Training Manual on Child Labour and HIV/AIDS

A publication under the ILO-IPEC project

Combating and preventing HIV/AIDS-induced child labour
in Sub Saharan Africa

A pilot action in Uganda and Zambia.

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Contents

List of Abbreviations

CBO: Community Based Organisation

CRC: Convention on the Rights of Children

HIV/AIDS: Human Immunodeficiency Virus/Acquired Immunodeficiency
            Syndrome.

ICT: Information and Communication Technology

ILO: International Labour Organisation

IPEC: International Programme on the Elimination of Child Labour

M&E: Monitoring and Evaluation

NGO: Non Government Organisation

PEAP: Poverty Eradication Action Plan

PMA: Plan for the Modernisation of Agriculture

PRSP: Poverty Reduction Strategy Paper

SWOT: Strengths Weaknesses Opportunities and Threats

UNAIDS: The Joint United Nations Programme on HIV/AIDS

UNDAF: United Nations Development Assistance Framework

UNDP: United Nations Development Programme

UNFPA: United Nations Fund for Population Activities

UNICEF: United Nations Children's Fund

VCT: Voluntary Counselling and Testing

WFP: World Food Programme

WHO: World Health Organisation

BACKGROUND TO THE MANUAL

Introduction

The HIV/AIDS pandemic continues to pose the single most serious threat to the survival of individuals, families, communities, and nations in sub-Saharan Africa. This is partly due to the fact that to date there has been no cure in sight. Furthermore, the impact of HIV/AIDS goes beyond those individuals directly affected to have an effect on close relatives. Being a slow but certain killer, HIV/AIDS usually devastates the patient, his or her family and the community. The socioeconomic impact of HIV/AIDS to the nation is alarming in that HIV/AIDS does not only withdraw the services of the most active section of the population, but also leads to increased economic burdens on the health sector and other services.

According to UNAIDS data, in 2005, 25.8 million people were living with HIV/AIDS in sub-Saharan Africa, making this the worst hit region globally as the figures in the opposite box indicate. Despite concerted efforts by governments and communities, the scourge continues to spread.

Sub-Saharan Africa	25,800,000
Asia	8,300,000
Latin America	1,800,000
Eastern Europe and Central Asia	1,600,000
Australasia, Pacific	74,000
North Africa, Middle East	510,000
Caribbean	300,000
Source: UNAIDS/WHO 2005	

A silent majority of victims of AIDS are the girls, boys and adolescents who are orphaned by the deaths of their parents or guardians. Many of these find themselves thrust into an unfamiliar life without their loved ones – a life in which they have to struggle to fend for themselves as 'small adults'. With the diminishing role of government in providing social protection measures, coupled with the near collapse of the traditional extended family set-up, the children end up engaging in work that is beyond their physical and psychological capacity. Thus, while the phenomenon of child labour was uncommon in most communities in sub-Saharan Africa, there are now increasing reports of cases of child labour in sub-Saharan Africa.

Why this training manual

This training manual is a contribution to the national and international efforts to eliminate child labour. Child labour threatens the very foundation of society as it removes boys and girls from school and forces them into work that demeans them and affects their normal development. The role of HIV/AIDS in aggravating child labour cannot be underestimated. While many efforts have so far been made to address the twin challenges of HIV/AIDS and child labour, such efforts

are in most cases neither systematic nor well coordinated. Secondly, such efforts may not be well documented or publicised, leading to the emergence of an information gap even where information on good practices exists. This training manual is intended to empower those in positions of responsibility and social workers (collectively referred to as duty-bearers in the manual) to work systematically to address the challenges arising out of or leading to AIDS-induced child labour so that girls, boys and adolescents can have a degree of assurance that they will lead normal lives and grow into responsible citizens despite the scourge of HIV/AIDS.

Target groups

This manual has been prepared for various stakeholders who directly or indirectly work with girls, boys and adolescents and can therefore help lessen the effects of HIV/AIDS that drive children into child labour. The stakeholders include:

- National level government officials and policy makers
- District and local government officials who translate policy into practice
- Law enforcement agencies such as the police and social welfare departments
- Leaders of faith groups and institutions such as churches, mosques and temples
- Employers and labour unions
- International development partners
- International and local non-governmental organisations
- Schools and communities
- Organised youth, women and children's groups
- Families (including those headed by girls, boys or adolescents).

Objectives of the manual

This manual is intended to:
- provide trainers with basic knowledge on HIV/AIDS and child labour issues;
- equip trainers with skills for facilitating on HIV/AIDS and child labour issues;
- provide trainers with tools for intervention planning, such as stopping girls and boys from engaging in child labour or withdrawing children from child labour and sending them back to school;
- enable trainers to mobilise others to identify ways of mainstreaming interventions to eliminate child labour in sub-Saharan Africa.

How to use this manual

This manual is made up of ten chapters. Each chapter has three parts: Session Plan, Facilitator's Notes and Extension Activity. The purpose of the training is not to open new frontiers of knowledge but rather to encourage the sharing of skills, information and knowledge in order for participants to learn 'what works well for others'. Therefore, the manual is based on the belief that participants are fountains of knowledge and experiences that need to be shared and applied. Needless to say, there will be some misconceptions and attitudes that need to be challenged. Thus, training sessions are structured to be participatory. This will provide the framework for handling misconceptions, attitudinal biases and misinformation in a supportive way.

Step	Facilitator's Activity	Participants' Activity	Duration	Method	Notes
1	Provide introductory input on the importance of the session or activity	Participate in the activity e.g. brainstorming on the issue introduced by the facilitator	10 minutes	Lecture Brainstorming	
2	Introduce participatory activity to elicit performance	Share experiences Learn new information or skills Practise new skills	20 minutes	Group work	Facilitator monitors groups and provides prompt feedback and support while noting key issues for further discussion.
3	Request Groups to report back to the plenary	Groups report and discuss their submissions	20 minutes	Plenary discussion Question and answer	Additional notes by facilitator
4	Evaluate: what are the key issues	Express consensus about the veracity of the key issues	10 minutes		Capture these on VIPP cards and pin up the cards.

Here is an example of how the sessions will flow:
The facilitators are people with the relevant skills for mediating learning and causing changes in behaviours, imparting skills and fostering continuous reflection among participants. At the same time, they are keen to learn and question some of their own views which may be different from those of other people.

Methods used in this manual

Each chapter has a recommended methodology. However, facilitators are free to vary the methods to ensure that the training is successful. Below are some of the methods suggested.

Visualisation in Participatory Planning/Processes (VIPP): This process is based on the power of visual effect. Knowing that every participant has an idea about the issue being discussed, the facilitator provides each one with a card and asks them to write the idea down. The rules are that each card should have only one idea (meaning that a participant with more ideas should ask for extra cards).

Secondly, the card should not have more than three lines, and should be legible up to a distance of ten metres. Once participants have noted their ideas on the cards, either they are requested to pin their cards up or a volunteer can collect and pin them up. At this stage the cards are the property of the workshop and nobody should be held responsible for any errors or omissions. The cards are clustered and processed to pick out the key issues relating to the topic under discussion.

This is an effective way of ensuring that all participants express their views. It can lead to further questions to be probed. VIPP methodology works well with other methods cited below.

Brainstorming: This is a procedure whereby all participants are given a chance to contribute to the discussion through brief responses. Initially all ideas are taken down and then processed later. The ideas become the property of the group or workshop and therefore the facilitator or any participant is not free to identify wrong ones with particular individuals. Instead, the wrong ideas are dealt with on their own merit.

Clustering: This is a useful method for dealing with the outputs of a brainstorming session. Once the participants have collected their ideas the facilitator works with them to identify the main points. The rest of the ideas are placed around those key points (hence, the term 'clustering'). The visual impact of the resulting map of ideas will remain with the participants long after the workshop.

Ranking: This enables participants to value the points in order to prioritise actions. By doing this collectively, participants come up with a mutual position. This helps to pre-empt future wrangles about activities to be implemented.

Group work: This allows focused discussions among small groups of participants. The ideas generated in small groups are later shared in the plenary. The advantage of group work is that even the usually quiet participant is enabled to contribute to the issues at hand.

Buzz group: This is a method whereby participants are allowed to explore issues in pairs or threes without the need to move a lot. The resulting hum of the noise sounds like the buzz of bees, hence the name 'buzz'.

Case studies: These allow participants to conduct detailed analyses of cases or scenarios, some of which may be typical cases with which participants are familiar. Case studies help participants see other people's perspectives and this can help them strengthen good practices or change for the better.

Lecture: This method is useful for presenting new ideas or summarising key points by the facilitator. While lecturing is not necessarily participatory, it is recognised as an efficient method. Moreover, some participants prefer

authoritative submissions through lectures. However, facilitators need to be cautious about lecture methods. Lecturing is very attractive but it also reveals the facilitator's authoritarian tendencies. Therefore, only use it when you must. These are a few of the many methods available. Facilitators and participants are encouraged to identify more methods that would make their training sessions successful.

Overview of the various chapters

"Background to the Manual" explains to participants the context in which this manual has been developed. It provides the rationale for the manual, the objectives, and a snapshot of the suggested methodologies for training.

Chapter 1 gives basic information on child labour with the view to enabling participants conceptualise the challenges of child labour, identify the main sectors within their areas, and the factors that drive children and adolescents into child labour.

Chapter 2 looks at the interface between HIV/AIDS and child labour. It argues that there is a strong link between the two which is not a coincidence.

Chapter 3 examines the contributions of the International Labour Organisation to the elimination of child labour globally and within sub-Saharan Africa.

Chapter 4 provides an overview of the various legal provisions for combating child labour, as well as an assessment of the gaps in legislation that enable child labour to thrive.

Chapter 5 deals with child labour within the human rights perspective. It explores the human rights perspectives and links these to the rights of children enshrined in international conventions and national constitutions.

Chapter 6 explores the relationships between child labour and gender. It assesses the gender determinants of child labour and suggests strategies for addressing gender-determined child labour.

Chapter 7 analyses the importance of education to girls and boys who engage in child labour as a result of HIV/AIDS. It goes on to identify the exceptional challenges such children face, then suggests possible interventions.

Chapter 8 deals with the importance of social protection for girls, boys and adolescents engaged in or likely to slide into child labour.

Chapter 9 identifies various stakeholders and their potential roles in the elimination of child labour.

Chapter 10 provides practical tips on how to develop an action plan to combat child labour induced by HIV/AIDS.

Chapter 1:

BASIC INFORMATION ON CHILD LABOUR

1.1   Session Plan

Time Frame: 1 hour

Learning Objectives

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

❖   define child labour

❖   identify the various forms of child labour

❖   discuss the factors that drive girls, boys and adolescents into child labour

Content

❖   What is child labour?

❖   Forms of child labour

❖   Factors that drive girls, boys and adolescents into child labour

❖   Conclusion

Learning/Teaching Methods

❖   Lecture

❖   Brainstorming

❖   Individual activity

❖   Buzz group

❖   Display

❖   Clustering and processing

❖   Plenary discussion

Tools

❖   Flip charts

❖   Newsprint

❖   VIPP cards

❖   Masking tape

❖   Markers

1.2 Session Implementation

Step	Facilitator's Activity	Participants' Activity	Duration	Method	Notes
1	Explain the importance of this session to the overall understanding of the strategies to eliminate all forms of child labour.	Participate in the activity e.g. brainstorming on the issue introduced by the facilitator	10 minutes	Lecture Brainstorming	Explain the objectives of the session clearly.
2	Place four piles of manila cards and a box of markers on a table in front of the workroom. Prepare slips of masking tape to be used for attaching cards to the walls. Ask each participant to pick four cards of different colours and a marker	Pick four cards of different colours and a marker	5 minutes	Individual actions	Emphasise the colour codes. Also advise the participants to share markers in case they are not enough.
3	Ask participants to write responses to the following questions:Blue card: who is a child? White card: what is child labour? Pink card: what are the common forms of child labour in your area or district? Yellow card: why do children engage in child labour?	Write responses to the questions. Participants should feel free to interact and consult one another.	10 minutes	Individual actions Buzz group	Explain the VIPP rules: one idea per card, legible writing (to be read at 10 metres) etc.
4	Request each participant to pin up his/her cards on the wall according to the colour codes.	They pin up the cards (alternatively, volunteers collect and pin up the cards)	5 minutes	Display	Do not intervene unless the colours are being mixed up.
5	Work with the participants to cluster the cards according to the ideas	They discuss and agree on the clusters	20 minutes	Clustering and processing	Take note of any misconceptions and key issues.
6	Discuss the clusters in relation to the objectives of the session. Draw the participants' attention to the content of the manual.	Listen and interject for clarifications	10 minutes	Lecture and discussion.	Capture their questions and concerns on flip chart for further discussion.

1.3 Facilitator's Notes

1.3.1 What is Child Labour?

Internationally "a child" is defined as a person aged below 18 years. Within that age range children are expected to undergo normal development processes. They are not considered fully matured to cope with adult demands. "Labour" is work, especially of a physical nature. Thus, child labour is employment for which children are too young. Often it is work in physical jobs requiring long hours. It is work for children that harms them or exploits them physically, mentally, or morally. Child labour also refers to work that amounts to denial of the right to education and the opportunity to reach full physical and psychological development.

Certain types of work can be beneficial to the child's growth and development. Beneficial work is the kind of work that promotes a child's development without interfering with schooling, recreation and rest. There is international consensus that child labour in the following categories must be eliminated globally:

❖   Labour that is performed by a child who is under the minimum age specified for that kind of work, and which is likely to hamper the child's educational and full development. This is set out in the ILO Convention No. 138 where the minimum age is set at 15 years (or 14 years for developing countries).

❖   Labour that endangers the physical, mental or moral well-being of a child, either because of its nature or because of conditions in which it is carried out – this is known as hazardous work. Hazardous work is defined by both Conventions (No. 138 and No. 182) as a form of work that must be prohibited to all children up to the age of 18 years. Convention No. 182 classifies hazardous work as a "worst form of child labour".

❖   Other "worst forms of child labour" include those internationally defined as slavery, trafficking, debt bondage, forced labour, forced recruitment of children for use in armed conflict, the use of children in prostitution and pornography, as well as their use in illicit activities. These "unconditional" worst forms of child labour (so-called because no amount of change in working conditions will ever make them acceptable) are also defined by the ILO's Worst Forms of Child Labour Convention No. 182.

According to ILO estimates, there are up to 218 million child labourers aged between 5 and 17 worldwide. 126 million of them are involved in work that is hazardous to their safety, physical or mental health, and moral development.

About 10 million children are engaged in the "unconditional" worst forms of child labour, such as forced and bonded labour, armed conflict, and prostitution. Child labour is often taken for granted in sub-Saharan Africa. Most domestic workers are not perceived as being engaged in child labour. This has led to several myths and misconceptions about child labour, such as:

❖ There is no child labour in Africa
❖ Child labour will disappear when we eradicate poverty
❖ Child labourers are misfits who cannot be helped

Turning a blind eye to the problem, while allowing such myths to exist, undermines efforts to combat child labour. It is important to acknowledge that the problem exists, and put in place policies and programmes to address the problem of child labour. Furthermore, we need to consider what today's children will be tomorrow. If large numbers of girls, boys and adolescents are denied access to basic rights such as education and proper development, then the future of an entire country is at risk.

1.3.2 Forms of Child Labour

In sub-Saharan Africa, child labourers are mainly found in the following sectors:-

Agriculture: Most national economies in sub-Saharan Africa are dependent on agriculture. This sector therefore provides the bulk of employment opportunities. While most agricultural activities are of a subsistence nature, there are equally a number of large scale agricultural enterprises such as tea, coffee, sisal and cotton plantations. Some of these use children as labourers. Similarly, certain crops require specialised handling in order to enhance their yields. For example, vanilla growing in Uganda requires manual pollination. Children are reputed to be more skilful at this task. Therefore, vanilla has been identified as a crop that is associated with child labour.

Domestic Labour: This includes work such as looking after small children, doing household chores, fetching water, tilling the land, looking after animals or chopping wood. Work done in homes is hardly recognised as child labour, partly because it is considered to be a form of training and mentoring for future challenges. This is unfortunate, as many hours of non-paid female work are unaccounted for. In the case of HIV/AIDS, this becomes even more serious, as children, and in particular girls, become the main care-givers to their sick parents, siblings or relatives. Girls, boys and adolescents who are engaged in domestic child labour are usually denied access to education opportunities, cut off from their families, work long hours and are prone to various forms of abuse. The physical, emotional and psychological stresses they endure are simply beyond their age.

Commercial sexual exploitation of children: The causes of this phenomenon are varied. Some children are driven into commercial sexual activity by circumstances beyond their control, while others are attracted into it by the allure of a good life – for example, children whose circumstances are good but find themselves succumbing to the pressure to join prostitution. Cross-generational sex has become a common feature in sub-Saharan Africa and it has not spared children who are not yet physically or emotionally ready for sexual relations.

Smuggling and other forms of cross-border trade: Many countries experience smuggling due to the tendency by traders to avoid taxes and other legal mechanisms of trade. Children have been identified as 'safe' conduits of merchandise across borders. Their perceived agility when being pursued by law enforcers makes them even more attractive. However, traders who induce children into this form of child labour are also known to issue threats to the children to ensure that they deliver the merchandise entrusted to them. This makes the practice extremely hazardous for the children so engaged.

Street children: Increasingly, sub-Saharan Africa is experiencing the phenomenon of girls, boys and adolescents who have no home or those who run away from home to survive on the streets. These are commonly referred to as "street children" (some UN agencies refer to this group of children, as "living and working in the streets", in order to avoid the stigma connoted by the tag "street children"). These children lead very risky lives, surviving on handouts or scavenging for food that has been discarded as rubbish. They run errands for little pay and many are reportedly recruited by exploitative adults to beg for alms.

Manual labour: Children engage in physical chores such as working as porters at construction sites, crushing stones at quarries or equally demanding chores.

Informal Sector: Children drop out of school to go and provide casual labour in the informal sector, like in the streets, shops, markets – e.g. offloading trucks or helping shoppers to deliver items into their cars. Some are involved in hawking items such as foodstuffs at night spots (commonly known as 'drinking joints' or 'wind-down areas') while others perform in groups to entertain revellers in pubs and other public places. All these activities deny children the chance to lead normal lives.

Fishing: The fishing industry engages child labourers in many ways. There are those girls, boys and adolescents who are directly involved in catching fish in the lakes and rivers, then there are others engaged in various forms of fish processing – e.g. smoking the fish – and then there are those who sell fish in markets and at roadsides.

Child soldiers: Finally another worst form of child labour is that one targeting children to be recruited into rebellions against established governments. Some are forcefully abducted into rebel ranks, while others are lured by the promise of a better life in future. Still others join up because they have no other viable

option to secure their basic needs, such as food and physical security. There are also cases where children are recruited into government forces.

1.3.3 Factors that drive girls, boys and adolescents into Child Labour

There are several "pull factors" and "push factors" that lead to child labour. The allure of a quick income can be a powerful incentive for children to opt to leave school and engage in child labour. This is a clear example of a pull factor. Several push factors drive girls and boys into child labour. The underlying cause of child labour is the need to survive. Below are the key factors:

1)   *The HIV/AIDS pandemic.* Countries in sub-Saharan Africa are still struggling to bring the HIV/AIDS epidemic under control. Given that nearly two-thirds of the world's HIV-positive people live in sub-Saharan Africa, this has resulted in many children being orphaned by AIDS. There are also a considerable number of children who are not yet orphaned but are adversely affected by AIDS. These include those whose parents and guardians are suffering from AIDS. Such children may be required to participate in providing care for sick relatives or contributing towards the family welfare. In fact, many children are deliberately withdrawn from school by their parents to go and work for some form of income. These end up in child labour.

2)   *Poverty.* Poverty at family or household and community levels contributes to child labour. Individual and household poverty limits the choices people have in life. It degrades human beings and lowers their self-esteem. The parents of the child labourers are often unemployed or underemployed. However, because children are more powerless and easier to exploit, they are offered the jobs that should be done by adults.

3)   *Weak public education sector.* Despite efforts to improve access to education and retention in schools, the education systems in most sub-Saharan countries are not as attractive as they were in the post-independence era, leading many children to opt for child labour instead of going to school. Most teachers are not trained to cater for girls and boys with special needs. Curricula are general and no subject is designated as the carrier for content on children's rights, child labour or life skills.

4)   *Family expectations and traditions.* People believe in maintaining the way things have always been done for generations. Entrenched traditions account for the widespread gender-biased child labour experienced in sub-Saharan Africa. Families still favour boys over girls in accessing educational opportunities. It is no wonder that many school-age girls who are orphaned by HIV/AIDS end up as domestic workers. Relatives faced with the decision to withdraw orphans from school tend to pick on girls while boys are allowed to continue with their education.

5)   Limited alternatives for the children. Marginalised children cannot exercise 'choices'. No child would normally choose to engage in degrading or dehumanising labour instead of schooling. HIV/AIDS contributes to the overwhelming sense of marginalisation and denial, thereby driving girls and boys into child labour.

6)   Breakdown of the extended family systems. This has reduced the protection that this system offered children, thus rendering orphaned girls and boys as well as those affected by HIV/AIDS more vulnerable.

7)   Specialised demand for child labour. Some sectors prefer to engage child labourers for various reasons. Children may be preferred for their neatness in handling plants or their endurance in crushing stones. They are also known to be submissive and will rarely agitate for better terms and conditions of service. In such cases, even if there were adult workers, the employers would prefer to recruit children. Given that children are easier to exploit, this preference for children perpetuates the problem of child labour.

8)   Poor or weak legal frameworks. As has been noted, child labour is only being recognised belatedly as a form of social cancer that needs to be addressed systematically. This means that even in existing legal provisions, child labour *per se* was not sufficiently addressed. This calls for action to plug the loopholes that continue to be exploited. Ironically, child labour aggravates all the above factors. For example, when HIV/AIDS forces girls and boys into child labour, they are more exposed to the risks of sexual abuse, which increases the risk of infection with HIV/AIDS.

1.4 Conclusion

Child labour is a growing phenomenon in sub-Saharan Africa. It targets the most vulnerable section of the population of any given country. In spite of the presence of several international conventions, child labour remains a threat to girls and boys because some of the forms in which it is manifested are not readily identifiable. However, increased awareness of the problem is likely to contribute positively towards the total elimination of child labour in sub-Saharan Africa. This calls for concerted efforts and the forging of partnerships among all stakeholders to identify and address the causes of child labour.

1.5 Extension Activity

Investigate the hidden forms of child labour induced by HIV/AIDS that might be prevalent in your area.

Chapter 2:

HIV/AIDS AND CHILD LABOUR

2.1   Session Plan

Time Frame: 60 minutes

Learning Objectives

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

❖   assess the impact of HIV/AIDS on children
❖   analyse the relationship between HIV/AIDS and Child Labour

Content

❖   The Impact of HIV/AIDS on girls and boys
❖   Child Labour and HIV/AIDS
❖   Conclusion

Learning/Teaching Methods

❖   Lecture
❖   Individual activity
❖   Buzz group
❖   Display
❖   Clustering and processing
❖   Plenary discussion

Tools

❖   Flip charts
❖   Newsprint
❖   VIPP cards
❖   Masking tape
❖   Markers

2.2 Session Implementation

Step	Facilitator's Activity	Participants' Activity	Duration	Method	Notes
1	Explain the objectives of the session to the participants.	Listen and take notes.	2 minutes	Lecture	Explain the objectives of the session clearly.
2	Ask each participant to pick at least 5 cards and a marker.	Pick cards and markers.	3 minutes		Explain the VIPP rules: one idea per card, legible writing (to be read at 10 metres) etc.
3	Divide the participants into two equal groups and ask them to form two circles, one inside the other.	Seek clarification and form circles as requested.	5 minutes	Individual actions	
4	Tell the inner circle that they are the interviewers. Each person in the inner circle will ask the one directly before him/her in the outer circle the following question: How does HIV/AIDS affect children?	Ask and note the responses on VIPP cards then move to the next person.	10 minutes	Buzz group	Urge them to move on as soon as they have noted the idea.
5	Ask the outer circle to ask partners in the inner circle the following question: What is the relationship between HIV/AIDS and Child Labour?	Ask and note the responses on VIPP cards then move to the next person.	10 minutes	Buzz group	
6	Request participants to pin up the cards on the wall.	Volunteers collect and pin up the cards	5 minutes	Display	
7	Work with the participants to cluster the cards according to the main ideas	They discuss and agree on the clusters	15 minutes	Clustering and processing	Take note of any disagreements and key issues.
8	Discuss the clusters in relation to the objectives of the session. Draw the participants' attention to the content of the manual.	Listen and interject for clarifications	10 minutes	Discussion.	Capture their questions and concerns on flip chart for further discussion.

2.3 Facilitator's Notes

2.3.1 The Impact of HIV/AIDS on girls and boys

HIV (Human Immunodeficiency Virus) is a virus that causes AIDS (Acquired Immuno Deficiency Syndrome), a health condition in which a person is affected by a series of diseases because of poor immunity. HIV by itself is not an illness and does not instantly lead to AIDS. An HIV infected person can lead a normal life before she/he develops AIDS.

The HIV/AIDS pandemic has impacted negatively on the lives of millions of boys and girls worldwide. Many girls and boys now live with AIDS, while an equally large number have been orphaned by the pandemic. Unlike other diseases that kill one of the parents, HIV/AIDS strikes like a bad accident that kills both parents. Secondly, people living with HIV/AIDS have to deal with stigma and discrimination. Children also face stigma and discrimination and are often denied affection, protection, care and support. Many drop out of school and are at risk of exploitation and abuse. As a result, they become more vulnerable to the effects of HIV and AIDS.

HIV/AIDS continues to force orphans and vulnerable girls and boys into child labour. The hardships imposed by HIV/AIDS on children are felt even before the parent or caregiver dies, as an ill parent or caregiver is unable to work.

The family gradually feels the resulting economic hardships. Children, especially girls, often drop out of school to provide care for the sick parents. Older children are forced into adult roles such as providing food, medical care, decision-making and looking after younger siblings.

Apart from the psychological trauma of losing parents, poverty and social dislocation add to a child's emotional distress. Without the protective environment of their home, orphaned girls and boys face increased risk of violence, exploitation and loss of economic security. Worst-case scenarios for orphaned children include possible abduction, or being forced into hard labour, sex work or life on the streets – all of which increase a child's vulnerability to HIV/AIDS. Girls are particularly vulnerable to sexual abuse, which exposes them to a greater risk of HIV/AIDS as well.

HIV/AIDS has a direct impact on child labour. Children enter into the labour force to compensate for changes in household earnings or labour supply.
Children orphaned as a result of HIV/AIDS are more likely to enter child labour than those orphaned by other causes due to the following reasons:

❖ **_Discrimination and stigmatisation._** Despite the various efforts to address stigma and protect children against discrimination, these forms of abuse still persist. The perception that HIV affected children are a health risk persists among teachers and other adults. Even fellow pupils tend to isolate those children when they learn that they have lost a parent or guardian. Such stigma affects the children psychologically and undermines their growth and development, leading to child labour.

❖ **_Neglect and abuse._** Girls and boys face neglect and abuse within families, in communities, and by schools. This hinders the ability of AIDS affected children to enrol, remain, or advance in school. This can be particularly serious in the case of girls who often have more pressure put on them for domestic chores, care burdens, and even sexual abuse.

❖ **Insecurity.** HIV/AIDS orphans are exposed to various forms of insecurity – e.g. being uncertain about feeding, accommodation, schooling, health, etc. An orphaned child faces dilemmas especially where relatives are unable or reluctant to take in such children. Equally difficult is their ability to sustain themselves in school if they can no longer guarantee their fees and scholastic materials.

❖ **Forced relocation or migration.** The children also have to contend with forced relocations or migration to stay with other relatives. When a caregiver dies or is severely incapacitated by AIDS, children may be required to move in with other relatives, leaving familiar surroundings, sometimes the only home they have known all their lives. The child has to learn to cope with new guidelines where the new hosts could be hostile.

❖ **Disempowerment and loss of inheritance rights.** Relatives and former friends of the family may take advantage to grab the property of orphans. Such blatant denial of rights and disinheritance leads to child-headed households (sibling-headed households) as well as inability of the orphans to meet basic needs. Once relatives have grabbed the property of the orphans, there may be no family willing to take on an additional 'burden' of looking after those children. Secondly, the disintegration of the extended family system due to HIV/AIDS, urbanisation and advancement in education, coupled with widespread poverty, has made it difficult for families to open their doors to additional children.

This has led to a rise in the number of child-headed families and the rising number of street children. A related factor is to deny girls inheritance rights citing 'culture' which recognises only boys as heirs. Girls lose out due to a gender-bias that has no legal or moral basis.

❖ **_Loss of household structures._** HIV/AIDS breaks up families. For example, it has been established that many of the street children found in urban centres ended up on the streets because of broken families, partly due to the death of one of the parents due to HIV/AIDS.

❖ **_Psychological problems._** Children affected by HIV/AIDS usually show signs of psychological problems, including feelings of guilt, anger, fear and depression in addition to the physical indicators of low self-esteem, self-blame, self-rejection, sadness, frustration, and anxiety.

❖ **_Lack of access to education._** There is failure to access opportunities for education and training as the affected children are easily forced out of school by circumstances. The impact of this failure is manifested as follows:

The diagram shows a cycle with the following stages:

- Children affected by HIV/AIDS
- Less prepared to move along in school
- Classroom disruption (stigma)
- Sporadic attendance and limited participation in school activities
- Repetition of classes
- Lower quality of education and poor performance
- Push-out or dropout
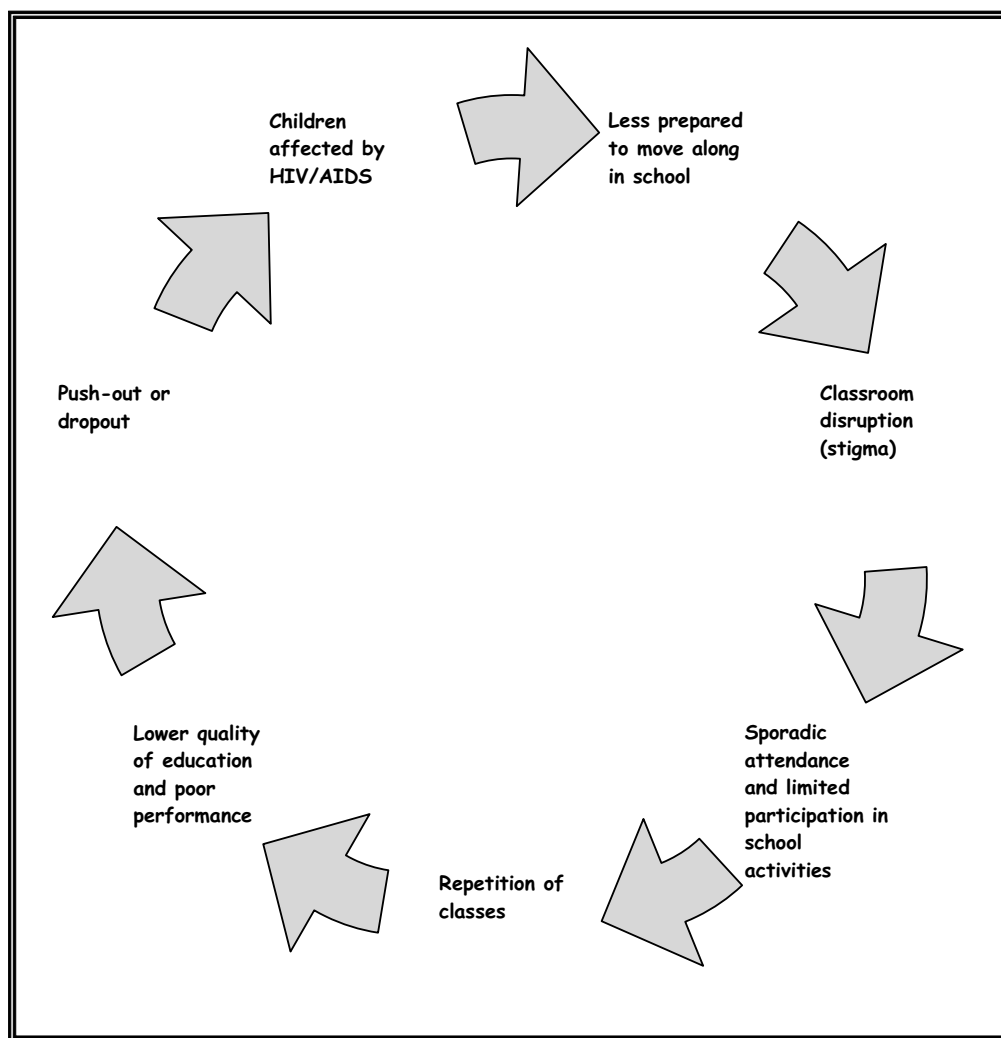
HIV/AIDS is a major life-shaping reality that impacts on children more than any other factor. It does not only remove children from enjoying the right to education, it also drives them into child labour, thereby exposing them to abuse, hazardous and dangerous jobs where the danger of injury and death is high.

2.3.2 Child labour and HIV/AIDS

HIV/AIDS aggravates child labour. When a parent falls sick and gets bedridden, children may be withdrawn from school to help care for the patient. The care can be in form of attention, but usually stretches to searching for necessities like food and money to purchase medicines. This withdrawal leads to intermittent participation in school activities which results in poor performance. However, once the parent dies, then the source of fees is cut off; and given that the sickness will have eaten into the family resources, then the most likely outcome will be the children dropping out of school.

Children who lose parents suffer the additional disadvantage of lack of parental care. Young boys and girls are thrust into a life that is totally new and strange to their previous experience. In a bid to find survival, they may then end up in child labour, initially by undertaking seemingly less risky chores but gradually they slide into strenuous and demeaning work.

At the same time, child labour is an influencing factor in the spread of HIV/AIDS. Children, especially girls, may find that the only source of income is commercial sex. The following diagram illustrates that symbiotic relationship where at every stage several forces operate simultaneously:

(Poverty)

Death of parent or guardian from HIV/AIDS

(Dropout)

Children driven into child labour

The vicious cycle of HIV/AIDS and Child Labour

Sickness

(Reduced incomes and choices)

(Poor pay/exploitation/no choice)

Children exposed to HIV/AIDS

(Diminished household income/prospect)
Increased number of children affected by/ infected with HIV/AIDS
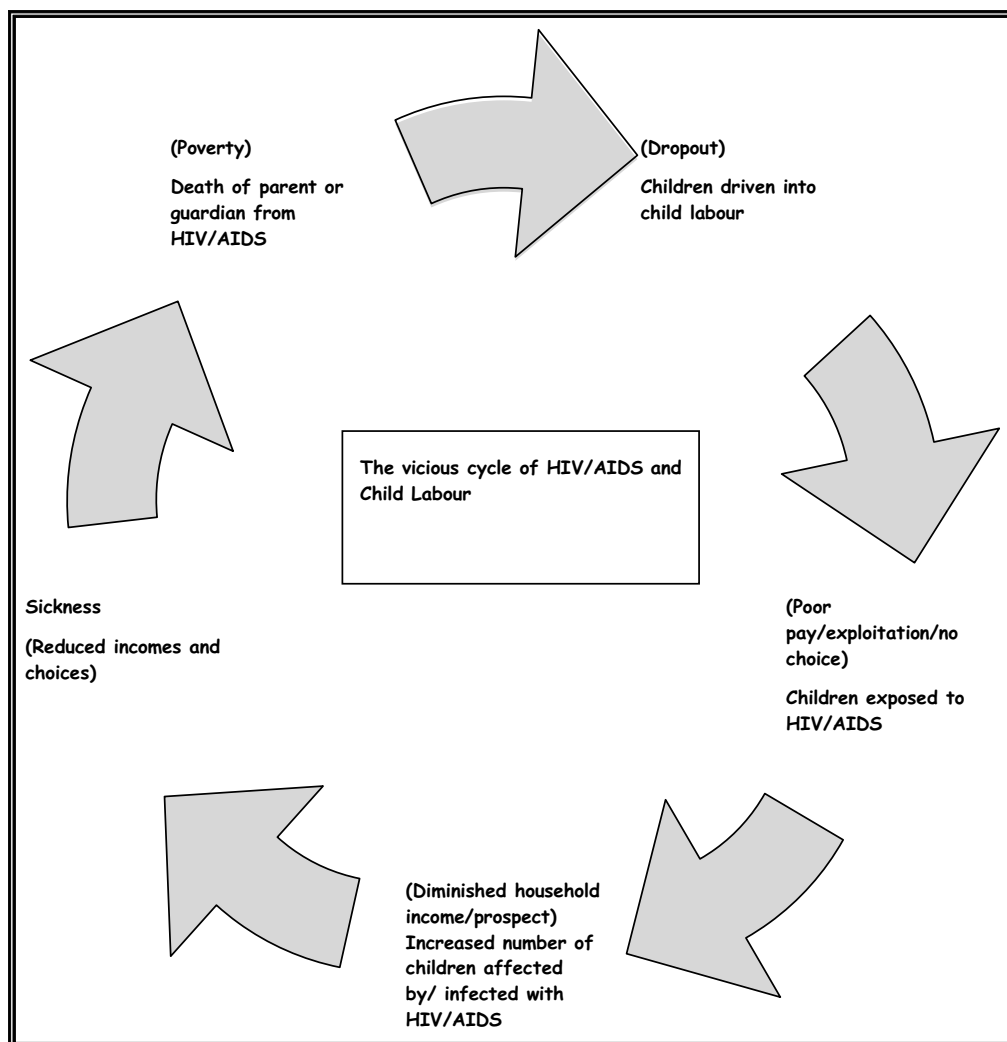
It is evident that steps to control the spread of HIV/AIDS will also contribute to the elimination of child labour. Thus, interrupting the vicious cycle at any of the points in the diagram above would go a long way in saving many children from joining the ranks of child labourers.

2.4 Conclusion

HIV/AIDS and child labour are mutually reinforcing. One can lead to the other and vice versa. The impact on the child may be hidden, but there is no doubt that many children are vulnerable.

2.5 Extension Activity

Explore how the vicious cycle of HIV/AIDS can be interrupted.

Chapter 3:

ILO AND CHILD LABOUR

3.1   Session Plan

Time Frame: 60 minutes

Learning Objectives

By the end of this session participants will be able to:
❖   explain the basis of ILO activities in relation to child labour
❖   explain the link between ILO conventions and their own work in eliminating child labour

Content
❖   Introduction
❖   ILO Commitment to the Elimination of Child Labour
❖   ILO Conventions
❖   Conclusion

Learning/Teaching Methods
❖   Lecture
❖   Brainstorming
❖   Q&A (Questions and Answers)
❖   Participants' testimonies

Tools
❖   Flip charts
❖   Newsprint
❖   VIPP cards
❖   Masking tape
❖   Markers

3.2 Session Implementation

Step	Facilitator's Activity	Participants' Activity	Duration	Method	Notes
1	Explain the objectives of the session to the participants.	Listen and take notes.	2 minutes	Lecture	Explain the objectives of the session clearly.
2	Ask each participant to pick at least 5 cards and a marker.	Pick cards and markers.	3 minutes		Explain the VIPP rules: one idea per card, legible writing (to be read at 10 metres) etc.
3	Divide the participants into two equal groups and ask them to form two circles, one inside the other.	Seek clarification and form circles as requested.	5 minutes	Individual actions	
4	Tell the inner circle that they are the interviewers. Each person in the inner circle will ask the one directly before him/her in the outer circle the following question: How does HIV/AIDS affect children?	Ask and note the responses on VIPP cards then move to the next person.	10 minutes	Buzz group	Urge them to move on as soon as they have noted the idea.
5	Ask the outer circle to ask partners in the inner circle the following question: What is the relationship between HIV/AIDS and Child Labour?	Ask and note the responses on VIPP cards then move to the next person.	10 minutes	Buzz group	
6	Request participants to pin up the cards on the wall.	Volunteers collect and pin up the cards	5 minutes	Display	
7	Work with the participants to cluster the cards according to the main ideas	They discuss and agree on the clusters	15 minutes	Clustering and processing	Take note of any disagreements and key issues.
8	Discuss the clusters in relation to the objectives of the session. Draw the participants' attention to the content of the manual.	Listen and interject for clarifications	10 minutes	Discussion.	Capture their questions and concerns on flip chart for further discussion.

3.3 Facilitator's Notes

3.3.1 Introduction

The International Labour Organisation (ILO) is the specialised agency of the United Nations that deals with matters of employment and labour. From time to time ILO formulates Conventions to guide the labour sector and lobbies governments to ratify those Conventions and implement them. ILO has a tripartite structure working with governments, employers' and workers' organisations to promote programmes and policies for decent work and employment issues. It provides technical support on labour matters through training, advocacy and piloting good practices in the labour sector.
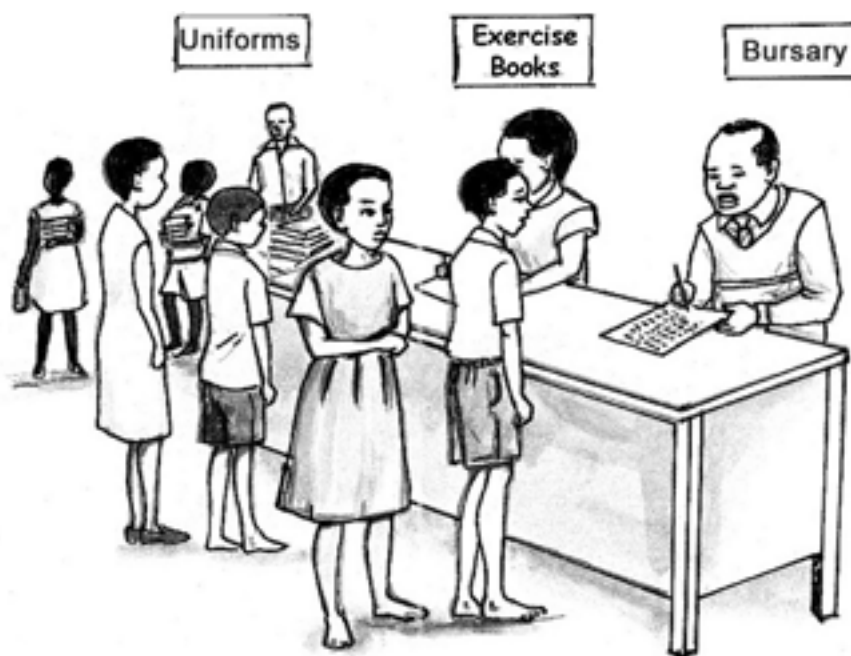
3.3.2 ILO Commitment to the Elimination of Child Labour

Basic principles of the International Labour Organisation are the elimination of child labour and the protection of children against work that harms them or in any way threatens their rights.

ILO pursues a three-pronged approach in its campaign against child labour:
1.   ILO has established a body of international labour standards as a guide for national policy and legislative action;

2.   ILO provides technical assistance through its **International Programme on the Elimination of Child Labour (IPEC)** to help countries, at their request, to develop and undertake practical action; and

3.   ILO promotes the view that development is a long-term and stable solution to child labour.

3.3.3 ILO Conventions

In order to achieve the basic principles, ILO developed two key Conventions on child labour. These Conventions set the standard for national action on child labour.

Conventions are fundamental safeguards for the rights of people. They provide standards for national governments and lower level implementers of policy to adhere to. The fact that they are binding to all states that ratify them means that they provide a general framework for monitoring and evaluating progress.

The Minimum Age Convention No. 138

This Convention defines 15 years as the minimum age at which children can commence regular, non-hazardous work (or 14 years in developing countries) and 18 years as the minimum age to start hazardous work (heavy work, night work, etc.).

The Worst Forms of Child Labour Convention No. 182

This Convention defines the "worst forms" of child labour as work that is hazardous to the health and development of children, and also the aforementioned "unconditional" worst forms (see chapter 1), such as forced labour, and the use of children in prostitution and illicit activities.

In addition there are several Conventions that contribute to the framework for tackling child labour. The most notable one is Convention No. 81 on Labour Inspection, which ensures the right to free access for labour inspectors to all places of work at any time.

The "unconditional" worst forms of child labour may not necessarily involve the largest numbers of children. As the following diagram shows, child labour per se accounts for many children being out of school. However, those engaged in worst forms of child labour such as child soldiers, commercial sex workers and factory workers handling dangerous substances are a small but significant proportion of the children's population. In a rights-based perspective we cannot content ourselves with the belief that fewer children are affected. That would amount to dividing the rights of children, whereas rights must be viewed holistically.
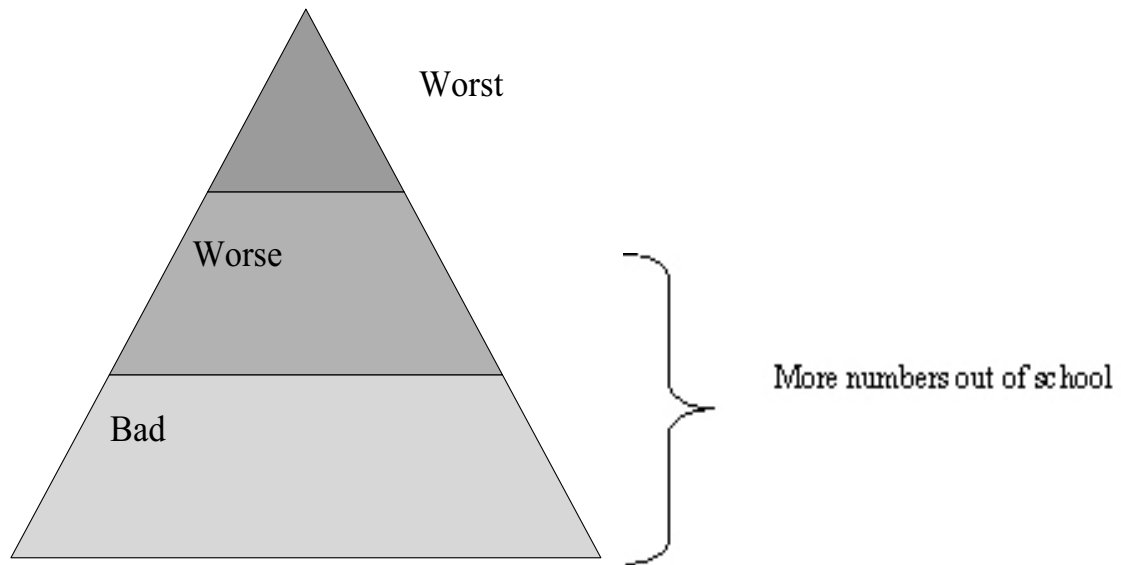
3.4 Conclusion

Child labour is recognised as an international problem. The International Labour Organisation, being the UN agency that oversees labour practices and policies across member countries, has dedicated itself to the elimination of child labour through specific conventions and the International Programme for the Elimination of Child Labour (IPEC). ILO pursues this mandate in close collaboration with member states and relies on the goodwill and support of all stakeholders in order to make any headway in the fight against child labour.

3.5 Extension Activity

How can we ensure that governments honour their commitments to the ILO conventions and other Children's Rights instruments?

Chapter 4:

CHILD LABOUR AND LEGISLATION

4.1   Session Plan

Time Frame: 1 hour 20 minutes

Learning Objectives

By the end of this session trainee trainers will be able to:
❖   list the existing legal provisions and policies on child labour.
❖   identify gaps in the existing legal framework
❖   suggest ways of strengthening the enforcement of Child Labour laws.

Content
❖   Introduction
❖   National Constitutions
❖   National Policies
❖   Labour Inspection
❖   Conclusion

Learning/Teaching Methods
❖   Brainstorming
❖   Group work
❖   Plenary discussion

Tools
❖   Copies of the constitution and other legal documents
❖   Flip charts or Newsprint
❖   Manila cards/VIPP cards
❖   Masking tape
❖   Markers

4.2 Session Implementation

Step	Facilitator's Activity	Participants' Activity	Duration	Method	Notes
1	Ask participants to identify the various legal provisions on labour in general and child labour specifically (e.g. Article 34 in the Constitution of the Republic of Uganda)	Provide feedback on task	15 minutes	Brainstorm	Capture the ideas on newsprint or manila cards
2	Place participants in groups and ask them to identify specific provisions within the existing legal framework. Ask each group to analyse whether the provision is sufficient for eliminating child labour.	Group 1 ... the provisions in the constitution; Group 2 ... national labour laws. Etc.	30 minutes	Group discussions	
3	Ask groups to report to the plenary.	Group representatives prepare and present to plenary	20 minutes	Presentation	
4	Ask all participants to examine the provisions to see if there are any gaps in the legal framework that need to be addressed.	Identify gaps	10 minutes	Walk-about	
5	Summarise the suggestions to constitute a set of recommendations for streamlining the legal provisions on child labour.	Aim at consensus before they endorse the recommendations			

4.3 Facilitator's Notes

4.3.1 Introduction

Once a government has ratified an international convention, it is expected to make its national legislation consistent with that convention. In relation to child labour, the principles of Conventions Nos. 138 and 182 would therefore have to be reflected in such provisions as:

* The national constitution
* The national labour laws
* The children's statute
* Inheritance laws
* The Penal Code
* Bye-laws

*   Supporting policies – such as the child labour policy, HIV/AIDS policy, Poverty Reduction Strategy Paper, Policy for the Modernisation of Agriculture, Orphans and Vulnerable Children's Policy and Universal Primary Education Policy.

4.3.2 National Constitutions

The child labour concept should be integrated into the national constitution. Constitutions also must have provisions for children's rights and supportive legislation guaranteeing the same rights. In Uganda, Article 34 of the national Constitution prohibits child abour.

National Labour Laws

National labour laws should be consistent with international conventions (138, 182) which the nation has ratified. Deriving from the supreme law, which is the Constitution, national laws such as the Employment Act, the Children's Act and related legislation must also contain specific articles on child labour that relate to the international Conventions.

In Uganda, Articles 51, 55 and 56 of the Employment Act prohibit child labour; while Article 63 specifies the penalties for child labour.

Children's Laws

A Children's Act or Law is a specific law relating to children. It spells out the rights of children, the support local authorities are expected to provide to children, as well as the duties of the Family and the Children's Court. Other parts of the

Act include care and protection for children, foster care placements, adoption, approved homes, parentage of children and children's offences. It therefore provides the legal framework for interpreting and intervening in child related issues, including child labour.

In Uganda, government provides for the observance of children's rights through the Children's Statute. Under the '**welfare principle'** the statute stipulates that any action or decision concerning a child … must always be guided by the child's needs. The statute goes on to explain the concept of '**significant harm'** as 'any act or situation that is sufficiently dangerous to the health, proper physical and mental growth and development of a child'. The statute empowers any officer with the mandate to intervene to take necessary action to protect the child.

Inheritance laws

Children and young people in many developing countries face problems inheriting the property of their parents when they die. This may be partly due to cultural factors governing property inheritance. In certain communities children and women are not allowed to inherit property. Instead, the property is entrusted to an adult male relative with the hope that he will pass it on to the children when they come of age. However, very often relatives grab the property leaving the children without any inheritance. Another problem is that many people and communities are reluctant to plan for their succession. They consider it a taboo to anticipate one's death by writing a will. Thus, when they die, the survivors are left to wrangle over property.

In both of the scenarios highlighted above, the children who are orphaned suffer the double jeopardy of having the property left by their parents grabbed by close relatives. Whereas parents could have saved and invested in property with the hope that such property would sustain their families in future, relatives reduce the orphans to paupers who must then scrounge for survival. This leads them to join the swelling ranks of child labourers, not so much because of lack of resources in the family but due to the unfairness of surviving relatives and the reluctance of parents to write wills bequeathing property to children.

The legal provisions for inheritance are in most cases weak as they are left to respective communities and households; yet traditionally, customary laws place children and women in loser positions. There is need to identify and deal with obsolete laws and customary practices that make inheritance difficult. Such an action would make it easier for women and girls to inherit the property of their parents, while providing for trusteeship within an agreed framework that guarantees the rights of children. The stigma that is usually exploited in the case of HIV/AIDS-related inheritance battles also needs to be systematically addressed.

Bye-laws

A bye-law is a law or rule made by a local government or community to regulate its own affairs. Usually it is restricted to a particular geographical area. If a level of government authority such as a district deems it necessary to formulate a guideline that specifically addresses challenges relating to child labour, either in order to fill a gap noted in legislation, or to streamline existing laws, then that authority is within its constitutional right to enact a bye-law. Bye-laws are helpful in ensuring consistency with the broader constitutional provisions. In a situation where the sector recruiting child labour is localised, such as vanilla farms requiring children to pollinate the plants, a local authority can enact a bye-law banning children from working on vanilla farms.

Bye-laws enjoy the full force of the law as long as they are consistent with the main law.

Penal Code

A penal code is the written set of laws enacted by parliament that defines particular crimes and their punishment. For example, the traffic code specifies what constitutes a traffic offence and the penalties for that offence. Similarly, there are provisions for labour related crimes and their punishments. It is important to clarify whether the national Penal Code has specific provisions against child labour. For example, in the Zambian Penal Code, trafficking in and sexual exploitation of children is punishable.

4.3.3 National Policies

A number of national policies provide a supporting framework for addressing child labour related challenges. These include:

* Child Labour Policies e.g. the National Child Labour Polic
* HIV/AIDS Policies
* Social Development Policy
* National Employment Policies
* National Orphans and other Vulnerable Children Policy
* Poverty Reduction Strategy Papers
* Agricultural Policies
* Education Policy.

The existence of such policies is an important step towards dealing with challenges relating to child labour. However, for the policies to take substantive effect, there is need for commitment among all stakeholders, starting from the highest level of political authority down to the grassroots. Equally important are the technical personnel whose duty is to interpret the policies and ensure that they are implemented. Furthermore, a partnership of the political and technical leadership would enable them to identify the necessary human and financial resources plus their sources to be deployed in the fight against child labour. They would also coordinate mobilisation efforts to involve all relevant stakeholders in such a fight.

4.3.4 Labour inspection

Labour inspection is the scrutiny exercised by labour officials (inspectors) on all or part of a work place in order to:

* Ensure compliance with the Labour Law.
* Detect safety and health hazards.
* Advise the employers on the best means to be pursued for the improvement of work conditions.

Labour inspections are therefore a logical feature of legislation. In the context of child labour, the long term objective of inspections would be the total elimination of child labour.

Functions

The major function of labour inspectors is to ensure compliance with labour legislation in relation to:

* working environment
* remuneration
* ethical practices
* occupational safety and health
* illegal employment
* industrial relations
* child labour

Effective labour inspection requires clear laws and administrative regulations. The law should be comprehensive, consistent with international obligations, and understandable both to those whom it affects and those who enforce it.

Labour Inspection Principles

ILO standards require a system of labour inspection, and ILO has provided a set of principles governing labour inspections. The five principles are relevant to the efforts to eliminate HIV/AIDS induced child labour. These are:

a)   That labour inspection is a public function, therefore a responsibility of government.

b)   That there is need for close cooperation between labour inspection and social partners (i.e. employers and workers).

c)   That there is need for effective cooperation with other institutions, such as the prevention services of social security authorities, NGOs active in the world of work, and with other experts; as well as the need to coordinate their respective labour protection-oriented activities.

d)   That labour inspection should emphasize prevention by assuring compliance with existing legislation and standards.

e)   That there is need for universal coverage. This means the need to extend labour inspection to as large a number of people as possible.

Measures for non-compliance

An organisation that does not comply with the provisions of the labour law risks the following measures:

* **Orders:** Labour inspectors can order the organisation to correct the situation within a definite time limit.

* **Coercive fines:** Such fines are intended to make violation of the labour laws unprofitable.

* **Shut down operations:** If the enterprise violates the regulations or fails to comply with an order given by labour inspectors, then it may be shut down.

* **Police action:** Labour inspectors may report an offending enterprise to the police for breaching the relevant act. This can result in fines,

imprison or both.

Challenges of labour inspection

Labour inspectors face a number of challenges, such as:

❖ Dealing with units of enterprises that are difficult to supervise.
❖ Enterprises that operate on a short term basis, or are mobile, may be difficult to track.
❖ Costs of inspections can be high leading to failure to conduct regular inspections.
❖ Employers may be hostile to inspectors.
❖ Employees who are vulnerable may fail to appreciate the work of inspectors, considering it a nuisance that risks their source of income.

4.4 Conclusion

Countries that have ratified the ILO Conventions on child labour are expected to enact or update their respective laws and policies to conform to the requirements of the Conventions. Indeed, many sub-Saharan African countries have such provisions, right from the national constitutions to localised bye-laws. There are also provisions for labour inspections although in most cases these need to be strengthened. This calls for specific interventions that deal with techniques of the inspectors, to ensure that they are sufficiently sensitised to dealing with child labour situations. Inspectors need to develop the right skills to handle their tasks sensitively but firmly so that those affected are enabled to see the value of the actions being taken.

Such an approach would help minimise the likely resistance that could otherwise arise.

4.5 Extension Activity

The facilitator should ask participants to suggest ways of dealing with the challenges to labour inspection. The suggestions should be reflected in the action plans at the end of the workshop.
Alternatively, participants should be challenged to think of ways of generating legislation against child labour induced by HIV/AIDS. The purpose is to ensure that people do not always wait for guidelines from above.

CHILD LABOUR AND HUMAN RIGHTS

5.1   Session Plan

Time Frame: 55 minutes

Learning Objectives

By the end of this session participants will be able to
❖   Explain the concept of 'rights-based approaches'.
❖   Analyse the relationship between children's rights and child labour
        induced by HIV/AIDS.

Content
❖   Introduction
❖   Rights based approaches
❖   Child Labour, Rights and HIV/AIDS affected Children
❖   Conclusion

Learning/Teaching Methods
❖   Buzz group
❖   Note and Display
❖   Clustering and processing
❖   Plenary discussion

Tools
❖   Flip charts
❖   Newsprint
❖   VIPP cards
❖   Masking tape
❖   Markers

5.2 Session Implementation

Step	Facilitator's Activity	Participants' Activity	Duration	Method	Notes
1	Write the following questions on manila cards and display them in front of the room: What rights of children are threatened by Child Labour and HIV/AIDS? How are children denied their rights in such situations? What can be done (and by who) to safeguard those rights?	Note and clarify instructions	15 minutes		Space them to allow for step 4.
2	Ask participants to form groups of 3-4. They do not have to move from their seats.	Group work	5 minutes	Group work	
3	Allocate them 10-15 minutes to discuss the questions and note down common points on cards.		15 minutes	Buzz	
4	Collect the cards and pin them on the wall.		5 minutes	Clustering	
5	Ask volunteers to cluster the ideas while the other participants monitor their work.		15 minutes	Processing	

5.3 Facilitator's Notes

5.3.1 Introduction

The United Nations Convention on the Rights of the Child (CRC) provides a comprehensive overview of the rights of children, as well as the actions expected on the part of duty-bearers (mainly governments) to guarantee these rights. The CRC is built upon the following concepts which underlie the general principles:

❖ **Accountability:** Once a government ratifies a treaty, that government is accountable for meeting the rights and providing for the needs of the people within its jurisdiction. The government is also expected to bring all its domestic laws and policies in line with the provisions of the treaty.

❖ **Universality:** This is in line with Article 1 of the Universal Declaration of Human Rights (1948). This article states, "All human beings are born free and

equal in dignity and rights." Governments are expected to identify and deal with issues of exclusion, discrimination, and injustice. Child labour is one such issue.

❖ *Indivisibility and interdependence of rights:* This means that all rights have equal status and it is necessary to look at the full range of human needs: physical, psychological, developmental and spiritual.

❖ *The role of parents, family and community:* As the primary caregivers and protectors of children, the family will provide for the child in a manner consistent with the evolving capacities of the child. Thus, parents should guide children in the exercise of their rights; but as they grow, children should also become more directly responsible for decisions on how to exercise those rights.

Please, help our friends Yosef and Sarah to return to school. They have been living with their mother but she also died recently. Now they are orphans. They have been absent from school. They do odd jobs to get food. they are very miserable.

Similarly, the preamble of the African Charter on the Rights and Welfare of the Child (1999) "reaffirms adherence to the principles of the rights and welfare of the child contained in the declaration, conventions and other instruments of the Organisation of African Unity and in the United Nations and in particular the United Nations Convention on the Rights of the Child; and the OAU Heads of State and Government's Declaration on the Rights and Welfare of the African Child."

This chapter surveys the basis for rights-based approaches and then looks at the rights of children affected by HIV/AIDS.

5.3.2 Rights-based approaches

Rights are neither luxuries nor prizes. The CRC reaffirms that every child has an inherent right to life and therefore it enjoins states to ensure that the child is protected against all forms of human rights abuse. Rights-based approaches are used to combat child labour issues using the following elements:

* Empowering children to exercise their 'voice', to acquire immediate benefits and influence processes of change and social transformation.
* Helping governments to clarify their responsibilities towards citizens, in terms of respecting, protecting, promoting or fulfilling rights.
* Helping development partners to identify how pro-poor political change can best be supported.
* Helping to translate the principles of international declarations and conventions into practice.

Rights-based approaches spell out the rights and entitlements within which the poor and their representatives can make claims. They also clarify for the state what its responsibilities are towards citizens, in terms of respecting, protecting, promoting or fulfilling rights and entitlements. To implement a rights-based approach requires context-specific answers to several questions concerning the relationships between the rights holders and the duty-bearers.

The CRC identified four articles as the 'foundation' principles that underpin all other articles. These are non-discrimination; best interests of the child; right to life, survival and development; and views of the child.

5.3.3 Child Labour, Rights and HIV/AIDS affected Children

Child labour violates all the basic rights of children. Every child has a right to education irrespective of status. Governments and society in general are required to ensure access to education as well as to support children enrolled in school to persist and participate in education. This entails prevention of dropout.

Children also have a right to be protected from exploitation and from performing work for which they are too young, or that is likely to be hazardous or to interfere with their education. Such work is a violation of their rights. Governments are required to take all appropriate legislative, administrative, social and educational measures to protect the child from all threats to their rights. Where HIV/AIDS has been identified as a major threat to such rights, it is the responsibility of all members of society to fight the consequences of that threat. Article 39 of the CRC urges countries to take all appropriate measures to promote physical and psychological recovery and social reintegration of a child victim of any form

of neglect, exploitation or abuse, torture or any other form of cruel, inhuman or degrading treatment or punishment, or armed conflicts. Such recovery and reintegration should take place in an environment which fosters the health, self-respect and dignity of the child.

Children's rights in the HIV/AIDS crisis, as in other contexts, are not subordinate to other rights. That is the basis of the assertion that rights are indivisible. One cannot say that even if the children here are suffering, their plight is better than the others. That would amount to condoning the abuse of children's rights.

Stakeholders need to work collectively to ensure that AIDS-affected children are protected from abuse, neglect, disinheritance, hazardous labour, and premature withdrawal from school. Similarly, we need to ensure that the needs of AIDS-affected boys and girls are given high priority in resource allocation and policy and programme development.

5.4 Conclusion

The threat to the rights of children posed by HIV/AIDS is doubled when child labour is factored in. Given that rights are indivisible, when the two problems strike, automatically all rights of the child are assailed. Therefore, it is important for all stakeholders, including the children themselves, to coordinate efforts aimed at safeguarding the rights of boys and girls who are vulnerable.

5.5 Extension Activity

Some parents and other duty-bearers still believe in the 'corrective approach' whereby children are "brought up by the rod". They believe that children's rights are a western concept that should be applied carefully otherwise future generations will be ruined. Participants should be encouraged to explore the reasons leading to continued resistance against children's rights by adults.

Chapter 6:

CHILD LABOUR AND GENDER

6.1   Session Plan

Time Frame: 50 minutes

Learning Objectives

By the end of this session participants will be able to:
- ❖   Identify gender determinants of child labour
- ❖   Suggest ways of dealing with gender factors that are likely to lead to child labour as a result of HIV/AIDS.

Content
- ❖   Introduction
- ❖   Gender equity and equality
- ❖   Gender determinants of child labour
- ❖   Strategies for dealing with gender-determined child-labour induced by HIV/AIDS
- ❖   Conclusion

Learning/Teaching Methods
- ❖   Case study [Appendix 1]
- ❖   Group work
- ❖   Plenary discussion
- ❖   Lecture

Tools
- ❖   Copies of the case study handouts
- ❖   Flip charts or Newsprint
- ❖   Masking tape
- ❖   Markers

6.2 Session Implementation

Step	Facilitator's Activity	Participants' Activity	Duration	Method	Notes
1	Group the participants	Form groups of 4-5	5 minutes	Counting	Aim to vary groups
2	Issue case study handouts and clarify the task: to study the handout and respond to the following questions: a) What challenges did the children face? b) Which of those challenges were gender-biased? c) Do relatives always have ill-motives when dealing with orphans? d) How can boys and girls facing such challenges, be assisted and supported?	Groups study the case study and discuss the questions.	20 minutes	Group work	The questions should have been prepared in advance.
3	Invite groups back to the plenary for a discussion	Contribute to the discussion.	15 minutes	Plenary discussion	Make sure you note the emerging issues. Probe for clarification.
4	Wrap up by making reference to the issues that emerged during the discussion.		10 minutes	Lecture	Deal with misconceptions as they arise.

6.3 Facilitator's Notes

6.3.1 Introduction

There are no inherent differences between men and women, other than those that are anatomical. Similarly, there are no emotional or mental traits that are inherently masculine or feminine.

All such distinctions are artificial constructs of a male-dominated society.

Gender refers to the learned social differences and relations between girls and boys. The process of socialisation (whereby children learn how to behave) shapes the different roles and responsibilities boys and girls are assigned based on their biological makeup. Gender affects the chances available to boys and girls. It determines which roles boys and girls can play in the home and at work. Gender differences and attitudes towards gender are not universal; they are specific to particular social and cultural contexts.

6.3.2 Gender equity and equality

Gender equity is the principle and practice of allocating chances and resources fairly to boys and girls. It relates to the elimination of bias based on gender considerations. Equity includes deliberate actions to address imbalances that were promoted on the basis of gender considerations.

Gender equality is very much an issue in relation to HIV/AIDS and especially concerning its link to child labour. Not only are HIV/AIDS affected girls and boys prone to child labour, there is also severe gender-induced disparity that tends to favour boys over girls. Even allocations of chances to access schooling are tilted towards boys affected by HIV/AIDS more than girls who are similarly affected by HIV/AIDS. There is no compelling reason as to why boys are favoured over girls, other than simply because of the biological difference. When a household decides that boys are more likely to be supportive than girls, presumably because girls will get married and help the families they are married into, that ignores the fact that many families are supported by their daughters who were given the chance to finish school.

It is therefore common to find girls affected by HIV/AIDS being pushed by circumstances into child labour while boys continue with school.
Nonetheless, while there are people who think that it is only boys who are favoured above girls, the reverse have been witnessed making this assumption

baseless. After affirmative action was used to redress the imbalances, there is now need to approach the gender equity issue more objectively so as not to place one sex at a disadvantage. Both boys and girls need to be given the chance to attain their potential.

6.3.3 Gender determinants of child labour

Gender differences that are learned by boys and girls in societies may lead to different opportunities later in life. They also influence the way members of society treat girls and boys. They influence the world of work, the challenges faced at work, as well as the definition of what constitutes work.

Girls' work is often underestimated in defining child labour. The housework that they engage in is taken for granted. When they are adopted after losing parents to HIV/AIDS, girls are the ones who are allocated housework, including fetching water. If the sources of water are distant, the challenge of finding water for the home is borne entirely by the girls. Meanwhile boys get the opportunity to play and lead relatively normal lives.

In sickness, girls are usually the ones required to be absent from school so as to help the sick, to look after the home, or to be in charge of general household welfare. In times of loss, girls are expected to care for their siblings.

It has also been reported that compared to males, women and girls work longer hours for less pay. They have less power, less access to resources like money and land, as well as enjoying fewer rights.

Even the trades girls and boys can engage in are determined by gender. Children may be excluded from certain trades because of their gender. Such discrimination can be direct or indirect.

Direct discrimination can be seen when child labourers are paid differently for the same type of work due to gender. Indirect discrimination is the unequal treatment of people despite gender-neutral guidelines. For example, when parents find the fees for boys and convince girls that it is for the good of the family to educate boys. This may not be a deliberate policy of the family but because of lack of resources to keep both children in school, the family opts to support the boy. That is indirect discrimination.

This is not to say that boys are cushioned from the effects of HIV/AIDS. In many African communities, when the parents die, the eldest male child in the family takes over leadership of the family. This is irrespective of the age of the boy. This expectation invariably pushes young boys into hazardous work as they must fend for their siblings. They are in turn made more vulnerable to infection by HIV/AIDS.

It is therefore important to promote gender equity when addressing issues of child labour.

6.3.4 Strategies for dealing with gender-determined child labour induced by HIV/AIDS

A range of actions can be done to redress gender imbalances arising from the impact of HIV/AIDS on child labour. Indeed, several government and non-government programmes are already in place to do this. Such initiatives need to be strengthened.

Policy formulation

The first step is to develop new gender-sensitive policies that address issues of HIV/AIDS and child labour. Specifically, there is need to formulate new strategies to empower girls and promote gender equity (not just recognise difference). An additional step would be to review existing policies and other guidelines relating to gender. For example, where there are generic policies that call for affirmative action, these need to be studied in relation to specific contexts and cases so as to address particular segments of the children that are particularly vulnerable. Such an action would help address the mismatch between policy and actual implementation.

Lastly, such strategies should aim to involve all generations of stakeholders especially the girls and boys themselves in the development of policies. If for nothing else, it is the girls and boys who are affected who might express their problems best if they are involved. The current tendency of getting the input of girls and boys by proxy goes against one of the key tenets of participation which is a pillar of the CRC.

Child participation

In addition to the foregoing, the girls and boys need to be given opportunities for participation and decision-making. This can be done through providing safe spaces for girls to voice their concerns, aspirations and ideas.

In the face of extreme hardships, children display their resilience and fortitude by demonstrating positive behaviours. These need to be nurtured through holistic and multi-level programmes that encourage girls and boys to strive for their rights.

Children learn best where they participate and have the opportunity to play. Therefore, programmes aiming to lessen the effects of HIV/AIDS and child labour should include an element of enjoyment and fun while encouraging a sense of pride in involvement

Multi-sectoral responses and mainstreaming of interventions

Given the differences in outlook among various children within the context of specific communities, different responses are needed for young people of different genders, backgrounds and nationalities. This calls for systematic awareness creation, as a precursor to programmatic action.

Governments are responsible for taking action, but the involvement of NGOs and CBOs is essential; where all these stakeholders work together, success is greatest. Such partnership can enable the provision of interventions that focus on outreach and service accessibility.

Stakeholders must address discriminatory practices against girls and women, particularly those that persist under customary laws. In so doing, one of the bases for child labour will be removed.

The above issue needs to be addressed through a multi-faceted approach, so as to reap from the benefit of collaboration.

Empowerment

Girls and boys and their communities need to be empowered to recognise and act upon signs of abuse; while governments, schools and communities should enhance programmes to keep all girls including those affected by HIV/AIDS in school and in a safe environment. Empowerment is about giving someone the information, skills and capacity to do what is required in order to respond to a given situation meaningfully. One effective way of empowering boys and girls is to guarantee that their concerns will be listened to and respected. This calls for training them in life skills so that they can communicate effectively, reason about and solve problems arising from HIV/AIDS and child labour. The other means of empowerment has to do with providing the resources to enable them mount their programmes. Financial resources can be through donations but the best option would be to enable them make their own money in a sustainable manner. This has been done before where even children who attend school can raise chickens in order to sell them or the eggs and buy scholastic materials to complement what the parents and schools provide. For those girls and boys who are already out of school, showing them that they can continue making money from activities that are not harmful to them can be a way of encouraging them to return to school. Such options need to be assessed by communities with the full participation of the children themselves so that feasible, sustainable and safe options are identified.

6.4 Conclusion

Where boys and girls are orphaned or otherwise affected by HIV/AIDS, girls invariably end up being driven into one form of child labour or another. Even if boys are also affected the vulnerability is more pronounced among girls. Efforts to lessen the effects of HIV/AIDS need to remain conscious of this gender fact and deal with it to ensure equitable access to opportunities for both boys and girls.

6.5 Extension Activity

Look at the existing policies and assess whether affirmative actions that have been proposed respond to the unique challenges faced by boys and girls after their parents or guardians have succumbed to HIV/AIDS or if there is anymore that ought to be done.

Chapter 7:

CHILD LABOUR AND EDUCATION

7.1 Session Plan

Time Frame: 45 minutes

Learning Objectives

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

- ❖ Analyse the impact of child labour on the education of children affected by HIV/AIDS
- ❖ Identify exceptional challenges faced by children affected by HIV/AIDS
- ❖ Suggest ways of mitigating the impact of HIV/AIDS-induced child labour.

Content

- ❖ Introduction
- ❖ The importance of education in combating HIV/AIDS-induced child labour
- ❖ Exceptional challenges faced by children affected by HIV/AIDS
- ❖ Possible interventions to mitigate the challenges
- ❖ Conclusion

Learning/Teaching Methods

- ❖ Brainstorming through writing
- ❖ Individual activity
- ❖ Display
- ❖ Clustering and processing
- ❖ Plenary discussion

Tools

- ❖ Flip charts or Newsprint
- ❖ VIPP cards
- ❖ Masking tape
- ❖ Markers

7.2 Session Implementation

Step	Facilitator's Activity	Participants' Activity	Duration	Method	Notes
1	Write the following questions on five VIPP cards and display them where all participants can see them: a) Why should a child who is affected by HIV/AIDS be educated? b) What are the challenges faced by boys and girls affected by HIV/AIDS? c) What are the likely consequences of those challenges on children? d) How can schools help such children? e) How can schools be helped to deal with the challenges of HIV/AIDS, and child labour?	Form groups of 4-5	5 minutes	Counting	Aim to vary groups
2	Provide each participant with five cards and ask each one to write responses to the five questions (i.e. one idea per card).	Reflect and write the responses	10 minutes	Individual work	
3	Invite participants to pin up their cards against each question.	Pin cards and study those of others.	5 minutes	Display	Encourage consultations at this stage.
4	Ask participants to study the responses and then participate in the discussion about them.	Ask questions and make comments as necessary	10 minutes	Buzz and general discussion	
5	Shift and cluster cards into clear themes and process them.	Participate in the clustering process.	10 minutes	Clustering and processing	Use volunteers
6	Wrap up by emphasizing the emerging issues.	Listen and form consensus.	5 minutes	Lecture	Recap and deal with misconceptions. Do not take more than 5 minutes.

7.3 Facilitator's Notes

7.3.1 Introduction

Education and child labour are two sides of the same coin, whereby those girls and boys who are engaged in child labour are likely to be out of school and vice versa. At the same time, education provides one of the most effective avenues for tackling child labour. It offers a context for reintegrating and rehabilitating girls and boys who have been withdrawn from child labour.

7.3.2 Importance of Education in combating HIV/AIDS-induced child labour

Education is vital to the development of children and young people in a number of ways. It equips them with the necessary knowledge, competences and life skills to function in the present and the future. It aids their psychosocial development, by fostering the formation of lifelong friendships and desirable values. It is also vital for their future opportunities. For girls and boys affected by HIV/AIDS, education provides the setting and means for reaching them with knowledge and skills to cope with their challenges and establish the foundation for the future. It also helps reduce the risks and vulnerabilities of young people by providing an understanding and empathetic context away from home. Increasingly, schools are now providing settings for Voluntary Counselling and Testing (VCT) services that enable girls and boys who are infected by HIV/AIDS to access friendly health care services more easily.

7.3.3 Exceptional challenges faced by children affected by HIV/AIDS

Orphans and other vulnerable children, particularly girls, may miss out on educational opportunities. Children who have lost both parents are the most vulnerable. Compared to other children, orphans and vulnerable children are more likely to:

* Do badly in school and/or drop out of school
* Have poor educational and vocational opportunities
* Begin working at an early age
* Have poor health and nutrition
* Lose their rights to land and property
* Lack love, care and attention
* Experience stigma and discrimination
* Experience exploitation and abuse
* Suffer sexual abuse and exploitation
* Become HIV-infected
* Lack emotional support to deal with grief and trauma
* Experience long-term psychological problems
* Take drugs and other addictive substances (such as petrol sniffing) and become involved in crime.

7.3.4 Possible interventions

A wide range of other activities may be used in schools to reduce the risk of HIV-induced child labour. These would aim at attracting boys and girls to school and therefore reduce dropout rates. Such activities include:

❖ **Education itself.** Girls and boys who receive at least nine years of education are less vulnerable to sexual exploitation and child labour because they are meaningfully engaged in educational activities.

❖ **Ensuring the quality of education and that it is relevant to local needs.** Education that is theoretical and teacher-centred is unlikely to be attractive to girls and boys. There should be efforts to enrich the curriculum with relevant activities and methods that foster participation of learners.

❖ **Ensuring that girls have the same educational opportunities as boys.** This can be done in several ways. One is to address all barriers to access and retention such as poor school sanitation, the absence of separate latrines and bathrooms for girls at school, or even the provision of menstrual protection to adolescent school girls. The other way is to enhance affirmative action by targeting those girls who are affected by HIV/AIDS – e.g. orphans or those infected. Role modelling should also be used to demonstrate to girls that there is a better future after education, and that others who were similarly affected made it.

❖ **Making counselling available to children and young people.** Such counselling should be broader than HIV/AIDS and sexual health. It should include issues relating to problems in families and finding employment.

❖ ***Providing recreational and social services*** such as play grounds, movable kits, drama and theatre groups, clubs and spiritual associations. Play is recognised as a powerful therapy. It is also an effective way of developing the social skills of young people. Given that many boys and especially girls who are affected by HIV/AIDS and are forced into child labour hardly get the opportunity to play, facilities for play would go a long way in helping such children. Moreover, there is need to set aside time for such children to exercise their talents.

❖ ***Establishing monitoring systems*** to detect problems within schools. These problems include sexual abuse and the coercion of children and young people into exploitative sexual activities or child labour.

❖ ***Developing supportive policies***, such as those which promote children's rights.

❖ ***Dealing with stigma and discrimination.*** To date, even when there is overwhelming scientific evidence that HIV/AIDS cannot be spread through means such as touch or sharing utensils, negative attitudes still abound. Stigma and discrimination can easily drive a child out of school. Government should not slacken efforts to sensitise the public and especially school communities about the unfounded fears that feed stigma and lead to discrimination. There is also need to develop guidelines and sanctions against deliberate efforts to place those affected by HIV/AIDS at a disadvantage.

Roles of Schools

A quality basic education is a necessary condition for the sustained fight against HIV/AIDS. Eliminating child labour therefore releases girls and boys to attend school and form the basis for fighting HIV/AIDS. Schools can play various roles in supporting children affected by HIV/AIDS and those at risk of joining the ranks of child labour. Even the children who have been withdrawn from child labour will benefit from school initiatives such as:

1.	Providing children and young people with education, in general, and training in life skills in particular.

2.	Providing them with a safe and supportive environment in which they can grow and develop (both within schools and the community where they live).

3.	Providing practical support for orphans and other vulnerable children. This can include mobilising food and clothing from other members of the school community, exempting them from financial contributions, attaching the children to counselling groups, and generally ensuring that their psychological welfare is catered for.

4.	Exerting influence in the local community to bring issues affecting girls and boys such as HIV/AIDS and child labour to the fore.
	Schools can also provide practical support to orphans and other vulnerable children. This may include activities which promote health and nutrition, such as school-based feeding programmes. Schools are well-placed to do this because of their daily contact with children.

However, they are unlikely to be able to meet the physical and psychosocial needs of all the children and young people who attend the school. Teachers and other school staff need to be aware of sources of further support for children and young people.

Schools and teachers are extremely important in the life of the local community. Often, teachers occupy a position of great respect in a community. This gives them influence to promote education and health within the community. Similarly, community groups can also exert influence within schools.

It is important for members of the school community to be aware of HIV/AIDS and its impact. Education about HIV/AIDS is now part of the school curriculum in many education systems in sub-Saharan Africa. Nonetheless, there is still scope for its infusion in both the formal curriculum and co-curricular areas such as Clubs. Furthermore, the need for a flexible approach to schooling cannot be overemphasized. Schools that deal with populations at risk should be seen more as learning centres with open and or revolving door policy on children's access as well as parental support. Both field based experiences and research show that schooling that is grounded in a flexible and locally responsive approach to its client population is one of the best approaches to combat child labour and other risks associated with it.

School governance and administrative capacity building:

No approach to schooling either alternative or standard will be successful in the long term without sufficient administrative resources. These resources refer to qualified school administrators, supervisory officers, assessment specialists and support services such as information services. A multi-level approach to child labour and education should make allowances for the capacity building of the administrative part of the education system which –experience shows – tends to be the weak link in the long term sustainability of any educational reform.

Providing psychosocial support:

Psychosocial support is an ongoing process of meeting emotional, social, mental and spiritual needs of children – all of which are essential elements of meaningful and positive human development. Children who are affected by HIV/AIDS and those who are engaged in child labour, including those who have been withdrawn from child labour, need psychosocial support. Effective psychosocial support is best provided within the child's own community or school. Teachers should ensure that psychosocial support and life skills education are provided at school.

Psychosocial support at the school level can succeed only when the school stakeholders, particularly the teachers have been given training to offer guidance and counselling, as well as referral services.

There are also important opportunity costs that come with children and teacher attrition to HIV/AIDS. Focusing on prevention and support for these populations is not only a human rights imperative but also an economic necessity for any country affected by this disease. The linkages between the national education strategy, the types of schooling offered and the specific needs of child labourers must be linked as part of a policy framework that recognizes the interdependence between access to education, children's health and community development.

7.4 Conclusion

The education system provides an important avenue for combating HIV/AIDS-induced child labour. The school is a place where information and provision of support services can be located to serve a wide audience at the same time. It is also the place where stigma and discrimination can be systematically addressed. Schools also offer the destination for children who have been withdrawn from child labour, as they have well arranged programmes through the curriculum and co-curricular activities. Thus, education should always be considered when developing sustainable strategies to prevent or combat child labour induced by HIV/AIDS.

7.5 Extension Activity

Identify school-related factors that are likely to force girls and boys who are affected by HIV/AIDS into child labour.

Chapter 8:

CHILD LABOUR AND SOCIAL PROTECTION SYSTEMS

8.1   Session Plan

Time Frame: 70 minutes

Learning Objectives

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

❖ Define the concept of social protection.
❖ Identify the various social protection arrangements and strategies.
❖ Analyse measures to increase and extend social protection for HIV/AIDS-induced child labour.

Content

❖ Introduction
❖ Social security and social protection
❖ Social protection and HIV/AIDS-induced Child Labour
❖ Actors in social protection
❖ Sectors of Social Protection
❖ Measures in social protection
❖ Possible social protection strategies against HIV/AIDS-induced child labour
❖ Conclusion

Learning/Teaching Methods

❖ Brainstorming
❖ Group work
❖ Display
❖ Plenary discussion

Tools

❖ Flip charts or Newsprint
❖ VIPP cards
❖ Masking tape and pins
❖ Markers

8.2 Session Implementation

Step	Facilitator's Activity	Participants' Activity	Duration	Method	Notes
1	Write out these four questions on a flip chart: a) Why do children affected by HIV/AIDS and those engaged in child labour need social protection? b) What social protection measures can be implemented? c) Who are the key actors in the provision of social protection? d) Which are the main sectors of social protection? e) How can the social protection measures be coordinated? f) What are the likely risks in implementing the suggested social protection measures?	Settle into the workshop working area			Do this prior to the session.
2	Ask participants to explain what they understand by "SOCIAL SECURITY AND SOCIAL PROTECTION"	Give their individual responses	10 minutes	Brainstorm	
3	Provide a definition of the concepts "social security" and "social protection"	Contrast this with their own definitions	5 minutes	Lecture	There are likely to be similarities
4	Divide participants into six groups and ask each group to discuss one of the four questions.	Discuss the questions	20 minutes	Group work	Discourage solutions that go: "Government should …." Insist on feasible local solutions.
5	Invite groups back into plenary and ask them to present	Group representatives present	20 minutes	Presentation	Other members should provide backup support.
6	Open up plenary discussion to focus on the possible social protection strategies against HIV/AIDS-induced child labour	Clarify and enrich presentations	10 minutes	Discussion	Aim at consensus and get them to categorise the measures in social protection
7	Revisit the definition of social protection to evaluate the participants' conceptualization		5 minutes	Q&A	

8.3 Facilitator's Notes

8.3.1 Introduction

Social protection is a basic human right and a fundamental means for creating social cohesion, thereby helping to ensure social peace and social inclusion. It is an indispensable part of government social policy and an important tool to prevent and alleviate poverty." (ILO, 2001).

8.3.2 Social security and social protection

Social security and social protection are often used interchangeably, depending on the institutional arrangements in a particular country. The main function of social protection is to provide income security and access to health care and basic social services. As stated in the Employment Labour Report 2001, social security is defined as the protection the society guarantees for its members through a set of public measures in order to:

* Compensate the loss in labour income or a strong decrease of income arising from some contingencies such as sickness, maternity, work accident, invalidity, old age, death of the breadwinner or unemployment.
* Guarantee the access to medical services.
* Give support to families with children.

These contingencies are mentioned in the ILO minimum standard on social security (C.102). Social security includes social insurance schemes (based on contributions of the beneficiaries), social aid and social assistance (financed through tax, whereby the government or local authorities provide aid from tax payers' money) and universal systems (tax financed without means tested). Social protection includes public schemes as well as private schemes with similar goals, such as community-based schemes and occupational schemes initiated by workplaces. It includes all sorts of regimes, formal and informal, not specifically covered by the law, since their participation does not strictly follow the market logic (what is commonly referred to as the forces of supply and demand). This framework has two major implications.

First, the State must take the appropriate measures (legal, financial and administrative) to put the right to social protection into practice. Secondly, the necessary measures must be based on a core set of principles to guarantee that a minimum of protection is provided to the population. Those principles include non-discrimination, equity and solidarity.International human rights instruments support this right-based approach.

Among others, Article 22 of the Universal Declaration of Human Rights (1948) states that "everyone, as a member of society, has the right to social security" and Article 9 of the 1966 International Covenant on Economic, Social and Cultural Rights refers to "the right of everyone to social security, including social insurance". In 2001, during the International Labour Conference, Members States reaffirmed the role of social security as "very important for the well-being of workers, their families and the entire community.

8.3.3 Social protection and HIV/AIDS-induced Child Labour

Society as a whole has an obligation to ensure that children who are affected by HIV/AIDS, enjoy their right to social security and protection from the risk of joining the ranks of child labour. Such security and protection would enable the girls and boys enjoy their rights as children and participate in normal growth and development activities including education. Ideally, the measures of social protection should extend to the family or household levels to enable them cope with shocks such as health and death related expenses, so as to minimise pressure on children to provide or somehow contribute to the family income. However, it must be remembered that in many African communities, the phenomenon of child-headed households has become a stark reality. Children below ten years of age have to care for their siblings. They have to ensure that the siblings have what to eat, what to wear and go to school. Most of these are thrust into such roles by the death of their parents from HIV/AIDS related illnesses.

Boys and girls affected by HIV/AIDS are at higher risk of dropping out of school. They suffer from stigma and discrimination at school; face the hassle of finding an income to complement the family resources which are in any case likely to diminish due to limited replenishment. The girls and boys easily fall prey to predatory adults.

The traditional extended family system which provided an informal social security and protection setup has also been so stretched that it can no longer provide the guarantees that were taken for granted in the past. Due to socioeconomic limitations, relatives may no longer be able to meet the material and emotional needs of children affected by HIV/AIDS.

How Boys and Girls affected by HIV/AIDS can be helped to avoid the risk of child labour

Children affected by HIV/AIDS are vulnerable in several ways. Either they are orphaned, marginalised, stigmatised, or discriminated against. They are much more likely to be withdrawn from school to assist with looking after sick parents or relatives. They are also likely to be required to contribute towards the family welfare by looking for food or an income with which to buy family supplies. This is likely to drive them into child labour. Unfortunately, they do not only end up engaging in child labour but also experience insecurity in health, educational and financial aspects.

As we have noted before, HIV/AIDS limits the choices of children and indeed their households. It is therefore important to develop a social protection policy specific to HIV/AIDS and child labour. According to the World Bank Social Protection Strategy Paper (2001), this would help to prevent children from engaging in child labour. This can be achieved   through enhancing the ability of girls, boys, households and communities to deal with the hazards of HIV/AIDS and

to recognise and address cases of child labour. There is an implicit need to build capacity at various levels to ensure that the individual and community can find the means to mitigate the effects of vulnerability. That is why a functional social security and social protection system would provide the foundation for dealing with emerging challenges without necessarily worrying about the source of resources.

Secondly, the formal sector (represented by government) needs to set aside financial resources to provide social aid and social assistance to households with the burden of deprived children, poverty and challenges of socio-economic hardships, which keep them in the circle of child labour and HIV/AIDS. This would enable children affected by child labour and HIV/AIDS live a dignified life and improve the declining living standards. In the long run, the attraction towards child labour will have been removed.

Furthermore, society should help to protect children against discrimination, exploitation and abuse that eventually leads them into the vicious cycle of HIV/AIDS-induced child labour.

Communities need to build capacity, backed by legal frameworks, to prevent more children from entering into HIV/AIDS-induced child labour, which aggravates poverty and keeps them in the vicious circle of vulnerability. This can be strengthened through helping affected children to become more assertive in claiming their rights.

It is also important to quantify the cost in terms of expenditure and performance costs of a given social protection in order to help children. This calls for the maintenance of up to date data right from the grassroots levels in order to enable various levels of authority to respond meaningfully. Systematic responses to the challenge of HIV/AIDS and child labour would necessarily be based on verifiable data managed at the local level but feeding into central planning mechanisms.

Lastly, it is important to expand levels of social security and social protection schemes for reduction in HIV/AIDS-induced child labour among families and communities.

It must be noted that not a single social protection measure is adequate to deal with needs of child labourers affected by HIV/AIDS, such as education, health, psycho-social development. Multiple interventions embracing all sectors are necessary to deal with the vulnerability and shocks faced by the children.

8.3.4 Actors in Social Protection

There are various people and institutions involved in the provision of social security and protection. They include the following:

Family and local solidarity networks

The family is an important unit in providing social protection. It is the major source of care for children, elderly persons, as well as for adults with disabilities. Income-sharing within the nuclear family provides income security both for the young and for those (mainly women) who work at home as unpaid carers. The extended family continues to provide income security in many parts of sub-Saharan Africa even in the face of changes due to socioeconomic and global trends.

Local solidarity networks can be described as a form of extended family. In sub-Saharan Africa, such networks play an important role in supporting individuals and families, both in times of joy and sorrow. For example, during marriage or initiation ceremonies solidarity groups 'lend a hand' by providing materials, food stuffs, free labour and security. Similarly, in times of sorrow, they are on hand to support families through their sorrow.

The family and solidarity networks are therefore important pillars of social protection to children threatened by child labour due to the impact of HIV/AIDS.

Civil society sector

Increasingly the civil society has taken on a vanguard role in social protection. The institutions of civil society which help to maintain income security through social protection are of many kinds: self-help groups providing assistance in kind or in the form of labour, savings societies, associations, cooperatives, mutual benefit societies, religious bodies, charities, etc. Some of them may not have any legal status, as in the case of self-help groups providing assistance in kind or in the form of labour.

However, the desire by governments to regulate the activities of civil society organisations has led to legislation to govern the organisations.

There is generally public perception that civil society is not encumbered by bureaucracy, and that because they are so close to the beneficiaries, they are generally able to offer benefits which correspond to the recipients' main priorities. The general feeling among the population is that civil society is more in touch with the realities on the ground and seeks the active involvement of target beneficiaries in their interventions. Thus, civil society either works in close collaboration with government or in some cases government delegates some roles to the civil society organisations. Initiatives in microfinance and income generation, legal aid, psychosocial support and provision of support to access school are areas where civil society operates.

Civil society organisations are natural allies in the fight to eliminate both HIV/AIDS and child labour. Civil society can play a leading role in withdrawing children from child labour and placing or reintegrating them into education.

Community networks

Community networks can fall in the informal sector, although in the face of HIV/AIDS some have established structures that make them more formal. HIV/AIDS tackles the basic social unit of the family. It is therefore a direct threat to the community. In many parts of Africa, the extended family system has been stretched by HIV/AIDS to the extent that children orphaned by AIDS can no longer be absorbed into other families. This has led to the increasing phenomenon of child labour as children find limited alternatives to employment for survival. It is equally true that the collective responsibility of the community for the children within the community has been compromised.

The challenges to the community spirit are mostly economic related and can be resolved if various partners work together to resolve them. This would enable the communities to re-energise their supportive roles of raising the children within familiar settings.

Enterprises and commerce

African families, like most families elsewhere, cared to provide for their children in the event of the death of the parents or duty bearers. This has been an established practice for generations. However, because of the impact of HIV/AIDS on families, savings and properties meant to benefit children after the death of parents are usually used up to cater for the sick and funeral expenses. Unfortunately, the little that is left may be grabbed by relatives, rendering the children totally helpless.

Fortunately, income security can now be purchased in form of insurance. Banks and insurance firms have started offering insurance policies for education and many parents have embraced this innovative practice as a form of social protection.

Workplace HIV/AIDS responses now embrace provisions for supporting the education of children whose parents subscribe to the schemes.

The private sector also provides occupational or employer pension schemes as a form of income security. These may be managed in the case of smaller enterprises by commercial providers, or be self-administered in the case of large companies.

The scope for commercially managed social protection remains wide in sub-Saharan Africa and this should be tapped to protect the boys and girls who would otherwise slide into child labour for want of opportunities to access education and other social services.

Government

The responsibility of organising and providing social benefits rests with the government and usually this is executed through the line ministry – e.g. the Ministry of Gender Labour and Social Development in Uganda. The structure of the social security scheme will often determine the arrangements for its administration. Thus, schemes which provide universal and means-tested benefits are more likely to be directly administered by the State, while contributory schemes are managed by a trustee body such as the social security fund. It has been observed that in some developing countries, administrative segmentation is a major cause of the lack of focus and thrust in social protection policies. Government policy-making is often concentrated in the ministry of finance, which tends to have a particular interest in pensions. Various other ministries, such as labour, health, social welfare and civil affairs, may be responsible for different social security schemes, often managed by separate agencies. Depending on the extent of fiscal decentralisation, local-level governments may also have some independent role, particularly with regard to social assistance.

That notwithstanding, the relevant government structures exist for creating a scheme that is dedicated to helping children avoid HIV/AIDS-induced child labour.

The International Community

The ILO report "Social Security: A New Consensus" notes that it is acknowledged that the international community should develop its own responsibility for humanitarian and social affairs. Humanitarian actions have been accepted as a first area, because failure to assist the victims of natural disasters and emergency situations "constitutes a threat to human life and an offence to human dignity". This acknowledgement provides a door for structured intervention by the international community in the fight against HIV/AIDS-induced child labour, and indeed programmes such as IPEC service that goal.

The core labour standards identified by the Social Summit in 1995 as the social floor of the emerging world economy are now the subject of the ILO Declaration on Fundamental Principles and Rights at Work adopted by the International Labour Conference in 1998. The concept of a global social floor can be extended to include the guarantee of basic entitlements with regard to education, health and social protection.

8.3.5 Sectors of social protection

Social protection can be either formal or informal whereby the protection is either spontaneous or well planned and coordinated. When someone sends fees to a needy relative who risks dropping out of school, that person is practicing social protection. Similarly, where the death of a relative is followed by generous offers to look after the children; that too is social protection.

Social protection can also fall in the private or public sector. When institutions and corporations such as banks and communication companies construct homes for destitute children or fundraise for a cause that is an example of private sector social protection commonly known as corporate responsibility. On the other hand, government initiatives aiming to ease the plight of specific sections of its population are public sector social responsibility. Development partners fall in either of the two categories, depending on the activities and the partnerships involved.

Social protection can be categorised according to the sectors where it operates. These are:

Education sector social protection

Education is an important social service and central to the successful fight against child labour. Achieving universal primary education is a millennium development goal while Education For All is not simply a rallying call but a commitment of nations. These imply measures to leverage resources to ensure access to education, participation of the children in educational activities that are relevant and getting equitable chances for both boys and girls. Social protection through the education sector entails ensuring that children have access to scholastic materials, food and psychological support. Thus, initiatives that aim

to improve the sanitation of schools and general infrastructure are contributions towards education-based social protection. Programmes that guarantee access to education, such as universal primary education, plus the reforms that equip teachers with skills to respond to new challenges are all part of social protection through education.

It is easy to reach many children with interventions at school. It is also easy to monitor school-based interventions and adjust as the need arises. However, the most profound reason for fostering school-based social protection is that an attractive school environment encourages children to attend and participate. That in itself is a major step in keeping children away from child labour. For children who are affected by HIV/AIDS, even organisations supporting them may find that the school provides a better structure for reaching the children. Issues of stigma and discrimination can be addressed systematically at school through life skills training and psychosocial support, while also providing material items to the children.

Thus, the curriculum and co-curricula provisions enable integrated responses using the teachers and the children themselves.

Countries in sub-Saharan Africa have increasingly embraced the decentralised form of government. One of the features is the relative leeway the local governments have in enacting laws and bye laws deemed to be helpful for specific contexts. The other feature is the disbursement of conditional and unconditional grants from the central government for the running of local government activities. A conditional grant towards combating HIV/AIDS-induced child labour would make a very sensible investment as it empowers the local government with the resources to tackle an identified problem.

Health sector social protection

The health sector plays a crucial role in social protection. Health is one of the services to which access needs to be guaranteed, particularly in the face of HIV/AIDS. However, it is one of the first casualties to be recorded. Most people, especially the rural poor, cannot afford health insurance. Even those who can be described as well off relatively, face the risk of financial ruin once HIV/AIDS takes its toll. The children left behind will be in a more precarious situation as they would never know for certain what health options they can call on. That is why it is important to seek ways of improving access to healthcare for all.

Innovative approaches elsewhere are worth studying to see if they can be adapted to our local contexts. For instance, there is the community based health insurance scheme which targets the poorest in society for whom conventional health insurance is a dream. The schemes are voluntary in nature such that people who join will have evaluated them and decided on their own that they want to belong to the scheme. Secondly, the schemes are built on the local traditions of collective action, such as the solidarity networks common in many parts of sub-Saharan Africa. The schemes target families and individuals with no financial protection. And they encourage prospective clients to make financial contributions on joining as a way of nurturing ownership and building the framework for sustainability.

Such schemes have benefits as well as challenges. For example, while they help to preclude the risk of crushing debt on the members in case of sickness, and give people a choice in terms of health care, they are difficult to sustain due to the weak financial base. They are also prone to collapse due to spreading too thin and the human resource capacity may not be very strong. Nonetheless, they are well worth trying.

A community based health insurance scheme can build on existing initiatives such as conducting VCT and providing palliative care to the boys and girls. Their interventions would include prevention, sensitisation and raising awareness about the problem of HIV/AIDS as well as the risks to children engaged in child labour. Health service providers play a specialised role of providing expertise and guidelines on how other stakeholders can help the children. Their reassurances about the influencing factors for HIV spread can help in fighting stigma and discrimination, as they challenge myths and misconceptions in society.

8.3.6 Measures in social protection

There are four key measures within a social protection framework. These are:

❖　　*Protective measures* – whose specific objective is to provide relief from deprivation and poverty. Where child labour is induced by HIV/AIDS that means implementing social protection activities that protect children from sliding into child labour. It can also include providing social assistance for the children whose choices are limited, especially those who have to work and earn their livelihood. Orphanages and foster homes are examples of targeted social assistance. Nevertheless, they are not permanent solutions, and often do not cater to the need for care and emotional support of orphaned children. Similarly, education policies that encourage access to free education are protective measures.
Other examples of protective measures of social protection include the provision of psychosocial support to orphans and vulnerable children, foster care, adoption and children's homes, self-help groups, the provision of legal aid, and measures for income generation and poverty reduction.

❖　　*Preventive measures* are those measures designed to avert deprivation or extreme poverty which is an influencing factor to both child labour and HIV/AIDS. Where child-headed households are known to be sources of child labour, a preventive measure would target such homes with interventions to reduce the burden of poverty. Micro-finance programmes, local funeral committees, and AIDS orphans support organisations are examples of preventive measures.

❖　　*Promotive measures* seek to enhance the incomes and capabilities of the children and their caregivers to mitigate the effects of HIV/AIDS in order to avoid the risk of engaging in child labour. For example, where orphans are forced out of school due to lack of food, school feeding programmes which attract children back to school are promotive measures. Free education is a promotive

measure as it encourages enrolment and participation in education by removing the school fees barrier. Similar measures include income generating activities that enable children to raise some money while continuing with school.

❖ **Transformative measures** are those which challenge the underlying causes of inequalities and social imbalance – e.g. intra-household division of resource ownership, access and use. It deals with gender-induced disparities in child labour. Advocacy against HIV/AIDS stigma is a transformative measure as it seeks to transform public perceptions and attitudes on social equity.

The following diagram illustrates the conceptual framework of social protection. [Devereux, IDS, University of Sussex, UK]
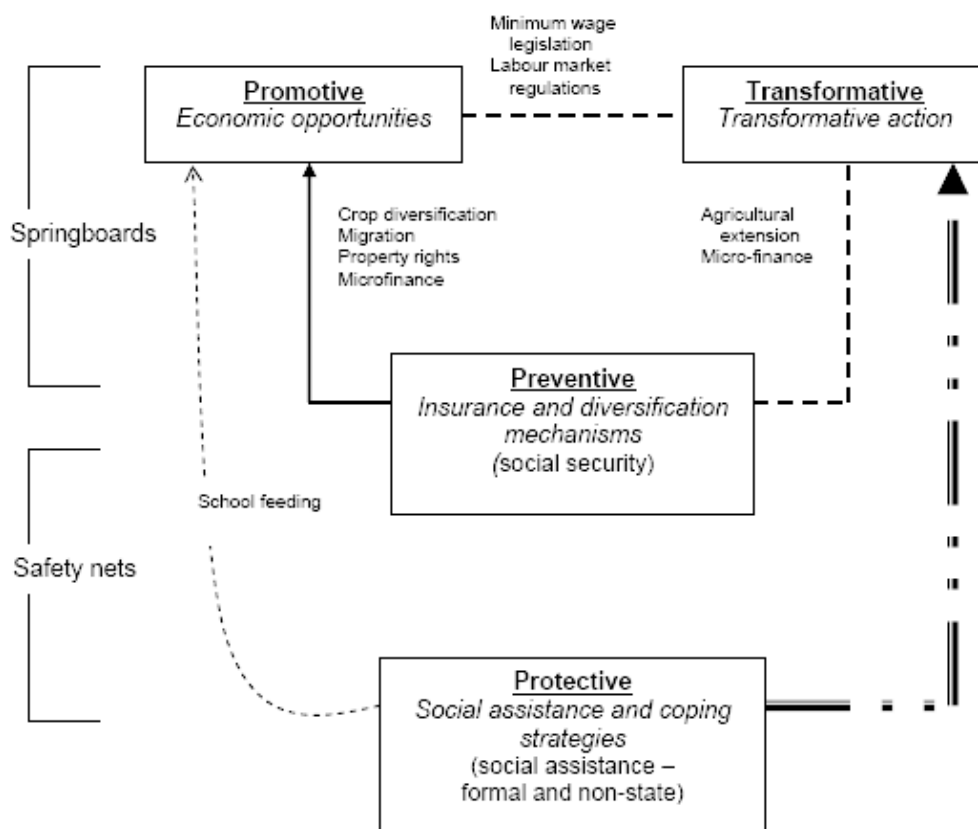
Fig. 8A: Conceptual framework of social protection

8.3.7 Possible social protection strategies against child labour

✱ Strengthen the capacity of families to protect and care for orphans and vulnerable children by prolonging the lives of parents and providing economic, psychosocial, and other support.

✱ Mobilise and support community-based responses to provide both

immediate and long-term support to vulnerable households.

✸ Ensure access for orphans and vulnerable children to essential services, including education, health care, birth registration, and others.

✸ Ensure that governments protect the most vulnerable children through improved policy and legislation and by channelling resources communities.

✸ Raise awareness at all levels through advocacy and social mobilisation to create a supportive environment for children affected by HIV and AIDS.

8.4 Conclusion

Social protection is a concept that is not new to most African communities. However, in the face of modernisation and the declining role of the extended family system and the community, there is need to revitalise social protection to relate to current trends without losing its value.

8.5 Extension Activity

Identify ways in which you can participate in guaranteeing the right of children affected by HIV/AIDS is their right to social protection so that they do not become child labourers.

Chapter 9:

ROLES OF STAKEHOLDERS

9.1   Session Plan

Time Frame: 60 minutes

Learning Objectives

By the end of this session participants will be able to:
❖   Identify the local stakeholders in the fight against HIV/AIDS-induced child labour.
❖   Propose specific actions that the stakeholders can do to combat or prevent child labour.

Content
❖   Introduction
❖   Categories of stakeholders
❖   Coordination mechanism for tackling HIV/AIDS-induced Child Labour
❖   Conclusion

Learning/Teaching Methods
❖   Brainstorming
❖   Group work
❖   Walk about
❖   Display, Clustering and processing
❖   Plenary discussion

Tools
❖   Flip charts
❖   Newsprint
❖   VIPP cards
❖   Masking tape
❖   Colour dots or coloured pins
❖   Markers

9.2 Session Implementation

Step	Facilitator's Activity	Participants' Activity	Duration	Method	Notes
1	Initiate a discussion about the potential stakeholders in the fight against AIDS-induced child labour	Answer the question: Who are the people to participate in the fight against AIDS-induced child labour.	10 minutes	Brainstorm	Capture the stakeholders on cards.
2	Lead the plenary in categorising the stakeholders into national, district and grassroots levels	Categorise	5 minutes	Clustering	Use volunteers
3	Divide participants into groups equivalent to the number of stakeholders identified.	Group formation plus getting necessary materials.	5 minutes		
4	Provide each participant with two colour dots or coloured pins.	Continue to discuss the possible roles of each stakeholder.	10 minutes	Group work	Explain that the colour dots or coloured pins will be used to vote the most viable activities in the order of priority.
5	Ask groups to display their roles and request participants to walkabout studying the roles		10 minutes	Display and walkabout	
6	Ask each participant, after studying the proposals of groups, to 'vote' for the two best activities using the dots.	Walkabout and vote	15 minutes	Ranking	Emphasize that because there are many proposed activities, we must choose..
7	Wrap up by linking this to the next activity of action planning.				

9.3 Facilitator's Notes

9.3.1 Introduction

The elimination of HIV/AIDS-induced child labour demands a broad alliance of stakeholders. Where the range of stakeholders is wide, there is the need to coordinate the various stakeholders with a view to ensuring a functional network. This involves issues of collaboration, advocacy, capacity building, documentation, monitoring and research. It is also important to identify the various tensions relating to child labour and to deal with them systematically.

After identifying the stakeholders, the second important activity is to analyse them. This involves weighing their relative strengths and weaknesses in relation to a desired intervention. For example, if the activity planned is to conduct capacity building, would this be done successfully by a village based stakeholder or one from the district? What value does each stakeholder add to the activity? How are they already prepared (whether through training and experience) to help move the activity forward.

Such analyses enable implementers to rationalise resources. It is possible to avoid overlap and duplication, while picking the best possible scenarios.

The following stakeholders have specific roles that must be coordinated to ensure that child labour is confronted and eliminated in sub-Saharan Africa.

9.3.2 Categories of stakeholders

Government

The most important government point of influence for change is the political leadership. The highest political officers in the land, such as the presidency and prime ministers need to come out clearly on the issue of child labour in order to provide direction to the various government departments and systems.

The ministries of Gender, Labour and Social Development, Finance, Education, Health and Agriculture have a key stake to play. Using the multi-sectoral approach, the various ministries can work to ensure that the legal and policy provisions are implemented to eliminate child labour and support the children's reintegration in education. The sector-based protection schemes also need to be coordinated to ensure efficiency and non-duplication or wastage. The following table illustrates a possible collaborative framework to address child labour induced by HIV/AIDS.

MOGLSD[1]	Education	Health	Community	Finance	Agriculture
Child Labour policy (draft) OVC Policy OVC Programme and Projects Labour Inspections	Education policy (e.g. UPE) Specific programmes or projects e.g. BEUPA Alternative modes of delivery e.g. COPE, ABEK) School facilities grants Vocational education	Awareness on HIV/AIDS Free ARV School-based adolescent friendly health services Village health committees Nutritional education Promoting ABC strategy	OVC strategy Functioning probation and welfare system Promoting rights of children Foster care Food distribution Vocational skills training Labour inspections	Budgetary allocations	Mainstreaming HIV/AIDS and child labour in the Plan for the Modernisation of Agriculture (PMA)

This example is based on Uganda

District and Local authorities

In a decentralised context, local authorities have wide scope to plan and implement programmes that deal with child labour at their levels. They therefore provide a useful entry point for combating child labour by addressing the causes and effects of HIV/AIDS and school dropout.

Employers' organisations

Employers' unions can ensure that members comply with international and national legal requirements of not employing children in their enterprises. They are also expected to develop tangible innovations and new ideas to address the problem of child labour.

Employers' unions are best placed to explain to their members the risks of child labour. For example, there is the risk of sanctions or boycotts of products. Similarly, child labour undermines enterprises, as they cannot replenish

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[1] Ministry of Gender, Labour and Social Development (MOGLSD)

their skilled and talented human resources, when children are made to work prematurely other than going to school. Employers' unions can do some of the following to combat HIV/AIDS- induced child labour:

✳   Ensuring that incomes of lowly paid workers are increased so as to sustain the poor families.
✳   Sharing information and best practices for combating child labour among the enterprises.
✳   Supporting increased school attendance and contributing towards the school fees needs of the children.
✳   Establishing a closer relationship with the Government Labour Inspectorate Departments so as to ensure a closer supervision and observation of labour standards.
✳   Working closely with the Ministry of Education so as to ensure an increase in school enrolment, by providing scholarships to assist and increase on children's opportunities especially those affected by HIV/AIDS.
✳   Implementing schemes to reach out and assist the communities and children involved in child labour.
✳   Mainstreaming HIV/AIDS and child labour into policies and guidelines and implementing them at districts and lower levels.
✳   Lastly, the employers' unions can commission studies on HIV/AIDS and child labour in order to use the findings to sensitise other stakeholders.

Trade unions

Trade unions provide an organised mass of stakeholders who are capable of taking collective decisions with important implications for child labour and HIV/AIDS. They are recognised worldwide and can form useful partnerships to deal with child labour.

The following are examples of activities in which trade unions can participate formally:

✳   Investigation – i.e. finding out the facts relating to a given issue at the local and national levels, and bringing cases of child labour and child abuse to light.
✳   Institutional development. Trade unions can establish formal sustainable structures like child labour desks, units, committees, and networks with other organisations.
✳   Policy development, including developing and updating policies and plans for action.
✳   Monitoring to make sure that collective agreements and codes of conduct are adhered to.

* Raising awareness of workers and the public through information, education and communication activities.
* Campaigning against child labour.
* Providing direct support to children through training and providing alternatives to hazardous work.
* Mobilising and forming alliances with civil society organisations against child labour.
* Mainstreaming HIV/AIDS and child labour into policy guidelines and ensuring that they are enforced by member organisations.

Community and CBOs

Community level social protection responses are normally led by an opinion leader with the relevant influence to mobilise others towards a common cause. They base their initiatives on the recognition that the scale of the problem is beyond the capacity of an individual or a household. They therefore encourage self-help interventions.

The key interventions at community level can be:
* Provision of psychosocial support to the vulnerable children.
* Identifying children engaged in child labour and removing them to better options.
* Extending material support to vulnerable children in the form of construction of shelters, providing foodstuffs and medical assistance, operating communal activities like gardening for food security and brick making for income generation.
* Supporting peer counselling clubs and their activities such as Voluntary Counselling and Testing (VCT).
* Joining and supporting an NGO that is active in the field of combating child labour
* Helping create or run educational alternatives for working children.
* Talking to children and parents to encourage them into finding alternative sources of livelihoods and survival.
* Working with the news media to raise awareness about child labour.

Individual and household level

This forms the core unit at which actions to support children affected by HIV/AIDS begin. It is also the level at which most decisions on child labour are taken. Unfortunately, the weakening extended family system has resulted in the isolated of orphans and other vulnerable children.

The social protection schemes at individual and household levels could include:

✸   Individual transfers of assets and financial support from relatives and other kinsmen to solve family needs especially school fees and scholastic materials.

✸   Distributing orphans among relatives plus extending to them financial and material support by relatives.

✸   Undertaking temporary migration in order to access services such as health and education.

✸   Engaging children in decent work for a fee (cash or kind) that would be sufficient for their needs, thus precluding the risk of child labour.

✸   Sale of assets such as land, livestock and other property to obtain what was lacking.

✸   Sending girls and boys to school.

✸   Discontinuing the use of particular services in cases of scarcity of money – e.g. campaigning against health services provided by quack traditional healers.

✸   Distributing food and medicines.

✸   Promoting foster care and adoption.

Development agencies and the UN system

Development agencies include multilateral and bilateral organisations such as the UN agencies and international non-governmental organisations. These provide interventions that support children and their caregivers.

The UN system is coordinated through the United Nations Development Assistance Framework (UNDAF) and covers organisations such as UNDP, WHO, WFP, UNFPA, UNICEF, UNAIDS and ILO.

The work of such organisations includes:

✸   Providing budgetary support, as well as technical assistance to formulate interventions in specific sectors.

✸   Providing financial and technical assistance to civil society organisations offering medical and legal services to children, and contribute to training law enforcement, judicial and health care personnel.

✸   Providing financial and technical assistance to strategies that facilitate rapid implementation of the government's commitment to provide services to girls and boys engaged in or vulnerable to child labour.

✸   Monitoring and evaluation of progress toward implementation.

NGOs, Community Based Organisations (CBOs) and Faith-based organisations (FBOs)

NGOs, CBOs and FBOs are mostly engaged in charitable work which is of a non-political nature. They are either local, national or international. The local NGOs, CBOs and FBOs generally complement government efforts. Some of them also depend on bilateral and multilateral agencies and funding bodies for their financial requirements.

The work of such organisations includes:

* Direct service delivery – e.g. withdrawal of children from child labour and reintegration into schooling, support supervision, support to households, skills building and empowerment.
* Awareness raising.
* Advocacy.
* Research and dissemination of accurate information on child labour.
* Implementing behaviour change programmes targeting vulnerable children, care givers and other stakeholders.
* Capacity building for target beneficiaries.

The Media

The media has the potential to play an important role in tackling child labour. This role can be by maintaining the problem of child labour in the limelight in order to cause sustained debate about child labour. Such debate may lead to action against child labour. Thus the media can play the powerful role of "whistle blower" on child labour.

The following are some of the activities the media can do towards eliminating HIV/AIDS-induced child labour:

* Providing girls and boys with a voice to communicate their plight.
* Taking appropriate measures – consistent with freedom of expression – to combat illegal and harmful practices against the freedoms of children, such as child labour and the factors leading to its manifestation.
* Promoting gender balanced and diverse reports on child labour.
* Encouraging traditional media to highlight cases of child labour in marginalised communities such as rural areas.
* Identifying new forms of communication to be used in the fight against child labour – e.g. Information and Communication Technology (ICT).
* Pressuring local authorities to enforce laws on education and child labour.

9.3.3 Coordination mechanism for tackling HIV/AIDS-induced Child Labour

The notion of coordination mechanisms is based on the desire to improve the performance of systems with selfish components dealing in related or mutually supportive work. There is an implied collaboration and competition in coordination.

Coordination recognises that there are parts of an issue that relate but are not necessarily congruent components. A coordination mechanism provides a 'focal point' for related interventions.

In the case of child labour induced by HIV/AIDS, factors such as withdrawal, referral, home placement, treatment, retention in school, legal issues, are all necessary aspects that need to be made synchronised. However, it must also be admitted that each stakeholder dealing in any of the aspects could still carry on with their mandates without offending or jeopardising the activities of other stakeholders. It is the recognition that a complex problem requires a multidisciplinary approach.

While all stakeholders have a critical role to play in addressing the negative impact of HIV/AIDS-induced child labour, they may not necessarily have a shared view on how best to proceed. It is important to tap their contributions strategically so as to increase the positive impact, as well as minimise duplication and conflicts over territory. As we shall see in Chapter 10, a combined effort can yield best results if the participants in that effort are selected basing on their relative strengths and advantages.

Stakeholder coordination entails identifying a coordinator and setting in place a system to guide that coordination. It can be done at policy and operational levels. A successful mechanism of coordination leads to enhanced and regular collaboration and building of networks.

Thus, in the fight against HIV/AIDS-induced child labour, the following factors need to be considered.

✱   The identities of different stakeholders plus their roles and potential roles. At national level, we could look at the different ministries (Gender, Labour and Social Development, Education, Health, Finance, etc as well as NGOs, their mandates and their comparative advantages in dealing with specific aspects of the fight against HIV/AIDS-induced child labour.

✱   The potential of identified stakeholders to lead the fight. A key factor would be the capacity of the stakeholder to utilise downstream institutions and facilities to scale up good practices. Thus, if an organisation does not have grassroots presence, it may not be an effective leader of the coordination mechanism.

✳ How to add functionality to the mechanism. It would be pointless to establish a mechanism that will not function until it is ' facilitated'.

✳ How closely the stakeholder is associated with the problem of HIV/AIDS-induced child labour.

✳ The obligations for cooperation among stakeholders involved in the fight against child labour generally, and HIV/AIDS-induced child labour specifically.

✳ Inter-institutional and inter-stakeholder exchanges of information and capacity building.

✳ The legal basis of the mechanism and its relationship to international acts and conventions.

✳ Stages of the coordination mechanism, such as identification and investigation of cases of child labour, measures against child labour, rehabilitation of girls and boys rescued from child labour, follow up procedures, social protection mechanisms, and how to prevent relapse to child labour.

9.4 Conclusion

The range of stakeholders capable of contributing to the fight against HIV/AIDS-induced child labour is not only wide but also impressive. It is, however, extremely important that the stakeholders are enabled to appreciate their potential so that they are not left in doubt as to who else might be doing the same thing. Similarly, the role of coordination is very important. Departments that are likely to play such a role include Gender and Justice. It is necessary for national governments to designate such departments and empower them with the resources to discharge their mandates fully.

9.5 Extension Activity

This chapter feeds into the next chapter. Consider the next chapter as an extension activity of this one.

Chapter 10:

DEVELOPING A PLAN OF ACTION

10.1 Session Plan

Time Frame: 90 minutes

Learning Objective:
By the end of this session participants will be able to:

❖ Compile a joint action plan

Content
❖ Introduction
❖ Steps of developing an action plan
❖ The action planning matrix
❖ Establishing a monitoring and evaluation mechanism
❖ Conclusion

Learning/Teaching Methods
❖ Brainstorming
❖ Group work
❖ Clustering and processing
❖ Plenary discussion

Tools
❖ Flip charts
❖ Newsprint
❖ VIPP cards
❖ Masking tape
❖ Markers

10.2 Session Implementation

Step	Facilitator's Activity	Participants' Activity	Duration	Method	Notes
1	Prepare an action plan matrix using large flip charts or VIPP cards.		10 minutes		
2	Invite participants to bring the cards of activities ranked highest from the previous activity.	Transfer the cards and start filing in the grids.	5 minutes	Clustering and processing	
3	Guide them through the entire process.	Start discussing and filling in the remain gaps: resources, timelines, logical flow, outputs, etc.	5 minutes	Brainstorm	Seek consensus otherwise some will feel left out.
4	Once completed, work with them to develop a monitoring and evaluation process.	As a system of checks and balances, all should participate.	10 minutes		Ensure that it incorporates the input of children, and that it is continuous.

A simple Action Plan matrix may look like this:

Activity	Costs	By whom	Time frame	Inputs	Expected outputs	Indicators of success
						NB. The indicators must be simple and realistic to enable adequate data collection.

10.3 Facilitator's Notes

10.3.1 Introduction

An Action Plan defines how we get to where we want to go. This implies that we know where we want to go. A key feature of a good plan is that it must be realistic.

The process of developing an action plan involves a number of steps. The previous activities have provided the inputs to the action plan. This session will aim to synchronise those inputs and specify what needs to be done, by whom, with the expected results.

10.3.2 Steps of developing an action plan

Identifying the problem and its scale

The process of identifying a problem is not as easy as it seems. You therefore need to identify the exact problem before setting out to find solutions to it.

If you go back to the work done by the various groups in Activity 9, you will note that the general problem was identified and perspectives of the problem indicated by the various stakeholders. This is important because each problem is perceived differently by different stakeholders. It is equally important to involve children themselves, whenever possible, in designing programmes and interventions that aim to benefit them, simply because they too have a perspective about their problems.

The goal of the action plan will be a broad statement that fits within a larger framework. For example, the goal would be to eliminate child labour induced by HIV/AIDS. However, this may not be the critical problem for this action plan. Instead, it may be withdrawing children from child labour, or improving conditions in schools to keep children in school. In other words, what is driving the children to child labour may be the problem we want to deal with.

Deciding what needs to be done

After listing a number of issues that constitute the problem, it is necessary to delimit the actions to be taken. This can be done through brainstorming or any other participatory methodologies. Again, looking at our example in Activity 9 (laid out in Chapter 9), you note from the colour coding that certain activities stand out as the consensus priorities. Colour coding enables the group to do several actions simultaneously. The group will identify possible actions and indicate the responsible stakeholder. This is very important because it allows the development of a joint or shared vision.

The alternative is to list all the possible actions and find an acceptable means of reducing them to a manageable number.

Examples of what needs to be done to eliminate child labour include:

* Identifying occupations and working conditions that place the children at risk.
* Initiating actions to prevent child labour.
* Taking measures to protect/rehabilitate children already working.
* Providing meaningful choices to the girls and boys.
* Increasing family incomes.
* Visits to child labour sites.
* Establishing social support networks.
* Social mobilisation (including mobilising the political will to accelerate the fight to eliminate child labour).
* Empowering (and involving) children.

Prioritising what should be done and who should do it

The group needs to agree how to rank the interventions to arrive at an agreed set of priorities. A ranking exercise is one way of doing this. In a situation where various clearly defined stakeholders contribute to the design of the intervention, it is possible to get each category to suggest what it wants to do. In others, the group may first prioritise and then allocate tasks according to relative strengths. Whatever the form, it is necessary to carry out an elementary SWOT analysis on the executing agent. (SWOT stands for Strengths, Weaknesses, Opportunities and Threats.)

A SWOT analysis enables the team to gauge the following:

* Strengths are inherent in that individual or group of stakeholders that would benefit the intervention. For example, rehabilitate working children, would this be best done by a school, an individual household, a faith group or a law enforcement agency? What is it about these that make specific stakeholders better than others on that particular activity?

* Weaknesses are also internal to the individual or organisation. If someone is poor at keeping accounts that is a weakness that may affect his or her ability to deliver.

* Opportunities are external factors within the environment that are likely to benefit the intervention. A policy such as UPE is an opportunity that would favour school-based social protection systems.

* Like opportunities, threats are also external. This means they are beyond the control of the individual but are likely to impact on that individual's or organisation's work. Political climate can be an opportunity or a threat depending on whether they are good or bad.

Stating specific objectives in relation to the agreed set of priorities

For each activity, the group needs to state the objective. Stating objectives helps to clarify what exactly needs to be done and what to expect. This enables evaluations of the activity to be focused. Objectives must be specific, measurable, achievable, realistic, traceable and time bound.

Identifying strategies to do it, the time frame, the required resources, and risks

The next level of action planning is to spell out how to implement the activity, the time in which it should be done, and the inputs to make this possible. This is an important step in that it enables the team to should include specific plans for measuring its implementation. This process of monitoring and evaluation (M&E), is driven by a design that establishes how the activities lead to achievement of the goal, what is to be measured and the methodology to be used (e.g. focus groups, surveys, monthly reports, and field visits). However, monitoring of a child labour intervention needs to go beyond satisfaction that the deliverables are in place; it must ascertain whether the desired impact is being realised. engage with the tough choices of resources. It is the measure of feasibility.

Secondly, by analysing the time frames, the group begins to recognise the logical connections among various activities and how some good plans are constrained by circumstances beyond the control of the group. For example, the group may want to enforce legal provisions but then realise that the enabling laws are not yet in place. Or the group wishing to withdraw children from child labour has to act before children are placed in schools, foster care families or shelters.
Risks such as attitudinal barriers, organisational barriers, inadequate resources, need to be factored into the planning.

Key performance indicators

The basic function of the indicators column in the Action Plan matrix/grid is to indicate how we can assess that results are being achieved. The group will want to signal how it is coping against the objectives, as well as the overall goal

of eliminating child labour. Performance indicators can be double sided. If the activity is to report cases of child labour, increased reports will indicate success in identifying the cases. However, it will also imply that other actions to deal with the problem of child labour are not very effective. Nevertheless, it is important to specify the indicators of each activity and progress on each objective.

10.3.3 The action planning matrix

The following grid shows how an action plan will look once all the slots have been filled in.

Objective	Activity	Focal person	Strategies(How to do it)	Time frame	Resource/ inputs	Deliverables/outputs	Risks
To compile a list of child labour sectors in X district by (date)	To identify child labour sectors in X district	District Labour Officer	Workshops for district enforcement units, etc. Meetings with employers	From (date) To (date)	Training materials Facilitation fees Transport refunds	Minutes of meetings Workshop reports Action plan for way forward.	Lack of political support Sectors going underground

It is also advisable to signal in the matrix the potential partnerships. An action plan is the property of the group. It guides the group and provides a reporting framework to the group. Therefore, the group should feel free to add columns that make their work easier.

10.3.4 Establishing a monitoring and evaluation mechanism

As a road map for implementation, an action plan for the intervention

Strategies

Emphasize monitoring by community

During programme implementation, technical staff should build the capacity of local communities to continuously assess whether the programme is meeting its objectives. This is a process, and communities must be supported to not only collect information, but also interpret it and take action. For example, communities should monitor school attendance of all children broken down by gender. When a drop occurs they should investigate why and try to address the issue — the numbers of boys and girls may be dropping as a result of stigma, lack of security, or because of food unavailability or simply because of lack of school fees. Communities need to know what to do in such a case.

Use both qualitative and quantitative indicators

Quantitative information (such as the number of books distributed, or the number of students attending school) only tells part of a programme's impact. The other part of the programme's impact is assessed by qualitative information focusing on how the intervention is valued.

Monitor continuously and broadly

In order to adapt to the changing needs of the vulnerable children, programmes should be monitored continuously and where necessary changes made to the implementation plans. Changes in weather, access to food, and security all can significantly change what people need to know.

10.4 Conclusion

It is important for participants to own the process of action planning otherwise the product (the action plan) will be disowned and possibly sabotaged. Where activities are omitted, the 'owners' of those activities must be convinced that it is in the overall interest of the programme that they have been omitted. Similarly, participants must be mindful of the financial resources implied. They should also be clear about the time available. That is why it is important to spend sufficient time on the M&E tools as these will remind the implementers that work will be done within a specific time frame and results will be expected at each stage.

10.5 Extension Activity

The end of the workshop signals the beginning of the real work of combating child labour induced by HIV/AIDS. That means several struggles, namely the fight against HIV/AIDS, the fight against stigma and discrimination against those affected by HIV/AIDS and the struggle to stop children becoming child labourers due to HIV/AIDS. It also means doubling efforts to liberate those children who are already into child labour so that they can resume school. Make sure that you maintain networks with your colleagues from the workshop. Do your bit well and share the good practices you encounter along the way.

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APPENDIX

A case Study (for Chapter 6)

Sarah was 12 when tragedy struck. Her father died of AIDS in March leaving her mother bed ridden at their family house in the suburbs of town. The children referred to their mother fondly as "Mummy". Relatives came and convinced the ailing mother that since she had children to take care of, the best option was to transfer her to the ancestral home in the village so that the town house would be rented out. This sounded reasonable since it would result in some income to keep her three children in school. So they were transferred to the village.

Unfortunately, by going to the village Mummy was too far from medical help. This speeded up her deterioration and she eventually died in June. That meant total orphan-hood for Sarah and her two young brothers.

The clan decided to share the children in order to look after them. However, soon after that wrangles started over ownership of the town house. Some clan members were of the view that the rent from the house should be used to look after the children. Others thought those who had shared the children should simply integrate them in their families. Thus, by the beginning of third term, there were no fees for the children. So the elders decided that since Sarah was old enough, she should work for her brothers to remain in school. In any case the rent was not sufficient for the three of them. One of the elders remarked, "Why do you want to continue with school when soon you will be in senior, moreover old enough to be a mother? Let the boys continue with UPE while you support them."

Life was so miserable for Sarah that she decided to seek employment in town. She hoped that with time she could save enough resources to start a home with the younger brothers.