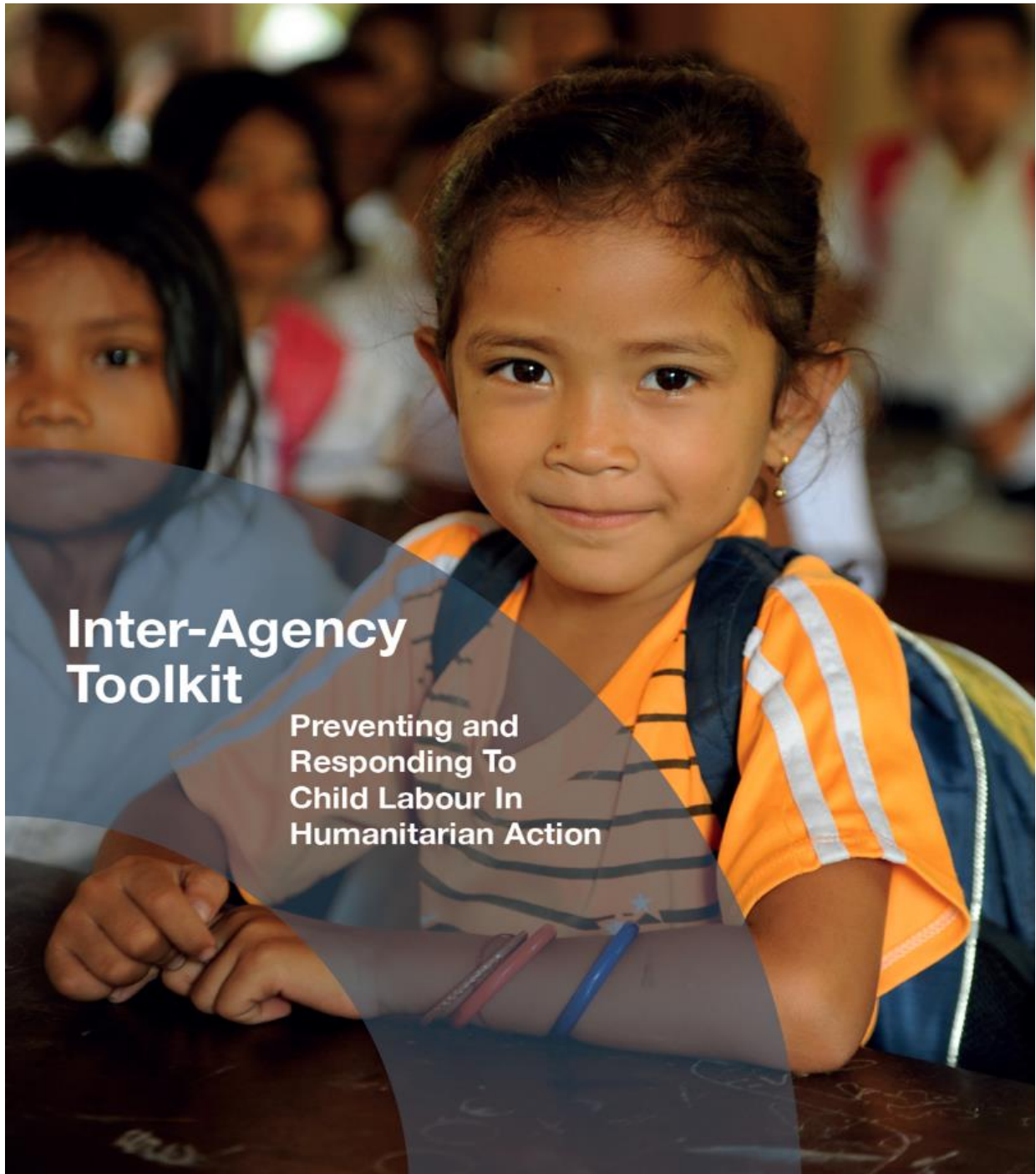


**INTER-AGENCY TOOLKIT FOR PREVENTING AND RESPONDING TO CHILD LABOUR IN
HUMANITARIAN ACTION**

LEARNING PACKAGE - FACILITATORS GUIDE



CONTENTS

1. OVERVIEW SESSION
2. INTRODUCTION
3. IMPLEMENTATION GUIDE FOR FACILITATORS DELIVERING m A TRAINING PACKAGE
4. GUIDE SESSION FOR FACILITATORS DELIVERING TRAINING PACKAGE

Sessions for:

- All humanitarian actors
- child protection actors
- other sector actors

ANNEXES

1. Training resource sheets for facilitators

OVERVIEW SESSION

Sessions for all humanitarian actors	Overview: Session for Learning the Outcomes As at the end of the session < the participants will be able to:	Estimate the duration of session
Session 1: Introducing of the training	<ul style="list-style-type: none">• Recall the outline of the training agenda and set ground rules, agenda, and facilitation methodologies.• Articulate their expectations from the training.• Introduce to the colleagues who are also attending the training course.	<ul style="list-style-type: none">• Seventy minutes face to face, ninety minutes remote facilitated
Session 2: Recap the basics	<ul style="list-style-type: none">• Describe the international legal and policy frameworks for child labour.	<ul style="list-style-type: none">• Ninety (90) minutes

	<ul style="list-style-type: none"> • Give examples of relevant country/region legal framework(s) which defines child labour • Describe some the harmful impacts on child labour in humanitarian crisis. 	
<p>Session 3: The assessment and the analysis of the Child labour situation</p>	<ul style="list-style-type: none"> • Identify opportunities in the context of collecting situational data on child labour in own or given context • Describe the key elements of how child labour should be integrated into the assessment of needs 	<ul style="list-style-type: none"> • One hundred and five (105) minutes
<p>Session 4: Working effectively with others impacts on child labour (Coordination)</p>	<ul style="list-style-type: none"> • Suggest 4-5 key considerations when coordinating on child labour • Identify the key stakeholders and opportunities for coordinating child labour in the context. • Discuss the key actions in own context to strengthen coordination of child labour. 	<ul style="list-style-type: none"> • One hundred (100) minutes
<p>Session 5: Core actions for humanitarian actors to prevent and respond to child labour (1)</p>	<ul style="list-style-type: none"> • Identify 2 risks and 2 protective factors across each of the socio-economic levels which impacts children's vulnerability to child labour. • Briefly describe the programmatic framework for child labour in humanitarian contexts. 	<ul style="list-style-type: none"> • One hundred (120) minutes

	<ul style="list-style-type: none"> • Assess how their own programming may be putting children at greater risk of child labour and identify actions to mitigate or prevent this. 	
<p>Session 6: Core actions for humanitarian actors to prevent and respond to child labour (2)</p>	<ul style="list-style-type: none"> • Describe some ways in which children who are in child labour can be identified through humanitarian services and safely referred to more specialist services in the context. • Assess their own: <ul style="list-style-type: none"> **approach of programming in order to identify four (4) challenges in reaching children in child labour. **approach to programming to identify four (4) improvements which can be made to improve their reach to children in child labour. • Identify potential adaptations to humanitarian programming in displacement settings to better meet the needs of children in or at risk of child labour 	<ul style="list-style-type: none"> • One hundred and forty five (145) minutes
<p>Session 7: Awareness raising and advocacy</p>	<ul style="list-style-type: none"> • Explain how to tailor messaging and advocacy on child labour to different groups (children, parents, 	<ul style="list-style-type: none"> • One hundred eighty (180) minutes

<p>approaches for child labour</p>	<p>community members/leaders etc.);</p> <ul style="list-style-type: none"> • Identify strategies for awareness raising and sensitisation. • Develop relevant and contextual key awareness and advocacy messaging. • Describe how children can safely participate in and lead awareness initiatives. 	
<p>Session 8: Working with communities to address child labour through child protection (child protection)</p>	<ul style="list-style-type: none"> • Discuss how community norms and attitudes can positively and negatively impact child labour • Describe how children in child labour can be safely involved in community level/led activities • Describe how to overcome common challenges in working with communities on child labour 	<ul style="list-style-type: none"> • One hundred and five (105) minutes
<p>Sessions for child protection actors</p>	<p>Overview Session: Learning Outcomes</p> <p>By the end of the session participants will be able to:</p>	<p>Estimate duration of session</p>
<p>Session 9: Effective group activities for child well-being</p>	<ul style="list-style-type: none"> • Identify 4-5 potential challenges in the context which prevent working children from accessing group activities. 	<ul style="list-style-type: none"> • One hundred (100) minutes

	<ul style="list-style-type: none"> • Give examples of how working children can be effectively included in group activities. • Identify ways to strengthen design of group activities to reach working children 	
<p>Session 10: Strengthening family and caregiver environments for children working</p>	<ul style="list-style-type: none"> • Explain the importance of taking action to strengthen families and caregivers to prevent child labour or remove children from child labour. • Explain the differences between the type of support that can be given to caregivers of children at risk of child labour versus caregivers of children who are in the WFCL. • Describe a family strengthening intervention for parent/caregivers of children in child labour 	<ul style="list-style-type: none"> • One hundred fifty five (155) minutes
<p>Session 11: Child protection case management session (1)</p>	<ul style="list-style-type: none"> • Identify the 4-5 key considerations when the developing case management programmes for working children • Describe the principles behind a vulnerability criteria/risk matrix for children in child labour. 	<ul style="list-style-type: none"> • Ninety (90) minutes

	<ul style="list-style-type: none"> • Explain the differences between case management support that would be given to children in child labour in different vulnerability/risk levels. 	
<p>Session 12: Child protection case management session (2)</p>	<ul style="list-style-type: none"> • Design a case plan for working child • Identify the three (3) potential/common challenges that may be raised during case implementation for children in child labour. • Develop responses (actions and amendments to a case plan in order to overcome these challenges commonly encountered in case management for children in child labour. 	<ul style="list-style-type: none"> • 4.25 - 5.5 hours
<p>Sessions for other sector specific actors</p>	<p>Overview Session: Learning Outcomes</p> <p>By the end of the session the participants will be able to:</p>	<p>Estimate the duration of session</p>
<p>Session 13: Early years to adolescent education to prevent and respond to child labour</p>	<ul style="list-style-type: none"> • Identify 4-5 potential challenges which could prevent working children from accessing education in own or given context • Give examples of how education can prevent child labour. 	<ul style="list-style-type: none"> • One hundred fifty-five (155) minutes

	<ul style="list-style-type: none"> • Develop an action plan in order to support children in child labour access learning and education effectively for own or given context. 	
<p>Session 14: Food security and livelihoods to prevent and respond to the child labour</p>	<ul style="list-style-type: none"> • Identify 4-5 challenges which hinder households resorting to child labour accessing sufficient food security and livelihoods means to prevent exploitation • Describe how may the food security and livelihoods interventions can be used to prevent child labour. • Describe 3-4 examples how FSL activities must be adapted to the needs of children in or at risk from child labour. • Develop an action plan to support households with children in child labour to strengthen their household food security and livelihoods in own or given context. 	<ul style="list-style-type: none"> • One hundred (120) minutes
<p>Session 15: Humanitarian health and child labour</p>	<ul style="list-style-type: none"> • Describe the complex relationship between health and child labour • List 5 physical traits which place children at greater risk of physical harm. • Develop an action plan in order to support households 	<ul style="list-style-type: none"> • One hundred (100) minutes

	with children in child labour, address health risks and access to healthcare services for own given context	
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IMPLEMENTATION Guide

Background

This learning package has been developed to complement and support the roll-out of The Inter-Agency Toolkit: Preventing and Responding to Child Labour in Humanitarian Action. The Toolkit was being developed by the global Child Labour Task Force, under the Alliance for Child Protection in Humanitarian Action, which is co-led by Plan International and the International Labour Organization (ILO) in cooperation with the Learning and Development Working Group of the Alliance.

A large scale, inter-agency and inter-sectoral collaboration, the toolkit was being developed to guide humanitarian actors and other agencies in the global community to effectively prevent child labour by addressing the risk factors that relate to, or are being made worse by, the humanitarian crisis, and respond to the most prevalent and worst forms of child labour, which relate to or have been made worse by the humanitarian crisis, by:

- Providing an overview of the main child labour concepts, legal framework, risk, and protective factors in humanitarian settings.
- Providing of the guidance and tools to humanitarian actors across sectors in order to analyse the child labour situation, set priorities and design strategies to address child labour as a matter of urgency in humanitarian settings.
- Providing of the sector-specific guidance and tools to prevent and respond to child labour.
- Strengthening of the coordination and collaboration between child labour actors, including humanitarian, development, government, local, national, and international, civil society, and community actors.

- Ensuring that humanitarian strategies and actions do not exacerbate child labour risk factors.
- Supporting f of the frontline workers with tailored tools and guidance to effectively reach and support children in or at risk of child labour, including the worst forms of child labour.

Learning Aim and Objectives

This learning package aims to:

- Stimulate the operationalization and implementation of the Inter-Agency Toolkit: Preventing and Responding to Child Labour in Humanitarian Action, so that humanitarian actors have to build the required knowledge and skills to target or integrate child labour into their humanitarian interventions.
- Help successfully the disseminate and roll out the content of the toolkit among practitioners across sectors.
- Provide a flexible set of resources based on the toolkit which can be adapted to a variety of contexts and audiences to:
 - Strengthen the capacity of humanitarian and development actors to be effectively prevent and respond to child labour in own context.
 - Introduce the key issues which being related to child labour in humanitarian contexts.
 - Outline prevention and response approaches and good practice actions across humanitarian sectors.
 - Provide an opportunity for sharing of experiences and developing of the relevant action plans.

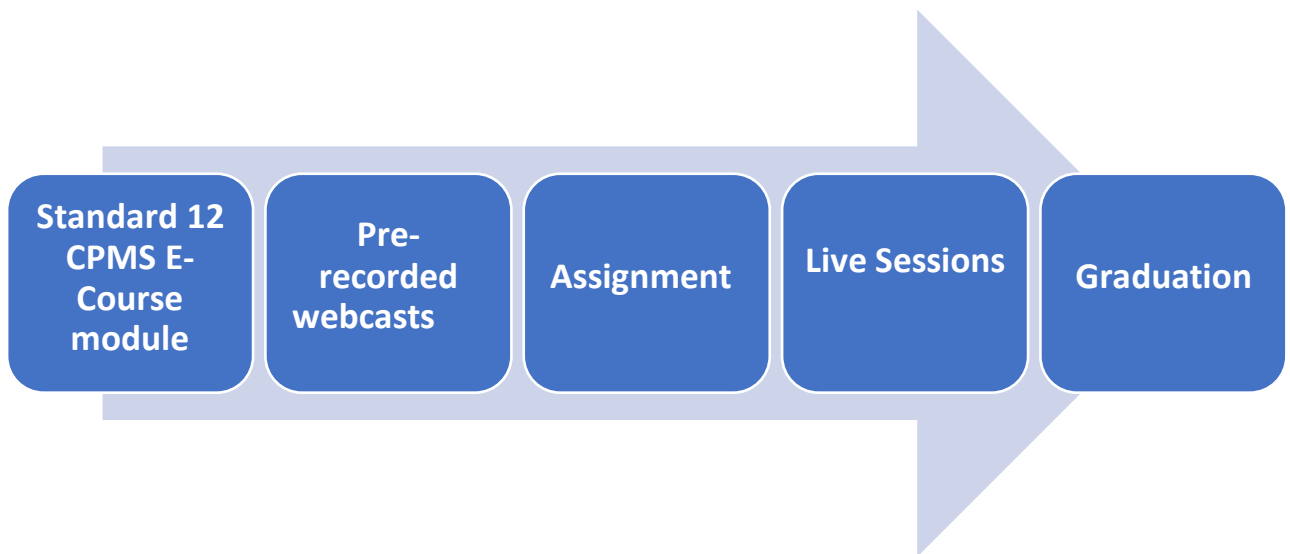
The overall learning package objectives are that after completing the learning programme, participants will be able to:

- Appraise child work, child labour and worse form of child labour in own setting
- Outline the prevention and response best practice within child protection and other humanitarian sectors

- Recognise their own role in preventing and responding to child labour and worse form of child labour in humanitarian settings

Learning Package Structure

The learning package had been developed to include both asynchronous self-taught activities and face to face or remotely facilitated live sessions. The ideal flow of the training is being highlighted in the flowchart below:



To capitalise on time that must be available during the synchronous sessions it is recommended for participants to:

1. Complete the Standard 12 CHMS E-course: 30 to 45 minutes self-paced e-module to cover basic concepts of child labour in humanitarian action and the relevant minimum standard (provide link)
2. Listen to pre-recorded webcasts:
 - One thirty (31)-minute pre-recorded webcast on the impact of humanitarian crises on child labour and the impact of child labour on children, families and communities (provide link)
 - One twenty-five (25)-minute pre-recorded webcast on children's vulnerability to child labour and interventions to prevent and respond to child labour in humanitarian contexts (provide link)
3. Submit an assignment to the facilitators: two (2) hours assignment to reflect on child labour in their own context.

The Completion of these activities prior to the live sessions allows the facilitators to avoid spending time on basic concepts and to explore themes and concepts in more detail.

The synchronous components of the trainings which are highlighted in this guide have been developed as a series of sessions, that from which facilitators can pick and choose, depending on the audience and other factors identified during a preliminary contextualisation phase.

Audience Profile

The asynchronous component of the learning package could be taken by anyone who has an interest in learning basic concepts of child labour, knowing more about the impact of child labour and harnessing an understanding of prevention and response action to child labour.

The learning package in its entirety has been developed to build the capacity of actors who want to support child labour preparedness and response actions, including: government personnel, national and international non-governmental organizations, civil society organizations, UN agencies, community organisations, humanitarian forums coordinators, etc. It especially targets two distinct audiences:

- Mid-level child protection practitioners, and
- Mid-level humanitarian and development actors through across other sectors such as education, food security, livelihoods, economic strengthening and health, among other sectors.

The package contains a set of sessions that are relevant for both audiences, plus a distinct set of additional sessions for each audience. See sample agenda below for more details.

Contextualization

This training could be used through a variety of contexts (global, regional, country or sub-national level, single sector, multi-sector, for humanitarian actors, or government partners). Each context must have a unique set of circumstances and child labour risk and protective factors.

The training sessions should always be contextualised for the intended audience/location/sector/level in advance. This should be done in collaboration between the facilitator and the organising agency/group, to really target its intended audience.



This icon is used throughout the facilitators guide to indicate where the materials will/may need to be contextualised, and each session guide has a 'preparation section' which contains notes on what to contextualise in that session.

For further guidance on contextualisation, you may consult the [Learning and Development Toolkit](#) of the Alliance "Contextualising training material" section.

Some tentative agendas are being illustrated below together with the indicative audience for whom they are suggested.

The training has been designed to be interactive and participatory in line with adult learning principles, and involves group and scenario/case-based activities. Time for feedback, discussion and sharing technical standards is being integrated throughout the sessions. An optional pre- and post-test is provided for those who require this for reporting purposes.

The Facilitator Profile

Sessions which are being presented in the guide have been developed to be facilitated face to face or remotely. Specific instructions in order to support both ways to facilitate are included for each activity.

While the training is being available freely from The Alliance for Child Protection in Humanitarian Action, it should be facilitated by someone with the appropriate knowledge and experience of working across a range of child labour issues in humanitarian contexts.

In order to help facilitators to deliver the sessions more detailed information and explanation on the content of the slides can be found in the notes section of the slides.

Please notify the **Child Labour Task Force of the Alliance for Child Protection in Humanitarian Action** at cltf@alliancecpha.org if you are planning to use the facilitated training package. The Task Force aims to track and support the use of the package across humanitarian settings, so that learning and experience can be collected and shared. (Insert context details / plan for follow up on use)

Learning Modalities

This learning package has been conceptualized considering two main modalities of delivering the training:

1. *Face to Face* – where the training takes place inside a venue, with the facilitator and participants all present.

2. *Remote training* – where the training is delivered remotely. This may take different forms including:

- Participants are together in a venue with a remote facilitator delivering the training.
- Participants and facilitators are all taking part in the training remote via a communications platform on computers or other devices.

We do not recommend a mixed approach where some participants are in the training room and others are online. In such cases, so we recommend to engage all participants through an online platform and remotely facilitate the course.

Face to face guidance

Being in the room with the participants helps us in order to establish rapport, provide clarification to people, and gauge group dynamics and energy levels. There are less potential distractions for participants in this context.

The training work will be best if it will be in an open room away from others. The facilitator will need to make sure it is a space where people feel comfortable

and safe to express themselves openly and honestly. For many of the activities you will need wall space to stick notes and also to hang up flip chart sheets. You could sit on mats, in groups around a set of tables or place chairs in a circle, what is important is that everyone is seen as equal in power during the process. You will also need enough space for the group to get up and move around safely.

The recommended group size for face-to-face training is about 16-20 participants.

Remote guidance

This training context is perhaps most challenging for the facilitator who will now need to establish group dynamics and learning environment in a remote or virtual space, and keep things moving with a good momentum, without leaving people behind. If you have not previously facilitated a training remotely, we recommend taking part in the Alliance's Delivering Of the Training Remotely course, or completing the online [Radically nRemote](#) course to learn more about this modality.

Participants are together in a venue with a remote facilitator delivering the training.

This setup should follow the instructions provided below for face-to-face training, but with some key considerations.

Work with an assistant facilitator – The assistant facilitator should be in the room with the participants. They can act as the “arms and legs” and help organise the training materials and participants.

In case of using a technical assistant - It is may could assist with camera positioning and any other technical issues. For instance, the facilitator's image and the module's visuals slides will need to be projected, and an audio set-up will also be required.

Timing - It may be possible to run full-day training using this modality, but being online is tiring for the facilitator. Activities might take longer, so facilitators might want to think about adapting the length of the training day or the amount of sessions, which can be achieved in a day.

Size of group - Group size could be the same as face-to-face training: 16-20 participants.

Facilitator set up - As a facilitator, it is helpful to have two screens; one for the session plan and one for the video call. Should you not have access to two screens you can resort to split screen functions or printing session plans on recycled paper.

Participants and facilitators are taking part in the training remote via a communications platform.

Remote trainings require careful preparation, testing and practice. Below are some key considerations.

Work with a technical producer – Identify your technical producer early in the planning process and involve them at every stage. While the facilitator is focusing on the content and the participants, the technical producer focuses on the platforms and technology, assisting with setup and functionalities of activities, monitoring the chat, and supporting the participants with any technical issues. Instructions for both roles are included in the session plans within this package.

Devices - It should be made clear that accessing the sessions via phone is not recommended for this training, as this prohibits full participation. In other cases, participants may be sharing computers. It is important to know in advance how participants will be accessing the training so that activities can be prepared accordingly.

Size of group – The recommended group size for remote training is between 12-16 participants.

Timing – The recommended duration of remote sessions is maximum four (4) hours per day, with a short break of 5-10 minutes per hour, and longer breaks and energisers at regular intervals. It is important to be realistic about what is feasible in a remote setting: as a general rule, expect activities to take 15% longer in remote settings, compared to face to face. Adjust your agenda accordingly.

Facilitator set up - As a facilitator, this could be helpful to have two screens; one for the session plan and one for the video call. In case you could not have access to two screens you can resort to split screen functions or printing session plans on recycled paper.

For more guidance on delivering training remotely you may also consult the Alliance for Child Protection in Humanitarian Action of Delivering Training Remotely Tip sheet [here](#).

Materials required

To deliver the training face to face you will need:

- Meeting room, tables, chairs
- Corresponding PowerPoint
- Projector
- A timer (bell/buzzer/phone)
- Flip charts for each group
- Large coloured post-it notes, or cards with tape/blue tack for each group

To deliver the training remotely, you will need:

- Video calling platform with breakout room functionality
- Virtual whiteboards
- Shared drive

The specific elements will be required from the Accompanying Resource Sheets are listed in the relevant session plans below.

EXAMPLE AGENDAS

Sample Agenda for Child Protection Case Workers

	Day 1		Day 2		Day 3		Day 4
AM	Session 1: Introduction	AM	Session 5: Core Actions 1	AM	Session 8: working with communities	AM	Session 11: case management 2
AM	Session 2: Foundational knowledge review	AM	Session 6: Core Actions 2	AM	Session 10: Strengthenin g caregiving	AM	Session 11: case management 2
PM	Session 4: Coordinatio n	PM	Session 6: Core Actions 2	PM	Session 10: Strengthenin g caregiving	PM	Session 11: case management 2
PM	Session 5: Core Actions 1	PM	Session 8: working with communities	PM	Session 11: case management 1	PM	Session 11: case management 2

Sample Agenda for Child Protection Programme Manager

	Day 1		Day 2		Day 3		Day 4
AM	Session 1: Introduction	AM	Session 5: Core Actions 1	AM	Session 7: Advocacy & commas	AM	Session 11: case management 2
AM	Session 3: situation analysis and assessment	AM	Session 5: Core Actions 1	AM	Session 10: Strengthenin g caregiving	AM	Session 11: case management 2
PM	Session 3: situation analysis and assessment	PM	Session 6: Core Actions 2	PM	Session 9: Group activities	PM	Session 11: case management 2

PM	Session 4: Coordination	PM	Session 6: Core Actions 2	PM	Session 11: case management 1	PM	Session 11: case management 2
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Sample Agenda for Child Protection Front Line Worker (Safe Spaces)

	Day 1		Day 2		Day 3		Day 4
AM	Session 1: Introductio n	AM	Session 5: Core Actions 1	AM	Session 7: Advocacy & commas	AM	Session 10: Strengthening caregiving
AM	Session 2: Foundational knowledge review	AM	Session 6: Core Actions 2	AM	Session 8: working with communities	AM	Session 10: Strengthening caregiving
PM	Session 2: Foundational knowledge review	PM	Session 6: Core Actions 2	PM	Session 8: working with communities	PM	Session 11: case management 2
PM	Session 5: Core Actions 1	PM	Session 7: Advocacy & commas	PM	Session 9: Group activities	PM	Session 11: case management 2

Sample Agenda for Food security and livelihoods sector team/group

	Day 1		Day 2		Day 3		Day 4
AM	Session 1: Introduction	AM	Session 4: Coordination	AM	Session 6: Core Actions 2	AM	Session 4: Coordination
AM	Session 2: Foundational knowledge review	AM	Session 5: Core Actions 1	AM	Session 7: Advocacy & commas	AM	Session 14: FSL
PM	Session 2: Foundational knowledge review	PM	Session 5: Core Actions 1	PM	Session 7: Advocacy & commas	PM	Session 14: FSL
PM	Session 3: situation analysis and assessment	PM	Session 6: Core Actions 2	PM	Session 8: working with communities	PM	Session 15: Education (TVET)

Sample Agenda for Inter-sectorial Programme Managers (e.g. CP (children protection), Education, FSL)

	Day 1		Day 2		Day 3		Day 4
AM	Session 1: Introduction	AM	Session 5: Core Actions 1	AM	Session 7: Advocacy & commas	AM	Session 8: working with communities
AM	Session 2: Foundational knowled	AM	Session 6: Core Actions 2	AM	Session 10: Strengthening caregiving	AM	Session 14: FSL

	ge review						
PM	Session 3: situation analysis and assessment	PM	Session 6: Core Actions 2	PM	Session 13: Education	PM	Session 14: FSL
PM	Session 4: Coordination	PM	Session 7: Advocacy & commas	PM	Session 13: Education	PM	Session 15: Health

SESSION GUIDE

Sessions for all humanitarian actors

Session 1: Introduction

DURATION

- Seventy (70 minutes face to face, 90 minutes remotely facilitated)

LEARNING OUTCOMES

At the end of the session participants will be able to:

- Recall the outline of the training agenda and set ground rules
- Articulate their expectations from the training.
- Introduce colleagues who are also attending the training course.

Please note that learning outcomes may need to be adjusted, as this depending on the activities that you opt to include when contextualizing your session plan.

KEY MESSAGES

- It is important to ask questions.
- It is OK not to know all the answers. It is OK to say “I don’t know, but we are working on it” or “I don’t know, but I think...”.

ADDITIONAL MATERIALS REQUIRED

- A timer (bell/buzzer/phone)

PREPARATION

- If possible, arrange for a guest speaker to introduce the training. If the training brings together a range of child labour and humanitarian actors, this may be someone high up from the Department of Labour, Department of Social Welfare, or within the UN. If the training is internal a senior manager or head of office may be more suitable.
- Arrange or make sure that the training space so that it is clean and welcoming, and participants can sit with appropriate distance between them if needed.



- Adapt the slides including those which are specific to the training such as purpose and aims of workshop, introduction to guest speaker and facilitators, and slide 5 Activity on Introductions for online delivery
- If you are delivering remotely, you have to prepare a short introduction to the video calling platform and any additional tools you will use during the training (e.g. virtual whiteboards, voting and polling tools, shared documents and drives).
- For remote delivery, save the participant resources (e.g. case studies, activity sheets) to a shared folder and save the link. Instead of handing out hard copies, you will share this link in the chat for participants to access the necessary documents for group work.

TIPS FOR FACILITATORS

- Ask guest speakers to prepare a short motivational speech which highlights on the importance of addressing child labour in emergencies, the importance of the training as an opportunity to build skills and relationships to strengthen collaboration to end child labour. Reiterate it should be a short introductory speech of 5 minutes only. Make sure the guest speaker understands how the session will start and be managed. Address any concerns/needs they have.

LINKS TO THE TOOLKIT

- Introductory sections

The Steps which should be followed:

1. Introduction: Participants

Time: 20 minutes

1. Show slide one (1) as participants arrive
2. Welcome participants to the training with some opening remarks putting people at ease Show slide 2.
3. Introduce the guest speaker if there is one. (Show slide 4)
4. You have to thank the guest speaker (if there is one) and reiterate any key messages they raise and how they relate to the content of the training.

5. Explain to participants this is now the start of wider introductions. (Show slide 5) and introduce the facilitators, and any specific role they have during the training.
6. Explain there will now be a short activity to introduce ourselves and our expectations.

2. **Activity: This is about the Introductions and expectations**

Time: 30 minutes

1. Show slide six (6). Ask participants to move within the room to find someone they don't know, and partner up. And ask:
2. The participants to introduce themselves to their partner including their name, position and sector, organisation and operational location.
3. They then have two minutes to learn about each other.
4. The participants to now discuss their expectations from the training, explaining they will need to come up with 3 expectations by the end.
5. The participants to write their 3 expectations on post-it notes. One expectation per note.
6. Each pair has to be come forward one by one and introduce themselves to the larger group (make sure they include their name/position/organisation etc.) as well as their expectations.
7. Listen carefully and group the expectations on a flip chart around common themes. Note any common themes verbally with the group and highlight how they link to the content of the week. Where there are clear gaps between content and expectations, explain they will be discussed by the facilitators who will do their best to cover in the training.
8. As a facilitator, kindly please add your own expectations at the end. Hopefully these will mirror some from the participants, you can also use this as an opportunity to help reiterate you want this to be an open, active, friendly training etc.

Remote option: Randomly assign participants to breakout rooms in pairs and provide a link to a virtual whiteboard. Conduct the expectations discussion as planned, and ask pairs to capture their top three (3 expectations on the virtual

whiteboard. Conduct the plenary debrief as planned. Rearrange the expectations on the virtual whiteboard and add your own, as needed.



Alternative online activity: Setting the scene, introductions and expectations,

1. Ask participants to take a mental picture of different items or places where they are, ideas can include:

What is outside?

- Home or office set up – what is on your desk?
 - Shoes that you are wearing (or not wearing)
 - What's in your fridge/cupboards?
 - Greenery around you – a potted plant, tree or some grass
2. Also ask participants to think about one or two expectations they have from the training. Ask them to share their expectations through the chat function.
 3. Start by giving participants an introduction of the facilitator's surroundings, you can restate your name etc. if you like, but be sure to give people an idea of what is in your surroundings
 4. Now ask participants to introduce themselves with their name, position, organisation, location, expectation and something about themselves to help everyone picture where they are and what they are like.
 5. Nominate the first participant to speak and ask the others to follow on from there.
 6. Give each participant 1 minute/90 seconds to introduce himself or herself.

3. Introduction: Workshop

Time 10 minutes

1. After the activity had been returned to plenary and to introduce the purpose of the training and the course learning objectives. Show slide 7. Note how the course links to the CPHA Competency Framework. Show slide 8.
2. Explain the links to the global inter-agency toolkit, and the aim of the global child labour force in producing this training package to build capacity within humanitarian and development actors to prevent and respond to child labour through humanitarian action. Show slide 9.



3. Ask participants to look at the full agenda in their packs and introduce the overview slide of the week agenda. Show slide 10, and the agenda for today show slide 11.
4. Ask participants if there is anything in the agenda which surprises them or is missing.
5. Introduce the learning methodologies and process for the training. Show slide 12.
6. Explain any ground rules and comfort and safety messages. Ask if there are any that are missing. Show slide 13.

Remote option: For remotely facilitated, you have to add an technology introduction, covering the key functions on the video calling platform you are using, plus an introduction to any additional tools you will use throughout the course, such as virtual whiteboards, shared drives, voting and polling tools. Time 20 minutes.

4. Closing

Time 10 minutes

1. Show slide 14. Ask the participants if they have any questions or reflections before closing the session. You have to Explain there will be a parking lot for any points we can't answer as we go through, but which we will endeavour to answer at the end of training or will work to get answers to you as soon as possible.

Session 2: Foundational knowledge review

DURATION

- Ninety (90) minutes

LEARNING OUTCOMES

At the end of the session participants will be able to:

- Describe the international legal and policy frameworks for child labour.
- Give examples of relevant country/region legal framework which defines child labour
- Describe some harmful impacts of child labour in humanitarian crisis.

Please note that learning outcomes may need to be adjusted depending on the activities that you opt to include when contextualizing your session plan.

KEY MESSAGES

- Legal and policy frameworks are the foundations which help us to understand child labour.
- Child work becomes child labour when children are minimum working age, it impacts children's education, or the nature and circumstances are harmful.
- There is a strong correlation between child labour and situations of conflict and humanitarian crisis
- For children in child labour the impacts are overwhelmingly harmful.

ADDITIONAL MATERIALS REQUIRED

- Flip charts for each group
- Large coloured post-it notes, or cards with tape/blue tack for each group
- Copies of the example children case studies for the activity (see resource sheet)

PREPARATION



Adapt slides 10 &11. Add available country or region legislation, which can help determine child labour in the context.

These can often be found in labour laws, penal laws, drug prevention laws, ministerial orders, trafficking prevention laws. For countries in the Middle East these can be found as part of the [contextualised MENA Toolkit](#). For other counties use the [Child Labour Tool: Child Labour Information Sources](#) or local sources to find this information. See slides for what to include. Also prepare this information in written format as it will be needed for the activity on strengths and weaknesses in the law. For remote delivery, save this in a shared folder and save the link to share with participants.



Adapt slides 21 &22. and add any local/national/regional child labour states and impact of humanitarian crisis from the local context. You may also want to save all of the relevant national and regional resources and to make the folder accessible to learners.

Based on participants' experience, the context, and their priorities decide which activities to be included to make this session a short recap or more in-depth summary:



- Activity: you may have to Reflect on strengths and weaknesses in the law. If participants are working on strengthening systems across development and humanitarian, advocacy, policy or within government etc., facilitators may be want to include/spend more time on the activity, or for groups that may be already familiar with national legislation or are be the frontline workers facilitators, may be want to spend less time or skip the exercise entirely. Contextualise the questions on slide 13 to any which are particularly pertinent in the context.
- Activity: you have Identify the impact of crisis on child labour in the context. This activity can be used to generate shared understanding of how the crisis has impacted child labour. For participants from a development setting, those working across sectors, advocacy or policy, systems and government etc., facilitators might want to include or spend more time on this exercise. For groups that are already in a (protracted) emergency and understand how child labour had been impacted, or work on delivering frontline services and focus on individual children or families, facilitators may want to spend less time or skip the exercise entirely. Adapt slides 19 and 20 according to choices for the activity.

If part of the training intends to gain a deeper analysis about the child labour in the context and develop more concrete plans/strategies to address child labour. Further sub-questions could be included such as:

- What are the most important changes which child protection actors should work to address?
- Which protection and support structures which exist to protect children from child labour have been impacted significantly and therefore should be a priority in response?
- Activity: This includes the Body Mapping. For the participants who have to work in order to deliver frontline services or have lower levels of understanding, facilitators may want to include this exercise. For

practitioners who already have a deeper understanding, or design programmes or strategy, facilitators may want to skip it entirely. Contextualise the case studies in the resource sheet, covering common types/conditions of child labour in the context.

- For remote delivery, to have to save the participant resources (e.g. case studies, activity sheets) to a shared folder and save the link. Instead of handing out hard copies, you will share this link in the chat for participants in order to access the necessary documents for group work.

TIPS FOR FACILITATORS

- This session is a short recap of the key concepts which are introducing child labour, and child labour in humanitarian contexts.

LINKS TO TOOLKIT

- Correlation between crisis and child labour (in diverse contexts)
 - Section 1.1: The Key concepts and legal framework
 - Section 1.2: The Child labour in humanitarian settings
 - The Child Labour Tool: Child Labour Information Source
-

The Steps that should be followed

1. You have to Welcome the participants and the audience

Time 5 minutes

2. Show slide 2.
3. Welcome the participants who are sharing the session, explain that it will quickly recap the foundational knowledge that is needed by all to prevent and address child labour and its worst forms.
4. Show slide 3. Explain the learning outcomes. Explain there is a parking lot for anything we can't answer as we go through.
5. Remind the participants that it could be helpful to visualise the relationship between the different types of children's work as it can vary greatly depending on the tasks, conditions where they work. It also represents the internationally recognised approach to addressing harmful work for children. Show slide four (4)

Discussion: International Framework

Time 10 minutes.

Note: you have to go through this quickly if you find that participants already have a solid understanding.

1. Question: Ask participants if anyone remembers or knows what types of work are included within the term child work, the term which represents this outer circle (Keep slide four (4)).
2. See what are the responses which come from participants and confirm their answers/remind them what child work includes. Explain slide five (5).
3. Question: Now ask participants if anyone remembers or knows what are the types of work which could define child labour, which should be eliminated.
4. See what are the responses which comes from participants and confirm their answers/remind them that child work becomes child labour Explain slide 6.

5. Question: Ask participants if anyone of them remembers or knows what types of work which defines the worst child labour, and which should be eliminated as a matter of urgency.
6. See what are the responses which comes from participants and confirm their answers/remind them that the worst forms of child labour are prohibited to any person under the age of 18 and include Explain slide 7.
7. Question: Ask the participants if they know what makes work hazardous for children?
See what are the responses could come from participants and confirm their answers/remind them of the nature and circumstances which could make the work hazardous. Explain slide 8.
8. Show slide 9. End the discussion by summarising international minimum age and child labour legislation. Explain the slide.

Remote option: you have to encourage verbal contributions from participants. If these are not forthcoming, invite them to contribute via the chat function.

1. Introduction: National Framework

Time 10 minutes



1. Explain to participants the key country or regional - specific and relevant child labour legislation/regulation. See preparation section above.
2. Use Slides 10 and 11 – or more if needed.
3. Following national legislation, explain slide 12.
4. Finish off by explaining the key messages (Slide 13)

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

Time: 20 minutes



1. Explain to participants that in this activity, we will identify strengths and weaknesses in the law, regulation and policy which protects children from child labour in our context. (Show slide 14)
2. Ask participants to:
 - Get into small groups of no more than five (5 participants,
 - Add group work to flipcharts or whiteboards to keep notes of the discussion and help feedback during plenary.
 - Nominate someone to feed back in plenary.

3. Ask participants to think about and discuss the strengths and weaknesses of the law, regulation, and policy in their context. Ask participants to identify:
 - Key differences between legislation and policy which protects children from child labour in their country and international standards. Consider key aspects of children's rights, including minimum working age, hazardous work, and other WFCL.
 - Discrepancies in protection between girls and boys, ages, religions, refugees etc., and any specific gaps.
 - Workplace safety for children who are under 18 years .
 - Elements of the legal framework, which are particularly important and need to be strengthened.
4. Hand the participants within a prepared overview of national legislation. Explain that they should also use their knowledge from this and previous sessions, and their experiences and understanding of the legal framework in their own context. Reiterate that participants do not need to know the full details of the laws, but rather as a group, identify the overall legal protection framework of children and comment on any elements that are important, missing or that need to be strengthened.
5. End the activity by opening it up for any final remarks or questions from participants.

Remote option: Prepare breakout rooms of no more than 5 participants. Copy and paste the task instructions (point 3 above) into the chat. Provide a link to the prepared overview of national legislation, and to a virtual whiteboard where each group can take notes. Circulate between the breakout rooms to support the groups. During the plenary, support the screen sharing of the virtual whiteboards for each group.

3. Introduction: The Impact of the humanitarian crisis on child labour

Time: 10 minutes

1. Explain that we know that the child labour is a substantial problem globally. Explain slide 16 which highlights its extent and shows that one in 10 children are in child labour.

2. Explain slide 17. It shows some of the key statistics for age profile, gender, economic activity and employment status for children.
3. Show slide 19. While there is no standardised way of measuring how humanitarian crisis impacts child labour, there is a strong correlation between child labour and situations of humanitarian crisis, where a large share of children in child labour live. Explain the slide.
4. Show slide 20. Humanitarian crises negatively affect child labour in three distinct ways, by creating new child labour risk factors, exacerbating existing child labour risks, and changing and undermining children's protective environment from child labour.
5. Explain any local/national or regional evidence on child labour and how humanitarian crisis has impacted it. (Slides 21 and 22)



6. Activity (Optional): Identifying how crisis has impacted scale, severity and urgency of child labour in our context.

Time: +30 minutes

1. Ask participants to:
 - Get into small groups
 - Add group work to flipcharts or whiteboards to keep notes of the discussion and help feedback during plenary.
 - Nominate someone to feed back in plenary.
2. Allocate 15 minutes for discussion
3. Show slide 23 and/or slide 24. Ask groups how the crisis had impacted or exacerbated the scale, severity, and urgency of child labour in the context. How has the crisis changed circumstances for children who worked prior to the crisis, are new or more dangerous child labour risks, are working longer hours, or in more harmful or dangerous types of work etc., how had crisis undermined the protective environment against child labour.



4. For the interest of community level workers, participants could focus on the most common types of work children which are doing in their area, where they are doing it (at home, outside the home, street, etc.)? What are the ages of the children who are being engaged in the work? Is any of the work harmful for children? How is it harmful?
5. Once the time is up, you have discussed with the wider group in plenary.

6. Engage with the group and answers they provide to explain and reinforce how emergency or crisis situations impact child labour by:
 - creating of a new risk,
 - exacerbating of the existing risks,
 - And by undermining existing protective mechanisms.
 - provide examples that are specific to context.

Remote option: Prepare breakout rooms with small groups of participants (max. 5 per group). Copy and paste the discussion questions into the chat, and provide a link to a virtual whiteboard where each group could take notes of their discussion. Circulate between the breakout rooms in order to support the groups as required. During the plenary feedback, support the screen sharing of the virtual whiteboards, as required.

7. Discussion: Impact of child labour on children Time: 15 minutes

1. Explain in this next part of the session we will discuss and recap quickly the range of harmful impacts of child labour on children, their families and communities.
2. Question: Ask participants if anyone of them could remember some of the different consequences or impacts of child labour. See from where those responses come from participants and confirm their answers/remind them that while there can be both positive and negative aspects to children's work. For children in child labour the impacts are overwhelmingly harmful and affect children's physical, psychosocial, and educational well-being as well as wider impacts on communities and societies (show slide 26).
3. Question: Now ask participants if anyone of them could remember or could know what and why physical hazards and dangers place children at greater risks of significant physical harm. See what the responses that could come from participants and confirm their answers. Show slide 27 point by point. Remind participants of the key points on the slide if not covered.
4. Question: Ask participants if anyone of them could remember or know what psychosocial impact child labour can have on children. See what responses come from participants and remind participants that children often experience severe psychosocial consequences when they are in

child labour. Explain slide 28 point 1. See slide notes for more information.

5. Question: Ask the participants if anyone of them could highlight some of the educational impacts that child labour can have on children. See what responses come from participants.
6. Remind participants that from missing a few hours of school per week to help their families, children if they could quickly be drawn into more harmful work where they are denied their rights to education and jeopardize their prospects of securing decent work and escaping cycles of poverty and exploitation. Explain slide 28 point 2. See slide notes for more information.
7. Question: Ask participants if anyone of them could highlight some of the wider impacts on communities and societies child labour could have. See what responses which could be come from participants. Remind participants child labour has wide ranging impacts on community and society. Explain slide 28 point 1.



8. For community level workers, in places where child labour is in part which could be driven by social norms, an additional question for participants could focus on whether participants feel there are any potentially positive aspects to children's work, and how these balance against the overwhelming negative aspects of child labour.

Remote option: Encourage different participants to contribute. If participants do not have their videos on, invite them to use the raise hand function to signal when they want to contribute, as it may otherwise be easy to miss this.

8. Activity (Optional): Body Mapping

Time 25 minutes

1. Body mapping : It is a great way to learn more about the harmful effects of child labour. Show slide 29.
2. Ask participants to:
 - Get into 3 groups
 - Nominate someone to feed back in plenary.
3. Give each group a case study but ask participants to also use their own experiences of similar children in child labour they know through their work. Each group should focus on a different types of locally



prevalent/relevant child labour in the crisis such as agriculture, construction, domestic work, teashop, and street work etc. There are suggested case studies in the resource sheet, that could be contextualised locally.

4. Ask the participants to draw the body of a child and identify on their flipcharts/whiteboards how these types of work could be dangerous and harmful.
5. Ask the participants to use post-it notes on the body map, to illustrate, the harmful effects that may result from child labour and the hazards children are exposed to with certain types of work.
6. Ask them to focus on the psychological, emotional, physical, and educational impacts, using different coloured post-it notes for different types of impacts e.g., physical/psychosocial etc.
7. Participants should return to plenary to wrap up this activity and discuss their findings. Grouping similarities where possible and differences particularly around gender, age, ethnicity etc.

Remote option: Prepare three breakout rooms. Allocate a case study to each room and provide a link for them to access this. Provide links to a virtual whiteboard. The whiteboards should be prepared in advance. You can use simple drawn images to represent children, drawn your own, or choose pictures from the internet. Paste the instructions into the chat: What are the potential impacts of this type of child labour on this child? Consider psychological, emotional, physical and educational impacts. Add blue sticky notes for psychological, emotional; green sticky notes for physical; pink sticky notes for educational; yellow sticky notes for anything else. Circulate between the breakout rooms in order to support groups as required, then support with screen which is sharing for the plenary feedback.

9. Closing

Time 5 minutes

1. Recap the key points from the session.
2. Show slide 30 and explain the key messages
3. Ask participants if they have any questions or reflections before closing the session.

4. Check if anything from the parking lot could be answered or explain that we will work to get answers as soon as possible.

Session 3: Child labour situation assessment and analysis

DURATION

- 105 minutes

LEARNING OUTCOMES

At the end of the session the participants will be able to:

- List some of the key pieces of information needed to assess and analysis child labour in any given context (What We Need to Know)
- Identify opportunities for collecting of situational data on child labour in own or given context
- Describe the key elements of how child labour should be integrated into needs assessment

Please note that learning outcomes may be needed to be adjusted depending on the activities that you opt to include when contextualizing your session plan.

KEY MESSAGES

- Disaggregate data by sex, age, disability and minimum age for work/compulsory age for schooling.
- Integrate child labour into initial rapid assessments and needs assessments when access, resources and time are limited.
- Integrate child labour into needs assessment and in-depth child labour assessment when access, resources and time are available.
- Coordinated assessment frameworks have to offer a harmonised approach to data collection across sectors
- Prioritise primary data collection on the age of working children; days and hours of work per week; tasks, nature and conditions; and school attendance.
- Establish local understanding of child labour
- Treat the data collection on child labour and the WFCL with extreme care

MATERIALS

- Large coloured post-it notes or cards with tape/blue tack for each group.
- Copies of Tool 7 What we will need to know about child labour
- Copies of Tool 8 Child labour information sources
- Copies of Tool 9 Measuring child labour

PREPARATION



- Depending on whether participants will be required to develop or participate in situational analysis, facilitators will need to decide in advance whether they will make benefit from this session.
- There are 2 discussions and 2 activities to choose from. Depending on participants, facilitators will need to choose whether to include both discussions and activities.
- Activity: This is about the Integrating of the child labour into needs assessment. This activity could be adapted, as this is depending on the audience or context of situation assessment at the time. If conducting with child protection actors, frame it as a child protection rapid assessment. If the participants are from multiple sectors the activity could be framed as a multi-sector assessment.
- Activity: Collecting of the data on child labour. This activity could be adapted with questions which are more suitable to the local context, or it could be turned into a general discussion topic to round off the session, by moving through each of the questions asking participants if they have suggestions for how to complete the sentences.
- Slides 17 and 18 could be contextualised with indicators which could be used in the context.

TIPS FOR FACILITATORS

- It is important for the facilitator to promote/encourage secondary data review, where child labour is prevalent prior to humanitarian crisis there may be a lot of information that is available on child labour in the context. All tools and evidence-based documentation required in an emergency are more effective and impactful if a SDR exists. SDR is cost and time effective in an emergency.

LINKS TO TOOLKIT

- Section 2.2 Situation analysis and assessment
 - Tool 7 What do we need to know about child labour
 - Tool 8 Child labour information sources
 - Tool 9 Measuring child labour
 - Case Study 7: Integrating Child labour into humanitarian needs assessment
 - Case Study 8: Measuring child labour through household surveys in Lebanon
 - Case Study 9: The Measuring of child labour in agriculture. Comparing approaches to in-depth assessment
-

The Steps that should be followed

1. Welcome:

Time 5 minutes

1. Welcome the participants who are sharing the session.
2. Go over the expected learning outcomes. (Show slide 3). Explain there is a parking lot for anything we can't answer as we go through.
3. Explain that adequate data on child labour and the WFCL in humanitarian contexts is often hard to come by, time, resource and capacity limitations, and the hidden nature of children's work, all present challenges. Yet effective child labour prevention and response is being underpinned by a solid understanding of child labour in the humanitarian context. So how do we accomplish this to the best of our abilities?

1. Discussion: Defining what we need to know

Time 15-20 minutes

1. Question: Ask participants to discuss with their neighbours for 5 minutes what are some of the key information pieces we would need to know (WINK) about child labour in the humanitarian context to mount an effective response? Show slide 5.
2. Explain that it is important to define what we need to know about child labour in the humanitarian situation and the child labour system.

3. After 5 minutes, ask the participants for one answer from each group, moving in turn around the room. Discuss if some of the information would require a baseline, and whether it may be needed prior to an emergency.
4. Show slide 6, compare, and contrast the key WWNK on the slide with participants' answers.
5. Show slide 7. Explain that the WINK tool 7 in the toolkit provides an extensive list of WINK across sectors. Explain that the slide summarises WINK over the socio-economic model.
6. Show slide 8. Explain that it is a vital aspect of defining our information needs is to determine how data will be disaggregated. Perhaps the most important consideration is the relevant age brackets around compulsory schooling age for both primary and secondary), and the minimum age of work. Which hopefully aligns in-country but not always. If they don't align, coordination structures should support a harmonised approach.
7. You have to Finish off the discussion by explaining that the objective of the WWNK is to set the framework for child labour situation analysis, including the secondary data review and primary data collection. You rarely need in-depth information on all topics, so when time and resources are limited prioritise pieces of information which are essential for decision making and planning.

Remote option: Use a Centimetres or virtual whiteboard for the initial brainstorm activity and have participants complete this individually or in short breakout rooms with one or two other people.

2. Introduction: Collecting of the data on child labour Time 10 minutes

1. Show slide 9. Explain that situation analysis is the process of data collection and analysis in order to make informed decisions in humanitarian contexts. It ideally starts during preparedness to collect pre-existing information about child labour, and during response is updated as new information becomes available because the extent, patterns and nature of child labour, and the coping strategies of families, can significantly change during crisis.

2. Explain to the participants that situational analysis in humanitarian contexts should start with a secondary data review (SDR). Show slide 10. It is important for the facilitator to promote the SDR, across the different phases of humanitarian action. SDR can be a key tool to underpin a wide variety of assessments and analysis, making effective and efficient use of the often-limited time available in a crisis, if it is kept up to date. Explain slide 10. Explain that while secondary data is the starting point, there will generally be gaps in information related to child labour in the current and on-going humanitarian situation, and primary data collection helps us fill these gaps. Explain slide 11. Which approach you will use will depend on the type and phase of the crisis as well as on the available time, access, human, financial, and technical resources.
3. Faced with different options for primary data collection, humanitarian actors should consider a variety of factors. Explain slide 12.
4. One way of supporting of coordinated and harmonised data collection is to develop a coordinated child labour assessment framework, which uses the same definitions of child labour
5. Hand participants Tool 7 “What We do need to Know about Child Labour” and Tool 8 “Child Labour Information Sources” from the toolkit and ask participants to read through these tools for additional information.

3. Discussion: Coordinated child labour assessment frameworks

Time 15 minutes

1. Show slide 13.
2. Question: Ask the participants in order to discuss with their neighbours for 5 minutes if they were able to develop a coordinated child labour assessment framework in their context, and what are the elements should be included?
3. After 5 minutes, ask participants for one answer from each group, moving in turn around the room and recording their answers on a flipchart/whiteboard.
4. Show slide 14, compare, and contrast the key elements on the slide with participants’ answers.
5. Ensure all the points on the slide are covered.

Remote option: Use a centimetres or virtual whiteboard for the initial brainstorm activity and have participants complete this individually, or in short breakout rooms with one or two other people.

4. Activity: Integrating child labour into needs assessment

Time 30 minutes



1. Show slide 15.
2. Ask participants to:
 - get into four (4) groups
 - add their group work to flipcharts or whiteboards to keep notes of the discussion and help feedback during plenary.
 - Nominate someone to feed back in plenary.
2. Tell the participants to imagine they are conducting a child protection rapid assessment, which will cover a broad range of child protection needs and capacities in the context.
3. Ask participants to think of a set of 5-10 questions that can be asked in this assessment which reflect child labour and the WFCL. They have 20 minutes to do so.
4. Ask them while they are developing the questions to consider:
 - What they need the information for?
 - How other related areas may be able to incorporate aspects of children's work, child labour or the WFCL? Considerations on child labour, children's work and WCFL can be retrieved asking questions e.g., questions on sexual violence, psychosocial distress, dangers & injuries, education, family separation. Use of questions on why/where and how children face difficulties may be useful to this effect.
5. Ask each group to present their findings back in plenary. At the end of plenary run through slides 16, 17 and 18, which may highlight essential pieces of information which help determine whether children's work is acceptable, child labour or a WFCL (Slide 16), indicators which look at the impact of the crisis on child labour (Slide 17), and indicators which can help identify data on child labour through other child protection needs, or, other sectors, either as proxy or direct indicators.

6. Show slide 18. This slide has a few indicators from different sectors.

Remote option: You have to Prepare four breakout rooms. Copy the task instructions (see points 2-4 above) into the chat, and provide each group with a link to a virtual whiteboard to capture their notes. Circulate between the breakout rooms to support the groups, and support screen sharing of the whiteboards during the plenary feedback.

5. Introduction: Implementing of the assessments Time 10 minutes

1. Show slide 20. And explain that because of the complex nature of child labour and its worst forms, a context-sensitive and ethical approach is needed when implementing assessments, especially when children and families are directly involved.
2. Explain slide 21 which highlights some of the key measures which could be taken in consideration to strengthen the
3. measurement of child labour. See slide notes.
4. Finally look at how to involve children safely in data collection on child labour. This is important. Explain slide 22.

6. Activity: Collecting of data on child labour Time 15 minutes

1. Ask the participants to:
 - get into small groups
 - Add group work to flipcharts or whiteboards to keep notes of the discussion and help feedback during plenary.
 - nominate someone to feed back in plenary.
2. Randomly give each group 2 or 3 of the below sentences
3. Show slide 23. Ask participants to discuss the sentences and possible endings in their group.
4. Contextualise the questions where needed.
5. Ask participants to finish the sentences:
 - The challenge with integrating child labour into child protection assessments is....
 - The challenge with integrating child labour into inter-sector assessments is....



- We should (not) involve children in child labour in assessment when....
 - The WFCL should be included in a rapid assessment when....
 - If child labour has not been included in an inter-agency child protection assessment, but child labour is present you should....
 - If you are thinking about integrating child labour into an assessment our advice to you is....
6. Bring the groups back to plenary. Ask the groups to share and discuss their answers to each question in turn. Taking answers from the groups, which had each, question alternately.

Remote option: Prepare breakout rooms of around 4 participants each. Copy and paste the list of sentences into the chat and assign 2-3 to each group. Circulate between the breakout rooms to support the groups as required.

7. Closing

Time 5 minutes

1. Recap the key points from the session.
2. Show slide 24 and explain the key messages
3. Ask participants if they have any questions or reflections before closing the session.
4. Check if anything from the parking lot could be answered or explained that we will work to get answers as soon as possible.

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

DURATION

- 110 minutes

LEARNING OUTCOMES

At the end of this session the participants will be able to:

- Suggest 4-5 key considerations when they are coordinating on child labour.
- Identify key stakeholders and opportunities for the coordinating of the child labour in the context.

- Discuss key actions in own context in order to strengthen the coordination of child labour.

Please note that learning outcomes may be needed to be adjusted, this is depending on the activities that you opt to include it when you are contextualizing your session plan.

KEY MESSAGES

- There is a variety of ways child labour could be coordinated in a context. so It should be multi-sector, involve government and other relevant actors who work across settings.
- Always work in order to harmonise across actors, sectors and existing coordination structures.
- Effective coordination could support a range of activities such as assessments, awareness raising and advocacy, and child labour identification and referral pathways.

ADDITIONAL MATERIALS REQUIRED

- Large coloured post-it notes, or cards with tape/blue tack for each group.
- Copies of the quiz (see resource sheet)
- Copies of Tool 6 coordinators checklist

PREPARATION

- Facilitators will need to decide in advance whether the participants will benefit from this session.
- There is one activity in 2 parts. Part 1 identifies strengths and weaknesses of coordinating of the child labour in the context. Part 2 identifies ways to strengthen coordination of the child labour in the context. Part 2 It will be followed by a discussion on the group work which was completed in the second part of the activity. It goes through the answers which have been given by participants and compares them to good practice from the toolkit.
- Depending on participants, facilitators will need to choose whether to include both discussions and activities.

TIPS FOR FACILITATORS

- The activity and discussion session could be a good opportunity where there are challenges with the local coordination of the child labour issues or elements as it could provide an opportunity to work within sectors, across sectors or with development actors to discuss local issues and identify ways to strengthen them.

LINKS TO TOOLKIT

- 2 Ensuring a quality response
- 2.1 Coordination
- Tool 6: The Checklist of the Coordinators
- 3.1 Programmatic framework for the child labour
- Case study 3: Child Labour Technical Group in Turkey
- Case study 4: Coordinating of the efforts to address child labour associated with armed conflict in Syria

The Steps that should be followed

1. Welcome:

Time 5 minutes

1. Welcome the participants who are sharing with the session.
1. Go over the expected learning outcomes. (Show slide 3). Explain there is a parking lot for anything we can't answer as we go through.
2. Explain that the coordination is an essential component of an effective child labour response as the complex nature of the child labour requires strong collaboration between a wide range of development and humanitarian actors, across all levels of society and across multiple sectors to provide the services needed for the prevention of child labour and the withdrawal of children from child labour. However, actors working to eliminate child labour prior to a crisis can differ from those respond during a crisis, and this can be further complicated by unclear mandates between various sectors and humanitarian and development actors and between. So, coordination should always aim to bring relevant, multi-sectoral actors together, draw from existing expertise, to

prevent duplication of efforts and harmonise approaches to promote best practice and accountability for affected children and families.

2. Introduction: Establishing a coordination structure for the child labour

Time 10 minutes

1. Show slide 4 Explain that the first step in coordinating child labour is to identify the government authorities and national bodies which are responsible for addressing child labour, legislation, and policy.
2. Slide 5 shows that that it is possible the coordination structures for child labour.
3. When establishing a suitable coordination structure for child labour, existing child protection and other sectors will need to decide the most appropriate structure for the context. Show and explain slide 6.
4. Show slide 7. It is important to help facilitate the participation of a range of actors in coordination.
5. Show slide 8, explain that the key functions of coordinating child labour are wide-ranging and are required in all phases of humanitarian action.

3. Activity: Coordinating of the child labour in the context **Time 50 minutes**

1. Show slide 9
2. Ask participants to:
 - Get into 4 groups. If there are participants from the same location/context put them in groups together.
 - Add group work to flipcharts or whiteboards to keep notes of the discussion and help feedback during plenary.
 - Nominate someone to feed back in plenary.
3. Ask participants to discuss how the child labour could be coordinated in their context, discuss amongst their group, and share some of their experiences.
4. Ask the participants to develop a list of positive and negative aspects of how the child labour is being coordinated in their context. (15 minutes)
5. Meet back in plenary and ask each group to share their lists giving 2 or 3 negatives and positives. Capture all on a master flip chart.

6. Once each group has shared 2 or 3 each, ask the whole group if any of their positives or negatives have not been mentioned and note all those remaining on the master flip chart. (10 minutes).
7. Ask participants to return to their groups and discuss how the coordination of child labour might be strengthened in the context. Show slide 10.
8. Encourage them to draw on their experiences of coordinating different humanitarian, development, issues within local structures.
9. Give each group one of the following areas asking participants to identify what could be done to strengthen them: (20 minutes)
 - Existing Of the coordination structures for child labour issues? (Thinking about the level at which coordination happens, leadership, participation, efficacy etc.)
 - Existing of the relationships or networks with other key actors? (Other sector coordination groups, government, pre-existing coordination structures)
 - Actions that the coordination group is carrying out to prevent and respond to child labour during the preparedness phase (situation analysis, tools, capacity etc.)
 - Actions which the coordination group is carrying out to prevent and respond to child labour during response phase (situation analysis, tools, capacity etc.)
10. Bring participants back to plenary and continue with the discussion and slides.

Remote option: you have to Prepare four breakout rooms. Copy and paste the task instructions (points 3 and 4 above) into the chat. Provide a link to a virtual whiteboard where groups could make notes. Bring the participants back to plenary for the first feedback and make notes of the top 2-3 points from each group on a virtual whiteboard or slide. Paste the list of questions (point 9 above) into the chat, allocate one to each group, and relaunch the breakouts with the same groups for the second part of the exercise.

4. Discussion: Improving coordination of the child labour in the context

Time 20 minutes

1. Question: Ask the participants from the first group in order to share some of their suggestions to improve the structures which could coordinate the child labour issues. Ask the remaining groups to share anything relevant they have discussed that which weren't already mentioned
2. See what responses come back and confirm/add good practice from the toolkit (Explain slide 11).
3. Question: Ask participants from the next group to share their suggestions to improve current relationships or networks to strengthen the coordination of child labour prevention and response. Ask the remaining groups to share anything relevant they discussed which weren't already mentioned
4. See what are the responses that come back and confirm/add (Explain slide 12)
5. Explain that there are also a specific sector and multi-sector measures which could be taken to improve coordination and build functional relationships and networks related to specific areas which impact on the child labour. Show slide 13 and slide 14 and explain.
6. Question: Ask the participants from the next group to share any preparedness actions they have identified which their coordination group is carrying out or could carry out to improve the prevention and respond of child labour during preparedness:
7. See what the responses are come back and confirm/add to their answers. Explain slide 15.
8. Question: Ask participants from the final group to share the response actions they have identified which their coordination group is carrying out or could carry out to improve the prevention and respond of child labour during the response phase of humanitarian crisis.
9. See what are the responses come back and confirm/add to their answers. Explain slide 16.

5. Activity: The Child Labour Coordination Quiz

Time: 10 minutes

1. Slide 17. Give the participants the quiz in activity resources sheets and ask them to complete the quiz to cement their understanding of coordination. Go through the answers in plenary.

Remote option: *Either they have provided the quiz as a word document that participants could work on individually or build the quiz into an online tool like centimetre or Kahoot and run the quiz in plenary.*

7. Closing

Time 5 minutes

5. Recap the key messages. Show slide 24.
2. Ask the participants if they have any questions or reflections before closing the session.
3. Check if anything from the parking lot could be answered or explained that we will work to get answers as soon as possible.

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

DURATION

- 120 minutes

LEARNING OUTCOMES

At the end of the session, the participants could be able to:

- Identify 2 risks and 2 protective factors across each of the socio-economic levels which could impact on the children's vulnerability to child labour.
- Briefly you have to describe the programmatic framework for child labour in humanitarian contexts.
- Assess how own programming which may be put the children at greater risk of child labour and identify actions in order to mitigate or to prevent this.

Please note that learning outcomes may need it, in order to be adjusted, as this is depending on the activities that you have opt in order to include it when you are contextualizing your session plan.

KEY MESSAGES

- When the risk factors are outweigh protective factors, the children may could move quickly into child labour.
- All humanitarian actors will be responsible to prevent child labour associated with humanitarian action
- A holistic, complementary and integrated programmatic framework should work and work and act in order to strengthen the systems and to protect the children from child labour
- When time and resources are limited, practical preventative measures should be put in place to prevent the WICK.

ADDITIONAL MATERIALS, which will be REQUIRED

- **Large coloured post-it notes, or cards with tape/blue tack for each group.**
- Copies of the example children case studies for the activity (see resource sheet)
- Copies of example programming case studies for the activity (see resource sheet)
- Example of the risk assessment sheet
- Example of the risk assessment answer sheets

PREPARATION

Activity: Risk and Protective Factors. In this activity participants are asked to identify the risk and protective factors for children who are in child labour. It could be adapted according to size and ability or level of the group. Choices depending on the group include:

- Using one case study of a child in child labour across the four levels of the socio-economic model, with each group covering one level.
- One case study of a child in child labour across the four levels of the socio-economic model, with each group covering all 4 levels of the socioeconomic model.



- Number of the different children who are in child labour (which are reflecting of the different ages, gender, work descriptions) and each group works on one level of the socio-economic model. For mid-level participants it is recommended that participants are given 3 descriptions in order to compare and contrast it from the list of child labour training case studies which must be relevant in their context/community.

Activity: Do not harm if you want to Prevent the child labour associated with humanitarian action



- In this activity, the participants will be asked in order to reflect this activity on a case study to identify any risk factors which increase the associated risks between child labour and the humanitarian intervention described in the context. Depending on the participants and context of the training, this session can be adapted to a longer and reflective session where participants analyse their own programmes and come up with risks, prevention and mitigation strategies for their own programmes. Facilitators can use the programming case studies included in this package or further adapt them to their context.
- If using the shorter session, split the participants into groups based on location/type of programming they are involved etc. Don't give them a case example as they will be using their own programming/experience.

LINKS TO TOOLKIT

- 3.1 A Programmatic Framework for child labour
 - 3.2 Programming in diverse contexts
 - 3.3 Prevention
 - Tool 5. Preventing of the child labour risks which are being related to humanitarian action
 - Tool 6. Coordinators' checklist
 - Tool 11. Supporting at-risk children and empowering girls
 - Tool 13. Age verification
-

The Steps that should be followed:

Welcome

Time 5 minutes

1. Show slide 2. Welcome the participants who are sharing the session, explain that it will focus on developing some of the core knowledge and skills needed to provide an essential service in humanitarian contexts which are sensitive to child labour and incorporate measures to prevent child labour and its worst forms.
2. Explain the session will focus on the factors, which both put children at risk of child labour as well as help protect them from it, we'll be doing this within the recognised programming framework for child labour response and prevention in humanitarian action, as well looking at prevention in more detail. While prevention happens in all sectoral activities and will be covered across many of the sessions, this session will look at rapid prevention actions in humanitarian contexts where resources and time are limited.
3. Show slide 3. Explain the learning outcomes.

1. Introduction: Risk and Protective Factors

Time 5 minutes

1. Remind the participants that in humanitarian crisis new risk factors emerge that can further increase children's vulnerability to child labour while at the same time affect existing protective factors. Explain slide 5.
2. When risk factors accumulate and outweigh protective factors, children can move quickly from being in school or in an acceptable type of work, to being in child labour, or the WFCL. At the same time, not all children living in countries affected by crises end up in child labour, this means that there are also important protective factors that build resilience of children, families, communities, and society and help to protect children from child labour.
3. To effectively prevent and respond to child labour it is important to identify and understand the risk and protective factors that influence child labour as they exist across a variety of levels. To ensure we understand these we will now do a short activity.

2. Activity Understanding risk and protective factors for children or at risk of child labour

Time 30 minutes

1. Decide which approach will be most beneficial in the context. (See preparation notes).
2. Ask the participants to:
 - Get into groups.
 - Add group work to flipcharts or whiteboards to keep notes of the discussion and help feedback during plenary. Use the SE model if doing the activity across all 4 levels.
 - Nominate someone in order to feed back in plenary.
3. Show slide 5. Ask the participants to discuss and identify the risk and protective factors for the case studies or level of the socio-economic model. What are the similarities and differences between the children thinking about their lives at home and work and access to humanitarian services and assistance, which makes them more or less vulnerable to child labour?
4. Ask participants to use different coloured card or post-it notes for protective factors and risk factors and to remember to note any differences. Hand out the case studies.
5. Ask each group to present their findings back in plenary. Use slide 6 to make sure all the key risk and protective factors have been identified.
6. Keep a record of each group's answers on a master flip chart as necessary.
7. End the activity by opening it up for any final remarks or questions from the participants.



Remote option: You have to Prepare four (4) breakout rooms, and assign each group one level of the socio-sociological model. Paste the following instructions into the chat: *In your group read the case studies and discuss: In these case studies, what are the risk and protective factors at this level of the socioecological model? What are the similarities and differences at home and work for the 3 case studies which make them more or less vulnerable? Make notes on the virtual whiteboard - use blue sticky notes for risk factors and yellow sticky notes for protective factors. Provide links to the case studies and to the*

virtual whiteboards. Circulate between the breakout rooms to support groups as required.

3. Introduction to Programmatic Framework

Time 15 minutes

1. Explain, as we have seen from our work on risk and protective factors, child labour is never the direct result of one specific risk factor. Rather it is the result of an accumulation of risk factors and a lack of protective factors that increases vulnerability.
2. This means a multi-faceted approach to child labour is needed as no single organisation or sector can provide the full range of services required to prevent or withdraw children from child labour during humanitarian crisis.
3. Strategic and response planning can help develop and accomplish this approach. Explain slide 8.
4. Show slide 9. Explain this slide helps us understand the programmatic framework for child labour. That a strong programmatic framework in humanitarian settings should develop holistic, complementary, and integrated prevention and response actions which work to strengthen systems and protect children from child labour across different levels of the socio-economic model. And while child labour squarely fits within child protection programming, the range of problems facing children in child labour, its root causes, and the different elements and factors which influence child labour and relate to each other mean the involvement of multiple sectors is critical for effective prevention, preparedness, and response to child labour.
5. Show slide 10. Explain that prevention and response actions should complement each other during humanitarian crisis to prevent children from entering child labour, rapidly identify important risk factors and at-risk children, reduce the risk factors that relate to, or are made worse by the crisis, and strengthen and promote protective factors for children and their families. While response actions address the needs of children in child labour, including the worst forms of child labour.
6. Show slide 11. Explain that we are now going to focus further on prevention, while prevention can take place across sectors during both preparedness and response phases. In settings such as rapid onset

emergencies rapid preventative measures can help tackle some of the most urgent and serious concerns facing children in or at risk of the worst forms of child labour, we will also look in more detail at the actions that we can take to identify and prevent potential risks associated with humanitarian actions and programming.

7. Show slide 12. Explain that when time and resources are limited, practical preventative measures should be put in place to prevent the WFCL and other serious forms of child labour that are emerging or worsening as an immediate result of the humanitarian crisis. These might include providing information to at-risk individuals, families, and groups; facilitating access to basic needs and food security, education, child protection, (birth) registration and documentation services; supporting at-risk children and caregivers with individual support to create safe and protective environments; promoting coordination and work to strengthen service providers of those who enforce and monitor borders, laws and policies etc.

4. Introduction: Prevent child labour associated with humanitarian action

Time 10 minutes

1. One of the most important prevention priorities is that humanitarian action should never lead to child labour. Explain slide 13.
2. Explain to prevent child labour related to humanitarian action we must take decisive action. Explain slide 14.
3. Show slide 15. Explain that safeguarding policies, codes of conduct and PSEAH measures are intended to keep crisis-affected communities safe from harm. Unfortunately, humanitarian actors, government, UN, local, national and international NGOs, volunteers, contractors, supply chain partners, military and law enforcement actors, employers and private sector actors are all in a position of power which can on occasion be abused and result in the exploitation of crisis affected children in child labour, be it through individual actions such as employing children in domestic labour in a household, or using suppliers which include children, or exchanging humanitarian assistance for sexual gratification. It is important that all those associated with humanitarian assistance in any form are responsible in their professional and personal lives to

protect children from all forms of child labour. This can be achieved by developing and implementing broad context-specific measures and building capacity through training and awareness-raising including with all staff and associates and children, adolescents, and communities.

5. Activity: Do Not Harm

The Shorter activity which is based on case studies Time: 50 minutes

1. Show slide 16.
2. Explain to the participants that in this activity each group will be given a programming case study which has previously been known to increase child labour risks associated with humanitarian action.
3. Group participants into groups of 5 and ask them to:

*Add group work to flipcharts or whiteboards to keep notes of the discussion and help feedback during plenary.

*Nominate someone to feed back in plenary.

4. Give each group a case study and example risk assessment sheet from the resource sheets.
5. Ask the participants in order to identify potential child labour risk factors related to the programming case study they have been given. Ask them to complete a risk assessment for the case study they have been given to identify risks associated with the different programming elements.
6. Ask participants to identify measures which can either a) prevent them from happening or b) mitigate them once they have happened. (20 minutes)
7. Bring groups back to plenary and ask them to present the main points from their discussion. (20 minutes)

After each group presents, go over the Gaza and Jordan case study presenting slide 17 and 18 and handout “Preventing child labour risks related to humanitarian action tool” (10 minutes)

Remote option: Prepare breakout rooms of five (5) people each. Copy and paste the task instructions (points 4 and 5 above) into the chat, and share links to

access the case study and risk assessment sheets. Circulate between the breakout rooms to support the groups as required.

6. Adaptation for a reflective activity to identify how own programming can impact and mitigate child labour risks: Time 50 minutes



1. Adjust the slide
2. Group participants as best you could by organisation, location or type of programming. Don't give participants a case study as they will be using their own programming/experience.
3. Instead ask participants to reflect on their own programming and identify potential child labour risk factors related to their interventions. Hand participants the risk assessment and ask them to complete the risk assessment for their programme.
4. Remind them to look at how programming affects changes to how families and children use their time, school attendance, push and pull factors, risk and protective factors, the inclusion of marginalised and at-risks children and adolescents, monitoring and evaluation, potential abuses of power, exposure to physical or psychosocial hazards etc.
5. Once the risk assessment is complete, ask participants to identify measures which can either a) prevent them from happening or b) mitigate them once they have happened.
6. Bring groups back to plenary and ask them to present the main points from their discussion.
7. After each group presents, recap with the findings from the global level about potential risks and mitigation factors that have been identified across humanitarian settings. Hand participants a copy of the tool Preventing child labour risks related to humanitarian action. Give an overview of the tool.
8. Recap by going over 2 case studies of how it has been done at country level. (Slides 17 and 18)

Remote option: *Prepare breakout rooms according to the chosen instructions above. Copy and paste the task instructions (points 4 and 5 from section a above) into the chat, and share links to access the risk assessment sheets. Circulate between the breakout rooms to support the groups as required.*

8. Closing

Time 5 minutes

1. Recap the key messages from the session. Show slide 19.
2. Ask the participants if they have any questions or reflections before closing of the session.
3. Check if anything from the parking lot can be answered or explain that we will work to get answers as soon as possible.

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

DURATION

- 145 minutes

LEARNING OUTCOMES

At the end of the session, the participants will be able to:

- Describe some ways in which children in child labour could be identified through humanitarian services and safely referred to more specialist services in the context.
- Assess own approach to programming in order to identify four (4) challenges in reaching children in child labour.
- Assess own approach to programming to identify 4 improvements which can be made to improve their reach to children in child labour.
- You have to Give 3-4 examples about how essential humanitarian programming in a displacement setting could be adapted to better meet the needs of children in or at risk from child labour.

Please note that learning outcomes may need to be adjusted depending on the activities that you opt to include when contextualizing your session plan.

KEY MESSAGES

- Child labour could be identified through a wide range of points of contact which cross the sectors and systems.
- The Coordinated and safe multi-sector referral pathways with clear entry points are being needed.
- Be aware of the warning signs of child labour and its worst forms, understand the risks and make safe referrals to appropriate services.

- Create opportunities to support and reach children in or at-risk of child labour.

ADDITIONAL MATERIALS which are being REQUIRED

- Copies of an example child and programming case studies for the activity (see resource sheet)

PREPARATION

- Activity: Mapping available services to address child labour in humanitarian action

In this activity the participants are being asked to map humanitarian activities that contribute to the prevention and response of child labour and WFCL. Facilitators should understand the profile of participants e.g., if participants are all from a sector specific background, start with those activities and group participants based on location, organisation, or theme they work on. If it is facilitated with implementing partners in a specific child labour programme, or if working with inter-agency or coordination groups, the focus of the exercise may be the wider child labour and services at local, regional, or national level. It can be adapted to the parameters of a specific programme or contexts. If participants are from a range of sectors, groups may be according to sectors, and Part 1 and Part 2 may want to be combined into one part which covers all sectoral groups. Facilitators will need to decide. Groups should stay the same for the next activity in this session.

- Activity Understanding how children in child labour access humanitarian services and activities: If participants are from different locations or contexts, or they don't share common programming elements which can be discussed or reflected upon. A more generic activity can be used in this session based upon case studies, which can be found in the resource sheet.

TIPS FOR FACILITATORS

- At the end of the day this session is conducted on, how to take the time in order to summarise the results from each group, that is including the group work on how the mapped interventions, services, support reach children in child labour. This will be used in later sessions.



LINKS TO TOOLKIT

- Tool 6. Coordinators' checklist
 - Tool 15. Signs of child labour
 - Tool 11. Supporting at-risk children and empowering girls
 - Tool 4. Disability and child labour
 - Tool 17. Guidance for caseworkers
 - 3.5 Child protection
 - 3.6 Education
 - 3.7 Early childhood development
 - 3.8 Technical and vocational education and training
 - 3.9 Food security, livelihoods, and economic strengthening programmes
 - 114 3.10 Health
-

The Steps which should be followed

1. Welcome:

Time 5 minutes

1. Show slide 2. Welcome the participants who are sharing the session, explain that it will build on our previous session to develop essential knowledge and skills to provide humanitarian services which are sensitive of and incorporate measures to prevent and address child labour and its worst forms.
2. Show slide 3 and explain the learning objectives.
3. Show slide 4. Remind the participants of the programmatic framework for child labour, as we will look across a range of services and levels to identify and strengthen measures and adaptations to reach children in child labour

2. Discussion: Safely identifying children in or at-risk of child labour through humanitarian action

Time 20 minutes

1. Ask the participants to discuss with their partner some of the potential points of contact and ways in which child labour could be identified in their context. After 5-10 minutes, you have to ask the participants to share one/ or a few of their ideas, collect them on a flip chart. Show slide 6.

2. Show slide 7. While each context will be unique, there are some potential points of contact to identify child labour, which are common across humanitarian settings. Explain the slide.
3. Show slide 8. Explain that if humanitarian actors have to identify children in child labour safely there are some key considerations which should be put in place.
4. Show slide 9. Ask the participants to discuss with their partner some of the ways in which they are aware children may be involved in child labour locally, what are some of the warning signs or key indications in their context? After 5 minutes ask participants if these would differ if we were asking about trafficking or slavery. After another 5 minutes ask participants to share one of their ideas for child labour and one for trafficking and slavery, collect them on a flip chart. Show slide 10 and 11 – signs of child labour.
5. Explain that while we all are working in sectors or service which could be beneficial for children in child labour, also there are inherent risks we should be aware of. Show slide 12. We have to be aware of the risks, and we should only be making referrals safely. Show slide 13 making safe referrals

Remote option: Prepare breakout rooms of 2-3 people and provide links to a virtual whiteboard where they could be able to capture their ideas. Relaunch the same breakout rooms for the second pairs discussion.

3. Activity: Mapping available services to address child labour in humanitarian action

Time 30-45 minutes

1. See above the considerations which will be need for the preparation of groupings for participants e.g., by location or sector etc.
2. Ask the participants to:
 - Get into groups, as decided in advance.
 - Add group work to flipcharts or whiteboards to keep notes of the discussion and help feedback during plenary.
 - Nominate someone to feed back in plenary.
3. Show slide 15. Ask the participants in order to identify current or on-going activities that could identify children in child labour and/or



contribute to preventing and addressing child labour and the WFCL, these may include ones which don't currently but have the potential to. Depending on participants these may be in child protection/protection/education etc.)

4. Ask the participants to write their answers (on one coloured sticky note where possible) and gather them on the flipchart according to whether they feel they contribute to prevention, response, or both.
5. Tell the participants while they are doing this activity it is important to consider different population dynamics, diversity, and marginalisation within the area, and whether there is eligibility or targeting criteria which affect access.
6. Give The participants 10-15 minutes in order to complete this.
7. Show slide 16. Upon completion ask participants to then identify activities that fall into other sectors not their own. Using different colour sticky notes where possible for different sectors, write these down and again group them on the flipchart according to whether they feel they contribute to prevention, response, or both.
8. Give the participants about 10-15 minutes in order to complete this.
9. Ask each group to present their findings back in plenary. Noting and grouping all contributions onto a master flipchart if beneficial in the context. Explain that we will come back to these groups and flipcharts a little later on.
10. End the activity by opening it up for any final remarks or questions from participants.

Remote option: you have to Prepare breakout rooms according to the considerations listed above. Paste the task instructions into the chat (see points 3 and 5 above) and provide links to a virtual whiteboard. Send a broadcast message to the groups with the instructions for the additional step (see point 7 above) or bring them back to explain the additional task. Support screen sharing during the plenary feedback session and capture key points on a virtual whiteboard or slide.

4. Introduction: The Creating m of opportunities to reach children in child labour

Time 15 minutes

1. Explain slide 17. While humanitarian services and activities could be a lifeline to children and households that they are being affected by humanitarian crisis, children and adolescents who are working or who are in child labour and their caregivers often who do not have access to these activities. They may be faced with a range of vulnerabilities or the nature and timing of their work form barriers to accessing or being targeted by services. In areas where child labour is a concern, effort must be made to ensure humanitarian activities and services reach children and adolescents in child labour.
2. Explain slide 18. The important part of reaching children in child labour is building trust. When we are working with them, and provide services for children in child labour, it is important we have to create an environment which is helpful and where children and their caregivers are not blamed. As child labour is an illegal activity, many families may be reluctant to seek help or participate in activities and services for fear of penalties once child labour is identified.
3. Explain slide 19. Adolescents may face unique risks when it comes to child labour. In many cultures, and commonly in crisis settings, they are being dropped out of the school to carry out a greater responsibilities in domestic work or to contribute to family income, where they are more likely to enter child labour and its worst forms, and may face hazards, violence, abuse, and exploitation. Humanitarian actors must recognise their specific needs and risks and develop strategies that contribute to the prevention of their exploitation and abuse, and physical and psychosocial well-being.
4. Explain slide 20. In many contexts < there are special efforts which will be needed to reach adolescents girls whom are at risk or in child labour, and tailored approaches will be needed.

5. Activity: How will the available services effectively identify and reach child labour

Time 35 minutes



1. Consider the same preparations as the previous activity in this session. Explain that there will be a total of 30 minutes to work exercise. Adapt slides and questions.
2. Ask the participants to:
 - Get into groups, as decided in advance.
 - Add group work to flipcharts or whiteboards in order to keep notes of the discussion and help feedback during plenary.
 - Nominate someone in order to feed back in plenary.
3. Show the participants/remind them of the answers/whiteboards from the activity in the previous session.
4. Show slide 21
5. Part 1: Ask the participants to be reflected on the programming and approaches which already have been identified in the first activity.
6. You have to take in Considerations the different ways in which children who are at risk , or on child labour are being identified and included in these humanitarian services and activities (how does this happen? are any special efforts had made to reach children in child labour?
7. How these efforts are effective? Are there gaps/
8. Write on flipcharts/whiteboards using one colour sticky note to indicate how the children may be identified and a different coloured sticky note to indicate how children are included. It's important for participants to consider different population dynamics within an area such as age, gender, religion, refugee status etc. Give groups 10-15 minutes to complete this.
9. Show slide 22.
10. Part 2: Ask the participants in order to reflect on programming and approaches from other sectors (protection, livelihoods, education, water and sanitation, shelter, camp management etc.). You have to take in Consideration the different ways in which children who are at risk of or on child labour are identified and included in these humanitarian services and activities (how does this happen? are any special efforts made to reach children in child labour? how effective are these efforts? are there gaps?).

11. Ask the participants in order to write on flipcharts/whiteboards using one colour sticky note to indicate how children may be identified, and use a different coloured sticky note to indicate how children are included or reached. It is important for participants to take in consideration the different population dynamics within an area such as gender, religion, refugee status etc.
12. Ask each group in order to present their findings back in plenary. Noting and grouping all contributions onto a master flipchart if beneficial in the context. The results of these activities will be used in later sessions, so remember to keep them.
13. End the activity by opening it up for any final remarks or questions from participants.

Remote option: You have to Prepare breakout rooms according to the considerations listed above. Re-share the links to the virtual whiteboards from the previous session, for reference. Copy and paste the task instructions (point 6) into the chat. Launch breakouts and run the first part of the activity. Bring the group back to plenary and explain part 2. Copy and paste the instructions (point 9 above) into the chat. Relaunch the breakouts with the same groups. Circulate between breakout rooms to support groups as required.

6. Activity: This is the Understanding which is about how children in child labour could be able to access humanitarian services and activities

Time 20 minutes

1. Show slide 23. You have to Explain to the participants that in this activity we will use case studies to identify some of the barriers which prevent children accessing and receiving support through humanitarian action.
2. Ask the participants to:
 - Get into small but different groups from the last activities.
 - Add group work to flipcharts or whiteboards to keep notes of the discussion and help feedback during plenary.
 - Nominate someone to feed back in plenary.

3. Give each group a case study which includes a type of child labour, some of the risks they face and a list of common components of the child protection/humanitarian response which are available locally/in the context.
4. Ask each group to take 15 minutes in order to discuss the reasons why this child may not be able to access the services they are need not to be in child labour.
5. Identify some of the concrete actions that could help this child better access humanitarian activities and support.
6. During plenary note and group all contributions onto a master flipchart if helpful in the context.
7. End the activity by opening it up for any final remarks or questions from participants.

Remote option: Prepare breakout rooms with different groups from the last activity. Allocate a case study to each group and share a link for them to access these on a shared drive. Copy and paste the task instructions (point 4 above) into the chat. Circulate between the breakout rooms to support groups as required.

7. Closing

Time 5 minutes

1. Recap the key messages from the session. Show slide 24.
2. Ask participants if they have any questions or reflections before closing the session.
3. Check if anything from the parking lot can be answered or explain that we will work to get answers as soon as possible.

Session 7: Communication and advocacy approaches for child labour

DURATION

- 180 minutes

LEARNING OUTCOMES

At the end of the session participants will be able to:

- Explain how to tailor messaging and advocacy on child labour to different groups (children, parents, community members/leaders etc.)
- Identify strategies for awareness raising and sensitisation

- Develop relevant and contextual key awareness and advocacy messaging.
- Describe how children can safely participate in and lead awareness initiatives

Please note that learning outcomes may need to be adjusted depending on the activities that you opt to include when contextualizing your session plan.

KEY MESSAGES

- You must understand local norms and views on child labour.
- Communications and advocacy are a key component of effective child labour prevention and response programming and a powerful tool for empowering working children.
- All communication and advocacy should be based on evidence and situational analysis, and children’s legal protection from child labour
- All communication and advocacy should safeguard children and promote their best interests.

MATERIALS

- Copies of example child and programming case studies for the activity (see resource sheet)
- Copies of the advocacy framework/table.
- A timer

PREPARATION



Activity Part 1: This is for Debating social norms on child labour. The statement used in this activity should be adapted to the context and training group. Ensure the statement is formulated as an opinion or value, that is common in community norms and is easy to understand for all participants.

Some examples from global experience include:

- “Child labour is necessary because families are extremely poor.”
- “Girls are better off and safer working at home.”
- “I worked as a child, so it’s good for children and doesn’t do any harm.”
- “The work that children do isn’t very demanding for them, so it’s not very harmful.”

- “The economy is doing well because of child labour. It is inevitable that there is child labour when the economy is strong.”
- “Children can easily return to school after they have finished working.”

Activities 2 - 4 in this session are based around developing messages, communication strategies and advocacy to prevent and respond to child labour. Depending on the context of the training the activities can be done as one, two or all parts. It can be extended to a 2- or 3-hour working session, in which teams develop their own (child-friendly) awareness raising tools or are trained to deliver this session with working children. Participants can be grouped around things like organisation, sector, programme etc., they can also be kept in the same groups for all 3 activities.



- There are 2 case studies to choose from – one for natural disaster contexts and one for conflict contexts - although more can be developed or adapted by facilitators.



LINKS TO TOOLKIT

- Tool 13. Child labour key messages
- 4.1 Communications and advocacy
- Case study 23: Messaging and awareness raising in the Syria response
- 3.11 Strengthening child labour systems, policies and legislation
- 4.5 Accountability

The steps that should be followed:

1. Welcome:

Time 5 Minutes

1. Show slide 2. Welcome the participants who are sharing with the session, explain that we will look at effective messaging and advocacy approaches to prevent and respond to child labour in humanitarian action.
2. Show slide 3 and explain the learning outcomes of the session.

2. Activity Part 1: Debating social norms on child labour Time 30 minutes

1. Show slide 4. Split participants into 2 groups. Keep a record of the names of each person in each group.
2. Explain that the two groups will debate a statement. Assign one of the groups to support the statement, and the other group to argue against the statement.
3. Present the statement to the groups: “Working is a better option for refugee children than pursuing education” (This statement can be adapted to the context and training group, see above preparation section). Adapt the slide.
4. Explain that only those whose names are called may speak at a time, that each person will get 30 seconds to bring forward one reason why they support or argue against the given statement.
5. Start the debate. A person from the group which is supporting the statement may go first. They are being given 30 seconds and timed. Call forward the first person debating against the statement. This will continue until everyone has had a go depending on group size. It is a good opportunity to call forward those who have been less vocal in the training. Warn participants they must listen carefully, as they shouldn’t repeat statements that have already been raised, rather they should aim to counter what is being said by other people in the opposite group.
6. At the end reflect on the different views that were expressed during the debate. Ask how people felt about expressing them, and how they are expressed in the community in which they work.
7. Wrap up by explaining that it is important that we have a good understanding of the different views and reasons that children, caregivers, and community members may have which lead to their acceptance or support of child labour.



Remote option: This activity runs in plenary but it may be helpful to ask participants to add their group number or the word Agree / Disagree to their name so everyone is clear who is on which side of the debate.

3. Introduction: Key actions and considerations in communication and advocacy approaches for child labour in humanitarian action

Time 10 minutes

1. When we have to develop communications and advocacy there are many key considerations we should reflect on. Explain slide 6.
2. It is essential that communications and advocacy safeguard working children, prioritise the principles of “do no harm” and the best interest of the child, follow guidelines for confidentiality, data protection and images and prevent and address discrimination, bullying, hate speech and misinformation. Explain slide 7.

4. Activity Part 2: Developing messages on child labour Time 35 minutes

1. Ask participants to get into 5 groups. They should:
 - Add their group work to flipcharts or whiteboards to keep notes of the discussion and help feedback during plenary.
 - Nominate someone to feed back in plenary.
2. Each group should work on one of the target groups:
 - At-risk children (not yet working or in child labour)
 - Working children including those in hazardous child labour and other WFCL
 - Caregivers of working children
 - Other community members (the group can identify 2-3 relevant community members or actors including service providers to target)
 - Employers
3. Show slide 8. Give the participants the case studies and context in the exercise sheet, which highlight some of the key risks and hazards young people face in their work and communities.
4. Ask participants to reflect upon and develop key messages for their target group based on the examples/type of child labour targeted, associated risks, and existing push/pull factors for child labour in their information.
5. Remind the participants they have to consider different population groups in their communities.
6. Ask participants to deliver their messages in plenary.

7. Wrap up the exercise and explain slide 9.

Remote option: Prepare 5 breakout rooms and allocate a target group to each room. Share links to the case studies. Copy and paste the task instructions (points 4-5 above) into the chat. Circulate between the breakout rooms to support as required.

5. Introduction: Developing communication strategies

Time 15 minutes

1. Show slide 11. Explain that child labour messaging strategy should always include:
 - An understanding of the child labour legal framework and children's legal protections under the UNCORK as well as the national legislation.
 - Details of the different target groups for messaging and awareness raising such as families, communities, employers, humanitarian actors or working children.
 - Details of how to adapt messages and use varied methods for delivering the message depending on the target group and topic and the available communication methods and channels and related procedures.
2. Show slide 12. Explain the key actions to develop a messaging and communication strategy for child labour.
3. Show slide 13. Explain that there are a wide variety of strategic opportunities to integrate messages on child labour.
4. Show slide 14. Explain that it is important, where safe and appropriate, that children and adolescents participate in communication and awareness raising strategies. Explain the slide on safe participation.

6. Activity Part 3: Developing communication strategies for child labour

Time 45 minutes

1. Show slide 15. Within the same groups, ask participants to develop a strategy which would be successful in the context (use the case studies)

to disseminate the messages which have been developed and raise awareness amongst the given target group.

2. The strategy should include potential opportunities, key actors, communication channels, potential risks, sensitive issues and any other key considerations they think are important.
3. Ask participants to discuss and consider:
 - Successful approaches used before
 - Whether children in child labour/WFCL in the context could safely participate
 - Effective ways in the context to address social norms.
 - Different population groups in their communities.
4. Ask participants to deliver their strategy in plenary and discuss any similarities and differences between strategies developed across the target groups.
5. Wrap up the activity by opening it up for questions and final thoughts.

Remote option: Prepare to re-launch the breakout rooms with the same groups as earlier in this session. Copy and paste the task instructions (draw on points 1-3 above). Circulate between the breakout rooms to support groups as needed.

7. Introduction: Advocacy for child labour

Time 10 minutes

1. Show slide 17: Explain that in humanitarian settings, advocacy can take place in different forms and at national, sub-national and local levels. Targeted child labour advocacy may be needed to raise the profile of child labour/WFCL during preparedness and response, mobilise resources for child labour preparedness, prevention and response actions or change laws, policies, or programmes to better include or benefit children in or at risk of child labour.

8. Activity Part 4: This Is Strengthening advocacy to prevent child labour

Time 40 minutes

1. Show slide 18.
2. Within the same small groups (or different) give each group one of the following groups:
 - Donors

- Government
 - Other sectors (education, livelihoods, CECUM)
 - Employers
 - Child protection actors
3. Ask the participants to refer back to the case study from earlier and use the table in the resources sheet to develop advocacy priorities and messages for their specific target group. Remind them to consider how the priorities and messages may be different when advocating on behalf of different population groups within the context.
 4. Part way through the exercise introduce urgent briefings from roles such as ‘important government official’, ‘donor recently arrived from US and only in location for 1 day’, ‘Coordinator of the global food security livelihoods cluster travelling from Geneva’.
 5. How do these briefings change what they might say/were going to say?
 6. Ask groups to present their final messages and strategies.
 7. Wrap up the activity by opening it up for questions and thoughts.
 8. Show slide 19 to explain some of the key good practice actions for developing effective advocacy.

Remote option: Prepare to re-launch the breakout rooms, or reorganise the groups. Allocate one of the groups listed in point 2 above to each breakout room. Re-share the link to the case study and share the link to the relevant table in the resource sheets. Copy and paste the task instructions (see point 2 above) into the chat. While the groups are working, broadcast the urgent messages from point 4 above or visit the groups and inform them of these changes.

8. Closing

Time 5 minutes

1. Recap the key messages from the session. Show slide 20.
2. Ask participants if they have any questions or reflections before closing the session.
3. Check if anything from the parking lot can be answered or explain that we will work to get answers as soon as possible.

Session 8: Working with communities to address child labour

DURATION

- 105 minutes

LEARNING OUTCOMES

At the end of the session, the participants will be able to:

- Discuss how community norms and attitudes could positively and negatively impact child labour
- Describe how children who are in child labour could be safely involved in community level/led activities
- Describe how common challenges in working with communities on child labour can be overcome.

Please note that learning outcomes may need to be adjusted depending on the activities that you opt to include when contextualizing your session plan.

KEY MESSAGES

- Communities play a significant role in preventing and responding to child labour risk factors in humanitarian settings.
- Community-level actors can also play a key role in identifying children in child labour and connecting them with formal and informal actors and service providers.
- Communities can also be a source of risk, when protective structures are disrupted or weakened, or when social norms, which condone child labour, are deeply ingrained in beliefs and attitudes.

MATERIALS

- Copies of example case studies for the activity and advocacy table (see resource sheet)

LINKS TO TOOLKIT

- 3.5 Child protection
- 3.5.1 Addressing of the child labour through child protection strategies
- Tool 1: Child labour risk and protective factors

- Tool 3. Psychosocial impact of child labour
- Tool 4. Disability and child labour
- Tool 11. Supporting at-risk children and empowering girls
- Tool 15. Signs of child labour
- Tool 12: Child labour key messages
- Case Study 18: Comprehensive centre-based prevention and response to child labour in agriculture in Lebanon
- Case study 19 Community-based care and mentoring for adolescent girls in domestic labour in Burkina Faso.

The steps that should be followed:

1. Welcome

Time 5 minutes

1. Show slide 2. Welcome the participants who are sharing the session, explain that we will look at community level strategies to combat child labour in humanitarian contexts.
2. Show slide 3 and explain the learning outcomes of the session

2. Introduction: Understanding community norms and attitudes on child labour

Time 5 minutes

1. Show slide 4. Explain that communities play significant roles in preventing and responding to child labour risk factors in humanitarian settings. Everywhere in the world communities can be seen organising themselves to support children's education, rebuild community livelihoods and protect children and adolescents from various protection risks including child labour. Community-level actors can also play a key role in identifying children in child labour and connecting them with formal and informal actors and service providers. However, they can also be a source of risk, when community protective structures are disrupted or weakened, or when social norms which condone child labour are deeply ingrained beliefs and attitudes.

2. Understanding community norms and attitudes on child labour is an important part of working alongside communities to address child labour. Like communities, they are not fixed and can change particularly in humanitarian contexts where they are often in flux themselves. One thing which doesn't tend to change is that children and their families are nested within communities; and their norms, attitudes and practices are influenced by those surrounding them including neighbours, friends, schools, and religious leaders.

3. Discussion: Community norms in the context

Time 30 minutes

1. Ask participants to:
 - get into small groups (based on location if appropriate).
 - add their group work to flipcharts or whiteboards to keep notes of the discussion and help feedback during plenary.
 - nominate someone to feed back in plenary.
2. Show slide 5. Hand out the discussion questions on the sheet and ask participants to use these to identify local community norms and attitudes which positively and negatively impact child labour. (10-15 minutes)
3. In plenary, discuss the answers groups have come up with. Give each group an opportunity to share their thoughts, asking if other groups have anything to add.
4. Wrap up with any further questions or reflections and explain slide 6 which highlights the key considerations of working with communities on child labour.

***Remote option:** Prepare breakout rooms for small groups of participants. Share a link to the discussion questions or paste these into the chat. Copy and paste the task instructions into the chat and provide links to a virtual whiteboard where groups can make notes on their discussions.*

4. Introduction: Models for working with communities on child labour

Time 15 minutes

1. Explain that we will look at some approaches to community led and community level efforts to prevent and respond to child labour,

explaining a few approaches which are commonly used, followed by the next activity where participants will work on one of these approaches.

- Strengthening capacities to monitor, prevent and respond to child labour in communities. Explain slide 8.
- Strengthening the links between at-risk families and service providers. Explain slide 9.
- Supporting community-led awareness-raising. Explain slide 10.
- Involving working children safely in community level/led activities. Explain slide 11.

5. Activity: Working with communities to combat child labour in humanitarian contexts

Time 45 minutes

1. Show slide 12.
2. Ask the participants to get into four (4) groups. They should:
 - Add their group work to flipcharts or whiteboards to keep notes of the discussion and help feedback during plenary.
 - Nominate someone to feed back in plenary.
2. Give the participants the details of one of the community level/led case studies in the resource sheet. These can be contextualised locally.
3. Ask each group to appraise the approach which is detailed in their case study and identify potential positive and negative aspects and impacts of the approach. Ask participants to consider how the following factors may affect the case study:
 - Cultural and social norms around child labour including gender norms, and attitudes to childhood, school, education, work etc.
 - Communication and relationships in the community.
 - How communities keep working children safe, including reducing the numbers of children in child labour and the WICK, especially vulnerable children etc.
4. Ask the participants to identify what types of support community-level structures would require to support child labour initiatives?
5. In plenary each group should present their reflections on the case study including potential challenges and how the approach could be most effectively used in the context.



6. Explain slide 13. Wrap up the session by going through how we safely engage working children and adolescents in community level and led activities to prevent child labour.

Remote option: Prepare four breakout rooms and allocate one case study to each group. Copy and paste the task instructions (points 3-4 above) into the chat. Provide links to the case studies and virtual whiteboards where groups can take notes. Circulate between the breakout rooms to support the groups as required.

6. Closing

Time 5 minutes

1. Recap the key messages from the session. Explain slide 13.
2. Ask participants if they have any questions or reflections before closing the session.
3. Check if anything from the parking lot can be answered

Sessions for child protection actors

Session 9: Child Protection: Group activities for working children

DURATION

- 100 minutes

LEARNING OUTCOMES

At the end of the session the participants will be able to:

- Identify 4-5 potential challenges in the context which prevent working children from accessing group activities.
- Give examples of how working children can be effectively included in group activities.
- Identify ways to strengthen design of group activities to reach working children

Please note that learning outcomes may need to be adjusted depending on the activities that you opt to include when contextualizing your session plan.

KEY MESSAGES

- Group activities alongside multi-sectoral services can positively enhance working children's wellbeing and resilience
- While group activities are a very common CP intervention, children who are working or who are in child labour often have limited access.
- The nature of child labour often forms barriers to access.
- Group activities should put in place special measures to meet the specific needs and interests of working children including their socio-emotional and psychosocial needs.

ADDITIONAL MATERIALS REQUIRED

- Copies of example child and programming case studies for the activity (see resource sheet)

PREPARATION

- Activity: Strengthening group activities for children in child labour: This activity asks participants to reflect and make suggestions to improve their organisations or group child protection activities which are in the context. Depending on the outputs of Session 6 or, where this has not been done, aspects of the activity in session 6 can be brought into this activity to include an additional element to identify and appraise group activities in the context.

LINKS TO TOOLKIT

- Tool 11: Supporting at-risk, the children and empowering girls
- Tool 15: Child labour key messages
- Tool 18. Safety Planning
- Tool 12: Child labour and infectious disease outbreaks
- Tool 17: Guidance for case workers
- 3.5: Child Protection
- 3.5.1 Addressing child labour through child protection strategies
- Case Study 13
- Case Study 14
- Case Study 20 Multi-sectoral services for street and working children in Lebanon
- 3.5.2 Addressing child labour alongside other child protection issues

- 3.9.4 Address child labour through FSL and other economic-strengthening programmes. FSL Opportunities for Adolescent
-

The Steps that should be followed

1. Welcome:

Time 5 minutes

1. Show slide 2. Welcome the participants who are sharing the session, explain that we will look at providing group activities for working children and adolescents and those in child labour and its worst forms. Group activities such as those which include structured and free play, arts and crafts, sports, resilience and life skills programmes, and non-formal education, alongside multi-sectoral services for families can positively enhance working children's wellbeing and resilience and reduce their stress levels. While group activities are one of the most common and crucial humanitarian interventions to support children's and adolescents' socio-emotional development, those who are working or who are in child labour often do not have access to these activities. The nature and timing of their work form barriers to accessing the fixed locations and times at which safe spaces operate, and activities do not adequately reflect their needs and interests.
2. Show slide 3 and explain the session objectives.

2. Discussion:

Time 40 minutes

1. Split the group into the same groups that were used during Session 6 on core skills. Explain that in this session we will discuss the issues around how working children in their context spend their time, how they access group activities, and what the barriers are.
2. Hand participants the activity sheet for this activity (questions and list of working children). Show Slide 4.
3. Remind the participants to discuss differences and similarities for the children listed.
4. Ask the participants to discuss for 10 minutes in their group the first question on the slide, 1. How do working children spend their time in this context?

5. Ask for reflections in plenary and discuss any key themes.
6. Ask participants to discuss for another 10 minutes the second question on the slide, 2. How do working children in this context access child protection group activities?
7. Ask for reflections in plenary and discuss any key themes.
8. Ask participants to discuss the final question 3. What are the barriers which prevent working children from accessing group activities? Give them 10 minutes.
9. Bring back to plenary and see what responses come back and discuss general reflections of all 3 questions amongst the wider group.
10. Show slide 5, which contains a list of commonly seen barriers across humanitarian contexts.

Remote option: *You have to Prepare breakout rooms based on the same groups which were used in session 6 on core skills. Provide a link to the activity sheet and copy and paste the first question into the chat. After each plenary feedback, paste the next question into the chat and re-launch the breakouts with the same groups.*

3. Introduction: Good practice and guidance for group activities

Time 20 mins

1. Explain that while we are covering each in the session on Core Actions, we will briefly recap the principles for child protection group activities to target or include children in child labour effectively. Explain slide 6.
2. Group activities should meet the specific needs of working children and adolescents. Explain slide 7.
3. As we know group activities are often used to meet the psychosocial needs of children in humanitarian crisis, and child labour can seriously affect children's social and emotional development and wellbeing, so it's important for the facilitators of group activities to understand how the different aspects of children's work can cause harm to their wellbeing. The impact of work-associated psychosocial hazards can cause significant stress, and if they are not mitigated, children can develop mental health conditions that require specialised support. Group activities are a commonly used approach which can help mitigate the

psychosocial impact of humanitarian crisis and child labour. Explain slide 8.

4. There are many psychosocial hazards for children in child labour which should be understood as they can help develop harm reduction strategies to address them. Explain slide 9.

4. Activity: Strengthening group activities for children in child labour

Time 30 mins

1. Put the participants back into the same groups as the first discussion in this session. Show slide 10.
2. Ask the participants to think about their organisation's own child protection group activities, (which they have reflected on earlier on in Session 6 - showing the flipcharts from that session.) Where this has not been done, aspects of the activity in session 6 can be brought into this to include an additional element to identify and appraise group activities in the context.
3. Ask then participants to discuss and develop improved approaches and activities to better meet the protection needs of working children and children in child labour.
4. Ask them to identify specific considerations including access and attendance, suitability, additional support to promote engagement, age, and gender specific needs, meeting additional psychosocial and developmental needs of the children in child labour and WICK
5. Answers could either be added to the previous flipchart in a different coloured sticky note/pen, or on a new flipchart.
6. Bring the groups back to plenary and ask them to share their discussions, identify similarities and differences between the groups.
7. Wrap up by presenting some examples/case studies of groups activity approaches which are/have been used to improve the protection of working children and opening for final comments and discussion. Show slides 11-13. Include local examples where relevant.



Remote option: you have to be ready to re-launch the breakout rooms with the same groups. Paste the task instructions into the chat (use points 2-4 above) and, if possible, re-share the links to the virtual whiteboards used in session 6. Circulate between the breakout rooms to support the groups as required.

5. Closing

Time 5 minutes

1. Recap the key messages from the session. Explain slide 14.
2. Ask participants if they have any questions or reflections before closing the session.
3. Check if anything from the parking lot can be answered

Session 10: Strengthening family and caregiver environments for working children

DURATION

- 155 minutes

LEARNING OUTCOMES

At the end of the session, the participants will be able to:

- Explain the importance of taking action to strengthen families and caregivers to prevent child labour or remove children from child labour.
- Explain the differences between the type of support that can be given to caregivers of children at risk of child labour versus caregivers of children who are in the WFCL.
- Describe family strengthening intervention for parent/caregivers of children in child labour

Please note that learning outcomes may need to be adjusted depending on the activities that you opt to include when contextualizing your session plan.

KEY MESSAGES

- Two-thirds of all children in child labour, work within their household (agriculture, household chores, family-owned businesses.)

- Without engaging parents, caregivers and other close family members, efforts to tackle child labour will fail.
- The impact of humanitarian crisis severely compromises the protective capacities against child labour. Unmet basic needs and quickly changing social norms lead to child labour as a negative coping mechanism.
- Evidence shows that addressing risk factors within households and strengthening protective capacities of caregivers is an effective way to prevent child labour.

MATERIALS

- Copies of example child and programming case studies for the activity (see resource sheet)

LINKS TO TOOLKIT

- Tool 11: Supporting at-risk children and empowering girls
- Tool 15: Child labour key messages
- Tool 18. Safety Planning
- Tool 12: Child labour and infectious disease outbreaks
- Tool 17: Guidance for case workers
- 3.5: Child Protection
- 3.5.1 Addressing child labour through child protection strategies
- Case Study 13
- Case Study 14
- 3.5.2 Addressing child labour alongside other child protection issues
- 3.9.4 Address child labour through FSL and other economic-strengthening programmes. Cash and Voucher Assistance

The Steps that should be followed

1. Welcome:

Time 5 minutes

1. Show slide 2. Welcome the participants who are sharing the session, explain that we will look at strengthening family and caregiver environments for children in child labour in this session.
2. Explain that two-thirds of all children in child labour work within their household, commonly in agriculture, household chores or family-owned businesses. Without engaging parents, caregivers and other close family

members, efforts to tackle child labour will fail. Explain that in many humanitarian crises, families are displaced, separated, facing high levels of distress or economic shocks. This severely compromises the protective capacity of families and caregivers. When families cannot meet their basic needs, social norms can quickly change, and parents are forced to use child labour as a coping mechanism and source of income. Programmatic evidence shows that addressing such risk factors within the family and strengthening protective capacities in the caregiving environment is one of the most effective ways to prevent child labour.

3. Show slide 3 and explain the session objectives.

2. Discussion:

Time 40 minutes

1. Split the participants into small groups of four (4).
2. Show slide 5. Give the participants the discussion sheet from the resources pack.
3. Ask the participants to discuss how parents and caregivers are involved in children's work and child labour in the context. What are the commonly held parental views on children's work and child labour among parent/caregivers? What value do they place on children's education, or the income children bring to the family? How are children who work are treated? (10 minutes)
4. Ask participants to report back in plenary by group to give one or two of their answers in turn, and to listen carefully so as not to repeat previous groups.
5. Collect discussion points in plenary. (10 minutes)
6. Ask participants to return to their groups and identify (common) risk factors for parent/caregivers of children in child labour in the context. Are there barriers which prevent parents and caregivers accessing humanitarian services, such as social norms, time and location, childcare and transportation requirements, and accessibility for parents/caregivers living with illness or disability? (10 minutes)
7. Ask participants to report in plenary by group to give one or two of their answers in turn. Show slide 7 and slide 8 which highlight some of the commonly identified risk factors and barriers across humanitarian contexts and elevated risks for children who are not in parental care.

Reflect how these are similar/dissimilar to those mentioned in the context. (10 minutes)

Remote option: Prepare breakout rooms of 4 people each. Paste the task instructions (point 3 above) into the chat. Provide a link to the activity sheet and virtual whiteboards where the groups can make notes. After the first plenary feedback, re-launch the breakout rooms with the same groups.

3. Introduction: Approaches to strengthen families with children in or at-risk of child labour **Time 15 minutes**

1. Explain that there are a wide range of approaches to strengthen family and caregiving environments for children in or at-risk of child labour.
2. Targeting and mainstreaming child labour through family strengthening information, activities and interventions can aid prevention. Explain slide 10.
3. However, for the parents and caregivers of children who are in child labour and the worst forms of child labour, a range of support and activities can be developed which specifically aims to support the withdrawal of children from child labour and promote their access to education or decent work. Explain slide 11.
4. When children are working within their family setting, child protection practitioners must work closely with children and caregivers together to reduce parents' complicity in their children's labour. Explain slide 12 and 13.
5. Early childhood development (ECD) is a crucial intervention in the fight against child labour and should be considered an integral part of a comprehensive child labour response. ECD encompasses the physical, socio-emotional, cognitive, and motor development of children between birth and eight years old. At its heart is nurturing care and responsive parenting, which stimulates healthy attachment, optimal development, and early learning of young children. Children who benefit from ECD programmes are more likely to access and complete formal education later, and ECD services can also enable parents and caregivers to work, reducing over-reliance on children's income. Explain slide 14.

6. Another approach to strengthening caregiving environments for working children is to ensure child labour is integrated into support given to children who are separated from their families and require alternative care. Alternative care also play an important role in the prevention and response to child labour including the WFCL. Explain slide 15.

4. Activity:

Time 60 minutes

1. Ask the participants to get into four (4) groups (based on location/organisation). They should:
 - add their group work to flipcharts or whiteboards to keep notes of the discussion and help feedback during plenary.
 - nominate someone to feed back in plenary.
2. Within the local context, ask the participants to discuss and design the outline of a 90-minute parenting session on child labour which is to be delivered as part of a broader package of parenting session.
3. Part 1: Show slide 13. Ask the participants to consider:
 - The Key elements and messages for child labour prevention and response.
 - What would you include if you had 90 minutes with parents to discuss child labour?
 - What would be different for parents from diverse ethnicities, contexts, locations, religions?
 - Would there be differences if participants had older or younger children, children who were already working in the WFCL, child labour, at risk of child labour or not in any work?
4. Give the participants 15-20 minutes to discuss an outline
5. Bring participants back to the plenary for each group to present their work.
6. Part 2: Show slide 14. Send the participants back to their groups and ask them to discuss.
 - What would you include if you had longer with parents? 1 day or a series of sessions over several weeks?
 - Are there other family strengthening activities that would be necessary/prioritise in the context?



7. Give the participants another 15 minutes to discuss.
8. Discuss back in plenary, explain that modules and materials developed to strengthen the capacity of parents and caregivers will need to be contextualised and tailored to the audience.
9. Explain slide 15 and slide 16. All approaches should offer tailored key messages and help families develop skills and abilities to strengthen their resilience, take care of their children and access preventative services. Information and messages should be based upon solid understanding of the context and key information sources on child labour. Information should outline the responsibilities of parents to protect their children from child labour and its negative impacts but also how families can positively seek and receive support during and after crisis, so households don't need to use child labour as a coping strategy.
10. Explain slides 17, 18, 19, 20 and 21 to outline the content of the Lebanon IRC/UNICEF Parenting Package: Parenting skills for parents of children in child labour. It is a great example of what has been developed through good practice to strengthen parenting and caregiver environments of working children which covers 5 core topics.

Remote option: Prepare 4 breakout rooms according to the considerations given above. Paste the key questions for the task (point 3 above) into the chat. After the first plenary feedback, paste the key questions for the second part of the task (see point 6 above) into the chat. Re-launch the breakouts with the same groups.

5. Activity:

Time 30 minutes

1. Show slide 22.
2. Ask the participants to return to their (4) groups. They should:
 - a. Add their group work to flipcharts or whiteboards to keep notes of the discussion and help feedback during plenary.
 - b. Nominate someone to feed back in plenary.
3. Assign each group one of the case studies included in the resource pack under this activity.
4. Ask the participants to discuss an appropriate action plan for parents, caregivers, or others to reduce child labour, promote children's well-being and create safer caregiving environments for the children.

5. Give participants the table to help them.
6. Discuss for 15 minutes and feedback in plenary and explain the key steps which should be taken.

Remote option: You have to Prepare to re-launch the breakout rooms with the same groups as in the previous exercise. Assign a case study to each room. Paste the task instructions (point 4 above) into the chat. Provide the links to access the case study and the table to be completed.

6. Closing

Time 5 minutes

1. Recap the key messages from the session. Explain slide 23.
2. Ask participants if they have any questions or reflections before closing the session.
3. Check if anything from the parking lot can be answered

Session 11: Child protection case management 1

DURATION

- 90 minutes

LEARNING OUTCOMES

At the end of the session, the participants will be able to:

- Identify 4-5 key considerations when we were developing case management programmes for working children
- Describe the principles which are behind a vulnerability criteria/risk matrix for children in child labour.
- Explain the differences between case management support that would be given to children in child labour in different vulnerability/risk levels.

Please note that learning outcomes may need to be adjusted depending on the activities that you opt to include when contextualizing your session plan.

KEY MESSAGES

- Case management for working children is a systematic and timely way to provide direct one-to-one support and referrals to services for children who are in CL/WFCL
- The types and levels of harm and danger to which children in child labour are exposed vary upon their workplace, tasks, family and community environment, ag, gender and developmental stage.
- Case management services for children in child labour should be tailored and provide a coordinated, multi-sectoral response that addresses their holistic needs.

Copies Of ADDITIONAL MATERIALS REQUIRED

- Example child and programming case studies for the activity (see resource sheet)
- The activity sheet for the discussion
- Tool 16 Child labour risk matrix

PREPARATION



- Identify local vulnerability criteria or risk-matrix which has been developed. This session can be used to introduce, appraise, or adapt local risk matrix and layered support models – if these are available locally.
- Where case management capacity is low, consider summarizing Tool 16 Child labour risk matrix before it is given to participants.

LINKS TO TOOLKIT

- Tool 11: Supporting at-risk children and empowering girls
 - Tool 15: Child labour key messages
 - Tool 18. Safety Planning
 - Tool 12: Child labour and infectious disease outbreaks
 - Tool 17: Guidance for case workers
 - Tool 16: Child labour risk matrix
 - Tool 4: Disability and child labour
 - 3.5: Child Protection
 - 3.5.1 Addressing child labour through child protection strategies
 - 4.2 Capacity and staff safety
-

The Steps that should be followed:

1. Welcome:

Time 5 minutes

1. Show slide 2. Welcome the participants who are the session,
2. Explain that in this session we will start looking at case management for working children, as it is a systematic and timely way to provide direct one-to-one support and referrals to services for children who are in child labour and its worst forms and are experiencing harm from the work they are conducting. The types and levels of harm and danger to which children in child labour including WFCL are exposed depends upon their workplace and activities, the family environment, and their age and developmental stage. Case management services for children in child labour can be tailored to these diverse needs and should provide a coordinated, multi-sectoral response that addresses their holistic needs.
3. Show slides 3 objectives.

2. Discussion Activity: Case management

Time 30 minutes

1. Explain that we will begin by looking at case management in this context
2. Split the participants into groups of (4) people.
3. Show Slide 4. Ask the groups to discuss the questions and make notes on a flip chart.
 - Why is case management important for children in child labour and the WFCL?
 - How do children in child labour currently access case management services in the context?
4. Once the groups are being discussing for 10-15 minutes give the participants the list of 'Common challenges in organising and providing case management for children in child labour'
5. Ask the group to discuss them and rank them in the order of most to least common challenges in their context. They can also add new challenges that exist in their context if they feel there are any missing.
6. Bring participants back to plenary and discuss similarities and differences between the answers developed in each of the groups. Identify any new significant challenges.

Remote option: Prepare 4 breakout rooms. Copy and paste the task instructions (see point 3 above) into the chat. Provide links to virtual whiteboards where the groups can make notes. For the second part of the activity, either add the list of common challenges to the virtual whiteboards so that participants can rearrange them into their agreed ranking or provide a link to the list of challenges and ask participants to discuss and make notes.

3. Introduction: Key Programme Considerations **Time 20 minutes**

1. Show slide 5. Explain that we will now looking at some key programming elements which are essential for effective case management for working children including some overarching principles, coordination, establishing vulnerability criteria for child labour and a risk matrix and associated response actions based on risk.
2. Explain slide 6. The overarching principles for agencies who are providing case management services to children in child labour.
3. Explain slide 7. In humanitarian settings, coordination is a central tenet of case management for children in child labour and its worst forms, as no one agency can provide the complex range of services and support needed to remove children from harmful exploitation.
4. Explain slide 8. As children in child labour often require referrals to a variety of services, programmes can put in place measures to help ensure referrals are successful.
5. Move onto to talking about to vulnerability criteria, risk matrix and differentiated responses for children in or at risk of child labour. Explain slide 10.
6. Developing case management vulnerability criteria for child labour, as well as a risk matrix which are based on this content
7. um can help case management programmes and case workers in several ways. Explain slide 11.
8. Show slide 12. Alongside vulnerability criteria and a risk matrix should be a holistic package of support for children in child labour, and a list of key actions for determining response actions for each risk level.
9. Show slide 13. Explain that to identify associated case management actions which correspond with different levels of risk, a layered support model can be a practical tool to determine suitable actions and

interventions for high-, medium- and low-risk levels cases. The illustration on slide 13 is one example but specific response actions should always be determined in the local context. Layered support models can help clearly define differential programming responses for cases, outlining the key actions for high-, medium- and low-risk levels, develop standard operating procedures (SOPs) for high-risk cases that involve multiple protection risks including the WFCL and SGBV, and promote case management services as a priority for children who are identified to be at high risk.

10. Show slide 14. Explain that to support differentiated case management programming for children in child labour, agree on actions for timely and adequate response to low-, medium- and high-risk cases. Explain the slide.
11. Show slide 15. Explain that timely and adequate responses for high-risk child labour cases should be agreed because high-risk cases require immediate actions because of the imminent risk of life-threatening danger, harm, or even death of a child. Explain slide 15 and the requirements of case management for high-risk child labour.

4. Activity

Time 30 minutes

1. Ask the participants to get into small groups. They should:
 - add their group work to flipcharts or whiteboards to keep notes of the discussion and help feedback during plenary.
 - nominate someone to feed back in plenary.
2. Show slide 16.
3. Give participants a copy of local risk matrix and layered support model where these are available or use the example global risk matrix in Tool 16 (hand-out). Ask them to review it.
4. Ask then participants to answer the following questions (adapt if there is a tool already in use):
 - Do you think a case management tool like this could help in the context? How?
 - What would be the main challenges in implementing this tool?
 - Do you see gaps in this tool, or things you would change?



5. Ask participants to develop any local adaptations/contextualisation to the tools they feel would help. Tell participants they are not expected to make changes line by line, but rather target key areas they identify as important in their context.

Remote option: Prepare breakout rooms of up to 5 people. Provide a link to the model or tool in the chat. Copy and paste the discussion questions into the chat (point 4-5 above).

7. Closing

Time 5 minutes

1. Recap the key messages from the session. Explain slide 17.
2. Ask the participants if they have any questions or reflections before closing the session.
3. Check if anything from the parking lot could be answered

Session 12: Child protection case management 2

DURATION

- 4 hours 15 minutes, or 5 hours 30 minutes

LEARNING OUTCOMES

At the end of the session participants will be able to:

- Design a case plan for working children
- Identify 3 potential/common challenges that arise during case implementation for children in child labour.
- Develop responses (actions and amendments) to a case plan to overcome these challenges

Please note that learning outcomes may need to be adjusted as this depending on the activities that you opt to include when contextualizing your session plan.

KEY MESSAGES

- Case Management steps are the same in handling child labour cases
- It is important to follow any identification and reporting requirements in the context including mandatory procedures required by national or local policy or legislation for children in child labour and its worst forms and any agreed inter-agency procedures
- Initial assessment of children in child labour should consider immediate physical protection, health and safety concerns in the home and work, including exposure to physical or sexual abuse and injuries related to sexual violence; life-threatening situations such as violence, extreme heat, cold, height, depth; exposure to toxic substances; infectious places; deprivation of oxygen; broken bones, internal and soft tissue injuries.
- The assessment should provide information on the needs, strengths and weaknesses of the child, the broader family/household situation, and the community.
- Based on comprehensive assessment, a case plan identifies what should happen to meet a child's immediate, short-, medium- and long-term needs (goals and actions); who is responsible for the actions; by when they should be accomplished; and the frequency/dates of follow-up visits and reviews.
- During implementation case workers work with the child, family and other actors to achieve the desired improvements, this might be get through direct support and services from the case worker such as providing information, counselling, emotional support, mediation, safe work kits, other NFI kits, or emergency cash), referrals to other services or assistance within the organisation responsible for case management
- Follow up and review should be conducted to ensure that the case plan is appropriately implemented within the timeframe set by the risk level for each case

MATERIALS

- Copies of example child and programming case studies for the activity (see resource sheet)

- Colour copies of the spot the hazards sheet printed.
- Workplace checklist for the activity

PREPARATION

- This is a participatory session, which presents the guidance and asks participants for their contributions through small exercises to make the interaction discussion based.
- This activity is best done by keeping a consistent group through the session and situating them all on one table, or in one online breakout room.
- The common challenges identified globally included in this package can be contextualised or developed based on local experiences.
- Contextualise slide 5 with relevant information from case worker roles in the context.
- If a more in-depth case-based exercise is required for training case workers. The following activities can be added: Activity: (Optional) Scenario Case Planning and Harm Reduction Strategies for Children in Child Labour.
- Icebreaker will be needed in this session.



LINKS TO TOOLKIT

- Tool 11: Supporting at-risk children and empowering girls
 - Tool 15: Child labour key messages
 - Tool 18. Safety Planning
 - Tool 19: Body safety
 - Tool 12: Child labour and infectious disease outbreaks
 - Tool 17: Guidance for case workers
 - Tool 16: Child labour risk matrix
 - Tool 4: Disability and child labour
 - 3.5: Child Protection
 - 3.5.1 Addressing child labour through child protection strategies
 - 4.2 Capacity and staff safety
-

The Steps that should be followed:

1. Welcome:

Time 5 minutes

1. Show slide 2. Welcome the participants who are sharing the session, explain that in this session we will continue looking at case management for working children, in this session we will focus on practical case management steps for children in child labour and its WFCL throughout case management process.
2. Show slide 3 expected learning outcomes.

2. Activity: Practical case management for working children: Child labour across the case planning cycle

Total time 4 hours 10 minutes

Introduction (10 mins)

1. Ask the participants to:
 - Get into 3 groups they will remain in for the whole session.
 - Add their group work to flipcharts or whiteboards to keep notes of the discussion and help feedback during plenary.
 - Nominate people to feed back in plenary... there is lots of feedback so share it equally!
2. Explain this session will be a participatory activity which will introduce the key concepts based around discussion and group work.
3. Show slide 4. Introduce the role of case worker in supporting children in child labour who require case management. Explain the points on the slide. Ask participants in plenary if they feel there are other roles that they play when they work with children in child labour.
4. Explain that because the role of a case worker can be wide ranging and child labour a complex issue to address in humanitarian crisis there are many day-to-day challenges which case workers report worldwide.

Activity (10 minutes)

5. Activity: Show slide 5. Share the work sheet and list of 'Common day to day challenges for case workers who are working with children and families affected by child labour or the WFCL' with the participants. Explain these are collected from global experience.

6. Ask each group to rank these challenges in the order of most to least common in their context. They can also add new challenges that exist in their context.
7. Bring the participants back to a plenary discussion about the challenges and explain that we will now discuss and introduce techniques to address these challenges through the case management cycle.

Remote option: you have to Prepare three (3) breakout rooms. And you have to Provide a link to the worksheet and list of challenges. Also provide each group with a link to a virtual whiteboard where they can make notes.

Presentation and discussion (30 minutes)

8. Show slide 6 and explain the overview of the case management cycle on the slide.
9. Explain we'll start at the beginning of the case management process (slide 7) when children in child labour initially may encounter humanitarian (child protection) services which can lead to case management. Show slide 8. Recap the points of contact where children in or at risk of child labour can be identified. Contextualize this slide based on the feedback from participants in Session 6 where initial contact was first covered.
10. Discussion. Ask the participants if there are any others that come to mind.



11. Explain that the identification could be either active or passive. Passive identification could be happened when children are being identified by an agency that has no expertise in supporting vulnerable children, or perhaps they are referred by community members to child protection agencies who have case management programmes. Active identification could be happened where child protection or other specialised organisations conduct outreach for “hard-to-reach” children in child labour and WFCL, who may be living and working in hidden places or in marginalised communities, or they are identified by case workers attending group activities, or who are providing case management services in locations and at times that are suitable for working children.
12. Discussion. Show slide 9. Ask participants to discuss in their groups what currently happens in their context when a child in child labour is identified.
- Are there criteria for accessing case management services?
 - Is it active or passive?
 - Does it make a difference who a child is initially identified by?
 - What do they do when a child does not meet these criteria?
 - What are the positives and negatives?
13. Explain slide 10. When child protection actors have an initial contact with a child in child labour who requires case management there are important considerations.
14. When children do not meet the vulnerability criteria for case management caseworkers should still provide information and support which addresses their needs. Explain slide 11.

Remote option: For each discussion section, copy and paste the key questions into the chat before re-launching the breakout rooms. Keep participants in the same groups throughout.

Presentation and discussion (40 minutes)

15. Move onto registration and initial assessment in the case management cycle (slide 12)
16. Explain slide 13. The Registration could help in recording of the basic information that represents the first step to a child formally entering the

case management system when the child meets the vulnerability criteria. Caseworkers should make the most of every opportunity they have with children in child labour to gather information about their work, care environment and welfare, using observation, discussion, and interview techniques. Registration should use a common format of questions, previously agreed as part of inter-agency efforts to harmonise support to vulnerable children.

17. Explain slide 14. That initial assessment is the collection and analysis of early information to help case workers develop a case plan in the best interests of the child.
18. Move onto comprehensive assessment in the case management cycle (slide 15)
19. Discussion. Show slide 16. In plenary, ask the participants how comprehensive assessment for children in child labour currently could take place in the context and what are the tools they may use? For instance, what questions are included which are relating to child labour and children's work? What are their best practices for talking about children's work with children, caregivers, and other family members? What are key challenges? Write these down on a flipchart to identify key gaps.
20. Explain slide 17. Comprehensive assessment could provide an
21. opportunity in order to assess the holistic needs of a child in child labour.
22. Explain slides 18 and 19. We will now go through the good practice highlighted in the toolkit before moving on to some exercises, which focus on the key actions and skills needed to effectively manage the child labour cases.

Activity (20 minutes)

23. Activity. Show slide 20 which explains the activity and show slide 21. On this slide (give colour handouts where possible) you see lots of hazards and risks which have been expressed by children through art.

- How many could you spot?
 - Write as many as you could down.
 - What are your observations as you could to identify them?
 - If these were real life children, how would you initially respond?
24. Go through participants' answers and show slide 22 to make sure all answers have been covered. Explain slide 23 to confirm the key points on observation skills for child labour.

Remote option: Create a slide for each image from slide 21, share your screen and run the activity in plenary using the chat function to collect participant inputs.

Activity (20 minutes)

25. Activity: Give each group one of the three photos from the resource sheet; explain to the participants they are just about to conduct a comprehensive assessment for the child as they have been identified as being in a WFCL.

Each of the groups will assess a different child and a different aspect of that child's life.

- The boy in fishing - focus on assessing the psychosocial impact of their work.
- The girl in domestic labour - focus on assessing the physical impact of their work.
- The girl child with a disability who is begging - focus on assessing the impact of disability on their life.

Explain the groups that they could make presumptions about the child's life as they have already been identified as being in a WFCL. They can take the photos as visual representations of children who work in fishing, domestic work and on the street with a disability in their context.

Ask the participants to discuss and write down what might be the physical/psychosocial/disability consequences (based on which group they are) of the child's work, which a case assessment might identify. What are the key hazards and risks and protective factors of their work which a case worker would look to detect and see if they were present in this child's life?

Bring groups back to plenary and ask each group to present their discussions. After each group has presented, show slides 25-27. Wrap up by asking whether the groups noticed any similarities or differences between the groups.

Remote option: You have to Prepare to re-launch the breakout rooms. Allocate a photo and aspect (see points above) to each group. Provide a link to the relevant resource sheet and to a virtual whiteboard where groups can make notes.

Presentation and discussion (20 minutes)

26. Show slide 28. Explain that we will now move on to case planning.
27. Once a comprehensive assessment has been conducted and the situation of the child is better understood, a case plan should be completed. Explain slide 29.
28. Explain slide 30 which highlights good practice guidance on case planning.
29. Explain that our actions during case planning should be based on our understanding of the level of risk which a child is facing. Show slide 31. And explain the key differences between responses for high, medium, and low risk cases during case management.
30. Discussion show slide 32: Ask the participants to discuss in their groups what are the timelines that are being used locally? Are case workers able to work within these timelines? To what extent are the child and/or caregivers involved in the planning? What are the minimum services that should be provided for children in high-risk child labour/WFCL?
31. Explain slide 33 and 34 and the specific considerations during case planning for children in high-risk types of child labour.

Remote option: For each discussion section, copy and paste the key questions into the chat before re-launching the breakout rooms. Keep participants in the same groups throughout.

Presentation and discussion (30 minutes)

32. Explain we will now talk about implementing case plans. Explain slide 35.
33. Discussion: Show slide 36. Ask the participants to discuss in their groups what are their experiences of implementing case plans for working children? Ask them to identify the key challenges they face? And share how they have overcome these challenges? Were they successful in overcoming the challenges, what worked and what didn't? If this exercise is being done with case supervisors or programme managers, questions can also be asked about the implications of these challenges on our case management capacity and procedures?

Remote option: For each discussion section, you have to copy and paste the key questions into the chat before re-launching the breakout rooms. Keep the participants in the same groups throughout.

Presentation and discussion (30 minutes)

34. Show slide 37 and explain the good practice key actions during the implementation of a case plan.
35. Discussion: Show slide 39. In groups ask the participants to brainstorm on the specific aspects that should be observed while conducting follow-up (monitoring) visits for working children to identify the changes, improvements, or continuing risks in a child's environment at home, work, and the community. Ask participants how often they conduct follow up for children in child labour and whether they provide it at different frequencies for children at different risk levels?
36. Show slide 40. Explain that the following -up and reviewing are needed in order to determine how the case plan is being implemented, whether its objectives are being met, and it continues to meet the child's needs, and what adjustments are needed. When a child's circumstances change, the activities and services in the case plan are completed, or challenges are encountered during implementation, a review will be

needed. Show slide 41 and explain that while monitoring and follow-up frameworks should be set locally through case management coordination, global case management guidelines set the following as recommendations for follow up frequency. It is important to conduct frequent in-person monitoring visits, especially until case plans are being implemented consistently and the desired outcomes are starting to happen, other means which could be used to aid monitoring are phone calls or monitoring the use and uptake of services such as attendance at school.

37. There are a range of ways in which follow-up can take place. Explain slide 42.
38. During follow-up and monitoring, case workers should observe children's work and home environment to verify progress. Explain slide 43.
39. Discussion. Show slide 44. Hand the participants the workplace checklist from the resource sheet. Ask them in order to reflect on it and whether they feel their follow-up includes any of the things mentioned in the checklist? Or how such a tool could be integrated or used in their context.

Remote option: *For each discussion section, you have to copy and paste the key questions into the chat before re-launching the breakout rooms. Keep the participants in the same groups throughout. Where resources are required, provide links in the chat in order to access these in a shared drive.*

Activity and discussion (40 minutes)

40. Activity. Show slide 45. Give each participant 3 sticky notes. Ask them to write the 3 top challenges they have identified during implementation and following up in case management for children in child labour? 1 challenge per note – 3 per person. Give 5 to 10 minutes to do this and bring everyone back to their group to collect the challenges and group them together where there are similarities. Note them all down on a flip chart. Ask each group to pick 2 or 3 of the priority challenges on the flip chart raised in the activity. For each challenge the group must discuss

ways in which they would be able to overcome the challenges, identifying good practice from the context.

41. Bring the participants back to plenary and ask them to share their solutions to one of their challenges and then move on to the other groups, until all the chosen challenges have been discussed. Explain slide 46, which includes good practice from case workers across contexts.
42. Discussion. Show slide 47. Ask the participants in plenary, in what situations their case management system allows for case closure of a child labour case, and at what point is the case of a child who has been removed from the WFCL, considered closed? See what answers come back. Explain slide 48 on case closure.
43. End this session by facilitating a reflection on the main differences between case management for other child protection cases versus child labour cases. Brainstorm about soft skills that case workers should have and where relevant discuss the need for future training or coaching for case workers.

Remote option: Provide a link to a virtual whiteboard or use another online platform (e.g. GroupMap) for participants to add their 2 challenges. Share screen of the whiteboard / tool and group the ideas. Prepare to re-launch the breakout rooms. Identify on the whiteboard / tool which group will discuss which challenges.

Activity: (Optional) Scenario Case Planning and Harm Reduction Strategies for Children in Child Labour **75 minutes**

If a more in-depth case-based exercise is required for training case workers.

The following activities can be added:

1. Split into small groups (based on location/organisation)
2. Show slide 49
3. Each group should focus on a different type of locally prevalent/relevant child labour in the crisis such as agriculture, construction, domestic work, teashop, and street work etc., Use case study examples from either session 5 or session 10.
4. Give the groups 15 minutes in order to discuss and identify:

- The main hazards, risks and protective factors which may be present in each child's work and home/community life.
 - What information is missing/would you require from the case study?
 - How would you get that information?
 - Would it change if the child were younger/older/a girl or a boy/different ethnicity/refugee status etc.?
5. In the next 30 minutes (or less), ask participants to develop ideas for case plans. Hand the example case plan out. This can be done as a group discussion or individually in writing if the training aims to strengthen individual skills with participants e.g., to complete a local case plan form for the child. Ask participants to discuss:
- What are the risks/needs for which a positive outcome is needed?
 - What needs to happen? (the action)
 - What is the protection result?
 - Who is responsible?
 - Timeframe for which this action should be undertaken.
 - Whether referrals are needed? In your context who might provide the service. What background information might service providers need. What follow up of the referral agency you would want.
- Ensure the case plan includes a case safety plan and harm reduction strategies to remove or mitigate the harmful effects of the identified hazards and risks in the child's work and home life.
6. Make sure participants have a copy of the case plan and safety plan tool and the safe work checklist from ILO, or any locally developed harm reduction strategies to review and take inspiration from.
7. Each group should develop a list with priority harm reduction strategies.
8. Ask each group to present back in plenary. Prompt discussion on how case plans/safety plans/harm reduction strategies change if the child was younger/older/a girl or a boy/ different ethnicity/refugee status?

Remote option: Prepare breakout room based on the considerations given above. Provide links to the relevant case studies in the chat and ensure each group knows which they are working on. Copy and paste the key questions for part 1 of the activity (see point 4 above) into the chat. Bring the participants

back and share the instructions for part 2, including copying and pasting the key questions into the chat (see point 5 above). Provide links to shared documents or virtual whiteboards for groups to make notes.

8. Closing

Time 5 minutes

1. Ask the participants if they have any questions or reflections on case management before closing the session.
2. Check if anything from the parking lot can be answered

Sessions for other sector specific actors

Session 13: Early years to adolescent education to prevent and respond to child labour

DURATION

- 155 minutes

LEARNING OUTCOMES

At the end of the session, the participants will be able to:

- Identify 4-5 potential challenges which may prevent working children from accessing education in own context
- Give examples of how education could prevent child labour.
- Develop an action plan in order to support children in child labour to access learning and education effectively for own or given context.

Please note that learning outcomes may need to be adjusted depending on the activities that you opt to include when contextualizing your session plan.

KEY MESSAGES

- Disruption to access and quality of education is strongly associated with child labour risk factors. Children who drop out of school during crisis are more likely to enter child labour.
- Education is critical for successful prevention of and response to child labour

- Children in school before crisis need to get back to school as quickly as possible after the crisis has occurred (key preventative measure)
- Children out of-school before crisis or with large education gaps, tailored, age-appropriate learning opportunities are needed.
- Develop robust strategies to meet education needs and address education barriers for groups in or at-risk of child labour

ADDITIONAL MATERIALS REQUIRED

- Case studies from resource sheet

PREPARATION

- Activity: Expanding opportunities to prevent and respond to child labour. This activity can help groups develop more in-depth action planning. Groups can be arranged depending on participants, the desired outcome of the training, and previous group work e.g., by sector, themes (CVA/agriculture etc), organisation, or geographic location.



- The questions/action planning template can be adapted depending on the outputs from the activity in Session 6 and the earlier activity in this session.
- Quick-fire presentations (20 minutes).
 - Pre-identify 2-3 training participants who can present good practices on child labour prevention or response actions in the education sector, during a 5-minute 'quick fire' presentation.
 - This gives them the opportunity to present a good practice from their own programme or project in preventing and responding to child labour through a sector programme.
 - After each presentation, give the group 5 minutes of time to ask questions.
 - An alternative option is to start the session with the quick-fire presentations to inspire the group and kick-off the group work.

LINKS TO TOOLKIT

- 3.6 Education
- Tool 1: Risk and Protective factors
- Tool 11: Supporting at-risk children and empowering girls
- Tool 15: Child labour key messages
- Tool 4: Disability and child labour

- 4.2 Capacity and staff safety
 - 4.3 Monitoring and Evaluation
 - 3.1 Strengthening child labour systems, policies, and legislation
-

The Steps that should be followed

1. Welcome

5 minutes

1. Welcome the participants who are sharing the session, and explain that we will look at education for working children and those in child labour and its worst forms. Education is critical for children and adolescents affected by crisis as major disruption is strongly associated with elevated child labour risk factors. Children who drop out of school during crisis are more likely to enter child labour than those who stay in school, and education is critical for successful prevention of and response to child labour in humanitarian settings. This is best done through collaboration and integration of education with other sector programming across child protection, food security and livelihoods, and other essential services to meet humanitarian needs.
2. Show slide 3 and explain the expected learning outcomes.

2. Discussion: What do you think?

30 minutes

1. Split participants into 4 groups. Show slide 5.
2. Ask each group to identify, discuss and record the key risk and protective factors which relate to the education case studies.
 - Daniel
 - Maria
 - Isla
 - Tahir
3. Ask each group to report their discussions back in plenary.
4. Show slides 6-9, which highlight some of the commonly identified risk and protective factors from across education in humanitarian contexts worldwide.
5. Reflect how these are similar/dissimilar to those mentioned in the context.

6. After the discussion, introduce slide 10 and 11 which are an overview of the key points.

Remote option: You have to Prepare four breakout rooms and allocate a case study to each one. Provide a link to the case study and to a virtual whiteboard where groups can make notes.

3. Activity: What would you do?

45 minutes

1. See preparation notes.
2. Explain that we will now have to hear from a few of our colleagues on their experiences of addressing child labour through education.
3. Ask each of the presenters to deliver their quick-fire presentation – remind them to be quick and keep it to less than 5 minutes. Show slide 13.
4. After each presentation, give the group an opportunity to ask questions.
5. Explain that this next part will be structured around the INEE minimum standards which the child labour toolkit closely follows. Show slide 14 to remind participants of the structure of the minimum standards, and explain there will be 5 groups, one for each of the areas.
6. Ask the participants to move into the group they find most interesting or that they feel they can contribute most to. Show slide 15.
7. If there are not enough participants in one or more of the groups, consider merging some of the groups, or, asking participants to move into a group which has less people.
8. Show slide 16. Ask each group in order now, to discuss and identify what could be done under their area to address child labour. Ask them to come up with a list of good practice recommendations which relate to their area for the education sector, organisation, or coordination group (as is preferred in the context).
9. Remind participants to use what they have already heard in this session (the quick-fire presentations, case studies and their own knowledge of context and programming in their discussions and group work).
10. Ask the participants to discuss any differences for children who were enrolled in education before a crisis, and children already out of school and in child labour.

11. Ask each group to report back in plenary and allow time for questions and discussion within the wider group.

Remote option: Prepare breakout rooms and name these after the 5 areas from the INEE minimum standards. If possible, ensure the settings permit participants to choose their own room. If this is not possible, ask them to indicate which room they wish to join by adding the room name or a corresponding number to their name. Copy and paste the task instructions (see point 8 above) into the chat and provide a link to a virtual whiteboard where they can make notes. Circulate between the groups to support them as required.

3. Introduction: Preventing and responding to child labour through education

10 minutes

1. At the end of the activity explain slides 15 to 25 which covers the key actions to address child labour through education as highlighted in the toolkit across the 5 INEE areas of education.

4. Activity: Supporting better education outcomes

30 minutes

1. Split participants into the same 4 groups as the earlier discussion. Show slide 26.
2. Having done the previous group work and listening to the presentation ask each group to now discuss and identify what could be done to support more positive outcomes for the child and family they have discussed earlier.
 - Daniel
 - Maria
 - Isla
 - Tahir
3. Ask each group to report their discussions back in plenary.
4. Discuss what could be done for children in a similar situation who have never accessed education services but face similar health needs and vulnerabilities.

5. To finish off the activity recap discussions by explaining the Slides 28 - 32. early childhood development and technical and vocational education and training

Remote option: You to Prepare 4 breakout rooms according to the considerations given above. Re-share the links to the case studies. Copy and paste the task into the chat: discuss and identify what could be done to support more positive outcomes for the child and family you discussed earlier. Provide a link to a virtual whiteboard for the groups to make notes.

5. Activity: Expanding opportunities to prevent and respond to child labour

30 minutes

1. Show slide 33. Put the participants into groups (see preparation above).
2. Give each group a copy of the worksheet associated with the activity.
3. Ask groups to develop an action plan based on the worksheet and following questions.
4. Tell the participants that the emphasis is on moving forward and what can be done in the context to strengthen prevention and response through (inter-) sectoral or thematic activities.
5. Questions on the action planning sheet include:
 - Desired outcome (Potential issue/challenge to be addressed OR On-going/planned activity where child labour can be integrated/response strengthened (What))
 - How could this be done? Concrete action or steps to take the issue forward.
 - By whom (sector/organisation/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?

Remote option: You have to Prepare breakout rooms following the considerations in the preparation section above. Provide a link to the relevant worksheet. Paste the task instructions into the chat (see points 3 and 4 above). Circulate between the rooms to support groups as required.

6. Closing

Time 5 minutes

1. Ask participants if they have any questions or reflections on case management before closing the session.
2. Check if anything from the parking lot can be answered

Session 14: Food security and livelihoods to prevent and respond to child labour

DURATION

- 120 minutes

LEARNING OUTCOMES

At the end of the session, the participants will be able to:

- Identify 4-5 challenges which hinder households resorting to child labour accessing sufficient food security and livelihoods means to prevent exploitation
- Describe how food security and livelihoods interventions can be used to prevent child labour.
- Describe 3-4 examples how FSL activities to be adapted to the needs of children in or at risk from child labour.
- Develop an action plan to support households with children in child labour strengthen their household food security and livelihoods in own or given context.

Please note that learning outcomes may need to be adjusted depending on the activities that you opt to include when contextualizing your session plan.

KEY MESSAGES

- Food insecurity increases child labour risks and forces families to use it as a negative coping mechanism.

- While FSL is a critical strategy to address child labour, it could be also form a pull factor for child labour. Increased economic activity can rapidly worsen child labour risk factors if not mitigated.
- Create FSL programming which is sensitive to child labour (coordination, targeting, assessment, gender etc.)
- Nearly three-quarters of all child labour globally is found in agriculture
- Safe and appropriate FSL opportunities for adolescents can form a viable alternative for hazardous child labour and other WFCL.

PREPARATION



- Slide 11 could be contextualised locally or according to the output from [Session 6 Activity: Mapping services to address child labour in humanitarian action](#) including any local systems or relevant/available services.
- Activity Identify good practice to prevent and respond to child labour through FSL and economic strengthening, facilitators will need to prepare in advance the previous mappings that were conducted by participants in the Session 6 activities. (Hopefully this has been done after the session!). The mappings should be as a handout and include:
 - Current or on-going activities which contribute to preventing or addressing child labour and the WFCL or supporting children and households in or at-risk of child labour (these can sector specific where relevant).
 - How the activities could reach and identify children and their families who are in or at risk of child labour.

Groups could then be arranged as they were for the Session 6 activities or in new groups and allocated a different FSL intervention commonly used (CVA and CVA+, Agriculture, Small business support, Income generation, Safe economic strengthening for adolescents, which have corresponding slides to show during plenary discussion, or other relevant FSL interventions in the context).

- Activity: Expanding opportunities to prevent and respond to child labour. This activity can help groups develop more in-depth action planning. Groups can be arranged depending on participants, the desired outcome of the training, and previous group work e.g., by sector, themes (CVA/agriculture etc), organisation, or geographic location.



The questions/action planning template can be adapted depending on the outputs from the activity in Session 6 and the earlier activity in this session.

LINKS TO TOOLKIT

- 3.9 Food Security, Livelihoods and Economic Strengthening
 - Tool 1: Risk and Protective factors
 - Tool 11: Supporting at-risk children and empowering girls
 - Tool 15: Child labour key messages
 - Tool 4: Disability and child labour
 - 4.2 Capacity and staff safety
 - 4.3 Monitoring and Evaluation
 - 3.1 Strengthening child labour systems, policies, and legislation
-

The Steps that should be followed:

1. Welcome:

5 minutes

1. Show slide 2. Welcome the participants who are sharing the session.
2. Explain that we will look at the role of food security and livelihoods – both as a risk and protective factor – in child labour and its worst forms. Explain that food security and livelihoods interventions, which meet household needs during humanitarian crisis, can significantly improve the safety and wellbeing of children and can be critical for the successful prevention and withdrawal of children from child labour.
3. Show slide 3 and explain the session objectives.

2. Discussion:

20 minutes

1. Split the participants into 4 groups.
2. Ask each group to identify, discuss and record the key risk and protective factors which relate to food security and livelihoods in the context. Assign each group one category:
 - Income and food security at the household level.
 - Employment, jobs, employers, small businesses.
 - Cash and voucher assistance, social and income protection systems.

- Food security and livelihoods sector programmes and humanitarian interventions.
3. Ask each group to report their discussions back in plenary.
 4. After each group show slides 4-8 which highlight some of the commonly identified risk and protective factors from across food security and livelihoods in humanitarian contexts worldwide. Reflect how these are similar/dissimilar to those mentioned in the context.

Remote option: Prepare 4 breakout rooms and assign one category to each group. Copy and paste the task instructions (point 2 above) into the chat. Provide a link to a virtual whiteboard where groups can make notes.

3. Introduction: Prevent child labour through quality FSL programming

15 minutes

1. Show slide 10. Remind the participants of strategic and response planning from Session 5, which highlights the key considerations for food security and livelihoods actors and can help determine their role in supporting efforts to prevent and respond to child labour in humanitarian settings.
2. Show slide 11. Also remind the participants of the programmatic framework for child labour prevention and response.
3. Show slide 12. (Optional for participants who are coordinating action to address child labour) Explain that for food security and livelihoods to play a role in addressing child labour, FSL action must be coordinated. Coordinating FSL activities to address child labour can help develop FSL and multi-sector strategies to mitigate and address child labour risk factors, and support FSL actors to collaborate with relevant actors, such as child protection/social welfare and other relevant actors.
4. Show slide 13. Explain that you have to develop FSL approaches and programmes which are sensitive of child labour and work to prevent child labour, child labour risk factors need to be identified and analysed through assessment and monitoring. This can be done through integrated relevant child labour indicators in the usual opportunities in FSL programming, such as PDM, FSL and Market assessments etc., but should also include an analysis of labour legislation, labour restrictions,

the supply of adult labour, hard to reach groups and the views and perspectives of community level actors and children.

5. Explain that indicators should be integrated which assess several key areas, show slide 14. such as the impact of economic shock on coping mechanisms such as child labour and the activities, economic roles and children's use of time which are age and gender specific. Hand participants a list of indicators used in the context or a list of global indicators.
6. Show slide 15. Explain that targeting and selection for FSL programmes have significant potential to include households which are vulnerable to or in child labour.
7. Another central component of quality programming which was discussed in earlier sessions and will quickly be reviewed now is preventing child labour associated with FSL and humanitarian programming. Show slide 16. Remind participants of the key principles related to the responsibility of FSL actors not to cause further harm to children, including inadvertently increasing or worsening child labour because of FSL programming.
8. Show slide 17. Explain that to safeguard children from child labour associated with FSL programming, prevention, mitigation, and monitoring measures should be put in place for identified child labour risks. Reiterate collaboration, building staff capacity, accountability, safeguarding and measures to prevent sexual exploitation, abuse, and harassment.
9. Show slide 18 and discuss some of the potential negative consequences and possible prevention and mitigation measures that may be found in FSL programming.

4. Activity: Identify good practice to prevent and respond to child labour through FSL and economic strengthening 35 minutes

1. This activity asks participants to build upon the discussions and mapping they conducted in Session 6: Core actions for humanitarian actors to prevent and respond to child labour (2).
2. Group participants, either in the same groups that were used in Session 6 e.g., geographic, or organisational, or in new groups for different FSL

interventions commonly used (CVA and CVA+, Agriculture, Small business support, Income generation, or economic strengthening for adolescents, depending on available forms in the context). Ask participants to nominate someone to feed back in plenary and someone to keep a note of their discussion on the flipchart.

3. Show slide 19. Bring back the mappings from Session 6 which identify available services or efforts underway (See preparation above).
4. Ask participants to review them quickly and discuss in their groups if there are any other FSL or ES support, activities, services, key actions, interventions which are undertaken in the area they can add to the mappings? Give them 10-15 minutes to do this.
5. If groupings are the same as in session 6 allocate each group a type of FSL intervention listed above.
6. Now ask participants to identify the good practices, challenges, and opportunities they see for preventing and responding to child labour within the FSL and ES programmes that have been included in their mapping.
7. Encourage groups to think about different aspects of their programme such as: targeting, identification and outreach, the extent to which activities or actions are tailored to at-risk or working children, and their families, etc. Note that for each challenge or gap identified, the group must identify at least one solution.
8. Depending on time available for feedback, ask each group to present their priority 2 or 3 good practices, key challenge/gap and related opportunities or solutions that were identified. More if the time allows.
9. Keep a record of all the good practices, as well as the opportunities and solutions to existing challenges, as they can be used to develop a list of priority actions to strengthen response and prevention of child labour through programming.
10. After each group show the relevant slide from slides 20-24 entry point/programming model (CVA and (Food security and livelihoods for adolescents, Agricultural livelihoods, Employment, small business and market access, Cash and voucher assistance and Cash +Plus)
11. Allow for discussion around any questions that arise.

12. After discussing cash and voucher assistance show slide 25 on monitoring child labour in CVA.

Remote option: Prepare the breakout rooms according to the considerations above. Share the links to the mapping from session 6 in the chat for reference. Copy and paste the task instructions (see point 4 above). Provide links to virtual whiteboards where groups can make notes. After the plenary, paste the new task instructions (see points 6 and 7 above) into the chat. Record the good practices identified by participants in a shared document or slide for future reference.

5. Introduction: Prevent child labour through child labour sensitive programming

10 minutes

1. Show slide 27. Explain that to develop FSL and other economic strengthening programmes which are sensitive to child labour, child labour risk factors should be considered across the programme cycle, complimentary measures which help increase the flexibility or accessibility of FSL programmes for at-risk families, choosing markets and trades for FSL interventions which can absorb new workers from at-risk groups, integrating child labour messaging, tackling gender inequalities for adolescent girls and strengthening social cohesion to reduce risks for working children.
2. Show slide 28. By integrating and combining strategies across sectors to promote integrated childhood programming, at-risk families can access a broad range of assistance to help address the multiple vulnerabilities many families with child labour face during humanitarian crisis, including through referral systems, increasing incentives to attend school, and monitoring the impact of programmes on child well-being.
3. Show slide 29. In at-risk households assistance can be targeted to restore livelihoods or agricultural production and assets, help reduce parents' burden when they take on livelihoods activities or participate in programmes, promote safe access to water, fuelwood, energy, which accounts for domestic, agricultural, economic use; facilitates access to existing FSL/CVA and social protection interventions and helps families to reduce costs and improve sustainability in livelihoods activities.
4. Explain slide 30.

6. Activity: Expanding opportunities to prevent and respond to child labour
30 minutes

1. Put participants into groups (see preparation above).
2. Give each group a copy of the worksheet associated with the activity. Ask groups to develop an action plan based on the worksheet and following questions.
3. Tell participants the emphasis is on moving forward and what can be done in the context to strengthen prevention and response to child labour through (inter-) sectoral or thematic activities.
4. Questions on the action planning sheet include:
 - 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/organisation/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?

Remote option: Prepare the breakout rooms. Provide a link to the relevant worksheet. Copy and paste the task instructions (see points 2 and 3 above) into the chat.

7. Closing **5 minutes**

1. Recap the key messages from the session.
2. Ask participants if they have any questions or reflections before closing the session.
3. Check if anything from the parking lot can be answered

Session 15: Humanitarian health to prevent and respond to child labour

DURATION

- 100 minutes

LEARNING OUTCOMES

At the end of the session participants will be able to:

- Describe the relationship between health and child labour.
- List 5 physical traits which place children at greater risk of physical harm.
- Develop an action plan to support households with children in child labour address health risks and access to healthcare services for own given context

Please note that learning outcomes may need to be adjusted depending on the activities that you opt to include when contextualizing your session plan.

KEY MESSAGES

- Children in child labour are highly vulnerable to health risks.
- Yet children in child labour, particularly the WFCL, often face the greatest barriers to accessing healthcare.
- Health is often a significant burden in households with child labour.
- Children are more vulnerable than adults to the same physical hazards because of their age and development
 - Health care workers can play a key role in preventing and responding to child labour

LINKS TO TOOLKIT

- 3.10 Health
- Tool 1: Risk and Protective factors
- Tool 11: Supporting at-risk children and empowering girls
- Tool 15: Child labour key messages
- Tool 4: Disability and child labour
- 4.2 Capacity and staff safety

- 4.3 Monitoring and Evaluation
 - 3.1 Strengthening child labour systems, policies, and legislation
-

The Steps that should be followed

1. Welcome:

5 minutes

1. Show slide 2. Welcome participants to the session.
2. Explain that we will look at the complex relationship between child labour and health in this session.
3. Show slide 3 and explain the session objectives.

2. Discussion: What do you think?

20 minutes

1. Split the participants into 5 groups. Show slide 4.
2. Ask each group to discuss and identify and record the key issues such as health risks and protective factors which relate to the case study they have been given.
 - Danah
 - Amara
 - Mateo
 - Joyce
 - Sadad
3. Ask each group to report their discussions back in plenary.
4. After each group has presented their discussion, show the respective slide (from slides 5-9) to ensure all the main points are covered. At the end, ask for any reflections on any similarities or differences between the cases.

Remote option: Prepare 5 breakout rooms. Assign a case study to each group and provide a link to access these, and a link to a virtual whiteboard for groups to make notes.

3. Introduction: Child labour as a health concern

10 minutes

1. Explain that the cases we have just discussed highlight the very real and very important links between child labour and health care in emergencies. Show slide 10-12. Children in child labour are highly vulnerable to health risks, they often face barriers to accessing healthcare due to poverty and neglect by parents, caregivers or employers, and health is often a significant burden in households with child labour (costs, time, parental disability, poverty, economic/social exclusion), healthcare workers are also ideally placed to play an important role.
2. Recap or introduce where necessary content from introductory sessions. Children's work brings them into close contact with a variety of hazards which vary by nature depending on the type, place, and conditions of work. (Slide 13). That there are physiological reasons why children are more vulnerable than adults to the same hazards as their bodies develop, (Slide 14), and there are factors which exacerbate children's physical vulnerabilities. (Slide 15).
3. As well as physical hazards and impacts there are also many psychosocial impacts and factors which surround children's work and affect how working children especially those in the WFCL from accessing health care. (Slides 16 and 17)

4. Activity: What would you do?

30 minutes

1. Split participants into the same 5 groups as the earlier discussion. Show slide 19.
2. Ask each group to now discuss and identify what could be done for the child and family they have discussed earlier.
 - Danah
 - Amara
 - Mateo
 - Joyce
 - Sadad
3. Ask each group to report their discussions back in plenary.
4. After each group presents their discussion, show the respective slide (from slides 20-24) to ensure the main points are covered.

5. Now, in plenary, ask participants to share their discussions on what could be done for children in a similar situation who have not accessed a health care facility but face similar health needs and vulnerabilities.
6. To finish off the activity recap discussions by explaining slides 25 - 27.

Remote option: Prepare to re-launch the breakout rooms with the same groups as in the first activity in this session. If needed, re-share the links to the case studies and virtual whiteboards.

5. Activity: Expanding opportunities to prevent and respond to child labour

30 minutes

1. Put the participants into groups (see preparation above).
2. Give each group a copy of the worksheet associated with the activity.
3. Ask groups to develop an action plan based on the worksheet and following questions.
4. Tell the participants, that the emphasis is on moving forward and what can be done in the context to strengthen prevention and response to child labour through (inter-) sectoral or thematic activities.
5. Questions on the action planning sheet include:
 - 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/organisation/key stakeholders)
 - Resources required
 - Potential risks
 - How could 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.

Remote option: Prepare breakout rooms according to the considerations listed in the preparation section above. Provide a link to the relevant worksheet. Paste the task instructions (see point 2-3 above) into the chat.

6. Closing

5 minutes

1. Recap the key points from the session.
2. Ask participants if they have any questions or reflections before closing the session.
3. Check if anything from the parking lot can be answered