

TOOL



THE ALLIANCE
FOR CHILD PROTECTION
IN HUMANITARIAN ACTION

What We Need to Know About Child Labour

Purpose: This tool – What We Need To Know (WWNK) – presents the pieces of information that we need to know about the child labour situation, in order to plan for a strategic response. It provides a framework for situation analysis, including secondary data review (SDR) and primary data collection.

How to use this tool: This tool provides an overview of all information that we need to know with detailed questions that can be used in the SDR or in a needs assessment.

Take the following steps:

1. Review the WWNK framework and determine what pieces of information already exist about the child labour situation in the context.
2. Identify the missing pieces of information and prioritise which ones need to be found for response planning and strategic decision-making.
3. Collect the missing information. Identify the best assessment approach such as a more comprehensive SDR and/or a rapid or in-depth needs assessment.

The objective of this tool is not to find **all** pieces of information; there is rarely a need for in-depth information on all topics. Especially when time and resources are limited, it is important to only select those pieces of information that are essential for strategic decision-making.

How to prioritise WWNK subjects: Ask the following questions:

- **Question 1: Do we really need to know about this issue to make a critical programmatic decision at this point?** If the answer is “no”, then do not include this piece of information. If the answer is “yes”, move to the second question.
- **Question 2: Can we expect to collect reliable information on this issue, with the available time, resources and data collection opportunities?** If the answer is “no”, do not include this piece of information.

Example 1: You have an opportunity to include child labour questions in a child protection rapid assessment (CPRA) six weeks after a rapid-onset emergency. Data will be collected through an SDR, key informant interviews and observations at community level. Someone suggests including the WWNK subject “**Changes in patterns and scale of existing forms of child labour due to the emergency**”. You pose the first question to the group: “Is this information critical for programmatic decisions in this phase of the emergency?” The answer is probably “**yes**”. Then, you pose the second question: “Given the selected methodology, do we expect to receive reliable information on this WWNK subject?”. The answer to the second question may well be “**yes**”. Therefore, this WWNK subject should be included in this assessment.

Example 2: You have an opportunity to include child labour questions in a multi-sector initial rapid assessment, which takes place within 14 days of a rapid-onset emergency. Someone suggests including the WWNK subject “**Conditions of work for children in child labour**”. You pose the first question to the group: “Is this information critical for programmatic decisions in this phase of the emergency?”. The answer is probably “**no**” because it might be more important to first collect basic information on child labour, such as the most common types of child labour in the context, or the potential scale of child labour in the aftermath of the crisis. In addition, given the multi-sectoral and rapid nature of the assessment, it is unlikely that workplaces will be assessed to collect this specific information. As a result, the answer to both questions is likely to be “**no**”, so this WWNK subject should not be included in the assessment.

What We Need to Know about child labour: summary overview

Level	What We Need To Know
Child Vulnerability to child labour, access to basic needs and services, hopes and aspirations	<ul style="list-style-type: none"> • Vulnerability profile of children vis-à-vis child labour • Patterns and scale of child labour prior to and during the crisis • Negative impact of child labour on children • The role of child protection, education and youth livelihoods in vulnerability to child labour • Participation and decision-making power of girls
Family and caregiving environment Risk and protective factors at the level of caregivers and the family	<ul style="list-style-type: none"> • Household food security and livelihoods including basic needs and income-generating opportunities for adults • Coping mechanisms of families to meet basic needs, including reasons why families condone child labour • Family and caring environment including risk and protective factors for child labour and gender norms affecting girls • The role of intimate relationships of adolescent girls, such as partners and husbands, in child labour
Community Risk and protective factors in the community environment, social norms and community services	<ul style="list-style-type: none"> • Community capacities to protect children from child labour • Social and gender norms and cultural practices that influence the acceptability of child labour • Capacities of community-level services and support • Access to information on child labour
Society Laws, policies, legislation, services and enabling environment	<ul style="list-style-type: none"> • Child labour policy and legislation at national and regional level • Child labour actors at all levels and their capacities • Formal and informal child labour systems and their main strengths and gaps • Child labour data and information management systems
Humanitarian context Crisis profile and response capacity	<ul style="list-style-type: none"> • Main characteristics of the humanitarian context • Child labour risks associated with humanitarian action • Potential natural hazards and disaster risks and associated mitigation measures

What We Need to Know about child labour: sample questions

What we need to know	Questions	Comments
Vulnerability profile of children vis-à-vis child labour	<p>1. Which children are most at risk of (specific types of) child labour in the crisis context?</p> <p>a. What are specific risks for girls?</p> <p>b. What are specific risks for younger and older children?</p> <p>c. What are specific risks for children with disabilities?</p> <p>d. What are specific risks for children from other vulnerable groups?</p>	<p>Analyse context-specific data about the child population to identify at-risk groups. Always consider:</p> <ul style="list-style-type: none"> • gender, age and disability • access to education, child marriage, separation status (living with one, both or neither of the original parents/caregivers), work status • other relevant vulnerability factors in context (e.g. belonging to refugee, internally displaced or migrant population or a minority group). <p>Use existing population data or recent statistics to identify specific groups at risk of child labour, such as:</p> <ul style="list-style-type: none"> • younger children (aged 5 to 9), young adolescents (10 to 14) or older adolescents (15 to 17) • girls, boys and children with other gender identities • children and adolescents with disabilities • married or divorced girls and young mothers • children who are refugee, internally displaced or migrant, stateless or belonging to a minority group.
Patterns and scale of child labour prior to and during the crisis	<p>2. What are the characteristics of child labour in the pre-crisis context?</p> <p>a. What are the most common types of child labour and their prevalence?</p> <p>b. What are the main drivers of child labour prior to the crisis?</p> <p>3. What are the characteristics of child labour during the crisis?</p> <p>a. What types of child labour are increasing or newly emerging as a result of the crisis?</p> <p>b. What are the key risk and protective factors for child labour?</p>	<ul style="list-style-type: none"> • What are the most common forms of child labour/WFCL prior to the crisis? • How many children are (estimated to be) involved in child labour/WFCL prior to the crisis? • What are the main drivers of child labour prior to the crisis, at individual, family, community and societal level? <p>Always use the national and international legislative framework for data collection on child labour, including criteria for child work, child labour, hazardous work and other WFCL.</p> <ul style="list-style-type: none"> • What types of child labour/WFCL are increasing or newly emerging during the crisis? • How many children are (estimated to be) involved in child labour/WFCL during the crisis? • What are the main risk and protective factors for child labour that emerge during the crisis, at individual, family, community and societal levels? • How does migration/displacement affect the types of work that children are involved in? • Do boys and girls combine work and school? • Is bonded labour or slavery present in any form, including to cover family debt or rent? • Where are the common places where children work (such as household, private residence, private establishments, streets, hazardous worksites)? • Do work and conditions vary for different groups of children, e.g. girls, boys, younger children and adolescents? • How do ill health and disability of children and/or their parents/caregivers increase vulnerability to child labour? • How have trends and patterns of child labour changed over the duration of the crisis? • What are the factors that have compounded the situation over time?

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<p>Negative impact of child labour on children</p>	<p>4. What are the negative impacts of child labour on children?</p>	<p>Think about, for example:</p> <ul style="list-style-type: none"> • What are the main hazards and dangers that children experience in different types of labour? • What are the main consequences of child labour (physical, cognitive, psychosocial, educational)? • What are the health consequences of child labour, including illness, injury, disability and death? • What do children, parents and communities view as the most serious impacts of child labour? • What are the long-term impacts on children who are in child labour?
<p>Child protection</p>	<p>5. What protection risks are connected with child labour risks?</p> <p>a. What factors influence risks for girls?</p> <p>b. How does this compare between different age groups?</p> <p>c. What are specific protection risks for other diversity groups?</p>	<p>Think about, for example:</p> <ul style="list-style-type: none"> • Child protection risk factors associated with child labour/WFCL, such as psychosocial distress, violence, abuse, neglect and exploitation of children in their families, family separation, association with armed groups/forces, commercial sexual exploitation and trafficking. • Sexual and gender-based violence (SGBV) including child, early and forced marriage (CEFM) and divorce, abandonment of married girls, sexual violence. • Protective factors that contribute to a sense of safety among (working) children. • Availability of birth certificates and other civil registration and documentation. • Psychosocial distress and (positive/negative) coping mechanisms of children in child labour/WFCL.
<p>Education</p>	<p>6. What is the impact of the crisis on education (participation and levels of education) among children and adolescents?</p> <p>a. What factors influence participation and education levels for girls?</p> <p>b. How does this compare between different age groups and other diversity groups?</p>	<p>Cover all relevant types of education: formal, non-formal, informal learning, ECD services, remedial education, technical and vocational education and training (TVET).</p> <p>Think about, for example:</p> <ul style="list-style-type: none"> • Are schools/learning facilities closed because of the emergency, and what is the prospect of them reopening? • Has the proportion of out-of-school children changed since the emergency? Why? • What are the barriers to attending school/learning facilities, especially for girls and at-risk groups? • What are community attitudes to education? • Are children managing work and school? • What resources are needed to support children in child labour to access learning? • What are the comparative dropout/enrolment rates before and after the crisis? • How is child labour viewed and responded to within schools and the wider education sector? • What are the needs, views and priorities of already working children and other out-of-school children as well as children at risk of school dropout, including adolescent girls?

What we need to know	Questions	Comments
Youth livelihoods	<p>7. What is the impact of the crisis on economic and livelihoods opportunities for adolescents who are above the minimum age for work and below 18 years?</p> <p>a. What factors influence the opportunities for adolescent girls?</p> <p>b. How does this compare between different groups?</p>	<p>Think about, for example:</p> <ul style="list-style-type: none"> • What decent work opportunities exist for adolescents who are above the minimum legal age for work and below 18 years old? • Whether training, apprenticeship and employment opportunities are accessible for adolescents of working age. • Access of (unaccompanied) adolescents to cash and voucher assistance (CVA). • Role of girls and women in receiving and managing family economic resources. • Financial literacy of adolescents, particularly girls. • Views and expectations of children with regards to their education and (future) employment.
Participation and decision-making power of girls	<p>8. How do (adolescent) girls spend their time at home and outside the home?</p>	<p>Think about, for example, comparative amounts of time spent on:</p> <ul style="list-style-type: none"> • domestic work such as cleaning and collecting water, caring for relatives • paid work • leisure/play/entertainment • education/studying • activities at home and outside the home.
	<p>9. What kinds of decisions do adolescent girls have a say in (and how big is their say) at home and outside the home?</p>	<p>Think about factors that influence girls' decision-making power at the following levels:</p> <ul style="list-style-type: none"> • Individual (such as whether to go to school, what to study, what kind of work to engage in). • Household (such as how to divide non-paid work within the household, who goes to school, who works). • Workplace (such as having a say in their own work, freedom from child labour).
	<p>10. How does all of the above compare between different genders and age groups, and other diversity groups?</p>	<p>Think about:</p> <ul style="list-style-type: none"> • younger (10 to 14) and older (15 to 17) adolescent girls, versus younger and older adolescent boys • adolescents with disabilities • married or divorced girls and young mothers, versus girls who are not (yet) married • refugee/displaced adolescents versus non-displaced adolescents (where applicable).

What we need to know	Questions	Comments
Household food security and livelihoods	<p>11. To what extent are basic needs of families being met?</p> <p>a. What factors promote access to basic needs?</p> <p>b. What factors limit access to basic needs?</p> <p>c. How does this compare between different population groups?</p>	<p>Think about, for example:</p> <ul style="list-style-type: none"> • How the security and safety situation in the community affects access to basic needs. • Ability to own resources, income, assets and/or ownership of land, access to markets and livelihoods. • Access to food security, social protection, CVA or other economic support for at-risk families. • Nutrition including for pregnant girls and young mothers. • Shelter needs of children, particularly children who are on the move or unaccompanied. • WASH needs of adolescents/girls, including MHM needs. • Health or medical needs of children, including for working children.
	<p>12. What are the main income-generation opportunities for adults in targeted communities?</p> <p>a. How does this compare between different at-risk population groups?</p>	<p>Think about, for example:</p> <ul style="list-style-type: none"> • What is the impact of the crisis on the labour market and how does this affect household income? • Main sectors and industries that adults can work in and potential restrictions for at-risk groups. • Training, financial and other supporting services relevant to these sectors (products/services).
	<p>13. What are the coping mechanisms of families to meet basic needs?</p>	<p>Think about, for example:</p> <ul style="list-style-type: none"> • Who in the household is responsible for income, including children. • Household ability to own resources, income, assets and/or ownership of land. • Household access to food security and livelihoods, social protection and safety nets. • Access to social protection, CVA or other economic support for at-risk families. • Social support networks within the family, community or via diaspora.
	<p>14. What are the main reasons that families use to condone child labour?</p>	<p>Think about, for example:</p> <ul style="list-style-type: none"> • household income poverty • social and gender norms or cultural practices • crisis-specific pull or push factors such as conflict, migration or family separation.

What we need to know	Questions	Comments
Family and caring environment	<p>15. What is the availability and quality of parental care for adolescents?</p> <p>a. What factors influence parental care for adolescent girls?</p> <p>b. How does this compare between different genders and age groups, and other diversity groups?</p>	<p>Think about, for example:</p> <ul style="list-style-type: none"> • Risks and protective factors in the relationship between children and their caregivers (e.g. parental distress, violence, absence, neglect, parenting skills, communication, joint activities). • Availability of social and emotional support for caregivers (e.g. absence of partner, partner support, peer support, family social support, drugs/ alcohol abuse). • Availability of quality family-based alternative care for separated adolescents/girls. • Level of awareness on child rights and the harmful impact of child labour. • Social and gender norms that influence how parents value education and condone child labour.
	<p>16. What are views and expectations of caregivers on the (gender specific) roles and responsibilities of adolescents?</p>	<p>Think about, for example:</p> <ul style="list-style-type: none"> • Roles, responsibilities and expectations placed on adolescent girls versus boys. • Views and expectations of parents/caregivers with regards to adolescent girls, particularly girls' education, child marriage, pregnancy and employment. • Acceptability of (gender-based) violence against married girls.
Intimate relationships	<p>17. What are views and expectations of partners/husbands/in-laws on the work of adolescent girls?</p>	<p>Think about, for example:</p> <ul style="list-style-type: none"> • Roles, responsibilities and expectations placed on (married) adolescent girls in the household. • Views and expectations of in-laws, husbands/partners with regards to adolescent girls' work. • Risk factors for girls' involvement in child labour/WFCL including commercial sexual exploitation in relation to, or perpetrated by intimate relationships. • Protective factors in intimate relationships that can help to prevent child labour/WFCL.

What we need to know	Questions	Comments
Community capacities to protect children from child labour	18. What capacities exist in the community that help to prevent child labour ?	Think about, for example: <ul style="list-style-type: none"> • Are there measures taken by communities to protect children from child labour/WFCL? What do these consist of? • What are formal and informal services for formal and non-formal education, (youth) livelihoods and child protection? • What are key local groups that can help to prevent child labour? Consider child protection, anti-trafficking, women's rights groups, child/adolescent/youth groups, savings groups, etc. • Are there specific services for refugees, internally displaced people or migrants and other minorities? • How can working children and adolescents, particularly girls, participate in community-level action?
	19. What social and gender norms and cultural practices influence child labour?	Think about: <ul style="list-style-type: none"> • What is the attitude of communities towards child labour/WFCL? Has this changed since the emergency? • Are there differences between beliefs and cultural attitudes of different population groups who are affected by the emergency including those directly and indirectly affected? • What social and gender norms condone child labour, and what norms help to prevent child labour?
	20. What are the biggest sources of community tension related to work or livelihoods?	Think about, for example: <ul style="list-style-type: none"> • What work-related issues cause tension or conflict within or between communities? • What happens as a result of the tension and how does it affect (working) children? • What opportunities exist to manage tensions and promote social cohesion?
Access to information	21. How do at-risk children, families and communities receive information about child labour?	Think about, for example: <ul style="list-style-type: none"> • How do marginalised children, families and communities receive information? Are there differences between population groups, e.g. refugee/host; rural/urban? • What are the best communication channels for children involved in child labour and their families? • Has there been a change in communication channels that could reach children involved in child labour (new ones as well as old ones that are no longer viable)?
Child labour policy and legislation	22. What are the provisions of the national legal framework for child labour?	<ul style="list-style-type: none"> • Are there national or sub-national child labour plans to eliminate child labour? • What are the legal provisions and gaps regarding: minimum age for work, light work, decent work (types, conditions, hours and pay), WFCL including a hazardous work list?
	23. What are the regional or global child labour conventions?	<ul style="list-style-type: none"> • What are legal provisions and gaps regarding the WFCL and response services, including justice/legal support for survivors of SGBV, CAAFAG and other WFCL? • What are the legal provisions for access to education, decent work and essential services for refugees, internally displaced and migrant groups, asylum seekers and stateless populations?

What we need to know	Questions	Comments
Child labour actors and capacities	24. What child labour actors and services currently exist to support children in, or at risk of child labour?	Conduct a service mapping with relevant types of service providers and their eligibility criteria: <ul style="list-style-type: none"> • government, UN, local, national and international NGOs and local organisations or networks, private sector actors, workers' and employers' associations • actors by geographic areas, sector, target group. • Cover services across the following areas: <ul style="list-style-type: none"> • formal, non-formal, informal education and ECD • child protection and GBV services • health including MHPSS, SRHR and MHM • economic assets, financial services (e.g. loans) and/or livelihoods opportunities • legal services / justice support.
	25. What is the quality of these services and how safe and accessible are they for children in child labour, particularly WFCL?	Think about, for example: <ul style="list-style-type: none"> • Whether services provide child- and adolescent-responsive services (e.g. tailored to age, gender specific needs, inclusive of at-risk adolescents such as those with disabilities, or refugees). • Whether they have the required information, supplies, trained staff and services to prevent or respond to child labour. • Whether the costs, distance or other barriers prevent children in child labour and the WFCL from accessing these services.
Child labour systems	26. What are the capacities and gaps in formal and informal systems that protect children from child labour?	Think about, for example, the existence and functioning of: <ul style="list-style-type: none"> • local or (sub-)national coordination mechanisms related to child labour • employment regulation and child labour law enforcement systems during the crisis • informal systems at community level, including workplaces, that can protect children from child labour.
Data and information management	27. How is child labour data collected, stored, shared and used?	Think about, for example: <ul style="list-style-type: none"> • What data collection platforms already exist that could collect data on child labour? • What support would they need to function effectively? • What assessment/monitoring activities are being planned that could accommodate child labour? • Whether data is safely collected, stored and shared. • How existing evidence can be used to support programming or influencing work.

What we need to know	Questions	Comments
Humanitarian context Crisis profile and response capacity	28. What are the main characteristics of the humanitarian context ?	Think about, for example: <ul style="list-style-type: none"> • How the crisis impacts on household food security and access to basic needs of displaced and host communities. • How displaced and hosting communities might be affected differently. • How conflict or infectious disease risks affect access to and interaction with communities.
	29. Are there any child labour risks associated with humanitarian action ?	Think about, for example: <ul style="list-style-type: none"> • Are humanitarian actors aware of child labour risks and steps to prevent and mitigate these risks? • Do humanitarian actors have safeguarding and PSEAH measures in place to prevent misconduct by staff which could lead to child labour/WFCL and other protection concerns? • Are there indications that humanitarian action is contributing to increasing levels/severity of child labour?
	30. What are the main natural hazards and other risks and associated mitigation measures related to (further) conflict, disaster and/or displacement?	Think about, for example: <ul style="list-style-type: none"> • Risks of recurring emergency and crisis situations (e.g. conflict, social and/or political unrest, violence or natural hazards, mass displacement) and how this affects children, particularly girls. • Risks of slow-onset emergencies (e.g. food insecurity, drought, etc.) and how this affects children, particularly girls. • Mitigation measures known to be effective in preventing child labour risks.