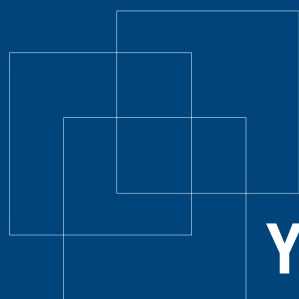


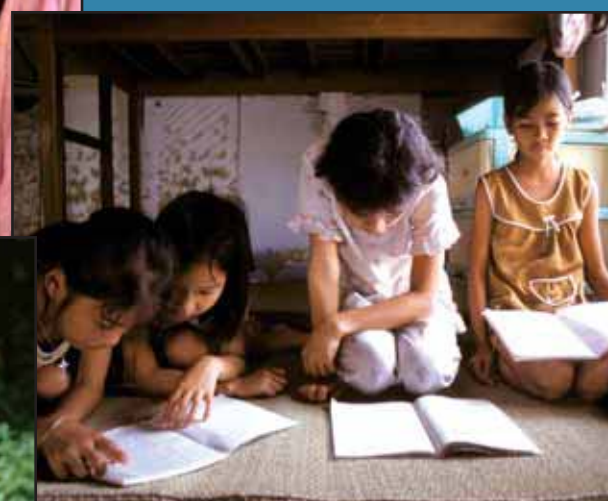
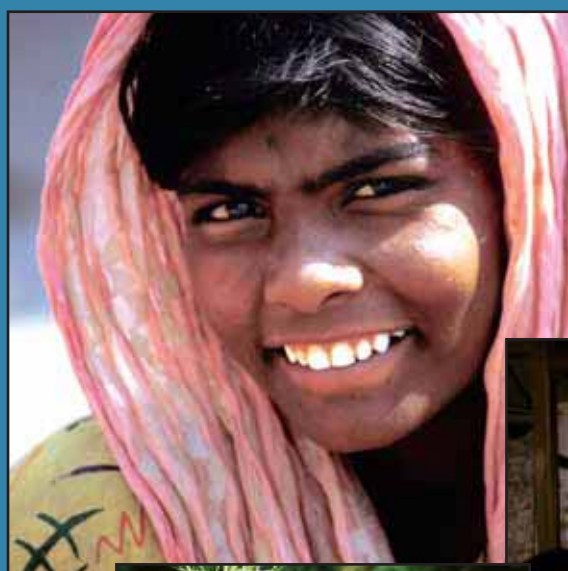


International
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FORGING LINKAGES BETWEEN CHILD LABOUR AND YOUTH EMPLOYMENT PROGRAMMES ACROSS ASIA AND THE PACIFIC

Handbook for ILO Field Staff



FORGING LINKAGES
BETWEEN CHILD LABOUR AND
YOUTH EMPLOYMENT PROGRAMMES
ACROSS ASIA AND THE PACIFIC

Handbook for ILO Field Staff

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ILO

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Handbook for ILO Field Staff, 2008

60 pages

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FOREWORD

“The primary goal of the ILO today is to promote opportunities for women and men to obtain decent and productive work, in conditions of freedom, equity, security and human dignity.”

Juan Somavia, ILO Director-General

Decent work sums up the aspirations of people in their working lives – their aspirations for opportunity and income; rights, voice and recognition; family stability and personal development; and fairness and gender equality. Decent work is central to efforts to reduce poverty, and is a means for achieving equitable, inclusive and sustainable development.

The Director-General of the ILO has also observed that “identifying the key stages of life when people are vulnerable to falling into poverty is the starting point for understanding the dynamics of life and work of poor communities. The most vulnerable of these key stages are no doubt the two earliest ones: childhood and youth.” The formative experiences of childhood and youth shape people’s access to decent work and enable them to enjoy security and protection for the rest of their lives.

Education is the first step. Employment opportunities represent the next step. The school-to-work transition is very important for young women and men. If nothing is done, child labourers become youth with poor employment prospects who cannot lift their own families out of a poverty trap, cannot become parents who give their children a better life, and cannot contribute effectively to national development.

Child labour has long been recognized as a major obstacle to achieving decent work. In 1992, the ILO launched its International Programme on the Elimination of Child Labour (ILO-IPEC) to provide technical cooperation to member States in finding solutions to this problem. We are making progress in the fight to eliminate child labour, however there are still many children who enter the workforce too soon. Of particular concern in this region are the 122 million children aged 5-14 forced to work for their survival.

While over two-thirds of the child labour is in Asia and the Pacific, our region has almost half the world’s unemployed youth. Young people are more than three times likely to be unemployed than adults and an alarming five times in Southeast Asia and the Pacific. While young people do face certain disadvantages in the labour market, for many others unemployment is a luxury. They work hard, for long hours in poor conditions, on short-term and precarious contracts with not many prospects for the future. The seriousness of these challenges has been a focus of the ILO’s work, through its Youth Employment Programme (YEP) as well as the Youth Employment Network for which ILO is the Secretariat working in partnership with the UN and the World Bank.

It is a cruel irony that while there is demand for certain jobs to be performed by children, a supply of labour from young people goes underutilized. Just as the Asia Pacific region faces a significant child labour problem, our region also has almost half the world’s unemployed youth. There is an urgent need to move labour market demand away from children and towards youth. Child labour and youth employment are linked through an overlapping age group of 15-17 year olds. Worldwide there are many young people in this age group who are vulnerable to the worst forms of child labour, and an estimated 52 million aged 15-17 currently engaged in hazardous work – most of whom are in this region.

Adopting a ‘lifecycle’ approach to achieving decent work means that the eradication of child labour and the promotion of decent work opportunities for youth should not be approached as separate issues. The two objectives are different sides of the same coin, and critical to achieving the goals of the Asian Decent Work Decade. Entering the workforce too soon prevents children from gaining an education, leaving them ill equipped to succeed in the workforce in later life. There are also several common cross cutting issues common to both child labour and youth employment challenges, such as the impact of HIV, migration and gender equality concerns.

Forging operational linkages provides greater opportunities to improve the impact and scope of activities on child labour and youth employment. As the largest technical cooperation programme on this issue, ILO-IPEC has a great deal of expertise and experience in reaching out to disadvantaged children and youth. At the same time, Youth Employment Programmes have much to offer towards increasing the employability of these young people. Child labour and youth employment programmes have common objectives – to protect the wellbeing of children and youth, and promote pathways to decent work. The work of both IPEC and Youth Employment Programmes is premised on the fact that children and youth have the right to a secure and dignified life.

This Handbook seeks to enhance the cooperation, collaboration and coordination of activities between ILO-IPEC and YEP, with a particular focus on the Asia-Pacific region. It provides an overview of specific child labour and youth employment challenges, outlines key conceptual linkages, elaborates on the pillars on which collaboration can be built and makes concrete suggestions for future technical interventions. Specialists working on child labour, youth employment and other related areas were consulted widely in developing the Handbook, including through an ILO Technical Staff Consultation, held in Bangkok, Thailand, in October 2007.

The Handbook was produced by Ms. Sabina Dewan, ILO consultant under the technical guidance of Ms. Urmila Sarkar who originated the idea for this initiative. Special mention should be given to Ms. Madeleine Moss and Mr. Phu Huynh for their technical support and editorial assistance and to Mr. Guy Thijs and Mr. Gyorgy Sziraczki for their support which ensured the production of this tool. The Handbook also benefited from valuable technical contributions from several colleagues in the region and in headquarters from ILO-IPEC, YEP as well as the Youth Employment Network for which the ILO is the secretariat working in partnership with the World Bank and the UN.

In short, I believe that by forging further linkages between the ILO’s child labour and youth employment programmes, we can better work towards realizing the dreams and aspirations of our children and youth, and thus achieve greater growth and prosperity across Asia and the Pacific.

Sachiko Yamamoto
Regional Director
ILO Regional Office for Asia and the Pacific

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LIST OF ABBREVIATIONS

ATC	Apprentice Training Center (Sialkot, Pakistan)
APEC	Asia-Pacific Economic Cooperation
CP-TING	Project to Prevent Trafficking in Girls and Young Women for Labour Exploitation within China
CEASE	Consortium of Employers' Associations for the Elimination of Child Labour
DWCPs	Decent Work Country Programmes
DYD	Department of Youth Development (Bangladesh)
EAST	Education and Skills Training for Youth Employment
ECOSOC	Economic and Social Council
EFA	Education For All
GDP	Gross Domestic Product
GET	Global Employment Trends (for youth)
GYB	Generate Your Business
HIV/AIDS	Human Immunodeficiency Virus/Acquired Immune Deficiency Syndrome
ILC	International Labour Conference
ILO	International Labour Organization/Office
INDUS	INDO-USDOL Child Labour Project for Preventing and Eliminating Child Labour in the Hazardous Sectors
IPEC	International Programme on the Elimination of Child Labour
IYEAP	International Youth Employment Action Plan
KAB	Know About Business
LSWO	Labour and Social Welfare Office (Mongolia)
MDGs	United Nations Millennium Development Goals
MVF	Mamidipudi Venkatarangaiya Foundation (Andhra Pradesh, India)
NAPs	National Action Plans (for youth employment)
NGOs	Non-governmental Organizations
NPADW	National Plans of Action for Decent Work
OSH	Occupational Safety and Health
PCMEA	Pakistan Carpets Manufacturing and Exporters Association
PRSPs	Poverty Reduction Strategy Papers
SCREAM	Supporting Children's Rights through Education, the Arts and Media
SELL	Sharing Experiences and Lessons Learned
SIMPOC	Statistical Information and Monitoring Programme on Child Labour
SIYB	Start and Improve Your Business
SPIF	Strategic Programme Impact Framework
SWTS	School-to-Work Transition Survey
TBPs	Time Bound Programmes
TICW	Mekong Sub-regional Project to Combat Trafficking in Children and Women
TREE	Training for Rural Economic Empowerment
UN	United Nations
UNICEF	United Nations International Children's Fund
WDACL	World Day Against Child Labour
YEN	Youth Employment Network
YEP	Youth Employment Programme

INTRODUCTION

- 1.1 Purpose of the handbook and its contents
- 1.2 Defining child labour
- 1.3 Defining youth and the problems related to youth employment
- 1.4 A lifecycle approach

INTRODUCTION

The formative years of childhood and youth constitute the stepping-stones upon which individuals build their own future as well as the foundation to becoming contributing members of society and the economy. Obtaining a world that is free from child labour and in which youth have opportunities for quality employment is essential to achieving the International Labour Organization's (ILO) overarching goal of decent work and to achieving the targets set forth by the Millennium Development Goals (MDGs).¹ The two objectives are different sides of the same coin, inextricably linked, and critical to the dual objectives of development and poverty eradication. Therefore, efforts to alleviate the problems of child labour and youth unemployment and underemployment need to be tackled in tandem and should be integrated into policies on employment, education, and poverty reduction.

The objectives of eliminating child labour and the problems related to youth employment are two sides of the same coin

1.1. PURPOSE OF THE HANDBOOK AND ITS CONTENTS

This handbook seeks to enhance the cooperation, collaboration, and coordination of activities between the ILO's International Programme on the Elimination of Child Labour (IPEC) and the field Youth Employment Programmes (YEP) with a focus on the Asia and Pacific region. As such, this handbook accomplishes three tasks:

Purpose of the handbook

- 1) Based on the conceptual linkages between the two objectives of eliminating child labour and promoting decent youth employment it highlights the benefits of synergy between ILO-IPEC and YEP.
- 2) It elaborates upon the four pillars – policy, knowledge development, social mobilization and technical cooperation – upon which collaboration can be built.
- 3) And it makes concrete suggestions to forge operational linkages in specific areas for technical intervention that are of relevance to both IPEC and YEP.

This is a practical publication intended to assist ILO staff and project teams. It can also serve as a useful tool for those involved in the design and implementation of country programmes which combine efforts to eliminate child labour alongside efforts to promote decent employment for youth.

¹ Child labour and youth employment concerns are linked to poverty reduction (MDG 1), education for all (MDG 2), gender equality (MDG 3) and combating HIV (MDG 6). Youth employment features prominently as a target under the MDGs (Achieve full and productive employment and decent work for all, including women and young people).

Contents of the handbook

This handbook consists of five sections. Following the introduction, the second section lays out a conceptual framework for how child labour and youth employment are related. The third section provides the justification for why it is important for ILO-IPEC and YEP to work together highlighting the overlapping targets, objectives, and challenges. The fourth section outlines the four pillars that can guide collaboration between IPEC and YEP. It provides an overview of IPEC and YEP's regional policy priorities in Asia and the Pacific and specifically draws attention to the areas in which operational linkages may be forged. The final section provides a brief summary of the contents of the handbook. Examples of good practices in countries that have successfully forged linkages between programmes seeking to eliminate child labour and those promoting decent employment for youth are interspersed throughout the handbook.

1.2. DEFINING CHILD LABOUR

Child labour is the exploitation of children who are either too young to work, or are of working age but work under conditions that subject them to risk

Child labour refers to the exploitation of the labour of children who are either too young to work, or are of working age but work under conditions that subject them to risk. It is an unfortunate reality that children worldwide are often forced to undertake work that is physically, psychologically and morally damaging to them. Nonetheless, not all work performed by children is classified as child labour. In fact, some light work that does not interfere with the child's development, their education, or health, such as helping parents around the home, or earning pocket money outside of school hours or on holidays, can be a positive experience for children.² The term child labour therefore does not generally apply to children between the ages of 12-14 that engage in light work or to children between the ages of 15-17 who work in non-hazardous conditions. *Box 1* outlines the international instruments relevant to child labour that have been introduced over the years.

The two main international instruments to assist governments, workers, and

Box 1: Chronology of resolutions and conventions relevant to child labour

- Forced Labour Convention (no. 29), 1930, and the supplementary Convention on the Abolition of Slavery, the Slave Trade and Institutions and Practices Similar to Slavery (226 U.N.T.S. 3), 1956
- ILO Convention and the Recommendation concerning Minimum Age for Admission to Employment (no. 138), 1973
- Convention on the Rights of the Child adopted by the United Nations General Assembly (resolution no. 44/25) on 20th November, 1989
- Resolution concerning the Elimination of Child Labour adopted by International Labour Conference (ILC) at its 83rd Session, 1996
- ILO Declaration on the Fundamental Principles and Rights at Work and its follow-up adopted by the International Labour Conference at its 86th Session, 1998
- ILO Worst Forms of Child Labour Convention (no. 182) adopted by the International Labour Conference on June 1, 1999

² IPEC. 2004. *Child Labour: A textbook for university students*. Geneva: ILO.

employers define the details of child labour within their countries are: The ILO Minimum Age Convention, 1973 (no. 138), and The ILO Worst Forms of Child Labour Convention, 1999 (no. 182).³ *Appendix 1* provides a list of the Asia and Pacific countries that have ratified Conventions 138 and 182.

ILO Conventions 138 and 182 are the two main international instruments on child labour

Child labour is a cause and consequence of poverty and education and training is crucial to breaking this cycle. At the same time, interventions on education and training must be integrated with other interventions to effectively remove children from hazardous work. This includes measures which address poverty and underdevelopment, inadequate health and social policies, weak labour market institutions, inadequate legislation and an inadequate enforcement of laws. Both supply side factors such as the role of poverty in compelling parents to send their children to work, and demand side factors such as the way a society organizes its production processes help determine the extent to which children engage in child labour. Social exclusion mechanisms are another strong factor that keep children out of school leading them to work. In many cases, children in the worst forms of child labour belong to the most discriminated strata of society in terms of ethnicity and culture. Displacement resulting from a health crisis, violent conflict, civil strife or natural disaster leave children with few alternatives. Child labour is exacerbated by an increasing demand coupled with an increasing supply of child labour from poor families especially in rural areas.

Child labour a cause and consequence of poverty

Culture, tradition, and social values play a role in perpetuating child labour

Experience has unfortunately shown that investments in education normally reach the more privileged groups and there is a need for efforts to be spread more evenly with a focus on children at risk. As the causes of child labour are complex, interventions are necessary on a variety of different fronts. Interventions related to education must be integrated with other policies and programmes to effectively remove children from harm's way.

Investments in education should be integrated with other policies and programmes to reach the most vulnerable and at risk children and youth

1.3. DEFINING YOUTH AND THE PROBLEMS RELATED TO YOUTH EMPLOYMENT

According to the United Nations, youth are defined as individuals between the ages of 15-24;⁴ however, this age range can vary according to the definitions that different countries apply.⁵ There are more than a billion youth globally of which, in 2005, an estimated 89 per cent lived in developing countries.⁶ The sheer number of youth worldwide and their share in the future labour force highlight the need to focus on youth issues today.⁷

³ ILO, 1973. *Minimum Age Convention, 1973 (No. 138)*. Geneva: ILO; and ILO, 1999. *ILO Worst Forms of Child Labour Convention, 1999 (No. 182)*. Geneva: ILO.

⁴ UN, 1992. *Statistical Charts and Indicators on the Situation of Youth, 1970-1990*. New York: UN.

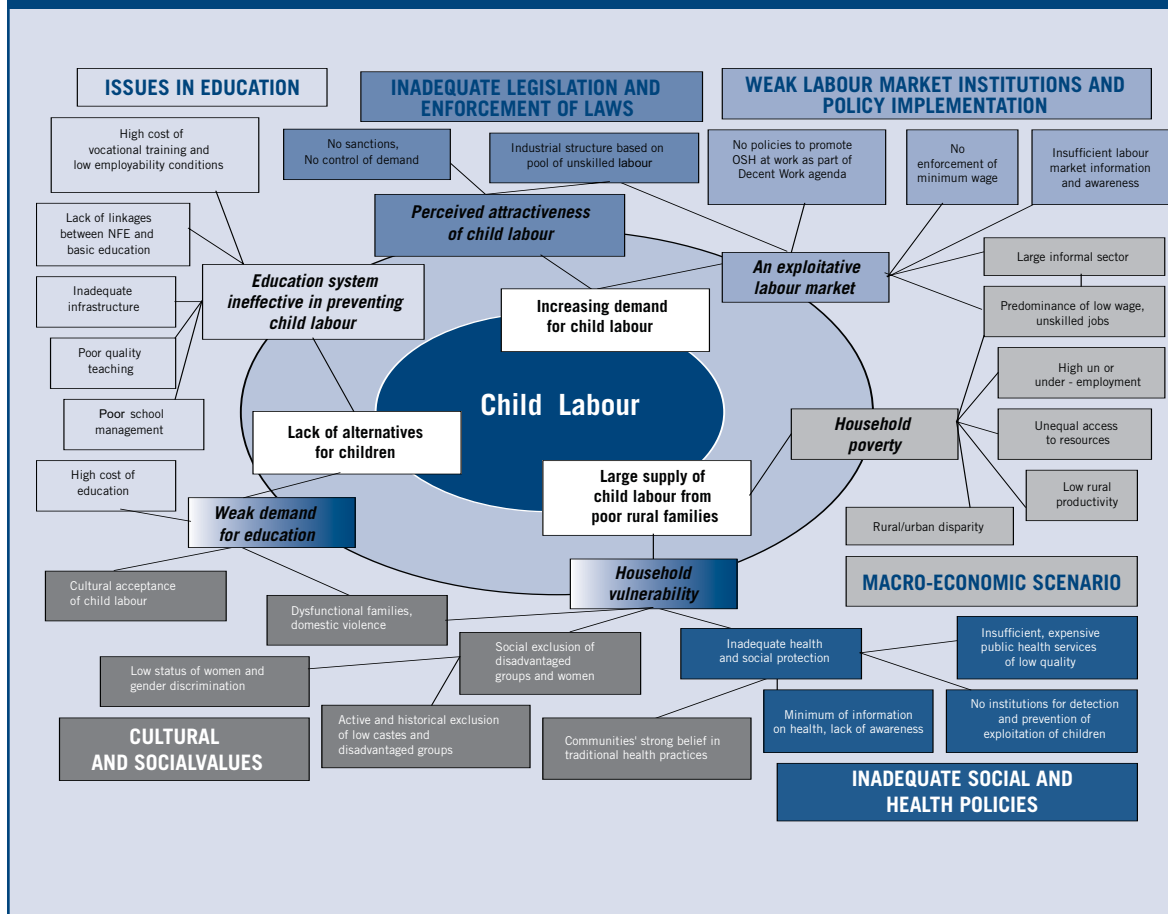
⁵ Please note that in some countries, the definition of youth can apply to those above 24, even up to the age of 30 or higher. In operational terms, this handbook particularly applies to the phase in which youth make the transition from adolescence to adulthood, and from school into the labour market.

This phase sets the stage for progress and development over one's lifecycle that is the overarching objective of all IPEC and youth employment interventions.

⁶ ILO, 2006. *Global Employment Trends for Youth*. Geneva: ILO.

⁷ World Bank, 2006. *World Development Report 2007: World Development and the Next Generation*. Washington D.C.: World Bank.

Figure 1: A web of factors contributing to child labour



Youth are defined as individuals between the ages of 15-24

In 2006, there were more than 660 million youth between the ages of 15-24 in the Asia and Pacific region.⁸ Every year, a large cohort of young men and women enter the labour market, but providing them with decent and sustainable employment has proven to be a challenge as is reflected by the high youth unemployment rates and the youth to adult unemployment rates. Almost half, 45 per cent, of the world unemployed youth are in the Asia and Pacific region and youth constitute almost half (48 per cent) of the region's jobless.⁹

The young working poor are a pressing concern in parts of Asia and the Pacific

The young working poor in Asia and the Pacific are also of particular concern. Many are forced to accept long working hours without protection against hazards; they are often on informal or precarious contracts, with low pay and little or no social protection.¹⁰ Furthermore, in a situation of widespread poverty and lack of opportunity, the growing number of disaffected youth has been associated with an escalation of crime in urban areas, outbursts of ethnic violence, and political instability.¹¹

⁸ ILO, 2006. *Labour and Social Trends in Asia and the Pacific*. Bangkok: ILO.

⁹ ILO, 2006. *Labour and Social Trends in Asia and the Pacific*. Bangkok: ILO.

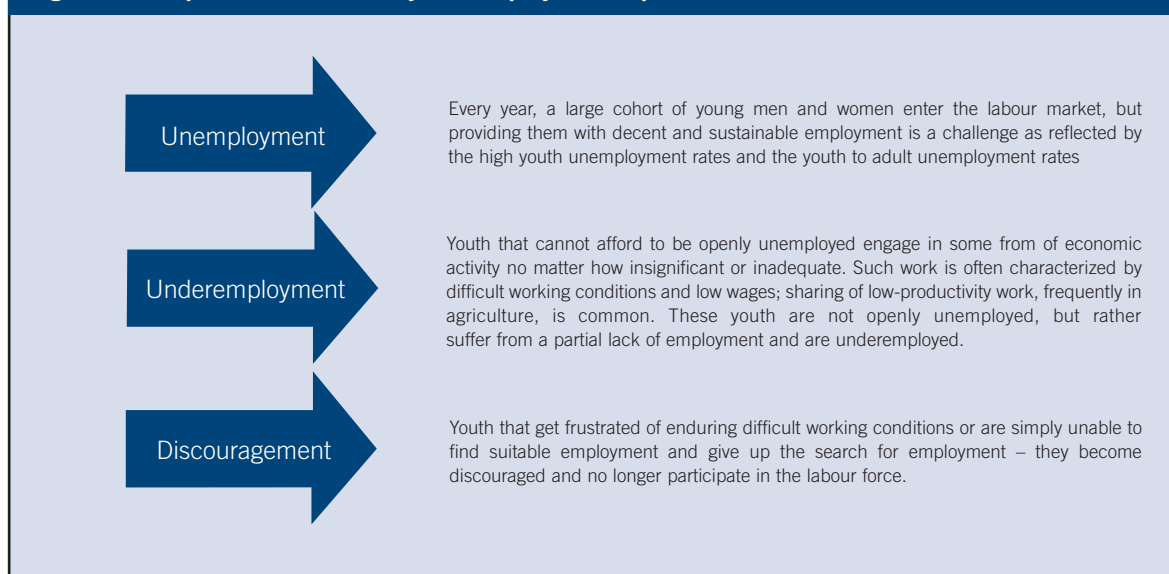
¹⁰ Sarkar, U. 2008. *The Youth Employment Challenge in Asia and the Pacific, Asian Decent Work Decade Resource Kit*, Bangkok, ILO.

¹¹ Sarkar, U. 2008. *The Youth Employment Challenge in Asia and the Pacific, Asian Decent Work Decade Resource Kit*, Bangkok, ILO.

Key youth employment statistics, 2007	East Asia	South Asia	Southeast Asia and the Pacific
Youth unemployment (millions)	10.9	16.0	10.0
Youth unemployment rate (%)	6.9	10.5	16.3
Male	7.9	10.1	16.0
Female	5.8	11.2	16.7
Ratio of youth to adult unemployment rates	2.8	2.7	4.7

Source: ILO: *Global Employment Trends Model*, 2008.

Figure 2: The problems related to youth employment explained



Youth employment is an important focus of the Millennium Development Goals and was reaffirmed by the Ministers and Heads of Delegations participating in the High-Level Segment of the Substantive 2006 Session of the Economic and Social Council (ECOSOC) who committed themselves to “develop[ing] and implement[ing] strategies that give youth everywhere a real and equal opportunity to find full and productive employment and decent work”.¹² Furthermore, in June 2005 ILO constituents adopted a resolution on youth employment that articulated an “ILO plan of action to promote pathways to decent work”.¹³ This June 2005 ILC resolution calls for a lifecycle perspective in addressing the youth employment challenge.

The UN Secretary-General together with the Director-General of the ILO and the President of the World Bank, initiated the Youth Employment Network (YEN) in 2000 with the ILO hosting its secretariat. In the context of YEN, the ILO has been assisting the lead countries – Indonesia, the Islamic Republic of Iran and Sri Lanka – in this region to prepare national review and action plans on youth employment and to involve youth organizations and young people.

Underemployment and discouragement are also prevalent

Youth employment as an important focus on the international stage

The Youth Employment Network

¹² ECOSOC High-level Segment: Ministerial Declaration, 5 July 2006, E/2006/L.8.

¹³ ILO: “Conclusions on promoting pathways for decent work for youth”, paragraph 5, ILC, 93rd Session (Geneva, 2005); www.ilo.org/public/english/standards/relm/ilc/ilc93/pdf/resolutions.pdf.

1.4. A LIFECYCLE APPROACH

The overlap between definitions of childhood (below 18 years) and youth (ages 15-24) points to the difficulties that arise in trying to draw a distinct line between when childhood ends and when youth begins. Adolescence, which UNICEF for example generally defines as the period that lies between the ages of 10 and 19, may be seen as the transition phase between childhood and young adulthood. An individual's contribution to society and the economy is contingent upon her/his own development which in turn is a life-long process that begins with a healthy childhood, opportunities for education and training that pave the way for successful entry into the labour market, and decent work with opportunities for progress throughout one's life.¹⁴ The detrimental effects of premature employment and engagement in hazardous work tend to impair employability during the productive years of youth, and perhaps even for life. The value of health, hygiene, education and learning are also passed from adults to their children. Girls and young women should be empowered and given appropriate opportunities so that they in turn are able to positively influence the lives of their children.

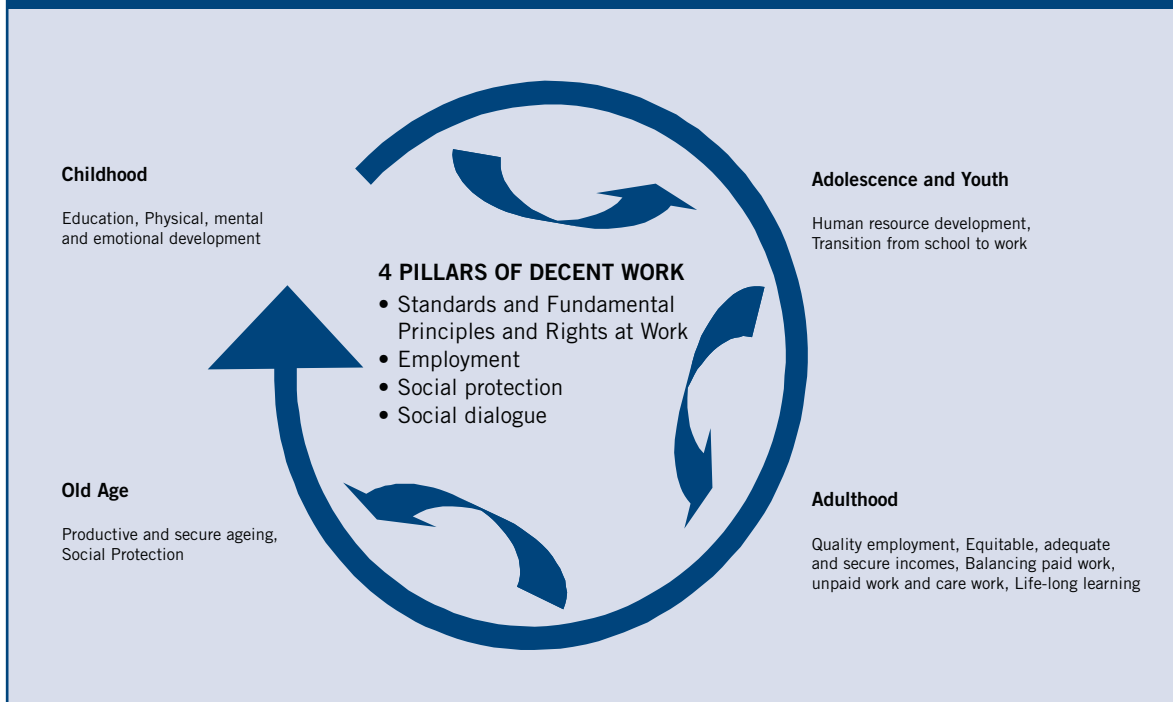
It is therefore necessary to adopt a lifecycle approach to human development as indeed the ILO adopts a lifecycle approach to decent work (figure 3). This approach focuses on the key stages of life when people are vulnerable to falling into poverty as the starting point for understanding the dynamics of the life and work of poor communities. Addressing the problems related to child labour and youth employment is crucial for achieving decent work over a person's life and in promoting intergenerational solidarity, thereby contributing to a virtuous circle of development and poverty reduction. The lifecycle approach makes it possible to focus not only on the individual but also on the family, and ultimately on society as a whole. Strategies to give young people a chance to get decent work cannot be divorced from efforts to improve employment prospects for adults and, in many countries, to combat child labour.¹⁵ For poor communities, the lifecycle perspective stresses the need to intervene at an early stage in life by reaching out more to vulnerable children and youth. If nothing is done, child labourers become youth with poor employment prospects who cannot lift their own families out of the poverty trap, cannot become parents who give their children a better life, and cannot effectively contribute to national development. The latter arguments present a strong case in favor of examining child labour in tandem with youth employment as well as for working on this issue together across the ILO sectors.¹⁶

¹⁴ ILO, 2006. *Labour and Social Trends in Asia and the Pacific*. Bangkok: ILO.

¹⁵ ILO, 2004. *Starting Right, Decent Work for Young People*, ILC Background Paper (Bangkok: ILO).

¹⁶ The four ILO sectors are Standards and Fundamental Principles and Rights at Work, Employment, Social Protection and Social Dialogue.

Figure 3: Decent work over the lifecycle



Source: Adapted from ILO, 2006. *Realizing Decent Work in Asia: 14th Asian Regional Meeting, Buzan, Republic of Korea*. Bangkok: ILO.

CONCEPTUAL LINKAGES BETWEEN CHILD LABOUR AND YOUTH EMPLOYMENT

2.1 Reorienting the demand for labour

2.2 Education and training

2.2.1 Formal education and basic literacy

2.2.2 Transitional education programmes

2.2.3 Vocational/skills training and apprenticeships

2.2.4 Life skills training

2.2.5 Barriers to education

2.3 Adolescents in hazardous work

CONCEPTUAL LINKAGES BETWEEN CHILD LABOUR AND YOUTH EMPLOYMENT

The critical questions one might ask about relating child labour to youth employment are as follows. First, how does engaging in child labour impact future employment behavior and opportunities for these children as they enter their youth? Second, how does child labour impact current employment opportunities for youth? Engaging in child labour potentially exacerbates both the supply and demand side of the youth employment problem, but there is little information, particularly empirical information, on the relationship between these two variables and on the employment experiences of former child labourers.¹⁷ In general terms, there are three conduits through which child labour and youth employment are linked:¹⁸

There are three conduits through which child labour and youth employment are linked

- a. Reorienting the demand for labour
- b. Education and training
- c. Adolescents in hazardous work

For example, a lack of education is a factor impacting a child/youth's involvement in hazardous work: Education is vital in ensuring that a child has opportunities for decent work as a youth.

Figure 4: From childhood to youth: Obstacles originating in childhood that plague decent work for youth

- Illiteracy
- Low levels of education
- Poor quality education
- Low skills
- Skills mismatch
- Physical and psychological ailments resulting from hazardous work

¹⁷ Through a collaborative initiative by the child labour and youth employment programmes in ILO Jakarta, an innovative research survey was launched in Indonesia in 2006, which demonstrated that out of a range of indicators including job security, safety and health, use of qualifications, representational security and perception of well-being, those who had completed junior secondary school recorded higher satisfaction than those who had dropped out of school and begun to work at an early stage (TNS Survey for ILO Jakarta, 2006). Also please see, Ilahi, N., Orazem P.F and Sedlacek, G. 2005. *How Does Working as a Child Affect Wage, Income and Poverty as an Adult? Social Protection Discussion Paper No. 0514*. Washington D.C.: World Bank.

¹⁸ H. Tabatabai, 2004. *Child labour and youth employment linkages: Conceptual Framework and Generic Terms of Reference for National Policy Studies and Related Activities*. Geneva: ILO-IPEC.

2.1 REORIENTING THE DEMAND FOR LABOUR

At the same time that underage children occupy certain jobs, there are youth that remain unemployed, underemployed, or discouraged

Child labour is a precursor to problems related to youth employment and vice versa

Exploring ways to reorient the demand for labour away from children and towards youth

There is a cruel irony in the co-existence of child labour and youth unemployment, underemployment and discouragement: while there is a demand for certain types of labour that is met by children who should not be working, there is also a supply of labour from young people that goes unutilized or under-utilized. There is hence an urgent need to shift the demand for labour away from children and towards youth.

Reorienting the demand for labour away from children and towards youth is a critical but challenging task. Child labour is cheap labour and this hampers youth employment. Additionally, this is a precursor to the youth employment problem – preventing children from obtaining necessary education and skills, and exposing them to various hazards. Similarly, youth unemployment and underemployment can also potentially contribute to child labour. In situations where there is little chance of remunerative work as the child reaches the minimum working age, and when the transition from school to work is particularly difficult, children and their parents do not have an incentive to forego the opportunity cost of an income today for one that may or may not come later on. Furthermore, it may be that families in extreme poverty may not have other alternatives at their disposal to support themselves. In these instances, the value of education and training is diminished in the eyes of the parents and children and they will, or are compelled to, trade the uncertainty of future income for the immediate return they see in child labour. This shortsighted view perpetuates child labour and both youth and adult unemployment, reinforcing the vicious cycle of poverty.¹⁹

Demand-side measures

The complexity and magnitude of the child labour and youth employment challenges call for a multidisciplinary approach involving the participation of policy-makers from different government agencies, labour market institutions including employers' and workers' organizations and civil society to reorient the demand away from children towards youth. Other measures include:

- A legal framework that implements labour standards and averts the hiring of children, that comes along with an appropriate monitoring mechanism such as labour inspections, can help in reorienting the demand for labour away from children and towards youth.
- Using corporate social responsibility as a means to prevent the hiring of children and to encourage the hiring of youth offers another opportunity.

¹⁹ ILO, 2005. *Combating Child Labour in Asia and the Pacific: Progress and Challenges*. Bangkok: ILO.

Supply-side measures

Ensuring that children and youth have appropriate education and training for their particular stage in life is critical. Measures to assist in this include:

- Providing support to poor families with children in exchange for the commitment that all children are enrolled in school and have satisfactory attendance and academic performance.
- Supporting the provision of after-school and other public activities for children related to culture, leisure, and sports.
- Ensuring that education and training is based on appropriate labour market demand, through the dissemination of labour market information.
- Ensuring that employers are aware of the talent pool available to them.

2.2 EDUCATION AND TRAINING

In terms of the supply of labour, child labour tends to aggravate the problems related to youth employment²⁰ insofar as it prevents children from acquiring the education and skills needed to make a successful entry and to compete in the labour market later in life.²¹ Child labour not only prevents children from obtaining an education, but a lack of education in turn contributes to child labour. Those with little or no education have no choice but to enter the labour market often to work in dangerous and exploitative conditions that are psychologically and physically damaging in the long term. There are many children that cannot access the institutional training setup to acquire skills either because such a setup does not exist, or because they do not meet some minimum requirement. IPEC experience of working with adolescents in India demonstrated that a large number of child workers enter the labour market in order to acquire a skill. In addition to poverty, the desire to acquire a skill by doing is therefore a predominant contributor to child labour.

Upward mobility for those with inadequate education and training, particularly those in jobs with poor working conditions, is very limited. Combining work with school at a young age also ultimately leads many to drop out of school impacting future opportunities for decent work. Education is instrumental to rehabilitating and reintegrating victims of child labour, protecting children in general and to ensuring a brighter future for them. In addition to the benefits of education for the individual, human capital accumulation is critical for long-term development of a society and the economy. Education and skills training interventions therefore assume prime importance in combating child labour and in setting the stage for the future decent and productive employment of youth.

Child labour aggravates the problems related to youth employment by preventing children from acquiring the necessary education and skills

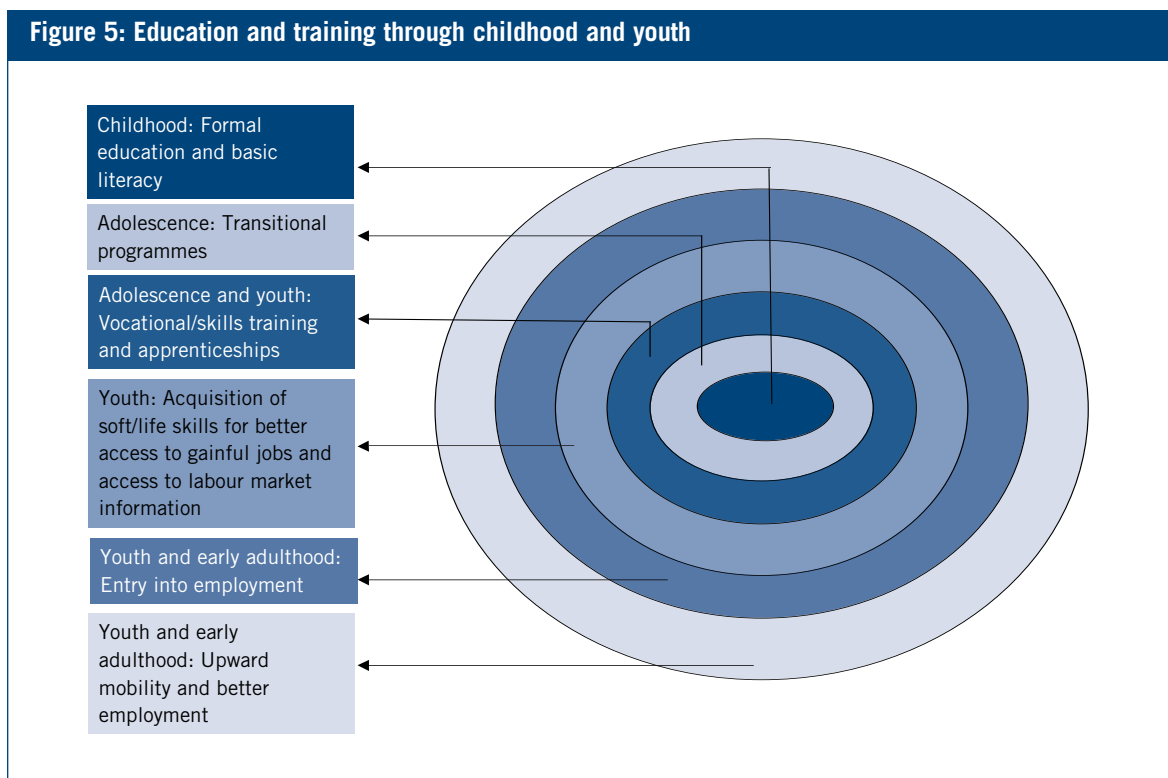
Education and skills training interventions are the most important factor in combating child labour and in promoting decent youth employment

²⁰ Note that the 'problem of youth employment' refers to the challenges such as unemployment, underemployment and discouragement faced by youth.

²¹ ILO. 2005. *Making Decent Work an Asian Goal: Combating Child Labour in Asia and the Pacific – Progress and Challenges*. Bangkok: ILO.

Education and training can be classified into three types of programmes

The ILO promotes education in the context of its decent work objectives. It does so not only towards the end of eliminating child labour, but also as part of its work to develop vocational and skills training, to promote the status of teachers so as to enable them to uphold their individual rights and the rights of their organizations, and to generally remove the barriers to education – access, affordability, quality and relevance.²² Education and training may be classified into four types of programmes applicable at different stages and to cope with different challenges through childhood, adolescence, youth and young adulthood. Figure 5 provides a general idea of the approximate entry points for IPEC and YEP education and training related interventions.



2.2.1. Formal education and basic literacy

Education as a prominent goal on the international agenda

The international community’s efforts to achieve Education For All (EFA) and the progressive elimination of child labour are inextricably linked. On the one hand, education – and, in particular, free and compulsory education of good quality up to the minimum age for entering into employment is a key element in the prevention of child labour. With no access to quality education, million of children are forced to work in dangerous and exploitative conditions. On the other hand, child labour is one of the main obstacles to EFA, since children who are working full time cannot go to school. Child labour also affects the academic achievement of the considerable number of children who combine work and school. Quite often this results in these children dropping out of school and entering into full-time employment.

²² Sarkar, U. 2004. *Combating Child Labour through Education*. Geneva: ILO-IPEC.

2.2.2. Transitional education programmes

Non-formal education programmes are intended to allow victims of child labour the opportunity to become level with their peers that had access to schooling at the appropriate age. Experience has however shown that such programmes by themselves are insufficient in ensuring better future educational and employment opportunities. While non-formal education programmes are vital to the rehabilitation of former child labourers, particularly older children, they must be seen as intermediary programmes to facilitate the transition into a formal education system, a vocational training programme, and then into a non-hazardous and more decent job.²³

Transitional education programmes allow children previously deprived of education, or those that dropped out, with an opportunity to catch up

Box 2: The elimination of child labour through universalization of elementary education with a focus on girl children in cotton seed farming in the Kulkacharla Mandal of Ranga Reddy District, India

The Mamidipudi Venkatarangaiya Foundation (MVF) in Andhra Pradesh, India has as its goal the elimination of child labour through the universalisation of quality formal education and works towards creating an awareness and demand for education among the poor. The programme came into effect in 1991. Depending on the age of the child, he or she is taken from work and placed in either short-term (6 months) or long-term (18-24 months) non-formal education bridge camps, which seek to prepare the child up to 7th grade. Additionally, MVF works on creating a social movement to demand education and facilitate the entry into formal education for former child labourers. Over the last decade or so, its bridge course has been implemented in more than 6,000 villages benefiting approximately 45,000 child labourers. The Andhra Pradesh government's Department of Social Welfare instituted its "Back to School Project" replicating the MVF model, and covers more than 10,000 children each summer.

Source: ILO-IPEC, 2006. *Education as an intervention strategy to eliminate and prevent child labour: Consolidated Good Practices of the International Programme on the Elimination of Child Labour (IPEC)*. Geneva: ILO.

2.2.3. Vocational/skills training and apprenticeships

Based on functional skills and numerical literacy skill formation, apprenticeship programmes for older children can help facilitate their transition into the labour market. Such programmes are an important source of practical skills for children above the minimum working age and match abilities to labour market demand. It may be, in some cases, that an employer prefers a child with experience rather than an education; skills and apprenticeship programmes allow for a compromise on this front. ILO-IPEC makes a distinction between formal trades training for older children, which is generally longer in duration and systematically related to apprenticeship programmes, and non-formal pre-vocational training. Special attention needs to be given to reducing gender inequalities with regards to the vocational training for girls.²⁴

Vocational/skills training and apprenticeships are an important source for acquiring practical skills and can help facilitate the transition from school to work

²³ U. Sarkar, *Combating Child Labour through Education*. Geneva: ILO.

²⁴ H. Tabatabai, 2004. *Child labour and youth employment linkages: Conceptual Framework and Generic Terms of Reference for National Policy Studies and Related Activities*.

Access to the right vocational skills and training programmes can increase the employability of youth and improve their chances of obtaining decent work

IPEC has demonstrated that providing access to demand-driven vocational skills and training programmes improves the employability of adolescents and enhances their chances of obtaining decent work. Through IPEC's efforts, the need to focus on vulnerable groups like the children working in the informal sector has been highlighted at the policy level. Furthermore, the institutional linkages to open up formal vocational skills training facilities to informal sector workers have been established.

Box 3: Pre-Vocational Training Programme in the Surgical Industry through the Apprentice Training Centre: Sialkot, Pakistan

The ILO-IPEC Surgical Project, Sialkot targeted older children studying in non-formal education programmes to enhance their capabilities in various sub-trades of surgical instrument making so as to help them achieve better employment opportunities and higher wages. The following was the 'good practice process' strategy applied to the programme:

- i. Existing pre-vocational training programmes on basic skills enhancement and in the surgical industry were studied
- ii. A technical programme to acquire basic skills in surgical industries was designed
- iii. Eligibility criteria for identifying children for the programme were developed and applied
- iv. Assessment tools for monitoring the children's performance were developed
- v. The parents of the children and workshop owners were motivated to take ownership of the activity
- vi. A free pick-up and drop-off service was provided to the trainees

The programme yielded encouraging results in which the ATC conducted nine courses for 227 children against the target of 200 children. The youth referred by the NGOs were recruited as apprentices in various industries in different trades.

2.2.4. Life skills training

Life skills training is an important supplement to the forms of education and training outlined earlier. It refers to equipping children and youth with practical, non-vocational information that will guide them in making the right choices for their lives. This includes for example teaching children and youth about their rights, how to avoid potentially abusive situations, the dangers of HIV as well as information on how to handle oneself in the workplace. Experience has shown that these types of supplementary life skills programmes are necessary to ensure that children removed from child labour stay removed, and that youth develop the proficiency they need to make their employment sustainable.

2.2.5 Barriers to education

Given the important role that education plays both in combating child labour and improving youth employment outcomes, removing any barriers to obtaining an education is critical. The barriers to education can be categorized into four broad areas: access, quality, affordability and relevance. Improving access means ensuring that there is an adequate number of schools within a reasonable distance with enough teachers and educational materials. Furthermore, discrimination and social stigma that prevent children from obtaining an education need to be tackled; migrant children, children from ethnic minorities or lower castes and particularly the female children among them are often at particular risk.

Life skills training is critical to ensure that adolescents and youth stay in their jobs and steer clear of hazardous work

Improve the access to education by increasing the number of schools within reasonable distances, teacher and educational materials

Box 4: Child labour and youth employment linkages in Mongolia

In Mongolia, pilot activities were implemented by the Labour and Social Welfare Office (LSWO) to increase the access and relevance of employment services and vocational training for working adolescents in order to provide them with alternatives to working in hazardous conditions. In the pilot programme, the first step was to undertake assessment of existing training and employment services offered to young people and psychological factors were taken into account for working children. Their parents also participate in the assessment of their children, as well as in the employment service information sessions intended to help guide the choice of a short-term training course. Just before the training concluded, the LSWO conducted awareness raising sessions for potential employers which resulted in increases in the number of jobs offered to trainees. Among the trainees in the pilot programme, there was an 80 percent placement rate of young people in jobs matched to their acquired skills. The pilot has also led to an effective collaboration between the Ministry of Education, Culture and Science and the Ministry of Labour and Social Welfare towards the development and approval of curriculum matched to local labour market needs and improved employment services to ease the school to work transition for young people.

Box 5: Pre-pilot project on child centered vocational skill training for older children in Andhra Pradesh, India

The pre-pilot project with the objective of developing child centered skill training for older children between the ages of 15-19 was implemented by ILO-IPEC Andhra Pradesh State Based Project through CEASE Child Labour – a consortium of 24 employers' associations in India. This project, unlike others, did not require heavy initial investments. A hundred adolescents, former child labourers older than 15 years of age that completed up to the 10th grade of standard of schooling, were selected for the programme. Establishments and individuals practicing certain vocations ranging from embroidery to car mechanics were identified and requested to provide training to these older children. Training counselors monitored the training on a regular basis. At the end of the programmes, 31 adolescents completed their training successfully and 18 more continued their training for skills that require more than four months to acquire reasonable expertise. Eight adolescents found gainful employment soon afterwards.

There are a number of factors that speak to the quality of formal and non-formal education such as the condition of the schooling infrastructure and facilities, the capabilities of the teachers as well as the status attributed to them, and sensitivity to the special needs of victims of child labour, or older children engaged in light work. A normative framework for strategies to improve the quality of education entails providing incentives for teachers such as a reasonable salary, training and adequate teaching aids. It also entails developing a curriculum that addresses issues such as child labour, HIV, children and youth rights, preferably in the language native to the students.

A good curriculum is also crucial to ensuring that education is relevant and will take into account labour market demands to facilitate the transition from school to work. It will ensure that there is a match between the skills supplied and those in demand. Furthermore, in order to make education relevant, it has to take into account the values, needs and aspirations of the society and the children it is catering to.

Improve the quality of education through bettering infrastructure, facilities, teachers, and a needs-sensitive curriculum

Improve the relevance of the contents of education

Box 6: Reaching child domestics through drop-in centres in Sri Lanka

The Daru Setha drop-in centres were started in 1994. These centres provide vulnerable children at risk of being sent into domestic work, and those previously engaged in domestic work, with access to non-formal education, counseling and recreational facilities. The centres are linked to networks consisting of community leaders, parents and workers' organizations that feed in information regarding the incidence of child labour and the progress of children using these facilities. The centres aim to develop the talents and skills of these children and promote their integration within the community. Legal aid is provided where necessary. The sustainability of these centres is ensured through the mainstreaming of their management with the activities of the National Workers Congress, a non-political trade union.

Source: ILO. For more information contact rjipec@sltnet.lk

Make education affordable for all

Finally with regard to the fourth barrier to education, there are two dimensions to the problem of affordability of education. First, it is the actual cost of providing the inputs to ensure access to quality education, and the second is convincing the caretakers of children that the opportunity cost of foregoing the wage that a child would earn if he or she was working instead of being in school, is worth the prospects of a promising future.

Barriers to education ²⁵	
<p>Accessibility</p> <ul style="list-style-type: none"> • Physical and social (e.g. restrictions placed on girls' freedom of movement and learning, distance from school) • Discrimination (e.g. based on gender, race, ethnicity, religion, caste, class) • Burden of household chores, especially on girls • Burden faced by children combining work and school 	<p>Quality</p> <ul style="list-style-type: none"> • Lack of infrastructure, facilities, materials and support systems for children • Inadequate conditions of work for teachers (e.g. heavy workloads, low pay, low status) • Lack of adequate training, aids, materials for teachers • Lack of sensitivity of education authorities and teachers to the needs of children and risk
<p>Affordability</p> <ul style="list-style-type: none"> • Direct costs (e.g. school fees, other compulsory fees) • Indirect costs (e.g. uniforms, textbooks, transportation) • Opportunity cost (i.e. income/wage loss incurred by a family from a child leaving work to go to school) 	<p>Relevance</p> <ul style="list-style-type: none"> • Curriculum detached from local needs, values and the aspirations of children at risk • Curriculum is inadequate to prepare students for gainful skilled employment

²⁵ Sarkar, U. Combating Child Labour through Education, Geneva: ILO.

2.3. ADOLESCENTS IN HAZARDOUS WORK

From a demand-side perspective, the task at hand is to eliminate child labour, while at the same time enhancing the demand for youth in decent jobs. Between the ages of 15-17, children and youth share an overlapping age bracket. According to the ILO's child labour Conventions, those within this age bracket are generally free to work and to be employed so long as it is not in a job classified as hazardous work or work that falls under the "worst forms of child labour".²⁶

Between the ages of 15-17, children and youth share an overlapping age bracket

The worst forms of child labour refer to those activities that are illegal and generally also unacceptable for adults such as slavery, trafficking, debt bondage and other forms of forced labour including forced recruitment of children for armed conflict, prostitution or pornography.²⁷

Worst forms of child labour are those illegal activities that are generally also unacceptable for adults

While certain conditions of work may suffice for adults, young workers face a unique set of challenges; what may not be considered hazardous for an adult may be determinately so for a young person. Young workers may lack the wherewithal – physical and emotional maturity, experience and capacity to accomplish certain tasks and may not be able to recognize potentially hazardous situations. They are in stages of physical development that leave them more susceptible than adults to bearing the negative effect of harmful chemicals or noise for example. They may not have the training or the experience to handle emergency situations or injuries and they often do not have an awareness of their rights to be able to protect themselves in harmful situations. The repercussions of these factors impacting young workers can last a lifetime.

Young workers face a different set of challenges that can make a job hazardous for them

If improvements were made to the levels of safety and protection under which some children within the 15-17 age group work (barring jobs in the worst forms category), then there is room to facilitate youth employment, i.e., to take a job out of the realm of child labour and transform it into a decent employment opportunity for a youth. Of course this is by no means a one to one relationship.²⁸ The critical issue at hand however is how to remove child labourers from hazardous work and enroll them in education, and how to improve the working conditions for adolescents/youth above the minimum working age. In cases where improvement is not possible, the focus then becomes how to ensure viable and sustainable alternatives for them.

Improving the hazardous conditions under which some children between the ages of 15-17 work can sometimes add to youth employment

²⁶ When considering this 15 – 17 year age group, please note that while the minimum working age is not less than the age of completion of compulsory schooling or the age of 15, this can vary according to the level of development and according to the type of employment or work.

²⁷ IPEC. 2004. Child Labour: A textbook for university students. Geneva: ILO.

²⁸ Technological improvements, for example, may not only eliminate the need for a child to perform a particular task, but it may eliminate the job all together. In such cases, removing children from the work force does not create jobs for youth.

Box 7: Children and adolescents in hazardous work: Exposure to dangerous chemicals and pesticides

Jobs that require the handling of, or coming in contact with, dangerous pesticides and chemicals are deemed to be particularly hazardous for children and adolescents.* A number of biological, physical and behavioral characteristics contribute to the susceptibility of children and adolescents to chemicals and pesticides. For example, depending on the state of development a child's body is in, s/he may not be able to sufficiently detoxify and excrete the substances from the body as an adult would. Children have a higher skin surface area to weight ratio, and they typically engage in hand-to-mouth behaviours. Research has shown, for example, that juveniles have an increased susceptibility to organophosphate pesticides. During adolescence, a young person's body is undergoing its last phase of rapid cell growth and it is also the time when the differentiation of reproductive organs is completed. Exposure to harmful chemical and pesticides during this phase can have particularly detrimental effects.*

If an adolescent above the minimum working age who is employed in a given agricultural job is not required to handle or come in contact with dangerous chemical substances and pesticides (and assuming that the job meets the other criteria rendering it decent), then this job is facilitating decent employment for youth. Below the minimum working age, a child employed in such a job regardless of the exposure to chemicals and pesticides is engaging in child labour; the presence of pesticides and chemicals additionally makes the job hazardous. A child or adolescent that is exposed to such dangerous substances is a liability to the employer.

*Source: ILO-IPEC, 2007. *IPEC Action Against Child Labour: Highlights 2006*. Geneva: ILO.

A lack of data on the number and degree of hazards and little technical knowledge about the non-tangible impacts of hazardous work such as the psychological consequences make it difficult for governments to make informed decisions. Difficulties also exist in how to collect information, in convincing communities for the need to tackle certain forms of hazardous child labour that are traditionally seen as benign, and in building consensus in general. Employers need assistance in determining hazards, which is sometimes difficult to come by. For workers, frustrations arise when labour laws related to hazards become outdated or when there is ineffective implementation of existing laws.

Improving levels of health and safety protection, or ensuring viable and sustainable alternatives for affected children and youth so that they do not end up in other hazardous conditions or back in the same hazardous job that they started in is critical. Vocational skills training programmes and apprenticeships are key in ensuring that children have viable alternatives to hazardous work. Soft skill and life skills development programmes including knowledge about labour standards, building team spirit, inculcating conflict resolution and anger management, help youth in facing the world of work and also help prevent children from returning to hazardous work. A number of countries have successfully developed and compiled hazardous sector lists, and implemented programmes in an attempt to deal with hazardous working conditions. *Appendix 2* lists the sectors that India for example, as per the Child Labour Prohibition and Regulation Act of 1986, deems to be hazardous for children and youth.

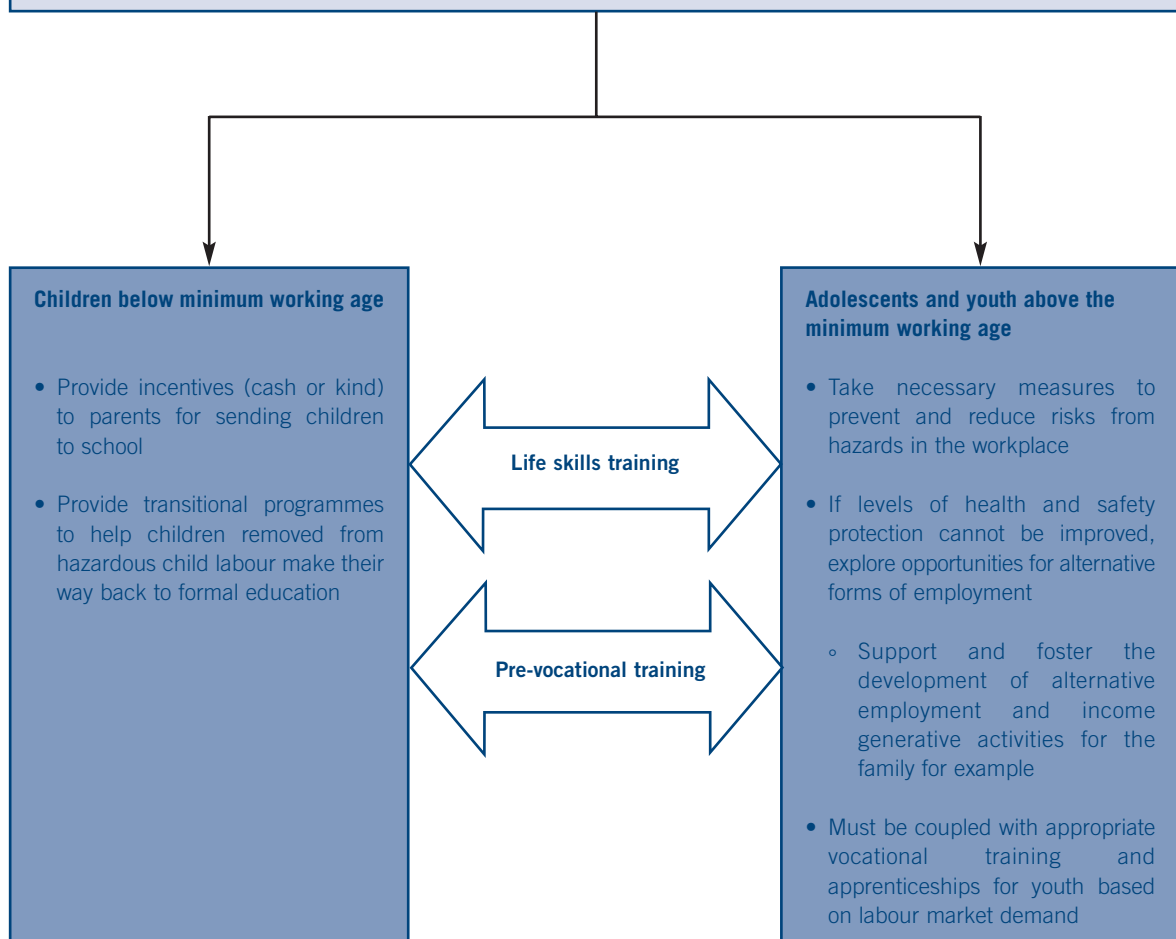
A general framework for withdrawing children and youth from hazardous labour

Convention 182 requires that member states come up with a comprehensive list of hazardous child labour through a tripartite process. A general normative framework guides the process that countries go through to designate certain types of work as hazardous*:

- i. Countries should establish a structure to determine who will manage the process
- ii. Information on risks, hazards, locations and on current legislation should be gathered
- iii. Based on an awareness of the risks, hazards, locations and current legislation obtained in the previous step, a list of occupations, activities, and processes hazardous to children under 18 years of age must be compiled
- iv. The list should be formalized through consultation with the tripartite partners and given legal force for implementation
- v. The list should be widely promoted
- vi. The list and associated laws should be reviewed regularly

*Source: ILO Asian Regional Tripartite Workshop (2005). *Meeting Report: Resources and Processes for Implementing the Hazardous Child Labour Provisions of ILO Conventions Nos. 138 and No. 182*. Phuket, Thailand.

*Source: ILO-IPEC Geneva, *Step By Step: Examples of How Countries Determine Hazardous Child Labour*.



Box 8: ILO-IPEC Staff Consultation: Reducing Child Labour through Protection of Young Workers 14-17 years, Pune, India, 21-21 November 2007

This meeting drew on global expertise and aimed to review new research on hazardous child labour, discuss common challenges and good practice, and brainstorm future action.

Participants were briefed on the results of new studies on hazardous work in specific industries, including the manufacture of hand-rolled 'beedi' cigarettes, fireworks, textiles, footwear, glass bangles, locks and surgical instruments. These studies found that young workers were exposed to a range of hazards which could result in life-long health conditions, such as damaged eyesight, chronic headaches, hand injuries and respiratory tract and musculoskeletal problems. Researchers outlined simple OSH interventions which can improve workplace conditions and have a positive impact on business productivity – appropriate lighting, raised work surfaces, ergonomic equipment and proper storage of tools (see Box 9 for Case Study of the Ergonomic Loom). Participants also had the opportunity to draw on good practice examples and key concepts to drive future initiatives. These included the ongoing engagement of employers' and workers' organizations and the integration of OSH into education and training programmes.

Child labour-youth employment linkages were discussed in a variety of contexts. Firstly, the consultation noted that young people aged 14-17 is a transitional, overlapping age group that is the focus of both IPEC and YEP. Secondly, children who enter the workplace too early are disadvantaged through lack of education and skills, and may have injuries or disabilities as a result of hazardous work. Their chances of achieving decent work as an adult are greatly reduced. Participants also noted that reducing hazards in the workplace also creates an opportunity to generate decent work opportunities for youth.

Recommendations for future action included the undertaking of additional research on the impact of hazardous work on children and youth, and the development of a clear ILO position statement on young people age 14-17, and a document clarifying aspects of C182 and C138 for employers.

Box 9: The ergonomic carpet loom that brought new hope to carpet weavers in Pakistan

Carpet weavers face a number of occupational health and safety hazards including musculoskeletal problems, deformities, and cumulative trauma disorders, as well as the risk of serious accidents from poorly designed carpet looms. The Centre for the Improvement of Working Conditions & Environment within the Labour & Human Resource Department in Punjab designed an ergonomic carpet-weaving loom that significantly reduced these hazards. Alongside, the ILO began running a major project with the support of the United States Department of Labour and Pakistan Carpets Manufacturers & Exporters Association (PCMEA) for the elimination of child labour in the carpet sector. Under this project over 700 non-formal education centres were established in 6 districts of Punjab, where approximately 26,000 working children from the carpet sector and their siblings were provided an education. All the families who were provided the new ergonomic carpet looms sent their children below the age of 14 to these non-formal education centres. The ergonomic carpet looms along with a strategy to provide education and training to children and youth helped improve productivity and working conditions in this sector in Pakistan.

WHY ILO-IPEC AND YEP NEED TO WORK TOGETHER:

Benefits of linking programmes

3.1. Overlapping target group

3.2. Common objectives

3.3. Common challenges

3.3.1. Snapshots by sector

- Agriculture
- Urban and domestic labour
- Manufacturing
- Children and youth in fragile states and armed conflict
- Mining and quarrying

3.3.2. Cross-cutting challenges: Gender, migration and HIV

- Gender
- Migration
- HIV

WHY ILO-IPEC AND YEP NEED TO WORK TOGETHER:

Benefits of linking programmes

Over the years the ILO has established itself as a leading agency in setting international standards for the elimination of child labour and in promoting decent work for youth. IPEC was launched in 1992 and today is the single largest technical cooperation programme exclusively focused on this goal.²⁹ The ILO and its constituents through the International Labour Conference proceedings on youth employment have been strongly recommended to draw upon the experience of large-scale technical cooperation programmes like ILO-IPEC that have been targeting vulnerable children and youth for such a number of years. Considering ILO-IPEC is now operational in 88 countries worldwide and in five regions of the world, youth employment programmes can benefit from the wide breadth of experience in data collection and research, pilot interventions, policy development and knowledge management.

Youth employment programmes can benefit from the experience of IPEC

ILO-IPEC enjoys a unique advantage, as it helps countries to design Time Bound Programmes (TBPs) for the elimination of the Worst Forms of Child Labour.³⁰ The TBPs are conceived with a longer time frame and are intertwined with national development goals (e.g. Education For All); they have both upstream (policy) and downstream (community) level interventions. Furthermore, community level interventions also attempt to influence local/district/state development programmes to leverage resources, and to sustain efforts particularly against the worst forms of child labour and child labour in general. In this way, the TBPs attempt to achieve the Decent Work Country Programme goals. Time Bound Programmes therefore provide a robust platform from where both IPEC and youth employment programmes can work together to develop a sound understanding of the policy/programme interventions needed to ease the transition from school to work for young people and for disadvantaged youth.

Time Bound Programmes provide a robust platform from where both IPEC and YEP can work together

²⁹ ILO, 2006. *The End of Child Labour within Reach*. Geneva: ILO.

³⁰ In an effort to eliminate the worst forms of child labour, ILO-IPEC is engaged in supporting governments in the design and implementation of Time Bound Programmes. The TBP places action against child labour within the context of national development strategies targeting priority sectors in which children are engaged in a worst form of child labour, with a view to eradicating them within a particular designated time frame. Cambodia, Indonesia, Nepal, Pakistan, the Philippines, Bangladesh, Mongolia all had TBPs in place.

*Gaining from each other's
respective competencies*

ILO-IPEC can bring its experience in reaching out to school youth and children/youth at risk of dropping out of school from low-income communities in urban and rural, remote areas. At the same time, YEP can bring its expertise in macro-level policies concerning employment, ensuring relevant education, training and career counseling and guidance as well as entrepreneurship towards increased employability of youth. IPEC can serve as a laboratory for YEP in the field. YEP can build upon the employability programmes implemented by IPEC and take advantage of the entry points created by IPEC through its work with National Vocational Skills Training Systems and Employment services.³¹ The materials that have been developed for use in secondary and vocational schools can be adapted for use by out-of-school youth vulnerable to the worst forms of child labour. Both programmes need to expand their work on social protection components for families with child labour and micro-finance to promote entrepreneurship amongst youth. It is however at the policy level and with advocacy work where both programmes can effectively demonstrate their strengths and be of great value to host countries.

*Linkages can potentially
improve the scope and
impact of the work of IPEC
and YEP especially since
they have an overlapping
target group, objectives and
face similar challenges*

Forging such operational linkages more systematically provides greater opportunities to improve and broaden the impact and scope of projects on child labour and youth employment. This handbook is based on the premise that there are many benefits to be had from synergy between the teams engaged in the efforts to eliminate child labour and those promoting decent employment for youth. The two groups share an overlapping target, face common challenges that inform common objectives and can enhance the efficacy and efficiency of one another's interventions. This handbook therefore seeks to establish an operational framework and practical modalities for their cooperation, with a particular focus on the Asia and Pacific region.

3.1. OVERLAPPING TARGET GROUP

*Adopting a lifecycle
approach means ensuring
success through one's life –
from childhood, through
youth into adulthood,
and old age*

IPEC and youth employment programmes have an overlapping target group on three accounts. First, a lifecycle approach – in keeping with the tenets of decent work, implies ensuring equality of opportunity for all individuals at different stages of their life. Success is not measured with a piecemeal view but is rather measured on the basis of a longer-term development continuum. This is why, for example, child labour programmes emphasize the importance of education as the foundation upon which an individual can build a successful future.

*IPEC and YEP target the
most vulnerable and at risk
children and youth*

Second, both child labour and youth employment programmes particularly seek to target those segments of a population that are most vulnerable. These segments are most vulnerable not just by virtue of being children, but also because the young people most in need often come from poverty-stricken homes and are more susceptible to exploitation. Furthermore, both programmes recognize the need to pay special attention to young girls and marginalized populations.

³¹ Directorate General of Employment and Training, Ministry of Labour and Employment, Government of India, Skill Development Initiative: Implementation Handbook, July 2007. ILO-IPEC INDUS Project has a strong skills training component for adolescents which includes in its strategy labour market analysis, skills mapping, demand driven vocational skills training, career counseling and guidance services, post-training placement and self-employment support services, monitoring and tracking of the beneficiaries.

Third, as noted earlier in the handbook, the term child labour is applicable to children under the age of 18 and youth are considered to be those individuals between the ages of 15-24. There is a direct overlap in the 15-17 year old age bracket.

Overlapping target age group between the ages of 15-17 years

3.2. COMMON OBJECTIVES

Both IPEC and youth employment programmes have as their goal the well-being and protection of children and youth. These programmes are premised on the fact that children and youth have a right to a secure and dignified life. The two also share the common objective of promoting pathways to decent work for development and poverty eradication. Child labour, youth unemployment and underemployment impose both social and economic costs. The initial impetus was to eliminate and prevent the worst forms of child labour by adopting a lifecycle approach. This evolved into thinking about youth employment and the recognition that failure to successfully integrate young people into the labour market has broader consequences for the future prosperity and development of nations.³² The goals of preventing child labour and improving employment opportunities for youth through ensuring formal education, vocational training and apprenticeships, as well as making sure that young workers are healthy to avail employment opportunities, all reinforce each other for the betterment of the economy and society.

The well-being and protection of children and youth is the goal of IPEC and YEP

3.3. COMMON CHALLENGES

3.3.1. Snapshots by sector

As IPEC and youth employment programmes share a common target group and certain common objectives, so it follows that the two also face certain common challenges. This sub-section provides a brief overview of some of the challenges IPEC and youth employment programmes face in different sectors as well as their cross-cutting challenges related to gender, HIV and migration.

IPEC and YEP face common challenges

Agriculture

Over seventy percent of all child labourers work in agriculture.³³ Additionally, in all of the sub-regions in Asia (East Asia, South-east Asia and Pacific, South Asia), the highest share of youth employment is in agriculture. While the challenge for IPEC is to encourage the removal of children below the minimum working age from agricultural work and transition into school, there are several hazards associated with agricultural work that have implications for both children above the minimum working age and for youth.

A large share of child labour is in the agricultural sector as is a large share of youth employment

³² ILO, 2006. *Global Employment Trends for Youth*. Geneva: ILO.

³³ IPEC website, www.ILO.org

Agriculture is one of the three most dangerous types of work for children and youth

While there are large numbers of children working in agriculture, youth are often underemployed

Eliminating the hazards in agricultural work and reducing child labour in agriculture creates opportunities for youth

While the incidence of child labour in urban areas is high, a large proportion of youth cannot find decent work

More decent work opportunities are needed for youth in rural areas, and education, skills and vocational training are critical

Agriculture is one of the three most dangerous types of work to engage in (along with mining and construction) in terms of the loss of life, accidents, and work-related ill health.³⁴ Tasks such as the handling of pesticides, dealing with sharp agricultural instruments, and operating heavy farming equipment pose significant hazards to both children and youth. These hazards need to be examined in order that they are prevented and the risks of hazards reduced.

At the same time that there are large numbers of children below the minimum working age engaged in agriculture and young people engaged in the sector are often underemployed. There are large numbers of young people involved in agricultural activities that are frequently family based; in the large rural areas of most developing countries agricultural workers, especially in family enterprises, form the bulk of the unorganized sector. Sharing of low-productivity work in the informal sector is common and widespread; many work only part of the time. As such, many youth, while not faced with a total lack of work, are underemployed.

Eliminating the hazards associated with agricultural work and reducing the incidence of child labour in the sector could facilitate more and better opportunities for youth. This could in turn facilitate a further reduction of child labour in agriculture. For example, it may be that higher youth employment in agriculture raises household income enough to the point where families do not feel the need to send their younger children to work. Higher youth employment forces younger children out of the labour market. Alternatively, an increase in labour supply could reduce wages and deter children from working, but could also lead to a decrease in the wages of youth who are already working. Information on these relationships is limited and there is a need for more research and analysis in this area. The risks to children and youth working in the agricultural sector as well as the benefits and opportunities associated with it warrant more research than what is currently available.

Urban and domestic labour

With increased migration into towns and cities, a swelling population in urban areas leads to a greater demand for child labour as well as more opportunities for it. At the same time, youth that leave rural areas in search of better employment opportunities and higher wages are often disappointed to find that they do not possess the required skills, or that there is simply a dearth of demand. The result is that these children and youth are subject to urban poverty, living in slum areas with poor hygiene and working for low remuneration in domestic labour or jobs such as petty vending or shining shoes.³⁵

There are two points to be noted in this regard. First, more needs to be done to cultivate better employment opportunities for youth in rural areas so as to prevent large numbers migrating to urban areas. Second, once again the role of education and skills and vocational training that is attuned to labour market demands has to be emphasized in keeping children out of child labour and in helping youth gain a chance at decent employment in urban areas alongside strategies to create more and better employment.

³⁴ IPEC website, www.ILO.org

³⁵ IPEC. 2004. *Child Labour: A textbook for university students*. Geneva: ILO.

It is often the case that several children and youth particularly in urban areas end up engaged in informal work such as domestic labour. Domestic labour is one of the most common and traditional forms of child labour and is a particular concern in Asia and the Pacific. Children and youth performing household chores in their own home is common practice around the world. Chores such as washing dishes or making the bed tend not to interfere with children's education or time to play, and can be positive experiences instilling a sense of responsibility for example. These tasks are not classified as child domestic labour. In the context of child labour, however, situations in which children perform domestic tasks in the home of a third party or employer that prevent them from attending school or are exploitative are termed as child domestic work. In instances of extreme exploitation such as trafficking, slavery or practices similar to slavery, or work which by its nature or the circumstances in which it is carried out is hazardous and likely to harm the health, safety, or morals of children and youth, constitutes the worst forms of child labour. Engaging in domestic labour for youth above the minimum working age is an acceptable form of employment provided that it is not exploitative or hazardous in any way and meets the criteria of decency.

Domestic labour is one of the most common forms of child labour

Research today also suggests that, across the globe, more girls under the age of 16 are employed in domestic service than in any other form of work. However, statistics are particularly difficult to come by in this area because the work that these girls and young women perform is often hidden in the form of household chores and domestic servitude. Girls and young women are particularly vulnerable to child domestic labour in its worst forms including physical or sexual abuse.³⁶ Often when confronted with a strain on household resources and competing financial demands, parents tend to invest in the education of their sons rather than their daughters so as not to lose their daughters' valuable contribution to the household through domestic labour. Low levels of education coupled with such traditional and cultural attitudes lead girls and women, and their families, to have low expectations and few opportunities to secure decent employment. These factors contribute to the generally low social status of girls and women who then often end up in exploitative domestic labour in its worst forms.

More girls under the age of 16 are employed in domestic service than any other form of work and it is a serious problem in Asia and the Pacific

ILO-IPEC has been implementing programmes to address the problem of child domestic labour in Asia and the Pacific through regional projects as well as its Time Bound Programmes. The main strategies of these programmes are:

IPEC has several programmes to address the problem of child domestic labour in Asia

- To improve the social environment of children through awareness-raising campaigns and improving legal regulations and enforcement mechanisms
- To prevent child domestic labour by strengthening schooling quality and systems which in turn open up the opportunities for better employment as a youth

³⁶ UNGEI, 2006. *Getting Girls Out of Work and Into School: Policy Brief*. Bangkok: UNESCO.

- To withdraw children and younger youth from abusive working conditions and provide them with rehabilitative services including access to transitional education programmes and skills training to ensure that they can be reintegrated into society and the economy. In all of these efforts, particular attention is given to girls and young women that are particularly vulnerable
- To take steps to ensure that the work environment for youth above the minimum working age engaging in domestic labour is safe and decent
- To take measures to ensure that youth have access to other forms of training and education to place them in different jobs once they are let go from their domestic labour jobs

Box 10: Greater attention on child and youth domestic labour in Asia and the Pacific

Domestic labour is a highly sensitive area of child labour because it is a 'hidden' activity that takes place in the privacy of households that is not open to inspection or policing. It is therefore also difficult to assess if adolescents that are above the minimum working age are working under conditions that are hazardous to them – subjecting them to emotional, psychological or other forms of abuse. In October 2002, 16 countries met in Chiang Mai, Thailand to discuss the issue of domestic child labour resulting in a joint statement in which it was deemed that domestic child labour may be considered a worst form of child labour. For its World Day against Child Labour in 2004, IPEC launched a global report on the issue entitled *Helping hands or shackled lives?* Recent years have seen action against domestic child labour on part of several Asian countries; Cambodia, Nepal and the Philippines have all included child domestic labour as a priority area for their respective Time Bound Programmes. India has included domestic work as hazardous in the national legislation and prohibited employment of children in domestic work. This also has important implications for the safety and well-being of youth that serve as domestic labour.

Source: ILO, 2005. *Combating Child Labour in Asia and the Pacific*. Bangkok: ILO.

Box 11: A study of youth domestic workers (14-18 years) in Sri Lanka: Proposals for legal amendments and a code of conduct

Domestic employment of children is a key component of child labour in Sri Lanka. Although it is legal to employ children and youth between 14-18 years of age, there is a law governing the conditions of employment that is often not adhered to by employers and very often the public as well as officials are not aware of these conditions. In an effort to improve these conditions of employment for young domestic workers in Sri Lanka, a code of conduct for the employers of child domestic workers was developed through the participation of employers in a survey conducted for this purpose. The survey was conducted in a manner that engaged the trust and cooperation of the interviewees thus ensuring the optimization of the quality of feedback received. Survey results were collated and then presented to focus groups to generate the next level of feedback. Inputs from the Ministry of Justice, Ministry of Labour and ILO-IPEC were included to propose amendments to existing laws relating to child labour. Based on these proposals a code of conduct for child domestic workers was created.

Manufacturing

The competitive advantage of developing countries in labour has created a space for the rise of several labour-intensive industries such as those manufacturing garments, toys, soccer balls, etc. These industries often employ children and youth and are frequently characterized by long hours, low wages and obstruct children and youth from obtaining education and vocational/skills training. Opportunities for wage employment in manufacturing would be suitable for children above the minimum working age and for youth if the hazards and poor conditions associated with such work were removed.

Manufacturing jobs in developing countries are frequently characterized by conditions hazardous to youth and children

Children and youth in fragile states and in armed conflict

When children and youth under the age of 18 are coerced into taking arms, such as in the Philippines or Sri Lanka, this is considered to be a form of forced labour. The detrimental physical and psychological effects of armed conflict are common knowledge. Although the intrinsic worth of education has been duly recognized in the international arena through several instruments,³⁷ there are approximately 25 million children in fragile states – those displaced by or recruited for armed conflict, for whom the opportunity for education and for a subsequent successful entry into the labour market is taken away or disrupted.³⁸ The protection, rehabilitation, and reintegration of these children and youth pose a particular challenge for IPEC and youth employment teams.

There are large numbers of children and youth that are caught up in the disarray of armed conflict and fragile states

Box 12: Children and youth in armed conflict in Asia

Afghanistan: In the struggle to uphold the Soviet-erected government, children were recruited to fight in the Afghan army against insurgencies. Following the exit of the Soviet troops and the fall of the government, children were recruited by religious and tribal factions vying for control in regions of the country.

Nepal: Reports from Nepal suggest that rebel groups exploit children between 12-16 years of age recruiting them as spies, messengers, cooks, mine planters and porters.

Philippines: Following the secessionist movement of 1969, a number of armed groups emerged that led to the recruitment of children and young people to fight against the Philippine government.

Sri Lanka: As many as 2,000 children have been involved in armed conflict as child soldiers or have been recruited to render other services associated with conflict in Sri Lanka. In 2002, a rehabilitation and re-skilling center for demobilized child soldiers and other children between the ages of 14-18 that were affected by the war was created through an ILO-IPEC project. Over the course of a year, the Child Soldiers Project in Sri Lanka provided vocational skills training to 1,250 children who were all placed in jobs.

Source: ILO, 2005. *Combating Child Labour in Asia and the Pacific*. Bangkok: ILO.

³⁷ Among others: Universal Declaration of Human Rights, The ILO Minimum Age Convention, the Millennium Development Goal of achieving universal primary school education by the year 2015, and the Dakar Framework for Action to achieve Education for all.

³⁸ Sperling, Gene. 2006. *Closing the Trust Gaps: Unlocking Financing for Education in Fragile States*. Cairo: FTI Meeting (draft paper on the web).

Mining and quarrying are considered among the most dangerous types of work for children and youth

Mining and quarrying

There are approximately 1 million children and youth under 18 that work in mines. Mining and quarrying are considered among the most dangerous types of work for children and youth to be involved in. Work in this sector usually involves handling heavy and awkward loads, strenuous work such as squatting in water and sifting through sand all day in search of a precious gem, handling toxic chemicals to work minerals out of rocks, as well as exposure to extreme temperatures. Such work can also be morally and psychologically hazardous given that mining frequently occurs in remote areas beyond the reach of the law, schools, and social services, where family and community support may not exist, where “boom or bust” conditions foster alcohol abuse, drugs, and prostitution. Mining and quarrying tend to gain in importance when civil wars break out and cut off normal commerce, when droughts destroy livelihoods or in other difficult times.

3.3.2. Cross-cutting challenges: Gender, migration and HIV

Gender

In many societies in the Asia-Pacific region there are differences between the sexes in the rights they are given and the opportunities they have. Disparities may exist between girls’ and boys’ workload, access to free time, education and training, and access to and control over resources. For example, many girls and young women perform unpaid home-based work such as cooking, cleaning and child caring responsibilities. These tasks often result in less time for leisure, schooling and training, self-development, social activities and sleep. Furthermore, gender stereotyping may also result in significant societal pressure being exerted over girls, influencing their decision making and that of their families. This means that families with limited resources may be more likely to focus on the education and training of male family members and not lose the critical contribution of female members to the household. Girls are also particularly vulnerable to domestic child labour and ill-informed migration landing them in labour and commercial sexual exploitation. For this reason, Convention 182 calls upon ILO member States to take account of the special situation of girls. Even in youth and adulthood, many women work long hours in low-paid, low skilled jobs.

It is important to note that boys and young men also face challenges in receiving appropriate education, training and employment assistance – adversely impacting on their ability to achieve decent work. Globally, boys continue to be more exposed to child labour than girls, particularly work of a hazardous nature. The difference becomes more pronounced with increasing age. Gender equality means that people of all ages and both sexes have equal chances to succeed in life, and fair access to and control over resources and benefits. Gender equality promotion aims to ensure all persons are treated with dignity and allowed to develop to their full potential, leading to a higher quality of life for all.

Gender equality, the protection and empowerment of girls and young women is a priority

The main strategy for the promotion of gender equality is gender mainstreaming. The approach involves assessing the implications for women and men on any planned action, including legislation, policies or programmes, in any area and at all levels.

It is a strategy for making the concerns and experiences of women, as well as of men an integral part of the design, implementation, monitoring and evaluation of policies and programmes in all political, economic and societal spheres. Mainstreaming gender concerns is an integral part of both IPEC and YEP policies and interventions.

Migration

Ill-informed migration is a cross-cutting challenge that is relevant to IPEC and YEP on many different levels. Migration can be internal, from rural to urban areas, which in several countries is leading to an expansion of the informal economy. An expanding informal economy in turn leaves children and youth particularly susceptible to poor working conditions and labour exploitation. Migration can also be across borders under legal or illegal circumstances. Under illegal terms, children and youth have little legal recourse to protect themselves in exploitative situations, and they are frequently deprived of access to social protection services such as education and healthcare. Trafficking of people, particularly of girls and young women, is a major concern in Asia and the Pacific. The ILO has over the years engaged in several initiatives to tackle the problem of trafficking³⁹ and those related to illegal labour migration, that are closely tied with gender equality, the spread of HIV and the rights and protection of other vulnerable groups such as indigenous populations. For example, the ILO

Trafficking is a cross-cutting challenge for IPEC and YEP

Box 13: Preventing the trafficking of girls and young women for labour exploitation in china – CP-TING Project

Children and adolescents, particularly girls, are especially susceptible to ill-informed migration leading to hazardous and unconditional worst forms of labour. The CP-TING project focuses on preventative strategies to address trafficking of girls and young women into labour exploitation. The project involves collaboration between several ministries including the Ministry of Labour and Social Security, the Ministry of Public Security, and the Ministry of Education, as well the All China Women's Federation, and representatives from the five project provinces.

Making use of the lessons learned from the three-year pilot intervention in the Yunnan Province organized by the ILO-IPEC Mekong Sub-regional Project to Combat Trafficking in Children and Women (TICW), this project proposes to pay special attention to the needs of unskilled women, to work towards reducing the school drop-out rate, raising awareness of HIV, raising legal literacy and providing life training, and working with employers and workers organizations to offer 'decent jobs' for migrant girls/women that are above the minimum working age.

For girls under 15, the project delivers life skills training in middle schools, which includes information on trafficking awareness, safe migration, information on HIV, drugs, and other related issues. The programme is advocating with the Ministry of Education to have this material mainstreamed into the curriculum. There is a 'Trainer's Handbook', and a student's handbook called 'Crossroads' (in Chinese) to guide these efforts. For girls over the age of 16, the messages are tailored accordingly including information about sexuality, labour rights and surviving the city, and are conveyed through vocational training schools, migrant women's homes, workplaces and activity centres.

³⁹ See for example: Haspels, N. and Suriyasarn, B. (2003) *Promotion of gender equality in action against child labour and trafficking: A practical guide for organizations*. Bangkok: ILO-IPEC.

Multilateral Framework on Labour Migration: Non-binding principles and guidelines for a rights-based approach to labour migration was adopted by the ILO Tripartite Meeting of Experts in 2005. The Framework provides practical guidance to governments, employers' and workers' organizations and other concerned parties on the development, strengthening and implementation of labour migration policies.

The impact of HIV

Problems related to gender and migration are also pertinent when it comes to the impact of HIV. HIV (and other sexually transmitted infections and health issues) is a cross-cutting issue, linked closely to the underlying social and economic inequalities that affect child labour, vulnerable youth, gender and migration. HIV is directly destroying the productive potential of youth themselves and lessening the likelihood of youth to secure decent jobs. Young people living in households in which parents with the disease have become sick or have died may be forced to leave school and work in poor conditions in order to supplement the household's diminishing income. The productive potential of youth can be diminished in still other ways. Rising parental death rates due to HIV reduces the transfer of skills from parents to youth and may result in an overall loss of traditional skills.

HIV is closely linked to social and economic inequalities

Children engaged in the worst forms of child labour and vulnerable youth are more likely to engage in risk behaviors

Children from HIV affected households are more susceptible to dropping out of school or entering the labour force prematurely

Education is critical in preventing HIV

HIV is related to child labour and youth in two ways. First, children engaged in the worst forms of child labour, and vulnerable youth, are more likely to engage in risk behaviours,⁴⁰ which in turn increases their chances of HIV infection. Children and young people in hazardous working situations are more vulnerable to HIV in that they are less likely to have the knowledge or power to protect themselves and access necessary services and commodities (e.g., condoms). They are also less likely to be able to handle living with HIV should they become infected. Wherever there is abuse and exploitation of children/young people, there will be vulnerability and risk, although there will be differences based on the specific situations. In general, those in commercial sexual exploitation (mostly girls, but some boys as well) and those in "enclosed" settings, such as on fishing ships (mostly boys) will face higher risk. Girls in domestic work are also likely to be vulnerable/at risk as they can be sexually abused by their employers. In the case of young mobile men, they may be more likely to go to sex workers while on the road. If they are injecting drugs, they may share needles, while use of other drugs and alcohol can increase their likelihood of engaging in risk behaviours.

Second, children from HIV-affected households⁴¹ may be more likely to drop out of school and enter prematurely into the labour force as family resources are depleted to care for the ill and income is lost. Such children may be more likely to fall into poverty.

Education plays a particularly vital role in the prevention of HIV. In essence, education is considered to be the 'social vaccine' against the disease. Research shows that improving education opportunities for girls significantly reduces their risk of contracting HIV.⁴²

⁴⁰ There is a difference between "vulnerability" and "risk". "Risk" specifically refers to engagement in activities that may place individuals in direct contact with HIV – i.e., unprotected sex, sharing of needles, getting blood transfusions in countries where the blood supply is not secured. Vulnerability is a bit broader, the conditions that make a person more likely to take risk behaviours and less likely to be able to protect themselves (including lack of access to services).

⁴¹ This means the children are not necessarily orphans, or HIV-positive themselves. This is particularly the case in Asia, where HIV prevalence is generally low.

⁴² ILO, 2006. *The End of Child Labour within Reach*. Geneva: ILO

It is important for IPEC/YEP to integrate HIV (and the other issues) into existing interventions. For example, a skills training programme could include a module on HIV and other sexually transmitted infections; life skills education modules could use HIV-related examples (such as practicing negotiation skills) and include information on safe behaviours to minimize the chance of contracting HIV. Apprenticeship programmes might include a requirement for employers to be oriented on the ILO Code of Practice on HIV in the Workplace and key occupational safety and health principles; tools such as handbooks and manuals used by IPEC and YEP field staff could include modules on HIV, the Code of Practice and OSH for example.

A strategy that sets out some objectives for the fight against HIV⁴³ and ill-informed migration can be adapted to the child labour and youth employment context in Asia and the Pacific as follows:

Eight objectives for the fight against HIV

- Enhanced communication within families, communities, and educational institutions raises awareness and understanding of the dangers associated with ill-informed migration and HIV, their links to child labour and opportunities for youth, as well as issues related to prevention. This enhanced communication should be based on appropriate and reliable data on HIV and migration disaggregated by age and gender
- Ensure sufficient access to structures that help guide and educate children, adolescents and youth about these cross-cutting issues such as:
 - Formal education
 - Informal education delivered via public and private institutions as well as via community-based organizations including life skills and soft skills training, vocational training and apprenticeships
 - Career guidance
- Examine how the government can monitor these structures
- Community, faith-based, and grass-roots organizations are critical in ensuring sustainable responses to, and awareness of, migration-related hazards and HIV, and should therefore be mobilized
- The media plays an important role to this end
- IPEC, youth employment teams, and other partners are encouraged to target responses to HIV/AIDS orphans and other pertinent at-risk target groups adopting an all-inclusive approach
- Time Bound Programmes help mainstream HIV and migration-related concerns
- Research on the pandemic should be encouraged within national and international arenas

⁴³ ILO, 2006. *The End of Child Labour within Reach*. Geneva: ILO.

FOUR PILLARS GUIDING COLLABORATION BETWEEN IPEC AND YEP

4.1 Policy

4.1.1 *IPEC and YEP regional priorities and policy level work*

4.1.2 *Mainstreaming child labour and youth employment concerns in national development frameworks*

4.1.3 *Mainstreaming child labour and youth employment concerns through social partners*

4.2 Building knowledge through research and data collection

4.2.1 *Available survey instruments, methodologies and tools*

4.2.2 *Looking ahead: filling in the research gaps and designing additional joint tools to facilitate IPEC and YEP linkages*

4.3 Social mobilization and advocacy

4.3.1 *Communication strategies and tools*

4.3.2 *International events*

4.3.3 *Partnerships*

4.4 Technical assistance and demonstration projects

4.4.1 *Guidelines on joint technical interventions*

4.4.2 *Proposed joint interventions*

FOUR PILLARS GUIDING COLLABORATION BETWEEN IPEC AND YEP

IPEC and youth employment programmes have complementary competencies and experiences that can facilitate the efficiency and effectiveness of one another's interventions. It can be argued that the issue of child labour has been on the international radar longer than the focus on youth employment that was initially seen as symptomatic of broader economic woes. Although the ILO has worked on youth employment issues since its beginning, it is now featuring more prominently because it has become evident that youth employment, although related to the broader economic and employment picture, has its own age-specific dimensions that are critical to address for economic, social, and political progress. IPEC, since its inception in 1992, has had more time and resources to develop its knowledge base, advocacy and technical assistance strategies than its youth employment counterpart.

IPEC and YEP have complementary competencies that can enhance the effectiveness of each other's interventions

In June 2005, governments, employers' and workers' representatives from 178 countries, at the International Labour Conference, adopted a resolution that includes a Plan of Action to promote pathways to decent work for youth. The plan advocated drawing on the experience of IPEC⁴⁴ and is based on the following pillars:

The four pillars for collaboration between IPEC and YEP

1. Policy
2. Building knowledge through research and data collection
3. Social mobilization and advocacy
4. Technical assistance through demonstration projects divided into different areas of technical intervention

⁴⁴ ILO. 2006. *The End of Child Labour Within Reach*. Geneva:ILO.

4.1. POLICY

4.1.1. IPEC and YEP regional priorities and policy level work

In order to draw out the areas in which IPEC and YEP can collaborate, this part of the handbook provides an overview of their goals and regional priorities in Asia and the Pacific. *Appendix 3* provides examples of the policy level work that the two engage in, with a subsequent list of some of their demonstration projects in the region. This allows field staff to take stock of some of the activities of IPEC and YEP in a sampling of countries in which the two operate in within the region.

Shared priorities between IPEC and YEP

The following displays the goals and regional priorities of IPEC and the youth employment programme in the Asia and the Pacific region specifically highlighting the shared priorities between them. These shared priorities serve as the areas for collaboration between the two.

IPEC and youth employment goals and regional priorities: Building a knowledge base, advocacy and technical assistance	
IPEC	Youth employment
Ratification of Convention No. 138 and 182 and to have the design and implementation of time-bound programmes by all ILO Member States by the end of 2008. Assisting national governments to develop their National Time-bound Programmes to mainstream child labour concerns in national development policies and programmes.	Strengthening the youth employment policy framework and facilitating the development of National Action Plans on Youth Employment
Mainstreaming issues pertaining to child labour and youth employment into PRSPs, MDGs, the Decent Work Agenda and EFA Plans	
Research and knowledge sharing	
Social mobilization of tripartite constituents; strengthening multi-sectoral partnership and alliances (government, other UN agencies, IFIs, civil society, research and academic institutions and employers', workers' and teachers' organizations and trade unions)	
Demonstration projects: providing technical assistance and building capacity of governments and social partners to develop more cohesive strategic platforms for action against child labour and to improve opportunities for youth employment and job quality, and particularly labour monitoring	

The complexity and magnitude of child labour and problems related to youth employment require action at these different levels

The complexity and magnitude of child labour and the problems related to youth employment require the involvement of a wide number of actors spanning national, regional, and international boundaries over the long-term. These objectives call for the engagement of policy-makers from various government agencies, labour market institutions including employers' and workers' organizations, as well as representatives of interest groups. It is therefore essential to mainstream child labour and youth employment concerns within global and regional initiatives as well as within national development frameworks such as the Poverty Reduction Strategy Papers (PRSPs) process and the Decent Work Country Programmes (DWCPs).

4.1.2. *Mainstreaming child labour and youth employment concerns into national development frameworks*

Recent years have seen a call for coherence and complementarity between frameworks for development such as the realization of the Millennium Development Goals, the Education for All initiative and the ILO's Decent Work Agenda. These frameworks guide the development of National Action Plans where policies relevant to child labour and youth employment are mainstreamed. At the country level, the ILO is working with the tripartite partners to integrate youth employment concerns and the Decent Work Agenda as a whole into these aforementioned national development frameworks.

Child labour and to some extent problems related to youth employment are a manifestation of poverty. It therefore makes sense to mainstream issues related to child labour and improving youth employment into poverty reduction strategies and other national development frameworks with special attention to the specific social protection and financial needs of families with child labour, and youth that are particularly vulnerable to unemployment, underemployment, and discouragement. For example microfinance interventions, that are gaining rapid momentum in Asia, have now been targeted under IPEC's TBP's (Pakistan is an example) to make microfinance products sensitive to the needs of families with child labour. The following table shows which countries in the region, and the extent to which they include child labour and youth employment in their Decent Work Country Programmes.

In addition to reducing the incidence of child labour and improving decent work opportunities for youth, IPEC and youth employment programmes also seek to build institutional capacity in constituent countries, raise awareness and mobilize resources to change social attitudes, and to work towards the effective implementation of ILO Child Labour Conventions and youth employment goals; all elements of the ILO's broader Decent Work Agenda. The relationship between child labour, youth unemployment, poverty reduction, development and decent work have been explored and articulated in National Plans of Action for Decent Work (NPADWs).⁴⁵ In addition to UNDAF, youth employment features prominently in Decent Work Country Programmes across the region as indicated in the table on the next page.⁴⁶ In light of the lifecycle approach of Decent Work Country Programmes, mainstreaming youth employment concerns in turn provides renewed impetus to the efforts to eliminate child labour.

Mainstreaming of child labour and youth employment concerns within frameworks for development and national action plans

Child labour and problems related to youth employment are a manifestation of poverty and therefore warrant mainstreaming in national development frameworks such as the DWCPs

The relationship among child labour, youth unemployment, poverty reduction, development and decent work has been explored and articulated in National Plans of Action for Decent Work

⁴⁵ ILO, 2005. *Combating Child Labour in Asia and the Pacific*. Bangkok: ILO.

⁴⁶ Sarkar, U. 2008. *The Youth Employment Challenge in Asia and the Pacific, Asian Decent Work Decade Resource Kit*. Bangkok: ILO

DECENT WORK COUNTRY PROGRAMMES AND REFERENCES TO CHILD LABOUR (X) AND YOUTH EMPLOYMENT (X)

Country	Included as priority outcome		Not specific priority outcome but included		Included with budget	
	Child Labour	Youth Employment	Child Labour	Youth Employment	Child Labour	Youth Employment
Afghanistan		X	X		X	X
Bangladesh	X				X	
Brunei Darussalam		X				X
Cambodia	X	X			X	X
China	X				X	
Fiji	X	X			X	X
India	X	X			X	X
Indonesia	X	X			X	X
Iran						
Kiribati		X			X	
Lao PDR		X				X
Mongolia	X	X			X	X
Nepal		X	X		X	X
Pakistan	X	X			X	X
Papua New Guinea	X	X			X	X
Philippines	X	X			X	X
Samoa		X				X
Solomon Islands		X				X
Sri Lanka		X	X		X	X
Thailand	X				X	
Timor-Leste		X				X
Vanuatu		X				X
Viet Nam	X	X			X	X

Box 14: Highlighting youth employment concerns through policy frameworks

National Action Plans on Youth Employment have been developed for Indonesia, Iran and Sri Lanka and the process has been underway in Nepal and Mongolia. On International Youth Day 2004 in Indonesia, the global YEN unveiled an International Youth Employment Action Plan (IYEAP), “Unlocking the potential of Youth” with ILO support. To ensure that young people’s views were included, a series of “youth for youth” consultations were held. The action plans focus on preparing youth for work, creating quality jobs, fostering entrepreneurship and ensuring equal opportunities for young women and men. The key policy recommendations including making education affordable and of high quality, developing a national skills qualification framework, strengthening the network of vocational training centres, building bridges between the business and education sectors and improving the readiness of school leavers for the labour market.

Source: Sarkar, U. 2008. *The Youth Employment Challenge in Asia and the Pacific, Asian Decent Work Decade Resource Kit*. Bangkok: ILO.

4.1.3. *Mainstreaming child labour and youth employment concerns through social partners*

Working with social partners within a tripartite structure – workers, employers and the government, is key for the eradication of child labour and to address the problems related to youth employment. Employers’ and workers’ groups, based on their core competencies, can help with advocacy efforts and to mainstream child labour and youth employment concerns into national development frameworks. There is also an opportunity to incorporate child labour concerns and those related to youth employment within the employers’ and workers’ own plans of action.

The cause of eradicating and preventing child labour was, for example, championed by trade unions that are historical partners of the ILO.⁴⁷ Trade unions should be leveraged to address youth employment concerns as they can contribute in several ways.⁴⁸ Their members have a wide reach across different sections of society. They have a long tradition of activism and the ability to take up a cause and make it popular. Trade unions have large followings that compel governments and politicians to take them seriously. The overarching goal of a trade union is to improve the working conditions for its current members as well as for future members. This is why workers’ organizations have been keen to promote decent work for youth and the progressive elimination of child labour. Young trade union leaders could provide an important source of creativity and energy to address the multiple challenges of youth unemployment, underemployment and poor working conditions.

Working with social partners within a tripartite structure – workers, employers and the government, is key for the eradication of child labour and to address the problems related to youth employment.

Working with trade unions

⁴⁷ ILO, 2006. *Report of the ILO Workshop on Good Practices of Trade Unions in Combating Child Labour: Chennai, 4–16 December 2005*. Geneva: ILO.

⁴⁸ ILO, 2005. *Action Against Child Labour by ILO’s Social Partners in South Asia: Key Learning and Challenges Emerging from the work of Employers’ and Workers’ Organizations*. South Asia Experience Sharing Workshop. New Delhi: ILO.

Box 15: Effective mobilization of social partners

The Andhra Pradesh State Based Project for the Elimination of Child Labour was implemented in 2000. The project engaged workers' and employers' organizations, as well as civil society organizations and media – to work with the Government to eliminate child labour and promote education.

Child labour represents much that workers' organizations have traditionally opposed – unregulated work in the informal sector and overworked, underpaid or exploited workers. As part of the project, six major trade unions formed the Andhra Pradesh Federation of Trade Unions for the Elimination of Child Labour (APFTUCL). Amongst other activities, the APFTUCL developed communication materials to raise awareness about child labour – such as wall posters, stickers, calendars, badges and prominent advertising on public buses. APFTUCL also organized sensitization workshops, and Train the Trainers activities to educate trade union members about the harms of child labour. Trade union members also acted as 'Organizers and Motivators' to spread the message at the grassroots level.

The Andhra Pradesh project also facilitated formation of a Consortium of Employers' Associations for the Elimination of Child Labour - CEASE Child Labour (see Box 5 for more information on CEASE Child Labour).

In 2002, workers' organizations participating in the Andhra Pradesh project were instrumental in discovering and securing the release of bonded child labourers who had been shackled in chains to manufacture beedi cigarettes. APFTUCL and CEASE Child Labour formed a joint delegation to the local community to call for an immediate end to child labour and to consult with former child labourers, parents, local employers, Government and the media.

Source: Coming Together: From Confrontation to Collaboration, A Tale of Trade Unions Joining Hands Against Child Labour, ILO, 2002.

Working with employers groups

Similarly, employers' groups are equally important players in the creation of decent employment opportunities for youth, in adhering to legal frameworks for the protection of children and young workers, and in upholding labour standards. CEASE Child Labour, for example, is a consortium of 24 Employers' Associations in India that came together to address the demand side of the child labour problem. Such consortiums can also be leveraged to address the problems related to youth employment. Employers groups can go a long way in mobilizing resources towards a particular cause and in conducting research on the pertinent issues. Corporate social responsibility acts as a means to convince employers to mainstream child labour and youth employment concerns into their own agendas.

4.2. BUILDING KNOWLEDGE THROUGH RESEARCH AND DATA COLLECTION*Two key processes are building the knowledge base and knowledge management*

With regards to the knowledge base and research on child labour and youth employment, there are two hand-in-hand processes that are required. The first is building and maintaining an appropriate and useful knowledge base through surveys, compiling research methodologies, good practices, lessons learnt and so on. The second process is that of managing this knowledge.

4.2.1. Available survey instruments, methodologies and tools

Recognizing the dearth of data on child labour and youth employment in developing countries, both IPEC and youth employment programme teams have made significant efforts to compile and organize the existing information, highlighting the gaps, and paving the way for better systems of collecting information. A stronger knowledge base on the linkages between child labour and youth employment will improve policy and programme interventions at the country level.

The Statistical Information and Monitoring Programme on Child Labour (SIMPOC):⁴⁹ SIMPOC is the statistical arm of IPEC providing technical assistance to ILO Member States to generate reliable, comprehensive and comparable data on all forms of child labour. One of the necessary steps in fulfilling the provisions of Convention No. 182 is that the ratifying country collects data on child labour so as to protect, withdraw and rehabilitate its children. Thus, as the number of ratifying countries increases, the demand for SIMPOC technical support is also on the rise.

SIMPOC

Global Employment Trends for Youth (GET):⁵⁰ The GET for youth reports provide empirical research and quantitative assessments of the realities of youth labour markets so as to help inform policies seeking to improve the situation of youth in particular countries. Simultaneously, the data and analyses in the GET for youth strengthens the capacity of the ILO's programme on youth employment to provide assistance to countries in developing coherent and coordinated interventions on youth employment that are based on analytical reviews of labour market information. The report sets out a framework for identifying youth that are vulnerable to stagnating in the labour market and to getting stuck in situations that are detrimental to their own development as well as to that of the economy at large.

GET provides empirical research and quantitative assessments of the realities of youth labour markets

School to work transition surveys (SWTS):⁵¹ The school-to-work transition survey (SWTS) was developed by the ILO's youth employment programme as a tool to systematically quantify the relative ease or difficulty of labour market entry of young people as they exit school.

SWTS quantify the relative ease or difficulty of labour market entry of young people as they exit school

Box 16: SIMPOC methodologies

Using its worldwide experience as a basis, SIMPOC has developed:

- Household-based child labour surveys,
- Employers and workplace surveys,
- Community level surveys,
- School-based surveys
- The ILO/UNICEF rapid assessment methodology
- Street children surveys

Through ongoing use of these various data collection methodologies SIMPOC strives to improve and enhance the knowledge base on child labour and to provide sound, high-quality data to inform programmes and policies aimed at eradicating child labour in all its forms.

Source: www.ilo.org

⁴⁹ www.ilo.org

⁵⁰ ILO, 2006. *Global Employment Trends for Youth*. Geneva: ILO.

⁵¹ ILO, 2006. *Global Employment Trends for Youth*. Geneva: ILO.

Box 17: School-to-work transition in China

The Chinese SWTS was run in 2005 in four cities of China (Tianjin, Dalian, Changsha, and Liuzhu), surveying 7,000 Chinese youth between the ages of 15 to 29 years along with 220 enterprises. The four cities were chosen to represent the varied regions of the country.

The survey found that young respondents view education as a key determinant of their employment prospects. Approximately 75 per cent believe that a university or post-graduate degree is critical to finding a decent job. Financial constraints forced several young people to leave school early despite the high value placed on education. 34 per cent of those who attained only junior high or a lower education documented financial constraints as the main reason. 43 per cent of youth preferred the public sector followed by those who wanted to start their own business; the private sector was least preferred because of the employment insecurity, low pay, and lack of benefits associated with it. Approximately 15 per cent of the youth that entered the labour market before the age of 23 experienced a period of unemployment. A majority of the youth that were unemployed had only a junior high school education or vocational training. Unemployed youth frequently stated that their low level of education, followed by a lack of work experience, were key obstacles in finding a job. Most employed youth were in insecure employment with 38 per cent working without a contract and another 56 per cent with only a temporary or fixed term contract. On average, those employed worked 48 hours a week with approximately one-third working 50 or more hours per week. Low benefits were pervasive with only 42 per cent covered by a pension scheme, 36 per cent with medical insurance and only 26 per cent with unemployment insurance. The reason for choosing self-employment was often greater independence and flexibility. 90 per cent relied on their personal savings or family support. Inadequate access to technology, business information and support services was also a problem.

Source: ILO, 2006. *Labour and Social Trends in Asia and the Pacific*. Bangkok: ILO.

Therefore, while IPEC seeks to transfer children from the workplace into school, youth employment programmes focus on transferring youth from school into decent jobs that make the most of their productive potential. So far in Asia, SWTS have been undertaken in Indonesia, the Islamic Republic of Iran, Jordan, Mongolia, the Philippines, Sri Lanka and Viet Nam,⁵² and have been completed in China and Nepal.⁵³

⁵² Sarkar, U. 2008. *The Youth Employment Challenge in Asia and the Pacific, Asian Decent Work Decade Resource Kit*, Bangkok, ILO

⁵³ ILO, 2006. *Global Employment Trends for Youth*. Geneva: ILO.

Tools: The following is a list of sample tools that ILO field staff have at their disposal to act upon the latter proposals for joint interventions. *Available tools*

Tools developed by IPEC and youth employment programmes	
IPEC	Youth employment
Tools for building a knowledge base and research	
IPEC Programme Database and web site which has information on projects, partners, products and serves as management tool for ILO-IPEC	In progress: School-to-Work Transition Survey Toolkit is a methodological toolkit that will guide countries throughout the survey exercise, thus lessening their dependence on ILO technical support while ensuring standardization of techniques and better quality of results
Practical guide to Child Labour Reporting and other data collection and analysis tools	World Bank's Global Inventory of Interventions to Support Young Workers undertaken under the auspices of the YEN
12 by 12 Interactive Community Portal will serve as an internet-based knowledge sharing tool. IPEC's "12 to 12 Partnership Initiative" seeks to strengthen cooperation between UN agencies, social partners, NGOs, academic institutions and the artistic community during the build up towards each World Day Against Child Labour; it gives young people a galvanizing role in mobilizing their communities to combat child labour as well as to promote decent employment for youth	Asia-Pacific Knowledge Network on Youth Employment (APYouthNet) is a community of practice which connects youth employment experts to each other and features an E-Group along with a new web site, on-line discussion forum and face-to-face events which are forthcoming
Development of Tracer Methodology that can be used to measure long-term changes in the lives of direct beneficiaries after a project intervention	
Tools to assist with social mobilization and advocacy	
Supporting Children's Rights through Education, the Arts and the Media (SCREAM) education pack aims to help educators promote an understanding and awareness of child labour among youth. Launched in June, 2002	The YEN Youth Consultative Group's Joining Forces with Young People: A Practical Guide to Collaboration for Youth Employment
Promotion of Gender Equality in Action Against Child Labour and Trafficking: A Practical Guide for Organizations aims to help partners in mainstreaming gender equality in action against child labour and trafficking. There are more than 100 implementing agencies in Cambodia, Thailand, Bangladesh, and Indonesia, trained in using this guide	
Sharing Experience and Lessons Learned (SELL) was developed by the ILO-IPEC sub-regional project TICW, bringing together good practices from their experience in the first phase of TICW	
Tools for facilitating policy development	
Strategic Programme Impact Framework (SPIF) is a process introduced in 2002 to strengthen strategic planning and to help translate the ILO-IPEC knowledge base into an understanding of the complex situation of child labour in a given country and the most appropriate responses to it	Guidelines for the Preparation of National Action Plans on Youth Employment
Time-Bound Programme Manual for Action Planning details good practices in interventions on child labour	Innovative methodologies to encourage and facilitate entrepreneurship: Start and Improve Your Business (SIYB), Know About Business (KAB), Generate Your Business (GYB)
IPEC Tackling Hazardous Child Labour: Guidance on Policy and Practice provides policy-makers with information and ideas to plan, formulate, and implement policies and programmes to tackle hazardous child labour in agriculture. It is targeted at policy-makers in agriculture ministries and other government departments, agricultural extension services, employer's organizations, trade unions, OSH agencies and other stakeholder organizations	A Resource Directory for Lead Countries of the Youth Employment Network

Tools Developed by IPEC and youth employment programmes (continued)	
IPEC	Youth Employment Programme
Tools to aid demonstration projects and technical work	
Child Labour Monitoring Resource Kit: Guidelines for Developing Child Labour Monitoring Processes and various tools for child labour inspectors such as a handbook and a set of technical sheets	Indonesia: Developed 2 pocket-sized Mentor's Guide for Youth Seeking Work , and developed facilitator manual and toolkit for Indonesia Youth Employment Action Plan implementation and used KAB and Start Your Business (SYB) training packages
IPEC Training Resource Pack on the Elimination of Hazardous Child Labour in Agriculture targets small holding farmers in the crop sectors where children are likely to work, and it supports improvements in workplace safety and health that will benefit youth and adults as well	Philippines: Supported DOLE to develop career guidance manual to provide more effective job search support for youth; adapted ILO KAB Entrepreneurship Program for Department of Education
Child Domestic Labour in South-East and East Asia: Emerging Good Practices to Combat It – a best practices manual	Sri Lanka developed a new training package Expand Your Business in 2003 for growth-oriented entrepreneurs; facilitated the introduction of the KAB modules to secondary schools and vocational training institutes
ILO-IPEC Education Resource Pack including guidelines, good practices and lessons learned for policy makers, practitioners and teachers.	A Pocket Guide for Job Seekers targeting youth was developed and field-tested at numerous job bazaars in Viet Nam; Data Booklet on Youth Employment in Viet Nam published as a statistical tool for policy makers
	Training for Rural Economic Empowerment (TREE)

4.2.2. *Looking ahead: filling in the research gaps and designing additional joint tools to facilitate IPEC and YEP linkages*

Tasks that lie ahead to systematize the operational linkages between child labour and youth employment and managing the knowledge base

While the conceptual framework and the examples of good practices interspersed throughout the handbook form a solid basis upon which to design additional programmes that link child labour and youth employment, more needs to be done to systematize these linkages in operational terms and manage the expanding knowledge base. The following tasks lie ahead:

- There is a need for more empirical research on which to base policies and programmes.
 - For example on the employment experiences of former child labourers and research specifically targeting-out-of school children (Box 17).
 - While the school-to-work transition is certainly important, equally, if not more important, is the transition of vulnerable children and youth from child labour and hazardous conditions into safe and decent youth employment. Therefore, it is suggested that the ILO's SWTS be supplemented with qualitative surveys and/or tracer studies on pathways from child work to safe and decent youth employment.
- There is a general need for a more concerted effort to document lessons learnt and good practices from programmes and projects that successfully manage to forge operational linkages between efforts to eliminate child labour and the problems related to youth employment.

- The pilot activities on child labour and youth employment linkages in Mongolia described earlier in the handbook, present a sustainable operational approach for the transition from child work to safe and decent youth employment. Such successful pilot projects merit being documented in a consistent way and should be disseminated for wider replication and scaling up.
- Guidelines on the process of sharing experiences/publicizing knowledge through a common website for example should be developed along with a common marketing strategy

Box 18: Exploring the linkages between dropping out of school early, child labour and youth employment in Indonesia

The 2006, an ILO survey in Indonesia examined the relationship between the labour market situation of disadvantaged youth, and the impact of early school drop out and child labour on future life and work experience. With more than 2,500 respondents between the ages of 15 and 29 in eight provinces, some of the findings of the survey were as follows.

The cost of participation in education, rather than the prospect of working, was the likely culprit in youth dropping out from basic education. Dropping out of school early results in child labour, as well as unemployment as a youth, due to a lack of knowledge and skills required to engage in decent work. Unemployment among 15 to 17 year olds is 71 per cent, declining gradually with age. Those who dropped out of school were, on average, likely to get married and give birth to their first child 2.3 years earlier. Earning differentials between those who completed junior secondary school and those who did not were significant. The earnings of those employed with a junior secondary school education were 56 per cent higher, and 39 per cent higher among the self-employed. Among the employed, 52 per cent of those who completed junior secondary school worked for a salary compared to only 37 per cent of those who did not. They were also three times more likely to have a contract. 14 per cent noted that they had experienced a work related accident or illness. 33 per cent agreed that they had felt that the way they earned money meant that their personal safety was in some way at risk (e.g. working on the streets, or at night in dangerous situations). Those who completed junior secondary school tended to be more satisfied in their jobs than those who dropped out of school and began to work at an early age.

Source: Adapted from ILO. 2006. *Labour and Social Trends in Asia and the Pacific*. Bangkok: ILO.

4.3. SOCIAL MOBILIZATION AND ADVOCACY

Given the conceptual linkages between child labour and youth employment, there is a logical justification for joining forces with the respective advocacy efforts of IPEC and YEP. Sharing of communication strategies and tools, international public events and partnerships all have the potential to serve as platforms for social mobilization and advocacy.

Box 19: Forging partnerships

In 2001, APEC launched a regional initiative to address the problem of the worst forms of child labour and the lack of educational opportunities for the poorest children in its relevant member economies. From Asia, Indonesia, the Philippines, Thailand and Viet Nam were keen to join the initiative. The APEC Human Resources Development Working Group endorsed the project with ILO/IPEC as the executing agency and with financial support from the United States Department of Labor. The initiative sought to increase public awareness and capacity for action in selected APEC economies to move children out of hazardous work and into education through alliance building at national and regional levels and engaging government authorities, employers' and workers' organizations, educators, civil society groups and children and families from the affected communities. It is expected that the partnership will be broadened to address child labour – youth employment linkages as well as other ILO concerns including skills development and labour migration.

Source: ILO-APEC, 2006. *Out of Work and into School: Our Development Challenge – Publication of Project Experiences 2001-2006*. Bangkok: ILO

Several of the communication tools and strategies developed by IPEC can be adapted to address youth employment issues as well

4.3.1. Communication strategies and tools

IPEC over the years developed a number of communication tools and strategies to raise awareness about the dangers of child labour and the importance of education – ultimately towards creating better opportunities for these children as adolescents and youth. Country-specific communication strategies and tools can be suitably modified to include messages on promoting youth employment and in addressing youth employment problems; as in raising awareness of youth rights for example. The INDUS Child Labour Project for example developed a comprehensive communication strategy on child labour using mass media; a Handbook on Communication in Action was developed to this end. With minor adaptations these implements can be used in campaigns addressing youth employment problems as well.

4.3.2. International events

For example, the World Day Against Child Labour (WDACL) and the International Youth Day offer opportunities to explore issues related to child labour and youth employment.

4.3.3. Partnerships

The complexity and scale of child labour and youth employment challenges, on the one hand call for the engagement of policy-makers from various government agencies, labour market institutions including employers' and workers' organizations, as well as representatives of interest groups and civil society, and on the other, they call for a coherent, joined effort on part of the UN family and other international donors. In order to be effective, programmes to fight child labour and to improve youth employment outcomes must be part of a nationally-owned process that requires high levels of participation from various government ministries, workers, employers and other social partners.

World Day Against Child Labour and International Youth Day ...

International partnerships within the UN family with other donors are essential for mainstreaming decent work approaches and contributing to higher visibility and higher impact on child labour and youth employment interventions. This is also important for mobilizing resources towards addressing these challenges where ILO has a critical technical support role to play. These partnerships offer a potential opportunity to promote one another's agendas, enhancing visibility of the common issues in these fora.

4.4. TECHNICAL ASSISTANCE

Technical cooperation is crucial for demonstrating how ILO conventions and standards including the elimination of child labour and decent work for youth translate into reality on the ground. Technical cooperation enables the ILO to support countries and the constituents to address child labour and youth employment challenges with resources for developing knowledge and tools, capacity building, and implementing pilot interventions to inform policy advice.⁵⁴

4.4.1. Guidelines on joint technical interventions

A thorough understanding of the child labour and youth employment situations in the country at hand is an essential starting point:

Conduct an analysis of the situation

- This includes being informed on the existing references to child labour and youth employment in national development frameworks.
- What current structures and institutions dealing with child labour and problems related to youth employment are already in place? Are there specific national action plans in place already?
- IPEC and youth employment teams can come together and compare notes in this regard to come up with a single assessment of the current state of affairs.

Assess and prioritize the particular child labour and youth employment challenges within the country.

Outline the particular pressing challenges

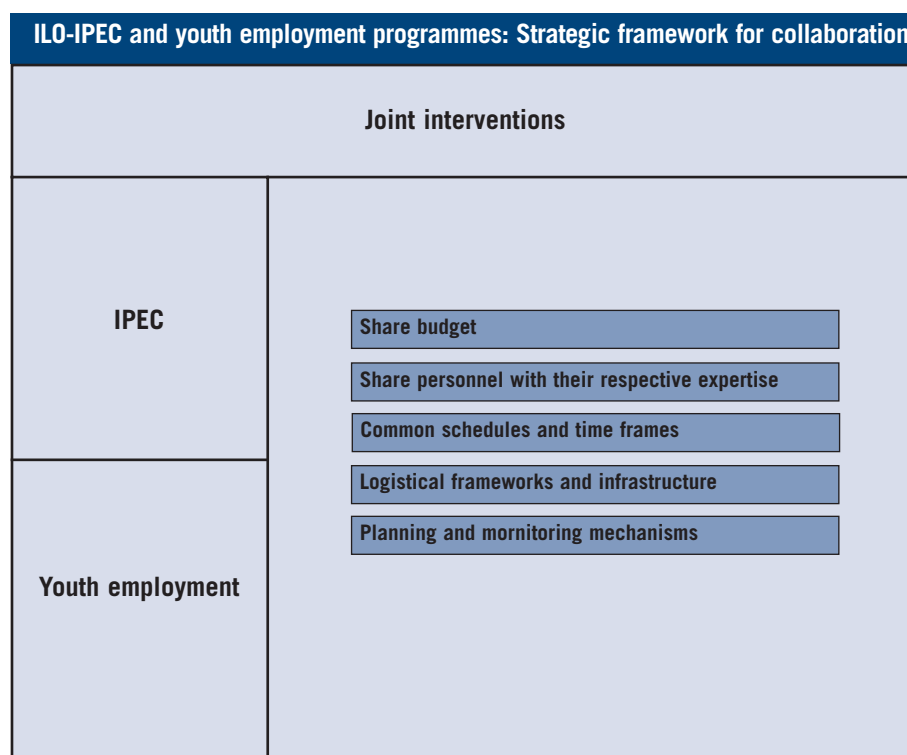
- What sectors, for example, are the most problematic? Is the pressing concern the welfare of children and youth in domestic labour for example?
- What are the desired ends? Is it the removal of children below the minimum working age from domestic labour; ensuring decent employment conditions in domestic labour for youth above the minimum working age; ensuring appropriate educational and training opportunities so that youth have opportunities for employment once they leave domestic labour?

⁵⁴ Sarkar, U. 2008. *The Youth Employment Challenge in Asia and the Pacific, Asian Decent Work Decade Resource Kit*. Bangkok: ILO.

- This exercise simultaneously requires examining the particular instances at which a child or youth is vulnerable, and using those instances as points of entry for IPEC and YEP joint interventions.

Come up with a strategic framework for joint operational collaboration

This handbook sets out to bring youth employment programmes and IPEC programmes in Asia and the Pacific together in a partnership to share responsibility for tackling long-term challenges and objectives in which the two have a shared interest. A strategic framework for partnership, including a shared budget, shared personnel with their respective expertise, common time-frames, logistical frameworks, and effective planning and monitoring mechanisms, is essential before embarking on joint interventions.



4.4.2. Proposed joint interventions

Premised on the conceptual linkages between child labour and youth employment, the overlapping target group, objectives and challenges, as well as the shared regional priorities, the following are proposals for joint interventions that IPEC and YEP can undertake at the field level.

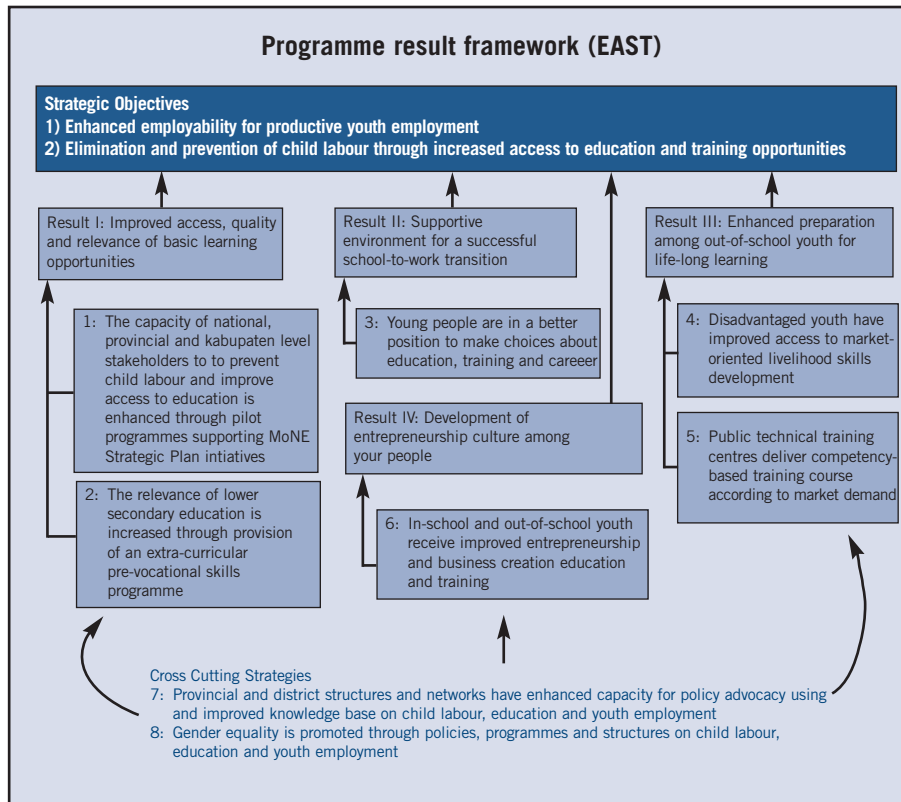
IPEC and YEP can jointly target communities where vulnerable children/youth and their families reside

IPEC and YEP can jointly target communities where vulnerable children/youth and their families reside. This means adopting area-based or sector-based approaches to protect children and youth that are particularly vulnerable to labour exploitation, unemployment, underemployment or discouragement. The Education and Skills Training for Youth Employment in Indonesia is one example of a programme that seeks to improve the conditions and opportunities for decent work for youth residing in the particularly disadvantaged provinces in Eastern Indonesia.

Box 20: Education and Skills Training for Youth Employment (EAST) in Indonesia

The goal of the US\$ 22.7 million four-year (2006-2010) ILO programme on Education and Skills Training for Youth Employment in Indonesia is to improve the conditions and opportunities for decent work for young people in some of the most disadvantaged provinces in Eastern Indonesia. This is to be done through enhanced employability for productive youth employment, the elimination and prevention of child labour and through increased access to education and training.

Source: ILO, 2006. *Education and Skills training for Youth in Indonesia: Project Document*. Bangkok: ILO.



In order to jointly target vulnerable children and youth, it is important to begin with an understanding of where these groups reside, which are the sectors and the particular conditions that expose them to greater risk. Special efforts can be made to work with the social partners and community-based organizations to reach out to these vulnerable groups of children and youth. It is also important work with the children and youth themselves in order to ascertain their particular fears, challenges and aspirations and design strategies that resonate with them.

Jointly promote, design and implement innovative programmes to promote education and training for children and youth. Among all the linkages between child labour and youth employment, the lynchpin that brings these efforts together is education and training, particularly for the most disadvantaged children and youth. Attention should also be given to those children and youth that are at risk of dropping out of school or those that have already dropped out.

Jointly promote, design and implement innovative programmes to promote education and training for children and youth

Innovative programmes such as the INDUS project described in Box 21 combine policy level interventions with technical assistance, demonstration projects and tools to promote education and training as a means of combating the worst forms of child labour and towards facilitating opportunities for decent employment for youth.

Box 21: ILO/IPEC India Hazardous Project (INDUS)

With a budget of \$40 million, INDUS is the largest technical cooperation project in the Asia-Pacific region. It is a unique partnership of the Governments of India and US which contribute USD 20 million each to the Project. The Project is co-ordinated and implemented by the ILO. INDUS targets 80,000 children employed in 10 identified sectors in four large Indian states and the nation's capital New Delhi. It works in close partnership with the two large flagship programmes of the Indian government, namely the National Child Labour Project Scheme and the Sarva Shiksha Abhiyan (Universal Elementary Education Programme). INDUS provides an integrated approach to tackling the worst forms of child labour and promoting access to relevant education, training and decent work opportunities for youth. It addresses adolescents (14-17) as a focused target group and has a component with a budget allocation of USD 3 million for providing skills training to 20,000 adolescents. In partnership with the Ministry of Labour, the Government of India and five state governments the Project developed three demand driven vocational skills training models for training adolescents on marketable skills. The Project's vocational skills training programmes are some of the most successful initiatives and Indian National Child Labour Programmes Central Monitoring Committee recommended scaling-up the skills training programmes from the present 21 INDUS districts to 250 districts in India.

The close partnership between ILO-IPEC and the Government of India resulted in mainstreaming of several experiences from the project into government vocational training policies and programmes.

Notable among them are the National Vocational Training Policy and Programme of Government of India which in their Skill Development Initiative recently determined to train 1 million persons on demand driven vocational skills with a budget of USD137 million. Withdrawn child workers are a focus target group, and the initiative also lowered the age limit to 14 years so as to cover adolescents and it relaxed educational qualifications to allow wider participation. Tools developed by the INDUS Project include the development of a labour market survey methodology to discern which skills are marketable and contribute to employability, two 'Good Practices' on providing demand driven skills training programmes for adolescents withdrawn from work, case studies of successful graduates, and competency based curriculum for 24 courses.

Refer to the two good practice documents on vocational skills training in appendix 5. For more information on the Project and its various initiatives contact sro-delhi@ilodel.org.in

Sources: Sarkar, U. 2008. *The Youth Employment Challenge in Asia and the Pacific, Asian Decent Work Decade Resource Kit*, Bangkok, ILO. Also see *INDUS: A Presentation on the Vocational Training Component of the INDUS Child Labour Project and Maximizing the Impact of Child Labour Interventions: Design Model, India – ILO-IPEC INDUS Project*.

Jointly assess and address OSH and hazards/risks in the workplace. As noted earlier in the handbook, there are a number of jobs in which children and youth are exposed to occupational hazards such as in mining, or in agricultural employment that require contact with pesticides and chemicals. This is clearly an area that is relevant to the well-being of both children and youth and is therefore within the purview of both IPEC and YEP. For adolescents that are above the working age, removing the hazardous conditions actually facilitates the objective of increasing the decent employment opportunities available to youth. One could assess for example, the extent to which the introduction of appropriate technology (particularly in agriculture, manufacturing, mining and quarrying) would reduce the OSH and hazards/risks in the workplace and ease the transition from child work to safe and decent youth employment.

Jointly assess and address OSH and hazards/risks in the workplace

Addressing OSH and hazards/risks in the workplace requires knowledge of the laws and regulations pertaining to OSH and hazardous work in the country of interest. Steps should be taken to disseminate information to employers and workers on occupational safety and health, hazards/risks in the work place, risk prevention and control measures, and paying attention to, inter alia:

- Working time and appropriate rest breaks
- Harassment and violence in the workplace
- Stress
- The storage and handling of materials, ensuring proper training and attention to individual capacity
- An adequate work-station
- Machine and tool safety
- Heavy and awkward loads
- Industrial chemicals, pesticides and dust
- Occupational diseases
- Lighting and noise
- Welfare facilities

It is also important that such hazards are made evident to the community that makes their children and youth available to work in hazardous industries.

Adopting a lifecycle perspective, work jointly towards enhancing the employability of youth, with particular attention to vulnerable and out-of-school youth. Enhancing the employability of youth means starting with an education as a child and having access to training, employment services – career guidance and counseling materials, as one gets closer to entering the labour market at the appropriate age. As demonstrated under the Mongolian pilot activities discussed in section 3 of the handbook, strengthening the capacity of employment services is essential not only to ease the school to work transition but to facilitate and support the transition of child work to safe and decent youth employment.

Adopting a lifecycle perspective, work jointly towards enhancing the employability of youth, with particular attention to vulnerable and out-of-school youth

Jointly create opportunities for entrepreneurship for vulnerable and out-of-school youth

Jointly create opportunities for entrepreneurship for vulnerable and out-of-school youth. More and better opportunities for youth could perhaps mean that fewer families will be forced to send their children to earn an income. IPEC and YEP could examine specific measures to improve both wage employment and self-employment among disadvantaged youth and indicate their scope and evolution over time paying attention to how micro and small enterprises, particularly in the informal economy, may be employed to assist in creating opportunities for entrepreneurship for vulnerable and out-of-school youth. It is also important to look at existing microfinance programmes and the extent to which their criteria reaches the poor.

Box 22: The Micro Credit Fund for Youth in Bangladesh

The Bangladeshi Government has set up a credit facility known as the “Micro Credit Fund” for the country’s unemployed youth. The Department of Youth Development (DYD) and the Ministry of Youth and Sports manage the fund. Those youth who are enlisted and trained by DYD have access to the Fund. The individual loan amount ranges from Tk. 10,000 to Tk. 50,000 (i.e. from US\$ 144 to US\$ 722 approximately). The total portfolio of the Micro Credit Fund for Youth now stands at Tk. 7 billion (US\$ 101 million approximately). The credit is intended to help youth set up micro enterprises or small business after receiving training from the DYD programmes.

SUMMARY

Premised on the conceptual linkages between child labour and youth employment namely (a) reorienting the demand for labour away from children and towards youth, (b) education and training and (c) the overlapping age bracket of adolescents between the ages of 15-17, particularly those in hazardous work, this handbook has throughout highlighted a number of areas in which there is room for IPEC and field youth employment programmes to collaborate.

Adopting a lifecycle approach implies that both IPEC and YEP are inextricably linked in their common effort to ensure the overall well-being and development of the individual, the society, and the economy. According to the tenets of Decent Work, both IPEC and youth employment programmes seek to ensure suitable education and training according to labour market demands, that facilitate the transition from school to employment at the appropriate age into jobs free from hazardous conditions, with rights, protection, and access to social dialogue. These shared objectives are based on having a common target group that is vulnerable children and youth, and there is room for IPEC and youth employment programmes to work together to reach in and out-of-school youth in rural and urban areas.

In pursuit of their common objectives, IPEC and YEP are confronted with a mutual set of challenges; specifically, eliminating the hazards associated with work in particular sectors such as agriculture, domestic work, manufacturing, children in fragile states and/or in armed conflict and those working in mining and quarrying; as well as cross-cutting challenges including gender, migration and HIV that are closely related to one another.

IPEC and YEP are based on four pillars governing their Plan of Action namely policy, building knowledge based on data collection and research, social mobilization and advocacy, and technical assistance. These serve as the areas for collaboration between the two. Based on their pursuit of specific policy goals and regional priorities, this handbook stresses the importance of mainstreaming concerns related to child labour and youth employment into national development frameworks. National action plans on child labour and youth

employment present a tangible opportunity to include specific stipulations and targets concerning both the eradication of child labour and for improving youth employment outcomes within the context of national development frameworks such as the PRSPs and DWCPs. The handbook also discusses how to involve social partners in the mainstreaming of child labour and youth employment concerns into policy – national policy as well as into the respective work plans of workers’ and employers’ groups themselves.

The handbook then draws attention to the way IPEC and YEP can collaborate in sharing knowledge and data (SIMPOC – child labour surveys, rapid assessments and studies linked to education, OSH, HIV and gender, Global Employment Trends for Youth and School-to-Work Transition Surveys as well as other studies focused on the youth labour market). A table of the various tools that IPEC and YEP have at their disposal is provided.

Additionally, there is room for IPEC and YEP to leverage one another’s communication tools and strategies, use international events to get the message out, and benefit from each other’s partnerships as a means of resource mobilization among other things.

The final sub-section of part four provides some initial and general guidelines for developing joint interventions between IPEC and YEP. This includes conducting a situation analysis, assessing and prioritizing existing challenges and the need to develop a strategic framework for joint action. The section concludes with proposals of some areas for joint interventions.

This handbook, which sets out to elaborate on the relationship between child labour and youth employment, is among the initial attempts to study this relationship. There is a need to enhance knowledge on the subject particularly in empirical terms and in developing countries, and to manage knowledge better so that good practices are available to guide interventions. Perhaps most importantly, moving forward, there is a need to extract and elaborate upon the guidelines for joint interventions presented in this handbook.

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APPENDIX 1

Ratification of Conventions No. 138 and 182 in the Asia and Pacific region				
Country	Convention 138		Convention 182	
	Yes	No	Yes	No
Afghanistan (The Islamic State of)		x		x
Australia		x	2006	
Bangladesh (The People's Republic of)		x	2001	
Brunei Darrussalam		x	2008	
Cambodia (The Kingdom of)	1999		2006	
China (The People's Republic of)	1999		2002	
Fiji (The Republic of)	2003		2002	
India		x		x
Indonesia	1999		2000	
Iran (Islamic Republic of)		x	2002	
Japan	2000		2001	
Kiribati (The Republic of)		x		x
Korea (The Republic of)	1999		2001	
Lao People's Democratic Republic	2005		2005	
Malaysia	1997		2000	
Marshall Islands (The Republic of)	Marshall Islands became the ILO's 181 st member State in July 2007			
Mongolia	2002		2001	
Myanmar (The Union of)		x		x
Nepal (The Kingdom of)	1997		2002	
New Zealand		x	2001	
Pakistan (The Islamic Republic of)	2006		2001	
Papua New Guinea	2000		2000	
Philippines (The Republic of the)	1998		2000	x
Samoa (The Independent State of)		x	2008	
Singapore (The Republic of)	2005		2001	
Solomon Islands		x		x
Sri Lanka (The Democratic Socialist Republic of)	2000		2001	
Thailand (The Kingdom of)	2004		2001	
Timor-Leste (Democratic Republic of)	Timor-Leste became ILO's 177 th Member State in August 2003			
Tuvalu	Tuvalu became ILO's 182 nd member State in May 2008			
Vanuatu		x	2006	
Viet Nam	2003		2000	

APPENDIX 2

PART A

India's List of Hazardous Occupations

Any occupation concerned with:

1. Transport of passengers, goods or mails by railways;
 2. Cinder picking, clearing of an ash pit or building operation in the railway premises;
 3. Work in a catering establishment at a railway station, involving the movement of a vendor or any other employee of the establishment from the one platform to another or in to or out of a moving train;
 4. Work relating to the construction of a railway station or with any other work where such work is done in close proximity to or between the railway lines;
 5. A port authority within the limits of any port;
 6. Work relating to selling of crackers and fireworks in shops with temporary licenses;
 7. Abattoirs/Slaughter House;
 8. Automobile workshops and garages;
 9. Foundries;
 10. Handling of toxic or inflammable substances or explosives;
 11. Handloom and power loom industry;
 12. Mines (underground and under water) and collieries;
 13. Plastic units and fiberglass workshops;
 14. Domestic labour;
 15. Hospitality.
- (14 and 15 have been included vide a separate notification in Oct. 2006)

PART B

Processes

1. Beedi-making;
2. Carpet-weaving;
3. Cement manufacture, including bagging of cement;
4. Cloth printing, dyeing and weaving;
5. Manufacture of matches, explosives and fire-works;
6. Mica-cutting and splitting;
7. Shellac manufacture;
8. Soap manufacture;
9. Tanning;
10. Wool-cleaning;
11. Building and construction industry;
12. Manufacture of slate pencils (including packing);
13. Manufacture of products from agate;
14. Manufacturing processes using toxic metals and substances such as lead, mercury, manganese, chromium, cadmium, benzene, pesticides and asbestos;
15. "Hazardous processes" as defined in Sec. 2 (cb) and 'dangerous operation' as notice in rules made under section 87 of the Factories Act, 1948 (63 of 1948);

16. Printing as defined in Section 2(k) (iv) of the Factories Act, 1948 (63 of 1948);
17. Cashew and cashew nut descaling and processing;
18. Soldering processes in electronic industries;
19. 'Aggarbatti' manufacturing;
20. Automobile repairs and maintenance including processes incidental thereto namely, welding/lathe work, dent beating and painting;
21. Brick kilns and roof tiles units;
22. Cotton ginning and processing and production of hosiery goods;
23. Detergent manufacturing;
24. Fabrication workshops (ferrous and non ferrous);
25. Gem cutting and polishing;
26. Handling of chromite and manganese ores;
27. Jute textile manufacture and coir-making;
28. Lime kilns and manufacture of lime;
29. Lock making;
30. Manufacturing processes having exposure to lead such as primary and secondary smelting, welding and cutting of lead-painted metal constructions, welding of galvanized zinc silicate, polyvinyl chloride, mixing (by hand) of crystal glass mass, sanding or scraping of lead paint, burning of lead in enameling workshops, lead-mining, plumbing, cable making, wiring patenting, lead-casting, type founding in printing shops. Store type-setting, assembling of cars, shot making and lead-glass blowing;
31. Manufacture of cement pipes, cement products and other related work;
32. Manufacture of glass, glassware including bangles, florescent tubes, bulbs and other similar glass products;
33. Manufacture of dyes and dye stuff;
34. Manufacturing or handling of pesticides and insecticides;
35. Manufacturing or processing and handling of corrosive and toxic substances, metal cleaning and photo engraving and soldering processes in electronic industry;
36. Manufacturing of burning coal and coal briquettes;
37. Manufacturing of sports goods involving exposure to synthetic materials, chemicals and leather;
38. Molding and processing of fiberglass and plastic;
39. Oil expelling and refinery;
40. Paper-making;
41. Potteries and ceramic industry;
42. Polishing, molding, cutting, welding and manufacturing of brass goods in all forms;
43. Processes in agriculture where tractors, threshing and harvesting machines are used and chaff-cutting;
44. Saw mill – all processes;
45. Sericulture processing;
46. Skinning, dyeing and processes for manufacturing of leather and leather products;
47. Stone breaking and stone crushing;
48. Tobacco processing including manufacturing of tobacco, tobacco paste and handling of tobacco in any form;
49. Tire making, repairing, re-treading and graphite beneficiation;
50. Utensils making, polishing and metal buffing;

51. “Zari” making (all processes);
52. Electroplating;
53. Graphite powdering and incidental processing;
54. Grinding or glazing of metals;
55. Diamond cutting and polishing;
56. Extracting of slate from mines;
57. Rag picking and scavenging.

a. for item (2), the following item shall be substituted, namely:

“(2) carpet weaving including preparatory and incidental process thereof”;

b. for item (4), the following item shall be substituted, namely:

“(4) cloth printing, dyeing and weaving including processes preparatory and incidental thereto”

c. for item (11) the following shall be substituted, namely:

“(11) Building and Construction Industry including processing and polishing of granite stones”

Ins. By Notification No. S. O. 404(E) dated the 5th June 1989 published in the Gazette of India, Extraordinary.

Ins. By Notification NO. S. O. 263 (E) dated 29th March, 1994 published in the Gazette of India, Extraordinary.

Ins. Sr. No. 8-13 in Part A and Sr. No. 19-51 in Part B by Notification No. S.O.36 (E) dated 27th January 1999 published in the Gazette of India, Extraordinary.

Ins. Sr. No. 52 – 57 part B by Notification No. S.O. 397 (E) dated the 10th May 2001 published in the Gazette of India, Extraordinary.

APPENDIX 3

IPEC and Youth Employment Programmes: Some examples of policy-level work in Asia and the Pacific		
	IPEC	Youth Employment Programme
Indonesia	The PRSP as well as the Medium-Term Development Plan for Indonesia included elements of the NPADW and child labour.	Youth Employment Programme supported the establishment of the Indonesia Youth Employment Network (I-YEN) and the formulation of vocational training policy guidelines and the National Youth Employment Action Plan 2004-2007 as well as the Provincial Youth Employment Strategy in East Java.
Nepal	Nepal's Decent Work Country Programme notes the need to tackle child labour.	Established a tri-partite youth employment taskforce under the National Planning Commission and carried out a review of national youth policies with a detailed account of government expenditure on youth employment. The country is also planning to organize workshops so as to gather inputs for drafting a National Youth Employment Action Plan.
Philippines	The development of NPADW based on the country's Medium-term Development Plan as part of the Decent Work Country Programme identifies the elimination of child labour and the protection of domestic workers as priority areas. Additionally, in the Philippines, partnership with the Visayan Forum Foundation has helped to develop national legislation to protect domestic workers and improve working conditions.	Established an informal youth employment policy network with the Department of Labour and Employment (DOLE) and National Youth Commission; ILO-CIDA project has developed a national framework for youth employment policy and advocacy and has enhanced the knowledge base for policy development.
Sri Lanka	Sri Lanka's Decent Work Country Programme does not include child labour as a priority, but it makes note of it.	The youth employment programme in the region helped establish a Sri Lanka Youth Employment Network (SL-YEN) under the Ministry of Skills Development, Vocational and Technical Education (MOSDVTE) and helped in the elaboration of the country's National Plan of Action for Youth Employment.
Viet Nam	The Decent Work Country Programme in Viet Nam includes tackling child labour as one of its priority areas.	Youth employment programme supported the establishment of a Tripartite Plus Sub-Committee on Youth Employment and provided technical support in drafting the Youth Law and the National Action Plan on Youth Employment 2006-2010. A Policy Brief on Youth Employment with policy recommendations was presented at the government-donor dialogue in 2006.

IPEC and Youth Employment Programmes: Examples of demonstration projects to realize goals and regional priorities in Asia and the Pacific

	IPEC	Youth Employment Programme
Indonesia	Since 2004, ILO-IPEC project supports the National Action Plan for the Elimination of the Worst Forms of Child Labour through awareness-raising and implementing programs targeting five priority sectors (ILO 2005: 57); post-tsunami, IPEC established CHILD PROTECT project (ILO 2006: 26).	Youth Employment Programme developed an integrated education-to-work programme and a programme to support young workers in the informal sector; developed and adapted secondary education curriculum of entrepreneurship; introduced Enterprise Start-up program in tsunami-affected Aceh; assisted in developing Young Professional Entrepreneurship Program; ILO-IPEC project has provided basic skills training for youth (YEN website; Parisotto 2006; ILO-APEC 2006a; Indonesia Country Review) The World Bank has also approached the ILO with a request for collaboration on a \$150 million Youth Employment Enterprise Development and Investment Project. The design/approval of US\$25 million project entitled Education and Skills Training for Youth Employment (EAST) is also underway.
Nepal	NILO international trade union project on child labour through partnership with General Federation of Nepalese Trade Unions (ILO 2006: 26).	Current proposal to establish a mentorship program for youth entrepreneurship with FNCCI, the employers organisation.
Philippines	One-year project (2003–2004) aimed to test indigenous, community-driven education approaches to combat child labour (ILO 2005: 45); IPEC provided training materials to help the National Union of Workers in Hotels, Restaurant and Allied Industries (NUWHRAIN) to combat commercial sexual exploitation of children in the tourism sector (ILO 2006: 42); Child soldiers project (IPEC 2006: 31); Provincial programme to combat child labour through education, vocational skills training and small business development (IPEC 2006b: 145).	Youth Business Foundation programme provides seed funding and mentoring support for young entrepreneurs; ILO adapted KAB entrepreneurship program for pilot curriculum integration in secondary schools; held numerous training workshops in Generate Your Business Idea (GYB)/Start Your Business (SYB); provided support to Philippine Youth for Business Foundation (PYBF) to expand post-entrepreneurship training services; ILO-assisted DOLE Community Peace Program provides literacy development, counselling services and vocational training to youth affected by armed conflict in Mindanao; ILO-implemented Training for Rural Economic Empowerment (TREE) provides skills and entrepreneurial training for rural youth in ARMM (YEN website; Parisotto 2006; Philippines Country Review).
Sri Lanka	Child Soldiers Project beginning in February 2002 that would create a rehabilitation and re-skilling centre for demobilized child soldiers and other children aged 14 to 18 who had been affected by the war (ILO 2005: 46); Post-tsunami child labour monitoring and prevention project involving establishment of an education programme and vocational training centre (ILO 2006: 26).	Supported Hambantota Youth Business Trust (HYBT) mentoring and loan program by training representatives from Chambers of Commerce in business mentorship; held numerous training workshops for 9255 people using ILO Start & Improve Your Business (SIYB) program; ILO-IPEC leads vocational training for youth affected by violent conflict in the North and East (ILO 2006a; Sri Lanka Country Review).
Viet Nam	Pilot projects to establish community-based child labour monitoring systems (IPEC 2006: 38).	ILO GENPROM Project aims to improve employment opportunities for young women and to strengthen institutional capacity of various government and mass organizations; Vietnam Women's Union trained over 800 young women in 15 provinces using ILO GET Ahead training package; Ministry of Education and Training (MOET) pilot tested an adapted KAB prior to inclusion in upper secondary curriculum on entrepreneurship; ILO-IPEC programmes provide basic skills training for children and families; with Ministry of Labour, Invalids and Social Affairs (MOLISA), provide technical and vocational training for youth (YEN website; ILO-APEC 2006a: 80; Viet Nam Country Review).

If we support and work with young people to realize their own dreams and aspirations...



Young women at a rural development vocational training centre in Vanuatu



Children in rural Cambodia



Former soccer ball sewers receiving computer training in Pakistan



Children at school in Northern India

...We will realize growth and prosperity across Asia and the Pacific

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