AFRICAN YOUTH EMPOWERMENT AND DEVELOPMENT INITIATIVE (AYEDI)

COMMUNITY CHILD LABOUR COMMITTEE (CCLC)

Implementation Guide

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I. Acronym List

AYEDI	African Youth Empowerment and Development Initiative
CBSD	Community-Based Services Department
CCLC	Community Child Labour Committee
CDO	Community Development Officer
CPC	Child Protection Committee
CSO	Civil Society Organization
DOVCC	District OVC Coordination Committee
LC	Local Council
MGLSD	Ministry of Gender, Labour and Social Development
NGO	Non-Governmental Organization
OVC	Orphans and Vulnerable Children
SOVCC	Sub-County OVC Coordination Committee
SPWO	Senior Probation and Welfare Officer
STF	Straight Talk Foundation
USDOL	The United States Department of Labor
UWESO	Uganda Women's Efforts to Save Orphans
VSLA	Village Savings and Loan Association
WEI/Bantwana	The Bantwana Initiative of World Education, Inc.

II. Background

A. Introduction

With funding from the US Department of Labor (USDOL) and in partnership with the Government of Uganda, Straight Talk Foundation (STF), Uganda Women's Efforts to Save Orphans (UWESO), RECO Industries, and private sector agri-business actors, the Bantwana Initiative of World Education, Inc. (WEI/Bantwana) implemented the **African Youth Empowerment and Development Initiative** (AYEDI) from December 2013 to June 2018. AYEDI is a four-year project that was implemented in four districts of Uganda (Iganga, Bugiri, Gulu, and Lira) and worked with adolescent youth, ages 15-17, to help them to develop marketable skills in order to secure decent work opportunities and to serve as civic leaders in their communities, thereby enabling them to avoid or withdraw from hazardous labour.

B. Purpose

WEI/Bantwana, in collaboration with AYEDI project partners, developed this Community Child Labour Committee (CCLC) Guide as a tool to provide AYEDI implementing partners and other stakeholders with direction on how to establish and manage the CCLCs. CCLCs are sub-committees within the Child Protection Committee (CPC) structure at the village level.

C. Justification for the Establishment of CCLCs

The Government of Uganda, through the Ministry of Gender, Labour and Social Development (MGLSD), supported the establishment of child protection structures at different levels to serve as coordination mechanisms that improve programming for orphans and vulnerable children (OVC). However, such structures were limited to the higher local government level only—including the Local Council (LC) V at the district level and LC III at sub-county level.

At the parish and village levels, the MGLSD[1] provided for implementing partners to establish **Child Protection Committees** (CPCs), which include CCLCs. These are comprised of community members who have a passion for the welfare of children and report directly to the Sub-County OVC Coordination Committee (SOVCC) structure, which is mandated to coordinate all of the OVC concerns in the sub-county.

The AYEDI project worked with the Community-Based Services Department (CBSD) at the district level and the Sub-County Community Development Officer (CDO) at the sub-county level to train existing CPCs at the village level in order to empower these committees with skills to address child labour. The existing CPCs were supported to establish **CCLC sub-committees** to focus specifically on **child labour monitoring in the community at the village and parish levels**.

D. Roles of Community Child Labour Committees

The CCLC provides key services to the community related to the prevention of child labour and hazardous work for youth. These services include informing communities of relevant laws, policies,

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[1] "Harmonized National Coordination Guidelines for Delivery of the Multi-Sectoral Response to Vulnerable Children." Ministry of Gender, Labour and Social Development; Republic of Uganda. November 2011.

and rights related to children and youth; increasing opportunities for youth-friendly programmes; increasing community awareness on the dangers of hazardous work for youth; and promoting the withdrawal, rehabilitation, and integration of children engaged in hazardous work.

- CLCCs fill **existing knowledge gaps** in the community on laws and policies related to child labour issues. Members of the CCLCs receive information and training on international and national legislation on child labour to which they refer in their work with communities.
- CCLCs increase opportunities and advocate for **youth-friendly programmes** in the community. For example, this could be through developing linkages and lobbying for viable youth programmes within the community.
- CCLCs, among other actors, **raise awareness of child labour** as one of the major violations of children's rights in the district. During the project, through their participation in community dialogue meetings, school and home visits, and caregiver meetings, CCLCs worked to increase community awareness of the dangers of hazardous work for children and youth. With the Youth Empowerment Clubs established by AYEDI, the CCLCs were involved in advocacy against hazardous child labour in their communities. This increased community action and response to issues of child labour and hazardous youth labour in the community, thereby decreasing tolerance of these activities.
- CCLCs promote the **withdrawal, rehabilitation, and integration of children** engaged in hazardous work. Together with the different actors working against child labour, CCLCs refer children affected by hazardous child labour to services that assist them with withdrawing from hazardous work and with rehabilitating and re-integrating back into their communities.

III. Establishing CCLCs

A. Steps for Establishing CCLCs

The AYEDI strategy for establishing CCLCs involved selecting three members from each existing CPC. These three members make up the core team of each CCLC and select among themselves a **chairperson**, a **secretary**, and a **mobilizer** for the CCLC sub-committee. AYEDI trained the CCLC members on their roles and responsibilities as a child labour monitoring system in the community.

In the establishment of CCLCs, there are three possible scenarios:

1. **The CPC has been in existence and is active:** In this scenario, three members from the existing CPC are identified to form the CCLC sub-committee.
2. **There has been no CPC:** In this scenario, local and opinion leaders in the community are utilized to vet persons to form a CPC and thereafter constitute the CCLC sub-committee.
3. **There has been a CPC, but members are not active:** In this scenario, local and opinion leaders are utilized to vet among the active CPC members three members who can form the CCLC sub-committee. If three people are not available, interested community persons are vetted by the community and opinion leaders.

The steps for establishing the CCLCs are as follows. During the project, an AYEDI Project Officer led this process.

Step 1: Talk to the district and sub-county leadership (District Probation and Social Welfare Officer, District Labour Officer, and the Sub-County Community Development Officer) to ascertain the existence of CPCs in the district and or in the sub-county.

Step 2: Talk to the village leadership to ascertain if there is an existing/active Child Protection Committee (CPC) in the community.

Step 3: Identify and talk to existing CPCs in the community or establish CPCs where they do not exist, in concert with local leaders.

Step 4: Conduct sensitization meetings in collaboration with the local council members and the CPC about the AYEDI project. Ensure that all of the CPC members are available that day, as this provides for inclusiveness and enables the proper vetting of people for the CCLC sub-committee. Emphasize the importance of forming a CCLC sub-committee as part of the CPC. The CPC members must understand that among child rights violations, child labour is often not addressed, yet it is a very serious concern with a long-reaching negative impact on the development of children. Inform CPC members that this is not a separate structure from the CPC, but rather, this is a part of the CPC, which focuses on monitoring child labour and hazardous youth labour in the community.

Step 5: Share with the CPC the criteria for selecting CCLC members (see below).

Step 6: Ask CPC members to agree on a date for the CCLC formation meeting and to attend on the agreed-upon date.

Step 7: On the agreed-upon date for CCLC formation, vet nominated and potential CPC members with community and opinion leaders to ensure acceptance and relevance of the members selected.

Step 8: Select three CCLC members from each CPC to form the CCLC sub-committee. Ask these three members to choose among themselves a chairperson, mobilizer, and secretary for the child labour monitoring work.

Step 9: Share list of CPC members and the CCLC sub-committee with the sub-county leadership through the Sub-County CDO.

Step 10: Instruct the CCLC to share its members list with the different local authorities and in the community at the village; parish; sub-county; and, if possible, district levels.

B. Criteria for Selecting CCLC Members

✓ Check	The following criteria should be met when selecting **CCLC members**.
	At least one of the CCLC members should be from a **formal village sector** (CPC, LC1).
	CCLC members should have at least some **knowledge** of: • Child labour and hazardous youth labour issues; • Social protection; • Community mobilization; and • Community awareness-raising techniques.
	CCLC members must be able to lead a discussion regarding child labour issues, as case management requires **good communication skills**.
	CCLC members should be able to **implement community action plans to move towards the elimination of child labour**. They must be able to identify a case and work with other stakeholders to implement the agreed-upon action plan.
	CCLC members must have **no criminal record.**
	CCLC members should have the **passion to serve as volunteers** in their community and have some experience of volunteering in community programs.
	In addition to a passion for serving their community, CCLC members should also have an innate **passion and love for working with children** and for the welfare of the children.
	Secretaries of the selected teams should be able to **read and write**. This ensures that they are able to document the child labour case management processes.
	Selection of **CCLC members should not discriminate** in terms of gender, religion, ethnicity, or political leaning.
	At least **one-third of the CCLC members should be women**.

Below are the recommended qualities and skills that CCLC members should possess.

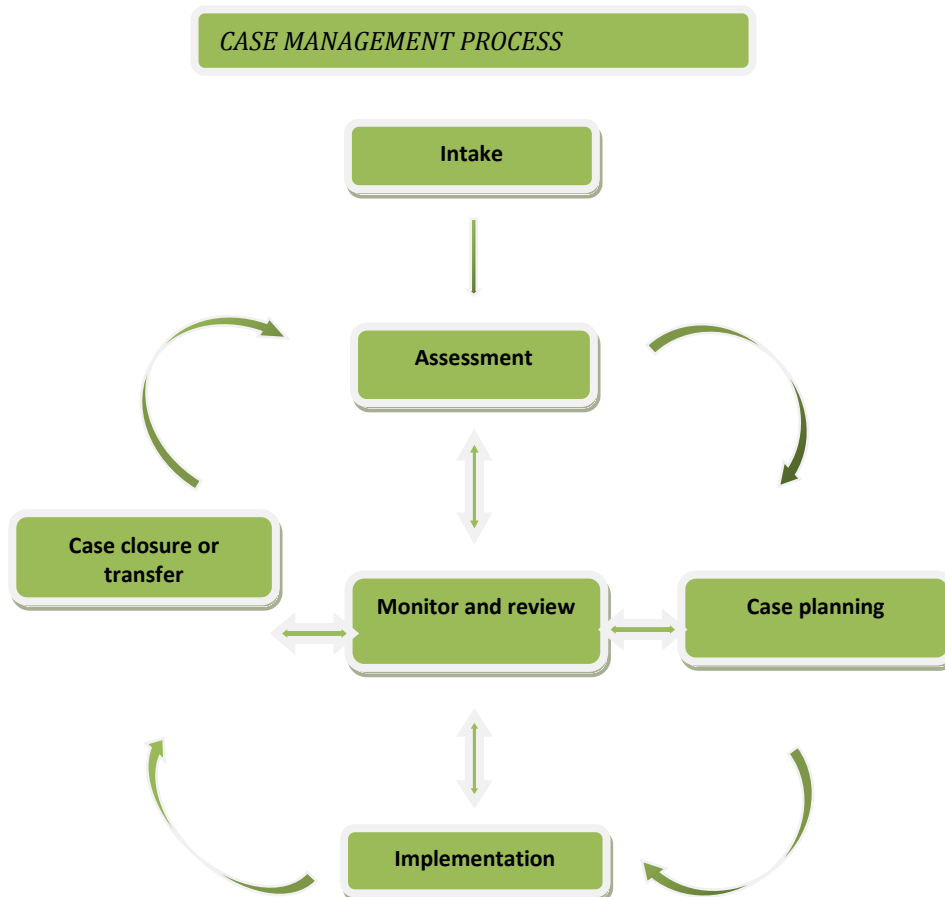| Qualities (part of one's character)	Skills (something learned)
Creative	Communication
Determined	Problem-solving
Patient	Decision-making
Dependable and reliable	Leadership
Confident	Respect for confidentiality
Exemplary (i.e. a good role model to youth)	Mobilisation
Respectable	Guidance and counselling
Focused	Public speaking
Caring	Writing and reporting
Hard-working	Conflict resolution (mediation, negotiation)
Self-motivated	Basic psychosocial support skills
Friendly	

C. Role[2] of CPC/CCLC Members

The primary roles of the CCLC members are to:

- Ensure that children in their locality realize their rights to be protected from violence, exploitation, and neglect.
- Identify cases of child protection violations and refer/report cases to the appropriate authorities.
- Provide community solutions and assistance to children who are experiencing or are at risk of child protection violations, especially those related to hazardous child labour.
- Undertake a range of core functions and activities, which include representing the community and working with the community to identify and address child protection issues as well as developing, planning, implementing, and managing all activities initiated by the child protection structure.
- Identify vulnerable children, refer them to available services, and provide community solutions that address the needs of vulnerable children that they can manage. The chairpersons of the CCLCs will report to the Sub-County CDO and/or the Sub-County OVC Coordination Committee (SOVCC) (see case management process below).

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[2] "Harmonized National Coordination Guidelines for Delivery of the Multi-Sectoral Response to Vulnerable Children." Ministry of Gender, Labour and Social Development; Republic of Uganda. November 2011.

IV. Case Management in CCLCs

The following figure shows the model for the CCLC case management process.

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                    │  CASE MANAGEMENT PROCESS     │
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   │ Case closure │       │ Monitor and      │      │ Case planning  │
   │ or transfer  │       │ review           │      │                │
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                              │ Implementation │
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A. Steps in the Case Management Process

1. **Intake: Identify and present a case.**
   - Any concerned member of the community can identify and present a case to any CCLC member at any time. This concern is recorded in the CCLC case register.
2. **Assessment**: **Assess the case for further action.**
   - It is important to share the case with at least one other CCLC member. After the responsible CCLC member has assessed the case, he/she would report the case to the AYEDI Field Assistant, who would help explore possible actions. In deciding on an action, the CCLC member and Field Assistant should consider the child's needs, the perpetrators involved, and the gravity of the case, among other issues.
3. **Case planning**: **Plan how to manage the case/concern.**
   - With the Field Assistant, the CCLC member plans how to manage the case/concern. The CCLC member needs to document the plan and share the case with other

committee members. The care plan must focus on achieving improved developmental outcomes for the child and ensuring the child's safety, even though services may be provided to a number of the child's family members as part of the plan. The complexity or severity of the child's needs will determine the scope and detail of the plan. The plan should outline:

    i.   The strategies that will be undertaken to respond to the child's identified needs;
    ii.   The people responsible for taking action; and
    iii.   How the child will be protected from further harm during this process.

4. **Implementation: Implement the plan as agreed.**
   - After planning, the CCLC member in charge of the case should implement the plan as agreed upon by the committee (in the case where one of the committee members is the victim, allow other members handle the case). The CCLC should identify which partners to work with to manage the case (see **Support Network of Child Labour Actors** section below).

5. **Monitor and review**: **Document the entire process.**
   - The CCLC member responsible for the case should be able to work with the secretary to document the entire process by providing information and/or recording all relevant information in a file for others who might need to follow up on the case. If a case is referred, CCLC members should follow up on the progress of the case and provide regular feedback to relevant/concerned parties.

6. **Case closure or transfer**: **Track the case until it is closed.**
   - The CCLC responsible for the case should track the case until it is closed. A case can be closed when it is resolved or transferred to another specialized stakeholder for further management (for example, the police, Probation Officer, or child protection service organizations). The CCLC should document the closure and close the case register for reference. While a CCLC member can recommend a case for closure, it can only be closed by the CDO or Probation Officer, who must stamp the case file.

B. Referral Network for Children Affected by Child Labour

Referrals are made to the support network of child labour actors in the community, sub-county, district, and national levels. This network has coordination mechanisms through which referrals can be made. Key points/tips related to referrals are as follows:

- CCLCs/CPCs identify, manage, and refer cases to the SOVCC/Sub-County CDO, which then presents them to the DOVCC, where the Senior Probation and Welfare Officer (SPWO) is usually the secretary and OVC Coordinator.
- AYEDI staff members (AYEDI Project Officers and Field Assistants) followed up on the child labour cases identified and handled or referred.
- AYEDI staff members (AYEDI Project Officers and Field Assistants) made further referrals to the Probation Office.
- For effective referrals, actors working with children must agree upon a network of coordinating activities. The CCLC must therefore identify available child service organizations and draw a child labour referral map for its community and link it with the sub-county child services organization map.
- Agencies should be able to refer cases of child labour to actors (CSOs/NGOs/CBOs, government offices, police, religious leaders, etc.) that can provide the necessary services to the victims of child labour.

- The District Probation Office is the focal point for referrals to partners, either formally or informally. It is from the District Probation Office where further referrals are made to partners and follow up is made on the progress of the case.
- The referral process and follow-up activities must be thoroughly documented.

V. Linkages with AYEDI Project Youth Empowerment Club Activities3

Over the course of AYEDI, CCLCs played an important role in the implementation of the project's interventions. The linkages of these CCLCs with the AYEDI Youth Empowerment Club platform are outlined below.

- CCLC members led some of the AYEDI community dialogues to raise the profile of child labour issues among the community.
- Whenever deemed necessary, the CCLCs represented the needs of the youth to the DOVCC and SOVCC, thereby championing adolescent and youth needs. They promoted child labour advocacy and interventions geared towards reducing child labour in the village, parish, and sub-county.
- CCLC members served as guest speakers and formed part of the pool of community resource persons that were invited for mentorship sessions in the club sessions.
- CCLC members linked youth to existing decent work opportunities in their community. They advocated for the improvement of the welfare of children at their work places.
- CCLC members offered entrepreneurial guidance to the clubs.
- CCLC members were able to identify sites for and participate in learning visits.
- On occasion, some of the CCLC members were identified to serve as patrons/matrons to lead the clubs. In this way, they led the roll-out of the club package and supported the development of career paths for youth.
- CCLC members could advocate and lobby for the inclusion of Youth Empowerment Clubs in the community development plan in the sub-county. These members mentored the youth to access the different opportunities for development in their community.

VI. Motivating CCLC Members

CCLC members are volunteers. It is therefore important that they stay motivated to do their work. CCLC members should be motivated in the following ways:

- Capacity building trainings

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[3] Throughout the life of the project, the AYEDI youth clubs served as a platform for youth aged 15-17 years to attain life skills and to help them identify potential career or education pathways. Each club had 25 to 30 members, and these members participated in several activities, including recreational activities (sports, music, and art) and life skills activities like entrepreneurship, leadership, and sexual and reproductive health education. These were facilitated by the club patrons/matrons and AYEDI Field Assistants and were led by peer educators who are fellow adolescent youth.

- Savings and access to a social/emergency fund through VSLA membership
- Recognition in the community at the district level
- Exposure to different fora in the community (representation of the child labour needs at the sub-county, district, and/or national levels)
- Opportunity to volunteer time and experience for the improvement of their community

VII. Principles of Managing Child Labour Cases

There are several important principles that needed to be adhered to by CCLCs when managing child labour/ hazardous youth labour cases:

- **Confidentiality:** Confidentiality ensures that information is accessible only to those authorized to have access. Confidentiality refers to both oral and written information, data, records, and circumstances that are kept private unless there is an understood agreement, ethical necessity (i.e. someone is in danger), or an informed consent that the information can be shared.

- **Best interest of the child:** Children must be the primary concern in making decisions that may affect them. This principle applies to three levels of decisions regarding the welfare of children:
  o Policy decisions: These include budget allocations, laws, and government administration.
  o Program decisions: Organizations designing programs on behalf of children must consider how their rights, welfare, positive development, protection, and wishes will be affected on a broad scale.
  o Individual child decisions: The focus should always be on the unique needs and circumstances of each child as an individual.

- **Do no harm:** Efforts and interventions must maximize benefits and minimize possible risks that may result from the intervention. It is the responsibility of those engaged in aid, development, research, child protection response, etc. to protect individuals from harm, as well as to ensure that they experience the greatest possible benefits of involvement.

- **Non-discrimination:** Whatever the case, no child should be treated unfairly in regard to race, age, sex, religion, or tribe.

- **Child participation:** Children should always be involved in matters that affect them. Involving children in this work provides a means for involving them when discussing plans, shaping policies, designing services, and making decisions that affect their lives. Child participation is important because it allows children to:
  o Gain a sense of achievement and an increased belief in their ability to make a difference;
  o Develop strong communication skills through their participation;
  o Have an opportunity to express themselves, which may lead them to be more vocal about abuse or exploitation;

- Gain political and social knowledge and awareness of their rights and responsibilities;
- Learn how to be active and responsible citizens;
- Develop positive relationships with adults, which may promote a more positive image of children within their communities, among professionals, and among their peers;
- Have a meaningful role to play and create opportunities for personal development among children who are often excluded; and
- Hold duty bearers to account, ensuring that adults think and behave in a way that respects children and childhood.

VIII. Methods for Working with Children

Communicating with Children

These methods outlined below are meant to help children communicate about their child labour experiences and feelings using creative, non-threatening methods that are appropriate for each child's age and level of development.

A. Methods
- Drawings, stories, music, and play to facilitate communication
- Creative writing (question box): Children can tell their story in a timeline to answer who, when, where, what, and how something happened.
- Storytelling
- Demonstrations
- Child-friendly face-to-face interviews

B. Tips for Communicating with Children
- Listen carefully with interest. Focus on the current situation and don't focus on earlier mistakes (e.g. "I feel that now you want me to just listen to you.").
- Be gentle, kind, and encouraging. Recognize the child's effort (e.g. "You have worked so long and hard on this activity").
- If a child is dishonest, listen and try to understand why. Talk about how you feel about the child's situation or actions (e.g. "I feel/am disappointed when….").
- Help children to solve problems. Encourage the child to find solutions to their problems (e.g. "It's your choice," or "What can I do to help you?").
- Involve children in play activities to help them express their feelings. Help the child recognize his or her emotions (e.g. "It sounds like you were really disappointed…").
- Don't lecture or teach, but be a helper. Reassure the child that he/she can find the right solutions (e.g. "I know that you will be responsible.").
- Encourage children by focusing on the positive (e.g. "You can do it," or "You will make me happy when…").
- Encourage expression of feelings. Ask more questions when you are not sure (e.g. "Tell me more about it…").

IX. Laws and Policies Related to Hazardous Child Labour

The following laws and policies should inform decisions made by CCLCs and CPCs.

A. International Regulations/Agreements (to which Uganda is party)
- The UN Convention on the Rights of the Child (UNCRC); 1989
- The International Labour Organization (ILO) Forced Labour Convention, No. 29; 1930
- ILO Abolition of Forced Labour Convention, No. 105; 1957
- ILO Minimum Age Convention, No. 138; 1973
- ILO Worst Forms of Child Labour Convention, No. 182; 1999
- The African Charter on the Rights and Welfare of the Child; passed in 1990 and operationalized in 1999

B. National Legal Standards
- The Constitution of the Republic of Uganda (Article 34)
- The Children's Act, Cap. 59
- The Domestic Violence Act; 2010
- The National Council for Children Act; 1996
- The Prevention of Trafficking in Persons, Sec. 6; 2010
- The Employment Act, Sec. 32; 2006
- The Penal Code Act, Cap. 120
- The Disability Act; 2006
- The Prisons Act
- The UPDF Act Induction
- The Succession Act, Cap. 162

C. National Policies
- The National Child Labour Policy
- The National Health Policy
- The National Policy for Internally Displaced Persons
- The Uganda Gender Policy
- The Education Policy
- The National Youth Policy
- The Uganda National Land Policy
- The National OVC Policy
- The National Council for Children Policy

X. Support Network of Child Labour Actors

There are several key actors in Uganda that create a support network on child labour. These organizations combine their various initiatives working towards a shared objective: the elimination of child labour. In addition, they strengthen coordination among different stakeholders at the national, district, parish, and village levels. Companies or small-scale employers can receive technical

assistance on child labour elimination (i.e. increased visibility and awareness-raising on child labour concerns).

During the life of the project, AYEDI Project Officers worked with the Sub-County Community Development Officer to align the efforts of different key sub-county child labour actors. On a quarterly basis, AYEDI supported the Community-Based Services Department officials, especially the CDO, to conduct monitoring of small-scale employers and CCLCs at the village level. During visits to the different CCLCs, the CDO compiles a report that is presented to the Sub-County OVC Coordination Committee (SOVCC).
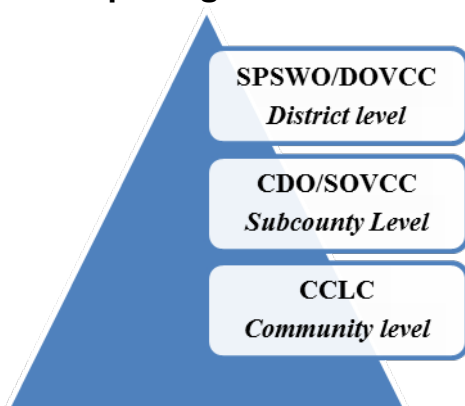
A. Community Child Labour Committee Reporting Structure
Local governments have the mandate to implement and coordinate government policies and development programmes at the district level. The Community-Based Services Department is mandated to coordinate child labour interventions within the district.

The role[4] of district local governments is therefore to:
- Raise awareness and mobilize the relevant departments, organizations, and communities to take steps to prevent and eliminate child labour at the local level and to ensure that interventions are relevant to local needs;
- Integrate child labour issues within the district planning, budgets, and structures;
- Participate in the identification of children in hazardous work and research on child labour;
- Monitor the situation of child labour at the district level;
- Develop district by-laws;
- Connect with other programmes in the district to build alliances and harness resources; and
- Encourage children's involvement in community discussions and decision making through appropriate structures.

B. CCLC Reporting Structure

SPSWO/DOVCC
District level

CDO/SOVCC
Subcounty Level

CCLC
Community level

Local governments are linked to national activities through District Labour Officers or their appointees, such as Senior Probation and Social Welfare Officers (SPSWOs). At the community level, **CCLCs report to the Sub-County CDO who monitors and reports their activities to the SOVCC.** Reporting frequency is determined by CCLCs, CDOs, and project staff. The SOVCC then feeds thereafter into the District OVC Coordination Committee (DOVCC).

C. Actors that Can Work with the CCLC/CPC on Child Labour at Different Levels
- Ministry of Gender, Labour and Social Development

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[4] National Child Labour Policy. Ministry of Gender, Labour and Social Development; Republic of Uganda. 2006.

- National Council for Children
- Probation and Social Welfare Officers (district level)
- Community Development Officers (sub-county level)
- Police (Child and Family Protection Unit)
- Local Council Chairpersons
- Sub-County OVC Coordination Committee (SOVCC)
- District OVC Coordination Committee (DOVCC)
- Parliament of Uganda
- Ministry of Health
- Ministry of Education and Sports
- Ministry of Justice and Constitutional Affairs
- Ministry of Internal Affairs
- Ministry of Defense
- Ministry of Agriculture, Animal Industry and Fisheries
- Ministry of Lands, Housing and Urban Development
- Ministry of Finance, Planning and Economic Development
- Local government
- Civil society organizations (non-governmental organizations – local, national, and international)
- Community-based organizations
- Faith-based organizations
- Private sector (companies and corporations)
- Foundations
- Individuals
- Academic and research agencies
- Families (parents/guardians and children)
- Cultural institutions
- Religious institutions
- Schools

Annex I: Glossary of Key Terms

No	Term	Definition
1.	**Child**	A person below the age of 18 years (The Children's Act, Cap. 59)
2.	**Child labour**	Work that is mentally, physically, socially, and/or morally dangerous and harmful to children; work that interferes with children's school attendance. In its extreme forms, child labour is accompanied by the use of dangerous tools, long hours of work, heavy loads and tasks, exposure to chemicals, and dangerous substances.
3.	**Hazardous work**	Work that, by its nature or the circumstances under which it is performed, jeopardizes the health, safety, and morals of a worker
4.	**Decent work**	Employment conditions that promote freedom, increased productivity and income, and equity, as well as security and human dignity
5.	**Employment**	The state of gainful engagement in any economic activity
6.	**Light work**	Work that is neither harmful to children's health or development nor prejudicial to their attendance at school/their participation in vocational training. This work is determined by reference to broadly defined types of work that does not exceed fourteen hours per week.
7.	**Orphans**	A child below 18 years who has lost one parent (partial orphan) or both parents (total orphan)
8.	**Worst forms of child labour**	Work that, by its nature or the circumstances in which it is carried out, is likely to harm the health, safety, or morals of children. Includes forms of slavery or practices similar to slavery, such as the sale and trafficking of children; debt bondage and serfdom; forced or compulsory labour, including forced recruitment of children for use in armed conflict; and using, procuring, or offering of children for illicit activities, in particular for the production and trafficking of drugs, prostitution, for the production of pornography, or for pornographic performances.
9.	**Vulnerable child**	A child who is suffering or is likely to suffer abuse or deprivation and is therefore in need of care and protection
10.	**Youth**	Any person between the ages of 12 and 30 years

Annex 2: Key Child Protection Notes

Child protection is the practice of keeping children safe from violence, abuse, neglect, and exploitation. Through child protection, children's rights are upheld and protected from abuse.

There are four components in child protection:

1. **Reducing risks** (prevention from physical, psychological, sexual, and emotional abuse)
2. **Protecting children's rights** (making children's rights a reality)
3. **Restoring hope and a dignified living** (working towards the well-being of children)
4. **Creating a protective environment for children** (establishing a policy framework that strengthens the capacity of child protection services)

Child protection is important so that children:

- Remain and perform well at school and in the community;
- Maintain good overall physical, mental, and emotional health;
- Develop strong social relationships among themselves and with others; and
- Grow up into healthy adults who contribute positively to the community.

Types of abuse typically experienced by children:

▸ Self-harm (i.e. deliberately cutting or harming oneself, suicidal thoughts, attempted and actual suicide)
▸ Peer abuse (i.e. bullying (physical and/or psychological), physical and sexual abuse, gang violence)
▸ Abuse by adults (i.e. domestic violence (physical, psychological, sexual), neglect, corporal punishment, sexual abuse, and exploitation)
▸ Societal abuse, or a social, political, economic, and cultural environment that encourages or allows violence against children (i.e. harmful traditional practices, such as female genital mutilation, ritual sacrifice, etc.; high prevalence of violence in the media; cultural attitudes that promote ideas of women and children as being the 'property' of men/parents rather than as human beings deserving of equal rights (UNICEF))

Child Protection Principles

There are five guiding principles that provide guidance on how to protect children according to the Uganda Child Protection National Training Curriculum.

1. **Confidentiality**: In general, confidentiality means that information (both oral and written) is accessible only to those authorized to have access to it. It is often shared amongst family and friends, and the information exchanged MUST be kept secret between two or more parties, unless there is an understood agreement or an informed consent that permits the information to be shared.
2. **Best interest of the child:** The child must be the primary concern in making decisions that may affect them. This includes policy decisions, programme decisions (i.e. organizations designing programs on behalf of all children in a location), and individual child decisions (focus on the unique needs and specific circumstances of each child).

3. **Do no harm:** Every effort must be made to maximize benefits and minimize possible risks that may result from the intervention. It is the responsibility of those engaged (in aid, development, research, child protection response, etc.) to protect individuals from harm, as well as to ensure that they experience the greatest possible benefits from the services.
4. **Non-discrimination:** Whatever the case, NO child should be treated unfairly in regard to race, age, sex, religion, or tribe.
5. **Child participation:** Always directly involve children in matters that affect them. Upholding the importance of child participation as a principle guides and enables children to:
    a. Gain increased belief in their ability to make a difference;
    b. Develop strong communication skills;
    c. Express themselves more vocally about abuse or exploitation;
    d. Gain awareness of their rights and responsibilities;
    e. Learn how to be active and responsible citizens;
    f. Work together to develop positive relationships between themselves and adults;
    g. Engage meaningfully and create opportunities for personal development; and
    h. Be protected from harm, preventing them from being invisible when making decisions that affect their lives.

Child Labour, Hazardous Work, and Light Work

Child labour is work that is mentally, physically, socially, and/or morally dangerous and harmful to children. In addition, child labour is perceived to be work or activities that interfere with children's school attendance. In its extreme forms, hazardous child labour is accompanied by the use of dangerous tools, long work hours, and heavy loads.

Hazardous work is work that jeopardizes the health, safety, and morals of a child. Hazardous work requires immediate action when:
- Children are exposed to cruelty by employers;
- Children are sexually/physically/psychologically abused, exploited, and harassed;
- Children work in unhealthy environments that expose them to hazardous substances, infectious diseases, excessive noise, temperature or vibrations; or
- Children are unreasonably confined to the premises by employers.

Light work is work that does not a) harm a child's health or development, b) stop children from attending school, or c) stop them from participating in vocational or training programs. Examples of light work can be household chores (i.e. sweeping, cleaning the school or house compound, brushing shoes, fetching water, etc.).

Risks that make children more vulnerable to child labour:

- Orphanhood
- Chronically ill caregivers
- Poverty
- Domestic violence
- Family breakdown
- Irresponsible parents
- Family and/or political instability
- Peer pressure
- Family demands (unemployed parents)

Consequences of child labour:

- Health problems (illness, sickness, and injuries) and death
- Exposure to sexual exploitation
- Denial of normal development
- Prematurely assuming adult responsibilities
- Lack of interaction with peers
- Stigmatization
- Depression and psychological torture
- Dropping out of school

Annex 3: References

1. *A Holistic Approach to Psychosocial Support*. Ministry of Gender, Labour and Social Development; Republic of Uganda. 2006.
2. "Emerging good practices from the integrated area based approach in Uganda." International Labour Organization (ILO); International programme on the Elimination of Child Labour (IPEC). 2012.
3. *National Orphans and Other Vulnerable Children Policy*. Ministry of Gender, Labour and Social Development; Republic of Uganda. 2011.
4. *National Action Plan on the Elimination of Worst Forms of Child Labour*. International Labour Organization. 2012.
5. "Harmonized National Coordination Guidelines for Delivery of the Multi-Sectoral Response to Vulnerable Children." Ministry of Gender, Labour and Social Development; Republic of Uganda. November 2011.
6. *National Child Labour Policy*. Ministry of Gender, Labour and Social Development; Republic of Uganda. 2006.
7. *Child Protection Booklet: Protecting Ourselves and Each Other*. The Bantwana Initiative of World Education, Inc. 2010.