



RESOURCE SHEET

CHILD LABOUR TRAINING PACKAGE

ALL CASE STUDIES SHOULD BE READ CAREFULLY AND CONTEXTUALISED LOCALLY SO THEY ARE RELEVANT FOR PARTICIPANTS

Session 2: Foundational knowledge review

Session 2 Activity: Reflecting on strengths and weaknesses of the law in the context

Develop an overview of national legislation in the context. Check with your local child protection coordination structure to see if one of those legislations has been included in previous secondary data reviews, or child labour report. Or if one of pre-existing key information sources cannot be found in [Tool 8 Child Labour Information Tool](#) of the *Inter-agency Toolkit for Preventing and Responding to Child Labour*. One important website is the ILO Natlex website, which hosts a wide variety of country level information about legal frameworks https://www.ilo.org/dyn/natlex/natlex4.byCountry?p_lang=en

Session 2: Foundational knowledge review

Session 2 Activity: Body Mapping Case Studies' Examples

Case Study 1: Mate is 11 years old. He is working on a farm near the village where he lives for 9 hours a day, including Saturdays. His tasks include pruning, weeding and applying pesticides. Sometimes he drives a tractor, and picks fruit from trees. He has many cuts on his hands, arms and legs. At home, he takes care of his family's animals.

Case Study 2: Mohamad is a 14-years old. He sells tissues and begs for money at intersections. Since the crisis has occurred, he had also started working amongst the rubble of buildings to collect materials for recycling. He works all day and often spends great efforts to get materials, money and food for his family.

Case Study 3: Sara is a 16-year-old girl. She has been working as a full-time domestic worker for 2 years. The husband beats her if she asks for wages and abuses her when his wife is out the house. Sara wakes up early to cook and clean for the family, she goes to bed late once all the household works are done.

Case study 4: William is a 16 years old. He has been working at a construction site since four years. He started breaking rocks into smaller stones for building materials and now he is helping carry building materials, water and cement and lay bricks. He works for 13 hours per day. He is suffering from back and knees pains, has an eye infection and a bad cough.

Case study 5: Dian is 11 years old girl. Her parents own a small café selling breads and tea. After school, she works at the café for 6 hours per day, in addition to the weekends (Saturday and Sunday for 10 hours per day). She used to attend at the local school in most days, before she started to miss more and more days of school as her mother has fallen ill recently. She helps in baking bread, as well as selling it and taking care of her mother.

Case study 6: Betty is 15 years old girl. She lives with her family on their rural small holding, where they are growing vegetables, having chickens, cows and goats. Both her mother and grandmother are unwell. Betty spends most of her days washing, cooking, cleaning, fetching water, going to the market, looking after the animals, tending to the vegetables, and taking care of her siblings, mother and grandmother.

Session 4: Working effectively with others on child labour (Coordination)

Session 4 Activity: Coordinators Quiz

1. Child labour can be coordinated through:

- One sector which leads the response at the exclusion of other sectors
- One sector which leads the response and involves other sector actors
- Multiple sectors who jointly lead the child labour response
- Government-led coordination structure
- An anti-trafficking task force

2. Coordination of child labour should...

- be an essential component of an effective child labour response
- aim to only bring relevant child protection actors together
- aim to bring relevant multi-sectoral actors together
- only draw from existing humanitarian expertise
- draw from all existing expertise, to prevent duplication of efforts and harmonise approaches between humanitarian and non-humanitarian
- set up separated systems for children affected by emergencies.

3. Tick the three most important government departments to be involved in humanitarian coordination of child labour? Ministry of Child/Women's Welfare, Social Affairs

- Ministry of Internal Affairs
- Ministry of Social Security
- Ministry of Education
- Ministry of Labour
- Ministry of Migration
- Ministry of Security
- Ministry of Justice
- Ministry of Agriculture
- Ministry of Civil Registration

4. Which activities should be included in planning for preparedness with responsible national authorities to prevent child labour in crisis settings?

- Training for social workers, law enforcement or border control actors on child labour
- Advocate for child labour and/or specific WFCL to be included in the humanitarian needs overview
- Developing referral pathways for children in or at risk of child labour, including unaccompanied children
- Including child labour prevention actions in early response plans

5. Where child labour is a pre-existing or priority concern, advocate for...

- child labour and/or specific WFCL to be included in humanitarian needs overviews, sector response plans and country strategies
- the development of comprehensive child labour prevention and response plans
- dialogue between humanitarian agencies, governments and donors to influence greater investment in child labour prevention and response interventions and services during the crisis
- greater investment in and support to (local) organisations which are providing essential services that can help to prevent and respond to child labour

6. Child protection coordinators are solely responsible for coordinating child labour in humanitarian contexts

- True
- False

7. Which activities are needed to develop a coordinated comprehensive plan to prevent and respond to child labour in humanitarian crisis?

- Robust situational analysis, which includes pre-existing and current child labour data (severity, urgency, capacities, risks, systems)
- Regular inter- and intra-sector dialogue
- Ordering equipment and supplies through routine supply lines
- Establishing identification and referral pathways

8. What are some of the key components of good child labour coordination?

- An agreed Terms of Reference (TOR) for a structure, which gives members space to focus on action- oriented measures to prevent and respond to child labour.
- Regular meetings in accessible locations and formats, which are open to relevant agencies.
- Active engagement of employers who use children in child labour
- Active engagement of a range of non-humanitarian and humanitarian governmental and non-governmental actors across sectors.
- Making communications and transport available for referrals.
- Preparing to address all forms of child labour in the context.
- Establishing harmonized identification and referral pathways and SOPs for child labour and the WFCL.

9. Without appropriate coordination and technical expertise to address child labour in a humanitarian context as a pre-existing concern for children, child labour will....

- Be ignored and de-prioritised
- Naturally be reduced in prevalence and severity
- Be addressed adequately through existing humanitarian activities
- Not naturally be included in multi-sector humanitarian assessments and plans

Session 5: Core actions for humanitarian actors to prevent and respond to child labour (1)

Session 5 Activity: Risk and Protective Factors Case Studies

Case Study 1: Mate is 11 years old. He lives in an area affected by cycles of chronic food insecurity. He used to work at his parents' farm, but they lost it when they had to sell the land. He used to go to school for a short time only when he was younger. However, his aunt is reading stories for him, as well as teaching him how to read and write. There are limited facilities in the area. His family treat him well and he liked working closely with his parents as he was looked after, and he was allowed to spend time with his friends. Since his parents had lost the land, he had to work at a farm near the village where he lives. He leaves at 4 am and works from 5 am to 11 am, before returning to work from 3 pm to 7 pm. At midday, Mate stays out where it is hot smoking cigarettes with other people who work at the farm. His tasks include planting, pruning, weeding and applying pesticides. Sometimes he drives a tractor. He has many cuts on his hands, arms and legs. Mate informed that his employer is treating him badly, he has to work long hours but hasn't provided him any information about the hazards of his work. He works on average 8 to 10 hours a day, including weekends. At home, he lives with his father, 2 younger brothers and older sister, as his mother died 2 years ago. He helps in caring for his family's animals, and collecting water. His father often travels for work as a truck driver. There are NGOs in the area which are supporting farmers, but since they lost their land, they were not qualified for support. A few weeks ago, one of his friends had picked up something shiny, which then exploded.

Case Study 2: Mohamad is a 13-years old. He has been displaced by fighting. He sells tissues and begs for money at crossroads of a big city. Mohamed had attended his last year of primary school before he was displaced by fighting. He has missed a lot of school times in his life, as he dropped out of school for periods to help his family. His parents were both illiterate and had never attended school. Because he is working at street, Mohammed was subjected to arrest several times by the police, but they released him when they understood his situation as the only

person supporting his family. His mother expresses her fear that he might be run over by cars, beaten by other children or pedestrians, or kidnapped. One time, Mohamad had badly injured when a car hit him, and his leg needed to be stitched. However, he is usually beaten by merchants who work in the local shops. Since the conflict, he had also started working amongst the rubble of buildings to collect materials for recycling. He works all day and often walk long distances across the city to get materials, money and food for his family. His father was killed in the fighting who was the one who had a regular income, now he is living with his mother and younger brothers in a hut in a slum area of the city, the slum is unsafe and lots of the boys are substance abusers, but an organisation offers a drop-in centre for street children, where he attends sometimes for football games.

Case Study 3: Sara is a 16-year-old girl. She grew up in a village which was affected by conflict. After her family were displaced, her mother had gotten in debt and she had to walk away from home (2 hours) to work for a family in a big town. She had been working as a full-time domestic worker for 2 years. She didn't finish elementary school and cannot read and write well. Her employers rarely pay her any wages, and they abuse her. They beat her if she asks for wages and the husband sometimes abuses her when his wife is outside. She is only allowed to leave the house to go shopping and collect water. She has no contact with her family. Sara wakes up early, and spends most of her days washing, cooking, cleaning, fetching water and going shopping. She enjoys speaking to other girls at water point. She goes to bed late once all the household works are being done. Since there has been more fighting in the north of the country, the family have other people staying in the house with them, and life has become even harder as she has to work harder, there are strange men in the house, and she is now sleeping outside the hut. She sees other children playing outside but she is not able to join them.

Case study 4: William is 16 years old. He lives with his father, grandmother and two siblings who are 6 and 8 years old. He had attended high school before the hurricane, but after that, he did not returned, he wished if he could, but the family cannot afford it at the moment and the teacher had said that he missed too much days to go back in the same year. His mother was killed in the storm and she was the one who had a regular income as she had worked in a restaurant. William now is working with a local businessman who re-builds many houses. He works from 7 am to 8 pm for 13 hours a day. He started breaking rocks into smaller stones for building materials. By time, he is helping in carry building materials, water and cement, and lay bricks at the building sites. His dad has not been able to find a regular job and thus William is now the main household earner of the family. William finds it difficult to talk about the hurricane because he thinks only of his mother. He really wants to work so his brother and sister can go to school and his grandmother is old and sick, so she has many medical expenses. He suffers from back and knees pains, and has an eye infection and a bad cough.

Case study 5: Dian is 12 years old. Her parents own a small cafe selling breads and tea, she works there after school from 3 to 9 pm and on the weekends (Saturday and Sunday from 8 am to 6 pm). Most days she attends the local primary school but has started to miss more and more days of school as her mother has fallen ill recently and she is needed to help at home and in the café more, she helps in baking the bread

at a public bakery, as well as sell it in the cafe and helps taking care of her mother. She likes school very much and has always done well, but recently some of the other girls in class have been bullying her about her missing school and her clothes which have become tattered and dirty.

Case study 6: Betty is 15 years old. She lives with her mother, father, grandmother and four younger siblings. She works on their rural small holding for more than 70 hours a week, where they grow vegetables, have chickens, cows and goats. Both her father and grandmother are unwell. Her father has an impairment in his legs and back and cannot work anymore. There are limited facilities in the area and there is no school nearby. She didn't finish primary school and cannot read and write well. Betty spends most of her days washing, cooking, cleaning, fetching water, going shopping, looking after the animals and tending to the vegetables, and taking care of her siblings, father and grandmother.

Session 5: Core actions for humanitarian actors to prevent and respond to child labour (1)

Session 5 Activity: Preventing Child Labour Risk Factors Related to Humanitarian Action- Case Studies

Case study 1 Haiti Earthquake

Haiti ranks 169th on the 2019 Human Development Index. Chronic poverty is widespread throughout the country. Many people lack the accessibility to electricity, water, sanitation or healthcare. Two children out of ten do not attend primary school, and the literacy level of the population over 10 years of age is 61%. Haiti has one of the highest levels of food insecurity in the world. More than one in three persons need urgent food assistance, that is nearly 3.7 million persons.¹

An earthquake measuring 7 on Richter scale had struck Haiti. The earthquake had been devastating, hundreds of thousands of people have lost their lives and been injured, over a million people are living in temporary shelters in the immediate aftermath, and over half a million have left the immediate vicinity of the epicentre to find safe shelter elsewhere. Basic needs and services are lacked. Families face severe socio-economic vulnerability and loss of assets. Hundreds of schools and medical facilities have been destroyed, and there is a lack of information about, and access to available humanitarian services.

¹ WFP <https://www.wfp.org/countries/haiti>

The normal protective environment for many children has been severely compromised as a result of the emergency, and there are large number of separated, unaccompanied and orphaned children in need of family tracing and reunification, a lack of safe and protected spaces for children to play away from physical hazards. Children are experiencing psychological distress. Children are at significant risk of exploitation (including sexual exploitation) related to lack of basic needs and access to services, and there are concerns about kidnapping and trafficking of children in the aftermath of the quake. There are widespread social norms related to childcare, including the use of institutions for children and unpaid child servants living and working away from home, in households where they are treated distinctly different from children born to the household, essential impoverished parents' hand over childrearing responsibility to another household in exchange for the child's unpaid domestic service. A large humanitarian organisation with multi sector presence is mounting a response. After a number of rapid assessments and through coordination they plan to respond in the most affected areas with package of:

- Food security which will focus on food distributions; small business and agriculture asset replacement and cash for work programmes involving rubble clearing, environmental recovery.
- Child protection which will provide family tracing and reunification and support interim care, create safe spaces for children in the community, and generalized case management services for vulnerable children.
- Education, which will focus on setting up temporary learning spaces, training teachers and rebuilding damaged schools.
- Shelter and water and sanitation: providing temporary shelter materials to affected households, cash for work programmes to rebuild communal latrines and provide water points in the community, sanitation and hygiene education programmes to prevent outbreaks of infectious diseases.

Case study 2 Lebanon

Lebanon lies in a region suffering from conflict and political instability. It has the world's highest per capita refugee presence, estimated at one quarter of the overall population. Lebanon is experiencing a profound financial crisis. In October 2019, the bad economic situation sparked mass protests across the country. The ensuing civil unrest and failure to implement urgent economic reforms had a detrimental impact on the overall standard of living, leading to a scarcity of basic commodities and fuel. With the outbreak of COVID-19, Lebanon took precautions that led to successful containment of the spread of the virus. However, related lockdown measures have compounded the fragile economic situation, beside the political instability. In August 2020, a large explosion rocked Beirut destroying large parts of the city and significantly destroying the port district and vital infrastructure for food imports necessary for maintaining food security. The combination of these factors has had extensive impact pushing vulnerable Lebanese and refugee families further into poverty. Currently, nearly one million people in Lebanon are living below the poverty line and the number of Syrian refugees who are severely or moderately food unsecured are 1.2 million,

only 800,000 who are receiving assistance from WFP. Many poor families have adapted negative coping mechanisms - including engaging in child labour and child marriage; rendering many thousands of children vulnerable to violence, abuse, and exploitation.²

An organisation has been responding to the needs of refugees and host communities across Lebanon for the last 10 years, providing psychosocial support through child friendly spaces in camps and communities, managing food and non-food distributions in camps, back to school campaigns, support for alternative education (home-work clubs, numeracy and literacy classes), monthly, unconditional cash and food assistance, cash for work community support programmes, shelter units for families living in informal settlements, water facilities construction and hygiene promotion.

The organisation is now initiating a more integrated programming approach to address many of the negative coping strategies families are resorting to. The programme will:

- Livelihoods: will scale up programmes that benefit the most vulnerable households in target areas, including developing and advocating for employment opportunities for refugees, livelihoods programmes for children above the legal working age, and multi-purpose cash grants.
- Child protection: will strengthen child protection case management through case managers and case management teams, they will build the capacity of the local community including community-based structures and employers to be more directly involved in the protection of children in the community.
- Education: will support access to primary and secondary education opportunities and scale up TVET and basic education for vulnerable and working children.

Case Study 3 - Northeast Nigeria

Nigeria is a heavily populated lower-middle-income country where more than half the population are under 30 years of age. Conflict in the Northeast region has displaced 1.92 million people and left another 7.7 million in need of humanitarian assistance. Human development indicators are poor. Primary school enrolment rates are estimated at 70% for boys and 60% for girls, and 60% of the population, live below the poverty line, most severe poverty is found in the Northeast and Northwest regions, which are also subject to periodic droughts and floods, which adversely impact agricultural outputs and increase the vulnerability of populations, especially in rural areas. Ongoing insecurity violence, social disruption and economic hardship has hampered development and heightened the food and nutrition insecurity and lack of personal

² <https://www.wfp.org/countries/lebanon>

safety for women and children. Explosive weapons such as IEDs, person-borne explosive devices and air strikes pose significant threats to civilians. For families displaced by conflict they lack access to safety, food, water and shelter.³

In partnership 2 UN agencies, and an INGO are about to start responding in a newly affected area which has recently seen an end to immediate hostilities? The programme aims to:

- Nutrition: set up therapeutic and supplementary feeding centres, distribute general food assistance for displaced persons in camps and host communities,
- Livelihoods: targeted cash assistance for households using feeding centres, support for agricultural livelihoods through cash grants, access to seeds and tools, and livestock re-stocking, (
- Health: (re)building and staffing medical facilities and outreach clinics,
- Logistics and camp management: Supporting Road and air logistical requirements across the humanitarian community to support operations in hard-to-reach areas, camp management in 25 IDP camps including the provision of WASH.

³ <https://www.wfp.org/countries/nigeria>

SAMPLE RISK ASSESSMENT QUESTIONS:

- Do vulnerable groups targeted by the intervention include working children and their families?
- Do children already work in the areas where the intervention hopes to have an effect, e.g., geographical, trade, thematic or subject areas?
 - Are children who are under the minimum working age currently working?
 - Are children who are over the minimum working age currently working?
 - Is the work harmful for children (is it physically dangerous, tiring, abusive, exploitative, and so on)?
- Will our intervention influence the labour market and the type of work children do within the labour market? Are children likely to substitute for adult labour?
- Will our intervention influence the number of hours that children will work (at home, in the community, in family businesses or agriculture)?
- Are there new types of work in the labour market that children may be drawn into?
- Will our intervention influence children’s attendance at formal/informal school, TVET or higher education?
- Will our intervention influence children’s physical or emotional wellbeing, e.g. likelihood of work-related injuries or diseases, or their psychosocial wellbeing?
- Do we want to involve children who are above the minimum working age in our project? Do we have appropriate safeguards in place?
- Will the intervention result in any incentives for children or their families to drop out of school or start working below the legal age for work?
- What are the risks of child labour associated with distributing in-kind items or cash and voucher assistance (CVA)?

RISK ASSESSMENT POSSIBLE ANSWERS: SECTOR-SPECIFIC CHILD LABOUR RISKS AND POTENTIAL PREVENTION AND MITIGATION MEASURES

Note that this is not an exhaustive list of child labour risks and prevention/mitigation measures. Context-specific safeguarding risks should always be assessed in the local context and relevant prevention/mitigation measures identified in consultation with programme participants and other key stakeholders.

Sector	Potential child labour risks	Prevention and mitigation measures
All sectors	<ul style="list-style-type: none"> • Children’s participation in education programmes leads to increased workload at home. • Aid agencies and/or partners, contractors or supply chains use child labour. • Aid workers perpetrate child labour such as domestic child labour, commercial sexual exploitation and other WFCL. • Lack of confidential management of personal data enables identification of individual children and families, leaving them vulnerable for trafficking, recruitment or other WFCL. • Lack of awareness of children’s rights to humanitarian assistance, including right to education, labour rights and right to protection. 	<ul style="list-style-type: none"> • Undertake a risk assessment to identify potential safeguarding risks for participating children and put in place measures to prevent or mitigate child labour and other protection risks for children. • Train staff on safeguarding and PSEAH measures. • Put in place agreements with implementing partners, contractors, employers and other partners, that include a safeguarding policy and code of conduct, to prevent child labour in operations and supply chains. • Inform children, adolescents and adults on safeguarding procedures, codes of conduct and PSEAH procedures. • Put in place safe and confidential (inter-agency) information management systems, data-sharing and data protection protocols. • Prioritise age-appropriate, inclusive information provision and communication with affected communities on children’s rights, child labour risks, labour rights and available services.
Education	<ul style="list-style-type: none"> • Participation in informal or non-formal education activities hampers children’s access to formal education. • Participation of children in or at risk of child labour in education may lead to higher workload for other 	<ul style="list-style-type: none"> • Consult with children and families on ways in which children can access education without negative consequences. • Prioritise opportunities for children to access, attend and complete formal education or certified learning

	<p>children in the same household e.g. caregiving responsibilities, domestic chores or economic activities.</p> <ul style="list-style-type: none"> • Participation of children in TVET programmes below the legal age for that type of training or work. • Lack of childcare options for adolescent mothers and fathers prohibits them from accessing education, leaving them more vulnerable to child labour. • Children with large educational gaps and those in child labour are not eligible for education programmes and become more vulnerable to WFCL. 	<p>opportunities.</p> <ul style="list-style-type: none"> • Conduct age verification during registration and implementation of TVET programmes. • Conduct regular monitoring during TVET programmes to prevent (hazardous) child labour. • Offer ECD, childcare or other caregiver support for dependent household members while adolescents participate in education programmes. • Promote flexible and adapted education programmes for children with large gaps and children who are working, in particular those in child labour/WFCL. • Support vulnerable families with CVA and other FSL and economic-strengthening interventions to enable continued access to education. • Put in place inter-agency SOPs for child labour identification and referrals.
<p>Food Security and Livelihoods</p>	<ul style="list-style-type: none"> • FSL programmes for adults increase domestic workload or economic activity for children in the household. • FSL inputs provided to families, e.g. machinery, technology or equipment, are dangerous for children who may end up working with heavy machinery or using pesticides without adequate training or protection. • FSL interventions lead to high demand for more adult labour than can be supplied, which is a potential pull factor for child labour to fill the gaps. • FSL programmes involve or rely on supply chains with child labour, e.g. construction or agriculture. • Children below the legal age for work participate in 	<ul style="list-style-type: none"> • Include households at risk of child labour in FSL targeting criteria. • Assess how children are involved in FSL and how this interferes with their school and free time. • Put in place inter-agency SOPs for child labour identification and referrals. • Agree with households that participate in FSL programmes how negative impacts on children can be prevented and provide support such as ECD or childcare services to parents/caregivers to prevent children from taking over adult responsibilities. • Provide FSL actors with guidance on what is considered age-appropriate work for children and what is child labour, in particular hazardous work, in

	<p>(cash for) work offered or created by FSL programmes (child labour).</p> <ul style="list-style-type: none"> • Children above the legal age for work participate in (cash for) work resulting from or created by FSL programmes that is not appropriate for their age (WFCL) – e.g. in distributions, food collection or processing. • FSL programmes involve small and medium- size enterprises or employers who use child labour. • Employers provide misinformation or use threats to force at-risk children to engage in child labour/WFCL. 	<p>line with the legal framework.</p> <ul style="list-style-type: none"> • Conduct awareness-raising on age-appropriate work for children and decent work for caregivers. • Develop agreements, with safeguarding policy and code of conduct, with contractors, employers and other implementing partners to ensure their operations and supply chains are free from child labour. • Conduct age verification during registration and programme implementation. • Monitor child labour risks in activities implemented by partners, (sub-) contractors, employers and other actors in the supply chain. • Provide outreach to at-risk groups including refugee, internally displaced and migrant populations as well as stateless groups and host communities to provide information about their rights and available services.
<p>Water, Sanitation and Hygiene</p>	<ul style="list-style-type: none"> • Inadequate or inappropriate planning, implementation and monitoring of WASH programmes can lead to child labour, such as water collection in distant locations which prevent children from attending school; child labour in maintenance or cleaning of WASH facilities; washing clothes; or water collection for agricultural purposes. • Children below the legal age for work participate in (cash for) work offered or created by WASH programmes (child labour). • Children above the legal age for work participate in 	<ul style="list-style-type: none"> • Assess how children are involved in WASH activities at home and potential child labour risks. • Monitor how children are involved in WASH provision during and after interventions to identify potential child labour risks. • Provide smaller water containers for children, alongside awareness activities with parents, to ensure children are not carrying heavy water loads. • Prioritise water provision for humans and agriculture closer to where children live and work to prevent child labour. • Develop agreements, with safeguarding policy and

	<p>(cash for) work offered or created by WASH programmes that is not appropriate for their age (WFCL).</p> <ul style="list-style-type: none"> • Employment of children under the working age or in non-age-appropriate work with contractors or sub-contractors who provide WASH services. Children involved in work that is heavy/harmful such as water trucking, etc. 	<p>code of conduct, with contractors, employers and other implementing partners to ensure their operations and supply chains are free from child labour.</p> <ul style="list-style-type: none"> • Provide safe opportunities for children above the minimum age for work to engage in decent training and work opportunities related to WASH.
<p>Camp Coordination & Camp Management (CCCM), Shelter and Logistics</p>	<ul style="list-style-type: none"> • Children below the legal age for work participate in (cash for) work offered or created by humanitarian actors such as involvement in distributions, shelter work or logistics supply chains (child labour). • Children above the legal age for work participate in (cash for) work offered or created by humanitarian actors that is not appropriate for their age (WFCL). • Inadequate or inappropriate planning, provision, location and management of services which contributes to greater numbers of children involved in types of child labour associated with camp management and shelter. • Child labour in return for safe shelter and/or land for them (and their families) to live on (forced or bonded labour). 	<ul style="list-style-type: none"> • Assess how children within and outside camps are involved in camp-based work such as distributions, building shelters, and work in supply chains, and how this interferes with their school and free time. • Put in place inter-agency SOPs for child labour identification and referrals. • Monitor distribution sites and camp sites to identify child labour (e.g., in distributions, transport, cleaning, working in local shops or supply chains). • Provide CCCM, shelter and logistics actors with guidance on what is considered age-appropriate work for children and what is child labour. • Conduct awareness-raising on age-appropriate work for children and decent work for caregivers. • Develop agreements, with safeguarding policy and code of conduct, with contractors, employers and other implementing partners to ensure their operations and supply chains are free from child labour. • Conduct age verification during registration and implementation. • Monitor child labour risks in activities implemented by

		<p>partners, (sub-) contractors, employers and other actors in the supply chain.</p> <ul style="list-style-type: none"> • Provide outreach to at-risk groups to provide information about their rights and available services.
<p>Protection (Child protection and GBV)</p>	<ul style="list-style-type: none"> • The timing, location, type and/or delivery of child protection and GBV services excludes working children or children in child labour/ WFCL. • CP and GBV service providers or referral partners perpetuate stigma and discrimination faced by survivors of SGBV and WFCL. • Activities or services take place during school hours and negatively affect school attendance or cause dropout, which are risk factors for child labour. • Protection activities lead to child labour, for example. • Separated and unaccompanied children are placed in foster families that are income-poor or for other reasons force children into child labour/WFCL. 	<ul style="list-style-type: none"> • Design programme activities so that they do not interfere with school hours. • Develop referral pathways and ensure referral partners provide survivor-centred, safe and confidential services to children in child labour/ WFCL, including survivors of SGBV. • Monitor children in child labour to ensure that the protection services they receive are working in their best interest and do not place them at further risk. • Screen and monitor foster families and other alternative care arrangements, and address identified child labour risks as a matter of urgency. • Ensure that targeting of children in child labour/ WFCL regarding participation in protection programmes is inclusive and prevents stigma and discrimination. • Provide flexible and adapted protection services for children who are working, particularly those in child labour/WFCL.

Session 6: Core actions for humanitarian actors to prevent and respond to child labour (2)

Session 6 Activity: Understanding how children in child labour access humanitarian services and activities

Case Study 1- Philippines

In 8th of November 2013, Typhoon Haiyan struck the Philippines with devastating force. The super typhoon was the most powerful storm to ever reach landfall in the Philippines and killed or left missing more than 7,000 people. Haiyan destroyed vast areas in the poorest communities of the Visayas region of central Philippines, affecting an estimated 16 million people with 1.4 million homes being damaged or destroyed.

This case study takes place in the barangays (native Filipino term for village or district) around Ormoc City, in the province of Leyte. The second largest city in Leyte, Ormoc and its surrounds were significantly impacted by Haiyan and humanitarian needs quickly grew. A large humanitarian organisation has responded in rural Leyte with a mix of mobile services and fixed locations services, including:

- Health response units, mother and child health services
- Cash for work programmes to clear communal areas, key infrastructure and plantations.
- Psychosocial support services for children including organised group activities
- Food and non-food item distributions

Jess is 13 years old. He lives in a rural Barangay 35 kms from Ormoc city with his mother and father on their small holding (coconut and bananas). Jess works for large neighbouring sugar cane plantation owner with his older sister, in addition to working on his parents' land where he works with his mother and father and brother and sisters. He has always worked on the farm and only went to school for a short time when he was small. His family treat him well and they take breaks and keep out of the sun when it is hottest. However, his employer on the plantation where he works 4 days a week treats him poorly and he has to work long hours with no breaks and in the heat, after the typhoon the work mostly consist of clearing land, it is hard and dangerous work, lifting heavy loads, cuts and bruises. His family have received some tree seedlings from an NGO, but they will take a long time to grow and be profitable for the family. He wants things to return to normal but cannot know how.

Case Study 2- Jordan

Over the last five years, millions of Syrian refugees have fled conflict into neighbouring countries and beyond. Today, Jordan is hosting more than 660,000 registered Syrian refugees with 49% being girls and boys. Over 80% of Syrian refugees are settled in host communities largely in urban areas. With a population of approximately 6 million in Jordan, the refugee crisis has exploited Jordan's resources and the capacity of government institutions to deliver crucial social services such as education and child protection.⁴

Over 112,000 school-age children in Jordan are not attending school. More than 50,000 are Syrians, 39,000 Jordanians and 21,000 the children from other nationalities are estimated to be out of school. Nationally, out-of-school rates are higher among boys than girls. Covid-19 has worsened economic conditions and income loss on the household level has increased the risk of families resorting to negative coping mechanisms such as child labour and child marriage. This, in turn, puts at risk the likelihood of adolescents returning to education when schools reopen. According to Jordan Labour Watch, there has been an increase in the number of reported child labour cases in Jordan during COVID-19, with the total number of child labourers now at 70,000. Psycho-social support and care for the distress of victims of child labour are increasingly needed. Child labour is a gendered coping strategy in Jordan and is often driven by socio-economic barriers as well as societal preferences used by households when faced with financial constraints. Children from poor households are at particular risk of dropping out, despite basic education being free-of-charge. Transportation represents the biggest expenditure items for families with school-age children. Adolescent boys are at greatest risk of child labour, owing to economic challenge facing the household. Learning comes with the cost of missed opportunities to engage in paid work, and foregone earnings.⁵

A large national NGO has been meeting the needs of refugees and host communities since the onset of the refugee crisis. At the moment their programmes consist of integrated protection, education, responded in rural Leyte with a mix of mobile services and fixed locations services, including:

Aziz is 13-year-old boy and lives with his mother and 3 siblings in an urban area of Jordan. His father was killed in Syria and his mother has never been to school herself. Aziz has not completed primary education and struggled academically in school. Aziz and his brothers started working at a young age to support the family. At age 9, Aziz started selling flowers on the street. For the last 2 years, Aziz works in an auto repair shop. He is happy to be able to contribute to his family, but he suffers from pain in his back and knees, and he suffers from an eye

⁴ <https://data2.unhcr.org/en/documents/details/84576>

⁵ <https://www.unicef.org/jordan/media/5501/file/OSC-Report-EN.pdf>

infection and a bad cough. In the future, he would like to start his own business. Aziz works on average 8 hours a day, except on weekends. His employer does not provide him with any protective gear or clothing. He has to travel for one hour to get to work in the morning.

Case Study 3-Southern Sudan

In 2013, a civil war erupted across Southern Sudan, where extensive destruction, death and displacement had occurred leading to 1.47 million people being internally displaced and another 2.2 million as refugees in neighbouring countries. Food insecurity is widespread, and hunger and malnutrition levels are at historic high levels. As in January 2020, 7.5 million people in need of humanitarian assistance. Women and girls suffer disproportionately from hunger and food insecurity. Cultural norms and decades of violence underpin deep gender inequalities, where men control most productive assets and positions of power, and 80% of the country's women are illiterate, and domestic violence and early marriage are commonplace.⁶ Fighting causes displaced families to seek safety into Protection of Civilians (PoC) Camps, which in themselves have many basic needs and protection concerns associated with them. Where there are not enough water points in the PoCs, girls report leaving the PoCs for hours each to find water and wood which they have to carry back in heavy loads where they are exposed to further dangers, such as maiming, abduction and sexual violence outside the camps.

Betty is 12 years old. She has been separated from her parents for 18 months, when they choose to remain in their village after fighting. She is living with her elderly grandmother and aunt in a camp for people who have been displaced by the violence, they used to live in the town of Malakal, where Betty also used to attend school for 6 hours a day. Betty does all the housework, cooking and care for her grandmother and aunt. She also does domestic work in a neighbouring tent for an elderly man who lives alone, but he does not pay her. Betty attends school for 2 hours a day. Many children say that taking care of their families and a lack of access to school or a shorter school day are one of the main reasons they are more engaged in work.

An international NGO works in PoC providing CFS based psychosocial support to children through recreational, early learning and life skill activities including the distribution of clothes, shoes and educational materials for most vulnerable children; case management support to children with protection concerns; Training and awareness raising sessions with parents, caregivers, community leaders, teachers and children on different CP-PSS themes; Livelihoods development support for HHs caring for vulnerable children through saving groups/VSLA groups, cash transfer, business training, fishing kit and seeds distribution and an Alternative Learning Programme & Secondary school programme to recruit teachers, train them to deliver lessons to learners/students who enrolled in the respective classes; provide learning and teaching materials for learners & teachers; training youths on life skills and supporting literacy and numeracy. The NGO works alongside many others who provide a

⁶ <https://www.wfp.org/countries/south-sudan>

range of health care, protection services, food distributions, shelter and non-foot items, camp management and coordination, water, sanitation and hygiene promotion, education, food security and livelihoods.

Case Study 4 -Girl works in tea house, victim of sexual abuse and exploitation trafficking from rural to urban.

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Session 7: Communication and advocacy approaches for child labour

Session 7 Activities Part 2, 3 & 4: Developing messages on child labour; Developing communication strategies; and Developing advocacy for child labour

Setting one: Natural disaster (Haiti)

Haiti ranks 169th on the 2019 Human Development Index. Chronic poverty is widespread throughout the country, many people lack easy access to electricity, water, sanitation or healthcare. Two children out of ten do not attend primary school, and the literacy level of the population over 10 years of age is 61 percent. Haiti has one of the highest levels of food insecurity in the world. More than one in three people need urgent food assistance that is nearly 3.7 million people.⁷

An earthquake measuring 7 on the Richter scale struck Haiti. The earthquake has been devastating, hundreds of thousands of people have lost their lives and been injured, over a million people are living in temporary shelters in the immediate aftermath, and over half a million people have left the immediate vicinity of the epicentre to find safe shelter elsewhere. Basic needs and service provision are largely unmet, families face severe socio-economic vulnerability and loss of assets. Hundreds of schools and medical facilities have been destroyed, and there is a lack of information about, and access to, available humanitarian services.

The normal protective environment for many children has been severely compromised. As a result of the emergency and there are large number of separated, unaccompanied and orphaned children in need of family tracing and reunification, a lack of safe spaces for children to play in and be in a protected area away from physical hazards, children are experiencing psychological distress. Children are significant risk of exploitation (including sexual exploitation) linked to lack of basic needs and access to services, and there are concerns about kidnapping and trafficking of children in the aftermath of the quake. There are widespread social norms related to childcare, including the use of institutions for children and unpaid child servants living and working away from home, in households where they are treated distinctly different from

⁷ WFP <https://www.wfp.org/countries/haiti>

children born to the household, essential impoverished parents' hand over childrearing responsibility to another household in exchange for the child's unpaid domestic service. The humanitarian response is currently focusing on meeting basic needs and child survival and under 5 mortality. The protection and child protection sector is underfunded and while trafficking and children in institutions is an issue which gets a lot of attention in the international media and donor attention, other forms of child labour and WFCL are not prioritised within the protection sector. All government and NGO services including schools are under pressure. Locally children are expected to start working young and the government feels there are more important issues to focus on.

A large humanitarian organisation with multi sector presence is mounting a response. After a number of rapid assessments and through coordination they plan to respond in the most affected areas with package of:

- Food security which will focus on food distributions; small business and agriculture asset replacement and cash for work programmes involving rubble clearing, environmental recovery.
- Child protection which will provide family tracing and reunification and support interim care, create safe spaces for children in the community, and generalized case management services for vulnerable children.
- Education: which will focus on setting up temporary learning spaces, training teachers and rebuilding damaged schools?
- Shelter and water and sanitation: providing temporary shelter materials to affected households, cash for work programmes to rebuild communal latrines and provide water points in the community, sanitation and hygiene education programmes to prevent outbreaks of infectious diseases.

Child 1: William is 16 years old. He lives with his father, grandmother and two siblings who are 6 and 8 years old. He had attended high school before the hurricane, but after that, he did not return, he wished if he could, but the family cannot afford it at the moment and the teacher had said that he missed too much days to go back in the same year. His mother was killed in the storm and she was the one who had a regular income as she had worked in a restaurant. William now is working with a local businessman who re-builds many houses. He works from 7 am to 8 pm for 13 hours a day. He started breaking rocks into smaller stones for building materials. By time, he is helping in carry building materials, water and cement, and lay bricks at the building sites. His dad has not been able to find a regular job and thus William is now the main household earner of the family. William finds it difficult to talk about the hurricane because he thinks only of his mother. He really wants to work so his brother and sister can go to school and his grandmother is old and sick, so she has many medical expenses. He suffers from back and knees pains, and has an eye infection and a bad cough.

Child 2: Dian is 12 years old. Her parents own a small cafe selling breads and tea, she works there after school from 3 to 9 pm and on the weekends (Saturday and Sunday from 8 am to 6 pm). Most days she attends the local primary school but has started to miss more and more

days of school as her mother has fallen ill recently and she is needed to help at home and in the café more, she helps in baking the bread at a public bakery, as well as sell it in the cafe and helps taking care of her mother. She likes school very much and has always done well, but recently some of the other girls in class have been bullying her about her missing school and her clothes which have become tattered and dirty.

Child 3: Betty is 15 years old. She lives with her mother, father, grandmother and four younger siblings. She works on their rural small holding for more than 70 hours a week, where they grow vegetables, have chickens, cows and goats. Both her father and grandmother are unwell. Her father has an impairment in his legs and back and cannot work anymore. There are limited facilities in the area and there is no school nearby. She didn't finish primary school and cannot read and write well. Betty spends most of her days washing, cooking, cleaning, fetching water, going shopping, looking after the animals and tending to the vegetables, and taking care of her siblings, father and grandmother.

A large international donor has recently released a call for proposals for a large-scale humanitarian program focused on meeting the basic needs of affected communities with a strong level of child protection integration through basic needs provision. The funding is initially for a one-year intervention with the possibility of renewal for a further 2 – 3 years, based on meeting protection monitoring and reporting criteria and effective alignment across sectors. The call for proposals has emphasized the need for organizations working in education to create teams and work together based on complementary expertise. You are part of a multi-agency consortium that is submitting a proposal for this funding.

Setting two: Conflict and food insecurity (Case study 3 North East Nigeria)

Nigeria is a heavily populated lower-middle-income country where more than half the population are under 30 years of age. Conflict in the Northeast region has displaced 1.92 million people and left another 7.7 million in need of humanitarian assistance. Human development indicators are poor. Primary school enrolment rates are estimated at 70% for boys and 60% for girls, and 60% of the population, live below the poverty line, most severe poverty is found in the Northeast and Northwest regions, which are also subject to periodic droughts and floods, which adversely impact agricultural outputs and increase the vulnerability of populations, especially in rural areas. Ongoing insecurity, violence, social disruption and economic hardship has hampered development and heightened the food and nutrition insecurity and lack of personal safety for women and children. Explosive weapons such as IEDs, person-borne explosive devices and air strikes pose significant threats to civilians. For families displaced by conflict they lack access to safety, food, water and shelter.⁸ The protection and child protection sector is underfunded and child labour is not prioritised within the protection sector. All government and NGO services including schools are

⁸ <https://www.wfp.org/countries/nigeria>

under pressure and there is little appetite to provide special support for the families of working children as there is enough work to do. Locally children are expected to start working young and the government feel there are more important issues to focus on.

In partnership, 2 UN agencies and an INGO are about to start responding in a newly affected area which has recently seen an end to immediate hostilities? The programme aims to:

- Nutrition: set up therapeutic and supplementary feeding centres, distribute general food assistance for displaced persons in camps and host communities,
- Livelihoods: targeted cash assistance for households using feeding centres, support for agricultural livelihoods through cash grants, access to seeds and tools, and livestock re-stocking, (
- Health: (re)building and staffing medical facilities and outreach clinics,
- Logistics and camp management: Supporting Road and air logistical requirements across the humanitarian community to support operations in hard-to-reach areas, camp management in 25 IDP camps including the provision of WASH.

A large international donor has recently released a call for proposals for a large-scale humanitarian program focused on meeting the basic needs of displaced communities with a strong level of child protection integration through basic needs provision. The funding is initially for a one-year intervention with the possibility of renewal for a further 2 – 3 years, based on meeting protection monitoring and reporting criteria and effective alignment across sectors. The call for proposals has emphasized the need for organizations working in education to create teams and work together based on complementary expertise. You are part of a multi-agency consortium that is submitting a proposal for this funding.

Child 1: Mate is 11 years old. He lives in an area affected by cycles of chronic food insecurity. He used to work at his parents' farm, but they lost it when they had to sell the land. He used to go to school for a short time only when he was younger. However, his aunt is reading stories for him, as well as teaching him how to read and write. There are limited facilities in the area. His family treat him well and he liked working closely with his parents as he was looked after, and he was allowed to spend time with his friends. Since his parents had lost the land, he had to work at a farm near the village where he lives. He leaves at 4 am and works from 5 am to 11 am, before returning to work from 3 pm to 7 pm. At midday, Mate stays out where it is hot smoking cigarettes with other people who work at the farm. His tasks include planting, pruning, weeding and applying pesticides. Sometimes he drives a tractor. He has many cuts on his hands, arms and legs. Mate informed that his employer is treating him badly, he has to work long hours but hasn't provided him any information about the hazards of his work. He works on average 8 to 10 hours a day, including weekends. At home, he lives with his father, 2 younger brothers and older sister, as his mother died 2 years ago. He helps in caring for his family's animals, and collecting water. His father often travels for work as a truck driver. There are NGOs in

the area which are supporting farmers, but since they lost their land, they were not qualified for support. A few weeks ago, one of his friends had picked up something shiny, which then exploded.

Child 2: Mohamad is a 13-years old. He has been displaced by fighting. He sells tissues and begs for money at crossroads of a big city. Mohamed had attended his last year of primary school before he was displaced by fighting. He has missed a lot of school times in his life, as he dropped out of school for periods to help his family. His parents were both illiterate and had never attended school. Because he is working at street, Mohammed was subjected to arrest several times by the police, but they released him when they understood his situation as the only person supporting his family. His mother expresses her fear that he might be run over by cars, beaten by other children or pedestrians, or kidnapped. One time, Mohamad had badly injured when a car hit him, and his leg needed to be stitched. However, he is usually beaten by merchants who work in the local shops. Since the conflict, he had also started working amongst the rubble of buildings to collect materials for recycling. He works all day and often walk long distances across the city to get materials, money and food for his family. His father was killed in the fighting who was the one who had a regular income, now he is living with his mother and younger brothers in a hut in a slum area of the city, the slum is unsafe and lots of the boys are substance abusers, but an organisation offers a drop-in centre for street children, where he attends sometimes for football games.

Child 3: Sara is a 16-year-old girl. She grew up in a village which was affected by conflict. After her family were displaced, her mother had gotten in debt and she had to walk away from home (2 hours) to work for a family in a big town. She had been working as a full-time domestic worker for 2 years. She didn't finish elementary school and cannot read and write well. Her employers rarely pay her any wages, and they abuse her. They beat her if she asks for wages and the husband sometimes abuses her when his wife is outside. She is only allowed to leave the house to go shopping and collect water. She has no contact with her family. Sara wakes up early, and spends most of her days washing, cooking, cleaning, fetching water and going shopping. She enjoys speaking to other girls at water point. She goes to bed late once all the household works are being done. Since there has been more fighting in the north of the country, the family have other people staying in the house with them, and life has become even harder as she has to work harder, there are strange men in the house, and she is now sleeping outside the hut. She sees other children playing outside but she is not able to join them.

Part 4: Activity: Strengthening advocacy to prevent child labour

Use the case studies above and the below table to help participants identify advocacy priority for each target group.

Advocacy priorities	Strategies for achieving advocacy priorities	Potential Challenges, Opportunities, Capacities	Key stakeholders to work with	Timeline	Budget

Add additional briefings which are suitable to the context

- Important government official
- Donor recently arrived from US only in location for 1 day
- Coordinator of the global food security livelihoods cluster travelling from Geneva

Session 8: Working with communities, Part 1

Session 8 Discussion: Understanding community norms and attitudes on child labour

DISCUSSION QUESTIONS	
How does the community define “child”, how do they define “youth or adolescence”?	
How is child labour understood by communities? How is this understood in relation to children’s development and their caregivers e.g., roles, responsibilities, expectations, rites of passage, acceptable levels of work for children?	

What is the attitude of communities towards child labour/WFCL? Has this changed since the emergency?	
Do working children in the community influence their own protection?	
What do the community believe are the “harms” or risk factors for working children in the community? How are risks understood?	
Are there risks and harms to working children or children in particular WFCL that are difficult to discuss or address in the community? If so, which? Why?	
What are the main reasons (social and gender norms) that families use to condone child labour? Are these gendered?	
What beliefs and cultural attitudes (social and gender norms) help to prevent child labour?	
Are there differences between beliefs and cultural attitudes on child labour for different population groups (across directly/indirectly affected by emergency, social, ethnic, religious, or other groups, age and gender)	

Session 8: Working with communities, Part 2

Session 8 Activity: Working with communities to combat child labour in humanitarian contexts

Model 1: Awareness rising

The purpose of the organisation's community-level activities is to strengthen the capacity of children, their families and local communities to identify child labour and other child protection risks and prevent and respond to child labour and other child protection concerns. One objective of the organisation is to sensitize communities and raise awareness on children's rights and protection from child labour and its worst forms. Community level risk and resource mapping was developed with the participation of community members and children to identify priority child labour and protection concerns in the community. The risk and resource mapping gave a good indication of the child labour priorities and concerns of children themselves, the high risk and low risk activities and areas in their communities and a sense of the perpetrators of child labour in the community.

With this information community level structures identified priority child labour issues to work on such as children working amongst rubble, harmful work in agriculture, girls' domestic chores, violence by employers and children migrating to cities to look for work, as well as priority target groups such as caregivers of single headed households, farmers and employers.

The structures then use a number of different methods, including public discussions and rallies, sensitization and training workshops, carrying out home visits, and street theatre to raise community awareness of the priority issues, the importance of education for all children and of withdrawing children from work and enrolling them in school among affected and disadvantaged communities. They have found that street theatre was effective in attracting the interest of the whole community and, through interaction with the audience of involving them in finding solutions to child labour and social challenges. It helps educate, inform, and entertain and can help community members see things that they may not normally notice in day-to-day life, or that may be hidden from view. Interactive performances convey messages of dealing with the dangers of child labour and the benefits of education, depicting everyday situations involving children and work, including some of the worst forms of child labour. The plays present scenarios in which, the actors would turn to the audience and ask their opinion, for example, whether an employer of a child domestic labourer should allow the child to go to school and benefit from the same opportunities as her or his own children. This leads to lively debate between the actors and the audience and among members of the audience.

Model 2: Community involvement in the identification and referral of children in child labour

The purpose of the organisation's community-level activities is to strengthen the capacity of children, their families and local communities to identify child labour risks and prevent and respond to child labour and other child protection concerns. At the same time, they work with the national and local government and non-governmental actors to strengthen the capacities of formal child protection services and ensuring linkages between the formal and informal, community-based services. One of the organisations objectives is to support communities to identify girls and boys in or at-risk of child labour who are eligible for case management services which can be provided by the child protection organisation. They work with community child protection committees to deliver community level activities to address child protection concerns.

The structures were provided with specialised training on how to identify and report or refer child labour incidents to the organisation, and weekly coaching to increase their capacity to provide quality and prompt response to identified child labour incidents. The structures formulated plans to identify, support and regularly monitor families with children in or at-risk of child labour. On a weekly basis, the organisations child protection staff met with designated structure members to discuss all identified cases and agreed on the steps to take in referral and follow-up. All data was recorded in basic case management tools including basic forms for identification, documentation, referral and follow-up to ensure basic data and follow- up information for each child was recorded in designated forms and stored in the case management system run by the child protection organisation.

The structures play an important role in the reintegration of children in child labour and the WFCL, by identifying at-risk children, and linking them with child protection and education actors at community level and by following up on individual children and families. Whenever a child was identified in need of specific support or referral by a school or through the locally established early childhood centre or Child Friendly Spaces (CFS), the structure would be consulted to find the appropriate community service.

The organisation and community structure worked together to develop a referral pathway based on the existing services and provide guidance on how to safely and confidentially identify a case, refer and then follow-up. Due to limited availability of Government social workers in affected areas the follow-up on cases was led by the organisation, and where possible in coordination with the local Social Welfare Office. For low and medium risk cases, the community structure member who identified the case was responsible for follow-up. This could involve accompanying the child and his or her caregivers to service providers and to discuss and inform next steps with the child and caregivers. Throughout the programme, the organisations staff met with community structure members individually to discuss the follow- up process of on-going cases. For high risk or urgent cases, a child protection officer from the organisation was the responsible case worker.

Model 3: Monitoring child labour in communities

The purpose of the organisation is to operate a centre for street and working children. It operates in a large town which has recently seen an influx of communities affected by conflict further north and they have had to adapt to meet the need of displaced conflict affected children too.

As part of a strategy to respond to increasing levels of child labour seen in the town, the organisation has created community child labour monitoring committees composed of police, legal officers, children, youth, teachers, and members of women's groups, to link with and promote education-related activities through formal and non-formal education programs and schools.

Special workshops were organized for the different community members, including children, youth, women, and teachers, to discuss the objectives and activities of these committees and to formulate a plan of action. The CLM committees were established through a formal process, encouraging strong commitment from all involved, including the police, medical professionals, parents, lawyers, employers, childcare centres, and community leaders. The overall goal is to create an environment in the community which will promote a situation where all children below the age of 15 are in school.

The CLM committees are active in their respective communities, gather information on child labour, initiate action against employers if necessary, inform parents and employers, raise general awareness within the community, and supporting school enrolment. The CLM system included the monitoring of school attendance and performance, and monitoring of workplaces and places in the community where children gathered or worked, to check on children's welfare, working conditions and working hours or to make sure that children were not employed there at all.

Model 4: Involving children in child labour safely in community level/led activities

The objective of this organisation is to strengthen and restore the protective environment of children. It believes the community, including children, caregivers and other community members themselves have a crucial role to play in keeping children safe and supporting their healthy development. The community and children are usually also the first responder in an emergency situation. By strengthening the knowledge, skills and capacities of children and adults, key risks can be prevented and eliminated more effectively.

One of its objectives is to mobilize children in community-level activities to realise their rights and protection from child labour and exploitation. As part of their activities the organisation was able to make use of an existing group of youth leaders in the community that had

been created under a previous project on environmental education. These groups were supported to organise their own activities in the community and were consulted about issues affecting children, including taking part in risk and resources mapping and developing of action plans to address risks in the community. Separate groups of older and younger girls or boys, representing a mix of children who were in school, out-of-school and in work, those in their biological families and in foster families were formed to participate in the risk and resource mapping. Through child-friendly methodologies such as drawings and group discussions, children identified the different risks they experienced or knew of in their communities and mapped out where the safe and unsafe places were in their environment, including workplaces, homes, schools and other community places. Lastly, supporting services or resources were identified and included in the mappings. This gave a good indication of the child labour priorities and concerns of children themselves, the high risk and low risk activities and areas in their communities and a sense of the perpetrators of child labour in the community.

The organization produced context-specific guidelines for capacity building of youth groups in child labour and child protection, including safe and confidential identification and referral of children in or at-risk of child labour. The youth groups played an important role in helping identify children at risk of or in child labour and its worst forms, and as a referral service for which children could be referred to for recreational activities or life skills. Youth groups were empowered in the community to raise awareness among their peers of the dangers of premature entry to the workplace and the benefits of going to school. The group members included promoting children's rights and the importance of education and monitoring children in or at-risk of child labour.

The organization designed and conducted complementary training for peer educators, focusing specifically on child labour in the community and on education. The young people were responsible for raising awareness on a range of topics, covering the environment, child labour, children's rights, and communication and led youth awareness-raising activities in the community. In monitoring at-risk children, they were also able to act as effective role models for them.

Session 9: Child protection group activities for working children

Session 9-Discussion

DISCUSSION QUESTIONS	
How do working children spend their time in the context?	
How do working children have opportunities to access group activities in the context?	
What are the barriers which prevent working children from accessing group activities in the context?	
Is there a difference for children...? <ul style="list-style-type: none">• Who work legally, children in child labour, children in the WFCL?• Girls and boys?• Age, disability, ethnicity, refugee status etc.	
Case Study 1: Mate is 11 years old. He works on a farm near the village where he lives for 9 hours a day including on a Saturday. His tasks include pruning, weeding and applying pesticides. Sometimes he drives a tractor, and picks fruit from trees. He has many cuts on his hands,	

arms and legs. At home he helps in taking care of his family's animals.

Case Study 2: Mohamad is a 14 years old. He sells tissues and begs for money at crossroads of a big city. Since the crisis he has also started working amongst the rubble of buildings to collect materials for recycling. He works all day and often walks long distances to get materials, money and food for his family.

Case Study 3: Sara is a 16-year-old girl who has been working as a full-time as a domestic worker for 2 years. The husband beats her if she asks for wages and abuses her when his wife is outside. Sara wakes up early to cook and clean for the family, she goes to bed late once all the household works are done.

Case study 4: William is 16 years old. He was working at a construction site for 4 years. He started breaking rocks into smaller stones for building materials and now he is helping in carry building materials, water and cement, and lay bricks. He works for 13 hours a day. He suffers from back and knees pains, and has an eye infection and a bad cough.

Case study 5: Dian is 11 years old. Her parents own a small café selling breads and tea, she works after school for 6 hours and on the weekends (Saturday and Sunday working for 10 hours). Most days she attends the local school but has started to miss more and more days of school as her mother has fallen ill recently and she is needed to help bake the bread as well as sell it in the cafe and helps taking care of her mother.

Case study 6: Betty is 15 years old. She lives with her family on their rural small holding, where they grow vegetables, have chickens, cows and goats. Both her mother and grandmother are unwell. Betty spends most of her days washing, cooking, cleaning, fetching water, going shopping, looking after the animals and tending to the vegetables, and taking care of her siblings, mother and grandmother.

Session 10: Strengthening family and caregiver environments for working children

Session 10 Discussion

DISCUSSION QUESTIONS	
PART 1	
How are parents and caregivers are involved in children's work and child labour.	
What are the commonly held parental views on children's work and child labour, and how children who work are treated?	
What value do caregivers place on children's education or the income children bring to the family?	
PART 2	

<p>What are the common risk factors amongst parent/caregivers of children in child labour in the context?</p>	
<p>What are the common barriers which prevent parents/caregivers of working children accessing adequate income and basic services?</p>	

Session 10: Strengthening family and caregiver environments for working children

Session 10 Activity: Family strengthening action plans

Case Study 1: Mate is 11 years old. He lives in an area affected by cycles of chronic food insecurity. He used to work at his parents' farm, but they lost it when they had to sell the land. He used to go to school for a short time only when he was younger. However, his aunt is reading stories for him, as well as teaching him how to read and write. There are limited facilities in the area. His family treat him well and he liked working closely with his parents as he was looked after, and he was allowed to spend time with his friends. Since his parents had lost the land, he had to work at a farm near the village where he lives. He leaves at 4 am and works from 5 am to 11 am, before returning to work from 3 pm to 7 pm. At midday, Mate stays out where it is hot smoking cigarettes with other people who work at the farm. His tasks include planting, pruning, weeding and applying pesticides. Sometimes he drives a tractor. He has many cuts on his hands, arms and legs. Mate informed that his employer is treating him badly, he has to work long hours but hasn't provided him any information about the hazards of his work. He works on average 8 to 10 hours a day, including weekends. At home, he lives with his father, 2 younger brothers and older sister, as his mother died 2 years ago. He helps in caring for his family's animals, and collecting water. His father often travels for work as a truck driver. There are NGOs in the area which are supporting farmers, but since they lost their land, they were not qualified for support. A few weeks ago, one of his friends had picked up something shiny, which then exploded.

Case Study 2: Mohamad is a 13-years old. He has been displaced by fighting. He sells tissues and begs for money at crossroads of a big city. Mohamed had attended his last year of primary school before he was displaced by fighting. He has missed a lot of school times in his life, as he dropped out of school for periods to help his family. His parents were both illiterate and had never attended school. Because he is working at street, Mohammed was subjected to arrest several times by the police, but they released him when they understood his situation as the only person supporting his family. His mother expresses her fear that he might be run over by cars, beaten by other children or pedestrians, or kidnapped. One time, Mohamad had badly injured when a car hit him, and his leg needed to be stitched. However, he is usually beaten by merchants who work in the local shops. Since the conflict, he had also started working amongst the rubble of buildings to collect materials for recycling. He works all day and often walk long distances across the city to get materials, money and food for his family. His father was killed in the fighting who was the one who had a regular income, now he is living with his mother and younger brothers in a hut in a slum area of the city, the slum is unsafe and lots of the boys are substance abusers, but an organisation offers a drop-in centre for street children, where he attends sometimes for football games.

Case study 3: Dian is 12 years old. Her parents own a small cafe selling breads and tea, she works there after school from 3 to 9 pm and on the weekends (Saturday and Sunday from 8 am to 6 pm). Most days she attends the local primary school but has started to miss more and more days of school as her mother has fallen ill recently and she is needed to help at home and in the café more, she helps in baking the bread at a public bakery, as well as sell it in the cafe and helps taking care of her mother. She likes school very much and has always done well, but recently some of the other girls in class have been bullying her about her missing school and her clothes which have become tattered and dirty.

Case study 4: Betty is 15 years old. She lives with her mother, father, grandmother and four younger siblings. She works on their rural small holding for more than 70 hours a week, where they grow vegetables, have chickens, cows and goats. Both her father and grandmother are unwell. Her father has an impairment in his legs and back and cannot work anymore. There are limited facilities in the area and there is no school nearby. She didn't finish primary school and cannot read and write well. Betty spends most of her days washing, cooking, cleaning, fetching water, going shopping, looking after the animals and tending to the vegetables, and taking care of her siblings, father and grandmother.

SUMMARY OF RISKS IN THE HOUSEHOLD/WITH PARENTS AND CAREGIVERS WHICH REQUIRE INTERVENTION	SUGGESTED ACTIONS TO ADDRESS RISKS

Session 12: Child protection case management- Part (1)

Session 12-Discussing Activity: Developing case management for working children in the context.

	Common Challenges	RANK (1-12)
1	Significant caseload: Volume and need prevents systematic in-depth case management support; leaves significant number of children in child labour in the context who are not receiving any case management services.	
2	Certain cohorts in the community are not able to access or face additional challenges accessing services that form a standard part of the prevention and response to child labour.	
3	A lack of alternatives to child labour (non-formal education, household economic support, vocational training, age-appropriate and safe employment for adolescents).	
4	A lack of specialised services for high-risk cases e.g., specialised MHPSS support, suitable alternative care etc.	
5	Challenging cooperation or limited response from government departments/systems; reluctance for children in child labour in crisis affected areas to be afforded government support and services.	
6	Difficulties identifying child labourers given financial, time, scale, resource constraints	
7	No collective understanding or agreement on vulnerability factors, which has an impact on targeting	
8		
9	Challenging to collect data, limited monitoring mechanisms, limited analysis of case management data to identify/share trends etc.	
10	Lacking harmonised inter-agency procedures, guidance, case management forms which include child	

	labour adequately, SOPs for removing high-risk cases, involvement of other sectors e.g., justice	
11	Case workers are not trained in child labour	
12	Programme funding/operations are not long-term enough for quality response and case management for child labour/WFCL	

Session 13: Child protection case management- Part (2)
Session 12-Comprehensive assessment for case workers





Session 13: Child protection case management-Part (2)

Session 12 Discussing Activity: Common day-to-day challenges for case workers

	Common day-to-day challenges for case workers	RANK (1-12)
1	Difficulty identifying children in communities particularly in informal sector, domestic work, less visible forms of work etc.	
2	There aren't enough case workers to do assessments in the recommended timeframe.	
3	There is not enough time to collect detailed assessment information or provide in-depth assistance	

	for the whole family versus providing case management for individual children.	
4	Case plans are based on availability of services not always on needs – what can be offered not needed.	
5	There is limited planning to reduce immediate harms to working children.	
6	A lack of right to work, movement restrictions, limited humanitarian access	
7	Limited referral options are available across sectors	
8	Limited cooperation and response from Government counterparts	
9	Attitudes and discrimination towards to child labour and IDPs/displaced in available services	
10	Limited knowledge on child labour (key concepts) and available services (mapping/availability/service directory)	
11	Unclear pathways and responses for different children or where multiple case management systems exist	
12	Role of communities in case management for working children is not consistently maximised or unclear.	

Session 12: Child protection case management- Part (2)

Session 12: Workplace Checklist

WHAT TO LOOK FOR IN WORKPLACES (Adapted from The ILO Rapid Assessment Guide 2005)	
<p>Closed premises (factories, workshops and homes for domestic work)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Chemicals, detergents <input type="checkbox"/> Dirty and badly maintained premises <input type="checkbox"/> Weak walls, roofs or floors <input type="checkbox"/> Unprotected heights <input type="checkbox"/> Exposed wiring <input type="checkbox"/> Flammable surfaces <input type="checkbox"/> Excessive heat or humidity <input type="checkbox"/> Excessive cold or draughts <input type="checkbox"/> Small workspaces or living spaces <input type="checkbox"/> Insufficient ventilation <input type="checkbox"/> Dust, gases, bad smells, noise or vibrations <input type="checkbox"/> Poor or inappropriate lighting <input type="checkbox"/> Slippery floors <input type="checkbox"/> Constraints and abuse (common behind closed doors in domestic and other home-based work – see below) 	<p>Working conditions</p> <ul style="list-style-type: none"> <input type="checkbox"/> Working hours per day <input type="checkbox"/> Period of the day <input type="checkbox"/> Number of days per week <input type="checkbox"/> Working hours per week <input type="checkbox"/> Overtime whether enforced or optional <input type="checkbox"/> Rest periods during the day <input type="checkbox"/> Tasks performed by boys and by girls, with descriptions including repetitiveness and physical position required for performance of task
<p>Open premises (fields, streets, water)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Work under water <input type="checkbox"/> Work at heights <input type="checkbox"/> Work underground <input type="checkbox"/> Work in confined spaces 	<p>Constraints and abuse</p> <ul style="list-style-type: none"> <input type="checkbox"/> Isolation <input type="checkbox"/> Locked doors <input type="checkbox"/> Children in slavery or bonded labour <input type="checkbox"/> Children working illegally

<ul style="list-style-type: none"> <input type="checkbox"/> Manual handling or transport of heavy loads <input type="checkbox"/> Exposure to hazardous agents, substances or processes <input type="checkbox"/> Exposure to sun, heat, cold, rain or wind <input type="checkbox"/> Exposure to insects, reptiles or animals <input type="checkbox"/> Vehicle and road safety (including boats and cars) 	<ul style="list-style-type: none"> <input type="checkbox"/> Sexual, physical and psychological harassment <input type="checkbox"/> Verbal abuse or intimidation <input type="checkbox"/> Corporal punishment and beatings <input type="checkbox"/> Fines <input type="checkbox"/> Health abuses or withholding food and water
<p>Tools, machines, equipment</p> <ul style="list-style-type: none"> <input type="checkbox"/> Unsuitable hand tools, sharp objects or unguarded equipment <input type="checkbox"/> Power machinery, tractors or vehicles <input type="checkbox"/> Hoisting machinery <input type="checkbox"/> Ovens, fires, smelters, hot irons or welding torches <input type="checkbox"/> Pressure tanks <input type="checkbox"/> Grinders or polishers <input type="checkbox"/> Freezers 	<p>Emergency and personal care</p> <ul style="list-style-type: none"> <input type="checkbox"/> Suitability of clothing and shoes <input type="checkbox"/> Adequacy and maintenance of protective and safety gear <input type="checkbox"/> Availability of drinking water and toilet or sanitary facilities or restrictions of use <input type="checkbox"/> Use of separate working, eating and living places and whether food is provided <input type="checkbox"/> Availability of medical officer, access to healthcare, first aid kit, fire extinguishers or life jackets <input type="checkbox"/> Marked emergency exits ready to use

Session 13: Child protection case management- Part (2)

Session 12-Case Planning and harm mitigation strategies for children in child labour

If a deeply case-based exercise is required for training case workers, the following activities can be added:

1. divide into small groups (based on location/organization)
2. Each group should focus on a different field of locally prevalent/relevant child labour in the crisis such as agriculture, construction, domestic work, coffee shop, and street work etc., If participants have done [ACTIVITY 3 BODY MAPPING](#) the same case examples can be used.

- Give each group a more detailed case description for each child and give the teams 15 minutes to discuss identify the main hazards and risks associated with each case in their work and home life.

EXAMPLE CASE PLAN

After completing the case plan, a copy of this form should be provided to both the child and the parent or caregiver

CASE PLANNING MEETING DETAILS				
Participants you want at planning meeting				
PLANNING MATRIX				
Identified risk / hazard:				
Outcome 1	Action points for outcome	Person responsible for each action point	Dates to achieve	Resources needed
	How will progress be measured against this outcome?			
Identified risk / hazard:				

Outcome 2	Action points for outcome	Person responsible for each action point	Dates to achieve	Resources available	Resources needed
	How will progress be measured against this outcome?				
Identified risk / hazard:					
Outcome 3	Action points for outcome	Person responsible for each action point	Dates to achieve	Resources needed	
	How will progress be measured against this outcome?				
Identified risk / hazard:					

Outcome 4	Action points for outcome	Person responsible for each action point	Dates to achieve	Resources needed
	How will progress be measured against this outcome?			
Identified risk / hazard:				
Outcome 5	Action points for outcome	Person responsible for each action point	Dates to achieve	Resources needed
	How will progress be measured against this outcome?			
SECTION 3: REFERRAL MATRIX				
Referral needed	Referral made		Expected outcome	

Health	Urgency	
Psychosocial	Urgency	
Shelters	Urgency	
Legal	Urgency	
Education	Urgency	
Livelihoods	Urgency	
Other (explain)	Urgency	

EXAMPLE SAFETY PLAN

NAME OF CHILD		AGE		SEX	
		STATUS OF CHILD			
Participants involved in Safety Plan (Please include caregiver and child whenever possible)					Relationship to Child

NAME OF CASE WORKER:		DATE SAFETY PLAN CREATED:	
SUPERVISOR SIGNATURE:	<i>To be reviewed and signed by Supervisor:</i>	DATE SAFETY PLAN REVIEWED:	
SUMMARY OF SAFTY THREATS REQUIRING URGENT INTERVENTION (Information related to violence, abuse, neglect, exploitation, exposure to physical hazards in the workplace, dangerous behaviours, supervision, location, involving whom etc.)		AGREED UPON ACTIONS TO ADDRESS SAFETY THREATS (Include the specific actions that each participant agrees to take and within what timeframe, in order to ensure the safety of the child)	

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Session 14, 15 and 16: Activity Expanding opportunities to prevent and respond to child labour

Desired outcome (Potential issue/challenge to be addressed OR Ongoing/planned activity where child labour can be integrated/response strengthened (What))	How can this be done? Concrete action or steps to take the issue forward.	By whom (sector/ organization) and other key stakeholders	Resources required	Potential risks

How can coordination help facilitate or improve the issue/what role could it play? How can coordination be improved to help (concrete/operational steps).				
What capacity building would be needed to effectively implement the action plan or steps required.				

Session 14: Discussion: Education. Child labour scenarios which present in education settings

Daniel

Daniel, 13 lives with his family in a small rural village, before the outbreak he attended school, following long periods of school closure during the Covid-19 outbreak, Daniel starting working. "There was nothing to do at home, and my family was very poor, my parents used to have a small business, but they lost a lot of customers during the lockdown and had to borrow money, I didn't want to sit and do nothing, my brothers and sisters were so hungry. We used to get some food at school, but this stopped when the school closed. If I don't work, life will be harder, and we will never have the money to return to school, even when school opens."

Sana

Sana is 15, she was in school when the earthquake hit, while her classroom remained standing, some of the classes were badly damaged and children were injured and killed when the walls and ceilings collapsed. Sana lives with her father, elderly grandparents, and younger siblings. The school was closed for a period as temporary classrooms were set up alongside the less damaged classrooms. "My parents were happy when the school was closed, they were very busy and needed me to collect water and do the housework. Now school has opened, I was

looking forward to returning to school, but learning is not fun anymore, the classes are noisy, and it doesn't feel safe. I am trying to catch up at home and prepare for my exams, but my parents want me to help them all the time, sometimes they ask me to go to school just to register and then come home to help take care of my grandparents, some days I just don't go... it feels pointless if I am not going to pass my exams."

Eila

"The past few years have been very difficult for my family. The rains have been really heavy and have flooded large parts of our village, sometimes there are landslides which close the roads. Every time this happens, we must relocate to the school which is also the emergency shelter, we have difficulty studying, and our books and uniforms are damaged. Normally in the dry season we can recover from the rains but this year it has been so hot and so dry, there has been water shortages, fires and wild animals coming into the village to find food and water. It's all very disruptive. My family's farm has done very badly. When it floods, all we can do is sit and wait for the water to subside, and during the droughts, there is not enough water to drink and bathe, and there is nothing we can do to stop our crops failing. My father died when I was small, and now my mother is talking about either me or her moving away to find work, she doesn't want to as she wants me to continue school, but we cannot afford it at the moment. My mum has used a local moneylender to send my younger brothers to school but there is not enough money for me, instead I am working to help my mother on the farm and in her small sewing business."

Tahir

Tahir is 12 years old; he was in school until it was damaged in the fighting and occupied by an armed group. Nobody goes to school there anymore, and now the closest school is a 45-minute walk away. After his father was badly injured in an air strike, he is now the only breadwinner, and works long days in a workshop using dangerous machinery that puts his health, safety and future at risk. "I have two sister and two brothers. I had no choice, I had to leave school and work because there is no one to support us. If I don't help my family, we will not eat and none of brothers and sisters will go to school. Anyway, my days are too long, and I have no time to study. One day I want to open my own workshop and business instead of having a boss who is unkind to me. Then my brother can join me, their school is no good anyway, the teachers never come, the classrooms don't have any windows or doors, they are over-crowded, and the journey is unsafe. It is sad that education has been so badly affected by the war, I used to enjoy classes."

Session 16: Discussion: Healthcare. Child labour scenarios which present in healthcare settings

The following children/families have accessed some type of health care service in the preceding 2 weeks. What do you think are the key health issues affected the child/household? Do you think this child is at risk of child labour? How and why are they at risk?

1. **Danah** is attending a covid-19 clinic. While speaking to the nurses they ask her about her home life: *“Of course, I am always busy, I have 5 children to feed, these are only 2 of them, my 7-month-old and 8-year-old. At home taking care of my elderly mother and younger son is my 11-year-old daughter. Since we were forced from our home and my husband died, life is very hard for all of us. My mother and children need a lot of care, we are very poor. Thank God the children are now old enough to work, my 13-year-old son’s work is the only income we have to buy nutritious food for the baby.”*

Issues may be:

- Medical history of family, visits to health clinics, accidents, the cost of healthcare for the family etc.
 - Healthcare needs of elderly mother and young children.
 - Exposure to health risks, infectious diseases, covid etc. (household/community/work)
 - Type of work children are performing – hours/risks/danger
 - Risks to younger children – health/dangers and injuries.
 - Ability to meet basic needs (without using children’s income – replacement of adult labour).
 - Displacement and significant family change.
 - Single headed household.
 - Access to important services, childcare, education, adequate income
2. **Amara:** During adolescent health sessions being run in disaster affected communities, a 14-year-old girl who is attending always seems tired and says she must help a lot at home because of her parents’ poor health. She has younger siblings, including a sister who has learning difficulties. She says she often must look after her sister as well as cook dinner for the family.

Issues may be:

- Medical history and health needs of girl and family (parents and sister with learning difficulties), cost of healthcare for the family etc.
- Role of girl in caring for the family.
- School attendance versus responsibilities/work at home.
- Work for long hours, prevent socialisation and recreation essential for development.
- Psychosocial distress or mental health concerns,
- Views of child: May be happy to help at home and not want to stop helping. Their views and attitudes are important.
- Access to additional support and services.

3. **Mateo:** A father brings his son into a rural health clinic with headaches, dizziness, nose bleeds and nausea, he thinks he has been exposed to chemicals, but he is not sure what one, they live and work on a large farm close by where the father works as a farm labourer. The father says this has never happened before and the children don't normally work, but they have had to recently because there are less people to work on the farm because of covid restrictions.

Issues may be:

- Possible exposure to pesticides (work, play, home e.g., storage, containers for food or water, clothes that have been in contact with pesticides, playing in fields or touching plants applied with pesticides, pesticide drift, working to mix, prepare, apply pesticides.)
- Presence of other dangers at work. Evidence of injuries or other health care needs, visits to health care facilities etc.
- Hours of work, hours of exposure to pesticides.
- Presence of caregiver when poisoning occurred – ability to identify the chemical.
- Children's capacity to identify or remember chemicals, follow instructions, take safety precautions etc.
- Evidence of long-term exposure to pesticides: respiratory difficulties, emotional or neurological changes, developmental delays, organ damage etc.
- Children replacing adult labour.
- Child labour common on local fruit farms.
- School attendance.

4. **Joyce:** A young girl of 14-years-old brings in a 2-year-old boy who has swallowed a cleaning liquid, while the parents are at work. As the health worker talks to the girl, they realise 'the parents' are not the girls' parents or relatives. When they ask the girl who she is, she says she helps at the house of the family, she keeps saying she is going to be a lot of trouble and 'they' will be very angry with her. You can see marks and bruises on her arms and legs, and she seems very frightened and nervous.

Issues may be:

- Domestic labour outside of the family, family separation, coercion or forced labour
- Injuries, physical, emotional, sexual abuse by employers, visits to health clinics, evidence of STIs, unwanted pregnancy and other consequences of sexual violence and abuse.
- Working with hazardous materials/tasks, long hours, repetitive movements, delayed development
- Access to services – adolescent and sexual and reproductive health care, education, legal etc.
- Psychosocial distress and mental health concerns,

5. **Sadad:** You are working in a mobile clinic set up to meet the needs of a population influx. A boy of about 15 years-old comes in as his leg has been badly injured in a road traffic collision. He is dirty, has no shoes on and is wearing ragged clothes. He is alone. While the health worker is tending to his injuries, she speaks to him. He says he has no family at home who can take care of him but it's ok because he has other people who can, he doesn't think it'll be a problem if they can give him the things to look after the injury. He wants to leave quickly as he keeps saying he must get back to work, but the injury is serious, and he will need a lot of care. He is reluctant to talk but says he works on the buses; you can see healed wounds from old injuries.

Issues may be:

- Capacity or network self-care, wounds, rehabilitation of injury – physio to prevent long term impairment etc.
- Physical or sexual abuse, coercion, forced labour
- Risk behaviours, nutritional deficiencies, infectious diseases etc.
- Psychosocial distress and mental health problems,
- Separation from family
- Living situation, child living or working on the streets, group living arrangement, and with employers.