globally.<sup>12</sup> It includes commercial sexual exploitation, forced and bonded labour, and recruitment into armed forces or armed groups; all these are forms of child labour that often see an increase in conflict and crisis settings.
- **Most child labour takes place within the family unit.** More than two-thirds of child labour takes place within family farms or businesses, or in domestic work. This means that most children in child labour are family labourers as opposed being in formal, or paid, employment. It underscores the importance of engaging with parents and understanding and addressing family reliance on child labour in order to effectively address child labour.
- **Child labour is strongly associated with restricted access to education.** Worldwide, 30 per cent of children living in crisis settings are not in school, a situation that is even worse for adolescents aged 15 to 17 years, 60 per cent of whom are not in school. Children who drop out of school to work during an emergency often do not return to education. This means that even short-term crises can have life-long adverse consequences for children.<sup>13</sup>



- **Girls are left out of the picture.** In child labour estimates, boys often appear at higher risk of child labour than girls. However, girls are more commonly involved in domestic work, a form of work that is often not considered in child labour estimates. Domestic work is often hidden and hard to tackle because of its underlying social and cultural norms that regard domestic work as a traditional female role and responsibility – for girls, domestic work is often seen as a “necessary” preparation for adulthood and marriage.<sup>14</sup> Domestic work takes place in the informal economy and remains largely unregulated, leaving millions of children, particularly girls, invisible in child labour statistics.
- **Children with a refugee status are overlooked.** In many crises, refugee children face specific child labour risk factors due to the specific barriers to education and decent work they and their families face. However, national child labour surveys commonly do not include refugee populations, leaving them largely invisible in child labour statistics.



### FACTORS CONTRIBUTING TO CHILD LABOUR

- In pre-crisis settings, the following factors commonly contribute to child labour:
  - Poverty and social vulnerability
  - Limited education opportunities for children and young people
  - Limited decent work opportunities and difficult transitions to work
  - Social norms, traditions and cultural perceptions that condone child labour
  - Limited legal protections for young workers and adults
  - Limited social dialogue and absence of workers’ organisations
  - Limited political will and leadership to respond to child labour

## 1.2.2 RISK AND PROTECTIVE FACTORS FOR CHILD LABOUR IN CRISIS SETTINGS

When a crisis strikes, new risk factors emerge that can further increase children's vulnerability to child labour while at the same time shifting existing protective factors, such as a reduction in family income or the absence of a primary caregiver, that prior to the emergency helped to protect children from child labour. When risk factors accumulate and outweigh the existing protective factors, children can move very quickly from being in school or in an acceptable type of work, to being in child labour, or even the worst forms of child labour. At the same time, not all children living in countries affected by crises end up in child labour – this means that there are also important protective factors that build resilience of children, families, communities and society and help to protect children from child labour.

To effectively prevent and respond to child labour it is important to identify and understand the **risk and protective factors** that influence child labour. These exist across a variety of levels, as illustrated on the next page.



- Risk factors can increase vulnerability and therefore the likelihood that children become involved in child labour and/or increase the risk of significant harm for children.
- Protective factors can help to reduce vulnerability and build resilience to protect children from becoming involved in child labour and/or help to reduce the negative effects of child labour.

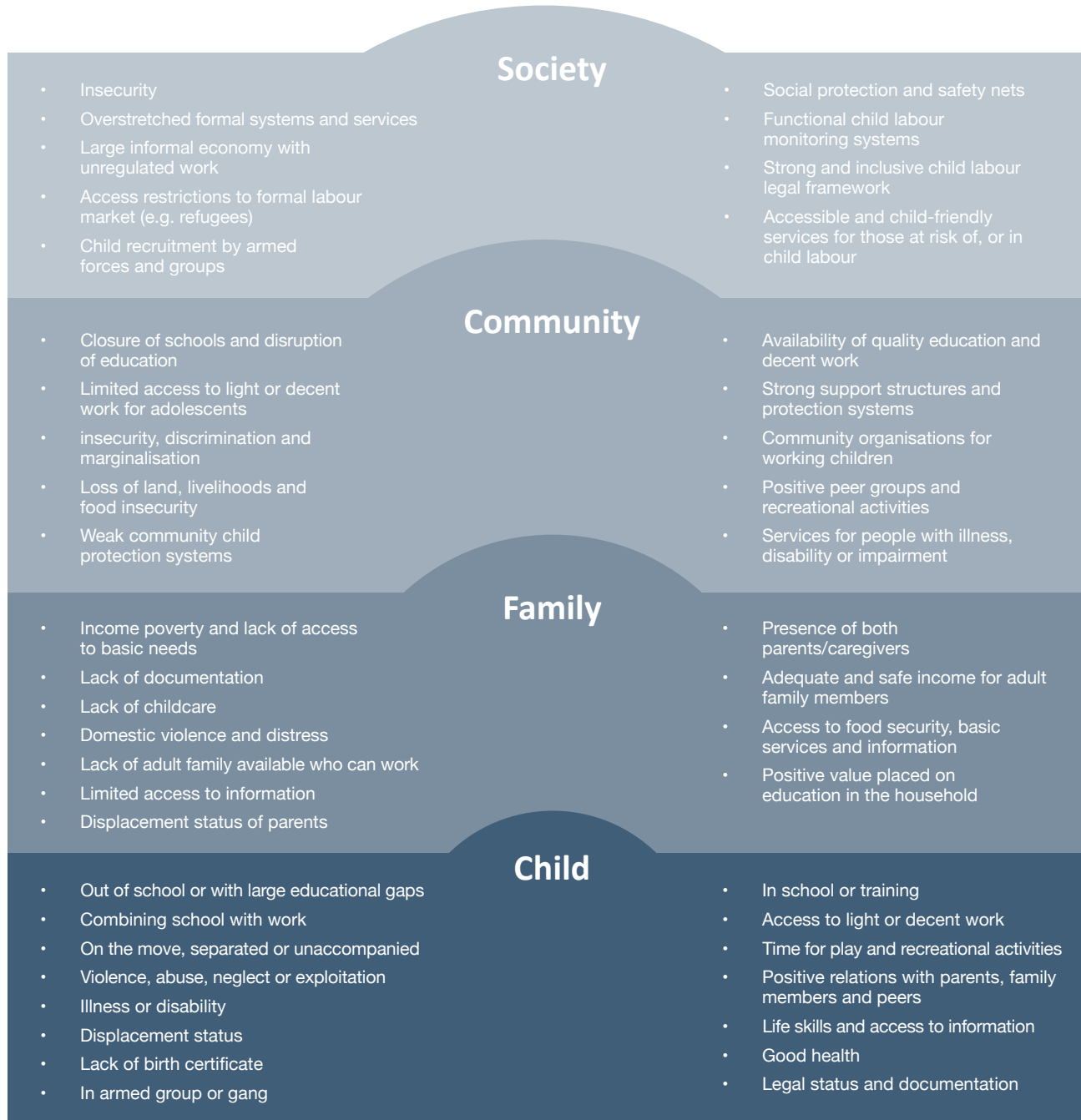
Child labour is never the direct result of one specific risk factor. Rather, it is the result of an accumulation of risk factors and a lack of existing protective factors that increases vulnerability to child labour.





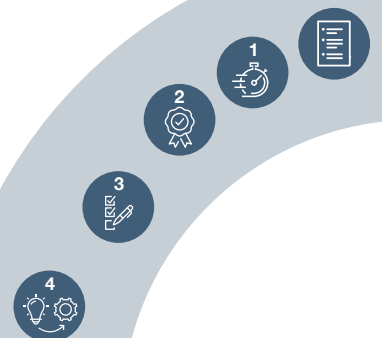
**TOOL 1: CHILD LABOUR RISK AND PROTECTIVE FACTORS PROVIDES A COMPREHENSIVE OVERVIEW OF RISK AND PROTECTIVE FACTORS FOR CHILD LABOUR.**

**CHILD LABOUR RISK AND PROTECTIVE FACTORS IN CRISIS SETTINGS**



**RISK FACTORS**

**PROTECTIVE FACTORS**





## AT-RISK GROUPS VULNERABLE TO CHILD LABOUR IN HUMANITARIAN CRISIS SETTINGS

Children in, or at risk of, child labour in crisis settings represent a diverse group. However, evidence shows that in crisis settings at-risk children commonly include (but are not limited to):

- unaccompanied and separated children (UASC)
- children on the move or who are forcibly displaced, including refugee, internally displaced and migrant children
- children who are out of school and not employed or in training
- children who are already working to support their families
- children living with adult family members who cannot access [decent work](#)
- children who have (family members with) a chronic illness or disability
- children from marginalised or excluded groups
- children (formerly) associated with armed forces or armed groups
- adolescents above the minimum age without access to education or [decent work](#)
- adolescents who have children or are responsible for other children (child head of household)
- married, divorced and abandoned adolescent girls and young mothers.

### 1.2.3 THE HARMFUL CONSEQUENCES OF CHILD LABOUR

#### WHAT KIND OF HAZARDS ARE CHILDREN IN CHILD LABOUR EXPOSED TO?

Children in child labour can be exposed to many different dangers and hazards. The field of occupational health uses the following categories:<sup>15</sup>

- **Biological hazards:** dangerous animals and insects, poisonous or sharp plants, bacteria, parasites or viruses (HIV, hepatitis).
- **Chemical hazards:** toxic gases, liquids (solvents, cleaners), metals (asbestos, mercury, silica, lead), fumes (vehicle exhaust, glues), agrochemicals (pesticides, herbicides and insecticides), explosives.
- **Ergonomic hazards:** work that requires lifting, carrying or moving heavy loads, repetitive or forceful movements, or work postures that are awkward or which must be held for a long period of time.
- **Physical hazards:** extreme temperatures (hot or cold), noise, vibrations or radiation.
- **Psychological hazards:** Stress, intimidation, monotonous work, lack of control or choice, insecurity, harassment, abuse (sexual or physical violence), heavy sense of responsibility.
- **Social hazards:** isolation from peers and family, association with drugs or adult behaviour.
- **Other physical risks:** risk of falling, being struck by objects, being caught in or between objects, being cut or burned.
- **Working conditions:** long working hours, night work or work in isolation, an obligation to commute to or work in insecure areas.

#### PHYSICAL CONSEQUENCES INCLUDE:

- Exposure to physical, biological, chemical or ergonomic hazards that can cause illness, injury, impairment or even death.
- Health problems resulting from poor hygiene, malnutrition, infectious diseases, long hours of work, or poor living and working conditions.
- Physical strain from repetitive movements which detrimentally impacts on growing bones and joints and can cause stunting, premature ageing, spinal injury and other life-long impairments or growth deficiencies.
- Increased risk of HIV and other sexually transmitted infections (STIs) as well as unwanted pregnancy, which can lead to health complications or even death.





- Physical and sexual violence, abuse and exploitation.
- Drug dependency and mental health problems.

### **PSYCHOSOCIAL CONSEQUENCES INCLUDE:**

- Psychological abuse and violence, belittlement, harassment, violence and abuse.
- Stigmatisation, discrimination and marginalisation.
- Isolation, limited freedom of movement and social integration, separation from primary caregivers.
- Negative sense of personal security and identity, and limited future perspective, which can lead to stress, low self-esteem, a sense of helplessness and even mental health problems.

### **EDUCATIONAL IMPACTS INCLUDE:**

- Lack of concentration, poor performance and drop-out.
- Limited or delayed development of cognitive and socio-emotional skills.
- Lack of certification and skills required to secure [decent work](#).
- Limited prospects of decent work, thus perpetuating cycles of poverty and exploitation.

### **SOCIETAL IMPACTS INCLUDE:**

- Increased supply of low-skilled workers, which affects human capital and slows economic recovery and development in countries affected by humanitarian crisis.
- Growth of informal economies affect the access to decent work and drive down pay and working conditions as young people and adults compete with children in the labour market.
- Growth of unregulated industries reduces national tax collection and subsequently affects the quality and availability of public services for everyone.
- Employers prioritise children's cheap labour over the development of decent work for adults.
- Economic investment needed to get children out of child labour is high.
- Child labour can lead to youth unemployment, which can create long-term, inter-generational problems for communities, which are difficult and costly to solve.





## CASE STUDY 2.

### THE NATURE, EXTENT AND PATTERNS OF CHILD LABOUR: A COMPARISON BETWEEN A RAPID ONSET EMERGENCY AND A PROTRACTED CRISIS

[The nature, extent and patterns of child labour](#) can drastically change in an emergency or crisis setting. In the Philippines, child labour increased in the aftermath of Super Typhoon Haiyan in 2013, while the onset of the Syrian war in 2011 increased child labour in Lebanon. In both countries, the widespread social and economic impact of the crises led to an increase in child labour and its worst forms.



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## TOOLS

**TOOL 1. CHILD LABOUR RISK AND PROTECTIVE FACTORS** outlines common risk and protective factors for child labour in humanitarian settings.

**TOOL 2. CHILDREN ARE NOT LITTLE ADULTS** outlines the hazards that children in child labour are exposed to and explains why children are more vulnerable to workplace dangers than adults.

**TOOL 3. PSYCHOSOCIAL IMPACT OF CHILD LABOUR** outlines a detailed list of psychosocial hazards associated with child labour.

**TOOL 4. DISABILITY AND CHILD LABOUR** provides guidance on the relationship between disability and child labour, and key actions to integrate disability considerations in situation analysis and programme design.

## KEY RESOURCES

- ILO. [International Labour Standards on Child labour.](#)
- ILO (2018). [An introduction to legally prohibiting hazardous work for children.](#)
- ILO (2018). [ILO Convention No. 138 at a glance.](#)
- The Alliance for Child Protection in Humanitarian Action (2019). [Minimum Standards for Child Protection in Humanitarian Action, 2019 Edition.](#)
- ILO (2012). [The tripartite process of determining hazardous child labour: Guide for facilitators.](#)
- Mike Woodhead (2004). [Understanding Children's Work, Psychosocial impacts of child work: a framework for research, monitoring and intervention.](#)  
The International Journal of Children's Rights, 12(4) pp.321-377.
- ILO (2011). [Assessing psychosocial hazards and impact of child labour.](#)



## 2. ENSURING A QUALITY RESPONSE



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## 2.1 COORDINATION

The complex nature of child labour requires strong coordination and collaboration between a wide range of development and humanitarian actors, across all levels of society and across multiple sectors, to provide the services needed for the prevention of child labour and the withdrawal of children from child labour. In many countries, the actors working to eliminate child labour prior to a crisis can differ from the range of humanitarian actors responding to a crisis. When an emergency strikes, a coordinated response to child labour can be complicated by unclear mandates between humanitarian and development actors and between various sectors. The absence of non-humanitarian actors in the response often undermines existing efforts to combat child labour.

Coordination of child labour in humanitarian settings is an essential component of an effective child labour response. Coordination should always aim to bring relevant, multi-sectoral actors together, draw from existing expertise, to prevent duplication of efforts and harmonise approaches to promote best practice and accountability for affected children and families. Coordinators should consider the following steps during both emergency preparedness and response.

### 2.1.1 KEY COORDINATION ACTIONS

#### IDENTIFY THE GOVERNMENT AUTHORITIES AND NATIONAL BODIES RESPONSIBLE FOR ADDRESSING CHILD LABOUR

- **Identify the lead government actor responsible for addressing child labour at national level.** In most countries, the Ministry of Labour and/or the Ministry of Child/Women's Welfare, Social Affairs or equivalent is responsible for child labour legislation and policy.
- **Depending on the context and specific child labour risk factors, consider other relevant authorities** such as ministries or departments for education, justice, migration, security, agriculture, civil registration, internal affairs and/or social protection.
- **Identify any pre-existing coordination mechanisms for child labour** including specific worst forms of child labour. Many countries have a national working group or task force for child labour elimination – in some countries, separate mechanisms exist for the coordination of anti-human trafficking efforts or for prevention and response to child recruitment into armed forces/groups.

#### DECIDE UPON A SUITABLE COORDINATION STRUCTURE FOR ADDRESSING CHILD LABOUR IN A CRISIS SITUATION

- **With the government lead agency, decide upon a suitable** coordination structure for a rapid child labour response in a crisis situation. Where possible, reinforce the capacity of existing child labour coordination structures rather than creating parallel systems.
- **Agree on a lead agency for the coordination structure.** While governments are ultimately responsible for addressing child labour, in large-scale or complex crises and low-resource settings, the coordination of humanitarian efforts to prevent and respond to child labour is often (co-)led by other actors. For example, UNHCR might be designated as lead agency in a refugee setting.
- **Consider at which level (local, regional, national) coordination is needed** for effective child labour prevention and response. The humanitarian scenario, the prevalence of child labour and existing capacities will drive many of the decisions around the required coordination structure.
- **Strengthen inter-sector coordination involving all relevant actors.** Consider for example:
  - relevant government actors across relevant ministries;
  - UN agencies such as UNICEF, UNHCR, UNOCHA, WFP, the ILO and IOM;
  - coordination groups on child protection, GBV, education, food security and livelihoods, and cash and voucher assistance (CVA);





- local, national and international NGOs working across relevant sectors and in child labour hotspots;
- where relevant and where they exist, involve unions, employers' associations and workers' organisations and working children's associations.



### EXAMPLES OF HOW CHILD LABOUR CAN BE COORDINATED IN HUMANITARIAN ACTION:

- **One sector leads the child labour response:** For example, the child protection sector coordination group (or another sector such as Education or Food Security and Livelihoods) leads the child labour response and involves other sector actors. This may be done through a specific task force under the sector coordination group.
- **Multiple sectors jointly lead the child labour response:** Multiple sectors collaborate through a designated, inter-sector child labour coordination group. This group may include representatives from all key sectors as well as private sector, government and civil society actors. This group may or may not be led by the Ministry of Labour or by a humanitarian actor.
- **The child labour response is led by a government agency:** Humanitarian child labour needs are included in existing government-led child labour coordination structures. This can be particularly relevant where there are active child labour departments, or child labour monitoring systems with the required resources, expertise and capacity.



## CASE STUDY 3.

### CHILD LABOUR TECHNICAL GROUP IN TURKEY

In 2017, Unicef and ILO in Turkey established a national-level Child Labour Technical Group (CLTG) as a cross-sectoral forum to provide technical guidance and coordination on child labour in the context of the Syria Crisis. Participants of the CLTG included the Ministry of Labour and Social Security, members from the Education, Child Protection, Livelihoods, and Basic Needs Working Groups; national NGOs working on child labour and child protection; a variety of prominent trade unions including the Union of Chambers and Commodity Exchanges of Turkey.

Between 2017 and 2019, the CLTG carried out a series of consultations with child labour actors in four child labour hubs Ankara, Gaziantep, Istanbul and Izmir to identify key child labour risk and protective factors. Based on these consultations, the CLTG provided recommendations on prevention and response actions to a range of sectoral coordination groups, policy making bodies, implementing agencies and other stakeholders in the national child labour community. The CLTG also developed a series of practical tools, guidance notes, training materials and key messages on child labour for a wide range of users including frontline workers. These tools were developed following the consultations with frontline workers and designed to address their priority needs. The tools were further contextualized, translated and disseminated through sectoral working groups and technical group members.

#### Resources

Unicef Turkey (2017).

[Terms of Reference of the Child Labour Technical Group in Turkey.](#)

Unicef Turkey webpage on child labour:

<https://www.unicef.org/turkey/en/child-labour>





## FACILITATE THE PARTICIPATION OF NON-HUMANITARIAN ACTORS IN THE CHILD LABOUR RESPONSE

- **Facilitate active participation of actors that are working to eliminate child labour in non-humanitarian contexts** in the humanitarian response. Their involvement in humanitarian coordination can help to learn from and build on existing child labour efforts, maximise effectiveness and promote sustainability of humanitarian action.
- **Foster collaboration between development and humanitarian actors** by organising joint child labour briefing or awareness sessions, discuss lessons learned from previous crises or organise child labour capacity-building initiatives.
- **Foster participation of relevant national, local and community-based actors** by holding coordination meetings in the local language, translating materials into the local language and by involving local stakeholders in the development of response plans, guidance and tools.

## COORDINATE KEY ASPECTS OF AN EFFECTIVE CHILD LABOUR RESPONSE

### PREPAREDNESS

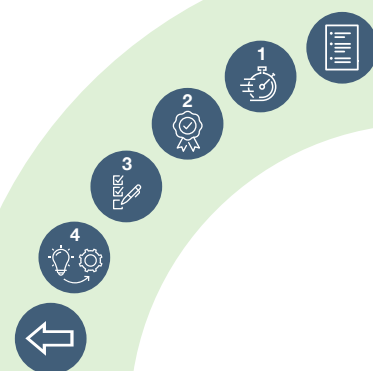
- **Involve relevant (government) actors** in emergency preparedness and scenario planning.
- **During preparedness, raise the profile of the potential impacts of a crisis on child labour**, potential response mechanisms and activities that should be prioritised during response.
- **Advocate for emergency preparedness to be included in longer-term national development programmes** to eliminate child labour, especially in countries that are prone to emergencies.
- **Include key contacts from development and government actors in the coordination and information-sharing mechanisms** that are activated during an emergency. See section 3.4 Preparedness.

### DATA AND INFORMATION MANAGEMENT

- **Coordinate across sectors** e.g. child protection, gender-based violence (GBV), health, education, food security and livelihoods (FSL) to collect data on child labour risk factors through needs assessments. See section 4.4 Information management.
- **Integrate child labour indicators into sector-specific information management tools**,<sup>16</sup> such as joint mapping templates, coordinated snapshots, dashboards, situation reporting and monitoring tools. See [case study 34. Child protection monitoring in northern Syria](#).
- **Map and monitor specific prevention and response actions** being taken to address child labour across sectors.
- **Ensure child labour is included as a regular agenda point in coordination meetings** alongside other key (child) protection concerns.

### STRATEGIC PLANNING

- **Involve all relevant actors and sectors** in developing, reviewing and implementing a multi-sectoral programmatic framework for (rapid) child labour prevention and response.



- **Ensure that child labour actions are linked to or embedded in sector-specific humanitarian strategies and/or government plans.** See [case study 3. Child Labour Technical Group Turkey](#).
- **Support regular inter- and intra-sector dialogue** around the prioritisation of child labour concerns and complementarity of services during the response.
- **Ensure children and families at risk of**, or in child labour, are included in targeting criteria for humanitarian assistance across sectors including child protection, education and FSL.
- **Inform humanitarian actors how they can adhere to the principle of Do No Harm**, for example by monitoring for potential unintended negative consequences of humanitarian assistance on child labour. See [section 3.3.2 Preventing child labour related to humanitarian action](#).

## REFERRAL PATHWAYS AND SERVICES

- **Identify actors that provide essential services for children at risk of**, or in child labour. Survivors of the worst forms of child labour may require specialised services, such as child protection case management, mental health and psychosocial support, medical care, justice/legal support and alternative care.
- **Reinforce referral mechanisms** between protection systems, and education and livelihoods/social protection systems in protracted crises to identify children in and at risk of child labour.
- **Review the roles and responsibilities** of child protection and gender-based violence actors when it comes to both prevention and comprehensive response provided to child survivors of specific forms of child labour, such as domestic work, commercial sexual exploitation and trafficking.
- **Establish clear Standard Operating Procedures (SOP) for worst forms of child labour that involve gender-based violence**, such as trafficking, commercial sexual exploitation or recruitment into armed forced or groups. Involve both child protection and GBV actors as well as relevant social work, health, (border) security and law enforcement actors. The [CP and GBV SOP from Jordan \(2014\)](#) provides a good example of a comprehensive SOP.

## CAPACITY

- **Provide technical and operational support to relevant (government) actors**, to support the continued functioning of key functions during the crisis, such as labour inspection, social work or border control.
- **Ensure that key actors are, at a minimum, aware of the priority child labour concerns**, the strategic response priorities to address child labour, and available services for children at risk of child labour, or already in (the worst forms of) child labour.
- **Support actors to agree on minimum standards** and evidence-informed approaches to address child labour to ensure children receive assistance of the same quality standard.
- **Prioritise capacity-building and guidance/tool development** related to: child safeguarding including the prevention of sexual abuse, exploitation and harassment (PSEAH); prioritised types of child labour including the worst forms; local legislation; the identification of at-risk children and families; vulnerability and eligibility criteria for assistance; and referral pathways. See [section 4.2.1 Capacity building](#).



## PUT IN PLACE MEASURES TO PREVENT CHILD LABOUR RELATED TO HUMANITARIAN ACTION

- **Ensure all child labour actors understand child labour risk factors related to their interventions and that every effort is undertaken to minimise the potential adverse effects of interventions:**
  - train child labour actors on child labour concepts, risk factors and the role of various sectors and actors in child labour prevention;
  - undertake child labour risk assessments to identify the potential unintended negative impact on child labour and implementing prevention and mitigation measures<sup>17</sup>;
  - put in place child labour identification, reporting and referral mechanisms across all humanitarian sectors, including actors in the humanitarian supply chain.



Use [Tool 5. Preventing child labour risk factors related to humanitarian action](#) to identify and mitigate child labour risk factors.

- **Build capacity of UN, NGO, government and private sector actors on child safeguarding and Prevention of Sexual Exploitation, Abuse and Harassment (PSEAH):**
  - ensure all child labour actors adhere to child safeguarding policies, codes of conduct and/or Prevention of Sexual Abuse and Exploitation and Harassment (PSEAH) protocols;
  - provide guidance on prevention, identification and reporting of specific forms of child labour/WFCL that might be perpetrated by aid workers such as domestic labour, commercial sexual exploitation or child trafficking.

See [section 3.3.2 Preventing child labour related to humanitarian action](#).



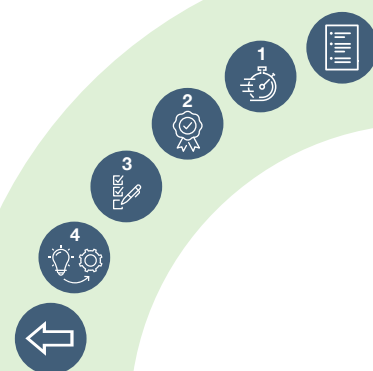
### TOOLS

**TOOL 5. PREVENTING CHILD LABOUR RISKS RELATED TO HUMANITARIAN ACTION** provides guidance on how to identify and mitigate child labour risks related to humanitarian action.

**TOOL 6. COORDINATORS' CHECKLIST** provides more detailed actions for coordinators during the preparedness and response phases.

### KEY RESOURCES

- Child Protection Area of Responsibility (2016). [The Child Protection in Emergencies Handbook](#).
- Child Protection Area of Responsibility (CP AoR). [CP AoR Starter Park](#).
- Global Education Cluster and Child Protection Area of Responsibility (2020). [CP-EiE Collaboration in Coordination Framework](#).
- The Alliance for Child Protection in Humanitarian Action (2019). [Minimum Standards for Child Protection in Humanitarian Action, 2019 Edition](#).
- ILO (2005). [Guidelines for Developing Child Labour Monitoring Processes](#). Chapters I and II include guidance on coordination in setting up long-term child labour monitoring systems.





## CASE STUDY 4.

### COORDINATING EFFORTS TO ADDRESS CHILD LABOUR ASSOCIATED WITH ARMED CONFLICT IN SYRIA

In 2017, the International Labour Organization (ILO) took a unique approach to addressing child labour in Syria through coordination. At the time, the ILO had no operational presence inside Syria. Yet there was a high need for an inter-agency child labour response strategy and capacity-building of government and non-government actors.

The ILO funded a programme manager for child labour coordination in Damascus, who was based in the UN sister-agency UNICEF. Without establishing a new office or separate Child Labour task force or working group, the ILO programme manager was able to use the partner network of UNICEF to support a range of protection and education actors bilaterally and multilaterally. The programme manager worked with a wide variety of humanitarian and development, government and non-government organisations across the country (UNHCR, UNICEF, WFP, Nama'a Association for Community Development, Child Care NGO, Al Nada NGO, GFTU and DCI among others) to identify challenges to and opportunities for addressing child labour in the context; to develop standardised and coordinated procedures for responding to child labour; to raise awareness and build technical capacity.

The strong inter-agency coordination and collaboration around child labour in Syria created momentum and attention for child labour as a priority child protection concern. The project delivered positive results, including the implementation of rehabilitation and reintegration training for working children; the reintegration in school or in training of 488 working children across four governorates; and the implementation of the SCREAM training and programme for 475 children and young people in collaboration with UNHCR.

#### Resource:

ILO (2002). [Supporting Children's Rights through Education, the Arts and the Media \(SCREAM\)](#). International Programme on the Elimination of Child Labour (IPEC), International Labour Organization (ILO), Geneva.



Photo: ILO /Abdel Hameed Al Nasier



## 2.2 SITUATION ANALYSIS AND ASSESSMENT

Effective child labour prevention and response strategies are underpinned by a solid understanding of child labour in the humanitarian context. Situation analysis is the process of data collection and analysis in order to make informed decisions in the humanitarian response. Situation analysis ideally starts during the preparedness phase by collecting pre-existing information about child labour in the humanitarian context. During the response, this analysis is updated as new information becomes available. Ongoing situation analysis is important as the extent, patterns and nature of child labour, along with the coping strategies of families, can significantly change during a crisis.

### 2.2.1 DEFINING WHAT WE NEED TO KNOW

A first step in situation analysis is to define what we need to know about child labour in the humanitarian situation and the child labour system. The 'system' refers to the 'infrastructure' of national and community-level actors, structures and capacities to prevent and respond to child labour, including the legislative and policy framework for child labour.



#### WHAT WE NEED TO KNOW ABOUT CHILD LABOUR

- the scale and severity of child labour in the humanitarian context;
- pre-existing and new forms of child labour that emerged during the crisis;
- the main risk factors driving child labour, as well as protective factors;
- the main risks faced by children in child labour, including the worst forms of child labour;
- the needs of children in child labour and their families;
- available services and support for at-risk children and their families;
- potential child labour risk factors associated with humanitarian action;
- the main provisions and gaps in the national and regional legal framework related to child labour.



**Tool 7. What we need to know about child labour** provides an overview of the key pieces of information on child labour that can be collected before, during and after a crisis. It sets a framework for child labour situation analysis, including the secondary data review and primary data collection.



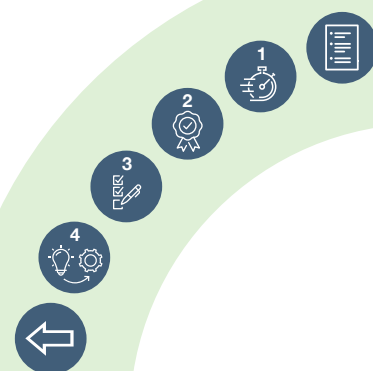
The objective of the WWNK is not to collect all pieces of information; there is rarely a need for in-depth information on all topics. When time and resources are limited, prioritise the pieces of information that are essential for strategic decision-making and response planning.

### 2.2.2 CONDUCTING A SECONDARY DATA REVIEW

A secondary data review (SDR) is a comprehensive review of existing (secondary) data that can provide much of the information needed to initiate a rapid response. It provides an opportunity to analyse and understand the child labour situation in-country, including the legislative framework, identify risk factors that drive child labour as well as protective factors that help prevent it, and lessons learned during previous emergencies. Conducting the SDR is especially important in settings where child labour is prevalent prior to a crisis, as it increases the likelihood that child labour will also be a priority concern during an emergency.



Carry out a secondary data review as an inter-agency initiative during the preparedness phase. This should be facilitated by the national or sub-national child labour, child protection or other relevant coordination group. During the response, regularly update the SDR as new data and information becomes available.



Consider the following sources of information:

- Needs assessment reports (agency-specific, single-sector or multi-sector)
- Humanitarian needs overview
- Humanitarian response plan
- National or sub-national situation analysis or reports
- Household or child labour survey
- National and/or local population data
- Policy and legal frameworks including the Child Labour National Action Plan<sup>18</sup>
- Lessons learned, research and evaluations from previous emergencies or projects
- Data from ongoing response monitoring
- Project baselines, monitoring and/or evaluation reports



Use [Tool 7. What we need to know about child labour](#) as a framework for the SDR.

Use [Tool 8. Child labour information sources](#) to access key sources of information on child labour.



**Disaggregate data by sex, age and disability at minimum**, and use relevant age brackets around the compulsory age for education, primary/secondary school and the minimum age of work. Where possible disaggregate further by other diversity or risk factors. Data disaggregation “can indicate those most at risk” and therefore it “must be balanced with safety and protection concern around collecting sensitive data and the data minimisation principle” (CPMS p.86).

**The Child Protection Area of Responsibility (CP AoR) Secondary Data Review Matrix and Guidance Note** provides guidance on conducting a child protection secondary data review, with specific attention to hard-to-measure issues such as child labour, particularly its worst forms. Examples of child protection secondary data reviews can be found on the [CP AoR website](#).







## CASE STUDY 5.

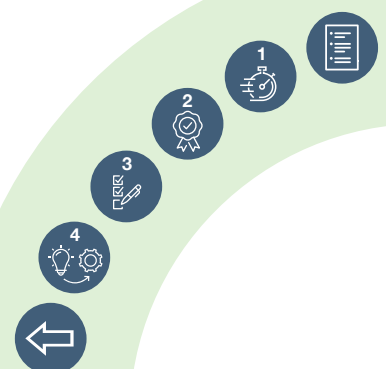
### IRAQ SECONDARY DATA REVIEW

Between 2016 and 2018, the Iraq Child Protection Sub Cluster used a secondary data review on child labour to inform strategic decision-making during a new wave of conflict and displacement. As primary data on child labour was scarce, the CP AoR Secondary Data Review Matrix was used to review existing information on child labour from a variety of sources: multi-cluster rapid needs assessments, protection monitoring reports, single and joint organisation reports, rapid protection assessment, crisis information reports, regular protection updates, and specific assessments.

The SDR provided a useful overview of child labour during the crisis and was used by multiple actors to inform primary data collection, strategic planning and programming. To ensure continued relevance, the SDR was updated on a quarterly basis with new information. However, this was a labour-intensive process that entailed monthly reviewing of all new assessments and SitReps produced by an extensive range of actors. Therefore, the frequency of updating the SDR was changed at some point to once every six months. By the end of 2018, the SDR was replaced by primary data collection on child labour through frequent Multi-cluster Needs Assessment (MCNA).



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## 2.2.3 COLLECTING PRIMARY DATA

Child labour data is often hard to come by, especially in humanitarian settings. New data can be difficult to collect, not only due to time and resource limitations, but also due to the illegal and hidden nature of child labour, particularly the worst forms. However, humanitarian needs assessments often provide opportunities to collect primary data to fill information gaps related to the child labour situation. The best assessment approach depends on the type and phase of the crisis as well as on the available time, access and human, financial and technical resources.

This section outlines approaches to child labour data collection as part of humanitarian assessments:

### In rapid-onset emergencies or when access, time and/or resources are limited:

- include child labour (proxy) indicators in **initial rapid assessments** – for example, in multi-sector or joint initial assessments to inform the Humanitarian Needs Overview (HNO) and initial response planning; and/or
- integrate child labour indicators into sector-specific or multi-sector **needs assessments** across child protection, education, food security and livelihoods, and other relevant sectors, to inform mid- to longer-term response planning.

### When access, time and dedicated resources are available:

- initiate an **in-depth child labour assessment or research** on (specific types of) child labour to examine the nature, patterns and prevalence of child labour in more detail, and to inform comprehensive, long-term programme design and policy development.

## CHILD PROTECTION IN EMERGENCIES ASSESSMENT FLOWCHART

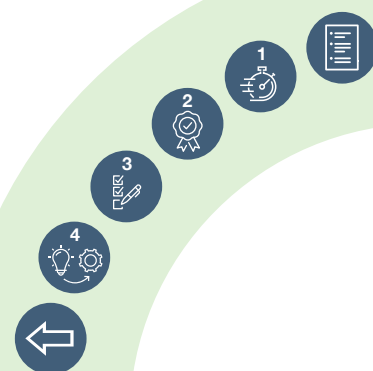
To determine what type of data collection is appropriate for the phase of the emergency and type of crisis, use this flowchart developed by the Child Protection Area of Responsibility and the Alliance for Child Protection in Humanitarian Action.

The CPIE Assessment Flowchart can be downloaded at the [Alliance website](#).



### INVOLVING CHILDREN IN DATA COLLECTION ON CHILD LABOUR

Always consider whether it is essential to directly involve children in data collection. Collecting unnecessary information can put children and their families at risk, particularly when children are involved in worst forms of child labour. Lengthy or duplicative data collection can also lead to assessment fatigue and affect the level of trust between service providers and affected communities. If data collection with children is the only way to obtain reliable data – for example, about the nature and conditions of children's work – carefully consider how this can be done in an ethical and empowering way.







## WHEN INVOLVING CHILDREN IN DATA COLLECTION, APPLY THE FOLLOWING ETHICAL CONSIDERATIONS

- **Do No Harm:** always carry out a risk assessment prior to data collection to make sure data collection does not cause (further) harm to children, their families and data collectors.
- **Informed consent:** obtain informed consent from the child, as well as their parent and/or other guardian. Take time to inform them about the purpose of data collection and how the data will be recorded, protected, used and represented, prior to obtaining consent.
- **Child safeguarding:** put in place child safeguarding procedures including referral and reporting mechanisms for protection concerns. Train enumerators to implement and communicate these procedures to children and their families.
- **Privacy and confidentiality:** ensure data collection takes place in a private space and ensure data protection procedures protect the privacy and confidentiality of children and their families.
- **Manage expectations** of families and communities through effective communication and informed consent procedures.
- **Link families to services:** ensure that children who are found to be in child labour, particularly the worst forms of child labour, are provided with access to basic needs and essential services, such as child protection case management, or where required, rescue or removal from life-threatening situations.

## INITIAL RAPID ASSESSMENTS

Initial rapid assessments take place in the earliest days and weeks of a crisis or after a significant change in the humanitarian context. Initial rapid assessments can inform the HNO and guide the direction for further in-depth sectoral assessments. They may be sector-specific or multi-sectoral, and they typically involve key informant interviews (with adult community members or other representatives of the affected population), practitioner interviews and/or direct observations. Individual or household-level data is rarely collected at this stage.

When child labour is a pre-existing issue, or when there are other indications that child labour might become a priority concern in the crisis, based on the secondary data review, actors should always advocate for inclusion of child labour in (multi-sector/joint) initial assessments. Initial rapid assessments do not provide opportunities for detailed child labour data collection; therefore, it is recommended to select a few “proxy” indicators that indicate elevated child labour risk factors, such as:

- increase in children and adolescents (aged 5 to 17) who are out of school;
- increase in children and adolescents (aged 5 to 17) who are working – while this does not equal child labour, increased domestic activities or paid work by children can be a risk factor for child labour;
- increase in households in need of food security or livelihoods assistance;
- prevalence of worst forms of child labour, such as trafficking; slavery of forced labour including commercial sexual exploitation, the use of children in armed forces/groups; and hazardous work;
- new risk factors for child labour including the worst forms, such as household income loss, school closures, and new family coping strategies that involve reliance on child labour;
- new or changing gender- and age-specific risks – for example, younger children may have better access to education than adolescents; adolescent girls might be identified as being at higher risk of commercial sexual exploitation; and adolescent boys might be more vulnerable to hazardous work.





## USING “PROXY” INDICATORS

Information gaps about child labour are common in humanitarian settings. To avoid delays in the humanitarian response, use existing data and “proxy indicators” to set *initial* targets. Adjust targets as more information becomes available or when the situation changes.

The secondary data review is a key source of existing data and child labour (proxy) indicators. For example, the SDR may show that poverty is a main risk factor for child trafficking, or that in previous disasters, school closures have led to increased domestic labour among adolescent girls. Utilise this data about child labour dynamics in the context to make predictions about likely changes in the new crisis. Use new trends of income losses or school closures as “proxy” indicators for elevated child labour risk factors.

### [Child Protection in Emergencies Initial Assessment \(CPIA\)](#)

The CPIA is a rapid initial assessment methodology for child protection practitioners to inform the Humanitarian Needs Overview and initial response planning. This assessment methodology is suitable for settings where access, time and resources are limited.

## NEEDS ASSESSMENTS

Once the secondary data review has been completed, and significant data gaps have been identified, a more comprehensive needs assessment may be facilitated. Needs assessments can be carried out by one sector or by multiple sectors jointly. Data can be collected by agencies separately, or through a joint process. Methodologies often include both quantitative and qualitative methods such as individual or household-level surveys, key informant interviews, observation checklists and focus group discussions.

Both sector-specific and multi-sectoral needs assessments can provide good opportunities to collect data on child labour. Integrating child labour into assessments across a variety of sectors is a cost-effective, coordinated approach that can contribute to a diverse and comprehensive picture of child labour characteristics and trends. It can also help to build understanding and ownership of multiple sectors in the response to child labour.

Opportunities to include child labour in assessment frameworks exist in many sectors, including child protection, gender-based violence, education, basic needs, early recovery, food security and livelihoods, cash and voucher assistance (CVA), and health. Any national child labour or household surveys, vulnerability assessments and Post-Disaster Needs Assessments (PDNA) can also be considered – they all present opportunities.



When integrating child labour into assessment frameworks of various sectors, it is important to develop a harmonised approach between all actors involved, including a common operational data set and **key indicators** so that assessment findings can contribute to a shared analysis.



### Key child labour indicators

When integrating individual-level or household-level questions on child labour into surveys, prioritise the following information to build a picture of child labour and the worst forms of child labour:

- **the age of working children** (this information helps to determine how many working children have reached the legal age for light or decent work, and those children who are too young to work, which indicates child labour);
- **the days and hours they work per week** (this helps to determine whether the work children are performing is acceptable or whether it can be classified as child labour); and ideally also
- **the tasks, nature and conditions of the work** (this helps to determine whether the work is acceptable for the age of the child or whether the work is hazardous);
- **whether working children are attending school** (this helps to determine whether the work undertaken is likely to be negatively affecting children's schooling);
- **other factors such as sex, disability or health status, displacement status or separation status**, that may influence or increase exposure to child labour.

**Disaggregate data by sex, age and disability at minimum**, and use relevant age brackets around the compulsory age for education, primary/secondary school and the minimum age of work. Where possible and relevant, disaggregate further by other diversity or risk factors.

To get a complete picture of child labour including specific worst forms of child labour, more detailed information might be needed. For example, information about individual tasks, health status of the child, how work affects school performance and psychosocial wellbeing, and the characteristics of the work environment including the employer relationship and level of personal safety equipment.

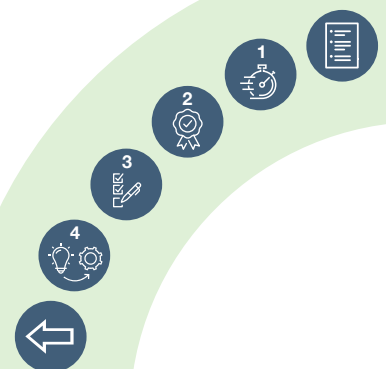
For a full list of child labour indicators go to [section 4.3.2 Response monitoring and evaluation](#).

### Child Protection Rapid Assessment (CPRA)

The CPRA is the official assessment tool of the child protection sector and provides a snapshot of child protection risks present through an SDR, key informant interviews and direct observation. The CPRA framework includes a section on child labour, which should always be included in settings where child labour is a pre-existing concern or when the crisis is likely to affect household income and access to education. The information gathered from a CPRA should help to inform decision-making and strategy, where prioritisation is needed because of large numbers of children in child labour and/or there are limited resources. Assessment data should be used to determine risk and protective factors, the most harmful and prevalent forms of child labour, and which groups of children are most vulnerable to child labour. A next step, when needed, is to facilitate a more comprehensive child labour assessment.

## IN-DEPTH CHILD LABOUR ASSESSMENTS AND RESEARCH

Initiate an in-depth assessment or research when child labour is a priority concern in the humanitarian context and more detailed information is needed to enable a comprehensive response. This can be the case when new forms of child labour arise that are little understood, when more comprehensive data is required for specialised service provision or for long-term programming or policy development.



In-depth assessments or research may cover a wide variety of issues including (but not limited to):

- analysis of the national policy and legislative framework;
- types and extent of child labour across a variety of geographical areas or settings;
- gender- and age-specific child labour risk and protective factors;
- the long-term needs of children in child labour and those removed from child labour/WFCL;
- the impact of child labour on children and families, and on the long-term recovery and development of communities;
- strengths and weaknesses in the services and systems to address child labour.

Methodologies often include secondary data review, focus group discussions, key informant interviews, direct observation and/or participatory data collection methods for data collection with children and adolescents. Select suitable methodology based on the information needs and the available time and technical and financial resources.



Use [Tool 7. What we need to know about child labour](#) to select context-specific assessment questions. Use [Tool 9. Measuring child labour](#) to for more guidance on research and sampling methods.

When humanitarian actors are not familiar with child labour assessments or research, it is recommended to seek support from actors with experience in assessment or research design, methodology and tool development, enumerator training, data collection and analysis. Assessing the worst forms of child labour particularly requires specific expertise, communication skills and risk mitigation strategies. It is recommended to connect with specialised agencies such as the ILO, FAO, IOM, UNICEF, national ministries and child labour technical groups, universities and research groups. Global child protection technical networks such as the CP AoR and the Alliance for Child Protection in Humanitarian Action can provide remote support and share existing resources.



## CASE STUDY 6.

### CHILD-CENTRED MULTI-RISK ASSESSMENTS AND CHILD LABOUR

[This case study](#) describes a set of child-centred assessment tools that can be used to measure child protection risks, including child labour, in complex humanitarian settings or during the preparedness phase.

## 2.2.4 KEY CONSIDERATIONS FOR COLLECTING SENSITIVE DATA

The complex nature of child labour, including its worst forms, requires a context-sensitive and ethical approach to collecting data, especially when this involves children and families. Always consider the following actions when preparing and implementing data collection:

### ESTABLISH HOW CHILD LABOUR IS UNDERSTOOD AND DEFINED BY COMMUNITIES AND LOCAL ACTORS

- **Identify the locally used terms** used for the types of child labour about which data is being collected. For instance, the term “domestic labour” may be less common than terms like “house boy/girl” or a “home helper”.
- **Understand how affected communities understand concepts of “work”.** For example, children working within their family can be regarded as “helping” rather than “working”. Similarly, when groups do not have the legal right to work, or when children work to pay off a debt (e.g. bonded labour) or in exchange for goods, respondents may not report or regard their work as such.



- **Where literacy levels are low, be careful not to overcomplicate questions.** Test whether responders and local enumerators understand the questions and if they, for example, are able to calculate the number of hours per week worked by a child.
- **Agree on the local translation of key terms and definitions** related to child work and child labour.

## TREAT DATA COLLECTION ISSUES THAT MAY BE PERCEIVED AS SENSITIVE TOPICS WITH EXTREME CARE

- **Identify child labour issues that may be perceived as sensitive topics by communities,** such as child sexual exploitation or illicit activities. Also consider contextual factors, such as the presence of armed conflict or gang activity, which may affect what respondents are willing to talk about.
- **Ensure that data collection methods and tools protect the identities of children** in (the worst forms of) child labour and prevent bias, stigma and discrimination of these groups.
- **Work around sensitive topics** by asking households questions in more general terms about work or child labour within the community rather than within the household.
- **Where possible and appropriate, train people who are known to the informants** and who have existing relationships with children through service delivery, as data collectors.
- **Understand how conflict, personal security or access** may impact the results of data collection.

## TOOLS



**TOOL 7. WHAT WE NEED TO KNOW ABOUT CHILD LABOUR** to select assessment questions.

**TOOL 8. CHILD LABOUR INFORMATION SOURCES** contains a list of key sources of information on child labour.

**TOOL 9. MEASURING CHILD LABOUR** contains more guidance on research and sampling methods.

## KEY RESOURCES

- ACPHA-CPWG (2012). [Child Protection Rapid Assessment Toolkit](#).
- ACPHA and CPAoR (2016). [Child Protection in Emergencies Initial Assessment \(CPIA\)](#).
- CP AoR and ACPHA (2016). [Child Protection in Emergencies Assessment Flowchart](#).
- CP MERG (2012). [Ethical principles, dilemmas and risks in collecting data on violence against children: A review of available literature](#), Statistics and Monitoring Section/Division of Policy and Strategy, New York: UNICEF.
- Plan International (2018). [Child-centred Multi-Risk Assessment: A Field Guide and Toolkit](#).
- Kindernothilfe and Terre des Hommes (2019). [Time to Talk: Children's views on children's work. Toolkit II: Supporting collaborative and child-led advocacy](#).



## 2.2.5 A COORDINATED APPROACH TO ASSESSING CHILD LABOUR

While child labour data collection can be undertaken by individual agencies, it is recommended to strive for a harmonised approach to data collection and analysis between all actors and sectors involved. A coordinated child labour assessment framework can vastly improve the quality of child labour data and situation analysis.



**A coordinated child labour assessment framework** promotes a harmonised approach to data collection and situation analysis by:

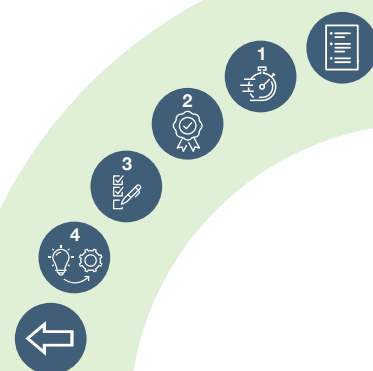
- ensuring that all actors that collect child labour data (individually or jointly) use the same definitions of child labour and WFCL including hazardous labour, in line with the legal framework;
- setting up a joint data set and common child labour indicators that are used across assessments;
- inclusion of priority (worst) forms of child labour across all (sector) assessments;
- harmonising assessment methodologies and tools for rapid initial assessments, needs assessments and national surveys;
- agreeing on disaggregation of child labour data by sex, age, disability/diversity and other relevant factors in the context;
- agreeing on standard operating procedures for safeguarding, information-sharing and storing, confidentiality, and reporting and referral mechanisms for identified child labour and other protection concerns;
- ensuring adequate geographical coverage between agencies collecting data;
- involving key actors in final needs analysis, validation and prioritisation.

### KEY ACTIONS DURING THE PREPAREDNESS PHASE

- **Develop a coordinated child labour assessment framework** (see text box) to ensure that child labour data collection is planned and carried out in partnership between key actors and results are shared with the broader community.
- **Conduct a secondary data review** on child labour including its worst forms in the context. Include data from situation monitoring and early warning systems, where possible.
- **Develop and validate assessment tools and questions**, with relevant (local/government) partners, and where possible with communities.
- **Prepare guidance for data collectors** on child safeguarding and PSEAH, including reporting procedures for urgent child protection cases identified during assessments.
- **Ensure all child labour partners are familiar with the child labour assessment framework including the legal framework**, the pre-crisis child labour situation, assessment tools, and the procedures to keep children and data collectors safe during data collection.

### KEY ACTIONS DURING THE RESPONSE PHASE

- **Review and update the coordinated child labour assessment framework.**
- **Dedicate adequate resources** to gather quality data on child labour, including its worst forms, when child labour is (likely to be) a priority concern.
- **Use existing coordination structures** to identify opportunities for data collection across sectors and to prevent duplicative efforts and over-assessment in communities.



- **Ensure the most marginalised communities are adequately represented** in the assessment.
- **In displacement settings, consult relevant lead agencies**, such as the relevant government office, UNHCR or IOM on how to best collect information about the displaced population.
- **Prevent the most vulnerable children and families from being excluded**, for instance, as a result of random sampling or because of marginalisation, invisibility or due to a lack of time to participate.
- **Translate assessment tools** into the local language and validate the translations with local actors and/or community members.
- **Train data collectors** to develop the right technical and interpersonal competencies to guide child labour data collection.
- **Involve relevant stakeholders** in a joint analysis of the child labour situation through the following steps: data consolidation, validation and prioritisation of key issues.
- **Share findings** with the broader humanitarian community. In situations where information might be sensitive, for example, when state actors are implicated in rights violations related to the worst forms of child labour, ensure that the publication of findings does not cause (further) risks or harm to children, families and the broader humanitarian operation.



## TOOLS

**TOOL 7. WHAT WE NEED TO KNOW ABOUT CHILD LABOUR**

**TOOL 8. CHILD LABOUR INFORMATION SOURCES**

**TOOL 9. MEASURING CHILD LABOUR**

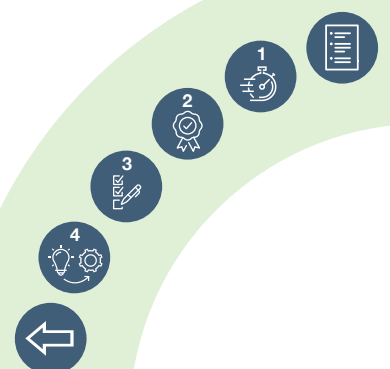
**TOOL 10. CHILD LABOUR IN REFUGEE, INTERNALLY DISPLACED AND MIGRANT SETTINGS** provides additional guidance for actors working in displacement settings.



## CASE STUDY 7.

### INTEGRATING CHILD LABOUR INTO HUMANITARIAN NEEDS ASSESSMENTS

[This case study describes](#) (i) how child labour has been integrated into (multi-sector) humanitarian needs assessments in Afghanistan, Bangladesh, Iraq and the Philippines and (ii) the main challenges and lessons learned.







## CASE STUDY 8.

### MEASURING CHILD LABOUR THROUGH HOUSEHOLD SURVEYS IN LEBANON

[This case study](#) describes how child labour has been integrated into national household surveys in Lebanon. It describes both common and specific challenges to each survey as well as key lessons learned.



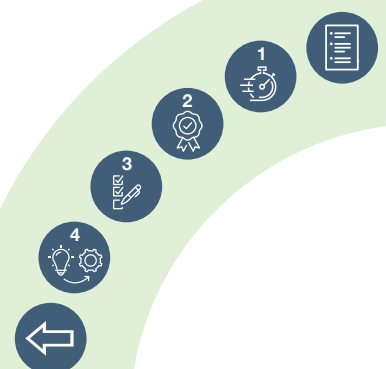
## CASE STUDY 9.

### MEASURING CHILD LABOUR IN AGRICULTURE: COMPARING APPROACHES TO IN-DEPTH ASSESSMENT

[This case study](#) compares two approaches to in-depth child labour assessment in Lebanon and describes the main lessons learned.



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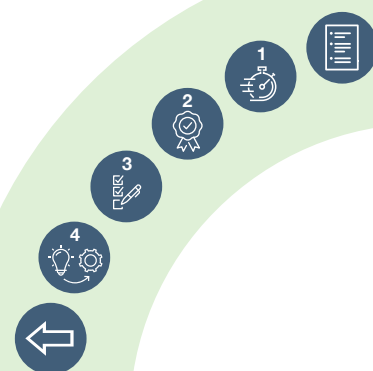
## KEY RESOURCES

### Initial rapid / needs assessments

- CP AoR and ACPHA (2016). [Child Protection in Emergencies Assessment Flowchart](#).
- UNICEF and ILO (2005). [Manual on Child Labour Rapid Assessment Methodology](#).
- ACPHA and CPAoR (2016). [Child Protection in Emergencies Initial Assessment \(CPIA\)](#).
- ACPHA-CPWG (2012). [Child Protection Rapid Assessment Toolkit](#).
- CP AoR-CPWG (2016). [Secondary Data Review Template and Guidance](#).
- CP AoR CPWG (2016). [3/45W Matrix Guidance Note](#).
- IASC (2015). [Multi-Sector Initial Rapid Assessment Guidance, Revision July 2015](#).
- CPWG (2015). [Guidelines on the Integration of Child Protection issues into Multi-sectorial and other Humanitarian Assessments](#).
- Plan International (2018). [Child-centred Multi-Risk Assessment: A Field Guide and Toolkit](#).

### In-depth assessment / research

- UNICEF and ILO (2005). [Manual on Child Labour Rapid Assessment Methodology](#).
- ILO (2008). [Sampling for household-based surveys of child labour](#).
- ILO-IPEC (2014). [Interactive tools in sampling with household-based child labour surveys](#).
- ECPAT (2015). [Researching the sexual exploitation of children: challenges and methodologies of data collection](#).
- ILO Department of Statistics (2018). [Guidelines concerning the measurement of forced labour](#).
- ILO-IPEC (2014). [Sampling elusive populations: Applications of child labour](#).
- ILO (2003). [Handbook for action-oriented research on the WFCL including trafficking in children](#).
- ILO-IPEC (2003). [Ethical Consideration when Conducting Research on Children in the Worst Forms of Child Labour](#).
- CPC Learning Network (2020). Various methodologies and tools for measuring child protection, care, and well-being issues. Webpage: <http://www.cpcnetwork.org/research/methodology/> [last accessed October 2020].
- CP MERG (2012). [Ethical principles, dilemmas and risks in collecting data on violence against children: A review of available literature](#), Statistics and Monitoring Section/Division of Policy and Strategy, New York: UNICEF.
- ECPAT (2019). [Guidelines for ethical research on sexual exploitation involving children](#).
- ECPAT (2019). [Literature review: Ethical considerations in research on sexual exploitation involving children](#).
- Kindernothilfe and Terre des Hommes (2019). [Time to Talk: Children's views on children's work. Toolkit II: Supporting collaborative and child-led advocacy](#).
- ActionAid Afghanistan. (2008). [Child Protection Assessment of Street Working Children in Kandahar City and Spin Boldak](#).
- Terre des Hommes (2016). [Because we struggle to survive: child labour among refugees of the Syrian conflict](#).
- ILO, Unicef, SCI and the Republic of Lebanon Ministry of Labour (2015). [Children Living and Working on the Streets in Lebanon: Profile and Magnitude](#).



## 2.3 STRATEGIC RESPONSE PLANNING

Strategic response planning should be a coordinated, inter-agency effort as addressing child labour requires the support of more than one agency. A child labour response plan builds upon the situation analysis, which provides the evidence and analysis of the magnitude of the problem. This section outlines the key steps to a joint response plan and provides guidance on how humanitarian sectors and actors can decide on their role and actions in preventing and responding to child labour.

### 2.3.1 JOINT RESPONSE PLANNING

A strategic child labour response reflects the prioritised child labour concerns and provides a realistic timeline for action, supported by relevant sectors and agencies.

#### PRIORITISATION OF CHILD LABOUR CONCERNS

When it comes to child labour, three factors – scale, severity and urgency – can help to determine whether and how to prioritise child labour concerns.

<b>Scale</b>	The scale of child labour and whether it is likely to increase, is indicated by: <ul style="list-style-type: none"><li>• an increase in pre-existing forms of child labour including WFCL as a result of the crisis;</li><li>• a rise in new levels of child labour including WFCL as a result of the crisis;</li><li>• an increase in child labour risk factors and/or reduction in protective factors.</li></ul>
<b>Severity</b>	Severity refers to the harm that is associated with child labour and is indicated by: <ul style="list-style-type: none"><li>• the child labour legal framework which stipulates that all forms of child labour pose harm to children, and that the WFCL, including hazardous work, expose children to the most severe and life-threatening levels of harm;</li><li>• changes in the types of child labour that children are involved in, for example, an increase in the WFCL, which indicate that the nature of child labour is becoming more harmful.</li></ul>
<b>Urgency</b>	The level of urgency is intimately connected to the severity of child labour: <ul style="list-style-type: none"><li>• The child labour legal framework stipulates that while all forms of child labour should be addressed, the WFCL should be eliminated with the highest level of urgency.</li><li>• Analysis of child labour in context can indicate which specific WFCL should be addressed with the highest level of urgency.</li></ul>

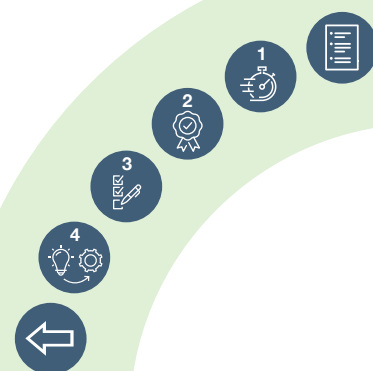


If the analysis of the scale, severity and urgency indicates that child labour is a priority concern, child labour prevention and response actions should be included in the overall humanitarian response plan and sector-specific strategies.

In contexts where the scale of child labour was already significant prior to the crisis, information about the severity and urgency of child labour can help to guide prioritisation during response planning. This can be especially important when needs are widespread, and resources or capacity are limited.

CPMS Standard 12 highlights that humanitarian action should prioritise the following actions:

- protect all children from child labour through **prevention** actions; and
- **response** to child labour, especially the worst forms of child labour, which relate to or are made worse by the crisis.



## TIMEFRAME

Deciding which child labour prevention and response actions to prioritise depends on the (initial) duration of the humanitarian response.

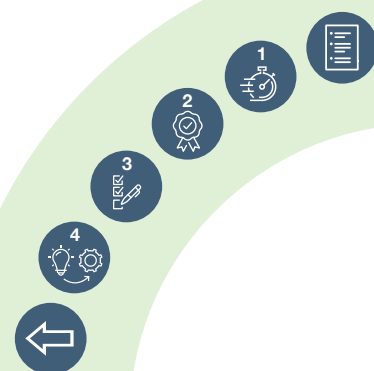
- **In rapid-onset emergencies with short-term responses (0 to 6 months)**, the initial focus should be on prevention of child labour, and on responding to the immediate needs of children in the worst forms of child labour. During this first phase, needs assessment and situation analysis can help to inform longer-term strategies to prevent and respond to child labour in the context.
- **In protracted crises and medium to long-term responses (6 to 18 months)**, the response can include a broader spectrum of prevention and response interventions, aimed at addressing both the short- and long-term impacts of the crisis. This can include direct response services as well as longer-term system-building, policy and advocacy actions.

## COORDINATING A MULTI-SECTORAL RESPONSE

Child labour response planning should involve relevant humanitarian sectors and child labour actors in the context. These may include, but are not limited to, actors working in: child protection, gender-based violence, education, food security and livelihoods, health and psychosocial support, as well as private sector and tripartite actors and local community organisations. While no one-size-fits-all child labour response plan exists, consider the following actions during joint response planning:

### KEY ACTIONS FOR COORDINATED, MULTI-SECTOR RESPONSE PLANNING

- **Involve all relevant sectors** and strengthen linkages across service providers for child labour prevention and response.
- **Work with multi-sectoral actors** to create referral pathways and clear entry points for service provision to children in or at risk of child labour.
- **Where possible, link the response plan to existing child labour strategies**, such as a Child Labour National Action Plan.
- **Where there are pre-crisis child labour programmes**, consider strengthening the operational capacity of these existing (local) partners and programmes alongside the humanitarian response.
- **Build on lessons learned** and good practices from child labour strategies and approaches that were in place prior to the crisis.
- **Embed child labour and the WFCL in broader protection, child protection and SGBV strategies**, and develop cohesive response strategies; prevent siloed approaches or disconnected referral pathways to addressing different forms of child labour such as trafficking or commercial sexual exploitation.
- **Include emergency preparedness actions** to mitigate the impact of new disasters or deterioration in the protracted crisis situation.
- **Develop a humanitarian exit strategy** and/or longer-term recovery strategy early in the response and involve actors from a range of backgrounds (development, government, business, etc.).
- **Advocate** for operational coverage where there are gaps.



## 2.3.2 DECIDING ON ACTION

No single organisation or sector can provide the full range of services needed to prevent or withdraw children from child labour. A coordinated child labour response requires different actors across a variety of sectors to collaborate to meet the urgent needs of at-risk children and families.

In the process of response planning, individual sectors and agencies must prioritise their child labour actions based on their **mandate** and **capacity**.

<b>Mandate</b>	Actions to prevent and/or respond to child labour will be guided by: <ul style="list-style-type: none"><li>• sector strategic plans, objectives and activities;</li><li>• agency mandates and legitimacy to address child labour and/or risk factors.</li></ul>
<b>Capacity</b>	Actions to prevent and/or respond to child labour will be influenced by: <ul style="list-style-type: none"><li>• presence, financial and human resources to address child labour and/or risk factors;</li><li>• technical expertise to provide services to children in child labour/WFCL and their families.</li></ul>

Individual agencies as well as humanitarian sector coordination groups should carefully assess their mandate and capacity to prevent and respond to child labour. Some actions can be taken by all humanitarian actors. However, other actions, such as withdrawal of children from the WFCL, should only be undertaken by specialised agencies that can provide holistic services.

### DO NO HARM: A RESPONSIBILITY OF ALL HUMANITARIAN ACTORS

Regardless of their mandate and capacity, all humanitarian actors have the responsibility not to cause (further) harm to children in humanitarian crisis settings. Humanitarian action can entail risk factors and inadvertently increase or worsen levels of child labour.

These risk factors include, for example:

- economic strengthening assistance which forms a pull factor for children to start working when adult labour supply is insufficient, and the demand is met by children; or when employment interventions for parents lead to increased domestic work for children at the expense of their education;
- children and families at risk of child labour remain unidentified by humanitarian actors as they are not included in targeting criteria;
- livelihoods programmes are not youth-inclusive and exclude the participation of young people above the minimum legal age for work, leaving them vulnerable for harmful types of work instead.

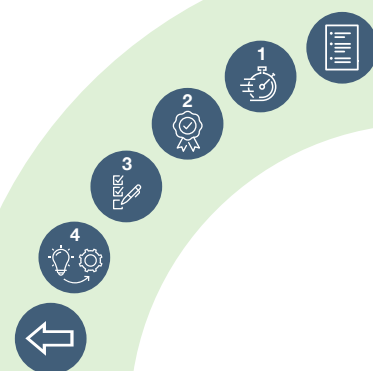
All humanitarian actors have a responsibility to assess potential child labour risk factors related to humanitarian action, to carefully design and plan their services, and to safeguard children at all times. The child labour response plan and coordination structure can help to guide actors to prevent child labour from getting worse as a result of humanitarian action.

Similarly, organisations should not undertake actions or provide services for which they do not have the right expertise or capacity. Withdrawal of children from the worst forms of child labour should only be undertaken by mandated actors and specialised agencies.

## TOOLS

### TOOL 5. PREVENTING CHILD LABOUR RISK FACTORS RELATED TO HUMANITARIAN ACTION

outlines how humanitarian actors can identify and mitigate child labour risk factors related to humanitarian action. [Section 3.3.2 Preventing child labour related to humanitarian action](#) outlines key safeguarding actions that all humanitarian actors should take.



## PREVENTING CHILD LABOUR: MOST AGENCIES CAN PLAY A ROLE

The wide range of actors that can play a role in preventing and responding to child labour is as diverse as the many risk factors that lead to child labour. Some organisations may be able to mainstream child labour messaging through their community outreach programmes, while others may be able to support families' access to basic needs, education or livelihoods.

[Chapter 3 outlines sector-specific prevention and response actions that actors can consider.](#)

## RESPONDING TO CHILD LABOUR, INCLUDING THE WORST FORMS: ONLY BY SPECIALISED ACTORS

Supporting children in child labour, particularly the WFCL, should focus on: (i) removing them from the harmful work or hazards; and (ii) providing minimum services to meet their urgent protection needs.



Working with highly vulnerable children should only be undertaken by agencies that have the mandate and capacity to do so. It requires adequate funding as well as specialised services and expertise, in particular:

- child protection case management which is gender-, age- and disability-responsive and carried out by qualified social workers or case workers with experience in working with highly vulnerable children;
- referral services such as health, education, basic needs, or livelihoods; and appropriate (interim) care if required.

Depending on the type of child labour or WFCL, additional specialised services or support might be required – for example, law enforcement and security services; mediation or negotiation with families or employers; family tracing and reunification; or support to address workplace hazards.

[Section 3.5.1 Addressing child labour through child protection through case management](#) outlines the holistic case package of specialised services and support that should be provided to children in child labour, including the worst forms of child labour.



## CASE STUDY 10.

### REGIONAL CHILD LABOUR STRATEGY FOR THE SYRIA CRISIS

[This case study](#) describes lessons learned from the inter-agency process of developing a regional child labour strategy covering Egypt, Iraq, Jordan Lebanon and Turkey, in response to the rising levels of child labour resulting from the Syria and Iraq crises.



## 2.4 RESOURCE MOBILISATION

Adequate resources for prevention and response underpin an effective child labour response. However, experience shows that dedicated funding for child labour in humanitarian action can be challenging to secure, even when there is overwhelming evidence on the magnitude and severity of child labour. Even when there is no dedicated child labour funding available, there are several different ways to mobilise funding for child labour prevention and response work.

### 2.4.1 KEY CONSIDERATIONS FOR RESOURCE MOBILISATION

#### BE PREPARED

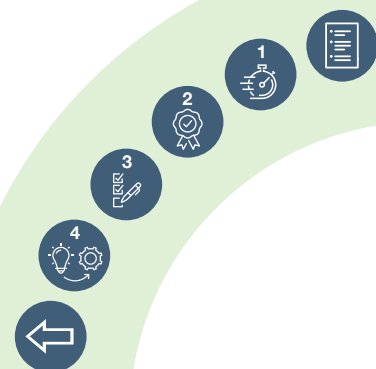
- **During the preparedness phase, become familiar with humanitarian funding streams** including national and international funding, sector-specific funding and other funding streams. Gather information through the secondary data review for the preparation of funding proposals.
- **Where possible and relevant, undertake a donor mapping** to identify funding opportunities, including short- and longer-term funding, humanitarian and non-humanitarian donors, on specific themes and across sectors.

#### INTEGRATE CHILD LABOUR ACTIONS INTO BROADER RESPONSE STRATEGIES AND PLANS

- **Target children in or at risk of child labour in broader child protection, education and other sector activities** – for example, by including outreach to working children, messaging on child labour risk factors, or specific activities for working children into project proposals.
- **Target children in the WFCL in broader child protection case management and specialised SGBV service provision.** For instance, ensure child protection and/or SGBV services providers can adequately support child survivors of commercial sexual exploitation or trafficking.
- **Include households with income from child labour into targeting criteria** for basic needs, cash and voucher and/or livelihoods assistance.
- **Include specific activities to reach and support children in child labour** in broader sector plans and strategies. See [Tool 11. Supporting at-risk children and empowering girls](#) for more detailed guidance.
- **Include budget for child labour technical expertise** into broader child protection, education or other sectoral programmes and projects.
- **When initiating new programme approaches to tackle child labour, start with small pilots** and focus on measuring impact and collecting quality evidence.

#### PARTNER WITH OTHER ACTORS AND SECTORS TO MOBILISE RESOURCES

- **Collaborate with other sectors** to mobilise funding for child labour prevention and response actions, such as sustainable livelihoods and food security for vulnerable households, early recovery which promotes [decent work](#) or youth employment or actors that work to prevent school dropout.
- **Work in consortia** to capitalise on the expertise of a range of actors across different areas of work including direct service provision; monitoring, evaluation and research; public information and media; legal and policy support; and engagement with the private sector in supply chains.
- **Engage with private sector actors** to develop longer-term strategies to address child labour and promote youth employment, decent work or vocational training.





## ADVOCATE WITH DONORS TO INFLUENCE FUNDING PRIORITIES

- **Organise donor briefings** on the priority needs and response actions, supported by evidence and context-specific data as well as demonstrated results where they are available.
- **Use the gaps and lessons learned from previous humanitarian responses** to demonstrate why child labour should be a priority and what will happen without adequate funding levels, for example:
  - focus on the impact of the crisis on prevalence, severity and urgency of child labour including the WFCL and the life-threatening impact of these;
  - provide solid quantitative and qualitative evidence and information to support key messages;
  - package information clearly so that it is obvious to see the linkages between the impact of the crisis, vulnerability and the impact of child labour on children. Make use of visual and powerful information.
- **Where child labour is a significant problem prior to the crisis and/or is expected to worsen during the crisis**, advocate for child labour to be included as a sector priority in sector-specific operational response plans and humanitarian funding mechanisms.

See [case study 1 for a good practice example of child labour guidance developed in Cox's Bazar, Bangladesh](#).

- **Where the scale and severity of child labour is significant, advocate with donors for dedicated and long-term funding** for programmes aimed at preventing and responding to child labour in the local context.

## DEMONSTRATE RESULTS

- **Use programme evidence** to advocate for child labour funding, by:
  - presenting results, achievements and lessons learned;
  - demonstrating the positive impact of child labour programmes on children and families;
  - highlighting what needs to happen in the future to address child labour, with a focus on possibilities rather than constraints;
  - outlining existing capacities to meet the immediate and long-term needs of children in child labour.

See [case study 25 which demonstrates a successful pilot of an integrated child protection, WASH and cash-for-work project to address child labour among adolescents in Syria](#).

- **Demonstrate how child labour programming contributes to overall humanitarian objectives** and sectoral strategic priorities.

[Section 4.1 Communications and Advocacy](#) offers more tips on advocacy with donors.

## TOOLS

**TOOL 2. CHILDREN ARE NOT LITTLE ADULTS**

**TOOL 3. PSYCHOSOCIAL IMPACT OF CHILD LABOUR**

**TOOL 11. SUPPORTING AT-RISK CHILDREN AND EMPOWERING GIRLS**

provides guidance on designing and implementing inclusive humanitarian actions for at-risk children and adolescents, with specific focus on adolescent girls.

### 3. PREVENTION AND RESPONSE PROGRAMME ACTIONS



## 3.1 A PROGRAMMATIC FRAMEWORK FOR CHILD LABOUR

## 3.2 PROGRAMMING IN DIVERSE CONTEXTS

## 3.3 PREVENTION

3.3.1 RAPID PREVENTION ACTIONS

3.3.2 PREVENTING CHILD LABOUR RELATED TO HUMANITARIAN ACTION

## 3.4 PREPAREDNESS

3.4.1 KEY CONSIDERATIONS FOR EMERGENCY PREPAREDNESS

3.4.2 DISASTER RISK REDUCTION AND CHILD LABOUR

## 3.5 CHILD PROTECTION

3.5.1 ADDRESSING CHILD LABOUR THROUGH CHILD PROTECTION STRATEGIES

3.5.2 ADDRESSING CHILD LABOUR ALONGSIDE OTHER CHILD PROTECTION RISKS

## 3.6 EDUCATION

3.6.1 FOUNDATIONAL STANDARDS

3.6.2 ACCESS AND LEARNING ENVIRONMENT

3.6.3 TEACHING AND LEARNING

3.6.4 TEACHERS AND OTHER EDUCATION PERSONNEL

3.6.5 EDUCATION POLICY

## 3.7 EARLY CHILDHOOD DEVELOPMENT

3.7.1 ADDRESSING CHILD LABOUR THROUGH ECD

## 3.8 TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING (TVET)

3.8.1 CREATING TVET OPPORTUNITIES FOR ADOLESCENTS

## 3.9 FOOD SECURITY AND LIVELIHOODS, AND OTHER ECONOMIC-STRENGTHENING PROGRAMMES

3.9.1 COORDINATING FSL ACTION TO ADDRESS CHILD LABOUR

3.9.2 ANALYSING CHILD LABOUR RISK FACTORS THROUGH FSL ASSESSMENTS

3.9.3 TARGETING AND SELECTION

3.9.4 ADDRESS CHILD LABOUR THROUGH FSL AND OTHER ECONOMIC-STRENGTHENING PROGRAMMES

## 3.10 HEALTH

3.10.1 ADDRESSING CHILD LABOUR THROUGH HEALTHCARE

## 3.11 STRENGTHENING CHILD LABOUR SYSTEMS, POLICIES AND LEGISLATION

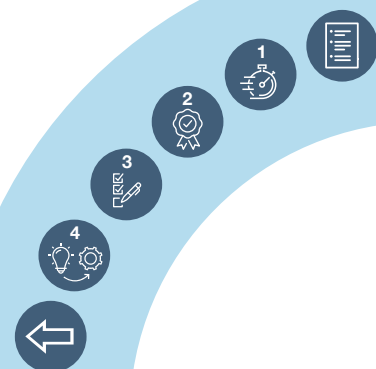
3.11.1 APPLYING A SYSTEMS APPROACH TO CHILD LABOUR

3.11.2 STRENGTHENING CHILD LABOUR LEGISLATION AND POLICY

3.11.3 WORKING WITH TRIPARTITE PARTNERS

3.11.4 ADDRESSING CHILD LABOUR THROUGH CORPORATE

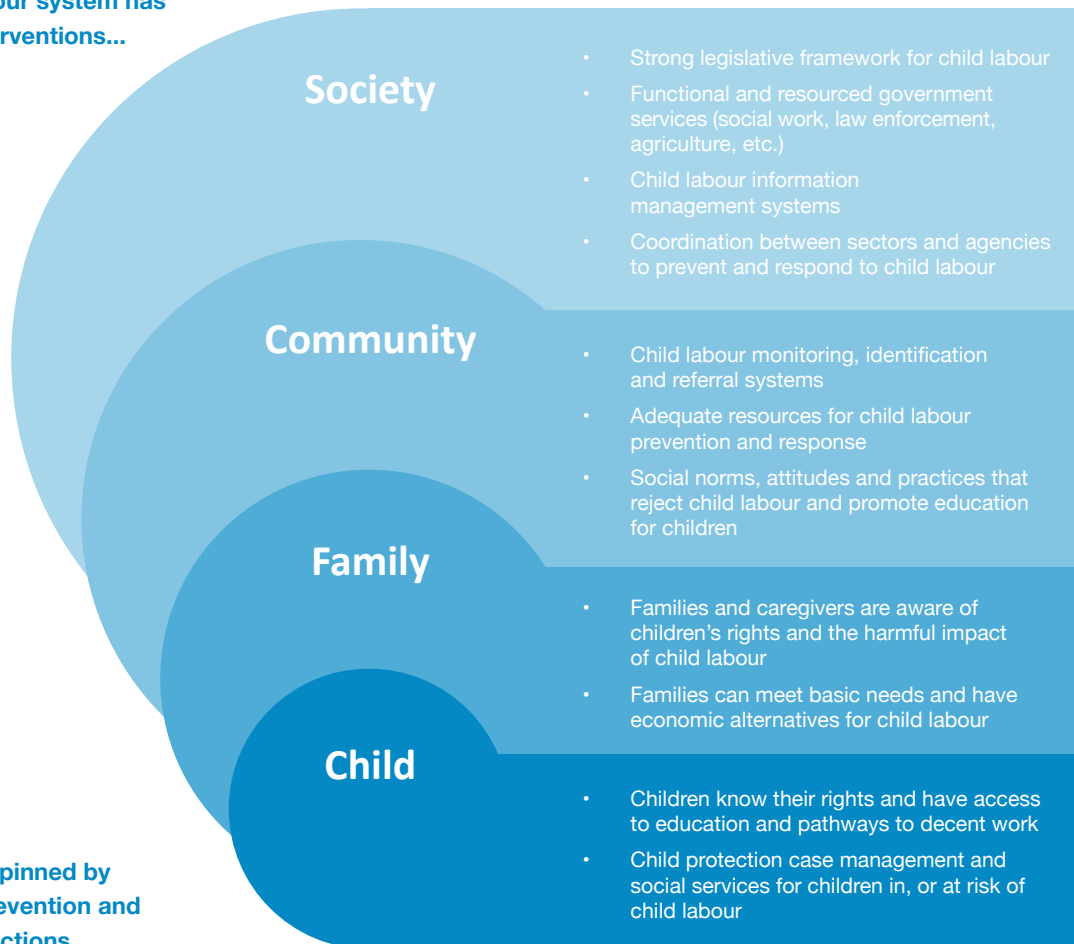
SOCIAL RESPONSIBILITY (CSR)



# 3.1 A PROGRAMMATIC FRAMEWORK FOR CHILD LABOUR

An integrated response to child labour response in humanitarian settings has prevention and response actions at multiple levels and across multiple sectors.

A strong child labour system has multi-level interventions...



...and is underpinned by multi-sectoral prevention and response actions

Prevention (section 3.3)	Preparedness (section 3.4)	Child protection (section 3.5)	Education (section 3.6)	Early childhood development (section 3.7)
Technical and vocational education and training (section 3.8)	Food security and livelihoods (section 3.9)	Health (section 3.10)	Society-level systems, policies and legislation (section 3.11)	



## SOCIO-ECOLOGICAL MODEL

The socio-ecological model helps to understand how risk and protective factors at interconnected levels of society influence a child's wellbeing and protection. Using a socio-ecological model helps child protection actors to identify the range of problems facing a child in child labour or in WFCL, its root causes, the different elements and factors which influence child labour, how they relate and interact with one another, and the full range of prevention and response solutions available at all levels. A socio-ecological approach to child labour seeks to address child labour risk factors and strengthen protective factors at different levels:

- **children** actively participate in their own protection and that of their peers;
- **caregivers and families** play a key role in protecting children from child labour;
- **communities** including family support networks, schools and workplaces can help to prevent child labour and create an enabling environment for children's education, decent work and protection;
- **societies** can help to create the conditions where child labour risk factors are minimised and adequately responded to when they occur including through policy and legislation.

## STRENGTHENING SYSTEMS

A systems strengthening approach is closely connected with the socio-ecological model as both seek to achieve the same goal: a holistic, integrated approach to protecting children from child labour.<sup>19</sup> The role and influence of people, processes, laws, institutions, capacities and behaviours that influence the protection of children and their vulnerability to child labour must be considered when designing response strategies. A humanitarian child labour response can provide an opportunity to build on and strengthen many levels and parts of the child protection system.<sup>20</sup>

## MULTI-SECTORAL APPROACH

While child labour squarely fits within child protection programming, child protection actors cannot shoulder all effective prevention of and response to child labour alone. Just like addressing child labour involves actions at different levels and engages different systems, the involvement of multiple sectors is critical for effective prevention, preparedness and response to child labour.

## PREVENTION AND RESPONSE

Prevention and response actions complement each other. A comprehensive child labour response in humanitarian crisis settings should therefore include both prevention and response actions:

- **Prevention** actions are aimed to prevent children from entering child labour. Prevention revolves around rapid identification and reducing of risk factors, as well as promoting protective factors.
- **Response** actions address the needs of children in child labour, including the worst forms of child labour.

## PREPAREDNESS


Preparedness involves knowledge and capacities to anticipate and respond to the impacts of likely, imminent or current disasters or crises. A high level of preparedness can improve both prevention and response actions during the crisis. Key prevention actions can be implemented during the preparedness phase.



## 3.2 PROGRAMMING IN DIVERSE CONTEXTS

The guidance in this toolkit has been designed for all humanitarian crisis contexts; nevertheless, it is important to always consider how the specific characteristics of a crisis affect child labour and how they inform priorities for humanitarian action.

### REFUGEE, INTERNALLY DISPLACED AND MIGRANT SETTINGS



Children who are refugees, internally displaced or migrants face heightened risks to protection violations, including child labour. These children and their families commonly encounter legal, policy and practical barriers to accessing education, decent work and essential services. They are more likely to experience discrimination, lack of freedom of movement, exclusion or detention. While generally refugee, internally displaced and migrant children face elevated child labour risk factors in any given crisis, as a result of their lack of protection, children from host communities can also face greater child labour risk factors. Children in host communities and their families may experience overstretched public services, competition for decent employment, expanding informal economies and worsening working conditions in lower-paid and lower-skilled jobs. These specific risk factors require special awareness and response from humanitarian actors.



See [Tool 10. Child labour in refugee, internally displaced and migrant settings](#) for more detailed guidance and key actions to prevent and respond to child labour in displacement settings.

### URBAN SETTINGS

#### RISKS AND CONSTRAINTS

Humanitarian crises increasingly affect urban settings, as cities worldwide are growing, and displaced populations increasingly reside in urban areas. While urban areas may offer more services and youth employment opportunities than rural settings, sudden or large population influxes or rapid-onset disasters can make urban populations more vulnerable. Refugee, internally displaced and migrant populations and other poor or marginalised communities typically have less access to information, and lack the financial means or documentation needed to access assistance, leaving them “invisible” to service providers. Urban settings can also pose specific risks to working children such as longer travel times, urban violence and other dangers for children working on the street, as well as larger informal and unregulated economies including domestic work.

#### OPPORTUNITIES

There are also opportunities in urban settings. There may be a greater variety and level of social innovation and service provision for refugee, internally displaced and migrant children in, or at-risk of, child labour. Social innovation for adolescents and young people may include language classes, social media training, business and computer skills, internet access, access to credit and financial resources, relevant skills training for girls, business training or membership to associations can provide important opportunities for adolescents to initiate ideas in urban areas which develop self-sufficiency. Where suitable alternatives to child labour exist, support can focus on enrolment and attainment. Urban areas can provide opportunities for refugee, internally displaced and migrant children and adolescents to move freely, build dynamic social networks, enjoy employment and income generating opportunities to build a better future. Urban settings can also provide opportunities to invest and strengthen civil society, public and private services, local law enforcement and local systems which can play an important role in preventing child labour.

### RURAL SETTINGS

#### RISKS AND CONSTRAINTS

In rural areas, services are often dispersed geographically, leaving significant gaps in service delivery. Additional support may be needed for children in child labour to access consistent support in places where services may not be available. Early and strong coordination is needed in rural settings between humanitarian actors and existing authorities and services.

Rural areas are often dominated by agricultural production. Most child labour worldwide occurs in agriculture, so in rural areas there may be specific pre-existing forms child labour. Food insecurity and natural hazards may have an immediate impact on child labour in risks and negative coping mechanisms used by families to survive, including





withdrawing children from school, migration, child marriage, and child labour. Similarly, refugee, internally displaced and migrant groups who have limited or no livelihoods assets can be more vulnerable for exploitation, including forced/ bonded child labour in agriculture, and limited access to education and other services.

Supporting vocational training and youth livelihoods programmes requires careful consideration when specific equipment, goods or replacement parts are not easily available or replaceable. Careful market analysis and planning for the acquisition of material resources, should be planned for in all rural settings, particularly those which are underdeveloped.

## OPPORTUNITIES

In rural settings, refugee, internally displaced and migrant populations may often live more closely together with host communities, have larger plot sizes for subsistence or productive agriculture, be better integrated into the local economies, and have restrictions on work which are less enforced than in urban centres. Where materials, equipment and parts are less available in rural settings, recycling and reusing can provide important opportunities for young people to develop product and social innovation. Supporting at-risk children in rural areas to enter livelihoods and decent work programmes, can help prevent migration and trafficking risks. For example, the Junior Farmer and Life School Programmes (JFFLS). Rural settings provide opportunities to include host communities in the humanitarian response, expand local service delivery and strengthen local authorities who are key actors in preventing child labour.

## CAMP SETTINGS

### RISKS AND CONSTRAINTS

In camps, populations are often dependent on assistance delivered by humanitarian agencies, in addition to local authorities, civil society groups or the private sector. Growing populations and decreasing humanitarian funding can significantly affect food security of families and households, and lead to increases in child labour. High aid dependency also increases risks of sexual exploitation and abuse (SEA). In many camp settings, there are limited or no secondary education, vocational training, (youth) livelihoods or income generating opportunities. This can create conditions that force children to leave the camp to work, often in worst forms of child labour including hazardous work, sexual exploitation and illicit forms. For adolescents, these limited opportunities hinder self-reliance, skill development and successful reintegration upon repatriation.

### OPPORTUNITIES

In some camp settings, the existing constraints lead to innovative approaches to education and employment. Safe spaces for adolescents and young people may offer short-term skill building and training courses or link young people to local craftsmen within or around the camp setting. This can lead to a thriving market within the camps when formal employment remains restricted.

Food security and livelihoods, including cash and voucher assistance provided in camps can all be adapted safely for children above the legal working age, as long as safeguards ensure that no harm is done. These approaches are particularly important where children are at risk of worst forms of child labour within or outside the camp, and safe economic activities are needed as an alternative. Funding for the reintegration and repatriation of refugees from camps can be used to support vocational training and livelihoods programmes for adolescents at-risk of child labour to prepare them for their return home.

## CONFLICT SETTINGS

The incidence of child labour in countries affected by armed conflict is 77 per cent higher than the global average, while the incidence of hazardous work is 50 per cent higher. Conflict settings present significant child labour risk factors as a result of widespread unmet needs, especially in hard-to-reach or volatile areas, the absence of education and functional services, and social isolation. The stigma and negative perceptions of children (formerly) associated with armed groups or armed forces often hamper their successful reintegration into and access to services, leaving them vulnerable to child labour.





In many conflict settings, working with the national authorities may present difficulties because the government itself is party to the conflict, is a perpetrator of WFCL, or is not in power. In these settings, the timely protection of children, ensuring safety and dignity for the most vulnerable, must be the primary consideration for humanitarian action. In conflict settings it is also essential to assess the risks associated with information-sharing about vulnerable children and to ensure data protection protocols are in place for the protection of children and their families.

## INFECTIOUS DISEASE OUTBREAKS

Epidemics can affect children who are in or at risk of child labour in different ways:

- working children and children in child labour can be particularly susceptible to infection due to the nature of their work;
- outbreaks can weaken children's protective environments due to the loss of a parent, loss of household income, school closures and limited services, and can lead to higher child labour risk factors;
- measures used to control the spread of the disease or treat the disease (including quarantine and isolation) can increase risk factors for children.

Experiences from the responses to Ebola, cholera, Zika and the COVID-19 pandemic show that infectious disease outbreaks, especially those with a high economic impact, elevate child labour risk factors. Epidemics can push children into child labour and worsen the work conditions of those children who are already working.



Use [Tool 12. Child labour and infectious disease outbreaks](#) for more detailed guidance.

## KEY RESOURCES

- ACPHA (2020). [Protection of children during the COVID-19 pandemic: Resource page.](#)
- CP AoR (2020). [CP AoR COVID-19: Resource page.](#)
- ILO and Unicef (2020). [COVID-19 and Child Labour: A Time of Crisis, A Time to Act](#)
- ILO (2020). [COVID-19 and the World of Work](#)
- ACPHA (2018). [Guidance note: Protection of children during infectious disease outbreaks.](#)
- ILO (2014) [Ebola Virus Disease: Occupational safety and health](#)
- Cécile Fanton d'Andon, Christina Reinke. for PACE, CPC (2020). [Preliminary findings on the impact of COVID-19 for DRC.](#)
- Cecile Fanton d'Andon, Marius Mouguia for PACE, CPC (2020). [Preliminary findings on the impact of COVID-19 for CAR.](#)
- Ahmad, B. (2010). Gender, education and child labour: A sociological perspective. Educational Research and Reviews Vol. 5 (6), pp. 323-328, June, 2010 Retrieved from: <http://www.academicjournals.org/ERR2>
- Franchino-Olsen, H. (2019). [Frameworks and theories relevant for organizing commercial sexual exploitation of children/domestic minor sex trafficking risk factors: A systematic review of purposed frameworks to conceptualize vulnerabilities.](#) Trauma, Violence and Abuse.



## 3.3 PREVENTION

Preventative actions are primarily designed to prevent children from entering child labour. Prevention can take place in both the **preparedness** and **response** phases of humanitarian action. Prevention revolves around rapid identification and reducing of risk factors, as well as promoting protective factors.

Prevention actions should prioritise forms of child labour, including WFCL, that (are likely to) emerge or worsen as a direct result of the humanitarian crisis. When time and resources are limited, put in place practical preventative measures such as information provision to at-risk groups and facilitating access to basic needs and food security, education, child protection, (birth) registration and documentation services. Perhaps one the most important prevention priorities is that humanitarian action should never lead to child labour.

### 3.3.1 RAPID PREVENTION ACTIONS

#### ADDRESS RISK FACTORS AND STRENGTHEN PROTECTIVE FACTORS AT THE LEVEL OF THE INDIVIDUAL CHILD

- **Strengthen protective knowledge, skills and behaviours of children at risk of child labour:**
  - provide information to children or different ages and abilities, about child labour risk factors, myths and misconceptions, child rights, labour rights, occupational health and safety measures and available services;
  - counter misinformation: tackle false information that may lead to migration or trafficking of children and adolescents and address harmful social norms about child labour;
  - monitor how information is used and received by children of different ages and abilities;
  - support at-risk children and adolescents to develop life skills that contribute to psychosocial well-being, protection, health, education and overall well-being.
- **Provide individual level support to children at risk of child labour:**
  - Ensure that children with protection concerns are adequately supported to prevent them from dropping out of school and entering child labour/WFCL.
  - Where required, provide individual case management services to children, as well as essential services such as medical, psychosocial, legal support and where required family tracing and reunification or alternative care.

#### ADDRESS RISK FACTORS AND STRENGTHEN PROTECTIVE FACTORS AT THE LEVEL OF THE FAMILY AND COMMUNITY

- **Deliver context-specific child labour information to families and communities:**
  - provide information about child labour risk factors, myths and misconceptions, labour rights, harmful impact and available services to parents and caregivers, communities and/or employers;
  - counter misinformation: tackle false information that may lead to migration or trafficking of children and adolescents and address harmful social norms about child labour;
  - monitor how information is used and received by communities.



See [Tool 13. Child labour key messages](#) for sample child labour messages for different target groups.



○ **Design quick-impact projects that address known child labour risk factors:**

- include child labour in targeting criteria for basic needs, food security and CVA interventions, and other essential services.
- support families to meet their basic needs;
- promote access to early childhood development (ECD) services for children (from birth to eight years);
- promote and facilitate access to education for children and adolescents;
- promote pathways to appropriate work for adolescents above the minimum age for work;
- support adults with livelihoods services or access to decent work;
- support **birth registration** in emergencies.

**Birth registration and child labour**

Birth registration is a child right and can help girls and boys access services in humanitarian settings. A birth certificate is a proof of legal age and can help protect children from child labour including WFCL.

○ **Support safe and protective family and community environments for children at risk of child labour, for example:**

- parenting sessions and support;
- promoting equal access to education and pathways to decent work for girls;
- family-level support services and referrals to specialised support;
- support local community actors, networks and groups to actively monitor and prevent child labour, for example anti-trafficking awareness and monitoring initiatives or community-level child protection groups.

○ **Modify unsafe environments through changes to prevent hazards for working children, for example, by:**



- removing physical hazards from places where children work, like rubble or debris;
- providing working children with age-appropriate protective equipment and supervision as part of their technical training and decent work.

**ADDRESS RISK FACTORS AND STRENGTHEN PROTECTIVE FACTORS AT THE LEVEL OF SERVICE PROVIDERS AND SOCIETY**

○ **Promote inter-sector coordination of prevention actions to address child labour:**

- coordinate joint situation analysis and assessment;
- create a common understanding of child labour key concepts, risk and protective factors and the role of various sectors and actors in child labour prevention;
- set joint priorities for prevention, including actions to address pre-existing and new child labour risks and strengthen protective factors;
- ensure collaboration between sectoral actors in preventing child labour;
- coordinate messaging and service provision to specific target groups and ensure geographical coverage of prevention measures.



See [Tool 6. Coordinators' checklist](#) for more guidance for coordinators.



- **Ensure humanitarian services and activities for children and adolescents are inclusive for “invisible” and at-risk groups of (working) children and adolescents.**
  - Consult with working children and adolescents and those at-risk of child labour when designing tailored and relevant prevention activities for different groups of children.
  - Apply a gender and age lens to child labour and identify at-risk groups such as younger children who work alongside their parents, adolescent girls in domestic work or older adolescent boys who act as breadwinners for their family.
  - Consider the needs of at-risk groups such as refugee, internally displaced and migrant groups. When conducting targeted outreach or service provision, ensure this does not perpetuate stigma and discrimination or lead to social tensions between population groups.
  - Provide flexible and adapted child protection and education programmes for working children, including those in child labour/WFCL.
  - Developing a rapid and simple referral pathway where individual children in or at risk of child labour can be identified, referred and supported.



See [Tool 11. Supporting at-risk children and empowering girls](#) for more guidance on how to make humanitarian actions inclusive for children in or at risk of child labour.

- **Strengthen child labour monitoring systems and law enforcement,** for example, through:
  - strengthening border control and law enforcement in order to intercept child trafficking;
  - strengthening (pre-existing) child labour monitoring and referral mechanisms.
- **Advocate for funding, policy development and law enforcement to protect children from child labour during crises,** for example, through:
  - developing joint policy positions on measures needed to prevent child labour/WFCL during crises, including child trafficking, irregular movement and migration for work;
  - ensuring codes of conduct and safeguarding policies of military, peacekeeping, law enforcement and border security forces include the prohibition of facilitation of WFCL such as commercial sexual exploitation and child trafficking;
  - collaborating with national, regional or global partners who can provide technical support or support advocacy efforts.



## CASE STUDY 11.

### STANDARD OPERATING PROCEDURES FOR ADDRESSING CHILD LABOUR RISKS AT DISTRIBUTION SITES IN ZA'ATARI CAMP JORDAN

[This case study](#) describes a standard operating procedure developed in Jordan to prevent child labour and identify at-risk children during distributions.





## CASE STUDY 12.

### ADDRESSING CHILD LABOUR AT DISTRIBUTION SITES IN GAZA

This case study describes how UNRWA addressed child labour issues at distribution centres in Gaza through an integrated education, economic strengthening, and protection project.



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## TOOLS

**TOOL 5. PREVENTING CHILD LABOUR RISKS RELATED TO HUMANITARIAN ACTION**

**TOOL 7. WHAT WE NEED TO KNOW ABOUT CHILD LABOUR**

**TOOL 11. SUPPORTING AT-RISK CHILDREN AND EMPOWERING GIRLS**

**TOOL 14. AGE VERIFICATION** provides guidance on how to verify the age of participants of programmes for working age children

## KEY RESOURCES

- ACPHA (2020). [COVID-19 synthesis #2: Child labour.](#)
- Plan International (2017). [Birth Registration in Emergencies Toolkit.](#)
- Child Protection Sub-Sector (CPSS) Cox's Bazar (2016). [Guidance Note: Engagement of Children for Work by Humanitarian Actors, or their Implementing Partners/Contractors.](#)
- IOM (2015). [Addressing Human Trafficking and Exploitation in Times of Crisis- Evidence and Recommendations for Further Action to Protect Vulnerable and Mobile Populations.](#)
- IOM (2007). [The IOM Handbook on Direct Assistance for Victims of Trafficking.](#)
- Unicef (2006). [Guidelines on the Protection of Child Victims of Trafficking: Unicef technical Notes.](#)



### 3.3.2 PREVENTING CHILD LABOUR RELATED TO HUMANITARIAN ACTION

All humanitarian actors have the responsibility to ensure that their actions and interactions with affected communities do not increase child labour risk factors.<sup>21</sup> Humanitarian action can lead to increased child labour risk factors when programmes are designed without careful consideration of potential child safeguarding risks and without adequate prevention or mitigation measures. In some situations, the very actors who are responsible for protecting and serving affected communities, misuse their power and are the ones who perpetrate and worsen child labour.

It is essential that all actors working to respond to humanitarian crises understand and actively identify potential child labour risk factors related to humanitarian assistance and make every effort to prevent and mitigate these. This includes efforts to strengthen child safeguarding and prevent sexual exploitation, abuse and harassment (PSEAH) against children, young people and adults in crisis-affected communities.

#### KEY ACTIONS TO PREVENT CHILD LABOUR RELATED TO HUMANITARIAN ACTION

- **Identify potential child labour and safeguarding risks during programme design and put in place prevention and mitigation actions.**
  - Coordinate across sectors and work with multiple actors jointly to identify child labour risk factors associated with humanitarian action and develop strategies to prevent and mitigate these risks.
  - At agency level, conduct risk assessments for each programme and project to identify potential child labour risk factors and develop strategies to prevent and mitigate these.
  - Keep children safe from child labour through organisational **safeguarding policies, codes of conduct and preventing sexual exploitation, abuse and harassment (PSEAH) measures** that apply to all humanitarian actors.



#### KEEPING CHILDREN SAFE FROM CHILD LABOUR THROUGH SAFEGUARDING AND PSEAH MEASURES

Safeguarding policies, codes of conduct and PSEAH measures are intended to keep crisis-affected children, young people and adults safe from harm as a result of humanitarian actions and actors. All forms of child labour are harmful for children and therefore humanitarian actors have a responsibility to protect children from all forms of child labour in both their professional and personal lives. Unfortunately, child labour associated with humanitarian assistance is still common. For example, aid agencies or staff members may use service providers or contractors that are associated with child labour, aid workers might employ children as domestic workers or as caregivers in their own homes, or they may perpetrate the commercial sexual exploitation of children. Every actor responding to a humanitarian crisis should take comprehensive measures to safeguard children and on PSEAH, including government, UN, local, national and international NGOs, volunteers, contractors, supply chain partners, military and law enforcement actors, employers and private sector actors. Training, awareness-raising and communication are central to preventing child labour and other safeguarding concerns related to humanitarian action.

- **Ensure employment and livelihoods programmes are inclusive of children above the legal age for work and have safety standards in place to prevent child labour, such as:**
  - age verification of programme participants during registration and implementation to ensure that programmes do not involve children below the minimum working age;
  - establishing clear terms and conditions for acceptable work for children which include requirements for health and safety, work hours and schedules, access to education, and required training, instruction and supervision, in line with national/international legislation;
  - monitoring the tasks, conditions and types of work for children, making sure these do not involve hazardous work, and are safe and age-appropriate at all times;





- ensuring that livelihoods and employment actors have a code of conduct and/or child safeguarding policy in place which stipulate the responsibilities of staff, employers and associates to safeguard children at all times.



See [Tool 14. Age verification](#) for more guidance on ways to verify the age of working children.

- **Ensure that education, child protection and other humanitarian programmes do not place children at (further) risk of child labour.** Consider for example:
  - how separated children in income-poor foster families can be protected from child labour and exploitation;
  - how children in conflict settings can be safeguarded from abduction by armed groups from spaces which are used for child protection or education activities;
  - how voluntary participation of children in organising and leading (peer) activities affects school attendance and how school dropout can be prevented.

See [section 3.5 to 3.10 for more detailed guidance on child labour prevention and response across a range of sectors including child protection, education, FSL and health.](#)

- **Monitor child labour risk factors for children,** through:
  - **situation monitoring** – this involves monitoring changes in the situation which may impact on child labour such as reduced service delivery, heightened insecurity, rises in commercial sexual exploitation or reports of sexual exploitation, abuse and harassment (SEAH) against affected communities;
  - **programme monitoring** – this involves measuring the impact of humanitarian action on children and their families, including the impact of programmes on (changes in) children’s roles in the household, school attendance and work.

See [section 4.3 on monitoring and evaluation.](#)

## DEVELOP CONTEXT-SPECIFIC SAFEGUARDING POLICIES AND PSEAH MEASURES

- **Design and implement broad child safeguarding and PSEAH measures** that are inclusive of child labour concerns and that are tailored to the context, interventions and target groups. Ensure measures are gender and age-responsive, inclusive, safe and confidential for all.
- **Stipulate specific child labour responsibilities in safeguarding policies and enforce zero tolerance policies** for aid workers who perpetuate or solicit child labour.
- **Consider the needs of marginalised children** including those already in child labour/WFCL and children with disabilities, who are likely to be at higher risk of (further) harm.
- **Develop child-friendly and survivor-centred response mechanisms** for children, young people and adults who report safeguarding and PSEAH concerns. Reporting and response mechanisms for child labour associated with humanitarian actors should be part of broader organisational child safeguarding, codes of conduct and PSEAH policies and procedures.

## CONDUCT TRAINING AND AWARENESS-RAISING ON SAFEGUARDING, CODES OF CONDUCT AND PSEAH

- **Orient all agency staff and associates** (e.g. community volunteers, implementing partners and contractors) on their responsibility to keep children safe, including from child labour, and on how to report concerns.





- **Work with children, adolescents and communities to design and share gender and age-appropriate and inclusive information** on safeguarding commitments and reporting mechanisms. Ensure that materials are available in different languages and accessible to people who are illiterate or who have a hearing or visual impairment.
- **Integrate child- and adolescent-friendly information activities and educational outreach** into humanitarian programmes, to ensure that children, adolescents and other community members are aware of their rights, feedback channels and reporting mechanisms, and available support services.
- **Display information widely in the community and communicate regularly with children about the expected behaviour of humanitarian workers** so that children are aware of what is and is not acceptable behaviour from humanitarian workers and from those representing humanitarian organisations, and how children can safely report concerns.



## TOOLS

**TOOL 4. DISABILITY AND CHILD LABOUR**

**TOOL 5. PREVENTING CHILD LABOUR RISKS RELATED TO HUMANITARIAN ACTION**

**TOOL 6. COORDINATORS' CHECKLIST**

**TOOL 11. SUPPORTING AT-RISK CHILDREN AND EMPOWERING GIRLS**

## KEY RESOURCES

- Inter-Agency Standing Committee (2002). [IASC Six Core Principles Relating to Sexual Exploitation and Abuse](#).
- CHA Alliance (2017). [PSEA Implementation Quick Reference Handbook](#).
- Plan International (2018). [Child-Friendly Feedback Mechanisms: Guide and Toolkit](#).
- United Nations. [Preventing Sexual Exploitation and Abuse resource page](#).
- PSEA Task Force. [Protection from Sexual Exploitation and Abuse resource page](#).

## 3.4 PREPAREDNESS

### 3.4.1 KEY CONSIDERATIONS FOR EMERGENCY PREPAREDNESS

Emergency preparedness plans are designed for crisis scenarios that are likely to occur and involve the pre-planning of key prevention and response actions. This is especially important in contexts where child labour is a pre-existing issue and where emergencies are likely to occur. Preparedness planning should take place prior to a crisis link to inter-agency humanitarian response planning. All actions listed under [section 3.3 Prevention](#) can be considered during preparedness, as well as the actions listed below.

### KEY ACTIONS FOR INTEGRATING ACTION ON CHILD LABOUR INTO PREPAREDNESS

- **Strengthen inter-agency coordination mechanisms for child labour.**  
See [section 2.1 Coordination](#).
- **Integrate child labour in situation analysis** including in secondary data reviews and needs assessment frameworks. See [section 2.2 Needs assessment and analysis](#).





- **Monitor child labour prevalence, patterns and trends** through early warning systems, and situation and response monitoring. See [section 4.3 Monitoring and evaluation](#) and [section 4.4 Information management](#).
- **Integrate child labour into preparedness planning processes:**
  - identify existing child labour risk and protective factors.
  - identify geographical areas, sectors and risk and protective factors for child labour including the worst forms and “hidden” forms of child labour which are less visible or not monitored; apply a gender and age lens to the child labour analysis and include other relevant vulnerability factors such as displacement status;
  - undertake scenario-planning for different types of crises that are likely, imminent or currently occurring within the context and their potential impact on child labour;
  - map out existing national, sub-national and local child labour actors and programmes and support them in preparedness planning;
  - identify opportunities across sectors where child labour could be addressed in the first phase of the response
- **Support at-risk families** by linking them to available social protection, livelihoods or education opportunities; by informing them about child labour risk factors; and/or by connecting them to available assistance in case of a disaster or deterioration of the crisis.
- **Include working children and their employers** in preparedness actions, for example, in emergency drills and by providing them with safety equipment in the workplace.
- **Integrate child labour preparedness actions into ongoing humanitarian response planning:**
  - ensure ongoing humanitarian assistance can continue to meet the immediate, basic needs of families and communities when the situation deteriorates, and child labour risk factors are elevated;
  - undertake contingency planning with children in case management and their families, who may be vulnerable to loss of income and child labour in the event that the situation deteriorates.
  - ensure that the WFCL that are also forms of SGBV such as commercial sexual exploitation and some forms of trafficking and slavery are included across the child protection, SGBV and broader protection strategies.
- **Prepare child- and adolescent-friendly awareness-raising materials.** See [Section 4.1.1 Child labour messaging and awareness raising](#).
- **Identify resource requirements and funding opportunities**, including through:
  - early donor conversations around funding priorities;
  - negotiating flexibility in ongoing projects to address child labour in a crisis situation;
  - adapting or scaling up ongoing child labour programmes to meet the needs of children in or at risk of child labour in crisis settings. See [section 2.4 Resource mobilisation](#).
- **Prepare team structures and capacities** to align with the requirements to prevent and respond to child labour including the worst forms in crisis situations. See [section 4.2 Capacity and staff safety](#).
- **Prepare for the operational delivery of the response including steps to “Do No Harm” and prevent child labour associated with humanitarian action.** See [section 3.3.2 Preventing child labour related to humanitarian action](#).





See [Tool 5. Preventing child labour risk factors related to humanitarian action](#) for more guidance on safeguarding children in humanitarian action.

## KEY RESOURCES

- UNISDR (2013). *Towards the resilient future children want: a review of progress in achieving the Children's Charter for Disaster Risk*
- IASC (2015). *Emergency Response Preparedness (ERP) Guidelines*

### 3.4.2 DISASTER RISK REDUCTION AND CHILD LABOUR

Disaster risk reduction (DRR) plays an important role in emergency preparedness as well as in longer-term resilience programming. Understanding the nature, occurrence and frequency of natural hazards as well as other risks such as social unrest, conflict and violence, and how they affect child labour, helps to improve preparedness. As part of broader efforts to reduce child labour risk factors in crisis settings, awareness of and action on child labour should be integrated into ongoing DRR programmes and the following key actions should be considered.

#### KEY ACTIONS FOR INTEGRATING ACTION ON CHILD LABOUR INTO DRR PROGRAMMES

- **Include children and adolescents, particularly working children, girls and at-risk groups, in child- and adolescent-friendly DRR activities** that cater to their needs and availabilities.
- **Include children and adolescents of different ages, genders and abilities** in multi-risk assessments to gauge the gender, age and disability-specific hazards and risks.
- **Design DRR activities specifically for working children and out-of-school children** in locations where they work or live. Consider activities such as emergency drills, first aid training, awareness-raising and risk communication, risk mapping, evacuation planning, home safety and search and rescue training.
- **Integrate prevention messages on child labour into DRR activities for children**, including in life skills programmes, disaster preparedness activities and school safety programmes.
- **Work closely with education actors to strengthen DRR and preparedness planning in schools** and other learning facilities to prevent child labour in times of crisis – for example, as a result of school dropout or abductions from schools by armed groups in conflict-affected areas.
- **Ensure child-centred DRR activities are safe and age-appropriate for children** and do not increase child labour risk factors – for example, activities related to community clean-ups, restoring or replanting ecosystems should be appropriate and not expose children to hazards.
- **Make sure livelihoods initiatives as part of larger DRR or resilience projects promote decent work** for children who are above the minimum age for work and below the age of 18 years, and that they do not increase child labour risk factors.
- **Extend DRR and emergency preparedness efforts to businesses, and business or employers' associations where child labour is prevalent** and ensure that these incorporate key messages on child labour risk factors as well as core preparedness, prevention and response actions.



## KEY RESOURCES

- Plan International (2018). [Child-centred Multi-Risk Assessment: A Field Guide and Toolkit](#).
- Unicef (2014). [Disaster Risk Reduction and Child Protection Technical Note](#).

## 3.5 CHILD PROTECTION

Child labour is a child protection concern and as such, key actions to address child labour are nested within child protection programming. The [Minimum Standards for Child Protection in Humanitarian Action \(CPMS\)](#) guide practitioners to support children in or at risk of child labour through broader interventions that aim to support all vulnerable children and adolescents, and to avoid issue-based programming and stigmatisation of specific groups. This section is structured around the CPMS and outlines how child labour can be addressed as part of broader child labour strategies and alongside other child protection risks that exist in the context and that might intersect with child labour.

### 3.5.1 ADDRESSING CHILD LABOUR THROUGH CHILD PROTECTION STRATEGIES

This section provides guidance on how working children can be supported and how child labour can be addressed through key child protection strategies of the Child Protection Minimum Standards.

#### GROUP ACTIVITIES FOR CHILD WELLBEING (STANDARD 15)

Group activities for children and adolescents can positively enhance their wellbeing, enhance their resilience and reduce their stress levels. They can include structured and free play, arts and crafts, sports, resilience and life skills programmes, and non-formal education, alongside multi-sectoral services for families. Group activities can be conducted through safe spaces, such as child-friendly spaces, adolescent-friendly spaces or community centres, as well as through mobile outreach activities, or even online spaces.

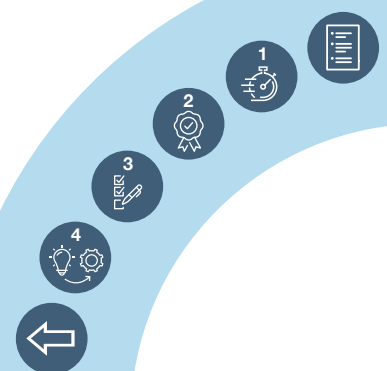
While group-based activities are one of the most common and crucial humanitarian interventions to support children's and adolescents' socio-emotional development, those who are working or who are in child labour often do not have access to these activities. The nature and timing of their work form barriers to accessing the fixed locations and times at which safe spaces operate, and activities do not adequately reflect their needs and interests.

#### KEY ACTIONS FOR PROMOTING INCLUSIVE GROUP ACTIVITIES FOR WORKING CHILDREN

- **Identify the barriers and opportunities** for working children, in particular those in child labour, to attend group activities. Where possible and safe to do so, consult directly with working children and their parents, and use participatory tools such as risk and resource mapping.
- **Involve working children and their caregivers** in developing a programme of activities that meets the schedules, needs and interests of working children. Where needed, negotiate with employers to explore whether activities can take place before, during or after work time and at the workplace.
- **Design gender- and age-appropriate group activities for children and adolescents who are (formerly) in child labour**, tailored to:
  - their psychosocial support needs, for example focused on building self-esteem, strengthening communication skills, and socio-emotional competencies;
  - local social support opportunities, for example participation in peer groups or youth networks;
  - their specific interests and abilities, for example, literacy and numeracy classes, leadership and/or employability skills, or learning about harm reduction strategies related to specific work;



- their interest to “learn and earn” e.g. combine recreational activities with skill building or income generating activities, such as crafting sellable items;
  - what they need specifically to be able to participate meaningfully – for example, childcare, flexible schedules, a safe and confidential space to meet, or mobile service provision;
  - their needs as parents/caregivers of younger children.
- **Mobilise working children for group activities** by linking with community-level actors and groups who know where and how to reach out to these children. See [section on community-level approaches](#).
- **Focus on building trust with children in child labour and their caregivers:**
- Start with short moments of contact and work gradually and consistently towards working children’s attendance that allows them and their families to receive services and support and to connect with peers.
  - Understand the demands on children’s time and consider starting with shorter activities (e.g. 40 to 60 minutes) given that children in child labour may have less concentration than their school-going peers.
- **Disseminate child-friendly information on children’s right to education and their right to be free from child labour and other forms of exploitation:**
- Provide information about context-specific child labour risk factors and share information on the ways in which children can protect themselves from work-related hazards and risks.
  - Provide information about age-appropriate work for children and legislation protecting children from labour exploitation.
  - Include child-friendly information on available services including learning opportunities, and the roles and responsibilities of the various actors that are part of the child labour referral pathway.
- **Identify children in, or at risk of child labour through group activities:**
- include information about work and school attendance in registration forms used in safe spaces and group activities to identify children in or at risk of child labour;
  - find out whether working children face specific barriers to services or support;
  - ensure group activities are connected with child protection case management services and that mutual identification and referrals take place for children in or at risk of child labour.
- **Address the psychosocial needs** of children engaged or previously engaged in child labour and its worst forms as these will be different to other school-going children.
- Plan for focused non-specialised psychosocial support activities (for instance small group sessions, support groups, etc.) for children experiencing a higher level of psychosocial distress, and separate groups or individual support for children with highly sensitive concerns (such as child survivors of sexual exploitation).
  - Provide psychosocial assessments for all children in the WFCL and those in child labour who experience additional protection risks.
  - Only staff qualified in child protection and MHPSS, should assess the MHPSS needs of working children and provide focused psychosocial support activities.
  - Complement non-specialised psychosocial support with community and family strengthening psychosocial activities and child labour prevention activities, to aid diagnosis and treatment and avoid further marginalisation or stigma.



- **Connect children in child labour and their families with multi-sectoral services** including:
  - **quality learning opportunities;** while group activities mostly offer informal learning, they can provide children and adolescents with skills needed to access continued formal and non-formal learning opportunities. See [section 3.6 Education](#).
  - **multi-sectoral services** through the safe space or external referrals, such as mental health support, legal counselling, health services, childcare services/early childhood development for children from birth to eight years, and sexual and reproductive health and rights (SRHR) information and services. See [sections 3.5 to 3.11](#).
- **Build capacity** of facilitators of group activities regarding knowledge on key child labour concepts, engaging with working children and adolescents in group activities, and the eligibility criteria for child labour case management services, as well as safe identification and referral procedures. See [section 4.2 Capacity and staff safety](#).



## CASE STUDY 13.

### SUPPORTING CHILDREN IN CHILD LABOUR THROUGH CHILD-FRIENDLY SPACES IN MYANMAR

[This case study](#) describes how child-friendly spaces provided holistic (prevention) activities and psychosocial support children in child labour in Rakhine State, Myanmar.



## CASE STUDY 14.

### MOBILE CHILD-FRIENDLY SPACES FOR WORKING CHILDREN AND HOME-BOUND GIRLS IN JORDAN

[This case study](#) describes how mobile child-friendly spaces supported children in child labour and home-bound girls in vulnerable communities in Jordan.



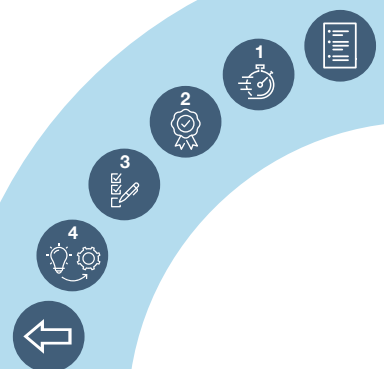
## TOOLS

**TOOL 3. PSYCHOSOCIAL IMPACT OF CHILD LABOUR**

**TOOL 4. DISABILITY AND CHILD LABOUR**

**TOOL 11. SUPPORTING AT-RISK CHILDREN AND EMPOWERING GIRLS**

**TOOL 15. SIGNS OF CHILD LABOUR**



### Supporting adolescents

Adolescents (aged 9-17 years) face unique risks when it comes to child labour. In many cultures, and commonly in crisis settings, adolescents drop out of school to take on greater responsibilities in domestic work or in contributing to family income. In doing so, they are more likely to enter child labour, including the worst forms of child labour, and face associated hazards, violence, abuse and exploitation.

Humanitarian actors must recognise the specific needs and risks faced by adolescents and develop strategies that contribute to the prevention of their exploitation and abuse, and physical and psychosocial well-being. They must also identify gender-specific risks and barriers faced by adolescent girls, such as restricted mobility and limited decision-making power, and how this affects their access to tailored information, services and support. At-risk girls often face social isolation and increased risks to sexual and gender-based violence, which should be addressed as a matter of urgency.

#### Key considerations for supporting adolescents include:

- Engage adolescents in consultative and participatory programme design, implementation, monitoring and evaluation.
- Identify the barriers for working adolescents to participate in activities. For example, adolescents may not want to access activities if these also include much younger children, or when their involvement in activities will lead to, or exacerbate social stigma.
- Identify the gender-specific barriers that adolescent girls may face, for example restrictions imposed upon them by their parents or husbands – always build relationships and trust with girls’ families prior to mobilising them for participation in a programme.
- Identify safe and trusted community spaces where adolescents can meet each other, participate in activities and access services – consider the need for separate spaces or timings for adolescent girls.
- Provide age-appropriate group activities to adolescents by working separately with young adolescents (10 to 14 years) and older adolescents (15 to 17 years).
- Move beyond recreational activities and offer a range of gender- and age-appropriate activities that meet the needs and interests of adolescents including opportunities for “learning and earning”, developing life skills and engaging in positive peer group activities.
- Engage adolescents in child labour awareness-raising activities, including as peer-to-peer ambassadors.
- Design community-level activities to address isolation, negative coping mechanisms and exclusion faced by adolescents, and that showcase how adolescents can make positive contributions to their communities, for example through organising community dialogues, sports events, marketplaces where adolescents can showcase their work or skills.

For more guidance, see [Tool 11. Supporting at-risk children and empowering girls](#)







## CASE STUDY 15.

### WORKING ADOLESCENTS' PARTICIPATION IN HUMANITARIAN ACTION IN PERU

Adolescents can be engaged in participatory assessments and in designing, implementing and monitoring activities, including testing information and communication materials, and leading awareness-raising efforts at the community level.

In Save the Children's response to the 2007 Peru earthquake, an existing three-year partnership with a local civil society partner and a national movement for working children helped to advance adolescent participation during the earthquake response. The national movement had a regional presence of 16 groups, each with 30 working children in the areas affected by the earthquake.

The earthquake caused extensive damage and affected children's ability to earn a living and their educational opportunities. The working children's groups participated actively in planning and implementing response activities, conducting a needs assessment of the damage done to housing and schools and to children who were particularly affected. They helped to deliver humanitarian assistance and to organise children in their communities to participate in psychosocial and recreational activities. Children and young people raised awareness and supported children's psychosocial recovery through a child-led drama initiative. The groups also advocated with the authorities and community leaders to authorise safe play areas.

#### Learning from this experience suggests that practitioners should do the following:

- Identify whether child-led or youth-led organisations exist locally and are functioning in geographic areas affected by the emergency.
- Determine whether children's involvement in different phases of the response is safe and appropriate.
- Determine how to provide relevant support to children to enable their meaningful participation in the humanitarian response.

#### Resource:

- O'Kane, C. (2013). [Review of Children's Participation in humanitarian Programming](#). Save the Children International, London.

### STRENGTHENING FAMILY AND CAREGIVING ENVIRONMENTS (STANDARD 16)

Two-thirds of all children in child labour are working within their family. This means that any efforts to tackle child labour should involve engagement with parents, caregivers and other close family members. In many crises, the protective capacity of families is severely compromised as a result of displacement, family separation, high levels of distress faced by parents and economic shocks. In financially desperate situations, social norms can change and force parents to use child labour as a source of income. Programmatic evidence shows that addressing such risk factors within the family and strengthening protective capacities in the caregiving environment is one of the most effective ways to prevent child labour.

#### KEY ACTIONS TO STRENGTHEN FAMILY ENVIRONMENTS FOR CHILDREN IN OR AT RISK OF CHILD LABOUR

- **Identify the barriers and opportunities for parents/caregivers** to participate in family-level interventions, such as social norms, time and location, childcare and transportation requirements, and accessibility for parents/caregivers living with illness or disability.
- **Offer tailored information to at-risk families, including young caregivers and foster families**, to strengthen their resilience and help them take care of children and access preventative services.



- **Design activities and support for families with children in child labour**, for example:
  - tailored parenting sessions that address harmful social norms around child labour, highlight the harmful impact of child labour, promote education and offer alternatives for child labour;
  - provide psychosocial and mental health interventions for at-risk parents and caregivers in order to strengthen the protection of and care for children and adolescents at risk of child labour;
  - run joint parent-child activities or family social events to exchange, bond and strengthen nurturing parent-child relationships;
  - set up parent-to-parent support groups, supported by local champions who can influence social norms and attitudes towards child labour;
  - jointly with parents and caregivers, develop harm reduction strategies for children who are in child labour within the family – where possible, offer alternatives for child labour;
  - develop tailored activities for young caregivers who are themselves in a worst form of child labour, such as hazardous work or commercial sexual exploitation;
  - access to economic opportunities, including social safety nets, food security and livelihoods programmes and income generating opportunities for parents and caregivers.
  - provide childcare services for (adolescent) parents/caregivers, to enable their participation in positive parenting activities, education or decent work aimed at ending child labour. See [section 3.7 Early Childhood Development](#).
  
- **Advocate for families with children in or at risk of child labour to be included in broader family-strengthening interventions** such as food security and livelihoods, social protection and other economic-strengthening interventions and broader education or child protection programmes with parents/caregivers. See [section 3.9 Food Security and Livelihoods for more guidance, including on Cash and Voucher Assistance and Cash Plus programming](#).
  
- **Integrate child labour key messages and awareness strategies into broader family strengthening programmes**. See [Section 4.1 Communication and advocacy](#).
  
- **When families are (involved with) employers in illicit work or other WFCL**, ensure any engagement with the family members is aligned with the relevant SOPs and undertaken through child protection case management and where needed, with police or law enforcement, to prevent harm to the child and the staff involved.
  
- **Build staff capacity** to work with parents and caregivers of children in child labour, including the worst forms. See [section 4.2 Capacity and staff safety](#).





## CASE STUDY 16.

### SUPPORTING STREET-BASED CHILDREN THROUGH MOBILE SERVICE UNITS IN EGYPT

[This case study](#) describes (i) how mobile service units were effective in reaching, identifying and supporting children living and working on the streets in Egypt and (ii) the main challenges and successes of the pilot programme.



## CASE STUDY 17.

### MULTI-SECTORAL SERVICES FOR CHILDREN IN CHILD LABOUR AND THEIR FAMILIES IN JORDAN

[This case study](#) describes a multi-sectoral and multi-level approach to addressing child labour in urban and semi-urban areas in Jordan.



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## TOOLS

TOOL 1. CHILD LABOUR RISK AND PROTECTIVE FACTORS

TOOL 4. DISABILITY AND CHILD LABOUR

TOOL 11. SUPPORTING AT-RISK CHILDREN AND EMPOWERING GIRLS

TOOL 15. SIGNS OF CHILD LABOUR

## KEY RESOURCES

- IRC Lebanon. [Building a Safer and Brighter Future for Our Children](#). Five Parenting Skills Modules for the parents of working children. Available in English and Arabic.

### COMMUNITY-LEVEL APPROACHES (CPMS STANDARD 17)

Communities play significant roles in preventing and responding to child labour risk factors in humanitarian settings. Everywhere in the world communities can be seen organising themselves to support children's education, rebuild community livelihoods and protect children and adolescents from various protection risks including child labour. Community-level actors also play a key role in identifying children in child labour and connecting them with formal and informal actors and service providers.

Communities can also be a source of risk, when these protective structures are disrupted or weakened, or when social norms that condone child labour are deeply ingrained in the community. Children and their families are nested within communities; their norms, attitudes and practices are influenced by the neighbours, friends, schools and religious leaders that surround them. Communities differ from place to place and so will the opportunities to engage community-level structures and actors. Engage with communities to address child labour by strengthening the links between at-risk families and service providers; by supporting community-led awareness-raising; and by strengthening capacities to monitor, prevent and respond to child labour.

### KEY ACTIONS TO STRENGTHEN COMMUNITY-LEVEL ACTION TO ADDRESS CHILD LABOUR

- **Understand the main community-level child labour risk and protective factors** related to child wellbeing, child protection, child labour and its worst forms.
- **Consult with key community members including children and adolescents** who are affected by or knowledgeable about child labour including its worst forms, to create a common understanding and starting point for humanitarian action. For example:
  - Profile and map informal and formal support systems at community level that can support children at-risk of child labour and their families.
  - Identify common social norms and cultural practices that affect child labour, including those that are new or have changed during the crisis.
- **Support children and adolescents to participate in actions to protect themselves and other children**, for example through:
  - participation in assessments and response planning;
  - creating key messages and awareness-raising activities including peer-to-peer education;
  - developing community-level activities to address child labour in a child-friendly, contextually sensitive and sustainable way.



- **Engage with local CSOs, religious and traditional leaders, educators, youth and community workers and other influential community members to address child labour through:**
  - conducting outreach to hard-to-reach children in child labour/WFCL;
  - incorporating child labour into broader community-level activities such as community dialogues and other awareness raising;
  - identifying community-level focal champions for child labour prevention and response actions;
  - linking families to services;
  - monitoring child labour/WFCL such as trafficking;
  - supporting children in or at risk of child labour/WFCL.
  
- **Strengthen linkages between community-level and formal services and systems to:**
  - identify and refer at-risk children and their families to case management and other services;
  - report child labour and WFCL trends, patterns and risk and protective factors;
  - improve the working conditions of adolescents above the minimum age for work through local businesses, employers or landowners;
  - promote social cohesion between community groups and reduce tensions around resources or employment.
  
- **Support community-level authorities or structures** to develop and resource local action plans or legislation to monitor, prevent and respond to child labour.
  
- **Empower children and adolescents in or at risk of child labour to participate in community-level initiatives.** [Tool 11. Supporting at-risk children and empowering girls](#) contains more information on reaching and supporting working children and adolescents through community-level humanitarian action.
  
- **Provide mobile services** to communities when the coverage or capacity of community-level child protection structures and formal services is limited.
  
- **Do no harm:** When involving the community in addressing sensitive or dangerous forms of child labour, such as illicit work or trafficking, carry out a risk assessment and put in place measures to ensure activities do not put children, families or community members at risk of (further) harm.
  
- **Build capacity of community-level actors, networks and structures** to safely and appropriately engage in child labour prevention and response actions. See [section 4.2 Capacity and staff safety](#).





## CASE STUDY 18.

### COMPREHENSIVE CENTRE-BASED PREVENTION AND RESPONSE TO CHILD LABOUR IN AGRICULTURE IN LEBANON

[This case study](#) describes a pilot project to provide comprehensive services to children in agricultural child labour, with special attention to girls, in the Beqaa Valley in Lebanon.



## CASE STUDY 19.

### COMMUNITY-BASED CARE AND MENTORING FOR ADOLESCENT GIRLS IN DOMESTIC LABOUR IN BURKINA FASO.

[This case study](#) describes an innovative approach to providing care and mentoring support for adolescent girls in domestic labour in Burkina Faso.



## TOOLS

**TOOL 1. CHILD LABOUR RISK AND PROTECTIVE FACTORS**

**TOOL 4. DISABILITY AND CHILD LABOUR**

**TOOL 11. SUPPORTING AT-RISK CHILDREN AND EMPOWERING GIRLS**

**TOOL 12. CHILD LABOUR KEY MESSAGES**

**TOOL 15. SIGNS OF CHILD LABOUR**

## CASE MANAGEMENT (CPMS STANDARD 18)

Case management is social work-type support provided to address the needs of individual children who are at risk of harm or who have experienced harm. The child and their family are supported by a case worker in a systematic and timely way through direct one-to-one support and referrals to services.<sup>22</sup>

While vulnerability criteria for case management will vary from context to context and depend on available capacity and resources in each agency, it is generally recommended to provide child protection case management services for children in child labour because of the harmful nature of this work. For children in the worst forms of child labour, case management should be considered an essential service due to the extreme harm and dangers they are exposed to.

The types and levels of harm and danger to which children in child labour including WFCL are exposed depend on their workplace and activities, the family environment, and their age and developmental stage. Case management services for children in child labour should be tailored to these diverse needs and should provide a coordinated, multi-sectoral response that addresses their holistic needs.



Use [Tool 16. Child labour risk matrix](#) and [Tool 17. Guidance for caseworkers](#) to develop context-specific guidance for child labour case management actors.





**Agencies who are providing case management services to children in child labour** should have adequate capacity to do this in line with minimum standards, including:<sup>23</sup>

- **technical expertise in child protection:** agencies providing case management should have adequate technical expertise in child protection, provided only by qualified case workers, who work under adequate supervision;
- **dedicated case workers** who are responsible for assessment, case planning and implementation including home visits, for providing one-to-one services, facilitating referrals and providing follow-up;
- **adequate funding for quality services to children**, for a minimum of six months but ideally for longer, so that children can be supported until their holistic needs are met;
- **capacity to provide direct services or make referrals to tailored, holistic support to children and their caregivers** including basic needs, food security and livelihoods, education, health and other essential services.

## KEY ACTIONS TO PROVIDE TAILORED CASE MANAGEMENT TO CHILDREN IN OR AT RISK OF CHILD LABOUR

- **Coordinate case management for children in child labour through the inter-agency child protection and/or case management coordination structure.** This coordination should include relevant government actors, child protection organisations and other service providers.
- **Identify existing child labour case management systems** and map out their functionality, capacity, eligibility criteria and coverage. Consider:
  - Child Labour Monitoring (CLM) systems;
  - gender-based violence case management services;
  - case management systems established for specific WFCL such as those under Security Council Resolution 1612 Monitoring and Reporting Mechanism (MRM); CAAFAG case management; or anti-trafficking case management services;
  - case management services set up in refugee settings, including the Best Interest Procedure<sup>24</sup> (BIP) led by UNHCR and partners.
- **Identify key service providers that should be included in the case management process for children in child labour** through the relevant child protection (and/or GBV and child labour) coordination structures.
- **Establish case management eligibility criteria for children in or at risk of child labour, as well as a risk matrix** which defines different types of child labour with associated risk levels, with corresponding case management actions.



[Tool 16. Child labour risk matrix](#) provides an example risk matrix.

[Tool 17. Guidance for caseworkers](#) offers more detailed guidance on how to set vulnerability criteria for child labour cases.

- **Design a holistic care package for children in child labour** that is tailored to their gender and age-specific needs and responding to the risk factors and levels of harm associated with child work, child labour and (specific) worst forms of child labour.







## HOLISTIC CARE PACKAGE

A holistic care package for children in child labour and WFCL should meet their gender, age-specific and other needs and work towards the following outcomes: safety and care, physical and mental wellbeing, pathways to learning and/or financial sufficiency where needed, and social reintegration where needed.

Key interventions include but are not limited to:

- social activities, peer groups, mentoring and life skills programmes;
- healthcare, including aids for potential impairments, SRH services and Mental Health and Psychosocial Support (MHPSS);
- pathways from pre-school, to formal and non-formal education and ultimately decent work;
- parenting support for adolescent mothers/fathers as well as their (foster) parents or caregivers;
- actions to address stigma and discrimination of children formerly in child labour or WFCL.



[Tool 17. Guidance for caseworkers](#) offers guidance on developing a holistic care package adapted to different levels of risk.

- **Harmonise case management procedures and set minimum standards for services packages at inter-agency level** to ensure that children in child labour receive the same level of quality and similar types of services.
- **Conduct outreach for “hard-to-reach” children** in child labour and WFCL, who may be living and working in hidden places or in marginalised communities. Provide case management services in locations and at times that are suitable for working children.
- **Identify and mitigate safety risks for case workers** when engaging or negotiating with employers, including parents/family members, peers or criminal networks whom children work for.
- **Provide practical guidance for case workers and supervisors** to evaluate the working and living environment of children, and identify hazardous types and conditions of children’s work, as well as warning signs of other WFCL.



See [Tool 17. Guidance for caseworkers](#) for more detailed guidance on how to make case management processes inclusive for children in child labour/WFCL.

- **Develop a SOP for children who require removal or rescue from WFCL**, for example, children in illicit activities, in armed groups or armed forces, commercial sexual exploitation or in a form of slavery. Always work with the legitimate, nationally mandated agency or agencies, that are authorised to carry out the removal, demobilisation and/or rescue of children.
- **Develop an SOP for children in case management who go missing** or who move away for work in WFCL or who are trafficked:
  - establish procedures for tracing and follow-up of disappeared or trafficked children with relevant partners;
  - analyse the causes of disappearance or movement of children in order to address the risk factors for migration and child trafficking.
- **Support children in child labour to stay safe** by developing a safety plan or holding sessions on body safety.



Use [Tool 18. Safety planning](#) as a case management tool to develop a safety plan with the child and their family.

Use [Tool 19. Body safety](#) to design activities for children about body safety.



- **Integrate child labour types and conditions in case management forms** and child protection/GBV information systems that support case management services.
- **Include child labour indicators in child protection and/or GBV information management and reporting systems** to support monitoring and analysis of child labour trends in the context. See [section 4.4 Information management](#).



## CASE STUDY 20.

### MULTI-SECTORAL SERVICES FOR STREET AND WORKING CHILDREN IN LEBANON

[This case study](#) describes (i) a comprehensive approach to service provision for street-connected children and working children in Lebanon and (ii) main lessons learned and effective approaches of the programme.



## TOOLS

**TOOL 1. CHILD LABOUR RISK AND PROTECTIVE FACTORS**

**TOOL 4. DISABILITY AND CHILD LABOUR**

**TOOL 11. SUPPORTING AT-RISK CHILDREN AND EMPOWERING GIRLS**

**TOOL 15. SIGNS OF CHILD LABOUR**

**TOOL 16. CHILD LABOUR RISK MATRIX** is a case management tool which provides a sample risk matrix that includes child labour.

**TOOL 17. GUIDANCE FOR CASEWORKERS** provides detailed guidance for caseworkers and their supervisors to make case management processes inclusive for children in child labour/WFCL.

**TOOL 18. SAFETY PLANNING** is a case management tool to identify support persons and actions the child can take to stay safe from harm.

**TOOL 19. BODY SAFETY** provides guidance on how to teach children about body safety.

## KEY RESOURCES

- [Child Protection Case Management Resource Hub](#).
- International Rescue Committee (2012). [Caring for Child Survivors of Sexual Abuse: Guidelines for health and psychosocial service providers in humanitarian settings](#).
- ACPHA (2014). [Inter-Agency Guidelines for Case Management and Child Protection: The role of case management in the protection of children – a guide for policy and programme managers and caseworkers](#).
- UNHCR (2018). [Guidelines on Assessing and Determining the Best Interests of the Child](#).
- ILO-IPEC (2005). [Guidelines for Developing Child Labour Monitoring Processes](#).



## ALTERNATIVE CARE (CPMS STANDARD 19)

Children who are separated from their families during crisis situations may require alternative care. The need for and best suitable arrangement is assessed and decided through a child protection case management process. Alternative care should always be provided in the best interest of the child and be aligned with national and international guidelines.<sup>25</sup> It should be supported by adequate resources for the child and the family, regular monitoring and follow-up by qualified case workers.

Alternative care arrangements can play an important role in the prevention and response to child labour including the WFCL.

**Separated and unaccompanied children may face elevated child labour risk factors**, despite the protection measures that are put in place in the alternative care arrangement. It is therefore essential to closely monitor the living and working situation of children in alternative care.



### CHILD LABOUR RISK FACTORS CAN BE ELEVATED FOR SEPARATED CHILDREN WHO:

- live in “informal care” with friends or extended family arranged by the child or parents and which has not been formally authorised;
- live in (formally or informally arranged) families who live in poverty or that are not properly monitored – children may be expected to engage in child labour in or outside the home, in domestic chores or agriculture, and be paid or unpaid, to help meet their own or their family’s needs;
- live in residential care institutions or in supervised independent living situations;
- are responsible for other children, their own children, or siblings, as head of household;
- are highly mobile, refugee, internally displaced or migrant – living in care facilities or transit centres may place them at further risk of child labour including WCFL such as trafficking and commercial sexual exploitation of children.



**Children in child labour including WFCL might require alternative care** for shorter or longer periods of time, for example, after removal from WFCL, when returning from armed groups or armed forces, after rescue from trafficking or after removal from commercial sexual exploitation. In some situations, children in child labour might be removed from their family and placed in alternative care due to an unsafe family environment.



### LEGITIMACY

Child labour actors should only work with the legitimate, nationally mandated agency or agencies that are authorised to assess and decide on alternative care arrangements, and with agencies that can lead removal and/or rescue of children from the WFCL.

## KEY ACTIONS TO MONITOR, PREVENT AND RESPOND TO CHILD LABOUR RISK FACTORS FOR CHILDREN IN ALTERNATIVE CARE

- **Assess and monitor children’s activities within their alternative care arrangement**, including access and attendance to school and recreational activities, activities related to paid and unpaid work, and access to and control over financial resources.
- **Support adolescents above the minimum age for work to access (pathways to) decent work** which can include but is not limited to: formal education, technical and vocational training and education, cash-for-work or youth livelihoods programmes.



## KEY ACTIONS FOR QUALITY ALTERNATIVE CARE FOR CHILDREN AND ADOLESCENTS WHO ARE REMOVED FROM CHILD LABOUR INCLUDING THE WFCL

- **Ensure the availability of gender and age-appropriate and inclusive alternative care arrangements for children and adolescents who are removed or rescued from WFCL** and who cannot (immediately) be reunited with their family of origin. It is important to:
  - consider the needs and preferences of older adolescents who are working and/or living independently and prefer to live more independently;
  - consider specific care and protection needs of adolescent girls who are survivors of commercial sexual exploitation, sexual violence, girls who have their own children, or girls with disabilities.
- **Ensure that children who are removed from WFCL and placed in alternative care receive a holistic care package that supports their rehabilitation and reintegration**, in particular their safety and care, social reintegration within their family and community, physical and mental wellbeing, learning and/or financial pathways. Key interventions can include but are not limited to:
  - mediation with family and community members;
  - social activities, peer groups, mentoring and life skills programmes;
  - healthcare, including aids for potential impairments, SRH services and MHPSS;
  - pathways to formal and non-formal education and decent work;
  - parenting support to adolescent mothers/fathers as well as their (foster) parents or caregivers;
  - actions to address stigma and discrimination of children formerly in child labour or WFCL.

### TOOLS

TOOL 1. CHILD LABOUR RISK AND PROTECTIVE FACTORS

TOOL 11. SUPPORTING AT-RISK CHILDREN AND EMPOWERING GIRLS

TOOL 15. SIGNS OF CHILD LABOUR

TOOL 16. CHILD LABOUR RISK MATRIX

TOOL 17. GUIDANCE FOR CASEWORKERS

### KEY RESOURCES

- Inter-agency Working Group on Separated and Unaccompanied Children (2013). [Alternative Care in Emergencies Toolkit](#).

### JUSTICE FOR CHILDREN (CPMS STANDARD 20)

Children who are in child labour may come into contact with the justice system more frequently than other children, especially in humanitarian crises. The illegal nature of child labour, particularly the WFCL, increases the likelihood that children “interact with justice systems as survivors, accused, potential wrongdoers, convicted offenders or a combination of these”.<sup>26</sup> Examples include:

- children in illicit activities;
- children working on the streets;
- children in child labour who are unaccompanied or separated and require an alternative care arrangement;
- children, particularly girls, who experienced commercial sexual exploitation;
- children who are associated with armed groups or gangs.

Labour and justice systems are closely connected when it comes to prevention and response to child labour, particularly the WFCL. However, during crises, the justice





system and national capacities to enforce laws to protect children often weaken, get disrupted or gaps within them are exposed. This often affects key protections for children such as labour inspections, local and sub-national anti-trafficking and border control. Similarly, displaced populations such as refugees, internally displaced and migrants may not be eligible for protections provided by the national justice system, or resources might be too limited to meet the needs of the increased number of children in child labour.

While justice systems can be protective for children, they also present significant risks, especially for children engaged in the WFCL. Children working on the streets, in illegal activities or without the right to work in the country, such as refugee, internally displaced and migrant children, often risk getting arrested and detained arbitrarily and without due process. While it is important to prosecute adults who are responsible for forcing children into child labour and its worst forms, it is also important to carefully consider the impact of over-criminalising children and their families as this can lead to further marginalisation, vulnerability and more severe exploitation.

Actors working on justice for children can protect working children by (i) strengthening the protection of (working) children through formal and customary laws; and (ii) addressing the risks that justice systems may present to children in child labour including the WFCL.

## KEY ACTIONS TO SUPPORT CHILDREN IN OR AT RISK OF CHILD LABOUR THROUGH THE JUSTICE SYSTEM

- **Strengthen collaboration between the justice and social welfare/child protection systems** by mapping the provisions and capacities of justice services and systems, establishing SOPs and joint referral systems for child labour including specific WFCL. Include government and non-government actors, humanitarian and non-humanitarian actors. See [section 2.1 Coordination](#).
- **Strengthen capacity in child labour prevention and response** through technical and operational support to key justice actors including police, border control, judges, lawyers, social workers and other formal or informal justice system actors. See [section 4.2 Capacity and staff safety](#).
- **Strengthen border control and security to prevent and respond to anti-trafficking and other relevant WFCL** through technical and operational support.
- **Advocate for strong and inclusive child labour and justice laws and policies** to protect children from child labour and WFCL, including for displaced and stateless children.

## KEY ACTIONS TO ADDRESS THE RISKS THAT JUSTICE SYSTEMS MAY PRESENT TO CHILDREN IN CHILD LABOUR

- **Promote child- and adolescent-friendly service provision in the justice sector** through technical and operational support to key justice actors including police, border control, judges, lawyers, social workers and other formal or informal justice system actors.
- **Report child rights violations in the justice system against children in child labour.** Work through coordination mechanisms and with UN partners to report and monitor these violations and advocate for improved rights-based approaches to addressing child labour and the WFCL. Consider at-risk groups such as children living and/or working on the streets, refugee, internally displaced and migrant children, children in commercial sexual exploitation, and CAAFAG.
- **Advocate for safe child- and adolescent-responsive justice systems.** Promote alternatives to detention for children who are found in punishable forms of labour including the WFCL. These alternatives should promote more rehabilitative, non-custodial measures for children in punishable (worst) forms of child labour, as well as measures that support children's safety, care, wellbeing and reintegration back into their families and/or communities as well as potential demobilisation from armed groups or illicit groups.



- **Identify, report and advocate for an immediate end to any WFCL, including forms which are directly associated with justice actors** such as recruitment into armed forces, commercial sexual exploitation of girls by armed forces or security actors, or forms of slavery and forced labour.

## KEY RESOURCES

- United Nations Office on Drugs and Crime (2015). Training Programme on the Treatment of Child Victims and Child Witnesses of Crime for Law Enforcement Officials.
- United Nations Office on Drugs and Crime (2015). Introducing the United Nations model strategies and practical measures on the Elimination of Violence against Children in the field of crime prevention and criminal justice: A New Tool for Policymakers, Criminal Justice Officials and Practitioners
- United Nations Office on Drugs and Crime (2015). Planning the implementation of the United Nations model strategies and practical measures on the Elimination of Violence against Children in the field of crime prevention and criminal justice: A checklist
- United Nations Office on Drugs and Crime (2017). Handbook on Children Recruited and Exploited by Terrorist and Violent Extremist Groups: the Role of the Justice System.
- United Nations Office on Drugs and Crime webpage with [tools](#) and [publications](#) related to justice for children.

### 3.5.2 ADDRESSING CHILD LABOUR ALONGSIDE OTHER CHILD PROTECTION RISKS

This section provides an overview of the linkages between child labour and [other key child protection risks](#) in crisis settings and outlines key considerations for addressing child labour alongside other risks in humanitarian action.

#### LINKAGES BETWEEN CHILD LABOUR AND OTHER CHILD PROTECTION RISKS

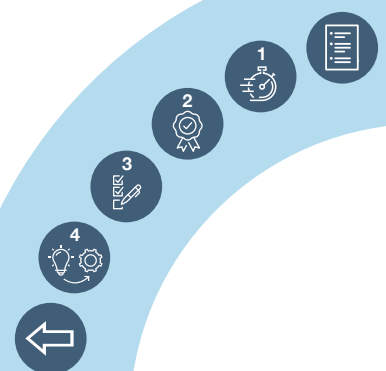
Children in child labour inherently face other child protection risks due to the harmful nature of this work, particularly when it comes to the worst forms of child labour. For example, children in hazardous work are often exposed to dangers and injuries, psychosocial distress and physical or emotional maltreatment. Similarly, adolescent girls in commercial sexual exploitation are inherently exposed to sexual and gender-based violence (SGBV) and physical violence. Children who are trafficked are often also separated from their families and often exposed to other forms of violence and exploitation. While child labour is a child protection issue that requires specific analysis and understanding, a comprehensive response to child labour should address all protection concerns that children are facing. Child labour actors must assess the protection situation of children holistically, identifying key risks and protective factors that exist for an individual child and their environment.<sup>27</sup> Similarly, child labour should not be excluded from programmes that are primarily designed to prevent and respond to other protection concerns.

#### DANGERS AND INJURIES (CPMS STANDARD 7)

Children in child labour are often exposed to hazards and dangers that can cause injuries, impairments or even death. Hazards can be related to the types of work, conditions or environments in which children work. Crises can cause new hazards such as ongoing fighting, unexploded ordnances, damaged or collapsed buildings, debris, flooding, exposure to toxins, and can increase risks to dangers and injuries for working children; these changing circumstances can elevate child labour risk factors.

#### PHYSICAL AND EMOTIONAL MALTREATMENT (CPMS STANDARD 8)

Children in child labour are likely to be exposed to physical and emotional maltreatment including neglect. Children may experience verbal, emotional or physical abuse, attacks or harassment in, or on their way to the workplace. Children in illicit work and slavery including forced or bonded labour often experience harm or threats of harm to themselves or their families. Employers may neglect children's safety and wellbeing with severe and life-threatening consequences. Furthermore, children in the WFCL and children who are working and/or living on the streets often also face significant stigma and discrimination in the community, in school or when seeking assistance.



## SEXUAL AND GENDER-BASED VIOLENCE (CPMS STANDARD 9)

Sexual and gender-based violence (SGBV) is fundamentally connected to many of the worst forms of child labour, including all forms of commercial sexual exploitation; specific forms of slavery including use of children for pornography; trafficking for sexual exploitation; CAAFAG; domestic labour; and children living and working on the street. Although SGBV can also be experienced by boys and children with other gender identities, globally it disproportionately affects girls, especially adolescent girls. Working children can be at a heightened risk of sexual violence within their home, community, and in or on their way to the workplace. They may experience various forms of SGBV including sexual abuse, harassment or assault, coercion, rape, and early marriage.<sup>28</sup>

## PSYCHOSOCIAL DISTRESS AND MENTAL HEALTH (CPMS STANDARD 10)

Child labour is a major source of psychosocial distress and suffering as a result of high exposure to danger, lack of basic needs, separation from family members, pressure to provide for others at a young age, and different forms of violence. Long hours or heavy work means that children often have limited access to educational and recreational activities as well as other everyday things which are vital for children's psychosocial wellbeing and development. Children in the WFCL are often not able to mitigate the distress they experience and are more likely to use negative coping mechanisms such as drug or alcohol abuse or self-harm. As a result, they can develop mental health conditions that require specialised support.

## CHILDREN ASSOCIATED WITH ARMED FORCES OR ARMED GROUPS (CAAFAG) (CPMS STANDARD 11)

The use of children in armed forces and armed groups is one category of the worst forms of child labour. The Paris Principles (2007) outline the evidence base, legal and programmatic framework for prevention and response to CAAFAG, including demobilisation and reintegration. Children in armed forces or groups experience many other forms of violence including maltreatment, SGBV, psychosocial distress, dangers and injuries, and even death. Emerging evidence about girls associated with armed forces and armed groups (GAAFAG) provides new insights into the diverse roles, risks and experiences of girls in armed groups. Groups of girls who require specific attention in humanitarian action include GAAFAG who are survivors of sexual and gender-based violence, who have had children following sexual violence, and girls with disabilities.<sup>29</sup> This toolkit does not provide detailed guidance on the Disarmament, Demobilisation and Reintegration process for children associated with armed forces and armed groups; however, the guidance on prevention of child labour including WFCL can also help prevent CAAGAF.

## UNACCOMPANIED AND SEPARATED CHILDREN (UASC) (CPMS STANDARD 13)

Family separation and child labour are closely connected. Children who are separated from a caregiver and other family protection when they need it most may not be able to access their basic needs, leaving them vulnerable to child labour and exploitation. In financially desperate situations, children may be forced to move away from their families to find work elsewhere, and without adequate protection they are more susceptible to trafficking and exploitation.

## KEY ACTIONS TO ADDRESS CHILD LABOUR ALONGSIDE OTHER CHILD PROTECTION RISKS

- **Assess and analyse child labour risk factors in relation to other child protection risks:**
  - conduct comprehensive child-centred risk assessments and mappings with children, adolescents and community members;
  - analyse child protection risks associated with the places where children work, with their travel to and from work, and where they live and spend time in the community;
  - identify population groups, (seasonal) events or situations that present child labour risk factors;
  - always ensure that analysis of child labour is undertaken with a gender and an age lens, and includes other relevant diversity factors.

See [section 2.2 Situation analysis and assessment](#).





○ **Ensure that case management procedures and referral services address child labour alongside other child protection risks:**

- develop comprehensive SOPs that outline how actors should manage child labour concerns alongside other interconnected child protection risks such as separation or forced recruitment;
- identify agencies that can provide specialised case management agencies for child survivors of SGBV including adolescent girls who experienced commercial sexual exploitation or child marriage associated with forced (domestic) labour or trafficking;
- ensure that safety plans for children mitigate child protection risks associated with child labour;
- ensure that medical services can meet the needs of working children who experienced other protection concerns, including: Post Exposure Prophylaxis (PEP) kits for survivors of rape, sexual and reproductive health information and services, treatment of workplace-related injuries and aids for disabilities;
- ensure that community-based psychosocial support and specialised mental health services are prepared to work with children (formerly) in child labour who experience high levels of distress and/or severe mental health conditions;
- explore the use of cash and voucher assistance (CVA) modalities to support wellbeing outcomes for children in child labour/WFCL;
- use child protection information management system data to analyse trends and patterns of child labour and the inter-relation with other child protection risks during the crisis.

See [3.5 Child protection section on Case management](#).

○ **Assess child labour risk factors related to family separation:**

- Assess how secondary family separation e.g. migration of children away from their families is linked with child labour risk factors;
- Put in place measures to rapidly identify unaccompanied and separated children (UASC) to prevent child labour, including the worst forms;
- Monitor and protect at-risk population groups, e.g. children on the move, to prevent them from being trafficked or end up in forced labour;
- Regularly monitor and follow-up on UASC while they are placed in (temporary) alternative care to ensure their basic needs are met and to prevent child labour risk factors;
- Support UASC in alternative care to access quality education and pathways to [decent work](#) to prevent child labour risks.

See [3.5 Child protection section on Alternative care](#).

○ **Create opportunities to reach children in child labour through broader humanitarian child protection programmes** – for example, by:

- including child labour risk factors in targeting and eligibility criteria for essential services;
- extending outreach activities to hard-to-reach and working children in highly affected communities, covering key workplaces such as homes, fields, streets and communities;
- engaging with key community actors and structures for the identification and referral of children in child labour;
- working closely with others during design and implementation such as advisers on gender, sexual and reproductive health, mental health and so on.

See [section 3.5 Child protection](#).



○ **Include child labour key messages in broader child protection awareness-raising communication, and community engagement strategies.**

- Ensure that messages for children in child labour include practical information for children and parents/ caregivers around protection concerns, including how to seek medical assistance if they are injured, and referral pathways for violence, abuse and exploitation including SGBV and WFCL.

See [section 4.1 Communication and advocacy](#).

○ **Include children (formerly) in child labour and WFCL in broader community-based child protection including group activities.**

- Where possible and safe to do so, establish mixed groups of children from different backgrounds in order to promote social integration and avoid social isolation or stigmatisation of children in child labour.
- Prevent stigma of children who are removed from WFCL, for example CAAFAG, through community-based approaches, sensitisation and promoting social cohesion.

See [chapter 4.1 Child labour messaging and awareness raising for more guidance](#).

○ **Conduct safeguarding risk assessments when working with children in the WFCL.** Targeting children publicly to participate in child protection programmes may put individual children at risk of stigma or discrimination or expose them to further risks of retaliation or renewed violence and exploitation. This may especially be the case for children (formerly) associated with armed groups or forces, survivors of commercial sexual exploitation and trafficking.

- Assess safeguarding risks for children in or at risk of child labour including WFCL.
- Identify and plan for mitigation measures to ensure the safety and confidentiality of children in child labour/WFCL during child protection programming.
- Continuously monitor the safety of children and mitigate any new or changing risks.

○ **Ensure that broader child protection and reintegration programmes do not lead to child labour.** Ensure that older children who are withdrawn from WFCL, can access decent work, and are protected from hazardous work or other WFCL.

- Keep the application of ILO Convention No. 182 central to all programme activities. No form of humanitarian action can justify withdrawing children from child labour only to work in another WFCL.
- Where funding limits sustainable economic (re)integration approaches, consider a phased strategy where initially less sustainable interventions such as CVA are used to meet immediate needs while longer-term social protection, safety nets or vocational training programmes are put in place.<sup>30</sup>
- Ensure that reintegration programmes include gender and age-appropriate life skills, education and economic-strengthening opportunities.

See [section 3.3.2 Preventing child labour related to humanitarian action](#).

○ **Integrate and analyse child labour in other key child protection information management and monitoring systems.** For example, include:

- commercial sexual exploitation of children in SGBV monitoring systems;
- trafficking and forced labour in broader protection monitoring systems;
- work-related injuries, diseases or malnutrition concerns in health surveillance systems;
- types of and reasons for child labour in family tracing and reunification information systems;



- WFCL in monitoring systems of DDR programmes;
- child labour in the IOM Displacement Tracking Matrix.

See [section 4.4 Information management](#).

- **Include child labour in broader child protection capacity-building initiatives**, especially in settings where child labour is a pre-crisis concern or is likely to increase during crises.

See [section 4.2.1 Capacity building](#).



## TOOLS

- TOOL 1. CHILD LABOUR RISK AND PROTECTIVE FACTORS**
- TOOL 2. CHILDREN ARE NOT LITTLE ADULTS**
- TOOL 3. PSYCHOSOCIAL IMPACT OF CHILD LABOUR**
- TOOL 4. DISABILITY AND CHILD LABOUR**
- TOOL 11. SUPPORTING AT-RISK CHILDREN AND EMPOWERING GIRLS**
- TOOL 15. SIGNS OF CHILD LABOUR**
- TOOL 16. CHILD LABOUR RISK MATRIX**
- TOOL 17. GUIDANCE FOR CASEWORKERS**
- TOOL 18. SAFETY PLANNING**

## KEY RESOURCES

### Dangers and injuries

- ILO-IPEC (2010). [Safe Work for Youth Checklists for types of decent work](#).
- Plan International (2018). [Child-centred Multi-Risk Assessment: A Field Guide and Toolkit](#).
- FAO and ILO (2017). [Child labour in agriculture in Lebanon: A guide for practitioners](#).

### Physical and emotional maltreatment

- WHO (2016). [INSPIRE Seven Strategies for Ending Violence Against Children](#).
- WHO (2016). [INSPIRE Handbook Action for implementing the seven strategies for ending violence against children](#)
- ILO-IPEC website Child Labour and Domestic Work: <http://www.ilo.org/ipec/areas/Childdomesticlabour/lang--en/index.htm> [Last accessed October 2020].
- ILO (2017). [Practical Guide to Ending Child Labour and Protecting Young Workers in Domestic Work](#).
- ILO (2007). [Hazardous child domestic work: A briefing sheet](#).
- ILO-IPEC (2014). [Tackling child labour and protecting young workers in domestic work – A resource manual](#).
- Anti-Slavery International (2005). [Child Domestic Workers: A handbook on good practice in programme interventions](#).



## SGBV

- ILO, UNICEF, UN GIFT (2009). [Training manual to fight trafficking in children for labour, sexual and other forms of exploitation. A series of three textbooks, a facilitator's guide and exercise book.](#)
- International Rescue Committee (2012). [Caring for Child Survivors of Sexual Abuse: Guidelines for health and psychosocial service providers in humanitarian settings.](#)
- UNPFA (2019). [The Inter-Agency Minimum Standards for GBV in emergencies programming.](#)
- UNHCR (2020). [SGBV Resource page.](#) [Last accessed October 2020].
- ILO (2008). [Guidelines on the design of direct action strategies to combat commercial sexual exploitation of children.](#)
- ECPAT (2013). [Unseen Vulnerabilities: The Link Between Child Labour and Sexual Exploitation of Children](#) ECPAT International Journal, Issue 8, October 2013.
- ECPAT (2017). [Connecting the Dots: Supporting the Recovery and Reintegration of Children Affected by Sexual Exploitation.](#)

## MHPSS

- Woodhead, M. (2004). [Psychosocial impacts of child work: a framework for research, monitoring and intervention.](#)
- ILO (2011). [Assessing psychosocial hazards and impact of child labour.](#)
- Unicef (2016). [The Adolescent Kit for Expression and Innovation: A package of guidance, tools and supplies to reach and engage adolescents affected by conflict and emergencies.](#)
- Save the Children (2015). [The Youth Resilience Programme: Psychosocial support in and out of school.](#)

## UASC

- Inter-agency Working Group on Separated and Unaccompanied Children (2013). [Alternative Care in Emergencies Toolkit.](#)
- Inter-agency Working Group on Separated and Unaccompanied Children (2017). [Field Handbook on Unaccompanied and Separated Children.](#)

## CAAFAG

- Unicef (2015). [Operational Field Handbook on Child recruitment, Release and Reintegration.](#)
- ILO (2002). [Supporting Children's Rights through Education, the Arts and the Media \(SCREAM\). Module on child labour and armed conflict.](#)
- Ward, J & Stone, L (2018). [UNICEF knowledge product: CAAFAG and GBVIE Programming. London: UNICEF GBVIE Helpdesk.](#)
- Paris Principles Steering Group (2007). [The Paris Principles and Guidelines on Children Associated with Armed Forces or Armed Groups.](#)
- MONUSCO (2019). [Our Strength Is In Our Youth: Child Recruitment and Use by Armed Groups in the Democratic Republic of the Congo 2014-2017.](#)
- Plan International (forthcoming). [Technical Note: Girls Associated with Armed Forces and Armed Groups: Lessons Learned and Good Practices. ACPHA.](#)



## 3.6 EDUCATION

Education is a fundamental right for all children and adolescents. Education is critical for children and adolescents in crisis settings as it provides essential physical, psychosocial and cognitive protection. Major disruption in access to and quality of education affects millions of children worldwide and is strongly associated with elevated child labour risk factors. Children who drop out of school during crisis settings are more likely to enter child labour than those who stay in school. Globally, girls who drop out of school prematurely are three times more likely to marry early, and child marriage is often associated with domestic child labour and forced labour. Once children are in child labour, their reliance on income, lack of time and limited social support become significant barriers to education, depriving them of the opportunity to learn skills that are valuable for the rest of their lives.

Education is critical for successful prevention of and response to child labour in humanitarian crisis settings. This is best done through collaboration and integration of education with other sector programming across child protection, food security and livelihoods, and other essential services to meet humanitarian needs. Adolescents require special consideration in education programming and child labour prevention, as the expectation to work is usually much stronger for older children compared to younger children, and tailored education opportunities are fewer. Adolescent girls often face additional gender specific barriers when boys' education is prioritised over girls' schooling or when adolescent girls are expected to take on greater domestic roles or get married. Specific approaches should also be developed for children who were already out of school prior to the crisis, and for children who are denied education as a direct result of the crisis.

Underpinning all actions should be the principle that prevention is better than the cure; it is much easier, less harmful and less resource-intensive to prevent children and adolescents from dropping out of education than withdrawing children from child labour, especially from the WFCL.

It can be helpful to develop strategies for two distinct yet linked categories of children in child labour:

- Children who were out-of-school before the crisis.
- Children who were in school before the crisis, either not working or managing work and school at the same time.


A key child labour prevention measure is ensuring that **children who were enrolled in school before the crisis** can go back to school as quickly as possible after the crisis has occurred. 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. Schools must track students who are out-of-school, remove barriers to attendance, and focus on getting learners back into school as soon as possible.

**Children who were already out of-school before the crisis** or who have missed out on years of education are likely to be those who are most at risk of experiencing the worst forms of child labour, and thus require tailored, age-appropriate and inclusive learning opportunities, including access to non-formal and alternative education approaches.

### SPECIFIC CHILD LABOUR RELATED RISKS TO EDUCATION INCLUDE:

- Children who need to leave school to work in order support household income, meet their basic needs, support at home or migrate for work.
- Poor quality of education may lead to school drop-out and prioritisation of work over education.
- Children in child labour often have limited or no time for learning, attending classes and doing homework due to their work commitments or additional domestic chores at home. This may impact their school performance and lead to drop out of school at a young age.
- Children in child labour may have learning difficulties, such as concentration problems, due to exhaustion, hunger, or illness.
- Limited availability of catch-up, non-formal or alternative education opportunities for children who have long or short-term education gaps.
- Certain types of child labour may affect children's social status, appearance, or behaviour, and may lead to discrimination from peers and teachers, or expulsion from school.



- Education staff and institutions may feel they have the skills, time or resources to meet the specific learning needs of children in child labour and their requirements for flexible education modalities.
  - Policy barriers such as rigidly implemented policies on missed classes or exam requirements.
  - Key child labour risk factors are discussed in [section 1.2.2 Risk and protective factors for child labour in crisis settings](#) and in [Tool 1. Child Labour Risk and Protective Factors](#).
- 
- The following groups of children are especially at risk of being excluded from accessing education: children living in rural areas; children living in urban slums; children living and working on the streets; adolescent girls, particularly those facing harmful practices such as child marriage; children who are trafficked (for labour or sexual exploitation); children who are refugee, internally displaced or migrant; children living in conflict settings; children who were out of school before the emergency or crisis; children associated with armed forces and armed groups; children in vulnerable households.

This section is structured around the Inter-Agency Network for Education in Emergencies (INEE) Minimum Standards, which guide practitioners to strengthen the education system in five domains:

- **Foundational standards**
- **Access and learning environment**
- **Teaching and learning**
- **Teachers and other education personnel**
- **Education policy**

### 3.6.1 FOUNDATIONAL STANDARDS

#### KEY ACTIONS FOR COMMUNITY PARTICIPATION

- **Actively engage with community-level structures**, including education committees and child protection structures, to assess and monitor access to and quality of education for children who are out of school or in child labour. This can be done through:
  - community-led identification of the risks and barriers to education and child labour risk factors;
  - community-led education action planning for out-of-school and working children, including the development of quick-impact projects;
  - including child labour messages into broader education awareness campaigns;
  - identification and mobilisation of community resources that can support education of out-of-school and working children;
  - participation of out-of-school and working children in community dialogues on education;
  - social audits of education access, barriers, gaps and effective approaches, particularly for girls and other at-risk groups;
  - local-level advocacy with local authorities for improved access to and quality of education for children and adolescents of all ages.
- **Support community-led education initiatives for children who are out of school or in child labour, and provide resources for:**
  - community dialogues with children, adolescents, parents and influential community members to promote access and quality of education for children who are out of school or working;
  - awareness campaigns on educational rights and opportunities for children in child labour;
  - after-school activities and informal learning, such as literacy and numeracy, recreational, sports and peer group activities, life skills, homework classes and other activities that can support education outcomes for children;



- local apprenticeships or training opportunities for adolescents who are above the legal minimum age for work;
- childcare and early childhood development (ECD) services for parents of at-risk children or young (adolescent) caregivers who are in or at-risk of child labour.

○ **Actively engage children in community-level initiatives by:**

- integrating child labour prevention into school-based child and adolescent participation activities including school councils, youth groups, mentoring and other school-based activities;
- supporting peer educators to develop and convey child labour key messages.

○ **Strengthen community-level education monitoring systems** to identify and track children who are at risk of dropout or already in child labour. At-risk groups might include:

- children with irregular attendance or poor school performance;
- children who are not attending school or who have dropped out of school completely;
- children who are combining school and child labour;
- children in vulnerable households (single caregiver, child-headed or income-poor households);
- other at-risk groups such as displaced children, children with impairments, siblings of children in child labour, children who are caring for their own children, for siblings or for adult members of the household, and children with chronic diseases including HIV and AIDS.

○ **Strengthen referral mechanisms between community-level education structures and formal services** which can link identified at-risk children, adolescents and their families to essential services such as education, child protection, basic needs, food security and livelihoods, and other economic-strengthening programmes.



## KEY ACTIONS FOR COORDINATION

○ **Develop comprehensive education strategies to prevent and respond to child labour:**

- Involve key education stakeholders and other sector actors covering TVET, ECD, child protection and SGBV, food security and livelihoods, health and basic needs in strategic planning.
- Where possible, involve teachers' unions in strategic planning and prioritising actions to prevent child labour.
- Promote the inclusion of child labour in inter- and intra-sectoral coordination, analysis, strategic planning and coordination.
- Involve community stakeholders in strategic planning and prioritising actions to address child labour.
- Allocate time and resources for education actors to participate in inter-sectoral activities such as joint needs assessments, response planning and integrated programme implementation.
- Support cross-sectoral collaboration, monitoring and coordination at local levels.
- Participate in dedicated child labour coordination mechanisms.
- Promote an integrated programming approach to child labour, underpinned by education, protection, food security and livelihoods and other economic interventions.

See [section 2.1 Coordination](#).

○ **Collaborate with social welfare/child protection actors** to develop joint strategies for working with children and adolescents who are out of school and/or in child labour, which may cover:

- strategies for outreach to “invisible” or hard-to-reach children;
- community mobilisation and awareness campaigns on education for all children;
- integrated education and protection programming for the (re-)integration into education for children in WFCL;





- referral pathways between education and child protection actors for children identified as at risk of or in child labour.
- **Establish child labour referral pathways to:**
  - refer children who have dropped out of school to (in-school) to return back to learning;
  - immediately refer suspected cases of child labour/WFCL to school management and child protection actors for safe support and reporting services;
  - monitor children who combine work and school to prevent school drop-out.
- **Advocate with donors for education funding to prevent and respond to child labour by:**
  - providing data and evidence on the linkages between education and child labour, the gender and age-specific education needs of children in or at risk of child labour and WFCL;
  - prioritising funding for secondary education and other education opportunities for adolescents and children who are out of school and/or already in child labour.

## KEY ACTIONS FOR ANALYSIS

- **Integrate child labour in education assessments** to understand the context-specific dynamics between education and child labour, including barriers to education.

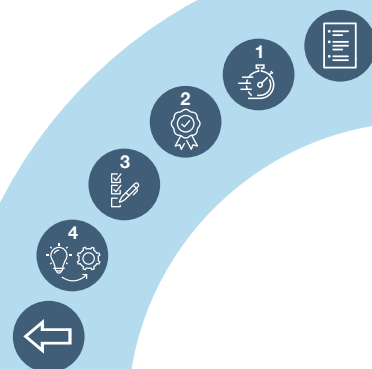
See [section 2.2 Situation analysis and assessment](#).

- **Promote sex- and age-disaggregated data** and use relevant age brackets around the compulsory age for education, primary/secondary schooling and the minimum age of work.
- **Involve other sector actors in education needs analysis and response planning**, in particular in relation to children who are out of school, those who are working and those in child labour including WFCL. Always involve child protection and GBV actors and relevant child labour actors.
- **Consider linking or extending child labour monitoring (CLM) systems to schools** in contexts where there are considerable levels of child labour, and where CLM systems are implemented at national, sub-national and community levels.
- **Strengthen education monitoring systems at national and sub-national levels** to identify and track children who are at risk of dropout or are in child labour. Ensure these systems continue to function during crises and that children who are (or are suspected to be) in child labour including WFCL are referred to the relevant child labour and/or child protection actors.
- **Include child labour indicators in evaluations** of education responses, strategies and programme approaches.

## TOOLS

TOOL 6. COORDINATORS' CHECKLIST

TOOL 7. WHAT WE NEED TO KNOW ABOUT CHILD LABOUR



## 3.6.2 ACCESS AND LEARNING ENVIRONMENT

### KEY ACTIONS FOR EQUAL ACCESS

- **Prioritise actions to address the barriers to education for at-risk groups** including children who are out of school, children with educational gaps, children in child labour or children in contact with the law, children with special educational needs, pregnant girls and young caregivers.
- **Promote admission, enrolment and retention of at-risk children and adolescents** through:
  - flexible documentation and age requirements;
  - flexible second-chance enrolment for dropouts;
  - abolishing, reducing or covering costs associated with education, for example, school fees, transport costs, uniforms, meals, school materials and books. Where this is not possible, link families to cash and voucher assistance (CVA) or other economic interventions that can help cover costs;
  - providing households that depend on income from child labour with CVA, ideally linked to longer-term livelihoods support or social protection, to enable children to go back to school;
  - engaging with parents/caregivers, husbands, other (in-law) family members, education facilities and/or employers to facilitate access to and retention in school for at-risk children;
  - inclusive education for children with disabilities or chronic diseases;
  - linguistically and culturally adapted education for children from minorities or displaced groups.
- **Promote a range of quality education opportunities for children and adolescents** tailored to age, developmental stage, learning and earning needs and interests. Consider:
  - early childhood development (ECD) for children (birth to eight years);
  - primary, secondary and higher education;
  - remedial education to support children with learning difficulties;
  - life skills education;
  - Technical and vocational education and training (TVET) and apprenticeship programmes.
- **Develop specific strategies to reach and cater for the needs of adolescents in or at risk of child labour through:**
  - tailored psychosocial support to adolescents who have never been to school, to increase self-esteem, confidence and motivation for education;
  - tailored life skills, informal learning, vocational training and apprenticeship opportunities that meet the gender and age-specific needs and interests of adolescents;
  - using CVA to support adolescent adolescents' learning opportunities;
  - using ILO's Supporting Children's Rights through Education, Arts and the Media (**SCREAM**);
  - engagement with parents, caregivers and influential community members to promote and support girls' education;
  - involving female education staff and community members who can support positive education outcomes for girls, including involving mothers and other influential community members in mobilising girls to enrol in education and supporting a protective school environment.

See [section 2.3 Strategic response planning](#).



## SCREAM

The ILO programme Supporting Children's Rights through Education, Arts and the Media (SCREAM) uses creative arts to raise awareness about child labour and to empower children to convey their messages to the community. This can also be a useful tool to promote access to education for all children. The SCREAM education pack is available here: [www.ilo.org/scream](http://www.ilo.org/scream).

- Create pathways for out-of-school children to reintegrate into formal education such as:
  - catch-up programmes for children with short education gaps;
  - accelerated education programmes (AEP) for children and adolescents with large educational gaps;
  - bridging programmes that run concurrently with regular classes in formal education, which provide at-risk children and adolescents with targeted support to succeed in school;
  - other types of non-formal education, such as:
    - literacy and numeracy programmes;
    - life skills programmes;
    - language classes or IT courses;
    - vocational training with a pathway to formal training or education;
    - homework, tutoring, extracurricular learning and psychosocial support, provided through schools or through spaces which are not managed by education authorities, such as child-friendly or adolescent (girl)-friendly spaces.
- **Promote flexible learning modalities for working children and adolescents** which are tailored to their learning and earning needs and interests, such as:
  - mobile education activities for highly mobile populations – for instance, children in seasonal agriculture, children on the move or children living and/or working on the streets;
  - mobile classes offered in or close to workplaces;
  - childcare services for adolescent parents;
  - adapted timetables to fit in with the days and times that children work;
  - activities that offer more time for self-study than classroom-based learning;
  - learning through other platforms such as child- or adolescent-friendly spaces.
- **Develop specific strategies for children and adolescents removed from the WFCL:**
  - Children and adolescents who have been rescued from hazardous work, commercial sexual exploitation, CAAFAG, trafficking or forms of slavery, require a range of comprehensive support and services alongside education. Combine learning programmes with case management, counselling, psychosocial and health-related services to support their often long and difficult process of rehabilitation and social reintegration.
  - For adolescents above the minimum age for work, offer economic-strengthening opportunities such as vocational training, youth livelihoods or other income-generating and learning opportunities.
  - For adolescents, always couple education or technical training with life skills education to support socio-emotional learning.





## CASE STUDY 21.

### TAILORED EDUCATION FOR INTERNALLY DISPLACED CHILDREN IN THE CENTRAL AFRICAN REPUBLIC

In Central African Republic, Plan International provides alternative education programmes for internally displaced children aged 8 to 16 years who have large educational gaps, including children living in foster families. The education programme offers non-formal learning opportunities including second chance education to transition back into formal education or vocational training for adolescents above the minimum age for work. The education programme was coupled with participation in psychosocial support activities including recreational and life skills programmes.

Second chance teachers were trained on working with children with low motivation for education and low self-confidence in their own ability to learn. Part of their role was to conduct home visits to the students and their families to evaluate their progress in the programme, and to prepare children and their families for their transition into formal education (younger children) or to support adolescents to complete their training and find employment after graduating of the programme (older adolescents). Girls and boys in vocational training has access to a vocation of their choosing, thereby promoting equality for girls. The programme supported an unaccompanied adolescent girl to be trained as the first-ever female motorcycle mechanic in her town.

This programme approach resulted in increased school enrolment of out-of-school children and enhanced the self-esteem and self-confidence of at-risk children and adolescents to complete an education and brought back a future perspective for conflict-affected families.

#### KEY ACTIONS FOR PROTECTION AND WELLBEING

- **Promote a safe and secure learning environment for all children** to protect them from threat, danger, injury, stigma and discrimination:
  - identify and address child labour risk factors associated with education, for example, attacks on schools and/or abduction and forced recruitment of children, sexual exploitation by teachers or hazardous tasks carried out by children in schools;
  - identify and address any stigma, discrimination and violence against children that occurs on their way to or in school to prevent dropout;
  - identify and address the specific needs of girls, particularly adolescent girls, to stay safe on the way to and in school;
  - put in place measures to prevent and respond to school-based gender-based violence;
  - keep documentation and enrolment information of children confidential and secure in settings where there are security concerns or risks of attacks on schools.
  
- **Promote a safe and supportive learning environment for children who are withdrawn from child labour including WFCL:**
  - Offer specific individual- or group-based support to children who are in or removed from WFCL to build their self-esteem and promote their overall psychosocial wellbeing.
  - Provide guidance and support to teachers to identify and meet the psychosocial needs of children with experiences of child labour including WFCL.
  - Keep confidential any documentation and enrolment information of children who are withdrawn or rescued from WFCL.



## KEY ACTIONS FOR FACILITIES AND SERVICES

- **Promote safety and accessibility of education facilities for all learners to prevent school dropout and child labour.** Consider:
  - secure and disaster-resilient learning structures;
  - sufficient teaching materials;
  - learning aids for learners with special needs;
  - adequate teacher–student ratios;
  - adequate classroom space–student ratios;
  - adequate WASH facilities including safe drinking water, sex-separated bathrooms and hand-washing facilities;
  - menstrual hygiene management (MHM) facilities in schools including dedicated changing/ washrooms and sanitary products.
- **Promote multi-sectoral services** that equip children who were (formerly) working or in child labour with essential skills and help to reduce barriers to education such as:
  - health and vaccination programmes;
  - nutrition and school feeding programmes;
  - recreational and sport programmes;
  - peer group activities and life skills programmes.



### CASE STUDY 22.

#### CONDITIONAL CASH PROGRAMMING TO ADDRESS CHILD LABOUR AND PROMOTE EDUCATION IN TURKEY

[This case study](#) describes how conditional cash assistance was used to promote education as an alternative for child labour among Syrian refugee children and vulnerable Turkish children in Şanlıurfa province in Turkey.



### CASE STUDY 23.

#### PROMOTING EDUCATION TO PREVENT CHILD LABOUR AMONG ADOLESCENT GIRLS IN LEBANON

[This case study](#) described how tailored education and psychosocial support for at-risk Syrian and Lebanese adolescent girls helped prevent child labour.





## CASE STUDY 24.

### HOLISTIC PROGRAMMING FOR HOMEBOUND AND WORKING CHILDREN IN URBAN AREAS IN JORDAN

[This case study](#) describes a holistic, community-level approach to supporting children in, and at-risk of child labour in urban areas of Amman, Jordan.



## TOOLS

TOOL 4. DISABILITY AND CHILD LABOUR

TOOL 11. SUPPORTING AT-RISK CHILDREN AND EMPOWERING GIRLS

TOOL 15. SIGNS OF CHILD LABOUR

### 3.6.3 TEACHING AND LEARNING

#### KEY ACTIONS FOR CURRICULA

- **Ensure all formal and non-formal education programmes for children in or at risk of child labour adhere to national and international education standards** to ensure that children develop core competencies regardless of the type of education they access.
- **Adapt or develop curricula and learning materials** to include education about child labour risk factors alongside other key themes related to child rights and child protection education.
- **Design life skills content to meet the needs and interests of working children.** Content should be context-specific and sensitive, and may include:
  - child protection including practice to prevent and mitigate specific risks related to children's work and work environment;
  - psychosocial support, including support to overcome adversity related to (former) involvement in child labour;
  - health and hygiene promotion including SRHR and HIV and AIDS;
  - comprehensive sexuality education (CSE);
  - disaster risk reduction and life-saving skills, including related to workplace hazards;
  - culture, recreation, sports and arts, tailored to the interests of the group;
  - leadership skills, job coaching and employability skills such as job interviewing, communication in the workplace, and conflict resolution.

#### KEY ACTIONS FOR TRAINING, PROFESSIONAL DEVELOPMENT AND SUPPORT

- **Strengthen child labour knowledge and capacity among education personnel,** including teachers, instructors, facilitators and animators in formal and non-formal education programmes as well as school administrators and supporting staff. Cover content related to:
  - context-specific priority child labour risk factors and consequences, concepts and legal framework, key preventive and response actions, and referral pathways;



- child safeguarding and PSEAH;
- gender sensitive teaching methodologies;
- how to use specific child labour learning materials and specific curricula for working children and adolescents;
- promoting a learner-friendly environment with special attention to the needs and capacities of (formerly) working children, especially those in WFCL.

See [section 4.2 Capacity and staff safety](#).

- **Integrate content on child labour** in training and professional development opportunities for all education staff in settings where this is prevalent, including in:
  - teacher induction and training programmes across formal and non-formal education;
  - broader child rights and child protection training packages for teachers;
  - ongoing coaching, supervision and support.
- **Provide specialised training and support education staff with a specific role in supporting children (formerly) in child labour/WFCL** such as school counsellors, case workers, mentors, and teachers who provide education to working children.
- **Prevent and respond to stigma, discrimination and harmful social norms** perpetrated by education staff against children in or at risk of child labour.



See [Tool 13. Child labour key messages](#) contains sample messages to address harmful social norms that condone child labour.

### 3.6.4 TEACHERS AND OTHER EDUCATION PERSONNEL

- **Define roles and responsibilities of education staff to identify, support and refer children at risk of, in or removed from child labour/WFCL.**
  - Reflect specific roles and responsibilities in the terms of reference for education staff.
  - Consider roles for school counsellors, case workers, female mentors and/or teaching assistants in providing specific support to at-risk and working children, especially those in child labour.
  - Provide schools with the personnel, expertise and resources needed to carry out their duties safely and effectively.
  - Ensure that education staff are connected with referral pathways to more specialised services related to child protection, health and mental health.



- **Recruit teachers from the affected population**, including from refugee, internally displaced and migrant populations. If there are legal or policy barriers to formal hiring of teachers from the refugee population, advocate for viable solutions. For example, recruit refugee teachers as teacher's assistants or community facilitators and provide them with relevant training and support.
- **Hire teachers who can teach in the language of affected children** or who are qualified to teach the official language to children who are displaced or from minority groups.





## 3.6.5 EDUCATION POLICY

### KEY ACTIONS FOR LAW AND POLICY FORMATION

- **Identify and analyse existing legal and policy frameworks for education and child labour** including the provisions for at-risk children in the crisis context (from early years to tertiary education and TVET). Identify and address in particular:



- the legislative and policy barriers which prevent children in child labour from accessing education, especially children with a displacement status;
- potential barriers to education related to documentation that may be missing or lost;
- registration, enrolment and other associated fees and potential barriers;
- terms and conditions of (re)enrolment periods;
- requirements for children with education gaps related to humanitarian crisis or child labour;
- language(s) of instruction in non-formal and formal schools.

See [section 3.11 Strengthening child labour systems, policies and legislation](#).

- **Advocate for authorities to address child labour risk factors and gaps in national education law and policy formation** and in initiatives such as setting minimum standards and developing guidelines for education in humanitarian action at local and national levels.
- **Advocate and collaborate with the Ministry of Education to minimise policy barriers** for all children who have missed out on education and children at risk of, or in child labour.

### KEY ACTIONS FOR PLANNING AND IMPLEMENTATION

- **Strengthen linkages between formal and non-formal education opportunities** in collaboration with the Ministry of Education, the relevant education coordination structure(s) and other relevant stakeholders.
  - Ensure that the national education plan, which provides a framework for both quality formal and non-formal education programmes, contains inclusive educational opportunities for children at risk of, in and withdrawn from child labour/WFCL.
  - Provide resources to realise community-level pathways from non-formal to formal education.
  - Include non-formal education opportunities in the national education plan and systems over time, where possible.
- **Ensure non-formal education programmes do not become a pull factor for children to enter or stay in child labour.** Discuss and review the following questions:
  - Pathway out of child labour: Will the non-formal education programme provided to children in child labour legitimise their work? Will it provide pathways for children to transition out of child labour?
  - Eligibility: For children in child labour, are there types of work that children should be removed from before they can be admitted to the non-formal education programme?
  - Will the non-formal programme deter children from accessing formal education?
  - Will the non-formal programme increase the marginalisation of excluded groups of children such as refugees?
- **Use existing legislation and policy to inform humanitarian action to link children in child labour to education opportunities.** For example: raise awareness of the legal rights of children to education and decent work, and advocate for resources to meet the specific educational needs of children in child labour, especially for the most excluded groups.



- **Monitor and evaluate education programmes** on both positive and potentially negative impacts of non-formal or flexible learning models. Assess:
  - whether children attain their core competencies in line with national education policy;
  - whether the most vulnerable children are reached and effectively supported;
  - whether there are potential negative consequences, such as non-formal education programmes for working children becoming a pull factor for child labour;
  - the impact of teacher training and professional development related to working with children in child labour.

See [section 4.3 Monitoring and evaluation](#).

- **Record, report and share good practices and lessons learned** on improving the accessibility of education for children in or withdrawn from child labour. Promote learning and exchange between education actors and staff at national, sub-national and local levels.

## TOOLS

**TOOL 4. DISABILITY AND CHILD LABOUR**

**TOOL 11. SUPPORTING AT-RISK CHILDREN AND EMPOWERING GIRLS**

**TOOL 15. SIGNS OF CHILD LABOUR**

## KEY RESOURCES

- CPWG (2015). [No to Child Labour, Yes to Quality and Safe Education in Emergencies](#).
- UNESCO (2019). [Migration, displacement and education: Building bridges, not walls](#).
- UNICEF (2017). [Education: Including Children with Disabilities in Humanitarian Action](#).
- Education International (2013). [Child Labour and Education for All: A resource guide for trade unions and a call against child labour and for Education for All](#).
- ILO-IPEC (2011). [Mainstreaming child labour concerns in education sector plans and programmes](#).
- ILO-IPEC website. [Child labour and education](#). [Last accessed October 2020].
- ILO-IPEC (2009). [Combating child labour through education: A resource kit for policy makers and practitioners](#).
- Winrock International (2008). [Best practices in preventing and eliminating child labour through education](#).
- ILO-IPEC (2007). [Consolidated good practices in education and child labour](#).
- ILO (2006). [Education as an intervention strategy to Eliminate and Prevent Child labour: Consolidated Good Practices of the International Programme on the Elimination of Child Labour \(IPEC\)](#).
- ILO (2004). [Desk review on school-based monitoring: The potential role and participation of teachers, parents, and the community in school-based child labour monitoring](#).
- ILO-IPEC (2003). [Child Labour Teachers' Information Kit](#).

## 3.7 EARLY CHILDHOOD DEVELOPMENT

Early childhood development (ECD) encompasses the physical, socio-emotional, cognitive and motor development of children between birth and eight years old. At the heart of ECD programming is nurturing care and responsive parenting, which stimulates healthy attachment, optimal development and early learning of young children.

Children who benefit from ECD programmes are more likely to access and complete formal education later on. ECD services can also enable parents and caregivers to work, reducing over-reliance on children's income. As such, ECD forms a crucial intervention in the fight against child labour and should be considered an integral part of a comprehensive child labour response strategy.



### POSITIVE IMPACTS OF ECD ON INDIVIDUAL PROTECTIVE FACTORS FOR CHILD LABOUR.

- Optimal brain development, cognitive skills and early learning can motivate children for learning from a young age and help them smoothly transition to primary education.
- Children develop skills that help them to learn in school and to function in later life.

### POSITIVE IMPACTS OF ECD ON FAMILY-LEVEL PROTECTIVE FACTORS FOR CHILD LABOUR

- ECD services can free up time for parents and caregivers to work, reducing reliance on income from child labour.
- ECD services can reduce childcare responsibilities for parents, particularly for (adolescent) mothers, and can enable them to access education, livelihoods or decent work.
- ECD parenting programmes increase caregivers' parenting skills and how they value education.

### 3.7.1 ADDRESSING CHILD LABOUR THROUGH ECD

- **Assess existing ECD services for families at risk of child labour.**
  - Map out all ECD service providers in the humanitarian context. Include both government and non-governmental services, and include community-, school- and health centre-based ECD programmes. Assess the functionality and capacity of the facilities and programmes as well as eligibility criteria.
  - Consult with community-level education actors and organisations to identify key gaps in ECD services in affected areas.
- **Design gender transformative ECD programmes that prevent and respond to child labour risk factors.**
  - Prioritise families with children in or at risk of child labour in targeting criteria for ECD.
  - Conduct targeted outreach to adolescent caregivers, especially those who are themselves (formerly) in child labour/WFCL.
  - Promote nurturing care and responsive parenting skills for parents and caregivers to stimulate optimal development and early learning of young children.
  - Integrate child labour information in parenting education sessions, especially when child labour is prevalent among young children, for example, in rural communities.
  - Provide caregivers with literacy and numeracy classes to enable them to support their children during and after the transition from ECD to primary education.
  - Promote school readiness of children through stimulating early learning and by supporting the transition of young children from ECD to pre-school and/or primary education.
  - Train ECD staff on child labour, education and child labour risk monitoring and identification of at-risk families who are vulnerable to child labour.

See [section 2.3 Strategic response planning](#).



- **Integrate child labour messages in ECD parenting programmes to increase awareness on:**
  - the benefits of continued learning and education for children;
  - the harmful impact of child labour on child development and wellbeing;
  - harmful tasks or activities that young children should not undertake;
  - acceptable tasks or activities that young children can safely undertake;
  - equitable access to education for girls;
  - gender equality in the household, including in relation to domestic chores for children, male engagement in parenting and equal responsibilities between both parents/caregivers;
  - available support services in the humanitarian response, including for the prevention and response to child labour for younger and older children.



For specific messages, see [Tool 13. Child labour key messages](#).

- **Collaborate with other service providers to prevent and respond to child labour risk factors.**
  - Establish referral pathways for at-risk families with young children (from birth to eight years) identified by other sector service providers to access ECD services.
  - Refer families in ECD who are identified as being at risk of child labour or associated protection risks such as family separation, to child protection case management services.
  - Provide information and link caregivers with other essential services such as: education for children, adolescents or parents/caregivers themselves, access to birth registration, child protection, psychosocial support, health, nutrition, food security, social protection and/or (youth) livelihoods assistance.



## TOOLS

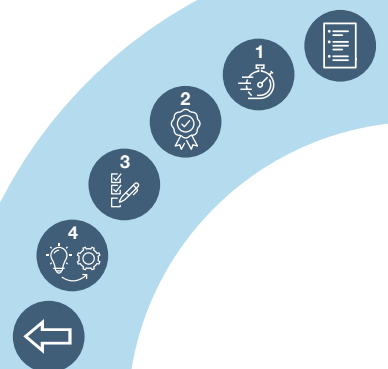
**TOOL 2. CHILDREN ARE NOT LITTLE ADULTS**

**TOOL 3. PSYCHOSOCIAL IMPACTS OF CHILD LABOUR**

**TOOL 11. SUPPORTING AT-RISK CHILDREN AND EMPOWERING GIRLS**

**TOOL 13. CHILD LABOUR KEY MESSAGES**

**TOOL 15. SIGNS OF CHILD LABOUR**



## 3.8 TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING (TVET)

TVET is education and training which provides the knowledge and skills for decent (self-) employment. It can be a suitable alternative to formal education for adolescents who have never been in formal education, who have large educational gaps or who dropped out prematurely. In some crisis settings, adolescents enter TVET because their access to secondary or tertiary education is limited, or because the economic situation of their family requires them to develop skills to generate an income. For children who are in a worst form of child labour (WFCL), or who have recently been withdrawn from a WFCL, the need to secure decent work will be even more acute.

TVET programmes can be formal or informal:

- **Formal TVET** is officially recognised by the government and accredited through certification. Although formal TVET provides adolescents with the best chance of finding decent employment opportunities and is therefore the preferred option, opportunities can be hard to come by. Often the places are limited, costly and not always available in places where at-risk adolescents live.
- **Non-formal TVET** is not officially recognised or accredited by the government. In crises, it is typically offered by national and international NGOs, private sector actors or local civil society organisations. Non-formal TVET opportunities tend to be shorter and less comprehensive than formal TVET. However, if designed in the humanitarian settings they can also provide more flexibility, offer broader eligibility criteria, be more tailored to the needs of adolescents and provide faster transition to decent work or self-employment.

### 3.8.1 CREATING TVET OPPORTUNITIES FOR ADOLESCENTS

- **Assess existing TVET opportunities for adolescents.**
  - Map out all formal and non-formal TVET service providers in the humanitarian context. Include both government and non-governmental programmes and consult with communities to assess the functionality and capacity of the facilities and programmes as well as eligibility criteria.
  - Conduct a local labour market and value chain analysis to identify relevant skills and types of decent (self-) employment that meet the demands of the labour market and provide a decent wage.
  - Include affected communities and host communities in TVET programme design – where relevant, also include an analysis of the labour market in places of origin of displaced communities to ensure knowledge and skills match when participants return home.
  - Distinguish between training, employment and business opportunities for adolescents and adults.
- **Communicate eligibility criteria set by TVET providers and relevant government authorities.**
  - Develop adolescent-friendly information and communication materials for adolescents that outline minimum levels of education or skills required for admission and participation in TVET opportunities.
  - Establish whether adolescents can be admitted to TVET before they have reached the minimum age for work or without having finished compulsory education – for example, when going back to school is not deemed feasible or provided that trainees reach the minimum age for work by the time they complete their TVET programme.

See [section 3.9.3 Targeting and selection](#).

- **Advocate with existing TVET providers, governmental authorities and donors to:**
  - scale up TVET programmes to meet increased needs of adolescents in crisis settings;
  - expand eligibility criteria to include specific groups of at-risk adolescents who would otherwise be excluded, such as refugees, internally displaced or migrant adolescents;



- ensure TVET offers relevant skills and meet the (changing) demands of the labour market;
- establish linkages between humanitarian actors and TVET providers so that at-risk adolescents can directly be referred for participation in TVET programmes;
- prioritise and fund TVET programmes as a life-saving intervention for adolescents and as a core child labour and protection prevention strategy.

See [section 4.1 Communication and advocacy](#).

○ **Design gender and age-appropriate TVET programmes for adolescents.**

- Consult with adolescents and young people about their interests, capacities and aspirations related to learning and work – consult separately with girls to ensure their needs are met.
- Focus programmes on [decent work](#), employability skills and competency.
- Cater for special needs that adolescents may have such as flexible hours or childcare.
- Assess the need for CVA or other economic support to families to reduce child labour risk factors.
- Address harmful norms and other gender specific barriers to girls' participation in TVET.
- Collaborate with private sector actors, employers, small enterprises, local entrepreneurs and trade unions in the process of planning and designing TVET programmes for adolescents – this can also help to create pathways to employment.
- Explore whether TVET trainers or craftsmen can be recruited from the affected community and be offered employment or cash-for-work opportunities – for example, refugee adolescents and adults.



○ **Ensure that non-formal TVET programmes meet the following criteria, in addition to national policy and guidelines. The programme should:**

- be meaningful and inclusive and, where possible, linked to formal TVET centres through partnerships, supervision and exchange;
- offer an adequate training programme in terms of content, duration, size of the training group, teaching standards, qualified trainers and safe learning environment;
- be delivered in a facility with adequate physical infrastructure, equipment and technically competent trainers and supervision to ensure the safe delivery of quality training;
- be within reasonable distance of where trainees live, or provide safe residential accommodation;
- provide functional literacy and numeracy, and life skills alongside technical training, where this is required;
- provide trainees with a good understanding of occupational health and safety in the workplace, the importance of safe work practices and skills to prevent risks in the workplace;
- promote gender equality with special consideration to facilitating the safe access of adolescent girls to TVET programmes of their choice, and actively address inequalities;
- provide reliable pathways to [decent work](#) or to formal TVET.





## SUPPORTING ADOLESCENTS' TRANSITION FROM CHILD LABOUR TO TVET

- **Active outreach** to adolescents in child labour/WFCL.
- **Community-level awareness-raising** on the availability of TVET programmes including messaging on the benefits of skills-training for adolescents to access [decent work](#).
- **Support adolescents to attain admission requirements** such as literacy and numeracy skills.
- **Gender and age-responsive placements** in TVET programmes that build on individual talents, interests and competencies of working children.
- **Address financial barriers** for working children such as financial compensation for income from child labour, coverage of school fees and cost of transport, equipment or accommodation.
- **Couple TVET with life skills programmes, employability training, job placement, coaching and mentoring** – these are important for all adolescents but especially critical for vulnerable groups including those at risk of, or in child labour.
- **Provide follow-up support** upon completion of TVET through, for example, job coaching and placement, providing a start-up kit or assets for (self-) employment.

## TVET FOR ADOLESCENTS WHO ARE REFUGEES

Accessing TVET can be challenging for adolescent refugees due to entrance requirements, costs, limited availability and challenges related to pathways to employment upon completion of the training. Without pathways to learning and decent work, refugee adolescents are more likely to enter worst forms of child labour, perpetuating cycles of violence, exploitation and poverty later in life.

Creating opportunities for refugee adolescents to TVET and other pathways to decent work is critical as young people are a vitally important group who can significantly contribute to the economic development, safety and security of their community and society. Access to non-formal and formal TVET should be part of national and sub-national policy dialogue, and include solutions for critical barriers that refugees face.



## TOOLS

**TOOL 10. CHILD LABOUR IN REFUGEE, INTERNALLY DISPLACED AND MIGRANT SETTINGS**

**TOOL 11. SUPPORTING AT-RISK CHILDREN AND EMPOWERING GIRLS**

## KEY RESOURCES

- Save the Children, IRC and Marcy Corps (2016). [Labour Market Analysis in Humanitarian Contexts: A Practitioners Guide](#).
- Women's Refugee Commission (2008). [Market Assessment Toolkit for Vocational Training Providers and Youth](#).
- ILO-IPEC (2014). [Skills and Livelihoods Training Guide – A guide for partners in child labour projects](#).
- ILO-IPEC (2011). [How-to guide on economic integration of children formerly associated with armed forces and groups](#).
- ILO website [Skills, Knowledge and Employability Skills](#). [Last accessed October 2020].
- ILO (2012). [Upgrading informal apprenticeship – A resource guide for Africa](#).
- ILO (2008). [Revised Office proposal for the measurement of decent work indicators](#).





## 3.9 FOOD SECURITY AND LIVELIHOODS, AND OTHER ECONOMIC-STRENGTHENING PROGRAMMES

Food security is a life-saving humanitarian response that can significantly improve the safety and wellbeing of children. Food security is not only a matter of accessing food. It is a situation “that exists when all people, at all times, have physical, social and economic access to sufficient, safe and nutritious food that meets their dietary needs and food preferences for an active and healthy life”.<sup>31</sup>

Food insecurity increases child protection risks and can force families to use negative coping mechanisms such as child labour. The timely and adequate provision of food security and livelihoods (FSL) and other economic-strengthening programmes to vulnerable families and communities is therefore critical for successful prevention and withdrawal of children from child labour. While FSL is a critical strategy to address child labour in humanitarian crises, FSL actors must be careful that their actions do not form a pull factor for child labour; increased economic activity can rapidly increase or worsen child labour risk factors if these are not mitigated.



### CHILD LABOUR RISK FACTORS ASSOCIATED WITH FSL PROGRAMMES

FSL programmes can act as a pull factor for child labour when:

- they create new work opportunities while the supply of adult labour is insufficient, and the demand is met by children;
- parents enter FSL programmes and have as a result less time for domestic and care work, and children, particularly girls, take up this burden at the expense of their education;
- parents or other adult family members find new livelihoods or income-generating activities and use children to look after their traditional income-generating activity or family business;
- cash-for-work, home-based work or other income-generating activities for parents are actually carried out by their children;
- they use or rely on supply chains, industries or companies that use child labour and FSL actors fail to address this;
- youth livelihoods programmes are not inclusive of those below 18 years – this leaves programmatic gaps for adolescents above the minimum age for work and exacerbates existing vulnerabilities;
- families use children for the distribution, collection, preparation or for the buying or selling of humanitarian food assistance and FSL actors fail to mitigate these risks;
- families who do not have the capacity to manage food assistance or livelihoods support, for example, child-headed households or families with parents with a disability or illness, do not receive additional assistance to safeguard children from child labour;
- vulnerable populations are excluded from assistance – for example, refugee, internally displaced and migrant populations, who are excluded from livelihoods programmes because they have no access to the formal labour market, may be more likely to resort to child labour as a negative coping mechanism;
- when the work or conditions in which youth livelihoods or cash-for-work takes place presents hazards to adolescents such as debris, flood water, toxins or unexploded ordnances.



The guidance in this section covers the following components:

- **Coordinating FSL actions to address child labour**
- **Analysing child labour risk factors through FSL assessments**
- **Targeting and selection**
- **Addressing child labour through FSL and other economic-strengthening programmes**



### 3.9.1 COORDINATING FSL ACTION TO ADDRESS CHILD LABOUR

- **Develop comprehensive FSL strategies to mitigate and address child labour risk factors.**
  - Identify and consider child labour risk factors in inter- and intra-sectoral situation analysis, strategic planning and coordination.
  - Allocate time and resources for FSL actors to participate in inter-sectoral activities such as joint assessment, response planning and implementation to address child labour.
  - Conduct joint analysis on the relationship between food insecurity and protection risks including child labour, with key FSL stakeholders as well as other sector actors in education, child protection and SGBV, and health and basic needs.
  - Develop integrated, multi-sectoral response strategies to address child labour, underpinned by FSL and economic interventions with linkages to child protection, education and other relevant strategies.
  - Involve community stakeholders, local businesses, unions and/or private sector actors in planning and implementation of strategies to address child labour.
  - Support inter-agency and inter-sector coordination and information management on child labour at local, national, sub-national and local level.

See [section 2.3 Strategic response planning](#).

- **Ensure FSL actors collaborate with child protection/social welfare and other relevant actors** to develop joint strategies to reach children and families with child labour risk factors, including:
  - strategies to reach “invisible” or hard-to-reach families at risk of child labour;
  - integrated FSL and protection interventions aimed to support children in child labour including the WFCL;
  - support to formal and informal community services or structures related to FSL and child protection to work together to address child labour and other protection concerns;
  - referral pathways between FSL and child protection actors for children identified as at risk of or in child labour;
  - inter-agency, context-specific guidelines for CVA including cash-for-work involving adolescents above the minimum working age – along with criteria for targeting, restrictions and conditionality of CVA, safeguarding procedures, acceptable and unacceptable types of activities and guidelines for monitoring and referrals.

### 3.9.2 ANALYSING CHILD LABOUR RISK FACTORS THROUGH FSL ASSESSMENTS

- **Integrate child labour indicators in FSL, early recovery and market assessments in order to:**
  - assess the impact of economic shocks on families and identify if child labour is used as a coping mechanism;
  - assess the gender and age-specific activities and economic roles of children and adolescents in household and community FSL, including during seasonal events or in crisis situations;
  - identify child labour risk factors in the food supply chain, including the distribution process, and potential changes as a result of the crisis;
  - assess the impact of adult labour restrictions (for example, restrictions to the labour market affecting refugees or vulnerable caregivers) on the child labour situation;
  - identify specific groups requiring FSL assistance most urgently to prevent child labour risk factors;

identify safe and appropriate types of work that are available and accessible for adolescents above the minimum age for work.





- In refugee, internally displaced or migration contexts where unemployment is high among host communities or where government policy is restrictive and provides no automatic right to work (with/without obtaining permits and authorisation), advocacy should focus on securing decent living and working conditions for crisis-affected communities.

See [section 2.2 Needs Assessment and analysis](#).



- **Assess the national labour legislation and enforcement including restrictions for refugees, internally displaced, migrants and other excluded groups.** When fines or punishments for engaging in work illegally are lower or less severe for children than for adults, this is often a pull factor for children to enter child labour.
- **Consult with community-level actors to identify hard-to-reach groups and develop locally relevant FSL interventions** for families at risk of child labour/WFCL.
  - Consult with men, women, boys and girls across vulnerable groups; include families who have children in or at risk of child labour where possible.
  - Involve families, caregivers, communities and employers where possible as well as local authorities to ensure participation, ownership and sustainability.
- **Promote sex- and age-disaggregated data** and use relevant age brackets around the minimum age of work, as well as other relevant vulnerability factors such as school attendance, hours of work per week, family separation or displacement status.

## KEY RESOURCES

### Food security and livelihoods

- CPC, WRC and STRIVE (2013). [Why Measuring Child-Level Impacts can help Achieve Lasting Economic Change](#).
- Education Cluster and CPWG (2014). [Economic Strengthening for Child Protection and Education in Emergencies Compendium of evidence and guidance](#).
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- Food Security Cluster (2019). [Cash for Work Guidance note](#).
- ILO (2018). [Community contracting initiatives in calamity-prone areas - a practical guide](#).



### Market assessment

- Save the Children, IRC and Mercy Corps (2016). [Labour Market Analysis in Humanitarian Contexts: A Practitioners Guide](#).
- International Youth Foundation and USAID (2012). [Ensuring Demand-Driven Youth Training Programs: How to Conduct an Effective Labour Market Assessment](#).
- WRC (2008). [Market Assessment Toolkit for Vocational Training Providers and Youth](#).
- Mercy Corps (2018). [Youth-led Labour Market Assessment Toolkit, South and Central Syria](#).
- IRC, Oxfam, Practical Action and InterAction (2010). [Emergency Market Mapping and Analysis \(EMMA\) Toolkit](#).
- A. Miehlebradt & L. Jones (2008). [Market Research for Value Chain Initiatives. Information to Action: A Toolkit Series for Market Development Practitioners](#).
- ICRC (2014). [Market Analysis Guidance](#).
- IFRC [Rapid Market Assessment online training](#) (free registration).

## TOOLS

TOOL 7. WHAT WE NEED TO KNOW ABOUT CHILD LABOUR

TOOL 9. MEASURING CHILD LABOUR

TOOL 10. CHILD LABOUR IN REFUGEE, INTERNALLY DISPLACED AND MIGRANT SETTINGS

TOOL 11. SUPPORTING AT-RISK CHILDREN AND EMPOWERING GIRLS



### 3.9.3 TARGETING AND SELECTION

- **Use context-specific situation analysis to inform targeting criteria and selection** of crisis-affected populations and specific participants for FSL and other economic-strengthening programmes. Where insufficient information exists about child labour and other risks to the protection and wellbeing of children, engage with child protection and education actors for support in targeting and selection.
- **Involve families and communities in setting targeting and selection criteria for vulnerable and food-insecure households – be aware that they may not consider all forms of child labour** to be a concern. While communities should be consulted on the most urgent and common types of child labour within the community and how to sensitively work with these children and their families, FSL actors must ensure that more “accepted” forms of child labour are not ignored and that targeting criteria are aligned with the legal framework and response strategies for child labour.
- **Expand or adjust targeting criteria when FSL programmes exclude highly vulnerable families with children in child labour** – for example, if FSL programmes based on demographic targeting do not reach these families. Consider:
  - accepting referrals from child labour/protection case management actors or through education actors;
  - ensuring that child labour risk factors are part of vulnerability criteria, or considered separately from existing vulnerability criteria;
  - adapting vulnerability criteria in collaboration with community-level actors;
  - ensuring that income from child labour (goods or services produced by a child) is registered as a vulnerability factor rather than a protective factor in assessments.



- **Ensure that targeting criteria do not form a pull factor for child labour**, for example when “child labour in the family” is the main eligibility criteria for assistance. This may lead families to pull children out of school to enter child labour, in order to receive assistance.

See [section 3.3.2 Preventing child labour related to humanitarian action](#).

- **Carefully consider the potential negative impacts of targeting adults for FSL programmes** on the domestic workloads for children at home or the use of children for adult jobs.
- **Carefully consider gender and age-specific risks, roles and social norms when selecting older adolescents** – adolescent girls and boys are likely to require different provisions to participate safely and equitably in FSL and other economic-strengthening programmes.
- **When targeting and selecting adolescents in, at risk of or formerly in child labour as direct recipients of FSL and economic-strengthening programmes** ensure that the targeting process does not lead to stigma, discrimination or additional safety concerns for them.
- **Monitor coverage and targeted participants throughout the programme** to ensure that adults who are selected for the FSL programme do not involve children in carrying out the actual work.

See [section 4.3 Monitoring and evaluation](#).



## CASE STUDY 25.

### TARGETING AT-RISK ADOLESCENTS AFTER TYPHOON HAIYAN IN PHILIPPINES

In 2014, the Oxfam Agricultural Team in the typhoon-affected area reported a 15-year-old girl, abandoned by her father who had been a single parent since the typhoon. The girl was left with a small piece of farmland. She decided to live with a boy a little older than her to help her tend the farm. A local livelihoods committee in charge of targeting and selection for a local Cash for Asset Recovery Programme, negotiated for them to be included, even though they were below 18 years old. Due to their vulnerable situation, Oxfam included them as beneficiaries for an unconditional cash grant instead.

## 3.9.4 ADDRESS CHILD LABOUR THROUGH FSL AND OTHER ECONOMIC-STRENGTHENING PROGRAMMES

In crises, a wide variety of FSL and economic-strengthening approaches exist, many of which are critical supports to households with children at risk of or in child labour. FSL and economic-strengthening programmes are a range of interventions, for example; food assistance, nutrition, infant and young child feeding, income-generation schemes, agricultural development, social protection schemes, small business support, employment intensive work and other cash and voucher assistance (CVA) modalities.

In many protracted settings, FSL interventions also commonly support access of young people and adults to financial services through formal financial service providers or informal services such as community savings groups, coupled with financial literacy training, job development or access to the labour markets.



This section highlights how some of the most common FSL and economic-strengthening strategies can help to prevent and respond to child labour risk factors in vulnerable families, and how adolescents can be safely involved as direct recipients. The section covers the following components:

- Food security and livelihoods programmes
- FSL opportunities for adolescents
- Agricultural livelihoods
- Employment, small businesses and market support
- Cash and voucher assistance (CVA)

## FOOD SECURITY AND LIVELIHOODS PROGRAMMES

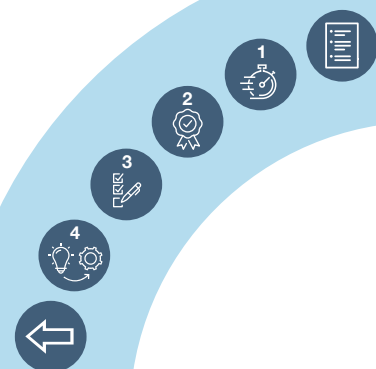
This section outlines key actions for all FSL and economic-strengthening programming actors. These actions focus on preventing and responding to child labour risk factors, as well as promoting decent work for adolescents above the legal minimum age for work.

### KEY ACTIONS TO SAFEGUARD CHILDREN IN FSL AND ECONOMIC-STRENGTHENING PROGRAMMES:

- **Prevent child labour associated with food distributions.**
  - Regulate access to food distribution and/or processing sites (such as mills) to ensure the food distribution, collection transportation and/or processing does not involve child labour.
  - Identify households who do not have an adult who can collect or process the food distribution and provide tailored support to prevent child labour.
  - Raise awareness of the harmful impact of child labour on children among families, communities and staff, including community volunteers.
  - Assess, monitor and address child labour in the supply chain, for example, in transportation hubs, airports, warehouses or in community-level chains.

See [section 3.3.2 Preventing child labour related to humanitarian action](#).

- **Prevent children from being pulled into child labour as a result of the participation of their parents or other adult family members in FSL programmes.**
  - Assess and monitor how children use their time before, during and after the intervention. Apply a strong gender and age-specific lens to this analysis as the domestic and economic roles and implications for (adolescent) girls and boys might be very different.
  - Raise awareness about the harmful impact of child labour on children among adult participants in FSL programmes. Agree with parents on their obligations to uphold their children's rights, including protection and education.
  - Ensure FSL programmes are gender sensitive and assess Plan International gender sensitivity for caregivers and children in FSL programming to address the barriers and risk factors that contribute to child labour risk factors for girls and boys.
- **Prevent hazardous work and conditions for adolescents above the minimum age for work.**
  - Ensure that the types of work and conditions that adolescents undertake are not hazardous and are aligned with national and international legislation.
  - Ensure that workplaces such as farmland or community infrastructure projects are clear from debris and other hazards, and are not hazardous in other ways (that is, are very cold or extremely hot).
  - Ensure adolescents in livelihoods or cash-for-work programmes have adequate protective equipment and supervision required for that type of work.



- **Monitor child labour risk factors associated with FSL and economic-strengthening programmes.**
  - Include child labour indicators in monitoring and reporting systems including post distribution monitoring (PDM).
  - Verify participants in FSL programmes during registration and also once activities are under way to prevent children carrying out the work that was provided to parents in FSL programmes.
  - Monitor the demand and supply of adult labour, and any indication of increase in child labour.

See [section 4.3 Monitoring and evaluation](#).

- **Mitigate identified child labour risk factors and unintended negative consequences of FSL programmes on children through collaboration with other sector actors.**
  - Link vulnerable families with additional humanitarian assistance, such as child protection case management, childcare, education, CVA or other types of FSL support that they require so they can adequately care for and protect their children.
  - Ensure all FSL and relevant non-FSL actors (such as in shelter, WASH or distributions) understand child labour risk factors and meet decent work standards.
- **Ensure that FSL and economic-strengthening staff are trained on their responsibilities and accountability to prevent sexual exploitation, abuse and harassment (PSEAH) through humanitarian programmes.** Ensure safeguarding policies, codes of conduct and other PSEAH measures are in place.
- **Ensure that all staff are familiar with and trained on child labour** including context-specific child labour risk factors and other related protection concerns, and key prevention and response actions.

See [section 4.2 Capacity and staff safety](#).

#### KEY ACTIONS TO PROMOTE FSL PROGRAMMES THAT ARE SENSITIVE TO CHILD LABOUR:

- **Carefully consider child labour risk factors at all stages of the programme cycle:** during planning, implementation, distribution and monitoring.
- **Verify the age of all participants to ensure that children under the minimum age of employment** are not engaged in work, and to ensure that children who are above the minimum working age but under 18 are not involved in hazardous labour.

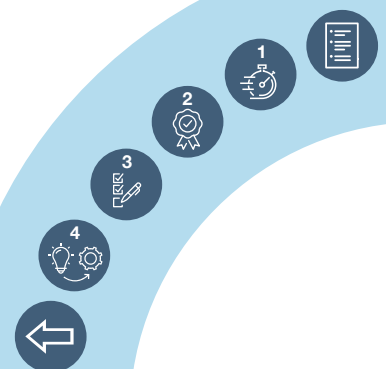


See [Tool 14. Age verification](#).

- **Focus livelihoods programmes on markets and trades that have the potential to absorb new workers from at-risk groups,** such as adolescents, women and displaced populations.
- **Work with families to reduce costs associated with the household and livelihoods activities,** for instance, through recycling materials or replacing items with less expensive materials, as part of a larger strategy to reduce child labour risk factors.
- **Include child labour messages in training sessions, sensitisation and awareness activities** as part of FSL and economic-strengthening programmes, to tackle identified risks such as the children taking over domestic work or economic activities from their parents.



See [Tool 13. Child labour key messages](#).





- **Develop guidelines for workplace safety in consultation with targeted adults and their children** through a participatory process of jointly identifying the main hazards and risks, and by developing measures to mitigate these risks and protect children.<sup>32</sup>
- **Work with ECD, education and child protection actors to make childcare accessible** for (young) parents/ caregivers who participate in FSL programmes. ECD can also be considered a cash-for-work or income-generating activity for parents, particularly for (young) women who may naturally have these responsibilities in the family or community.

See [sections 3.6 Education and 3.7 Early childhood development](#).

- **Link FSL programmes with child protection case management services.** Case management services and case workers can often provide support to address additional protection problems that food-insecure households may experience.

See [section 3.5 Child Protection](#).

- **Tackle gender inequalities that hold adolescent girls back from entering livelihoods programmes of their choice.**
  - Build trust and highlight the benefits of girls' participation in FSL through engagement with parents, caregivers, adult family members, in-laws, husbands or other gatekeepers.
  - Work with female role models in the community who can set an example and provide mentoring to girls during their orientation to and participation in livelihoods programmes.
  - Provide or link with childcare services for adolescent mothers who have small children or who have caring responsibilities for siblings.
- **Design projects for the economic empowerment of adolescent girls and women,** which offer pathways to learning skills and entering decent (self-) employment.



- **Strengthen social cohesion through FSL programmes.** Ensure that FSL programmes benefit those directly affected by the crisis as well as those indirectly affected – for example, communities that are hosting refugee, internally displaced or migrant populations.
- **Monitor and evaluate the impact of FSL programming** on child wellbeing, child work and child labour.

See [section 4.3 Monitoring and evaluation](#).





## CASE STUDY 26.

### MAINSTREAMING CHILD LABOUR IN FSL PROGRAMMING IN IRAQ

Experience from Iraq has shown that mainstreaming child labour into food security and livelihoods targeting can be challenging. For instance, cash and voucher assistance (CVA) interventions were often restricted to specific geographic areas. When households with child labour were living outside these areas, they were not eligible for assistance. It was also found that standard FSL assistance was not sufficiently tailored to the specific and long-term needs of families with multiple vulnerabilities. In some instances, child protection actors have covered these gaps by designing complementary, more tailored FSL approaches for highly vulnerable families, for example income generating activities, social protection schemes, and (unconditional) CVA provided through case management approaches.

## FSL OPPORTUNITIES FOR ADOLESCENTS

In humanitarian crisis settings, FSL actors can play a unique role in addressing programmatic gaps for adolescents who are above the minimum working age and below the age of 18 years. Safe and appropriate FSL opportunities for adolescents can form a viable alternative for hazardous child labour and other WFCL. Designed and implemented in accordance with national legislation, FSL and other economic-strengthening interventions can provide adolescents with important skills that support their transition into young adulthood. In addition to livelihoods or income-generating activities, on-the-job trainings or apprenticeships can also be considered.

FSL programmes for adolescents can be a key strategy to prevent and respond to child labour, provided that the nature and conditions of the work are not harmful, and that additional support is provided to adolescents. It can be a good alternative when education is not deemed feasible for adolescents who:

- have never been to school;
- have large educational gaps that cannot be met by an alternative education programme;
- have a preference for earning opportunities because they have already been working.

Whether through formal or non-formal education, through a livelihoods programme or apprenticeship, all adolescents and young people should be supported in their continued learning for their optimal development. Therefore, FSL opportunities for adolescents should always be paired with quality training or instruction, as well as other types of support such as financial and life skills, employability training, coaching or mentoring.

### KEY ACTIONS TO CREATE SAFE AND APPROPRIATE FSL OPPORTUNITIES FOR ADOLESCENTS:

- **Identify types of work that are safe and age-appropriate for adolescents above the legal age for work** in the local context and in coordination with child protection and child labour specialists. Humanitarian livelihoods programmes should always be in line with the national and international legal framework.
- **Consult with community actors, parents/caregivers and adolescents themselves** to identify and validate potential livelihoods opportunities for adolescents.
- **Promote gender equality for girls and address harmful gender norms** and expectations held by adults regarding the types of work that girls are or are not allowed to perform; promote dialogue with community gatekeepers to address their concerns, and to promote girls' freedom to participate and choose.
- **Establish targeting and selection criteria in collaboration with community-level actors, employers, local CBOs and humanitarian actors** including FSL, education and child protection actors, to ensure adolescents at risk of child labour/ WFCL are adequately covered.



- **Develop local, inter-agency guidance and minimum standards on safe FSL opportunities for adolescents** to ensure that they are protected in the activities they undertake. Include safeguards such as age verification, monitoring, code of conduct, school attendance, standards and corrective measures.
- **Raise awareness with employers** about their obligations to protect the safety and wellbeing of adolescents who are working for them. Use the International Labour Organization (ILO) [Safe Work for Youth Toolkit](#) to develop sector-specific strategies that employers can use to protect working children. Collaborate with other important partners such as labour inspectors, health and safety inspectors and trade unions.
- **Support adolescents to enrol, retain and complete livelihoods programmes by providing comprehensive support including:**
  - to address financial barriers such as financial compensation for income from child labour, coverage of school fees and cost of transport or accommodation;
  - to meet basic enrolment requirements such as language, literacy and numeracy classes;
  - provision of equipment, books or communication materials (phone or credits);
  - provision of childcare for young caregivers.
- **Layer livelihoods programmes with other learning and skills-building opportunities** such as:
  - life skills sessions to help strengthen self-esteem, decision-making, problem-solving, teamwork and communication skills;
  - literacy and numeracy or language classes;
  - financial planning, budgeting and saving skills;
  - information and training about safety and security in the workplace including the use of certain tools and adequate protection;
  - employability or business training;
  - coaching and mentoring.

#### Key safeguards for adolescents above the minimum working age:

- Age verification prior to entering FSL programme.
- Regulate what tasks and conditions adolescents can undertake and what is considered hazardous, in line with the legal framework.
- Monitor child labour risks associated with FSL programmes.
- Facilitate adolescents with access to quality learning opportunities.
- Support adolescents to apply for work permits and other paperwork required for FSL programmes.



See [text box “Supporting Adolescents”](#) and [Tool 11. Supporting at-risk children and empowering girls.](#)

- **Establish referral pathways with child protection actors** for case management services for at-risk adolescents to provide additional support and services they may require.
- **Provide follow-up support** upon completion of the livelihoods programme through, for example, providing a start-up kit or assets for (self-) employment.
- **Monitor and evaluate the effectiveness of economic-strengthening programmes** on prevention and response to child labour, including through post-distribution monitoring.

See [section 4.3 Monitoring and evaluation.](#)



- **Explore opportunities for apprenticeships or “on-the-job training” for adolescents to develop new skills and find a potential workplace.** Ensure that:
  - apprenticeships are guided and supervised by skilled, experienced trainers;
  - trainers are appropriately remunerated for training apprentices;
  - apprenticeships are supervised and where possible, combined with technical classes;
  - where possible, they are linked to formal apprenticeships, linked to an accredited institution where participants can obtain a certificate for decent future employment;
  - where possible, include opportunities provided by national and international partners working with local and national businesses, vocational training providers and multinational corporations.



## CASE STUDY 27.

### INTEGRATED CHILD PROTECTION, WASH AND CASH-FOR-WORK TO ADDRESS CHILD LABOUR AMONG ADOLESCENTS IN SYRIA

[This case study](#) describes how an integrated protection, WASH and case assistance project was designed to prevent and respond to child labour among adolescents in Syria.



## TOOLS

**TOOL 2. CHILDREN ARE NOT LITTLE ADULTS**

**TOOL 9. MEASURING CHILD LABOUR**

**TOOL 11. SUPPORTING AT-RISK CHILDREN AND EMPOWERING GIRLS**

**TOOL 14. AGE VERIFICATION**

## KEY RESOURCES

- FAO and ILO (2017). [Child labour in agriculture in Lebanon: A guide for practitioners.](#)
- Child Protection Sub-Sector (CPSS) Cox’s Bazar (2018). [Guidance Note: Engagement of Children for Work by Humanitarian Actors, or their Implementing Partners/Contractors.](#)

## AGRICULTURAL LIVELIHOODS

Nearly three-quarters of all child labour globally is found in agriculture<sup>33</sup> across, for example, farming, livestock herding and animal husbandry, fishing, aquaculture and forestry. Agriculture presents a significant range of hazards to children, including but not limited to exposure to pesticides, use of dangerous machinery, heavy loads, long hours and hostile environments. Agriculture and child labour are closely linked, and in humanitarian contexts both are inherently linked to food security.

Humanitarian crises can increase child labour risks in a number of ways, such as:

- Land contaminated by debris from natural disaster or unexploded ordinance (UXO) and explosive remnants of war (ERW) can make agricultural work more dangerous for children.
- Loss of harvest, livestock or productive assets, can force children to migrate or move further from home in search of food, water and work, making them more vulnerable for child labour including WFCL.



- In situations when agricultural producers are less able to use adult labour, for example due to human infectious disease outbreaks, children may be increasingly called upon to fill labour gaps in households and commercial farms.

Food chain crises are related to transboundary animal diseases, plant pests and diseases and can:

- increase children's exposure to pesticides and toxic chemicals used to control these diseases.
- increase transmission of animal diseases and increased health threats to children who are working with livestock.
- increase the physical risk to children when they are herding or moving animals for treatment.

While agriculture presents many risks for working children, it also holds huge potential to support household food security and provide alternatives to child labour in humanitarian settings. This section should be read in conjunction with the key FSL considerations listed in the previous section.

## CONSIDER THE FOLLOWING ACTIONS TO ADDRESS CHILD LABOUR THROUGH AGRICULTURAL PROGRAMMES:

- **Include rural households and communities vulnerable to child labour in targeting and selection criteria** when child labour in agriculture is a pre-existing concern or has been induced by the crisis.

See [section 3.9.3 Targeting and selection](#).

- **Assess how children use their time in agricultural work** and mitigate for potential heavy work by children by introducing (gender responsive) labour-saving technology and practices such as irrigation or the provision of drinking water for animals and humans.

See [section 3.9.3 Targeting and selection](#).

- **Design programmes that provide safe work for parents/caregivers and adolescents of working age**, whose families are vulnerable to child labour. For example:
  - **Community livelihoods projects** restore livelihoods, produce more food, or help to better cope with future shocks, through for example, planting community- or school-based kitchen gardens or backyard farms, home-based aquaculture or fish farming integrated with rice farming and small ruminant cultivation.
  - **Junior Farmer Field and Life Schools (JFFLS)** for adolescents and young people (aged 15 to 25 years) promote adolescent livelihoods during humanitarian action.



### JUNIOR FARMER FIELD AND LIFE SCHOOL PROGRAMMES

Junior Farmer Field and Life Schools (JFFLS) support young farmers (aged 15 to 25 years old) in learning how to farm, how to market and how to sell their produce. The JFFLS programme is developed jointly by the ILO and the UN Food and Agriculture Organization. The goal of the JFFLS is to empower rural youth and provide them with employment and livelihoods options. Adolescents and young people learn agricultural skills as well as life skills and entrepreneurial skills through practical training sessions. The combination of practical farming skills and personal skills has successfully helped to address child labour and promote gender equality. JFFLS programmes have been used in many countries to support separated children, orphans, children released from armed forces and armed groups, and young people who are refugees, internally displaced or migrants.

- **Provide targeted support to households and agricultural systems** to build resilience to cope with shocks as a prevention measure for child labour, for example, through:
  - providing CVA to families to restore agricultural production and assets;
  - linking families to social protection systems that can respond to income shocks.



- **Develop practical guidance for adolescents, parents and employers on age-appropriate and safe agricultural work for children.**
  - Use these guidelines for engagement with adolescents and their families to prevent or remove hazards associated with child labour in agriculture.
  - Support agricultural authorities and rural agricultural committees to address child labour through awareness-raising, provision of training to farmers or monitoring child labour.
- **Strengthen social cohesion through agricultural livelihoods programmes.** Ensure that agricultural programmes benefit those directly affected by the crisis as well as those indirectly affected, for example, communities that are hosting refugee, internally displaced or migrant populations.



## CASE STUDY 28.

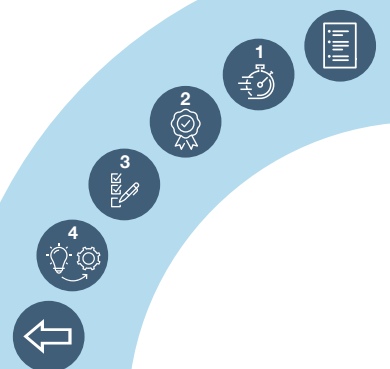
### GUIDANCE ON HAZARDOUS CHILD LABOUR IN AGRICULTURAL PRODUCTION IN NIGER

[This case study](#) describes how agricultural actors in Niger collaborated to address hazardous child labour in small-scale agricultural production.

## TOOLS

**TOOL 2. CHILDREN ARE NOT LITTLE ADULTS**

**TOOL 11. SUPPORTING AT-RISK CHILDREN AND EMPOWERING GIRLS**



## KEY RESOURCES

- ILO and FAO (2017). [Child Labour in Agriculture in Lebanon: A guide for practitioners](#).
- FAO (2020). [FAO Framework on Ending Child Labour in Agriculture](#).
- FAO (2019). [Child Labour in Agriculture in Protracted Crises, Fragile and Humanitarian Contexts](#)
- FAO. [Youth & Junior Farmer Field and Life Schools \(JFFLS\) resource page](#). [Last accessed October 2020]
- World Food Programme (2016). [Food Assistance for Assets \(FFA\) for zero hunger and resilient livelihoods: a programme guidance manual](#).
- FAO (2016). [End Child Labour in Agriculture E-learning course](#).
- FAO (2015). [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](#).
- FAO (2015). [Protect children from pesticides](#). English, French, Arabic.
- ILO-IPEC (2014). [Compendium of good practices on addressing child labour in agriculture](#).
- FAO and ILO (2013). [Guidance on addressing child labour in fisheries and aquaculture](#).
- FAO (2013). Children's work in the livestock sector. [Summary](#), [full report](#).
- FAO (2011). [Junior Farmer Field and Life School Manuals for Trainers](#).
- FAO (2010). [Child labour prevention in agriculture: Junior Farmer Field and Life School - Facilitator's guide](#).
- [ILO-IPEC website](#).
- ILO-IPEC (2006). [Tackling hazardous child labour in agriculture: Guidance on policy and practice](#)
- FAO infographics and visual awareness-raising materials on child labour in agriculture:
  - [Child labour in agriculture](#)
  - [Child labour in agriculture in protracted and humanitarian crises](#)
  - [Keeping children out of hazardous child labour](#)
  - [Ending child labour will be decided in agriculture](#)

## EMPLOYMENT, SMALL BUSINESSES AND MARKET ACCESS


In protracted crisis settings, FSL programmes can aim to create sustainable and decent (self-) employment opportunities for adolescents of working age and caregivers, and improve their access to the labour market. Employment programmes can also involve activities with employers, with the aim of creating decent work, addressing child labour and reducing harm for children in the workplace.

### KEY ACTIONS FOR CREATING EMPLOYMENT OPPORTUNITIES THAT ARE SENSITIVE TO CHILD LABOUR

- **Ensure employment programmes provide decent work including a decent living wage for all participants.**  
Ensure that humanitarian programmes do not worsen working conditions for adults and adolescents who are above the minimum working age.
- **Design strategies to help local commercial and labour markets to expand opportunities for decent work in communities with elevated child labour risk factors.** Identify opportunities for both adolescents of working age and adults.
- **Work closely with local employment services and responsible government actors to increase access to decent work for adults and adolescents above the minimum working age in families with child labour risk factors.**
  - Advocate for measures that address barriers to the labour market for specific groups (such as work permit requirements for refugees or migrant groups).
  - Promote measures to support job coaching and placements for unemployed youth and adults.
  - Raise awareness of the legal framework and accepted work for adolescents above the minimum working age.





- Target specific industries, unions or employers that are child labour hotspots.
  - Support employers to take seriously their decent work responsibilities towards their employees, particularly adolescents above the working age, and remove children from harmful work.
- **Work with local employers' confederations, workers' unions or business platforms** to identify opportunities for parents/caregivers of working children, particularly women, to enter the labour market.
  - **Layer employment programme strategies with other assistance for vulnerable families** such as basic needs and social support, education, skills-building or professional development opportunities, or access to financial services such as small business loans.
  - **Promote social dialogue on employment and labour market support** to promote sustainable, safe and inclusive livelihoods with the long-term interests of people and the environment at its heart.
-  ○ **Strengthen social cohesion through employment programmes.** Ensure that employment programmes benefit those directly affected by the crisis as well as those indirectly affected – for example, communities that are hosting refugee, internally displaced or migrant groups.

## KEY ACTIONS TO SUPPORT ADOLESCENTS TO TRANSITION FROM CHILD LABOUR TO DECENT EMPLOYMENT

- **Layer livelihoods programmes with other learning and skills-building opportunities** such as:
  - life skills sessions to help strengthen self-esteem, decision-making, problem-solving, teamwork and communication skills;
  - literacy and numeracy or language classes;
  - financial planning, budgeting and saving skills;
  - information and training about safety and security in the workplace including the use of certain tools and adequate protection;
  - employability or business training;
  - coaching and mentoring.

 See [text box “Supporting Adolescents”](#) and [Tool 11. Supporting at-risk children and empowering girls.](#)

- **Provide additional support for parents and caregivers of adolescents who are removed from child labour/WFCL**, such as CVA, translation services, language classes for parents, parenting sessions or support in accessing required paperwork and work permits. This particularly important when:
  - the child has additional vulnerabilities which affect their access to the labour market;
  - the parent or caregiver has additional vulnerabilities that affect the support they can provide to their children’s transition to decent employment.

See [3.5 Child protection section on strengthening family and caregiving environments.](#)

- **When working with children who are removed from a WFCL, collaborate with child protection case management agencies to develop a realistic case plan** with a timeframe for sustainable transition from the WFCL and with adequate support and follow-up along the way.

See [3.5 Child protection section on case management.](#)



## KEY RESOURCES

- ILO (2008). [Eliminating Child Labour Guides for Employers](#). Guide 1 Introduction to child labour; Guide 2 How employers can eliminate child labour; Guide 3 Role of organisations in eliminating child labour.
- ILO (2011). [Employers and Workers Handbook on Hazardous Child Labour](#).
- ILO (2015) [Combating forced labour: A handbook for employers and business](#).

## CASH AND VOUCHER ASSISTANCE (CVA)

Cash and voucher assistance (CVA) refers to the provision of cash transfers or vouchers to individual, household or community recipients so that they can buy goods and services in the local market.<sup>34</sup> CVA, Cash Transfer Programming (CTP), Cash Based Assistance (CBA), and Cash Based Interventions (CBI) all interchangeable terms. Where markets are functioning, CVA provides crisis-affected populations with greater choice and dignity to meet their own needs and it supports local markets to recover more quickly.

While CVA is an increasingly used modality in humanitarian child protection and child labour programming, the evidence base on CVA is still limited. However, emerging evidence suggests that CVA could be an effective modality to support families to:<sup>35</sup>

- increase household income;
- reduce children's participation in paid child labour including WFCL;
- reduce children's, particularly girls', participation in unpaid child labour including WFCL;
- reduce negative coping mechanisms such as commercial sexual exploitation;
- reduce the risks of deliberate family separation associated with elevated child labour risk factors;
- increase school enrolment and attendance as a strategy to reduce child labour;
- reduce the risk of child marriage;
- enable families to access services that support child wellbeing.

Directly transferring CVA to adolescents is an emerging approach in humanitarian settings, particularly to support at-risk adolescents who live outside traditional family settings, such as unaccompanied working adolescents or adolescents on the move. While there is still little evidence on effective ways of working with adolescents as direct recipients of CVA, new guidance and good practices are emerging in the sector.

When it comes to different types of CVA interventions, there is emerging evidence that **Cash Plus** approaches are most effective in enhancing child and adolescent wellbeing outcomes and in addressing protection concerns such as child labour. Practitioners point out that the comprehensive nature of Cash Plus approaches seems to have greater impact since “not all barriers to adolescent well-being are ones of financial access”.<sup>36</sup> This resonates with evidence about child labour programming, which shows that the multi-faceted nature of the problem requires a multi-sectoral programme response. The guidance in this section therefore emphasises **a Cash Plus approach** as the preferred approach for supporting children and adolescents in or at risk of child labour.





### CASH PLUS PROGRAMMING: A PROMISING PRACTICE

Cash Plus programmes offer complementary approaches in addition to CVA. These complementary services and supports can be conditional or unconditional, and can range across:

- child protection case management;
- psychosocial support and life skills interventions for adolescents;
- education or youth livelihoods support;
- coaching and mentoring;
- supervised independent living arrangements for unaccompanied older adolescents;
- behavioural change interventions to develop positive knowledge, attitudes and practices, and to transform social norms around children's work and child labour;
- parenting support for parents and caregivers of adolescents;
- FSL and economic-strengthening programmes for parents and caregivers.

### KEY ACTIONS FOR USING CVA INTERVENTIONS TO ADDRESS CHILD LABOUR

- **Coordinate CVA assessments and programme design with the CVA coordination structure in the local context**, such as a Cash Working Group, to ensure alignment with inter-agency guidelines and safeguarding protocols for targeting, design, delivery and monitoring of CVA interventions.

See [section 2.1 Coordination](#) and [2.2 Situation analysis and assessment](#).

- **Support families and communities to access existing CVA interventions**. Provide information about eligibility criteria and available assistance, or by facilitating access to CVA service providers.
- **Ensure that CVA targeting criteria do not form a pull factor for child labour**. For example, when criteria for families to receive CVA assistance include “children out of school” or “children in child labour”, actors should mitigate risks that families intentionally do not enrol their children in school, or – worse – pull children out of school, in order to qualify for CVA assistance.

See [section 3.9.3 Targeting and selection](#).

- **Design Cash Plus interventions** that address both financial and non-financial risk factors of child labour, supported by comprehensive, multi-sectoral interventions that target both the child and their family.
- **Ensure Cash Plus interventions can directly provide, or can refer to, child protection case management services** for tailored support to children with protection concerns or with caregivers who require additional support in providing adequate care and protection for their children.
- **Ensure that short-term CVA assistance is connected to longer-term financial support**, such as livelihoods or income-generating programmes, linking families to social protection schemes or savings schemes for sustainable outcomes, and that they do no harm when the CVA interventions end.
- **Include child labour indicators in CVA monitoring frameworks**. See [box “Monitoring Child Labour in CVA Interventions”](#) for more detailed guidance and indicators.
- **Monitor households until after the CVA has ended** to pick up potential negative effects on children and adolescents, including their school attendance and work situation.

See [section 4.3 Monitoring and evaluation](#).





## CASE STUDY 29.

### CENTRE-BASED SERVICES AND CASH ASSISTANCE TO ADDRESS CHILD LABOUR IN TURKEY

This case study describes a new approach to centre-based services and cash assistance to address child labour in Turkey.

## MONITORING CHILD LABOUR IN CVA INTERVENTIONS

The 2019 review of [Monitoring Child Protection Within Humanitarian Cash Programmes](#) found that while CVA monitoring systems generally identify child labour issues through questions on economic coping strategies, the quantitative data is usually not detailed enough to determine whether a child is in child labour or in the worst forms of child labour. This is because questions about only type of work, number of hours or working conditions do not always generate sufficient information to determine whether a child is in child labour and/or WFCL. In addition, questions are often directed to the heads of households and not to the children or adolescents themselves, which may result in less reliable information. Based on this review, it is recommended to include child protection concerns into humanitarian CVA programming in the following ways:

- Collect data on basic indicators that can help determine child labour risks such as age of children, school enrolment and attendance, days and hours worked per week, tasks, nature and conditions of the work.
- Include additional child labour indicators in surveys on livelihoods coping strategies and post-distribution monitoring systems. For example, consider these questions for parents/caregivers:
  - Have your children had to engage in work that you consider dangerous?
  - Have any of your children sustained injury or health problems through work over the last x days?
  - Have you had to send children away to live with someone else, and for what reason (for improved access to any specific need such as food, education, etc.)?
  - Have you taken in children from other families into your household? And how are you coping with this?
- Always disaggregate data for sex, age and disability, and use the age brackets used in the legal framework, for instance, the legal minimum working age and where applicable, the age of light work.
- Develop a stand-alone child protection monitoring tool (or combined with GBV) that asks additional child protection questions – including questions for children – that goes into more depth on child labour and other associated child protection risks.
- During post-distribution monitoring, assess possible negative consequences of CVA including the targeting criteria. For example, have there been any instances in the community of families sending children away or taking them out of school to qualify for eligibility criteria?
- Use qualitative methodologies to discuss more sensitive topics such as focus group discussions.
- Where possible, collect data among a control group, or use population level data (for example, from household surveys) in addition to the CVA recipients, in order to attribute changes to the intervention.





## CASE STUDY 30.

### LEBANON NO LOST GENERATION (MIN ILA) CHILD-FOCUSED HUMANITARIAN SAFETY NET

In the school year of 2016-2017, UNICEF and WFP in partnership with the Lebanese Ministry of Education and Higher Education (MEHE), piloted a child-focused humanitarian cash transfer program for displaced Syrian children in Lebanon. The programme, known as “Min Ila” offered a humanitarian safety net, aimed to support vulnerable families and reduce harmful negative coping strategies and barriers to education, including reliance on child labour.

#### The program components included

- Syrian refugee children aged 5 to 14 years old living in Mount Lebanon and Akkar governorates were supported to enrol in school, supported by a monthly cash transfer of US\$20 for the entire duration of the school year.
- A top-up transfer of an additional US\$45 per month was provided to Syrian adolescents aged 10 to 14 years to compensate for lost income from child labour.
- The cash transfer was unconditional, but school attendance was closely monitored. If a child did not attend school regularly, project officers visited the household. The objective of these visits was to identify the barriers to school attendance and where required, refer households to additional service providers such as health care or child protection services.

After the pilot year, the programme continued in the school year 2017-2018. Based on lessons learned, a number of changes and additional provisions were made in the programme, including:

- Children enrolled in school with special needs, such as an impairment, or with specific barriers to accessing school due to distance, terrain or security issues continued to receive the basic monthly transfer of US\$20 for the second school year.
- Children enrolled in school without special needs, received a lower basic monthly amount of US\$13.50 for the second school year.
- The top-up transfer for (formerly working) adolescents was lowered to US\$20 a month and targeted only at children aged 12 to 14 years.
- The programme expanded the referrals to complementary services for children and families with additional needs or risks such as children with impairments, children at high risk of child labour or child marriage.

#### Impact

- The programme helped reduce key barriers to education including (domestic) child labour: it reduced the amount of time young adolescents aged 10 to 14 spent on household chores including fetching firewood or water, and it reduced the number of children caring for a family member.
- These positive impacts were strongest for girls, who are most involved in domestic and caretaking roles.
- Qualitative data suggested there was a decrease in child labour associated with the cash transfer because children were now going to school instead of working.
- In the school year 2016-17 about 60% of children who attended school irregularly or dropped out and who were visited by project officers, were able to return to school after only a single visit or referral.





- More than 80% of all participating families stated that the programme had a positive impact on the well-being of their children including a reduction of child labour.

#### Challenges:

- It was challenging to get an accurate picture of children's involvement in work (domestic or other forms of work) alongside school attendance. Some families underreported child work out of fear to lose the cash transfers.
- The availability of education and referral services was lower than the widespread needs of at-risk families.
- There is limited evidence from (other) humanitarian contexts on what works in holistic social assistance programmes.

#### Resource:

- American Institute for Research and Unicef (2018). "Min Ila" Cash Transfer Programme for Displaced Syrian Children in Lebanon (Unicef and WFP): Impact Evaluation Endline Report. <https://www.unicef-irc.org/publications/1017-ctp-displaced-syrian-children-lebanon-impact-eval-endline-report.html>

## KEY RESOURCES

- Global Food Security cluster (2019). [Cash for Work Guidance Note](#).
- Save the Children, WRC and CALP (2012). [Cash and child protection: How cash transfer programming can protect children from abuse, neglect, exploitation, and violence](#).
- Save the Children, WRC & CALP (2012). [Child Safeguarding in Cash Transfer Programming](#).
- ACPHA (2019). [Cash transfer programming and child protection in humanitarian action: review and opportunities to strengthen evidence](#).
- World Food Programme (2017). [Guidance note to prevent the use of child labour in WFP operations and programmes](#).
- Plan International (2020). [Cash and voucher assistance for adolescents: an evidence review of how cash and voucher assistance can achieve outcomes for adolescents in humanitarian settings](#).
- Plan International (2020). [Cash transfer and child protection: an integrated approach to address the need of unaccompanied and separated adolescents in the Central African Republic](#).
- Plan International (2020). [Cash transfer and education: supporting basic education for Syrian refugees and Egyptian host communities](#).



## 3.10 HEALTH

Children in child labour are highly vulnerable to health risks, including physical injuries, disabilities, malnutrition, psychosocial distress and mental health concerns, STIs, unwanted pregnancy and other consequences of sexual violence and abuse. At the same time, children in child labour, particularly the WFCL, often face the greatest barriers to accessing healthcare due to poverty and neglect by parents, caregivers or employers.

Health programmes play a critical role in promoting the wellbeing of working children through preventive healthcare and treatment. Health practitioners can provide advice to parents, caregivers and employers on how to reduce health risks for working children, and through service provision they might identify children in child labour including the worst forms.

### 3.10.1 ADDRESSING CHILD LABOUR THROUGH HEALTHCARE

#### KEY ACTIONS TO ADDRESSING CHILD LABOUR THROUGH HEALTH INTERVENTIONS

- **Inform health actors about the harmful impact of child labour**, especially the WFCL, through briefings, orientations or training sessions for health agencies, care workers, medical staff and community-based health workers. This information can include:
  - common types of child labour/WFCL and associated occupational hazards that form risks to children's health;
  - common work-related illnesses, injuries, impairments and disabilities experienced by working children and related treatment or services;
  - communicating and working with highly vulnerable children and adolescent (girls) in line with child protection and GBV guidelines;
  - referral pathways for children in child labour, including mandatory reporting requirements of (specific forms of) WFCL and associated child protection concerns to relevant authorities;
  - confidential monitoring and reporting of child labour-related illnesses, injuries and diseases in local and national health and injury surveillance systems.

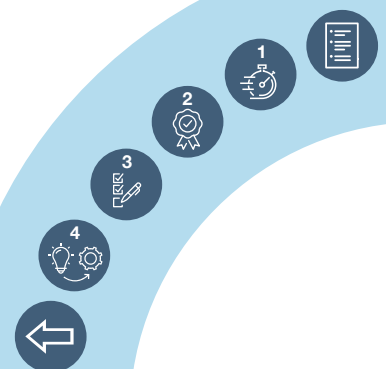
See [section 4.2 Capacity and staff safety](#).

- **Integrate child labour into public health prevention messaging** in locations where child labour is prevalent. Include, for example, child-friendly (visual) information on:
  - environmental and occupational hazards and their harmful impact on children's health;
  - occupational health and safety advice;
  - available healthcare services;
  - referral pathways and reporting procedures for children.



See [Tool 13 Child labour key messages](#).

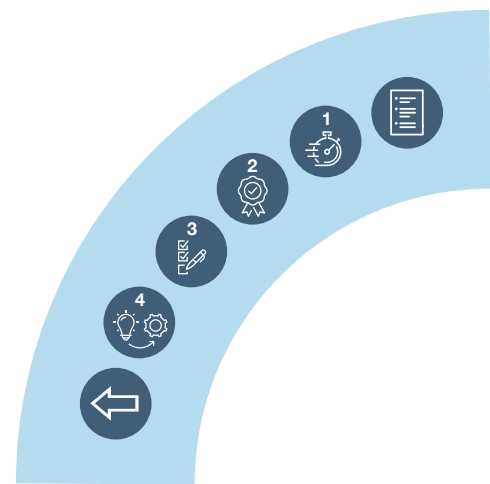
- **Integrate screening of child labour-related illnesses, injuries and diseases into broader health screening and preventive care** such as health checks, nutrition and hygiene promotion, vaccination and immunisations, dental check-ups, and provision of visual or hearing aids.
- **Integrate information on preventive and responsive healthcare and nutrition in other services for working children**, such as life skills programmes, awareness-raising activities, learning programmes and other activities designed for children in child labour.





- **Collaborate with child protection actors to ensure that working children have access to relevant health- and protection-related information such as:**
  - sexual and reproductive health rights (SRHR) information and services;
  - information about sexual and domestic violence and consent;
  - pregnancy;
  - marriage;
  - family planning;
  - parenting.
  
- **Collaborate with child protection and other relevant child labour actors to improve healthcare access for working children, particularly those in child labour/WFCL:**
  - Consult with working children, families and/or employers about suitable locations, days and times to provide these services, for example, in or close to the workplace, during or after work hours, at week-ends.
  - Extend community-level health and nutrition preventive care and treatment to localities with high levels of child labour, such as agricultural areas, industrial areas or specific urban settings, where needed through mobile service provision or other venues, (for example, safe spaces or community centres).
  - Conduct targeted outreach to (individual) hard-to-reach children who are not able to access services, in collaboration with child protection or child welfare services where required.
  
- **Establish functional referral mechanisms** between healthcare, child protection and other essential service providers for children identified as being in child labour, particularly WFCL.
  
- **Ensure health facilities and workers are trained to provide specialised services and referrals for children in WFCL:**
  - Ensure that health services are always provided in children’s best interest, in a non-discriminatory and non-judgmental way and that child survivors of SGBV have access to survivor centre response services that are appropriate to their gender, age, disability, developmental stage and cultural/religious background.
  - For all children in WFCL including SGBV survivors, collaborate with child protection (or GBV) case management actors to ensure that children are protected from further harm and receive holistic services that meet their needs, including but not limited to priority services such as health, case management, psychosocial support and safety/security. See [3.5 Child Protection sections on case management and SGBV](#).
  - Identify and treat workplace-related (mental) health problems, injuries or diseases, such as:
    - workplace-related injuries;
    - work-related impairments requiring specialised aids and rehabilitation services;
    - the consequences of sexual violence including sexually transmitted infections (STI);
    - psychosocial distress and mental health concerns requiring mental healthcare.
  
- **Collect disaggregated data** for health and injury surveillance systems on the number of children injured or killed as a result of work-related activities, including the type of child labour/WFCL.

See [section 4.3 Monitoring and evaluation](#).





## TOOLS

TOOL 2. CHILDREN ARE NOT LITTLE ADULTS

TOOL 3. PSYCHOSOCIAL IMPACT OF CHILD LABOUR

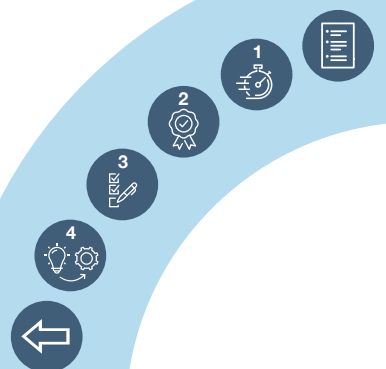
TOOL 4. DISABILITY AND CHILD LABOUR

TOOL 11. SUPPORTING AT-RISK CHILDREN AND EMPOWERING GIRLS

TOOL 14. AGE VERIFICATION

## KEY RESOURCES

- ILO (2018). [Understanding the health impact of children's work: Results from national child labour survey.](#)
- The Alliance for Child Protection in Humanitarian Action (2019). [Minimum Standards for Child Protection in Humanitarian Action, 2019 Edition.](#)
- Inter-Agency Working Group on Reproductive Health in Crises (IAWG) (2018). [Inter-agency field manual on reproductive health in humanitarian settings.](#)
- IOM (2009). [Caring for Trafficked Persons: Guidance for Health Providers.](#)
- WHO (2008). [Manual for the Health Care of Children in Humanitarian Emergencies.](#)



## 3.11 STRENGTHENING CHILD LABOUR SYSTEMS, POLICIES AND LEGISLATION

### WHAT IS SYSTEMS STRENGTHENING?

National and community-based child labour systems provide the basic “infrastructure” to address child labour issues. These systems can be strengthened through mobilising resources, identifying root causes and child labour risk factors, including harmful social norms, and engaging with children, families, community actors and services in addressing these risk factors. The formal child labour system includes a legislative and policy framework, functional law enforcement and a skilled and qualified workforce to protect children from child labour.

In crisis settings, child labour systems should be strengthened to respond and adapt to evolving crisis situations. While humanitarian responses are primarily designed to provide life-saving assistance, they can also provide opportunities to strengthen child labour systems by addressing information gaps, improving service delivery or improving law and policies to protect children from child labour. Applying a systems-strengthening approach can help to make humanitarian child labour actions sustainable and inclusive. However, this is not a responsibility of humanitarian actors alone; especially for longer-term response, recovery and development actions to eliminate child labour, the involvement and leadership of governments and development actors is critical.

### LINKAGES BETWEEN CHILD LABOUR AND CHILD PROTECTION SYSTEMS

Child labour and child protection systems are intimately connected; the formal and informal systems that protect children from child labour often also play an important role in addressing other child protection concerns. It is thus important that actions to strengthen child labour systems are part of, or connected to efforts to strengthen the wider child protection system.



#### AREAS WHERE CHILD LABOUR SYSTEMS MEET BROADER CHILD PROTECTION SYSTEMS:

- social welfare and child protection policy, legislation and provisions;
- community-level child protection systems, services and structures;
- individual case management services and assistance to children at risk of or in child labour;
- comprehensive, multi-sectoral services for at-risk children and their families such as education, health, psychosocial support, security and youth livelihoods.

#### COMPONENTS OF THE CHILD LABOUR SYSTEM THAT ARE SPECIFIC TO CHILD LABOUR:

- child labour laws, policy and provisions;
- child labour monitoring (CLM) systems that are specifically set up for children in child labour;
- specific actors such as labour inspectors and “tripartite partners” which include workers’ unions and employers’ organisations.

### CHILD LABOUR MONITORING (CLM) SYSTEMS

Some countries may have a child labour monitoring (CLM) system in place that covers actions at national, sub-national and local levels. CLM systems, originally developed and supported by ILO-IPEC, support the enforcement of national child labour legislation. They promote a coordinated child protection effort to remove children from child labour and provide them with alternatives, and to link families to social protection. CLM systems are often implemented by national government with support from ILO-IPEC and they may cover one or more specific industries. In some contexts, case management and other services for children in child labour are provided by NGOs and through community-level approaches.

As part of efforts to eliminate child labour, CLM systems can be:<sup>37</sup>

- a tool to mainstream and sustain child labour elimination activities in government child labour and protection work, including during the transition from emergency to recovery and long-term development;



- the coordination mechanism for case management for children in child labour, through using a referral system to identify children in child labour, to facilitate their access to holistic and appropriate services, and to provide monitoring and follow-up support;
- part of the wider data collection and information-generating process on child labour.

Not all countries have a CLM system in place. Where they exist, the system might be functioning well prior to the crisis, but may need additional resources and support to respond to new, or increased child labour risk factors during the crisis. In some settings, CLM systems are part of the national child protection system. It is therefore important to always identify what systems are in place for child labour prevention and response in the local context, and to assess how they can effectively respond in a timely way to (changing) child labour needs in crisis situations. This section provides more detailed guidance on strengthening national systems, in particular:

- [Applying a systems approach to child labour](#)
- [Strengthening child labour legislation and policy](#)
- [Working with tripartite partners](#)
- [Addressing child labour through corporate social responsibility \(CSR\)](#)

### 3.11.1 APPLYING A SYSTEMS APPROACH TO CHILD LABOUR

Strengthening child labour systems encompasses actions at different levels, from local to national level, and across a range of different sectors. There is no one-size-fits-all model for child labour prevention and response, but given the multi-dimensional nature of child labour, an effective child labour system should promote multi-sector and multi-level prevention and response measures, underpinned by appropriate support, capacity and services which are needed to withdraw children from child labour.

- **Use the child labour situation analysis to inform priorities for systems strengthening.** Section [2.2 Needs assessment and analysis](#) provides additional guidance on how to analyse child labour in the humanitarian context. As part of this analysis, it is important to understand the existing capacities and gaps in the community- and national-level child labour systems.



#### CHILD LABOUR SYSTEMS ANALYSIS

During situation analysis, assess the capacities and gaps in national- and community-level child labour systems, including but not limited to:

- legal frameworks and alignment with international standards on child labour;
- national policies and programmes to combat child labour;
- inclusion of child labour in relevant development, education, child protection, social protection and other social policies and programmes;
- child labour coordination structure, key actors and functionality pre-crisis and during the crisis;
- child labour law enforcement capacity, functionality, provisions and gaps;
- the capacity, functionality and eligibility criteria of child labour monitoring (CLM) systems and/or child protection case management services;
- the capacity, functionality, provisions and gaps of multi-sectoral service providers.



**TOOL 7. WHAT WE NEED TO KNOW ABOUT CHILD LABOUR PROVIDES A COMPREHENSIVE OVERVIEW OF THE KEY PIECES OF INFORMATION RELATED TO THE CHILD LABOUR SYSTEM THAT CAN BE COLLECTED BEFORE, DURING OR AFTER THE CRISIS.**



- **Engage with national, sub-national and local (government) actors in systems-strengthening initiatives.**
  - Define clear roles and responsibilities, especially when existing processes are changed, or new ways of working established.
  - Assess the required resources and capacities, and potential gaps; advocate for greater investment to realise systems-strengthening initiatives sustainably.
  - Promote strong (local) ownership, leadership and accountability when strengthening systems.
  - Strengthen linkages between informal systems and formal systems.
- **Identify existing systems that can be built upon or strengthened to prevent and respond to child labour.**
  - Assess the capacities and functionality of child labour and broader child protection systems, including systems that handle child labour cases.
  - Leverage existing community-level and national capacities and resources, and support these further to become (more) inclusive of the needs of children in child labour and their families, for example, community-level child protection initiatives or national social safety nets.
  - Identify possibilities to scale up existing child labour systems to children affected by humanitarian crisis.
  - Promote coherence between existing systems and new humanitarian action, while ensuring these efforts do not delay life-saving assistance for children and their families at risk.
- **Where national and/or local child labour systems, including Child Labour Monitoring (CLM) systems, exist prior to the crisis, assess and determine:**



- whether and how these systems can be scaled up and expanded to encompass the holistic needs of children affected by humanitarian crisis, including refugees, internally displaced, migrants and other groups at risk of exclusion; or
- whether and how these systems can be linked to comprehensive (humanitarian) child protection case management systems to meet the needs of at-risk children.

- **Support existing child protection systems to better respond to child labour** by providing coordination, technical and operational support, and/or by supporting advocacy efforts to this end.
  - When existing child protection case management services are in place but not adequately responding to child labour, raise awareness about the needs and gaps in the services, advocate for solutions and support the existing systems and workforce to start responding more effectively to child labour cases.
  - Review and adapt existing case management standard operating procedures and tools to better respond to child labour cases, for example, identification, case planning, implementation, and monitoring processes.



See [Tool 17. Guidance for caseworkers](#) for more detailed guidance for caseworkers and their supervisors who provide individual case management services to children.

- **Be intentional when creating new systems and structures.** New or parallel systems may be (temporarily) needed to provide life-saving assistance to children and their families. When it is expected that these are required long-term, it is important to develop sustainability strategies that:
  - outline how (over time) these systems can connect to, or merge with long-term systems;
  - identify what level of investment is required to implement longer-term systems-strengthening work.





## CASE STUDY 31.

### MISSING CHILD ALERT IN BANGLADESH, INDIA AND NEPAL

Developed by Plan International India and the Bangladeshi social enterprise Dnet, the Missing Child Alert (MCA) system allows data on missing and identified children to be shared between Bangladesh, Nepal and India authorities to respond to cross-border child trafficking in South Asia.

Implemented between 2012 and 2018, the system facilitates the reporting of missing children or alerts authorities when children are at risk or appear to be in a difficult situation. The system uses a number of ICT tools as well as shared country databases. It aims to improve cross-border efforts to trace and rescue children who are trafficked and to strengthen cooperation between families, communities, law enforcement, governments and service providers to strengthen national and regional systems to help reduce the number of missing and trafficking cases, and to improve the effectiveness and quality of the action of all state and non-state actors.

While predominately developmental in nature as a programme to strengthen government and non-government anti-trafficking responses, the MCA was used after the Nepal Earthquake in 2015 to respond to and prevent trafficking of children from areas affected by the earthquake, supported by additional funds from the humanitarian response.

While the MCA system was predominately focused on cross-border trafficking, trafficking after the earthquake in 2015 was also occurring at national level in Nepal, between rural areas and the capital Kathmandu. Therefore, additional efforts were needed to address in-country trafficking. Plan International and partners worked closely with anti-human trafficking units, police personnel at local police stations and social workers to carry out checks on buses and to raise awareness at local level on human trafficking and the prevention and protection of missing children.

#### Resource:

- Lannon, J. and Halpin, E. (2013). [Responding to cross-border child trafficking in south Asia](#). Plan International, UK.

### 3.11.2 STRENGTHENING CHILD LABOUR LEGISLATION AND POLICY

A strong child labour response is underpinned by child labour legislation and policy. An important first step is ratification of international conventions, in particular the ILO Minimum Age Convention, 1973 (No.138) and the Worst Forms of Child Labour, 1999 (No. 182) – the latter has been universally ratified since August 2020. Countries who ratify the two ILO conventions commit to developing adequate and effective national child labour legislation. Evidence shows that countries that have ratified the international legal standards are more likely to see reductions in child labour incidence.<sup>38</sup>

National child labour legislation guides the development and implementation of policy and programmes to prevent and respond to child labour. It also provides a basis for humanitarian action to address child labour. See [section 1.1.2 Using the legal framework in humanitarian action](#).



## LEGAL COMMITMENTS TO ELIMINATE CHILD LABOUR<sup>39</sup>

Policy goal	Strategies and measures
<b>Strengthening legislative and policy frameworks as a foundation and guide for action against child labour</b>	Promote ratification of international legal standards concerning child labour.
	Establish national legal architecture based on the international legal standards concerning child labour.
	Determine national hazardous work lists.
	Ensure coherence between laws governing the minimum age for work and those dealing with the age range for compulsory schooling.
	Include child labour concerns in relevant development, education, social protection and other social policies and programmes.
	Strengthen systems for monitoring and enforcement of child labour laws.
	Extend the national legal architecture to other fundamental labour rights, including freedom of association and freedom from discrimination.

In many countries affected by conflict or disasters, national policy and legislation to eliminate child labour may show significant gaps or does not have the required capacity and resources to implement these provisions. This makes law enforcement, programme implementation and monitoring a challenge, especially during times of crisis.

Government authorities are responsible for developing child labour policy and legislation. Non-governmental humanitarian actors can directly support policy and legislation work or advocate for long-term investments in the child labour system. Always consider the potential for a **building back better** approach that promotes a people-centred recovery, which focuses on wellbeing, improves inclusiveness and reduces inequality.

### KEY ACTIONS TO STRENGTHEN CHILD LABOUR POLICY AND LEGISLATION

- **Identify and analyse existing child labour legal and policy frameworks** and the provisions for children in or at risk of child labour. Analyse in particular:
  - actions undertaken by national and local authorities to implement existing child labour, social protection and education legislation and policy;
  - the legislative and policy barriers for children in child labour, especially children who are non-nationals and who may be excluded from national child labour policy and legislation;
  - specific policy gaps and barriers that leave families vulnerable to child labour, for example, barriers to work permits due to nationality or due to missing documentation; or barriers to education related to strict registration and enrolment regulations, or due to high costs of education.
- **Advocate at national, sub-national and/or local level for actions to strengthen child labour policy and legislation in the humanitarian context**, including but not limited to:
  - legal child labour standards and regulation:
  - labour laws including decent work for adults and youth of legal working age:
  - social protection policy and safety nets:
  - inclusive and equitable quality education for all:
  - child protection policy, legislation, customary laws and services;
  - refugee and migration policy and provisions.
- **Directly provide support to, or advocate for greater investment in law enforcement and policy implementation by government duty bearers.** This can include, but is not limited to:
  - supporting coordinated efforts to generate evidence and manage information on child labour/WFCL to inform legislation and policy;





- providing technical support to policy and legislation development processes – this could also cover actions at local level such as holding consultations with children, parents/caregivers and community representatives to raise the voices of affected populations in policy processes;
- providing technical and/or operational support to key (government) child labour service providers, including CLM systems and child protection case management services.

## ADDRESSING CHILD LABOUR IN THE INFORMAL ECONOMY

The incidence of child and adolescent labour is particularly high in the informal economy. While it provides a vital source of income for vulnerable families, there is also significant scope for exploitation, abuse and denial of basic rights. Alongside efforts to ensure children in child labour have access to essential services, information and alternative options in the context, it is important to focus on the following factors which particularly influence child labour in the informal economy:

- **Raising awareness** through the community and with informal sector employers and workers about minimum age legislation, working conditions for children over the minimum age and other important labour and penal laws, including hazardous work and the immediate and long-term impact on children.
- **Policy dialogue** with the government on labour market access and employment opportunities for those affected by humanitarian crisis. This is especially important in displacement or refugee contexts where labour market access is often restricted for refugees or asylum seekers and can be a primary causal factor of child labour in the informal economy.
- **Policy dialogue** including around strengthening labour inspection systems to work across both formal and informal economies. Even where inspection systems are in place, they rarely reach the informal economy, where much child labour is found.
- **Strengthening access to fundamental rights** such as birth registration, citizenship, refugee/asylum registration etc.
- **Strengthening access to formal vocational education**, technical skills-based qualifications and apprenticeships, which include pathways to the formal sector and decent work. These should be focused on adolescents, although not to the exclusion of others.
- **Training labour inspectors**, raising their awareness, and offering practical support on identifying child labour cases and how to deal with children and their families.

### 3.11.3 WORKING WITH TRIPARTITE PARTNERS

In the context of child labour elimination, ILO member states should develop a hazardous child labour work list which outlines what work is to be prohibited for all children, due to the danger it poses to their physical, psychological or moral health and development. This list is determined through a consultation process with “**tripartite**” partners.



#### TRIPARTITE PARTNERS

The national hazardous child labour work list is determined during consultations between:

- the government: usually the Ministry of Labour
- workers’ representatives
- employers.



This “tripartite consultation process” allows governments and their social partners (workers’ and employers’ organisations) to look at child labour from various angles and to decide what is considered hazardous child labour and what types of work should be left open for youth employment, accessible for children above the legal age for work.<sup>40</sup> The main output of these consultations is the national list of hazardous work that is prohibited for all children. The tripartite partners are often also involved in other national initiatives, such as the development of a National Action Plan to eliminate child labour, alongside other civil society and broader government actors. In humanitarian crisis settings, it is important to engage with tripartite partners in efforts to strengthen child labour systems.

## KEY ACTIONS FOR ENGAGING WITH TRIPARTITE PARTNERS IN HUMANITARIAN ACTION

- **Involve tripartite partners during preparedness planning and as early as possible during humanitarian responses** to prevent and respond to child labour in crisis settings.
- **Reach out to tripartite partners within the framework of a National Action Plan** where possible. These efforts can be facilitated through the involvement of ILO project and programme offices that may be present in the country or region where the crisis has occurred.
- **Identify key sectors where children are found in child labour.** Work with a range of relevant actors, such as the ILO, labour inspectorates and civil society organisations to facilitate meaningful engagement with employers including national or local employers’ organisations or groups, unions or individual employers.
- **Promote minimum thresholds for *decent work* for adults and those above the minimum working age.** Lower working conditions and labour standards during humanitarian contexts can sometimes help to drive a preference for child work over adult work. This can push 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 a hazardous work list does not exist, explore the possibility of mobilising support to initiate tripartite discussions to develop a list** and reinforce labour protection for all young workers, not only those affected by emergencies.
- **Promote child labour monitoring systems** where these exist, identifying roles and responsibilities and areas of potential action. This is particularly relevant in situations where children should be withdrawn from harmful work or specific work sites to ensure safe and monitored referrals that protect the best interests of the child, and prevent re-recruitment of children back into hazardous work.
- **Partner with companies already working on child labour.** In some low- and middle-income countries, organisations work alongside large companies in specific sectors to improve child wellbeing and protection in communities where child labour is prolific in a particular sector, for instance, fair trade initiative sectors such as in cocoa, tea or coffee growing regions.

### CASE STUDY 32.

### CHILD LABOUR GUIDANCE AND TOOLS FOR LABOUR INSPECTORS IN JORDAN

[This case study](#) describes how child labour guidance and tools improved child labour law enforcement in Jordan.



## WORKING WITH EMPLOYERS

Working with employers to advocate and make improvements in working children's welfare can be very sensitive. A careful approach is needed to work with employers gradually over time to strengthen children's rights in the workplace. Both the opportunities to improve the welfare of working children and the risks to them need to be considered, but decisions may not always be straightforward. For instance, having children removed from the workplace may cause more harm to children. Any decision to act and report employers must be well-informed. The following actions are suggested, depending on the context and support in place:

- **Identify employers or individuals** who are supportive about acting as advocates against child labour. Build their capacity to spread messages and seek change within their companies and institutions and among their peers and among employers who are less willing to do so. Spread key messages on risk reduction in the workplace, child welfare in the workplace, and so on.
- **Work to mitigate risks**, first with the family and child, and then with employers and in the workplace. Where appropriate, work with employers to decrease children's hours, encourage the use of appropriate tools, the possibility to take healthy breaks, attend psychosocial activities or school, or provide tailored safety equipment to improve physical safety at work, for instance, gloves, boots, face masks, anti-bacterial wipes, respirators and bandages. Tailor materials to the tasks conducted by children at work and monitor the children to make sure they are using the items. Work with other key actors in the context to solicit support. Relevant partners might include trade unions, labour inspectors, the ILO and NGOs and other relevant international organisations in the context.
- **Be flexible**; where sufficient improvements are not made by employers, report them to relevant local authorities such as the Ministry of Labour. Put mitigation measures in place in order to prepare if businesses are closed following inspection and children are at risk because of this.
- **Work with employers** to secure access to education and/or training alongside work for children above the minimum working age.
- **Provide regular support to employers** in situations where children need to be removed from work, or where children cannot immediately be removed but there are concerns over child welfare.
- **Clearly outline key concepts** behind minimum age and "hazardous work" for employers and workers.
- **Always consider the safety of humanitarian workers** when working directly with employers who are using child labour.
- **Encourage the involvement of employers** in efforts to combat child labour by increasing their awareness of the incidence and impact of child labour. Aim to engage them meaningfully as advocates in the promotion of decent employment and the abolition of child labour.
- **Work with employers** to challenge social norms and strengthen their understanding of child development and the impact of child labour. It can be common for many employers to see children as adults before their time – in other words, where boys are seen as men who can engage in hazardous work and girls are old enough to cook, clean, look after children, marry or move out of home to work in other households.
- **Where safe, invite employers** to get involved in community activities and interventions to increase their knowledge and understanding of humanitarian services.

### 3.11.4 ADDRESSING CHILD LABOUR THROUGH CORPORATE SOCIAL RESPONSIBILITY (CSR)

Humanitarian crises can create opportunities for the development of business and labour markets as greater investment is directed to affected areas. National and multinational corporations with CSR policies or international CSR foundations are often interested in practical ways in which they can provide support to humanitarian action.



This may include but are not limited to: developing training programmes; supporting economic development to increase job creation and the quality of employment; developing apprenticeship programmes for youth; helping local businesses to increase and improve productivity and the quality of business processes; or supporting 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. In the context of child labour, this can mean:

- having a clear policy on child labour in place (such as a supplier code of conduct);
- assessing the risks that child labour brings to their supply chains;
- actively monitoring compliance with their policy, reporting on the steps the company takes to improve compliance over time;
- providing access to remedies for victims of child labour (as appropriate).

### 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 <https://childrenandbusiness.org/> for more information.

International organisations engaged in CSR provide practitioners with a good starting place: ILO-IPEC has established a membership-based forum of exchange for businesses to share and learn from different approaches to 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 on 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.

### KEY CSR ACTIONS CAN INCLUDE INTERVENTIONS ON THE FOLLOWING:

- **Identify CSR actors** in affected areas and the extent of their policies and practices in relation to child labour in their supply chain.
- **Build relationships with CSR actors** to promote or advocate for practical ways in which they can support humanitarian action to address child labour, and include child labour prevention in their activities, including hazardous work affecting children who are above the legal minimum age of employment and below the age of 18.
- **Where national and multinational companies are known to have CSR programmes** but their practices are non-compliant in humanitarian contexts, report this through CSR departments or oversight organisations.

### KEY RESOURCES

- Unicef and Save the Children (2012). [Children's Rights and Business Principles](#). Available in several languages.
- ILO (2015). [How to do business with respect for children's right to be free from child labour: ILO-IOE child labour guidance tool for business](#).
- ILO (2016). [Trade Unions and Child Labour: A tool for action](#).
- [Business and 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:
- [Human Rights and Business Country Guide](#) provides child labour information for more than a dozen countries.



## 4. CORE IMPLEMENTATION ACTIONS



## 4.1 COMMUNICATIONS AND ADVOCACY

4.1.1 CHILD LABOUR MESSAGING AND AWARENESS RAISING

4.1.2 ADVOCACY

## 4.2 CAPACITY AND STAFF SAFETY

4.2.1 CAPACITY-BUILDING

4.2.2 CORE COMPETENCIES FOR CHILD LABOUR ACTORS

4.2.3 STAFF SAFETY AND SECURITY

## 4.3 MONITORING AND EVALUATION

4.3.1 SITUATION MONITORING

4.3.2 RESPONSE MONITORING AND EVALUATION

## 4.4 INFORMATION MANAGEMENT

4.4.1 PROMOTING QUALITY CHILD LABOUR INFORMATION MANAGEMENT

## 4.5 ACCOUNTABILITY

4.5.1 PROMOTING ACCOUNTABILITY TOWARDS AFFECTED CHILDREN AND FAMILIES





## 4.1 COMMUNICATIONS AND ADVOCACY

Communications and advocacy are a key component of effective child labour prevention and response programming in humanitarian action. Communications and advocacy can be a powerful tool for empowering children to raise their voice, for raising awareness about important issues and for influencing actions by a range of duty bearers and rights holders.

The CPMS<sup>41</sup> highlight that communications and advocacy in humanitarian settings should always:

- safeguard children: prioritise the principles of “do no harm” and the best interest of the child;
- follow guidelines for confidentiality, data protection and images; and
- prevent and address discrimination, bullying, hate speech and misinformation.

Poorly planned or implemented communications and advocacy can (further) exploit, misrepresent, demean and endanger children who are in or at risk of child labour, including WFCL. It is therefore crucial to consider the protection of crisis-affected children in communications and advocacy.



### **CPMS Standard 3: Child protection issues are advocated for and communicated with respect for children's dignity, best interests and safety.**

Adhere to the key principles for safe and inclusive communications and advocacy as outlined in CPMS Standard 3:

- Portray children with dignity in a safe and confidential manner (actions 3.1.23 to 3.1.25, p.73).
- Make non-discrimination and inclusion central principles to all communication with and for children (p.76).
- Get informed consent/assets for children who participate in communications and advocacy (p.77).
- Ensure safe participation of children in testimonies (p.77).

For more general guidance on communications and advocacy, read Commitment 4 of the Core Humanitarian Standards (CHS) and Standard 3 Communications and Advocacy of the CPMS.

This section provides guidance specific to child labour on:

- **Child labour messaging and awareness-raising**
- **Advocacy**

### 4.1.1 CHILD LABOUR MESSAGING AND AWARENESS-RAISING

Where possible, develop child labour messages and communication strategies with the coordination structure in the local context. Messaging can cover different topics and take place via different communication channels – through text, images, audio, video, social media and other channels. Communication strategies can target a range of actors, including children, adolescents, parents and caregivers, schools, communities, government and non-government actors, donors, employers and private sector actors.

#### KEY ACTIONS FOR DEVELOPING CHILD LABOUR KEY MESSAGES

- **Messages on child labour risk factors and safety should promote** safe and protective behaviour among children, families, communities, employers and other duty bearers.
- **Messages should be informed by facts** – for example, findings from the situational analysis on the main child labour risk factors or common causes of harm for children in child labour.

See [section 1.2 child labour in humanitarian settings](#) and [section 2.2 situation analysis and assessment](#).





- **At the community level, messages should be informed by a solid understanding of childhood and cultural norms in the context.** For example, who is considered a child or what is acceptable work for children. Messaging should be responsive to local (mis-)conceptions around safe and appropriate work for children.
- **Engage children, families and key community actors in developing culturally sensitive child labour messages.** Where consultation is not possible, messages must be field-tested prior to wider dissemination.
- **Ensure messaging is child-friendly and age-appropriate, gender sensitive and inclusive** for all at-risk children and their families. Adapt messages for different audiences, issues and contexts such as “hard-to-reach” children or communities, employers, and so on.
- **Avoid messages that can (re-) traumatise children** or that create fear, division or violence.

#### A child labour messaging strategy can raise awareness on the following topics:

- The minimum working age, what is considered as child labour, WFCL and hazardous work, and acceptable work for adolescents above the minimum working age.
- Child labour risk factors for children of different ages, genders, disabilities and other characteristics or aspects of diversity such as schooling, accompaniment status or displacement status.
- The harmful impact of child labour, particularly WFCL, on children of different ages, genders, disabilities and other characteristics or aspects of diversity.
- The importance of education and its role in protecting children from child labour.
- Duty bearers’ roles in preventing and responding to child labour.
- The roles of other stakeholders in reducing and responding to child labour risk factors.
- Reporting procedures and referral pathways for child labour risk factors, including WFCL, and available services and support.
- Employers’ responsibilities to keep children safe in the workplace and practical ways to do this.



#### KEY ACTIONS FOR DEVELOPING MESSAGING AND AWARENESS-RAISING STRATEGIES

- **Contribute to a targeted communications and advocacy strategy around child labour,** developed through inter-agency coordination.
- **Identify key actors across various sectors who can help to develop and/or disseminate key messages,** for example, through the child labour coordination structure in the context.
- **Choose communication channels that are accessible to at-risk children and their families** – use a variety of communication channels and ensure there are versions for children and adults who are illiterate.
- **Identify and mitigate risks of misinformation or misuse of information that can lead to stigma or discrimination** in the context and be prepared to address these risks. For example, misinformation related to the harmful impact of child labour on children, the right to education for all, and about children engaged in the worst forms of child labour.
- **Carefully plan and coordinate messaging around particularly sensitive and worst forms of child labour** such as trafficking, commercial sexual exploitation, illicit activities or recruitment of children to armed forces or armed groups.

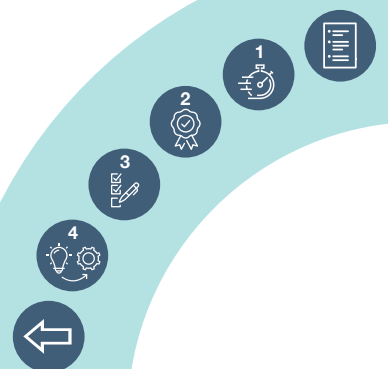


- **Integrate child labour messaging into a variety of opportunities across sectors**, such as in briefings and inductions, in capacity-building initiatives, distributions, curriculum development, case management procedures and tools for case workers.
- **Plan for adequate financial and human resources** to effectively and accurately implement child labour messaging.
- **Provide (specialised) training for all partners involved in child labour messages to ensure messaging is accurate, harmonised and implemented in line with the “do no harm” principle.** This is especially important for sensitive issues, WFCL and specific areas of expertise such as Mine Risk Education (MRE) for working children, which should only be conducted by trained MRE educators.
- **Train all partners involved in child labour awareness-raising on child protection principles, referral pathways, safeguarding policies and procedures, and codes of conduct.**

See [section 4.2 Capacity and staff safety](#).

#### A child labour messaging strategy should always include these elements:

- An understanding of the child labour legal framework and children’s legal protections under the UNCRC as well as the national legislation.
- Details of the different target groups for messaging and awareness raising such as families, communities, employers, humanitarian actors or working children.
- Details of how to adapt messages and use varied methods for delivering the message depending on the target group and topic.
- Available communication methods and channels and related procedures.



**Strategic actions include, but are not limited to, the following:**

- Integrating messages on child labour prevention and response into regular awareness-raising activities being conducted under different sector strategies.
- Distributing messages through a range of community-based and media opportunities such as posters and radio programmes, through community-level humanitarian actors, national partners and volunteers.
- Targeting communities that have been identified as particularly vulnerable to child labour with tailored messages.
- Materials for national and international humanitarian actors who provide essential services.
- Campaigns on the impact of child labour. For instance, collaborating with health and labour actors to develop a campaign that targets parents and employers to help to prevent and mitigate the impact on children's health, or collaborating with children about the impact that work has on their lives. Child labour campaigns can be coupled with education or back-to-school campaigns.
- Promoting participatory discussions about child labour among parents and community leaders.
- Events and activities with crisis-affected communities to commemorate relevant international days of awareness such as the World Day against Child Labour on 12 June, World Refugee Day on 20 June, World Day Against Trafficking in Persons on 30 July, Universal Children's Day on 20 November.
- Media workshops on child labour to engage journalists, highlight emergent issues during the crisis, reinforce key messages or help to establish a media network against child labour to be active and supportive during humanitarian action.
- Multi-media materials to prevent child labour in sectors which employ children, focusing on health, wellbeing, rights and how child labour impacts children; these are disseminated through media channels, and they will facilitate discussions on the development of further materials.
- Developing partnerships with local employers and influencers who can communicate key messages with other employers whom they identify and connect with. Messages can be developed using language that employers accept more readily, such as economic arguments against child labour.

## TOOLS

### TOOL 13. CHILD LABOUR KEY MESSAGES





## CASE STUDY 33.

### MESSAGING AND AWARENESS RAISING IN THE SYRIA RESPONSE

#### **Syria:** [Supporting Children's Rights through Education, the Arts, and Media](#)

The SCREAM programme is a comprehensive set of materials developed by the ILO to promote awareness among young people about child labour and children's rights. It aims to engage them through a variety of arts and media including drama, creative writing, music, visual arts, radio and television, press and debate, so that they in turn can speak out and mobilise their communities to change social attitudes and act against child labour. It seeks to channel creativity in children and adolescents through positive and constructive "peer-to-peer" education that reaches out to other young people.

In Syria, the package was rolled out in 2019 through a collaboration between the ILO and UNHCR. Training for facilitators and coordinators from implementing government agencies, NGOs, UNHCR, the General Federation of Trade Unions and the Syrian Chambers of Commerce was held to provide the skills to plan, implement and evaluate SCREAM programme activities. In the nine months since the training, 477 SCREAM sessions have been conducted through partners who were trained.

#### **Lebanon:** [Street Heroes and Field Heroes](#)

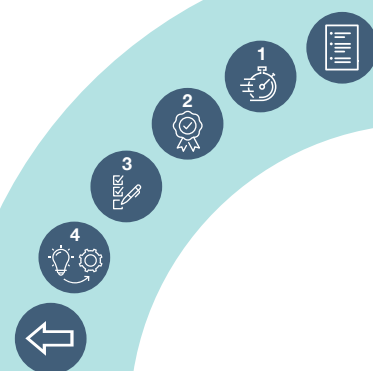
As part of their project to support working and street-connected children, IRC in Lebanon developed a set of awareness-raising materials for children and adolescents, designed as decision-based comic books to support activities to improve the safety and welfare of working and street-connected children.

The materials were developed through focus group discussions with children and by observing children on the street and in fields to identify the type of dangers that children were exposed to and suitable mitigation measures. Each scenario is based on real-life dangers the children have faced and the decisions which they make every day. For instance, if a stranger comes and offers the child US\$100, what would he/she do? The reader answers a series of questions and progresses through the comic based on their answers. At the end of the decisions they make, key messages are given such as "call the hotline", "speak to someone trusted", and so on.

A facilitator's guide has also been developed to focus on quality delivery of the sessions. Delivery must consider any potential risks during planning including location, safety concerns, bullying within a group and disclosures or possibly numerous disclosures in a group. Facilitators need to avoid blame and stereotypes, and focus on empowering children to make better choices and seek help.

#### **Jordan:** [Amani campaign](#)

Early on in the response to the Syria refugee crisis in Jordan, a joint inter-agency Child Protection and GBV campaign called "Amani" was designed to raise awareness on protection concerns for children. The campaign included child labour 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 whom to call when child labour cases are identified or help is needed. The campaign helped to produce a short, animated film about child labour, which was developed with the involvement of young people, and it includes an adjoining implementation guide to support advocacy and awareness-raising activities such as one-to-one conversation, community dialogue, events, community storytelling and social media.



## 4.1.2 ADVOCACY

In humanitarian crisis settings, advocacy can take place in different forms and at national, sub-national and local levels. Targeted child labour advocacy initiatives may be needed to:

- raise the profile of child labour, particularly its worst forms, during preparedness and response;
- mobilise resources for child labour preparedness, prevention and response actions;
- change laws, policies or programmes to better include or benefit children in or at risk of child labour.

### KEY ACTIONS FOR EFFECTIVE CHILD LABOUR ADVOCACY

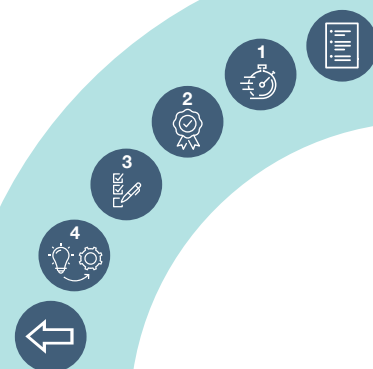
- **Increase the effectiveness of advocacy by using reliable data and information to:**
  - demonstrate the scale, severity and urgency of child labour issues in the context and to argue why child labour should be a priority in the humanitarian response;
  - package information so that the links between the crisis, heightened vulnerability levels and elevated child labour risk factors are clear;
  - provide information on the severe and harmful consequences of child labour on children;
  - counter assumptions that child labour issues are caused solely by social norms and “community acceptance” of child labour.
- **Promote joint child labour advocacy between sectors through:**
  - incorporating child labour asks into sector-specific advocacy plans;
  - coordinating advocacy efforts at the local, national or regional level to highlight key concerns affecting children in child labour campaigns, donor conferences or roundtables;
  - developing joint advocacy materials, such as thematic briefs, reports or calls to action.
- **Collaborate with global child protection partners and other key members of the child labour community** to contribute to the global evidence base for child labour in humanitarian action.

### KEY RESOURCES

- [ILO-IPEC Campaigns and Advocacy website](#). [Last accessed October 2020].
- ILO (2002). [Supporting Children’s Rights through Education, the Arts and the Media \(SCREAM\)](#). International Programme on the Elimination of Child Labour (IPEC), International Labour Organization (ILO), Geneva. Modules on: [HIV, AIDS and child labour](#); [Child labour and armed conflict](#); [Child labour in agriculture](#).
- Save the Children Sweden (2009). [From child labour to children in charge: A handbook on child-led organisation and advocacy on child labour](#).

FAO infographics and visual awareness-raising materials on child labour in agriculture:

- [Child labour in agriculture](#)
- [Child labour in agriculture in protracted and humanitarian crises](#)
- [Keeping children out of hazardous child labour](#)
- [Ending child labour will be decided in agriculture](#)



## 4.2 CAPACITY AND STAFF SAFETY

Humanitarian actors' capacity is a determining factor when it comes to pursuing successful action to address child labour in humanitarian situations. The multi-sectoral and multi-layered approach to preventing and responding to child labour requires comprehensive capacity-building across humanitarian and non-humanitarian actors and at national, sub-national and local levels.

This section focuses specifically on technical competencies and capacity-building. The specific type and level of capacity needed by individual agencies will depend on the role of each actor in the response. Frontline agencies that assess, prevent or respond to the worst forms of child labour will need to pay special attention to staff safety and take actions to mitigate potential risks associated with the illegal and dangerous nature of child labour.

### 4.2.1 CAPACITY BUILDING

This section provides guidance on building technical capacity – the knowledge, skills, behaviours, values, attitudes and confidence – of child labour actors. While capacity-building is a strategic priority in most humanitarian responses, there are a number of common challenges that limit effective child labour capacity development, such as:

- lack of prioritisation of child labour within humanitarian capacity-building initiatives;
- trade-offs between the need for immediate service delivery and longer-term capacity-building for service delivery and systems strengthening;
- lack of funding for meaningful capacity-building, particularly as a long-term strategy;
- development actors with institutional knowledge and/or expertise on child labour not being involved in the planning and implementation of the humanitarian response;
- capacity-building initiatives being limited to formal service providers and excluding community-level actors and local organisations, which can often play a key role in prevention and response of child labour.

This section provides guidance on how child labour capacity-building can be prioritised and organised. It also outlines recommended core competencies for child labour actors and guidance on how to ensure the safety of frontline staff. Most of these actions should ideally be initiated during the preparedness phase and updated and/or implemented during the response.

#### KEY ACTIONS FOR CHILD LABOUR CAPACITY BUILDING

- **At inter-agency level, map and assess the prevailing capacity needs and gaps of child labour actors.**
  - Use the relevant coordination mechanisms to engage all child labour stakeholders in this exercise, including child protection and other sector actors working at different levels.
  - Always assess actors' understanding of the child labour concepts including the legislative and policy frameworks, particularly the minimum age for work, child labour and WFCL, as well as key risk factors and the harmful impact of child labour on children.
  - Prioritise capacity-building on basic child labour concepts if gaps have been identified.
- **Develop child-labour specific job behaviours that are required in the local context.**
  - Review and select child labour and other relevant child protection competencies and job behaviours from the global Child Protection in Humanitarian Action Competency Framework.<sup>42</sup>
  - Integrate child labour and other relevant job behaviours (knowledge, skills, behaviours) into the job descriptions for different staff roles, which are responsible for meeting the needs of children in, or at risk of child labour.
  - Use the selected child labour job behaviours as the basis for designing child labour capacity-building strategies, plans and training initiatives.

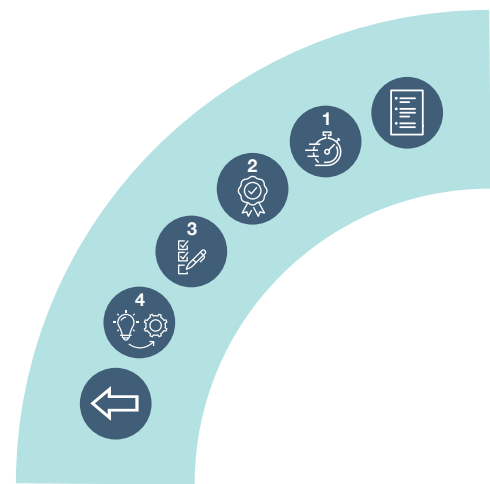


- **Develop a child labour capacity-building strategy or plan.**
  - Where possible, integrate child labour (basic concepts, introduction or key messages) into already existing training materials and planned capacity-building opportunities such as briefing and induction materials, face-to-face and online trainings.
  - Design and plan for specific child labour training sessions where required – tailor these to the target audience and priorities in context.
  - Where feasible, develop long-term capacity-building strategies for key actors to sustainably strengthen the knowledge, skills, behaviours and confidence of staff across relevant sectors, levels and roles.
  - Create opportunities where practitioners can learn from each other’s experiences in other ways instead of through training, for example, through joint field visits, sharing of challenges and good practices, and through discussing lessons learned.
  
- **Build contextually relevant child labour capacities.**
  - Involve both humanitarian and development actors who have a role in responding to child labour in humanitarian crisis settings. Invite development actors to share their institutional knowledge on child labour in the pre-crisis context and involve humanitarian actors to share experiences of how crises can affect or change the nature, extent and patterns of child labour.
  - Develop context-specific training materials and tools such as referral pathways and SOPs, assessment tools and communication materials.
  - Include local child labour/WFCL risk and protective factors, as well as the main prevention and response actions in capacity-building materials.
  - Train inter-agency coordinators, surge staff and deployable staff on child labour to prepare them for rapid responses.
  
- **Provide regular (specialised) training and ongoing coaching and supervision for case management and other frontline staff,** who directly support individual children in child labour, including the WFCL.
  
- **Always include child protection principles, child safeguarding policies and procedures, PSEAH and codes of conduct** in training, in all induction and training initiatives for humanitarian actors.
  
- **Do not “reinvent the wheel”:** Align technical training content with the national legislative and policy frameworks and existing, context-specific guidelines and tools, and with international minimum standards such as the CPMS (2019) Standard 12 on child labour and existing child labour training materials of the ILO, IOM and the Alliance for Child Protection in Humanitarian Action (ACPHA).<sup>43</sup>

## 4.2.2 CORE COMPETENCIES FOR CHILD LABOUR ACTORS

### CORE COMPETENCIES FOR ALL HUMANITARIAN ACTORS

All humanitarian actors, regardless of their role in the response, have a responsibility to ensure their actions do not cause (further) harm to children and do not increase or worsen child labour risk factors. To this end, it is important that all humanitarian actors have a basic understanding of what child labour is and how it can be prevented.





## Core competencies for all humanitarian actors

- Understanding the basic concepts of: “child work”, “child labour” and “worst forms of child labour”.
- Identifying the national and international legal framework for child labour, in particular the minimum age for work, hazardous work list, accepted types of work for children, light work and decent work.
- Understanding the risk and protective factors of child labour in the crisis context.
- Understanding the harmful impact of child labour on children.
- Understanding how humanitarian action can negatively impact on child labour.
- Identifying measures to prevent humanitarian action from increasing child labour risk factors.
- Adhering to child protection principles, safeguarding policies and protocols, PSEAH and codes of conduct.
- Understanding how to identify and refer at-risk children and families to available services.

## COMPETENCIES FOR CHILD LABOUR ACTORS

Child labour actors are all agencies with a specific role in preventing and/or responding to child labour. This also includes all international, national and local service providers who are an integral part of the referral pathways for children in or at risk of child labour and their families. Child labour actors can range from government, the private sector, employers’ organisations, humanitarian and non-humanitarian agencies, and work across the diverse range of sectors outlined in this toolkit. Child labour actors should have all **core competencies** (see the previous table) as well as more in-depth knowledge, skills and behaviours described below. This list is not exhaustive and should be expanded or further specified in context, by individual agencies or for specific roles.

### Competencies for child labour actors

- Facilitating and/or participating in coordination with humanitarian actors and national stakeholders.
- Undertaking child labour situation analysis including secondary data reviews and assessments to understand the extent, patterns and impact of child labour.
- Understanding the comprehensive range of risk and protective factors of child labour prior to and during the crisis, including sector-specific factors.
- Determining whether child labour is a priority child protection risk based on scale, severity and urgency.
- Coordinating a multi-sectoral response to child labour with prevention and response actions at national, sub-national and local levels.
- Undertaking active outreach and identification of child labour in “child labour hotspots” or at registration points, border crossings or arrival sites in displacement settings.
- Implementing prevention actions to prevent at-risk children from entering child labour/WFCL.
- Using a quality case management approach to supporting children withdrawn from the WFCL, in the best interest of the child and with a survivor-centred approach.
- Collecting and analysing child labour data through (inter-agency) assessments, information management, situation and response monitoring.
- Undertaking child-friendly, safe and dignified communication and advocacy on child labour.
- Supporting child protection and other key partners to integrate child labour in sector-specific strategies.



## COMPETENCIES FOR FRONTLINE ACTORS

Frontline actors include a wide range of actors: government agencies and NGOs, development and humanitarian actors, formal service providers and community-level informal structures. They can all have a role in directly supporting children who are in, or at risk of child labour.

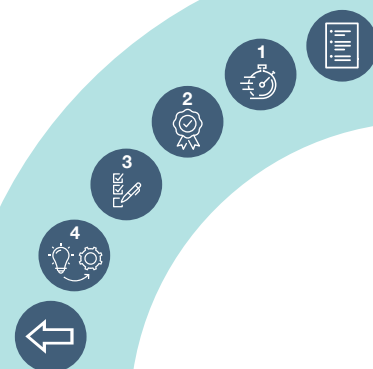
Frontline workers should have all **core competencies** as well as job-specific **competencies for child labour actors** (see the previous tables). Job-specific competencies could be related to conducting assessments, community outreach, communication or implementing preventive actions. This list is not exhaustive and should be expanded or further specified in context, by individual agencies or for specific roles.

### Competencies for frontline workers

- Understanding relevant national and international legislative frameworks, policies and programmes that underpin frontline actions to prevent and respond to child labour, such as human rights, humanitarian and refugee law or policy, child rights and child protection, (child) labour, juvenile justice or the penal code.
- Distinguishing between the positive impact of child work and the negative impact of child labour on physical, social, emotional and psychological child development, and how this is influenced by age, gender, disability and other diversity factors.
- Communicating and packaging child labour information in child-friendly, age-appropriate and gender sensitive and inclusive formats for children, parents, community members and other actors at local level.
- Recognising signs of child labour, including WFCL and signs of distress.
- Recognising workplace hazards and developing harm reduction strategies for children.
- Child-friendly communication skills, including Psychological First Aid (PFA) for children.
- Safely collecting, storing and sharing child labour data for assessment, monitoring, evaluation, information management or reporting purposes.
- Supporting child and adolescent resilience through psychosocial, learning, life skills and group activities.
- Meeting the specific needs of at-risk girls, particularly adolescent girls, in child labour/WFCL.
- Supporting other sector actors and frontline workers to communicate about, reduce risk of, prevent and respond to child labour.
- Safely and constructively engaging and negotiating with employers to address child labour risk factors.

## COMPETENCIES FOR CHILD PROTECTION CASE WORKERS

An important category of frontline workers are child protection case workers who provide social work type support to at-risk children and their families through a case management process. Additional technical and behavioural competencies for case workers emphasise both behavioural and technical competencies. Just like the previous lists, these competencies are not exhaustive and should be expanded or further specified in context, by individual agencies or for specific roles.



## Competencies for child protection case workers

- Understanding the global, national and local child protection case management SOPs, guidelines and minimum standards.
- Understanding occupational hazards and risks associated with different forms of child labour in context.
- Using eligibility criteria to prioritise cases and provide a timely and adequate response to children at (high) risk of harm.
- Understanding appropriate informed consent/assent procedures for children of different ages/abilities.
- Managing child labour cases in the best interest of the child, and providing comprehensive services in a confidential, safe and participatory manner.
- Coordinating the implementation of the case plan including safety planning, developing harm reduction strategies and referring children to specialised services, including but not limited to medical care, psychosocial support and justice.
- Identifying and mitigating child labour risk factors for children in broader child protection programmes such as child protection case management services, alternative care or reintegration programmes.
- Developing long-term solutions for child labour with children, caregivers and employers (where appropriate) to remove children from child labour and ensure their healthy development.

## TOOLS

**TOOL 1. CHILD LABOUR RISK AND PROTECTIVE FACTORS**

**TOOL 2. CHILDREN ARE NOT LITTLE ADULTS**

**TOOL 3. PSYCHOSOCIAL IMPACT OF CHILD LABOUR**

**TOOL 4. DISABILITY AND CHILD LABOUR**

**TOOL 5. PREVENTING CHILD LABOUR RISK FACTORS RELATED TO HUMANITARIAN ACTION**

**TOOL 11. SUPPORTING AT-RISK CHILDREN AND EMPOWERING GIRLS**

**TOOL 13. CHILD LABOUR KEY MESSAGES**

**TOOL 15. SIGNS OF CHILD LABOUR**

**TOOL 17. GUIDANCE FOR CASEWORKERS**

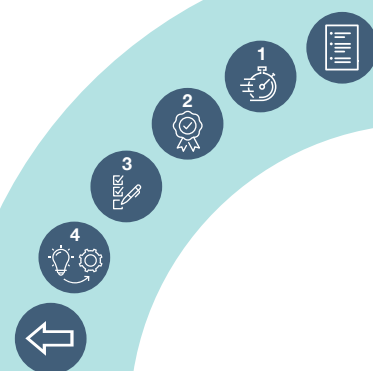
## KEY RESOURCES

- ACPHA (2019). [Child Protection in Humanitarian Action Competency Framework](#).
- Save the Children and UNHCR (2013). [Child Protection Sessions for Parents and Caregivers: Training Toolkit](#).
- ACPHA (2015). [Video on CPMS 12: Child Labour](#).
- ILO-IPEC (2017). [Eliminating Child Labour: An eLearning course for Child Labour Monitors and Labour Inspectors](#).
- FAO (2016). [End Child Labour in Agriculture, E-learning course](#).
- ACPHA Child Labour in Humanitarian Action Training Package (forthcoming 2020). [Available on the Child Labour Task Force webpage](#).

### 4.2.3 STAFF SAFETY AND SECURITY

The illegal nature of child labour can have implications for the safety and security of those working to eliminate it. Especially practitioners who are directly involved in supporting individual children in child labour, especially the WFCL, must assess and mitigate any safety risks associated with their work.

- Potentially high-risk situations for case workers and other service providers include:



- exposure to physical hazards such as toxins, bacteria or debris in hazardous work environments;
- danger, violence or threatening situations associated with illicit forms of work including human trafficking or drug trafficking;
- risks associated with armed forces or groups;
- workplaces of employers who deny or hide hazardous child labour;
- workplaces where the employer has control or hold over specific areas, locations, activities or over children, such as through bonded labour and commercial sexual exploitation.



Case workers or service providers and their supervisors must assess all available information together and assess the risks together. It is important that both parties share all background information they might have about the situation, location, type of child labour and the individual child and their family. It is important that individual characteristics of the case worker are included in this analysis, for example, their age, gender, nationality or ethnicity that might affect how the case worker approaches a child in WFCL or their employer.

Plan for strategies to mitigate identified risks, such as:

- working in teams;
- agreeing on communication protocols to inform supervisors on staff movements, track the location of case workers and check in on them during visits;
- following organisational security procedures and protocols prior to, during and after the visit;
- collaborating with “accepted” parties such as local social workers, respected community members, or with employers’ or employees’ associations;
- seeking security support from local law enforcement such as police or labour inspectors when required, for example when handling situations that involve criminal activity or when a child required removal or rescue from WFCL;
- never undertake actions that can place staff at risk of harm.

## 4.3 MONITORING AND EVALUATION

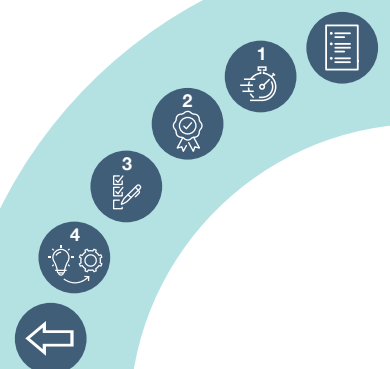
### 4.3.1 SITUATION MONITORING

Situation monitoring is the ongoing and systematic data collection and analysis of child protection risks, concerns, violations and capacities, including of child labour and its worst forms. The purpose of situation monitoring is to produce evidence on child labour and other associated child protection risks and on existing response capacities to inform and adapt the response.

#### SITUATION MONITORING DURING THE PREPAREDNESS PHASE

Situation monitoring during preparedness, as part of early warning systems can help with timely identification of hazards and related child labour risk factors in context, and enable practitioners to implement early response activities. This is particularly relevant in contexts where there are recurring or seasonal hazards that affect child labour or when there are key triggers for child labour that may impact protective capacities of children, families and communities, such as food insecurity, forced displacement or conflict. In these settings, situation data can inform early intervention to prevent child labour. Situation monitoring could identify, for example:

- a spike in children dropping out of school;



- an increase in households reporting that children are working or moving away from home for work;
- reports from labour inspectors that show increased child labour levels in certain industries.

Child labour situation monitoring can be strengthened by reviewing data from existing systems or by integrating child labour indicators into ongoing data collection efforts. For example:

- Community-based child protection monitoring by community members and local actors;
- Child protection information management systems or protection monitoring mechanisms such as the [Child Protection AoR Secondary Data Review Template](#), the [Child Protection in Emergencies Monitoring Toolkit](#) or monitoring systems used in development contexts.
- Education information management systems that monitor enrolment and attendance rates and that can identify incremental or mass school dropouts.
- Monitoring frameworks and thresholds for emergency response.
- Child protection case management programmes that can monitor and track vulnerability and risks at the individual and family levels.
- Monitoring systems of border security and law enforcement agencies to understand changes in the movement of children and their families within and across borders.
- Child Labour Monitoring (CLM) systems (where present) to identify and analyse increases in children's economic activities including child labour/WFCL.
- Monitoring systems of national child labour inspectors: the inspectors monitor adult employment as an indicator of child labour through changing employment patterns among parents and caregivers or through changes in the legal work that children do in businesses that are being monitored.
- Injury surveillance systems that can identify changing levels and types of injuries sustained by children in child labour.
- The IOM Displacement Tracking Monitoring (DTM) systems for tracking population movement.

## SITUATION MONITORING DURING RESPONSE

Child labour situation monitoring during the humanitarian response is especially important in situations where the child labour situation is rapidly changing or deteriorating, and new data is needed to take strategic decisions during the response. Where possible, continue child labour data collection through ongoing monitoring systems, and where needed, find new ways to monitor the child labour situation during the response.

## KEY ACTIONS FOR CHILD LABOUR SITUATION MONITORING DURING THE RESPONSE

- **Carefully consider which situation monitoring methodology is feasible, safe and relevant** for child labour monitoring in the local context; for example, community-based reporting, the [CPIE Situation and Response Monitoring Toolkit](#), sector-specific information systems, child labour surveys, child protection monitoring frameworks or a CLM system.
- **Optimise efficient use of time and resources** and promote child labour situation monitoring as part of broader (child) protection situation monitoring efforts.
- **Ensure that during child labour/WFCL situation monitoring, humanitarian actors adhere to key principles of Do No Harm, confidentiality and adequate follow-up on identified cases.**
- **Where possible and relevant, record child labour incidence through coordinated situation and monitoring frameworks** such as the [Child Protection AoR SDR Template](#) or other locally developed situation monitoring tools, where a variety of sources of information can be collated and analysed which help to contribute to an overall picture of child labour. Expanding tools such as the Secondary Data Review template to include forms of child labour can also help to collect data.



- **Develop context-specific indicators to understand changes in the child labour situation.** Use for example these child labour indicators from the [CPIe Situation and Response Monitoring Toolkit](#):
  - Number of children reported as being newly engaged in hazardous labour during the response period.
  - Reported types of hazardous labour that children engaged in during the response period.
  - Types of child labour that were prevalent prior to the crisis, and if those types of child labour have changed or if new ones have arisen during the crisis.
- **Integrate child labour and WFCL (proxy) indicators into existing humanitarian monitoring systems** such as:
  - child protection case management information management systems;
  - UASC monitoring systems, community-based child protection monitoring systems;
  - the 1612 Monitoring and Reporting Mechanism (MRM), which documents violations perpetrated against children in situations of armed conflict;
  - GBV information management systems;
  - monitoring systems in place for population movements, such as the IOM Displacement Tracking Monitoring (DTM) system;
  - food security monitoring systems.
- **Orient and train those involved in situation monitoring on child labour concepts** so that information is accurately captured in situation monitoring and relevant age brackets are used.

See [section 4.2 Capacity and staff safety](#).

- **Where major data gaps exist and child labour situation monitoring should be set up**, contact the national or global child protection coordination structure, the local ILO office or the regional or global Child Protection AoR help desk for further support.

## 4.3.2 RESPONSE MONITORING AND EVALUATION

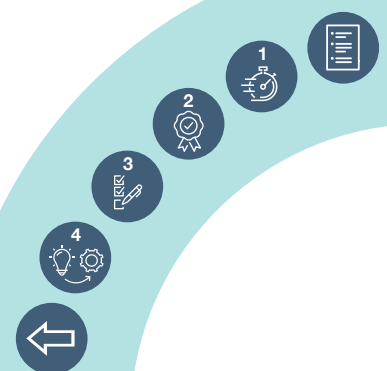
**Response monitoring** is a coordinated activity to monitor the coverage and quality of the humanitarian response across child protection or other relevant sectors to ensure that response activities are meeting identified needs. Situation monitoring and response monitoring provide complementary information. When they are analysed together, it is possible, for example, to identify that large numbers of children are engaged in the WFCL, but only small numbers of children are receiving services. This can help humanitarian actors to adjust targeting and set priorities to address the identified gaps.

**Programme monitoring** also monitors the coverage and quality of the response, but at the level of an organisation. It is often part of organisational monitoring and evaluation (M&E). The purpose of monitoring child labour within agency-specific programmes is to identify both the positive impact a programme may have on child labour, as well as unintended negative consequences of humanitarian interventions.

**Evaluation** aims to assess a programme, its design, implementation, achievements, effectiveness and impact. For many humanitarian programmes they are a one-time exercise conducted at the end of a programme; however, in longer-term humanitarian interventions, evaluations can happen during and after a programme.

### KEY ACTIONS FOR CHILD LABOUR MONITORING AND EVALUATION

- **At inter-agency level agree on child labour indicators to incorporate into response/programme monitoring** with the objective to:
  - monitor coverage, that is, checking that humanitarian assistance intended for households with children in or at risk of child labour/WFCL is reaching the right families;
  - identify the positive impacts as well as unintended negative consequences of humanitarian assistance on children's work, including child labour and WFCL.



See [section 2.1 Coordination](#).

- **Ensure that the priority forms of child labour and/or sectors are reflected in sampling for response monitoring and evaluation**, including post-distribution monitoring tools.
- **Develop context-specific indicators and tools to monitor and evaluate** the following core components of the child labour response:
  - child labour case management and referrals including the quality, timeliness and appropriateness of provided services and support, as well as main challenges and gaps;
  - child labour capacity-building efforts;
  - child labour systems strengthening.

[For a full list of child labour indicators go to page 163/164.](#)

- **Involve children, families, communities and local authorities in programme monitoring and evaluations** where this is possible and safe to do so.
- **In longer-term child labour programmes, or programmes that can have a significant impact for children in child labour, develop a baseline** at the start of the programme, as well as a mid-term evaluation and/or final evaluation.
- **Use response/programme monitoring to advocate for child labour actions, resources or other priorities** to address child labour in the crisis context.



## TOOLS

- TOOL 7. WHAT WE NEED TO KNOW ABOUT CHILD LABOUR
- TOOL 9. MEASURING CHILD LABOUR

## KEY RESOURCES

- ACHA (2019). [Child Protection in Emergencies Situation and Response Monitoring Toolkit](#)
- International Cocoa Initiative (2017). [Effectiveness Review of Child Labour Monitoring Systems in the Small-holder Agricultural Sector](#).
- ILO-IPEC (2005). [Child Labour Monitoring Resources Kit](#).
- ILO-IPEC (2005). [Guidelines for Developing Child Labour Monitoring Processes](#).
- FAO (2015). [Handbook for monitoring and evaluation of child labour in agriculture](#).







## CASE STUDY 34.

### CHILD PROTECTION MONITORING IN NORTHERN SYRIA

Under the umbrella of the Child Protection Sub-Cluster, a Monitoring Technical Working Group developed and established the Child Protection Monitoring Framework and Dashboard for northwest Syria to collect reliable information, support prioritisation and targeting, improve quality of programming, and support advocacy concerning child protection risks in non-government-held areas. The framework includes both situation monitoring and response monitoring; data is collected once a month through key informant interviews, and the dashboard is generated from member data and updated monthly.

**Situation monitoring** systematically collects, compiles and analyses information on a regular basis regarding key child protection risks occurring in northern Syria. It has helped to build an evidence base, which informs programmatic priorities and strategies, required adjustments and advocacy. It focuses on child labour, psychosocial distress and separation of children from caregivers. There are four indicators that monitor child labour:

- % of key informants who reported children engaged in work that prevents them from going to school;
- % of key informants who reported children living in child-headed households engaged in child labour;
- % of key informants who reported children engaged in child labour who were living in households with persons with specific needs;
- % of key informants who reported main types of work that boys and girls are engaged in.

**Response monitoring** involves ongoing data collection on child protection interventions in a more systematic way and looks in particular at the quality of psychosocial support (PSS) services provided to children and their families who are affected by the conflict. It supports the adaptation of programme plans and improved quality of programming.

## CHILD LABOUR INDICATORS

The following indicators measure progress in achieving Standard 12 on child labour of the CPMS:

- % of targeted children in at-risk families who are successfully protected from child labour through prevention support.
- % of children identified in child labour who are removed from it.
- % of families identified as at-risk who receive prevention support.
- % of humanitarian sector strategies that include child labour prevention and response actions.

A complete indicator list and further information on how to measure these indicators can be found in the CPMS Annex: Table of indicators: [https://alliancecpha.org/en/CPMS\\_Table\\_Indicators](https://alliancecpha.org/en/CPMS_Table_Indicators)



#### Additional CPMS child labour indicators:

- % of targeted at-risk children who are successfully protected from child labour through prevention support.
- % of children identified in child labour who are removed from it.
- % of families identified as at-risk who receive prevention support.
- % of humanitarian sector strategies that include child labour prevention and response actions.
- % of children identified and/or removed from child labour receiving quality child protection case management services.
- % of children identified and/or removed from child labour who are enrolled in a quality learning opportunity.
- % of working age children identified in and/or removed from child labour who have a pathway to livelihoods, vocational training or decent work.
- % of surveyed adults in affected population who demonstrate increased knowledge on how to prevent and respond to child labour at project end.
- % of surveyed service providers who demonstrate increased knowledge on how to identify child labour risk factors.
- % of children removed from child labour who have not returned to child labour after x months.
- % of adolescents removed from child labour who are engaged in age-appropriate decent work.
- % of UASC removed from child labour requiring alternative care who access quality interim care.
- % of UASC who are removed from child labour and successfully reunited with their families.
- % of surveyed children in work who demonstrate increased awareness of occupational hazards and ways to mitigate them (harm reduction strategies).
- % of targeted employers that offer apprenticeships to adolescents in line with national legislation.
- % of targeted employers supporting young workers to attend education.
- % of families/households affected by the humanitarian crisis who are identified as at risk of child labour.
- % of sensitisation campaigns in target communities that include messages on child labour risk factors and how to mitigate them.
- Policies in place to allow refugees, displaced persons and migrants to access decent work or other forms of livelihoods.
- % of targeted employers that have protocols in place to prevent child labour/WFCL.
- Number of children per year who sustain injury or health problems as a result of child labour.



## 4.4 INFORMATION MANAGEMENT

### 4.4.1 PROMOTING QUALITY CHILD LABOUR INFORMATION MANAGEMENT

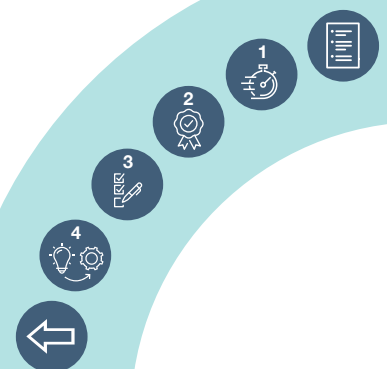
Information management should be a practical, field-level tool that supports effective and timely responses to children in or at risk of child labour. Information management systems typically comprise of inter-agency agreed reporting forms, database software and accompanying resources or guidance. Depending on the type and phase of the emergency, available time and resources, and prioritisation of child labour, decide whether to set up a new information management system for child labour or whether indicators can be integrated into broader (pre-existing) information management systems.

#### KEY ACTIONS TO PROMOTE QUALITY CHILD LABOUR DATA AND INFORMATION MANAGEMENT

- **Identify pre-crisis information management systems used to manage information on child labour**, such as case management databases, the Interagency Child Protection Information Management System (CPIMS), CLM systems, paper-based systems or refugee databases.
- **Where possible, ensure that child labour is included in the HNO sectoral and inter-sectoral analysis and HRP prioritisation** as one of the key child protection concerns.

See [section 2.3 Strategic response planning](#).

- **Where possible, integrate child labour into existing information management systems that have an appropriate coverage of the response**, for example, for child protection, education, GBV, food security and other relevant sectors.
- **When integrating child labour into sector-wide information management systems**, ensure this is reflected in targets, indicators and “Who does What Where (When)” (3/4/5W) tools.
- **Integrate child labour into CPIMS** as a protection risk and where possible include different types of child labour such as hazardous work, commercial sexual exploitation, CAAFAG and trafficking.
- **Strengthen existing systems where feasible**; review data collection and information management processes and update systems (for example, replace paper-based systems with electronic systems) to make interventions and follow-up more timely and efficient.
- **Always disaggregate data for sex, age and disability**, and use the age brackets within the legal frameworks, such as the legal minimum working age and where applicable, the age of light work.
- **Improve information on the WFCL through coordinated information management** between relevant national authorities and humanitarian coordination groups to inform timely actions against new or worsening WFCL as they emerge (for instance, new trafficking routes, new types of sexual and other exploitation). Consider the following actions:
  - Involve law and border enforcement agencies, government and relevant local organisations in WFCL information management efforts.
  - Collect information on a wider scale and analyse it centrally.
  - Discuss and agree upon ethical and confidential information-sharing, particularly about children in WFCL, children in conflict with the law, survivors of SGBV, or CAAFAG.
  - Clarify roles and responsibilities in information management structures and establish SOPs for information collection, storing, sharing and data protection.



- **Package and disseminate child labour information** in a clear and visually appealing way to inform humanitarian response planning and to support coordination. Regularly update these materials to provide the latest information about response activities, geographical coverage and key activities of all actors involved.

## 4.5 ACCOUNTABILITY

Accountability in humanitarian action is crucial to ensure the dignity, survival and wellbeing of crisis-affected people. Feedback mechanisms can be an effective tool to meaningfully support children and adolescents who are in or at risk of child labour and to ensure that they can hold agencies accountable and report any concerns, including safeguarding concerns. Child-friendly feedback mechanisms promote “gender and age-appropriate, inclusive, safe and confidential ways for children and young people to receive information, provide feedback, and meaningfully participate in influencing humanitarian programming.”<sup>39</sup>

### Keeping children safe

Every humanitarian actor has a responsibility to “Do No Harm” and to avoid exposing affected populations to harm or potentially harmful situations as a result of their actions. This means that agencies should undertake every effort to minimise the risk that their interventions create or perpetuate child labour, or any other protection risks for children. Agencies should also make sure that their staff actively prevent sexual exploitation, abuse and harassment (PSEAH) of children and adults affected by the crisis.

### The role of feedback mechanisms in safeguarding children and PSEAH

Well-designed feedback mechanisms can help to improve the awareness of crisis-affected children and adolescents about their rights, humanitarian services and the expected behaviour of humanitarian aid workers. The mechanisms can also increase children’s capacity to identify potential safety risks and enhance their knowledge on where and how to safely report safeguarding breaches, including sexual violence, exploitation, abuse and harassment as well as child labour perpetrated by aid workers.

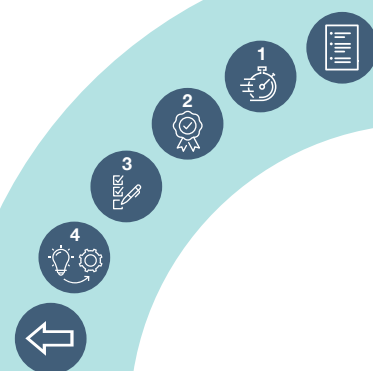
### 4.5.1 PROMOTING ACCOUNTABILITY TOWARDS AFFECTED CHILDREN AND FAMILIES

#### KEY ACTIONS TO DEVELOP CHILD-FRIENDLY ACCOUNTABILITY MECHANISMS

- **Tailor accountability mechanisms** to the type of interventions and target groups that are served to ensure that they are gender and age-responsive, inclusive, safe and confidential for all.
- **Work with children, adolescents and communities to design child-friendly feedback mechanisms** including safeguarding reporting mechanisms that are accessible to all.
- **Develop child-friendly and survivor-centred response mechanisms** for children, adolescents and adults who report safeguarding and PSEAH concerns.
- **Consider the additional needs of marginalised children** including those already in child labour/WFCL and children with disabilities, who are likely to be at higher risk of abuse.

#### KEY ACTIONS TO BUILD ORGANISATIONAL CAPACITY TO IMPLEMENT ACCOUNTABILITY AND FEEDBACK MECHANISMS

- **Orient all agency staff and associates (e.g. community volunteers, implementing partners and contractors)** on accountability and feedback mechanisms, including on their own responsibility to keep children safe, and how to report concerns.



- **Integrate child- and adolescent-friendly information activities and educational outreach** into humanitarian programmes, to ensure that children, adolescents and other community members are aware of their rights, feedback channels and reporting mechanisms, and available support services. Ensure that materials are available in different languages, for people who are illiterate or who have a hearing or visual impairment.
- **Communicate regularly with children about the expected behaviour of humanitarian workers** and those representing humanitarian organisations.
- **Display messages widely in the community** – for example, use display boards in centres and communal spaces so that children are aware of what is and is not acceptable behaviour from humanitarian workers and how they can report concerns.

## KEY RESOURCES

- Inter-Agency Standing Committee (2002). [IASC Six Core Principles Relating to Sexual Exploitation and Abuse](#).
- CHA Alliance (2017). [PSEA Implementation Quick Reference Handbook](#).
- Plan International (2018). [Child-Friendly Feedback Mechanisms: Guide and Toolkit](#).
- United Nations. [Preventing Sexual Exploitation and Abuse resource page](#).
- PSEA Task Force. [Protection from Sexual Exploitation and Abuse resource page](#).



# ENDNOTES

- <sup>1</sup> The Alliance for Child Protection in Humanitarian Action (2019). [Minimum Standards for Child Protection in Humanitarian Action, 2019 Edition](#) (pp.34–35).
- <sup>2</sup> Ibid. (p.29).
- <sup>3</sup> International Labour Organization (ILO) (2017). [Global estimates of child labour: Results and trends, 2012–2016](#).
- <sup>4</sup> ILO (2020). [COVID-19 and Child Labour: A time of crisis, a time to act](#); UNICEF and Save the Children (2020). [Children in monetary poor households and COVID-19](#).
- <sup>5</sup> Ibid.
- <sup>6</sup> ILO [webpage on child labour](#). Last accessed October 2020.
- <sup>7</sup> In some countries with insufficiently developed economies and education systems the minimum age for work may be set at 14 years, working towards to the higher minimum age of 15 over time.
- <sup>8</sup> In countries where the minimum working age is set at 14 years, light work may be performed by children aged 12 and 13.
- <sup>9</sup> ILO [webpage on decent work](#). Last accessed October 2020.
- <sup>10</sup> Unicef (2017). [Humanitarian action for children 2017](#).
- <sup>11</sup> The statistics in this section are based on the global child labour estimates (see end notes: ILO, 2017) and are used for illustrative purposes. The global estimates are periodically updated – it is recommended to always use the latest data to inform programming.
- <sup>12</sup> ILO and Walk Free Foundation (2017). [Global estimates of modern slavery: forced labour and forced marriage](#).
- <sup>13</sup> Unicef (2018). [A Future Stolen: Young and out of school](#).
- <sup>14</sup> ILO. [Webpage on child labour and domestic work](#).
- <sup>15</sup> ILO-IPEC (2005). Training resource pack on the elimination of hazardous child labour in agriculture. [Book 1 – A Trainer’s Guide](#).
- <sup>16</sup> Syria Protection Cluster (Turkey) (2018). [Protection Monitoring Quarterly Report April-June 2018](#).
- <sup>17</sup> “Prevention” generally refers to taking action to stop harm from first occurring while “mitigation” refers to reducing the risk of exposure to existing protection concerns.
- <sup>18</sup> A National Action Plan (NAP) to eliminate child labour is aimed at addressing child labour within a country, usually with an emphasis on tackling the worst forms of child labour. They are usually developed by the government, in consultation with tripartite partners, civil society actors, the UN and NGOs, with support from the ILO.
- <sup>19</sup> The Alliance for Child Protection in Humanitarian Action (2019). [Minimum Standards for Child Protection in Humanitarian Action, 2019 Edition](#) Introduction to Pillar 3: Standards to develop adequate strategies.
- <sup>20</sup> Ibid. Principle 9 (p.46;47)
- <sup>21</sup> The Alliance for Child Protection in Humanitarian Action (2019). [Minimum Standards for Child Protection in Humanitarian Action, 2019 Edition](#) Principle 5.
- <sup>22</sup> Ibid. Standard 18 (p.196)
- <sup>23</sup> [Child Protection Case Management Resource Hub](#). For service providers who are caring for child survivors, it is recommended to use this resource: International Rescue Committee (2012). [Caring for Child Survivors of Sexual Abuse: Guidelines for health and psychosocial service providers in humanitarian settings](#).
- <sup>24</sup> UNHCR (2018). [Guidelines on Assessing and Determining the Best Interests of the Child](#).
- <sup>25</sup> Inter-agency Working Group on Separated and Unaccompanied Children (2013). [Alternative Care in Emergencies Toolkit](#).
- <sup>26</sup> The Alliance for Child Protection in Humanitarian Action (2019). [Minimum Standards for Child Protection in Humanitarian Action, 2019 Edition](#) Standard 20 Justice for Children p.212
- <sup>27</sup> Ibid.
- <sup>28</sup> Ibid. Standard 9 (p.123)
- <sup>29</sup> Plan International (2020). Technical Note: Girls Associated with Armed Forces and Armed Groups: Lessons Learned and Good Practices. ACPHA.
- <sup>30</sup> Adapted from: International Rescue Committee (2012). [Caring for Child Survivors of Sexual Abuse: Guidelines for health and psychosocial service providers in humanitarian settings](#).
- <sup>31</sup> The Alliance for Child Protection in Humanitarian Action (2019). [Minimum Standards for Child Protection in Humanitarian Action, 2019 Edition](#). Standard 21 (p.232).
- <sup>32</sup> Chaffin, J. and Rhoads, N. (2013). [Children and Economic Strengthening Programs: Maximizing Benefits and Minimizing Harm](#).
- <sup>33</sup> ILO [webpage on child labour in agriculture](#). Last accessed October 2020.
- <sup>34</sup> <https://www.calpnetwork.org/learning-tools/glossary-of-terms/>
- <sup>35</sup> ACPHA (2019). [Monitoring Child Protection withing Humanitarian Cash programmes; WRC and IRC](#) (2018). [Humanitarian cash transfer programming and gender-based violence outcomes: evidence and future research priorities](#).



- <sup>36</sup> Plan International (2020). [Cash and voucher assistance for adolescents: an evidence review of how cash and voucher assistance can achieve outcomes for adolescents in humanitarian settings.](#)
- <sup>37</sup> ILO [webpage on child labour monitoring.](#) Last accessed October 2020.
- <sup>38</sup> G. Dachele, L. Guarcello, S. Lyon, and F.C. Rosati (2017) Understanding trends in child labour, Understanding Children's Work project, Working Paper, Rome.
- <sup>39</sup> ILO (2018). [Ending child labour by 2025: A review of policies and programmes.](#)
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