



CHILD LABOUR TRAINING

Case Management Coaching Programme Lebanon
May and June 2015



Case Management Principles Re-Cap

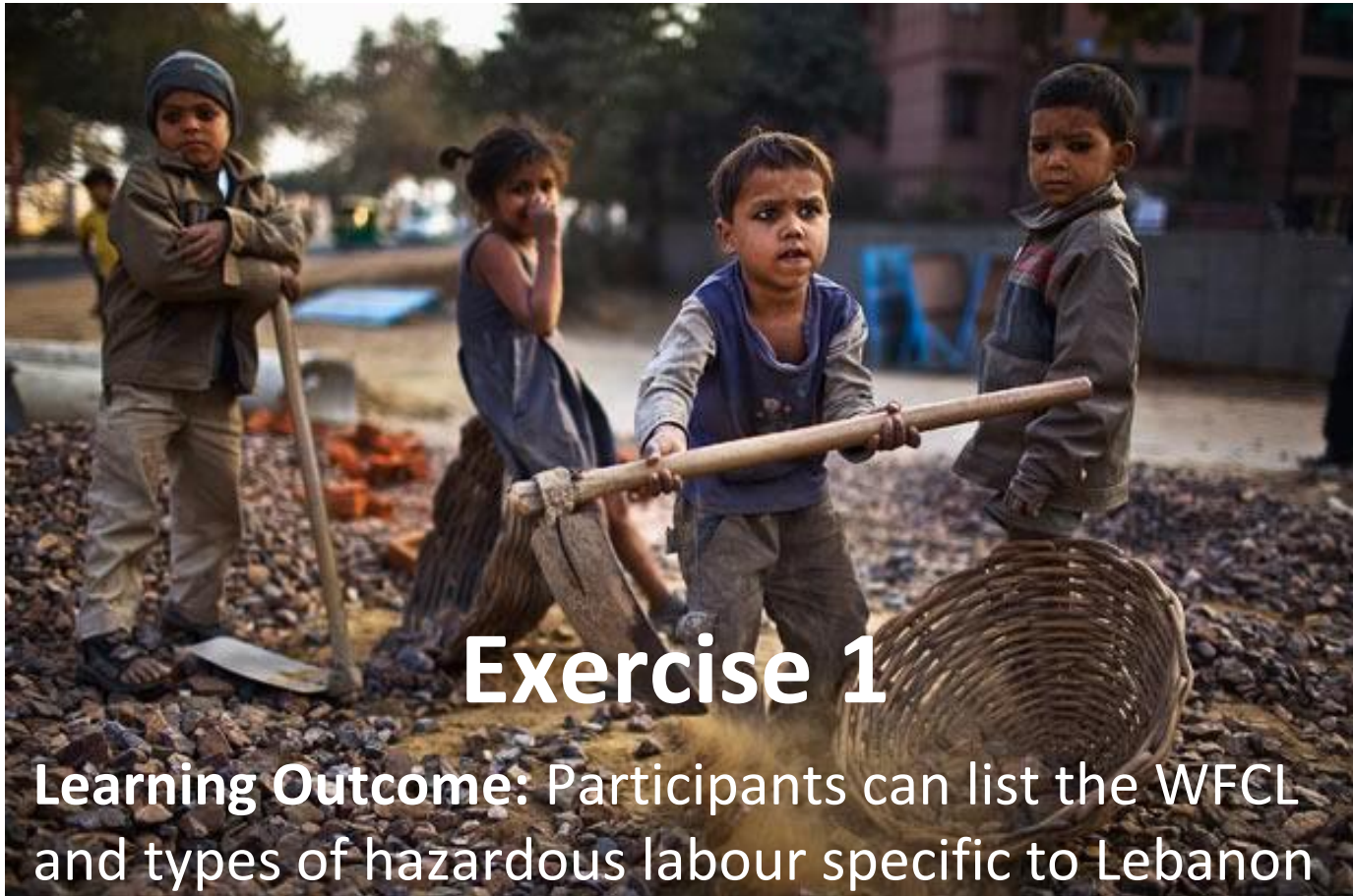
- Do no harm
- Prioritise the best interests of the child
- Non-discrimination
- Facilitate meaningful participation of children
- Empower children and families and build upon their strengths
- Provide culturally appropriate processes and services
- Seek informed consent and / or assent
- Respect confidentiality
- Observe mandatory reporting laws and policies
- Adhere to ethical standards
- Maintain professional boundaries and address conflicts of interest
- Ensure accountability
- Coordinate and collaborate
- Practice based on sound knowledge of child development, rights and protection

Learning Outcomes

- Can list the different types of child labour (CL) specific to Lebanon
- Know key aspects of the Lebanese legal framework for CL.
- Recognise that additional vulnerabilities can make a CL case that is not WFCL high risk
- Know the risks associated with different forms of child labour and how to minimise them
- Can use social network and resource mapping tools
- Recognise some signs of exploitation that can be observed
- Can apply CL knowledge to negotiation with employers and parents
- Can plan an intervention in response to child labour



What is Child Labour?



Test Your Knowledge!

1. What international organisation is responsible for promoting children's right to protection from child labour?
2. What factors make child work child labour? (at least two points)
3. Name at least two 'worst forms' of child labour.
4. Name any forms of hazardous labour defined by the Lebanese government.
5. What is the youngest age that children can legally work in Lebanon?
6. At what age can girls legally work in Lebanon?
7. At what age can Syrians legally work in Lebanon?
8. Which government department is responsible for preventing and responding to child labour in Lebanon?



Question 1:

Answer: The International Labour Organisation is the UN agency that is globally responsible for people's working rights, including those of children.

- They have a series of conventions that outline workers' rights and responsibilities, including one that defines child labour and worst forms of child labour and another that sets the minimum age for different types of child work.



Question 8:

Answer: The Ministry of Labour

- The Ministry of Labour is responsible for regulating formal employment (registered professions) and there are planned amendments to labour laws to make them responsible for informal employment too.
- The only form of child labour we have identified that falls under formal employment is working in construction / building.
- The Governors (under the Ministry of Interior and Municipalities) are responsible for licensing small businesses (non-registered professions) and therefore have a role in inspecting these including removing children.
- Other departments that play roles in responding to child labour are MoSA, (the MoL's Child Labour Unit coordinates with MoSA social workers), MoJ (UPEL), Ministry of Interior and Municipalities and Ministry of Education.
- There is a National Steering Committee on Child Labour since 2010 that in 2012 developed a NAP to end the WFCL by 2016. They plan to update the NAP to be relevant to the Syria crisis following a country-wide assessment.

Five points available for the five ministries (or they can get a point for listing UPEL instead of the MoJ).

Question 2:

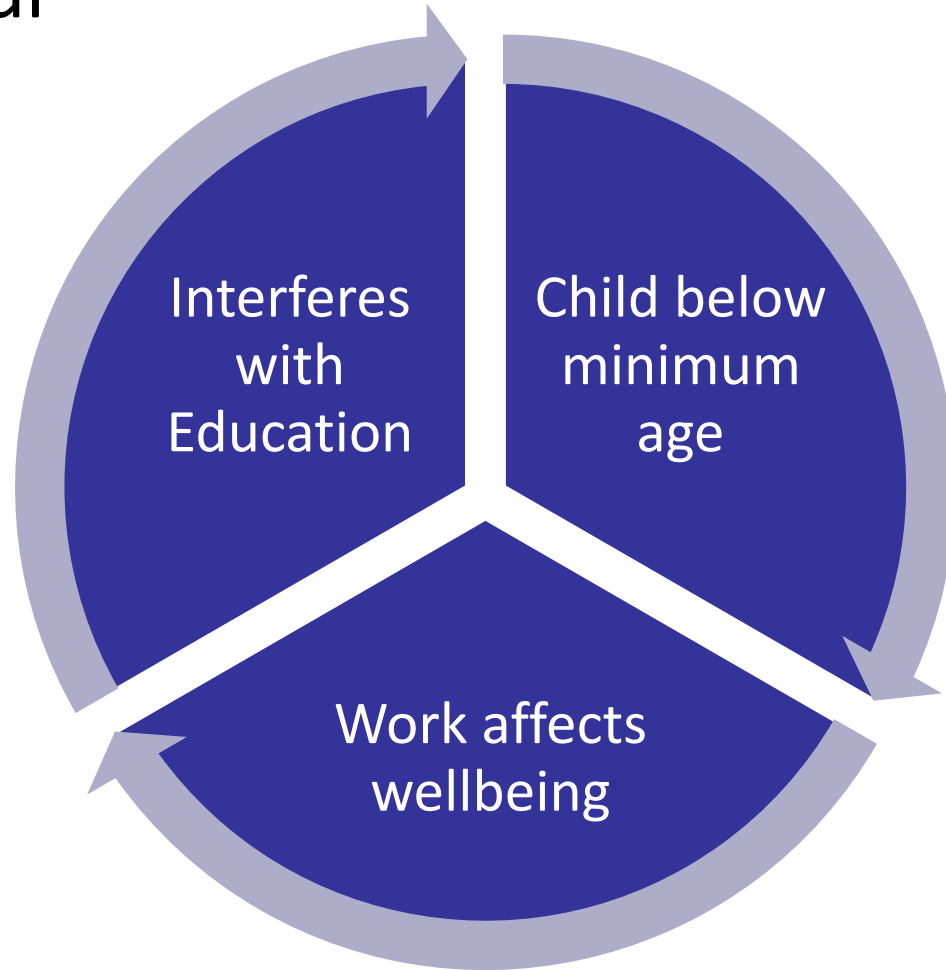
Child Labour

Work unacceptable because children involved are:

- 1. too young (minimum working age)**
- 2. should be in school**
- 3. even though they have reached the minimum age the work is harmful to their emotional, developmental and physical wellbeing**

Minimum Standards for Child Protection in Humanitarian Action (2012)
Child Protection Working Group, p. 111

Child Labour



Child Labour and Exploitation

Exploitation: Using children for **someone else's:**

- **Advantage**
- **Gratification**
- **Profit**

All child labour is a form of exploitation



Question 3:

Worst Forms of Child Labour

1. All forms of **slavery** or practices similar to slavery, sale or **trafficking, debt bondage, forced and compulsory labour** including recruitment of children for use in **armed conflict**
2. Using, procuring or offering children for **prostitution** and **pornography**
3. **Illicit** activities, including **drug** production and trafficking
4. **Hazardous work**: work which, by its *nature* or *circumstances* is likely to harm children's **health, safety & morals**.

(ILO Convention 182 Article 3)



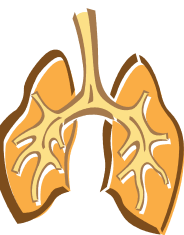
Question 4:

Hazardous Labour (Decree 8987 Annex 1)

Nature

- **Domestic work**
- **Street/road work or sleeping in workplace/outside home**
- Quarries, caves, **mines**, crushing sites, including above ground
- **Betting, gambling** (including horse-races)
- Preparing bodies for **funeral /burial**

Circumstances



Needs personal protective equipment

Exposes to carcinogens, radiations, things that may cause infertility/birth defect



Also includes WFCL defined by ILO



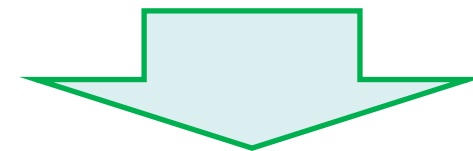
Worst Forms of Child Labour

**Slavery
etc.**

**Sexual
Exploitation**

**Illicit
Activities**

**Hazardous
Labour**



**Street
Work**

**Mines
etc.**

**Betting
etc.**

Burial

**Domestic
Work**

**Needing Personal
Protective Equipment**

Exposure to carcinogens etc.



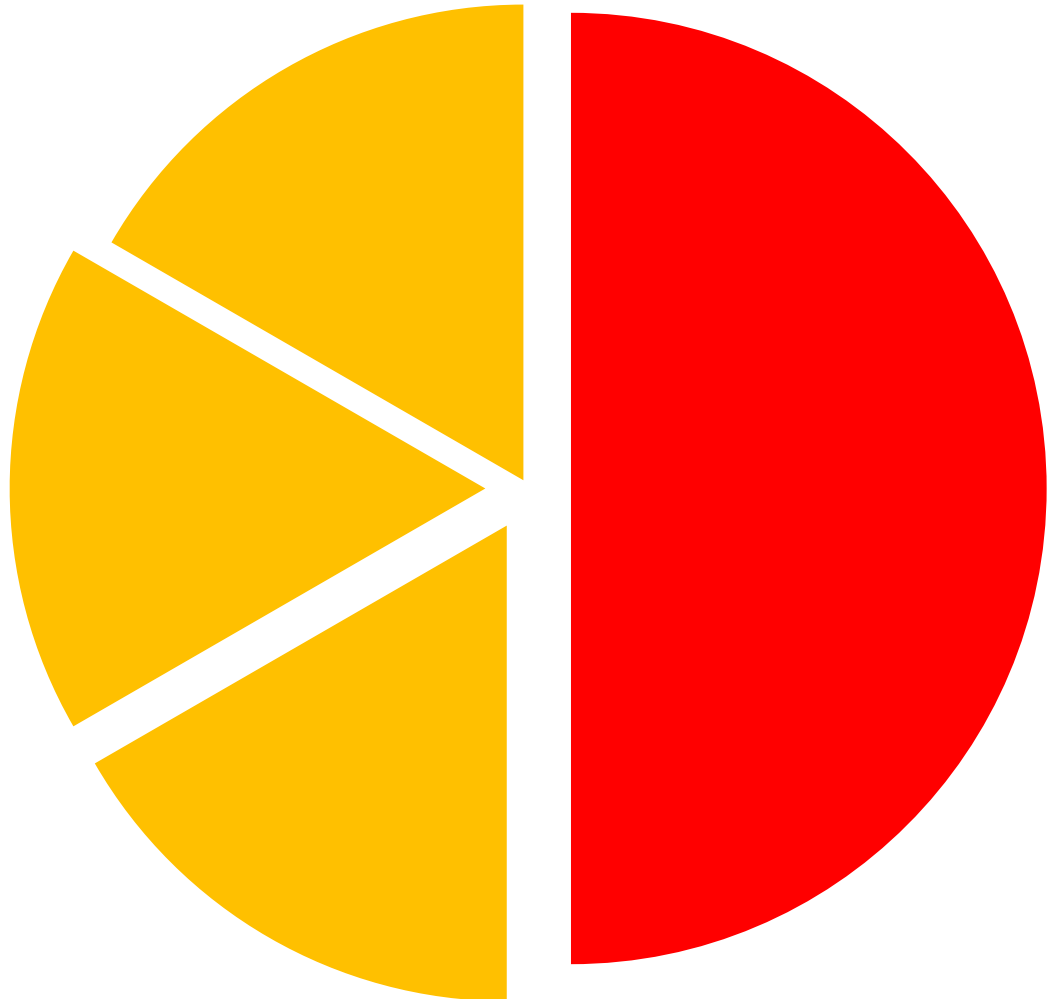
Worst forms of Child Labour (WFCL)

**Slavery, debt bondage,
forced labour, armed
conflict, trafficking**

**Prostitution and
pornography**

**Illicit activities including
drugs**

**Hazardous
Work**



Hazardous Work



■ Agriculture

■ Other Forms



Question 5, 6 & 7:

Minimum Ages

Minimum Working Age: **14**

Minimum Age for Light Work: **13**

16 year olds allowed to do certain forms of work if fully protected, instructed and trained.



Working Age (under Lebanese law)

Age	Form of Work	Law
None!	Worst Forms of Child Labour	Decree 8987 2012
16	Specific Forms of Work <u>with</u> protection & instruction / training	Decree 8987 2012
14	Minimum Age	
13	Light Work (not defined)	Labour Law 1946



KEY LEARNING POINTS

Child work becomes child labour if:

- The child is **too young**
- Should be in **school** or
- The work is **harmful** to their **emotional and physical wellbeing and development**

Worst forms of child labour (WFCL) are not permitted for any child

- **Hazardous labour** (defined in country) is a **WFCL**





Case Studies of Child Labour Bingo

Exercise 2

Learning Outcome: Participants know key aspects of the Lebanese legal framework for child labour.



Key Concepts:



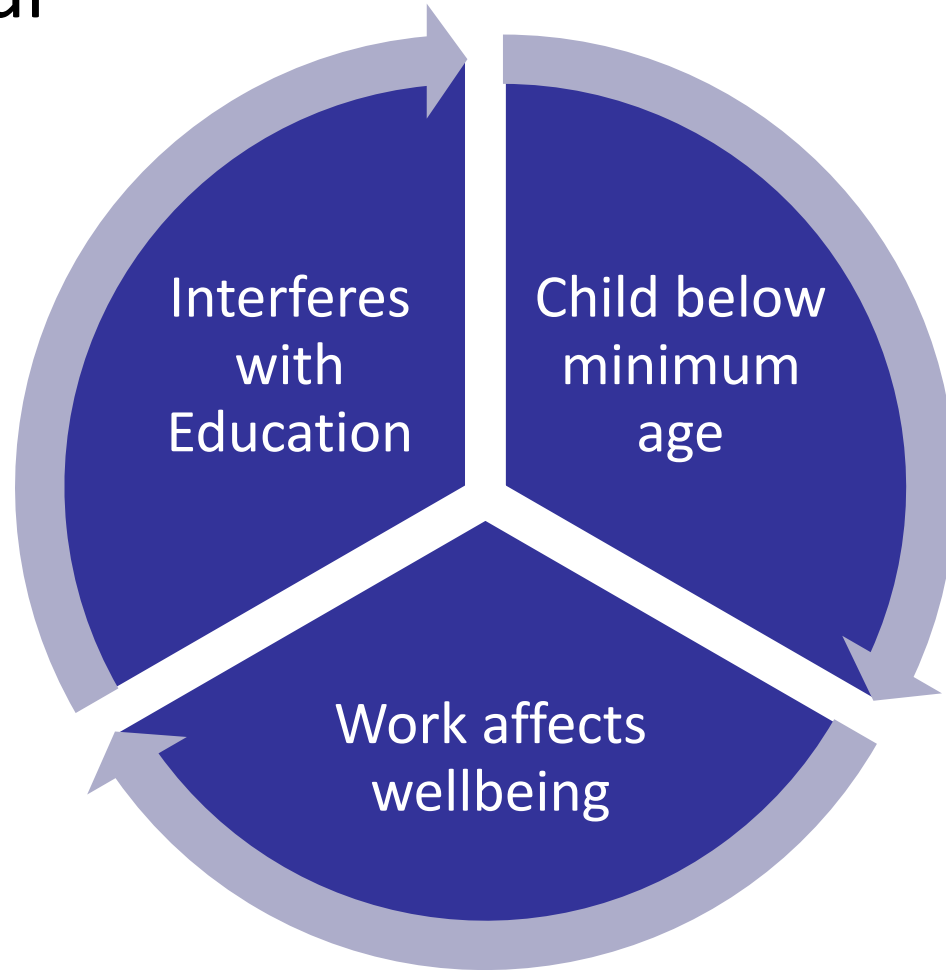
Minimum Standard 12:

“Girls and boys are protected from the worst forms of child labour, in particular those made worse by the emergency.”

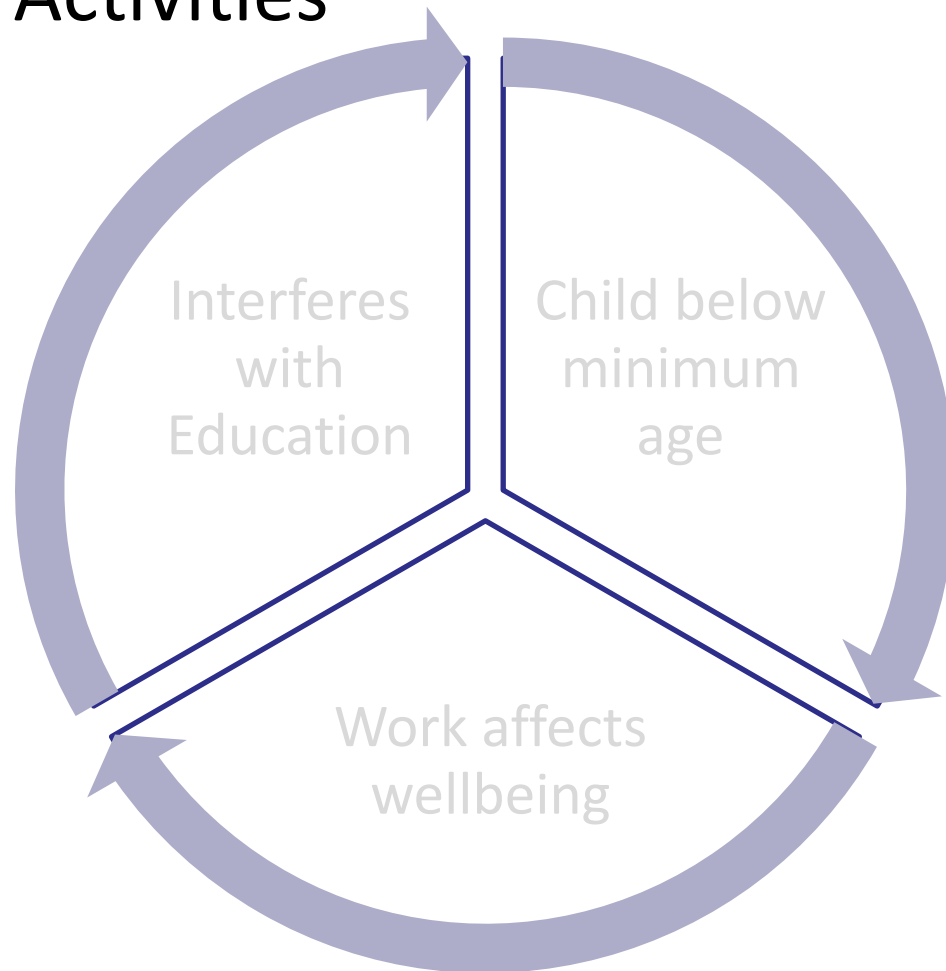
Minimum Standards for Child Protection in Humanitarian Action (2012) Child Protection Working Group, p. 111



Child Labour



Productive Activities



Working Hours (under Lebanese law)

For **all children** (Labour Code 1946):

- Responsibility for **age verification** is with the **employer**
- Maximum **6 hours work** with **1 hour rest after 4 hours.**
- **13 hours rest** between 2 work periods.
- **No work** between **7 pm - 7 am.**
- A **medical certificate** is required for any child to work



Forms of Work by Age

<ul style="list-style-type: none"> • Domestic work, street / road work, sleeping/residing outside home • Mines (coal), gambling/betting, funerals / burial • Activities needing personal protective equipment • Exposure to carcinogens, substances that may cause infertility/birth defect 	Prohibited
<ul style="list-style-type: none"> • Agriculture (inc. family farms) requiring: operating tractors/machines; using pesticides, contact with poisonous plants, heights, sharp tools, > 4 hours work • Building: Any work in building and the supply of electricity, gas and water. • Mechanics and blacksmiths • Factories manufacturing tiles, rocks etc. • Production industries with 20+ staff • Hotels, restaurants, internet cafés and trade (exchange of currency) • Transportation • Cleaning and working with waste / sewage <p><i>Night shifts between 7 pm and 7 am and working more than 6 hours a day</i></p>	16
<p>Light work (not defined)</p>	13



Agriculture (Decree 8987 Annex 2)

Agricultural activities (including family farms) which require:

- **Driving or operating tractors** or agricultural **machines**
- Mixing or transporting or spraying agricultural **pesticides**
- Touching or handling **poisonous** plants (such as tobacco leaves which produce a poisonous nicotine substance)
- Climbing **high** trees or ladders
- Using **sharp** tools
- Working for **more than 4 hours per day**.



KEY LEARNING POINTS

Some forms of work are productive activities and do not necessarily need to be eliminated.

In emergencies we must:

- **Prioritise** response to (**WFCL**)
- Especially forms **made worse by emergencies**



KEY LEARNING POINTS

Lebanon has lists of work children of different ages can perform.

In Lebanon work may not be a WFCL but still harmful if:

- The type of work is **not allowed** for a child of a certain **age**
- The working **hours are too long** and **breaks or rests too few**.
- The child is **not medically fit**
- The child is not adequately **trained** or **protected** in the work

Productive activities are *hard to define* under the law.



Registration: Differential Programming for Child Labour

Exercise 3

Learning Outcome: Participants recognise that additional vulnerabilities can make a CL case that is not WFCL high risk



HIGH RISK (L1)	MEDIUM RISK (L2)	LOW RISK (L3)	NO RISK (L4)
<p>Child involved in worst forms of child labor, including sexual exploitation.</p>	<p>Child under 14 forced to work.</p> <p>Child over 14 forced to work in dangerous or harmful circumstances</p>	<p>Parents are threatening to send the child to work.</p> <p>Child over 14 is working in a safe environment with little exposure to harm</p>	<p>The child is no longer working; supports have been put in place to ensure the child does not return to work.</p>

Child Labour and Other Child Protection Concerns

1. Dangers and injuries
2. Physical violence and other harmful practices
3. Sexual violence
4. Psychosocial distress and mental disorders
5. Children associated with armed forces or armed groups
6. Unaccompanied and separated children
7. Children in conflict with the law

Minimum Standards for Child Protection in Humanitarian Action (2012) Child Protection Working Group

KEY LEARNING POINTS

A number of **factors** may influence:

- Which children are **more likely to engage** in child labour
- Which children **will be harmed** the most by child labour

E.g. working and education history, family circumstances, location and individual vulnerabilities.

We must work with the **most vulnerable** and meet our **caseloads** **but** any differential programming should be based on:

- **Analysis** of the context
- A **transparent** process





Identifying Risks and Harm Reduction Strategies



Exercise 4

Learning Outcome: Participants know the risks associated with different forms of child labour and how to minimise them.



Forms of Child Labour to Body Map

- Construction
- Industry
- Carpentry
- Domestic work
- Mechanics
- Restaurant
- Hotel cleaning
- Trade / shop work
- Agriculture
- Street Work / begging
- Trafficking
- Sexual exploitation
- Recruitment into armed forces and armed groups
- Mining
- Butchery
- Plumbing
- Cleaning waste / sewage
- Working in shops
- Working in restaurants



Body Mapping Instructions

1. **Draw or write key words** on the body to explain the risks children engaged in this work are exposed to, showing **where on the body** they may impact
2. Use a **red pen** to mark the **risks** that are most serious/ urgent to address
3. Note **outside** the body which risks may **differ** for different children / in different places / situations
4. Discuss (and write down in a different colour) **what can be done to minimise each of the risks**



Hazards Described in Decree 8987 Annex 2

Chemical, including dusts and fibres, carcinogens, allergens, those causing disease or impairing development etc.

Physical: Noise, radiation, high or low temperatures

Biological: viruses, bacteria, parasites (agriculture, butchery)

Psychological, social and mental: night shifts between 7 pm and 7 am; more than six hours work a day; work requiring significant supervision, care or guidance by an adult; works exposing the child to verbal or physical abuse.



Hazards Described in Decree 8987 Annex 2

Ergonomic:

- Positions inadequate for spinal cord, joints and muscles e.g. squatting, stretching or contraction for long periods
- Using machines/equipment unfit for the size of hand / body
- Pushing or pulling weights exceeding the child's capacity
- Lifting /transporting weights exceeding child's capacity/capability
- Lack of lighting, ventilation, humidity and temperature

f) **Safety:** working at an elevation of 2 + meters, on roof tops, edges, windows or balconies, with sharp and mobile machines, driving any machinery, with voltages and electrical supplies,

Hazards Described in Decree 8987 Annex 2

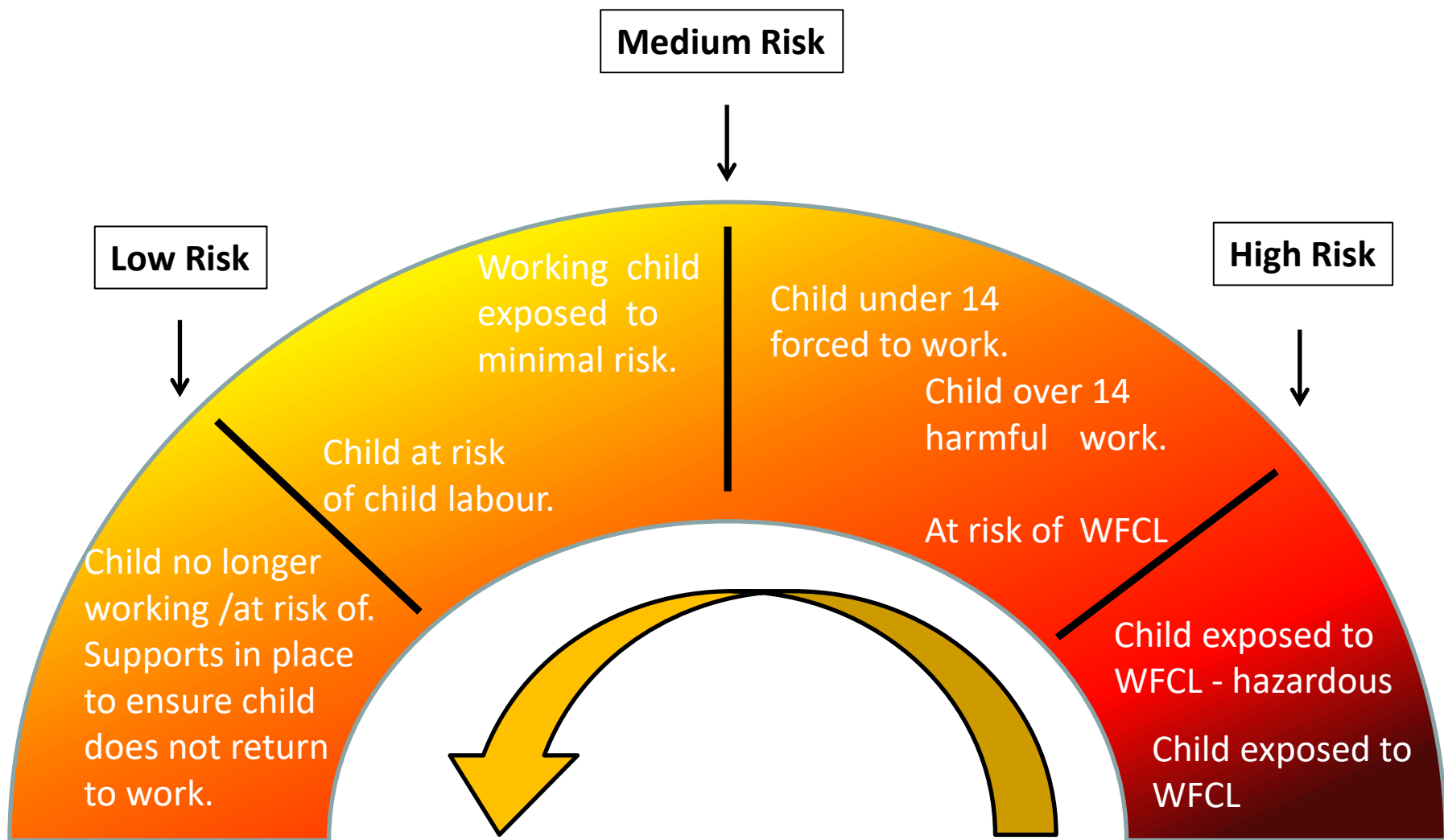
Hot Weather: Working > 30 minutes under sun or in high temperature

If working hours do not exceed 4 hours a day including minimum five rests of 10 min minimum with fluids

Cold Weather: Working > 30 minutes in cold or stormy weather

If working hours do not exceed 4 hours a day including minimum five rests of 10 min minimum in moderate weather locations.





KEY LEARNING POINTS

- Different types of child labour expose children to **different risks**
- **Some children may be more or less vulnerable** to each risk

We need to know:

- ✓ **How to reduce** the different risks
- ✓ **Which risks are most serious/ urgent to address** as it is unlikely we can address them all

Risk/ harm reduction is a key strategy if you cannot stop a child working immediately or at all (**unless** child is at risk of **severe harm**)





Observing and Approaching Exploitation - Exercise 5



Learning Outcome: Participants recognise some of the signs of exploitation that can be observed

Signs of Exploitation

- **Seeing** the child working
- **Physical impacts:** bent back, weaker, damage to hands, war-related injuries (hearing problems)
- **Signs of sexual abuse** (sexual awareness, stomach pain, itching)...
- Signs identified by health workers: abortion, miscarriage, asking for contraceptives
- **In school/normal activities:** Very tired, sleeping in school, absenteeism
- **Has money, gifts or expensive items** from an unknown source
- **New confidence, sense of importance / maturity**
- **Not talking:** Child won't talk in front of certain people / people who will not let the child talk without their presence



Analysing Gaps in Information

Read the case history.

With your partner:

1. Identify gaps in the information.

Discuss:

2. What you suspect as a result of the information gaps?

3. What to do to complete the assessment and come to a conclusion as to what's happening.



Signs of Exploitation – Gaps in Information

Children or caregivers who give

- Confused family history
- Confused history of their journey to the country
- Contradicting explanations of an issue or situation



Approaching Serious Exploitation (WFCL)

- ✓ Make a **safety plan!**
- ✓ **Continue visiting** and observing – the child will learn that you are concerned and may find a way out
- ✓ **Document** all interactions as evidence
- ✓ **Continue to analyse** the information to see if it gives clues
- ✓ **Raise it** with your Supervisor – most senior if needed
- ✓ **Anonymously discuss case** and response options
- ✓ **Advocacy** with government social workers



Safety Planning with Children

- Help the child identify warning signs and risks
 - Be attentive and knowledgeable: Caseworkers will need to teach children about possible dangers in their environment and help them pay attention to their intuitions. It is helpful if children can recognize danger signs that indicate heightened risk, and to have children rehearse how they might respond to danger.
 - Be Cautious and Prepared: Talk with children about what to do if/when they feel unsafe. Have children practice proper responses to danger or potential violence through role playing, etc. This can help increase the child's self-confidence and efficacy in handling a potential threat.



Safety Plan

Identify a safety person:

- Identify a safe person who can be with the child 24/7
- Help the child name some adults that make him/her feel safe (If the child is having difficulty, the caseworker can ask about specific people, such as a teacher, a caregiver, a sibling, a friend).
- Once the safe people are identified, the caseworker can encourage the child to tell them if they feel worried or unsafe (as part of safety planning, these people should be involved/included in a session to formally acknowledge them as “safe people” in the child’s life).
- Help the child name places that make them feel safe, especially those places they would go if they don’t feel safe at home.
- Map out a plan with the child and practice how the child would respond if he/she felt unsafe. What would he do? What would he say? It is important to have children practice saying “No!” to an adult who is doing anything to make them feel uncomfortable.



Caseworker Safety

- Keep in mind, the best interest of the child as well as your safety.
- Find out and follow the local security procedures.
- Inform your manager/colleagues where you are going and when you expect to return
- Travel by vehicle (if available), ensure you have money on your phone.
- Work in a pair with another caseworker (although more than two people will be too many as this would be intimidating for the child and family and limit confidentiality)
- If a child comes looking for assistance at night, get accurate details of the case. Only assist at night if the intervention is a life-saving activity (e.g. a rape case). Otherwise wait until morning.
- Balance the decision to assist with concern for your own security. If you need to leave the house to support make sure you are not alone, have a flashlight, and inform the local police if necessary.



Advocacy in Case Management

Acting on behalf of a child or family to help them:

- **Access needed resources, services** (as outlined in the case plan)
- **Influence positive change** in their lives.

We work with the **most marginalised** children and families who can benefit from caseworkers advocating on their behalf.

- ✓ **Involve** children and families in advocacy (as appropriate) to increase their confidence to advocate on their own behalf later.



Advocacy Activities for Caseworkers

- **Represent the case** to those in power so they understand:
 - the child / family's perspective
 - their additional / individual needs and how to meet them
- **Enable** the child / family **to be heard** when vulnerable or relatively powerless to express themselves
- **Ensure information is available** for the child family to make informed decisions
- **Be a guide** through a complex system of **services**



KEY LEARNING POINTS

To identify WFCL you may need to:

- **Observe carefully** during assessment
- **Analyse gaps** in information

To approach WFCL think about the principles of:

- Do no harm
- Participation
- Best interests of the child

Keep the case a priority while carefully exploring all options!



KEY LEARNING POINTS - Advocacy

Case-specific advocacy may involve:

- **Acting on behalf of** a child and family
 - To help **access resources or services** or **achieve positive change** (in line with case plans)
 - You may need to **provide information, guide, negotiate** and **present a case** on behalf of the child and family
-
- ✓ Advocate **with consent**
 - ✓ Where possible and appropriate **involve** the child / family to **increase capacity to self-advocate**





Negotiation

Exercise 6



Photo: UNHCR PGDS and Profile S

Learning Outcome: Participants can apply child labour knowledge to negotiating with employers and parents



Negotiation...

Handling conflict in a positive and constructive way means we have to **manage the emotions involved** (including our own) and keep in mind two key aspects:

- The **objective** to reach and
- The **relationship** to the other.

Adapted from: Working with Children and their Environment

Domination "It's that or nothing"

- Denies the relational aspect and considers only the issue to be resolved.
- Own interests sought , creates resentment, damages relationships, situation cannot be resolved if both parties use this strategy.

Avoidance "I'll think about it later" - Withdrawal from a threatening situation - risks situation not being resolved because issue is not dealt with.

Adaptation "I accept whatever you want"

- Cares only for the relationship while forgetting the issue to be resolved.
- Giving in is the goal, own argument is sacrificed in favour of those of others.
- Favours harmony, but unlikely to uphold children's rights to protection, weakness caseworker's authority in future.

Compromise "Let's make an agreement"

- Sharing differences and both parties make concessions, a mutually acceptable solution is found, everyone wins and loses something.
- Useful only when there is room for compromise in the case as compromise can lead to inappropriate solutions , based on bargaining.

Collaboration "Two heads are better than one"

- Desire to work with the other party and a high degree of commitment, time and energy needed.
- Needed when the case is too serious to accept a compromise.
- Reinforces a relationship if successful.

Although most difficult, collaboration is usually the best strategy in case management.

Negotiation...

Caseworkers need **skills** to respond to conflicts during case management in a way that:

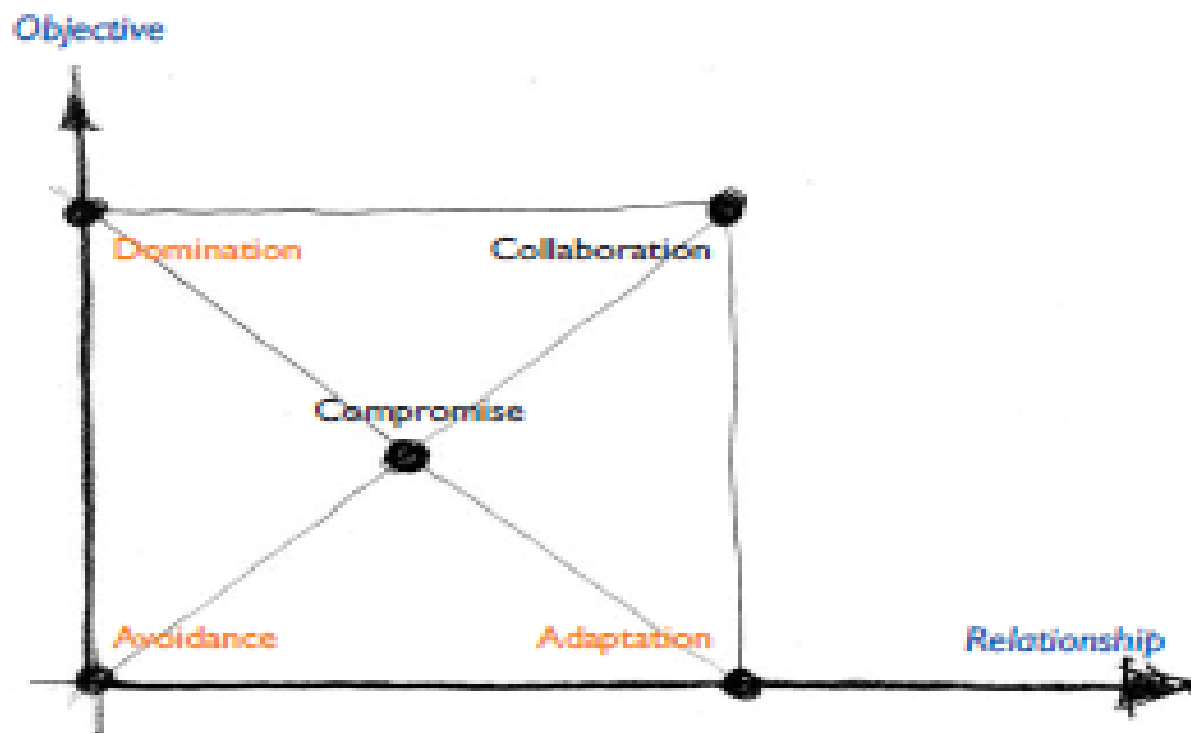
- **Upholds children's rights**
- **Does not damage their relationship** with the child, family and community.

This is often best be done through **collaborative negotiation**.

Adapted from: Working with Children and their Environment

Negotiation

There can be various types of reaction to conflict situations.



Source: *Working with Children and their Environment*

Steps of Negotiation

1. Create a **link** between with the other party
2. **Separate** person from problem
3. Communicate with **respect**
4. Allow the party to **express** his/ her **feelings**
5. Identify the **needs of the child** together
6. Look for a **positive solution**
7. Reach an **agreement** or a contract



Top Tips

- **An atmosphere of security and trust is essential**
- **Express acceptance**
- **Joint conflict resolution** requires an agreement that is respected by all and where each person gets something out of it.
- **A decision that suits everyone and that is in the child's best interests takes time.**



Negotiation in the Best Interests of the Child

Decisions concerning child labour must consider:

- **The rights of the child:** *Working hours, training, protection from risks, sufficient breaks and rest periods?*
- **The welfare of the child:** *Will the child's emotional or physical wellbeing be affected?*
- **The positive development of the child** – *will the child's development and learning be affected?*
- **The protection of the child:** *will the health, safety and morals of the child be affected?*
- **The child's wishes:** *Does the child agree with this decision?*



Key Points on the Best Interests of the Child

- The best interest of the child DOES NOT mean solely the child's opinion
- The best interest of the child promotes participation of the child based on their evolving capacity; but this is not the only factor for decision making

Helpful Tip: Replace 'interest' with the word 'decision': The best decision for the child.



KEY LEARNING POINTS

Case workers need to develop their **negotiation skills**

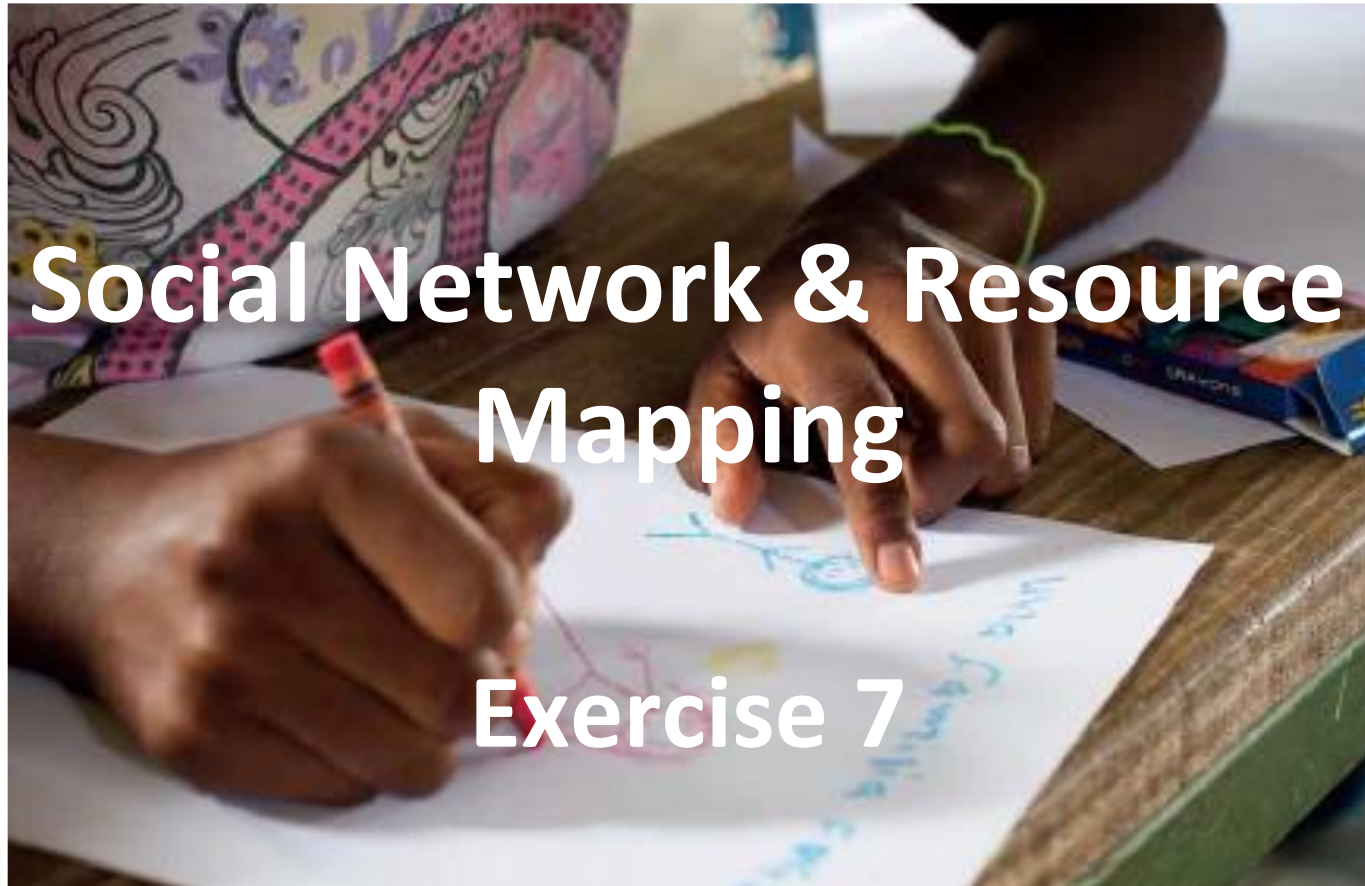
Collaborative, win-win solutions to conflicts are **best** as they **maintain relationships while upholding child rights** – these are the **only option in high risk cases**

Compromise is acceptable for **lower risk** cases

Domination, avoidance and adaptation should be **avoided** as they damage relationships and will not uphold children's rights.







Learning Outcome: Participants can use social network and resource mapping tools

Examples of Strengths

- Family unity and loyalty, willingness to care for children
- Family and community networks / integration
- Geographical location (access to services)
- Awareness of issues and services
- Financial resources
- Religion / spirituality
- Self care and maturity
- Willingness to seek help / engage in case management



Strengths Based Approaches

- **Discourage** stigmatising/discriminatory practices (e.g. **labelling**)
- Focus on **resilience** and **resources** of child / family
- Avoid undermining **existing** family/community **protection mechanisms**
- Everyone has strengths and can be supported to recognise them
- ✓ Present yourself as a **partner /facilitator** rather than expert
- ✓ **Listen** closely to their history to identify strengths and the potential for these to be used to resolve problems.



Case Planning Meetings

Involve:

- The child and caseworker,
- Parents/ caregivers (where appropriate),
- In complex cases, the caseworker's supervisor as well.

Where appropriate:

- Other significant people in the child's life
- Other service providers and relevant authorities

CISE

Ishyamba (association)

Mobility map

hauze etc

TURWUBAKE
(WOMEN'S ASSOCIATION)

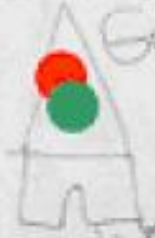
Eglise Ad.
de Gashumba
(CATHOLIC CHURCH)

2/15/01

Mukarurinda
Rurayi



Tante mat.
(PATERNAL AUNT)



Gashumba



Nyirama

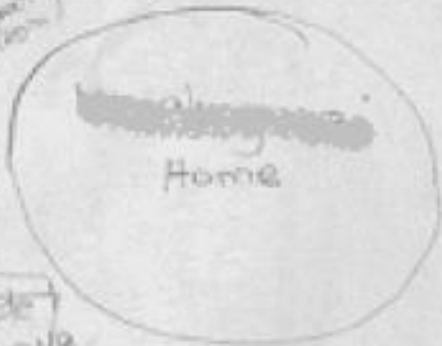


Prison de Gikanda
- Ukarabara (part)
- Nyirahizi
- Muramba



Tante mat.
(PATERNAL AUNT)

Sezirahige
(aunt's house)



Home



Kamama

chez Nyandwi
-> Muramba

marché de
Nyamiramba
(MARKET - NYAMIRAMBA)



Ukarabara

marché de
Butamuzi
(MARKET - BUTAMUZI)

Nyirahizi
(aunt's house)
(PATERNAL AUNT)



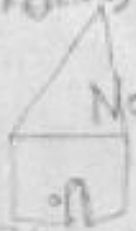
Bureau de
la Loi -
Butamuzi
(GOVERNMENT LAW OFFICE)



Mukagatire
(Cousin friend)



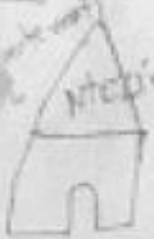
Nyiransabimana



Nahayo



Tante mat.
(PATERNAL AUNT)



Nyirahizi



Tante mat.
(PATERNAL AUNT)



Mukanyandwi
(Cousin friend)



Nyirahizi



EMS Nyirahizi

(HEALTH CLINIC)



Nyirahizi Nyabarongo
(NYABARONGO AREA)

KEY LEARNING POINTS

The child familial and social network **may have resources** available that can prevent a child from having to work

Resource and social network mapping can help you:

- ‘Think out of the box’ with the child/family about their **options**
- Prompt **engagement** with others who can help
- Children have a **right** to be supported to reintegrate socially after experiencing abuse, exploitation, neglect or violence
- The family and community have the primary **responsibility** to support the child’s reintegration



Case Planning: Developing a Case Plan

Exercise 8

Learning Outcome: Participants can plan an intervention in response to child labour



Case Plan goals include:

VERB/ACTION WORD	TARGET	TIME FRAME
+	+	+
<p><i>Explaining HOW</i></p> <p><i>What change do you want to see to know you can close the case?</i></p>	<p><i>Explaining WHAT</i></p> <p><i>May be the primary protection concern, behaviours that need to change, skills and competencies that need to be built</i></p>	<p><i>Explaining WHEN</i></p> <p><i>Between 2-6 months in an emergency</i></p>

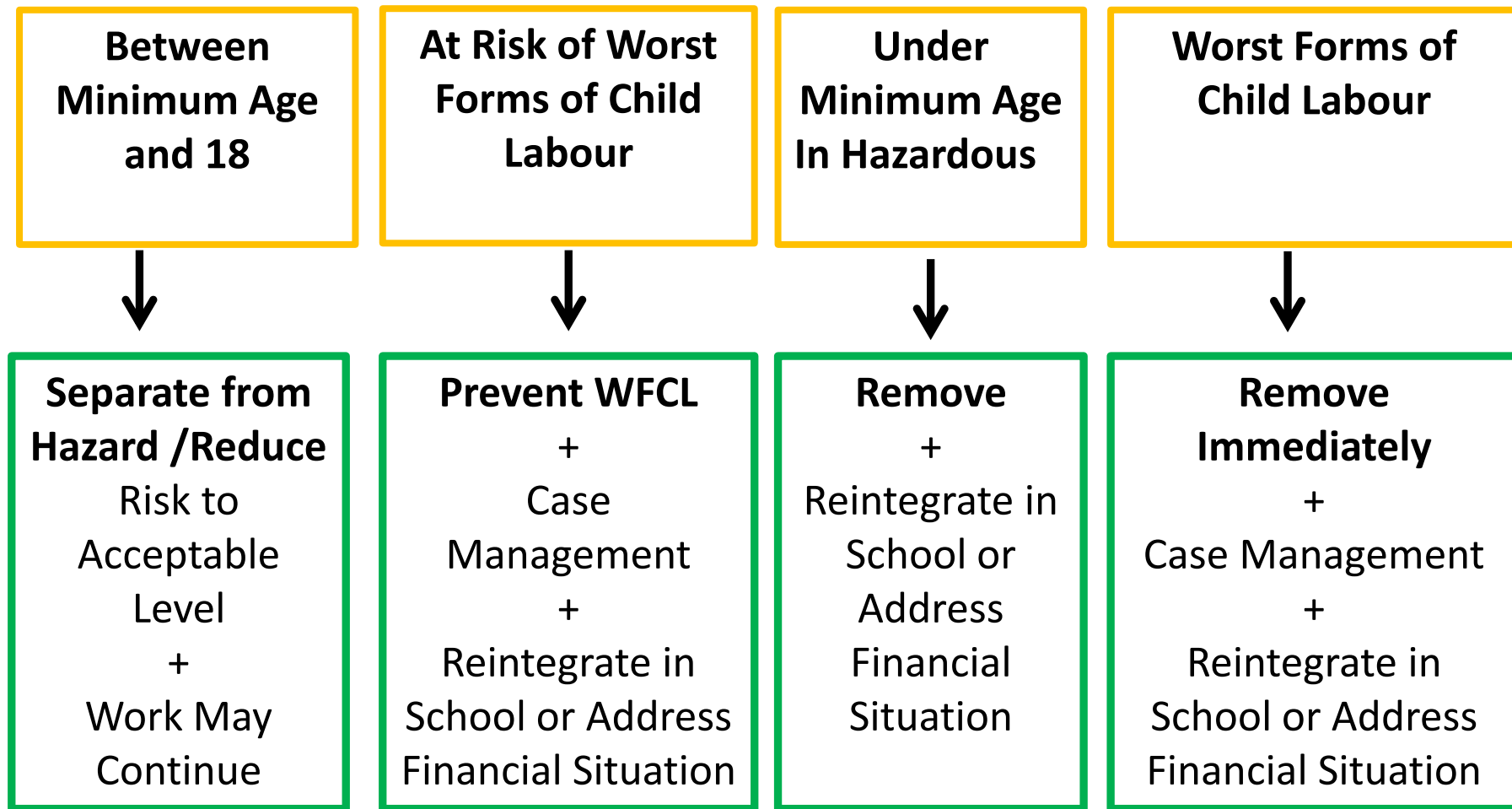


Example Case Plan Goals

1. Within 2 weeks Ahmad feels happy and safe and has a better job.
2. Maya is reunited with her parents through family tracing by ICRC.
3. Hamza's working hours are reduced and he is able to attend remedial classes so he can complete school.



Thinking about how to respond?



Minimum Standard 12: Minimum Standards for Child Protection in Humanitarian Action

KEY LEARNING POINTS

Case plans:

- Are essential to **transform information** collected during assessment into a **plan of action that resolves the issue**
- Must be developed in **collaboration** with and with the approval of the child and caregiver, where **appropriate**.

Case plan goals must **explain** the **how, what and when**



KEY LEARNING POINTS

Analyse the appropriateness of each option for each child

Key Services:

- Enrol or reintegrate in school or non-formal **education services**
- How to respond to **economic challenge (livelihoods services)**

Think about:

- How to **reduce harm** and when to use **statutory** services
- Possible targets for **negotiation** and **advocacy** and points to make to convince others



THANK YOU!

