



WORLD EDUCATION



African Youth Empowerment and Development Initiative (AYEDI)

Community Child Labour Committee Guide

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I. BACKGROUND

A. Introduction

World Education, Inc./Bantwana (WEI/Bantwana)—in partnership with the Straight Talk Foundation (STF), Uganda Women’s Efforts to Save Orphans (UWESO) and private sector agri-business actors—received funding from the United States Department of Labor (USDOL) to implement a four year project called the **Adolescent Youth Empowerment and Development Initiative** (AYEDI) in four districts of Uganda (Iganga, Bugiri, Gulu, and Lira). The project works with adolescent youth aged 15-17 to develop marketable skills to secure decent work opportunities and to serve as civic leaders in their communities, thereby enabling them to avoid or be withdrawn from hazardous labor.

B. Purpose

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

C. Justification for the Establishment of CCLCs

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

At the parish and village levels, the MoGLSD¹ 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 the OVC concerns through the sub county Community Development Officer (CDO) at the sub-county.

The AYEDI project will work with the Community-based Services Department (CBSD) at district level and the Sub-county Community Development Officer (CDO) at sub-county level to train existing CPCs at village level in order to empower these committees with skills to address child labour. The existing CPCs shall be strengthened to establish **CCLC sub-committees** to focus specifically on **child labour monitoring in the community at the village and parish level**.

D. Roles of Community Child Labour Committees

The CCLC will provide key services to the community related to the prevention of child labour and hazardous work for youth. These services include: creating awareness to the communities of relevant laws, policies and rights related to children and youth; increasing opportunities for youth-friendly programmes; increasing community awareness on the dangers of hazardous work for

¹ Harmonised National Coordination Guidelines for delivery of the Multi-Sectoral Response to Vulnerable Children

children/adolescent youth; and promoting the withdrawal, rehabilitation, and integration of children engaged in hazardous work.

- ▶ CLCCs will **fill existing knowledge gaps** in the community on laws and policies related to child labour issues. Members of the CCLC will receive information and training on international and national legislation on child labour that they can refer to in their work with communities.
- ▶ CCLCs will 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, will **raise awareness of child labour** as one of the major child rights violation in the district. Through their participation in community dialogue meetings, school and home visits, and caregiver meetings, CCLCs will work to increase community awareness on the dangers of hazardous work for children and youth. With the adolescent youth clubs established by AYEDI, the CCLC members will be involved in advocacy against hazardous child labour in their communities. This will increase community action and response to issues of child labour and hazardous labour for children in the community, thereby decreasing tolerance of these activities.
- ▶ CCLCs will promote **withdrawal, rehabilitation, and integration of children** engaged in hazardous work. Together with the different actors working against child labour, CCLCs will refer children affected by hazardous child labour to services that assist with withdrawal for hazardous work and rehabilitation and re-integration back into their communities.

II. ESTABLISHING CCLCs

A. Steps for Establishing CCLCs

The AYEDI strategy for establishing CCLCs involves selecting three members from existing CPCs. These three members will make up the core team of each CCLC and will select among themselves the **chairperson**, **secretary**, and **mobilizer** for the CCLC subcommittee. AYEDI will train 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, AYEDI staff will support the CPC members to identify three members from the existing CPC members to form the CCLC subcommittee.
2. **There has been no CPC:** In this scenario, AYEDI staff will utilize local and opinion leaders in the community to vet persons to form a CPC and thereafter constitute the CCLC subcommittee.
3. **There has been a CPC but members are not active:** In this scenario, AYEDI staff will utilize local and opinion leaders to vet among the active CPC members three members who can form the CCLC subcommittee. If three people are not available, interested community persons shall be vetted by the community and opinion leaders.

The steps for establishing the CCLCs are as follows. The AYEDI project officer will:

- 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 existence of CPCs in the district and or sub county.
- Step 2:** Talk to the village leadership to ascertain if there is an existing Child Protection Committee (CPC).
- Step 3:** Identify and talk to existing CPCs in the community or establish CPCs² where they do not exist.
- Step 4:** Conduct sensitization meetings in collaboration with the local council members for the CPC about the AYEDI project. Ensure that all of the CPC members are available that day as this will provide for inclusiveness and proper vetting of people to the CCLC subcommittee. Emphasize the importance of forming a CCLC subcommittee as part of the CPC. The CPC members need to understand that among the child rights violations, child labour is often not addressed, yet it is a very serious concern with long-reaching negative impact on the development of children. Inform CPC

²MoGLSD/UNICEF; *Training for Community Based Child Care Workers, July 2008* and MoGLSD, *Harmonized National coordination guidelines for delivery of the multi- sectoral response to vulnerable children, 2011* pg 11

members that this is not a separate structure from the CPC, but rather part of the CPC which will focus on monitoring child 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 the date for the CCLC formation meeting and to attend on the agreed date.
- Step 7:** On the agreed date for CCLC formation, vet nominated and potential CPC members with community and opinion leaders to ensure acceptance and relevance of the members.
- Step 8:** Select three CCLC members from the CPCs to form the CCLC subcommittee and ask them 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 subcommittee 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 in the community at village, parish, sub-county and if possible the district levels.

B. Criteria for Selecting CCLC Members

Guidelines 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 (Vice Chairperson and or Local council member).
	CCLC members should have at least some knowledge of: <ul style="list-style-type: none"> ✓Child labour and hazardous children/youth labour issues ✓Social protection ✓Community mobilization ✓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 on the reduction of child labour . They must be able to identify a case and work with other stakeholders to implement the agreed upon action points.
	CCLC members must have no criminal record .

	CCLC members should have the passion to serve as a volunteer in their community and 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.
	CCLC members should at least be able to read and write while CCLC subcommittee secretaries of the selected teams should be able to read and write . This will ensure 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 your 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. Role³ of CPC/CCLC Members

The primary roles of the CPC/CCLC members are to:

- ▶ Ensure that children in their locality are realizing their rights to protection from violence, exploitation, and neglect.
- ▶ Identify cases of child protection violations and refer/report cases to appropriate authority.
- ▶ Provide community solutions and assistance to children who are experiencing or are at risk of child protection violations, especially related hazardous child labour.

³ Republic of Uganda/MOGLSD; Harmonized National coordination guidelines for delivery of the multi- sectoral response to vulnerable children, November 2011

- ▶ 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, and developing, planning, implementing, and managing all activities initiated by the child protection structure.
- ▶ Identify vulnerable children and 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 quarterly to the sub-county CDO and/or the Sub-county Orphans and other Vulnerable Children committee (SOVCC) (see case management process below).

Specific roles for AYEDI CCLC members

- ▶ Conduct children's work and education status monitoring and report to the AYEDI Project Officers and Sub County Community Development Officer.
- ▶ Mobilize AYEDI youth care givers and community members for community dialogues on Hazardous child labour in their community.
- ▶ Map child labour Hot Spots and document emerging issues related to hazardous child labour in the community.

d. Removal and Replacement of CCLC members

A CCLC member can be removed or replaced/relieved of his/her responsibility under the following circumstances; if /when

1. Another CCLC member requests a vote of no confidence against a member who fails to perform their responsibilities. The concerned member can raise the issues and must be supported by $\frac{3}{4}$ of the CPC.
2. A CCLC members engages his/her child and or any other children in child labour and or promote activities that abuse children's right.
3. A CCLC member relocates to another sub county/district making it hard for him/her to carry out his/her duties
4. A CCLC member resigns.
5. A CCLC member dies.

When any of the above happens; AYEDI staff in liaison with the Sub county CDO and the local and opinion leaders will support the community members to;

- i. Identify from the remaining CPC members persons to occupy the position.
- ii. Nominate at least 3 community members to occupy the position.

The nominated persons should then be selected using the CCLC selection criteria guidelines (see above) in one month's time.

III. CASE MANAGEMENT IN CCLCs

In March 2014, the WEI/Bantwana piloted a Community-based Case Management initiative for six months in East Central (EC) Uganda. This was drawn on lessons learned from a similar model developed, tested and now being scaled up by WEI/Bantwana in Zimbabwe⁴, the pilot in Uganda leveraged resources from two initiatives⁵ implemented by WEI/Bantwana across nine highly vulnerable districts in EC Uganda to improve access to critical services for vulnerable children and families through an integrated community-based referral system.

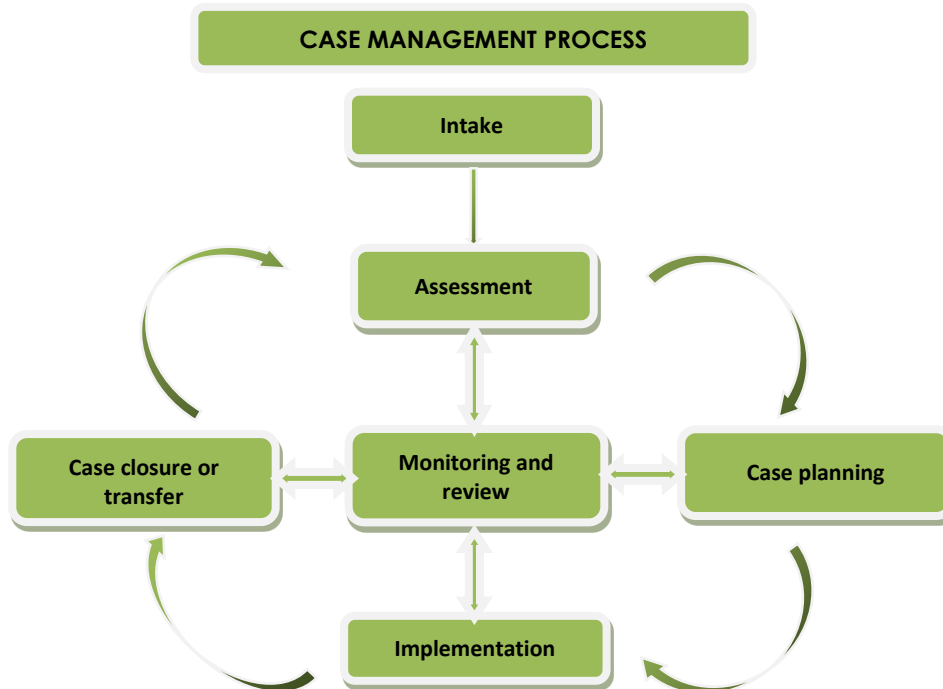
What is case Management?

The case management model now referred to as the “Namutumba Model” is a step-by-step approach used by community members to address problems of OVC and their families. It is aimed at bringing about positive and sustainable changes in the lives of OVC and their families. Case management centers on community volunteer structures (including CPC/CCLC) to identify, assess, support, and ensure that highly vulnerable children and families have access to and receive the critical services they need. This is done by strengthening the capacity of the community volunteer/CCLC member to deliver services with in a structure which is links to other child support care community structures (Government and Non-Government) from the village through the sub county to the district and National level.

⁴ The Zimbabwe model draws on the Isibindi model developed in South Africa. With the department of Social Welfare in Zimbabwe, WEI/B is now scaling up the model nationally with support from UNICEF

⁵ Strengthening Uganda National Response implementation of Services for OVC (SUNRISE) as a Technical Support Organization (TSO) and the Strengthening Tuberculosis and HIV&AIDS Responses in East Central Uganda (STAR-EC)

The following figure shows the model for CCLC case management/Namutumba Model process



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, they should report the case to the AYEDI field assistant who will 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 members will plan 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 their safety, even though services may be provided to a number of family members as part of the plan. The complexity or severity of the child's need 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 case one of the committee members is the victim, let 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. **Monitoring 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. CCLC members should follow-up on progress of the case if it is referred 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, and child protection service organizations). Document the closure and close the file 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

AYEDI project staff in liaison with the CDO shall support the CCLC/CPC members to map child care service providers in their community and link them to the sub county and district child service providers' network. Linkages and Referrals shall be made to the support network of child labour actors in the community, sub-county, district and national level. 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 through the 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 (AYEDI project officers and field assistants) follow-up on the child labour cases identified and handled or referred.
- ▶ AYEDI staff (AYEDI project officers and field assistants) make further referrals to the probation office in the case it was not handled or they report success/achievement in managing child labour issues.
- ▶ 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 at the sub county.

- ▶ Agencies should be able to refer cases of child labour to actors (CSOs/NGO/CBOs, government offices, police, religious leaders etc.) providing the necessary services to the victim 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 made on the progress.
- ▶ The referral process and follow-up activities must be thoroughly documented.

IV. LINKAGES WITH AYEDI PROJECT CLUB ACTIVITIES⁶

- ▶ CCLC members will lead some of the AYEDI community dialogues to raise the profile of child labour among the community.
- ▶ Whenever deemed necessary, the CCLCs shall represent the needs of the youth to the DOVCC and SOVCC, thereby championing adolescent youth needs. They will promote child labour advocacy and interventions geared towards reducing child labour in the village, parish, and the sub-county.
- ▶ CCLC members will serve as guest speakers and will form part of the pool of community resource persons that can be invited for mentorship sessions in the AYEDI clubs.
- ▶ CCLC members may link the youth to existing decent work opportunities in their community. They will advocate for the improvement of welfare of the children at their work places.
- ▶ CCLC members may offer entrepreneurial guidance to the adolescent youth in AYEDI clubs.
- ▶ CCLC members can identify sites for and participate in learning visits.
- ▶ Some of the CCLC members may be identified to serve as Patrons/ Matrons to lead the AYEDI clubs. In this way they will lead the roll-out of the club package and support the development of career paths for youth.
- ▶ CCLC members can advocate and lobby for the inclusion of adolescent youth clubs in the community development plan in the sub county. These members will mentor the youth to access the different opportunities for development in their community.

V. 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:

- ▶ AYEDI project capacity building trainings
- ▶ Savings and access to social/emergency fund through Village Savings and Loans Associations' (VSLA) membership
- ▶ Recognition in the community to the district level

⁶ The AYEDI youth clubs serve as a platform for youth aged 15-18 years to attain life skills and to help them identify potential career or education pathways. The club has 25 to 30 members and they participate in several activities including recreational activities (sports, music and art) and life skills activities including entrepreneurship, leadership and sexual reproductive health education. These are facilitated by the club Patrons/Matrons and AYEDI field assistants and are led by peer educators who are fellow adolescent youth.

- ▶ Exposure to different fora in the community (representation of the child labour needs at the parish, sub county, district and/or National level)
- ▶ Opportunity to volunteer time and experience for the improvement of their community

VI. PRINCIPLES OF MANAGING CHILD LABOUR CASES

There are several important principles which must be adhered to when managing child labour/hazardous youth labour cases in the AYEDI project:

- ▶ **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:** The child 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:
 - Policy decisions: These include budget allocations, laws, and government administration.
 - Program decisions: Organizations designing programs on behalf of children must consider how the rights, welfare, positive development, protection and children's wishes will be affected on a broad scale.
 - Individual child decisions: Focus on the unique needs and circumstances of every 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 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:** Always involve children in matters that affect them. Involving children in our 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:
 - Gain a sense of achievement and an increased belief in their ability to make a difference
 - Develop strong communication skills through their participation
 - 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; it promotes a positive image of children within their communities, among professionals and among their peers

- Have a meaningful role to play at a function and creates opportunities for personal development among children who are often excluded
- Hold duty bearers to account, ensuring that adults think and behave in a way that respects children and childhood

VII. METHODS FOR WORKING WITH CHILDREN

Communicating with Children

To help children communicate about their child labour experiences and feelings; use creative, non-threatening methods that are appropriate for the 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 time line 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, 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 or am disappointed when...").
- ▶ Help children to solve problems. Encourage the child to find solutions to 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...").

VIII. 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 1990 and operationalised in 1999

B. National Legal Standards

- ▶ The Constitution of the Republic of Uganda (Art 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 (2010) Sec 6
- ▶ The Employment Act (2006) Sec 32
- ▶ 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 Labor Policy
- ▶ The National Health Policy
- ▶ The National Policy for Internally Displaced Persons (2004)
- ▶ 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

IV. SUPPORT NETWORK OF CHILD LABOUR ACTORS

There are several key actors in Uganda who can create a support network on child labour. These organizations can combine their various initiatives working towards a shared objective – the elimination of child labour. In addition, they can strengthen coordination among different stakeholders at national, district, parish and village level. Companies or small scale employers can receive technical assistance on child labour elimination (i.e. increased visibility and awareness-raising on child labour concerns).

AYEDI project officers will work with the Sub-county Community Development Officer to share and align the efforts of different key sub-county child labour actors. On a quarterly basis, AYEDI will support the Community Based Services Department officials, especially the CDO, to conduct monitoring of the small scale employers and CCLCs at village level. During visits to the different CCLCs, the CDO will compile a report that will be presented to the Sub-county Orphans and Other Vulnerable Children Committee (SOVCC).

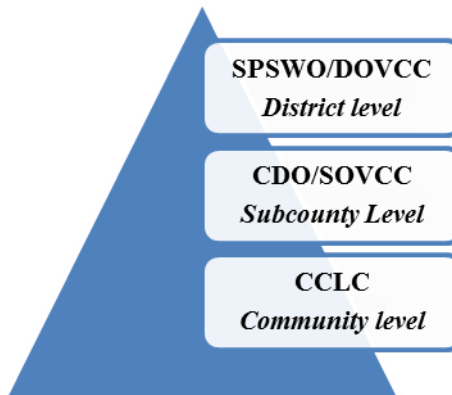
A. Community Child Labour Committee Reporting Structure

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 role⁷ of district local governments will therefore be 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 the local needs
- ▶ Integrate child labour issues within the district planning, budgets and structures
- ▶ Participate in 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
- ▶ Link up with other programmes in the district to build alliances and harness resources
- ▶ Encourage children's involvement in community discussions and decision-making through appropriate structures

B. CCLC Reporting Structure



Local governments will be linked to the national activities through the District Labour Officers or their designate like the Senior Probation and Social Welfare Officer (SPSWO). At community level, **CCLCs report, quarterly, to the sub-county CDO who monitors and reports their activities to the Sub-county Orphans and Other Vulnerable Children Committee (SOVCC)**. The SOVCC then feeds thereafter into the District Orphans and Other Vulnerable Children's Committee (DOVCC).

C. Actors that can work with the CCLC/CPC on Child Labour at different levels include:

- ▶ Ministry of Gender, Labour and Social Development
- ▶ 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

⁷ The Republic of Uganda, National Child Labour Policy, 2006

- ▶ 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
- ▶ Family (Parents/guardians & children)
- ▶ Cultural institutions
- ▶ Religious institutions
- ▶ Schools

ANNEX 1: GLOSSARY OF KEY TERMS

No	Term	Definition
1.	Child	A person below the age of 18 years as per 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 or hazardous work which may by the nature or circumstances under which it is performed jeopardize the health, safety and morals of children.
3.	Hazardous work	Work, which by its nature or the circumstances under which it is performed jeopardizes the health, safety and morals of a child. 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.
4.	Decent Work	Employment conditions that promote freedom, increased productivity and income, 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 and their participation in vocational training and is determined by reference to broadly defined types of work which 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 which by its nature or the circumstances in which it is carried out is likely to harm health, safety or morals of children. Includes forms of slavery or practices similar to slavery such as sale and trafficking of children, debt bondage and serfdom and forced or compulsory labour, including forced recruitment of children for use in armed conflict, the use, procuring or offering of child 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 aged between 12 and 30 years

ANNEX 2: KEY CHILD PROTECTION NOTES

Child protection is keeping children safe from violence, abuse, neglect and exploitation. It means that 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** (make 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** (putting in place a policy framework that strengthens the capacity of child protection services)

Child protection is important so that children:

- ▶ Stay 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
- ▶ Grow up into healthy adults who contribute positively to the community

Types of abuse experienced by children:

- ▶ Self-harm: e.g. deliberately cutting or harming oneself; suicidal thoughts; attempted and actual suicide
- ▶ Peer abuse: e.g. bullying (physical and/or psychological); physical and sexual abuse; gang violence
- ▶ Abuse by adults: e.g. domestic violence (physical, psychological, sexual); neglect; corporal punishment; sexual abuse and exploitation
- ▶ Societal abuse: a social, political, economic and cultural environment which encourages or allows violence against children, e.g. harmful traditional practices such as female genital mutilation, ritual sacrifice, etc.; high prevalence of violence in the media; cultural attitudes which 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. 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 the information can 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, program decisions (organizations designing programs on behalf of all children in a location) and individual child decisions (focus on the unique needs and specific circumstances of every 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
 - 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 as work or activities that interfere with children's school attendance.

Hazardous work is work that jeopardizes the health, safety and morals of a child. In its extreme forms, hazardous child labour is accompanied by the use of dangerous tools, long work hours, and heavy loads. 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
- ▶ Children are unreasonably confined to the premises by the employers

Light work is work that does not: a) harm a child's health or development, b) stop children from attending school, and 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

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