Solomon Islands Child Labour
& Trafficking Forum
Heritage Park Hotel, Honiara, Solomon Islands
26th - 28th August, 2014

Report of the Solomon Islands
National Child Labour & Trafficking Forum
Heritage Park, Honiara, 26th to 28th August 2014

International Labour Organization
Introduction

The latest ILO global child labour estimates, released in September 2013, indicate that the number of child labourers has declined by one third since 2000, from 246 million to 168 million. The number of children in hazardous work stands at 85 million, down from 171 million in 2000. Despite this progress, the 2016 target set by the international community for the elimination of the worst forms of child labour will not be met. To have any chance of reaching that goal soon, the international community, all countries, stakeholders, partners will need to accelerate and intensify efforts substantially.

In the Pacific, research conducted by the ILO in some Pacific Islands Counties found children in the worst forms of child labour and trafficking, including hazardous work (agriculture, scrap metal scavenging and construction), commercial sexual exploitation and illicit activities such as drug trafficking, begging and pick pocketing.

Children were also found working below the minimum age of employment, particularly in the urban informal economy as street vendors, loaders or carriers, scavengers, and in back yard garages and supermarkets.

Since 2008, Fiji and PNG have benefitted from a global Tackling Child Labour through Education (TACKLE) programme funded by the EU, which strengthened the capacity of governments, social partners and civil society groups to implement policies and strategies to address child labour issues, including research and legislative reviews, resource sharing platforms, awareness and advocacy, child labour inspections, and direct actions with children in child labour, at risk, families, schools and communities.

The ILO sub-regional programme, “Building regional efforts for eliminating the worst forms of child labour and trafficking in Pacific Island Countries” extends technical support to other countries in the region by capitalizing on the experiences gained in Fiji as a ‘child labour hub’. Under this banner, the ILO continues to support actions in Fiji and PNG to prevent child labour and improve employment opportunities for youth through ensuring formal education, vocational training and apprenticeships, as well as enhancing the integration of entrepreneurship education in school curriculums and supporting careers education.

The ILO also extends technical support to Solomon Islands, Kiribati and Samoa to assist countries develop and implement child labour policies and strategies and enhance the knowledge base on child labour and trafficking through national forums and research.
The Solomon Islands government ratified the Child Labour Conventions on Worst Forms of Child Labour, C182, in 2012 and the Minimum Age Convention, C138 in 2013. The first National Child Labour and Trafficking Forum is expected to build the capacity of constituents and partners to understand child labour concepts and international laws, and more importantly to provide them with a platform to discuss child labour issues and to identify, prioritise and plan for actions that will provide children with a better future and decent work opportunities by keeping them out of the workplace and focusing efforts on improving children’s access to education.

Forum Objectives

The National Child Labour and Trafficking forum had the following objectives:

- To understand the concepts of child labour, trafficking and hazardous work
- To review the international and national legal frameworks, policies and programmes on child labour and trafficking
- To determine what the issues are in the Solomon Islands and to plan for action.

To meet the objectives, the forum was organised into 6 sessions over a period of 3 days, which firstly explored the international context and legal framework of child labour and trafficking, before ‘unpacking’ the national legal and policy framework, gaps and issues and finally constructing concrete actions that could be taken to address the issues of child labour and trafficking. See Annex 1: Forum Information Brief and Programme
Forum Opening and Introductions

The National Child labour and trafficking forum was facilitated from the 26th-28th August by the Pacific Sub-Regional Child Labour and Trafficking Programme Coordinator, Marie Fatiaki and the Finance & Administrative Assistant, Mere Corerega.

The Forum was attended by representatives from Ministry of Commerce, Industry, Labour and Immigration, Ministry of Education and Human Resources-Education Department, Ministry of Women & Youth and Children’s Affairs-Department of Women, Children and Youth, Ministry of Justice and Legal Affairs, Ministry of Police, National Security and Correctional Services, Solomon Islands National Union of Workers including representatives from the SI National Teachers Association (SINTA) and Honiara City Council, Solomon Islands Chamber of Commerce & Industries- Solomon Islands Tuna, Live & Learn Environmental Education, World Vision, Save the Children Fund, Oxfam International, Homes of Hope Peace & Empowerment, Development Services Exchange, Solomon Islands Development Trust, Australian Federal Police, representatives from other UN agencies (UNWOMEN, UNICEF) and the Media. See Annex 2: Participant list

The Forum was officially opened by the Permanent Secretary, Mr. Hans Vaekesa from the Ministry of Commerce, Industry, Labour and Immigration. Other invited guests for the opening included the Head of the UN Joint Presence in Solomon Islands/UNDP Deputy Resident Representative, Ms. Akiko Suzaki and the Specialist on Strategies for Decent Work, Mr. Satoshi Sasaki.

In his opening address, the Permanent Secretary reminded participants of the value of children, and the responsibility the community and society had to protect and nurture them. He emphasised the important role each participant had to play, and the need for each participant to learn as much as possible about the issues of child labour and trafficking, and determine what needs to be done to address the issues in the Solomon Islands.
Mr. Satoshi Sasaki, on behalf of the ILO, thanked the participants for attending the forum, and provided a background of the ILO’s work on child labour and trafficking, particularly in the region from the growth of the EU funded project. He wished participants well on their deliberations and in developing action plans to move forward in addressing the issues in Solomon Islands.

In the introductory session, participants introduced themselves and identified their expectations of the forum, one child labour issue in Solomon Islands and one priority action needed to address the issue. The results from the introductory session were then organized in clusters and presented back to the participants and used in group exercises and discussions further on into the forum programme.

Feedback from the group introductions

A. PARTICIPANT EXPECTATIONS

1. To learn
   o To learn more about child labour and trafficking, and child rights issues
   o Discover what the child labour issues and trafficking issues are in Solomon Islands
   o To learn about the experiences of other Pacific countries and whether the country has a strategic plan to address child exploitation and trafficking
   o To learn from the experiences of other participants
   o Learn more about the policies and international law

2. To act
   o Understand how to deal with the issues that contribute to child labour
   o For all participants to develop a way forward to address the issue in Solomon Is
   o To become better equipped to deal with the issue
   o Learn more about the issues and the media’s role in exposing the issue
   o Learn to develop a company policy on child labour and trafficking
   o Learn about restraining measures taken on non-compliant countries
B. CHILD LABOUR ISSUES IDENTIFIED IN SOLOMON ISLANDS

Types of child labour in Solomon Islands
- Children pick-pocketing
- Children or young people involved in industrial work/working long hours
- Children scavenging
- Children in prostitution
- Children forced to do hard labour in agriculture
- Children forced to buy cigarettes and alcohol
- Young children as house girls or babysitters, especially relatives
- Children working in logging camps

Issues around adoptions/orphans
- Selling of unwanted babies-an emerging issue
- Children who are orphans or from broken families

Lack of awareness
- Lack of knowledge around what is ok or not ok with children, parents and the law
- Lack of understanding of child labour among teenagers

Out of school children/School drop-outs
- Children not attending school-have to help out to look after young siblings
- Children making shell money and not going to school

Working students
- Students finding temporary employment for school fees and expenses

Children in crisis situations
- Impact of natural disasters e.g. the floods negative coping mechanism for families-forces children to work to support the family

C. ACTIONS

Awareness, advocacy and research
- Conduct research on child labour in Solomon Is
- To raise awareness of the issue and how it affects our children’s future and communities-in every community and school, and around town
- To raise awareness on CSEC
- Use the media to expose the issues/advocate so that authorities take action-but consider code of ethics
**Capacity building, institutional strengthening, structures & systems**
- Build the capacity of national stakeholders to address child labour and trafficking
- Establish a working group of relevant authorities/all stakeholders to address the issues in Solomon Is

**Partnerships, networking**
- To work in partnership to address the issue

**Laws, policies and resources**
- Child labour and trafficking to be cross-cutting issues so that all developing partners must help eliminate
- Government to increase the budget for the relevant Ministry to address the issue
- To provide compulsory education for all children in Solomon Is
- Develop a child labour policy
- For authorities to develop policies to address the issue
- Identify ways that negative coping mechanisms can be dealt with/addressed

**Monitoring and enforcement**
- To ensure all children go to school to get good education
- To stop parents and others from using children for buying cigarettes

**Forum Resolutions**

The forum provided the platform for participants to learn the concepts and laws on child labour and trafficking and identify issues and actions to address child labour and trafficking in Solomon Islands. A main outcome of the forum was the ‘concrete action’ commitments made by participants to progress the agenda of combating child labour and trafficking in the SI. Participants identified visions for these actions in the SI, for example:

- Happy, healthy, wealthy, confident pikinini for a brighter future
- Protection of children’s welfare as part of the working conditions
- Trade unions empowered to address child labour issues
- Saying No to Child Labour is Everyone’s Business
- Working in partnership with all stakeholders to promote awareness and education of people at grassroots level and the public
- To eradicate the Worst forms of child labour in SI by 2025
Examples of these concrete action commitments include:

- Identify the number of children who are employed in Honiara through labour inspection using the CL inspection form
- Conduct awareness through the media on cybercrimes and involve mobile/telecom and internet companies in community awareness programmes
- Review National Action Plan for Children and develop child labour and child trafficking IEC materials for distribution
- Liaise with stakeholders to provide professional development training on child protection to Correction Officers
- Integrate issue in workshops, staff week and during Temotu awareness workshops.
- Include child labour discussion in SINTA meeting of women’s wing
- Make direct payment of school fees for up to 4 dependent children to educational institutions attended by children of employees
- Circulate information on child labour and trafficking through email and radio programmes
- Include information on child labour and trafficking in awareness programmes/workshops to be conducted in Renbel, Makira and Isabel
- Share information through awareness sessions organised with 10 communities and 5 schools
- Sponsor 20 students with school fees, uniforms and stationeries
- Share information on child labour and trafficking at Volunteer training workshop
- Make links to social media
- Include in newspaper street talk
- Produce documentary
- Archive child labour, trafficking and related articles
- Request ILO to work closely with Media Association of Solomon Islands to provide training workshops on child labour and trafficking to the media
- Conduct drama during 16 Days Activism Campaign
- Contribute to development of CSEC and Trafficking in a nutshell

The forum closed with the following resolutions:

- To conduct a rapid assessment on child labour in Solomon Islands focused on commercial sexual exploitation of children and children working in the informal sector in Honiara - **ILO lead.**
- To undertake further training on strategies and approaches to child labour, including child labour inspection, CLMS, and guidelines for working with children - **ILO lead.**
- Individual organisational ‘concrete action’ commitment to combat child labour and trafficking largely focused on awareness and advocacy led by individual agencies.

- The individual actions are presented on Day 3 summary of the report, Table 3.
Forum Summary

Day 1: Concepts and International Legislation

Day 1 focused on clarifying the international legal frameworks of child labour and trafficking, in particular the ILO Conventions on Minimum Age and Worst Forms of Child Labour, and the Trafficking (Palermo) protocol. Determining the list of hazardous child labour was also examined, and group exercises on profiling child labour and hazards and risks were conducted on Day 1. See Annex 3 & 4: ILO Presentations for Day 1. These exercises assisted participants to understand the application of the Minimum age and WFCL standards, and also assisted participants understand and identify hazards and risks in regards to working children. The results of the group exercise on Child Labour Profiling is included in the report as Appendix 1: Child Labour Profiling.
A matrix on the types of child labour in the SI was completed through these exercises, and is included below.

**TABLE 1: GROUP FEEDBACK ON TYPES OF CHILD LABOUR, INCLUDING HAZARDOUS CHILD LABOUR THAT EXISTS IN SOLOMON IS**

<table>
<thead>
<tr>
<th>Example of type of child labour</th>
<th>Where? Location?</th>
<th>Estimated numbers?</th>
<th>Age &amp; gender of children</th>
<th>Vulnerabilities? Reasons</th>
<th>Description of work/ tasks</th>
<th>Identified hazards &amp; risks/ consequences</th>
<th>Actions to take to eliminate the risks/ address the issue</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Agriculture Sector</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Harvesting and collecting palm oil fruits</td>
<td>Guadalcanal Plains Plantation Limited; East Guadalcanal</td>
<td>4-7 children per family involved in collection</td>
<td>Both gender; children from 5-17 years</td>
<td>If a family needs to harvest an area of palm, the whole family including the children are involved in the harvesting/ collection of fruits</td>
<td>Collecting palm oil fruits as part of a family’s work contract.</td>
<td>Thorns, bending, insects and animal bites, exposure to extreme weather temperature</td>
<td>Make it illegal or conditional for children under 18 years to be engaged in working on palm oil plantations i.e. with certain conditions</td>
</tr>
<tr>
<td>Use of agro-chemicals to spray on palm oil plantations (pesticides, insecticides)</td>
<td>Guadalcanal Plains Plantation Limited; East Guadalcanal</td>
<td>4-7 children per family involved in collection</td>
<td>Both gender; children from 5-17 years</td>
<td>To help the family; out growers contract type</td>
<td>Children use chemicals to do the spraying (T45 was used before, now use gramozone)</td>
<td>Exposure to toxic chemicals e.g. gramozone</td>
<td>Prohibit children under 18 years to handle toxic chemicals/ agro-chemicals</td>
</tr>
<tr>
<td><strong>Fishing sector</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Harvesting of beche-de-mer</td>
<td>Rural villages e.g. Ngongosila Island, Malaita Province</td>
<td>4-7 children per family involved</td>
<td>Mainly male; 8-17 years</td>
<td>To support family income, pay school expenses and other basic needs, good money, high demand</td>
<td>Diving in deep water; sorting; loading and transporting catch</td>
<td>Extreme temperature; exposed to sharks or crocodiles; infections from polluted water; illegal activities</td>
<td>Promote awareness on ILO standards on child labour</td>
</tr>
<tr>
<td><strong>Forestry &amp; Mining</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Domestic work in logging camps</td>
<td>Most logging camps in SI</td>
<td>2-4 per family involved</td>
<td>Mainly females; 11-16 years</td>
<td>Source of income for the family For individual needs</td>
<td>Laundry, housekeeping, cooking</td>
<td>Working odd hours; working in isolation</td>
<td>Develop policies to address this; ILO to support implementation/ enforcement</td>
</tr>
<tr>
<td>CSEC in logging camps</td>
<td>Most logging camps in SI</td>
<td>Not sure (6-12 per camp?)</td>
<td>Mainly females; 9-16; also males</td>
<td>Source of income for the family &amp; individual needs</td>
<td>Sexual activities</td>
<td>HIV/ STI; Teenage pregnancy; high mortality rate</td>
<td></td>
</tr>
<tr>
<td><strong>Mining</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Alluvial mining</td>
<td>Goldridge Koloula</td>
<td>Not sure</td>
<td>Both female and males; 5-18 years</td>
<td>Source of income for the family</td>
<td>Digging of soil from mountain to the stream; carrying rocks; panning</td>
<td>Landslide disaster; exposed to chemicals; skin disease; health issues</td>
<td>Develop policies to address this; ILO to support implementation/ enforcement</td>
</tr>
</tbody>
</table>

PAGE 9
### Construction & associated industries

<table>
<thead>
<tr>
<th>Activity</th>
<th>Location</th>
<th>Age</th>
<th>Gender</th>
<th>Skills Developed</th>
<th>Safety Issues</th>
<th>Workplace Recommendations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Furniture making (unregulated informal operators)</td>
<td>Honiara; Ranadi</td>
<td>15-17 years; males</td>
<td>Develop skills; No other income source</td>
<td>Plane timber; timber dressing; using electrical machines; nailing timber; sanding of timber; varnishing timber/furniture</td>
<td>Inhaling dust: asthma, breathing difficulties; loud noise- hearing problems; punctures from nails- injuries; back injuries from bending/ lifting heavy weight</td>
<td>Develop safety regulations for all workplaces; provide training for young workers and protective gear, for example, helmets, masks, gloves, footwear</td>
</tr>
<tr>
<td>Making bricks; road construction; building construction</td>
<td>Honiara; Ranadi</td>
<td>15-17 years; males and some females</td>
<td>Very little income; No alternative opportunity</td>
<td>Painting; tiling; plastering; load lifting</td>
<td>Inhaling dust: asthma, breathing difficulties; loud noise- hearing problems; punctures from nails- injuries; back injuries from bending/ lifting heavy weight</td>
<td></td>
</tr>
</tbody>
</table>

### Domestic sector

<table>
<thead>
<tr>
<th>Activity</th>
<th>Location</th>
<th>Age</th>
<th>Gender</th>
<th>Skills Developed</th>
<th>Safety Issues</th>
<th>Workplace Recommendations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Caring for young children/ infants (parenting role); House girl</td>
<td>Both rural and urban areas</td>
<td>Not sure</td>
<td>Female; 8-12 years</td>
<td>Where mothers are income earners, for example working in Sol Tuna factory or selling in the market/ street vendor- girls are needed to babysit</td>
<td>Washing; cleaning; feeding; carrying babies; playing with children; collecting water</td>
<td>Exposed to household chemicals; long working hours- fatigue/ lack attentiveness; sharp objects; unable to react to emergencies; consequences to baby- not enough attention; ergonomic hazard</td>
</tr>
<tr>
<td>Food preparation; water or firewood collection</td>
<td>Both rural and urban areas</td>
<td>Not sure</td>
<td>Males 14-15 years; Females 5-17 years</td>
<td>Where mothers are income earners, girls are needed to babysit</td>
<td>Climbing up coconut trees; collecting and chopping firewood; collecting water</td>
<td>Walking long distances to carry water; heavy load; physical injuries from falling from tree; burns; drowning in the river; cuts; risk of abuse or harassment- isolation or separation from family</td>
</tr>
<tr>
<td>Children/ youths involved in building/ recovery work after disaster</td>
<td>Disaster affected communities</td>
<td>Not sure</td>
<td>Mostly males; 12-16 years</td>
<td>Cheap/ no-cost labour; pressure from family; as part of family contracts</td>
<td>Carry timber; digging wells</td>
<td>no school attendance/ drop-out; carry heavy loads; infections; cuts from sharp objects</td>
</tr>
<tr>
<td>Services sector and street activities</td>
<td>Homes, markets, streets</td>
<td>Many</td>
<td>Any child, gender</td>
<td>Ignorance of the law; cultural beliefs</td>
<td>Going alone to the shops; sometimes at night</td>
<td>Not safe; drunks around; may be assaulted or molested; may start smoking and drinking at young age</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Children pick-pocketing</td>
<td>Markets; Point Cruz; Chinatown</td>
<td>Not sure</td>
<td>9-12 years; males; older children/ youths also</td>
<td>Poverty Unemployment</td>
<td>Steal from people on buses, pedestrians, at markets, in church, at nightclubs; breaking in &amp; entering homes</td>
<td>Beaten up; arrested; take drugs; addicted to easy money</td>
</tr>
<tr>
<td>Scavenging for cans, metals, food</td>
<td>Ranadi dump/ Burns Creek; streets; streams</td>
<td>Many</td>
<td>5-17 years; any gender</td>
<td>Poverty; displaced families during the crisis/ before; makeshift ‘houses’ (broken down trucks etc.) established at the site</td>
<td>Look for things in the dump to recycle</td>
<td>Illness; exposure to toxic wastes, batteries, heavy metals, fires, explosions; cuts from sharp objects; flies/ mosquitoes; dust, fumes; tetanus, injuries</td>
</tr>
<tr>
<td>Nightclub, motel and casino workers- Solfish</td>
<td>Honiara; fishing boats; Asian clientele in homes; taxi drivers</td>
<td>Not sure</td>
<td>Teenage girls and boys?</td>
<td>School dropouts Lack of opportunities Poverty For money</td>
<td>Employers use girls for sex with clients to make money- part of employment contract</td>
<td>Disease, pregnancy, abuse, drugs and alcohol, death, violence. Sexual harassment/ CSEC</td>
</tr>
<tr>
<td>Selling kwaso, betelnut, marijuana</td>
<td>Honiara streets, at stalls; from homes; squatter settlements</td>
<td>Not sure</td>
<td>Children under 18 years; males and female</td>
<td>To help family income Family contract</td>
<td>Selling for money for someone else</td>
<td>Physical abuse; mental illness; addicts; risk of using drugs/ alcohol; sexual abuse; theft</td>
</tr>
</tbody>
</table>
Day 2: National legal and policy frameworks

Day 2 was focused on exploring the national responses to child labour and trafficking through presentations on legal and policy frameworks from the Ministry of Education and Human Resources Development (MoEHRD) and the Ministry of Women & Youth and Children’s Affairs. The Ministry of Education presented an overview of the Education vision, current trends and policies for SI. This presentation was greatly appreciated by the participants as not many were aware of the education initiatives and recommended that the MoEHRD make this information more widely assessable to the general public.

A very comprehensive presentation was made by Anika Kingmele of UNICEF on behalf of the Ministry of Women & Youth, Children and Family Affairs on related national laws in the SI. In particular, Ms. Kingmele clarified the relevant provisions in the Constitution, the Penal Code, the Labour Act, the Immigration and Child Protection Policies. For many participants, the presentation of the laws was an ‘eye opener’ and this was followed by discussions on the gaps in laws and policies, in particular on enforcement.

Participants then conducted a group gap analysis ‘train station’ exercise highlighting gaps in legislation, monitoring and enforcement, coordination and partnerships, existing livelihood and family support programmes, CSR, NFE, and awareness and advocacy. An overview of participant feedback on this exercise is presented below.
## TABLE 2: PARTICIPANT FEEDBACK ON GAP ANALYSIS ‘TRAIN STATION’ EXERCISE

<table>
<thead>
<tr>
<th>Policies, laws, structures, systems, programs</th>
<th>What are the issues, gap?</th>
<th>What are the opportunities for actions using existing programs or developing new ones</th>
<th>Who are the stakeholders who may be involved</th>
<th>What needs to be done to engage with stakeholders and get the proposed actions underway?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strengthen laws and policies</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Penal Code</strong></td>
<td>• Not in line with child protection laws</td>
<td>• Submit input to Law Reform Commission- from Ministries</td>
<td>• MWYCFA</td>
<td>• Consultations with the key stakeholders</td>
</tr>
<tr>
<td></td>
<td>• Penalties are weak</td>
<td>• Awareness of the law at the community level</td>
<td>• MoEHRD</td>
<td>• Lobbying</td>
</tr>
<tr>
<td></td>
<td>• Definitions lacking</td>
<td>• Develop Anti- corruption policy with enforcement agencies/ authorities</td>
<td>• UNICEF</td>
<td>• Dialogue forums</td>
</tr>
<tr>
<td></td>
<td>• Provisions on trafficking in persons</td>
<td>• Set up system for monitoring &amp; evaluation of CSEC</td>
<td>• MJLA</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Emerging crime type- cybercrimes- internet stalking etc.</td>
<td></td>
<td>• MPNSE</td>
<td></td>
</tr>
<tr>
<td><strong>Education laws &amp; policies</strong></td>
<td>• No focal point for child protection/ child intervention focal point</td>
<td>• SWAP</td>
<td>• MoEHRD</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Lack of awareness of MoEHRD laws, policies, programmes to teachers, children, parents, community</td>
<td>• Awareness through SINTA?</td>
<td>• SINTA</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Lack of awareness of MoEHRD laws, policies, programmes to teachers, children, parents, community</td>
<td></td>
<td>• UNICEF</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Lack of awareness of MoEHRD laws, policies, programmes to teachers, children, parents, community</td>
<td></td>
<td>• MJLA</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Lack of awareness of MoEHRD laws, policies, programmes to teachers, children, parents, community</td>
<td></td>
<td>• Media</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Lack of awareness of MoEHRD laws, policies, programmes to teachers, children, parents, community</td>
<td></td>
<td>• MOF</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Lack of awareness of MoEHRD laws, policies, programmes to teachers, children, parents, community</td>
<td></td>
<td>• Development partners</td>
<td></td>
</tr>
<tr>
<td><strong>Labour Act</strong></td>
<td>• Review Labour Act to align with Conventions 182/ 138</td>
<td>• Capacity building/ training of Labour Inspectorate with HMA</td>
<td>• MWYCFA</td>
<td>• Establish tri-partite advisory board to advise stakeholders</td>
</tr>
<tr>
<td></td>
<td>• Include mandatory reporting of child labour cases to MLHRD</td>
<td>• Empowering labour inspectors through the law</td>
<td>• MoLII</td>
<td>• Joint agency approach</td>
</tr>
<tr>
<td></td>
<td>• Lack of resources/ HR</td>
<td>• Recruit officers</td>
<td>• MJLA</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Remoteness</td>
<td></td>
<td>• HMA</td>
<td></td>
</tr>
<tr>
<td><strong>Family Law Protection Bill</strong></td>
<td>• Lack of awareness of agencies of the Family Law Protection Bill provisions</td>
<td></td>
<td>• ILO &amp; social partners</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• MWYCFA</td>
<td></td>
</tr>
<tr>
<td><strong>Strengthen monitoring and enforcement</strong></td>
<td></td>
<td></td>
<td>• UNICEF</td>
<td></td>
</tr>
<tr>
<td><strong>Tobacco Act</strong></td>
<td>• Non- enforcement</td>
<td>• Training police &amp; enforcement agencies</td>
<td>• RSIPF</td>
<td>• Role of NGOs to disseminate information</td>
</tr>
<tr>
<td></td>
<td>• Lack of awareness on who is responsible for enforcement</td>
<td>• Stop selling single cigarettes/ packs to persons under 18 years</td>
<td>• SAO</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Lack of Police response and follow up</td>
<td>• Consequences for no actions</td>
<td>• Domestic Violence Units</td>
<td></td>
</tr>
</tbody>
</table>
### Penal Code
- Need for authorities like Police to be trained
- Train Police, Health officers, teachers and other professionals on monitoring and referral system
- Conduct training on Family Law Bill and relevant laws and policies
- Use opportunities for training
- Consultations with the key stakeholders
- Get training schedules from Police, teacher unions etc.
- Dialogue forums
- Develop safety net concept paper- identify roles of stakeholders involved

| MWYCFA | MoEHRD | UNICEF | MJLA | MPNSCE | SINTA | NGOs |
| MCILI | MLHRD | HMA | ILO & social partners | MWYCFA | Police | HCC |
| MOLI | MLIA | Media | MOF | SINTA | Development partners |

### Education laws & policies
- Monitoring of school attendance from national to district/ community level
- Establish links to community level
- Community/ provincial level education committees?
- Consultations with the key stakeholders
- Get training schedules from Police, teacher unions etc.
- Dialogue forums
- Develop safety net concept paper- identify roles of stakeholders involved

| MoEHRD | UNICEF | MJLA | Media | MOF | SINTA | Development partners |
| MCILI | MLIA | Media | MOF | SINTA | Development partners |
| MOLI | MLIA | HMA | ILO & social partners | MWYCFA | Police | HCC |

### Labour Act
- Strengthen inspection system/ inspectorates
- Include mandatory reporting of child labour cases to MLHRD
- Lack of resources/ HR
- Remoteness
- Proactive enforcement of the regulations
- Capacity building/ training of Labour Inspectorate with HMA
- Include checklist for labour inspection- how to identify
- Child labour inspection tools
- Consultations with the key stakeholders- all education authorities, donors, private sector authorities, statutory commissions & NGOs
- Lobbying
- Dialogue forums

| MOLI | MLIA | HMA | ILO & social partners | MWYCFA | Police | HCC |
| MCILI | MLIA | Media | MOF | SINTA | Development partners |
| MOLI | MLIA | HMA | ILO & social partners | MWYCFA | Police | HCC |

### Transport
- Review driving age
- No knowledge of child protection issues for public transport workers
- Train public transport workers
- Consultations with the key stakeholders- all education authorities, donors, private sector authorities, statutory commissions & NGOs
- Lobbying
- Dialogue forums

| MOLI | ILO & social partners | MPNSCS | UNICEF | MWYCFA |
| MCILI | ILO & social partners | MOF | SINTA |

### Family Law Protection Bill
- Lack of awareness of authorities on monitoring and referral procedures for reporting cases of child exploitation, abuse (including child labour/ CSEC/ child trafficking)
- Capacity building and training of authorities, teachers, NGOs etc.
- Consultations with the key stakeholders- all education authorities, donors, private sector authorities, statutory commissions & NGOs
- Lobbying
- Dialogue forums

| MWYCFA | UNICEF | NACC | SINTA |

### Strengthen structures and systems for coordination and partnerships

| Govt- MoH, MWYCFA, Finance, Agriculture, Tourism, Fisheries, Education, Labour, Immigration, |

### NACC:
3 working groups i.e. Survival, Development, Protection
- Links between relevant steering committees lacking- NACC, EVAW National Taskforce, Health & Education Taskforce, Economic Status Task Force, Gender Mainstreaming Task Force
- Link working groups
- Quarterly stakeholders meeting for dialogue and feedback
- Strengthen partnerships with MOU
- Strengthen provincial sectors and community set up
- Include working groups on
- Increase membership to include agencies working with children’s issues and other key stakeholders
- Establish links between steering committees such as NACC and EVAW- address

| Govt- MoH, MWYCFA, Finance, Agriculture, Tourism, Fisheries, Education, Labour, Immigration, |

PAGE 14
### EVAW: MoH, RSIPF, FSC, CCC, UNWomen, UNICEF, PSO, MJLA, World Vision, VBM

- Not all agencies working on child related issues on NACC

### Participation, Prevention, Protection and Prosecution
- Strengthen NACC by including other key stakeholders as members
- EVAW- supporting actions to address violence against women through training men, coordinating policy and services, rehabilitation, strengthening legal frameworks, enforcement and developing a national commitment to EVAW

### Police
- NACC
- EVAW
- Working groups
- UNWomen
- UNICEF
- NGOs
- Media

### common issue of violence against women/ girls (CSEC is a form of violence against girls)
- Key stakeholders are other NGOs, FBOs, Caregivers, Children, Media- not yet on working groups

### Enhance programmes to provide family support, skills and livelihood training, non-formal education and corporate social responsibility (CSR)

| NDMO-Welfare IDP Cluster | Oxfam- working with PWSN
| JOA | LLEE- livelihood programme
| National Youth Policy | ILO- advocacy
| Labour Employment Policy | Assist PWDSI to advocate for ratification of CRPWD
| National Children Policy | NGOs- Provide community based training
| | Conduct parenting training
| | Raise awareness on recruitment and employment policies/ laws with certain industries
| | Develop programmes for unemployed youth
| | Provide rehabilitation programme
| | Conduct media awareness

### MOUL
- Churches
- Youth at Work
- SPC
- MWYCFA
- Informal sector
- Private sector
- PLWDSI
- Ministry of Education
- NDMO
- WVSI
- SCA
- Media
- SCCI/ WUSI/ SINTA

### Identify and assist PWSN
- Provide counselling and care
- Review current policies and existing practices
- Increase HR budget and budget for logistical support
- Collaboration
- Dialogue groups/ forums
- Conduct mapping of programmes offered by all stakeholders involved

### Improve awareness and advocacy, research and knowledge sharing

| Child labour issues & Labour Law provisions on child labour | Conduct child labour research
| | Include awareness of child issues and labour law in training programmes
| | All stakeholders

### All stakeholders
- Logistic and financial support
- Establish research team

| Sexual offences in the Penal Code | Cultural beliefs and practices are barriers for information delivery
| | Train community leaders on policies
| | Police
| | NGOs
| | Church leaders
| | Teachers
| | Youth Leaders
| | MJLA
| | Provincial Executives

### Logistic and financial support
- Good collaboration
- Establish task force

---

PAGE 15
Day 2 ended with a presentation on trafficking and commercial sexual exploitation of children, followed by a group activity focusing on mapping the elements of trafficking and commercial sexual exploitation of children, the causes, vulnerabilities and the consequences, and preventative strategies. The exercises assisted participants understand how to identify cases of CSEC and trafficking. A role play conducted by participants also very clearly illustrated the monitoring and referral system that should be in place in SI to identify children in CSE, and ensure they received assistance, and that their exploiters were investigated and prosecuted. See Annex 7: ILO CSEC & Trafficking Presentation.
CSEC and Trafficking group illustration and role play exercises. See Annex 8 for Snapshots on CSEC & Trafficking Groupwork.
Day 3: Planning for Action

The closing day of the forum (Day 3) began with presentations of issues and lessons learnt from one of the leading NGOs in Solomon Islands working with children at community level- World Vision. This was followed by forum dialogue on the findings of the World Vision study, which revealed many child protection issues at the community level that participants were unaware of.

Child protection issues highlighted through World Vision’s Community Level Assessment included child physical and sexual abuse, parental neglect, teenage pregnancy, domestic violence, child labour and prostitution.

The IPEC experiences and lessons learnt presentation and the TACKLE DVD on Tackling Child Labour through Education in Fiji which was then shown, provided participants with an insight to strategies and approaches that can be taken to address many of the issues that had been raised in the forum. In particular, the DVD highlighted that in Fiji, participants had also begun actions to tackle child labour from a similar forum held in Fiji, and addressed similar issues such as the need to address family poverty, education programmes for school drop outs and shaping formal education for the job market, over a period of time. See Annex 10: ILO Strategies & Approaches Presentation

The final exercise involved participants constructing local definitions of child labour, highlighting visions and three key national priorities for action to combat child labour, and committing to concrete individual actions to move forward at the end of the forum. Definitions of child labour included:

- **Engaging children in work that will:**
  - Keep them away from school and childhood activities
  - Affect their minds and bodies- physically and psychologically
  - Expose them to activities that can be socially and morally harmful and dangerous to children
- **No spoilem oloketa pikinini. Luk aftam gud pikinini blong iumi!**
- **Pikinini at work at all levels!**
In addition participants discussed visions and missions for child labour work in Solomon Islands. The visions/missions were as follows:

- **Happy, healthy, wealthy, confident pikinini for a brighter future**
- **Protection of children’s welfare as part of the working conditions**
- **Trade unions empowered to address child labour issues**
- **Saying No to Child Labour is Everyone’s Business**
- **Working in partnership with all stakeholders to promote awareness and education of people at grassroots level and the public**
- **To eradicate the Worst forms of child labour in SI by 2025**

Participants then presented action plans at the end of the forum on issues that had been highlighted throughout. National actions were prioritised and commitments made at the individual organisational level which largely focuses on awareness and advocacy. These are presented below.
<table>
<thead>
<tr>
<th>Group/ Org</th>
<th>National Priority Actions</th>
<th>Issue we will address over the next 3 months</th>
<th>Objective/ purpose over the next 3 months</th>
<th>Activities to implement over the next 3 months to achieve the objective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Government</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MCILI</td>
<td>• Review of Labour Act and Penal Code&lt;br&gt;• Strengthen structures and systems for coordination and partnership&lt;br&gt;• Improve awareness, advocacy, research and knowledge sharing</td>
<td>Evidence in Honiara of children being employed</td>
<td>To reduce the number of children in child labour in Honiara</td>
<td>• Identify the number of children who are employed in Honiara through labour inspection using the CL inspection form&lt;br&gt;• Decide course of action for the next stage based on findings</td>
</tr>
<tr>
<td>Ministry of Police</td>
<td></td>
<td>Cybercrimes such as internet stalking as emerging crime type</td>
<td>To raise awareness of cyber crimes</td>
<td>• Conduct awareness through the media&lt;br&gt;• Involve mobile/ telecom and internet companies in community awareness programmes</td>
</tr>
<tr>
<td>MoEHRD</td>
<td>TBC</td>
<td></td>
<td></td>
<td>• TBC</td>
</tr>
<tr>
<td>Correctional Services</td>
<td></td>
<td></td>
<td></td>
<td>• Liaise with stakeholders to provide professional development training on child protection to Correction Officers</td>
</tr>
<tr>
<td>Union/ Employers</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SINTA Honiara City Council</td>
<td>• Review national laws and policies related to child labour&lt;br&gt;• Improve enforcement mechanisms such as inspections and monitoring&lt;br&gt;• Increase the capacity of enforcement authorities to address child labour</td>
<td>Lack of awareness and advocacy on child protection laws</td>
<td>Increase awareness and advocacy with workers, employers, government with ILO support</td>
<td>• Include child labour discussion in SINTA meeting of women’s wing</td>
</tr>
<tr>
<td>Solomon Is Tuna (SICCI member)</td>
<td></td>
<td>Improve conditions of families</td>
<td>Payment of school subsidies for school children</td>
<td>• Make direct payment of school fees for up to 4 dependent children to educational institutions attended by children of employees</td>
</tr>
<tr>
<td>NGOs</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>DSC</td>
<td>• Support programmes addressing the commercial sexual exploitation of children&lt;br&gt;• Strengthen and increase child protection programmes</td>
<td>Increase awareness on child labour and trafficking</td>
<td>Share child labour and trafficking information through own offices and networks and during: 16 Days Activism, International Volunteers Day, International Children’s Day</td>
<td>• Circulate information on child labour and trafficking through email and radio programmes&lt;br&gt;• Include information on child labour and trafficking in awareness programmes/workshops to be conducted in Renbel, Makira and Isabel</td>
</tr>
<tr>
<td>LLEE</td>
<td></td>
<td></td>
<td></td>
<td>• Share information on child labour and trafficking at Volunteer training workshop&lt;br&gt;• Identify and assist PWSN</td>
</tr>
<tr>
<td>Oxfam Int.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Organization</td>
<td>Activities</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-----------------------</td>
<td>----------------------------------------------------------------------------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HOPE Trust</td>
<td>• Increase awareness through the media</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Share information through awareness sessions organised with 10 communities</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>and 5 schools</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Sponsor 20 students with school fees, uniforms and stationeries</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Share information with HOPE Trust Board</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>World Vision</td>
<td>• Temotu awareness</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Share information</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Staff week</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Integrate in workshops</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Publish on website</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SIDT</td>
<td>• Conduct drama during 16 Days Activism Campaign</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Family Support Centre</td>
<td>• Conduct awareness in Malaita, Isabel, Russel Island</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• High school talks</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Fortnightly radio programmes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Share information to trafficking in Persons Advisory Committee</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ISSI</td>
<td>• Strengthening Areare culture</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Integrating information into ISSI materials</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SCA</td>
<td>• Share information with Child Protection Officers</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Media</td>
<td>• Strengthen laws and policies. Review the:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Penal Code</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Education Act</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Labour Act</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Media</td>
<td>• Lack of awareness on child labour and trafficking</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Using media to expose current issues and trends on child labour, trafficking</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>and issues such as:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Smoking, alcohol and drug abuse</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Pickpocketing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Scavenging</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Media</td>
<td>• Make links to social media</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Organise radio talk-back show</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Newspaper street talk</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Produce documentary</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Archiving of child labour, trafficking and related articles</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Request ILO to work closely with Media Association of Solomon Islands to</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>provide training workshops on child labour and trafficking to the media</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>UNICEF</td>
<td>• Ratification of Optional Protocol for UNCRC</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Research on child labour, esp. CSEC</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Establishment of Tri-partite Committee</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Awareness &amp; advocacy</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Include issue in 16 Days Activism- white ribbon campaign</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• IEC materials by CP working group-diagram on HT for poster (Day 2)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Support CSEC and Trafficking “in a nutshell”</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>UNWomen</td>
<td>• Awareness &amp; advocacy</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Include issue in 16 Days Activism- white ribbon campaign</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Support IEC material development- CSEC and Trafficking “in a nutshell”</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ILO</td>
<td>• Research</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Coordinate Rapid Assessment in Honiara- children working on the streets</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>and CSEC</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Develop CSEC and Trafficking “in a nutshell”</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Conclusion & Evaluation

In conclusion, the forum was successful in identifying national priorities for the country in combating child labour and trafficking, identifying the linkages between agencies and the need to collaborate and nurture partnerships, agreeing to actions that could be undertaken to address the issues of child labour and trafficking, and committing to resolutions and concrete individual organizational actions to be completed over the next three months. *(See Appendix 2 for forum evaluation)*. These concrete actions included:

- To conduct a rapid assessment on child labour in Solomon Islands focused on commercial sexual exploitation of children and children working in the informal sector in Honiara. This will be led by the ILO in consultation with forum partners.

- To undertake further training on strategies and approaches to child labour, including child labour inspection, CLMS, and guidelines for working with children. This will be planned by the ILO in consultation with MCILI.

- Individual organisational ‘concrete action’ commitment to combat child labour and trafficking, largely focused on awareness and advocacy led by individual agencies, as outlined in **TABLE 3: IDENTIFIED NATIONAL PRIORITIES AND PARTICIPANT ‘CONCRETE ACTION’ COMMITMENTS**. Participants will reconvene within the 3 month period to track progress made on these concrete action commitments.

The ILO acknowledges the support and commitment of all stakeholders who participated in the first National Child Labour and Trafficking Forum in the Solomon Islands, August 26th to 28th 2014. Thank u tumas!
### Appendix 1: Child Labour Profiling Group work Feedback

#### DAY 1 _SESSION 4: GROUPWORK AND PLENARY: DEVELOPING A CHILD LABOUR PROFILE

<table>
<thead>
<tr>
<th>Name</th>
<th>Age</th>
<th>Gender</th>
<th>Country</th>
<th>Nature of Work</th>
<th>Working Environment</th>
<th>Reasons for Work</th>
<th>Education Status</th>
<th>Family Background</th>
<th>Is this happening in SI</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CHILD BELOW MINIMUM AGE</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Betty &amp; Marilyn</td>
<td>6</td>
<td>F</td>
<td>Brazil</td>
<td>Child Labour</td>
<td>Carrying plant like sugarcane back from the field- potentially hazardous</td>
<td>To support the family</td>
<td>None</td>
<td>Farming/ subsistence</td>
<td>Yes, collecting sand at Marawata</td>
</tr>
<tr>
<td>Bill</td>
<td>9</td>
<td>M</td>
<td>India</td>
<td>Street Vendor</td>
<td>Alone on the street at night (not safe)- potentially hazardous</td>
<td>Parents are low income earners. Child also from a household of 8 (extended family)</td>
<td>Grade 3</td>
<td>Good</td>
<td>Yes</td>
</tr>
<tr>
<td>Mouio</td>
<td>7</td>
<td>F</td>
<td>Vietnam</td>
<td>Selling handicrafts on the street</td>
<td>Public- not safe. Full time hours &amp; casual work- potentially hazardous</td>
<td>Earn money for family</td>
<td>Not stated</td>
<td>Poor family-debt bondage situation</td>
<td>Not at all</td>
</tr>
<tr>
<td>Emily</td>
<td>12</td>
<td>F</td>
<td>Peru</td>
<td>Sorting out cabbages/tobacco leaves</td>
<td>Manual</td>
<td>Helping family farm</td>
<td>Primary education</td>
<td>Poor family-debt bondage situation</td>
<td>Not at all</td>
</tr>
<tr>
<td>John</td>
<td>8</td>
<td>M</td>
<td>India</td>
<td>Begging (illicit activities- a WFCL)</td>
<td>No working condition</td>
<td>Support siblings</td>
<td>No Education</td>
<td>Parents deceased (orphan)</td>
<td>No</td>
</tr>
<tr>
<td>Luke</td>
<td>5</td>
<td>M</td>
<td>Africa</td>
<td>Stone crushing- hazardous work!</td>
<td>Not safe working condition. Works for 4hours</td>
<td>for survival-parents died</td>
<td>None</td>
<td>Orphan</td>
<td>No</td>
</tr>
<tr>
<td><strong>CHILD IN LIGHT WORK</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prema Maeato</td>
<td>14</td>
<td>M</td>
<td>North Malaita, SI</td>
<td>Feeding chicken</td>
<td>Clean environment</td>
<td>Support for school fee &amp; others</td>
<td>In school</td>
<td>Subsistence/ farming</td>
<td>Yes</td>
</tr>
<tr>
<td>Linda below 14</td>
<td>F</td>
<td>India</td>
<td>Light work-collecting cotton</td>
<td>Light work, helping family member to collect cotton from the farm and enjoying the work.</td>
<td>Helping the family to earn income</td>
<td>Grade 5-still attending school and help the family after school</td>
<td>All are well and helping each other with the family farm</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Tahira</td>
<td>12</td>
<td>F</td>
<td>Afghanist an</td>
<td>Selling newspaper</td>
<td>Public- not safe. Full time hours &amp; casual work</td>
<td>Earn money for a living</td>
<td>Not attending school- Not light work</td>
<td>Poor family or broken family</td>
<td>No</td>
</tr>
<tr>
<td>Wendy</td>
<td>12</td>
<td>F</td>
<td>PNG</td>
<td>Light work</td>
<td>Ok and safe. 1-2 hours per day</td>
<td>Support family</td>
<td>Grade 4</td>
<td>Subsistence farming</td>
<td>Yes</td>
</tr>
<tr>
<td>Jane</td>
<td>15</td>
<td>F</td>
<td>Cambodia</td>
<td>Home chores</td>
<td>No condition, maybe water pollution (Exposed to health hazards)- potentially hazardous work</td>
<td>Helping parents. Self-employed</td>
<td>Form 3</td>
<td>Yes, most household in Solomon Islands</td>
<td>Yes</td>
</tr>
<tr>
<td>Neiko</td>
<td>14</td>
<td>F</td>
<td>Guyana</td>
<td>Domestic work</td>
<td>Manual/repetitive work for 4hours a day. No contracts and no payment- potentially not light work</td>
<td>Helping at home share the chores</td>
<td>Primary education</td>
<td>Low income education-big family to support</td>
<td>Yes</td>
</tr>
</tbody>
</table>
### WORST FORMS OF CHILD LABOUR

<table>
<thead>
<tr>
<th>Name</th>
<th>Age</th>
<th>Gender</th>
<th>Country</th>
<th>Occupation</th>
<th>Risk</th>
<th>Employment</th>
<th>Education</th>
<th>Family Status</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tamair</td>
<td>16</td>
<td>F</td>
<td>Thailand</td>
<td>Prostitution/ CSEC</td>
<td>Dangerous</td>
<td>Earning family income</td>
<td>Drop-out</td>
<td>Poor</td>
<td></td>
</tr>
<tr>
<td>Mike</td>
<td>13</td>
<td>M</td>
<td>Asia</td>
<td>Army/Child Soldier</td>
<td>Most dangerous/hazardous</td>
<td>Maybe the force is running out of soldiers</td>
<td>The kid was still in school</td>
<td>Yes (10-12 years going out to the fishing boat)</td>
<td></td>
</tr>
<tr>
<td>Wong Keo</td>
<td>5</td>
<td>M</td>
<td>Mongolia</td>
<td>Slavery</td>
<td>Full time, heavy manual work not safe &amp; healthy, casual, paid at a lower rate or not paid at all.</td>
<td>Debt Bondage-work for a living</td>
<td>No Education</td>
<td>Poor family or orphanage</td>
<td>Not yet</td>
</tr>
<tr>
<td>Mao</td>
<td>12</td>
<td>M</td>
<td>North Korea</td>
<td>Child Soldier/ Slavery like conditions-armed forces</td>
<td>Under pressure and long hours &amp; Earn minimum wage</td>
<td>Support country or rebels</td>
<td>No Education</td>
<td>Militant supporter. No choice- under duress</td>
<td>No</td>
</tr>
<tr>
<td>Tom</td>
<td>16</td>
<td>M</td>
<td>Malaysia</td>
<td>Slavery and forced labour</td>
<td>Underground mining which is not safe. Works for at least 8 hours &amp; on a 1-year contract</td>
<td>Support his family to earn income for school fees</td>
<td>Grade 7</td>
<td>Poor and parents not earning enough</td>
<td>No</td>
</tr>
<tr>
<td>Yamovani</td>
<td>11</td>
<td>F</td>
<td>Pakistan</td>
<td>Sex work</td>
<td>Not safe. Police officers often threaten her to arrest for prostitution (is a crime in the country) &amp; force her to have sex.</td>
<td>No one takes care of her for survival - street children</td>
<td>No Education - illiterate</td>
<td>Mother was a prostitute. She died when she was young.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

### HAZARDOUS WORK

<table>
<thead>
<tr>
<th>Name</th>
<th>Age</th>
<th>Gender</th>
<th>Country</th>
<th>Occupation</th>
<th>Risk</th>
<th>Employment</th>
<th>Education</th>
<th>Family Status</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mos</td>
<td>12</td>
<td>M</td>
<td>Chili</td>
<td>Hazardous-carrying heavy load</td>
<td>Dusty</td>
<td>Family support</td>
<td>None</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Ranjita</td>
<td>13</td>
<td>F</td>
<td>India</td>
<td>Hazardous-carrying gravel</td>
<td>Hazard to health (weight &amp; breathing)</td>
<td>Orphan/Eldest</td>
<td>Grade 3</td>
<td>mother died &amp; was abandoned by father</td>
<td>sometime s</td>
</tr>
<tr>
<td>Fung Lee</td>
<td>9</td>
<td></td>
<td>Beijing</td>
<td>Drilling-hazardous</td>
<td>Full time, no protective clothing &amp; safety equipment</td>
<td>Earn money for a living</td>
<td>Not attending school</td>
<td>poor family, supports parents</td>
<td>Not yet</td>
</tr>
<tr>
<td>Imbu</td>
<td>9-12yrs</td>
<td>M/F</td>
<td>Africa</td>
<td>Searching for Gold</td>
<td>not good</td>
<td>Daily earning to support families</td>
<td>No school</td>
<td>unemployed</td>
<td>Yes at Gold Ridge</td>
</tr>
<tr>
<td>Ken</td>
<td>14</td>
<td>M</td>
<td>Philipp es</td>
<td>Hazardous work</td>
<td>Dangerous/not safe and work hours from 6-7</td>
<td>For survival</td>
<td>Nil</td>
<td>Parents died when he was 7 years old</td>
<td>Yes</td>
</tr>
<tr>
<td>Nathan</td>
<td>11&amp;12</td>
<td>M</td>
<td>Zimbabwe</td>
<td>Repairs &amp; Maintenance</td>
<td>Expose to chemicals (poor health &amp; safety)</td>
<td>Removing metal parts for selling</td>
<td>No education</td>
<td>Low Income</td>
<td>Yes</td>
</tr>
</tbody>
</table>
Appendix 2: Results of Forum Evaluation

Solomon Islands Child Labour and Trafficking Forum
A’hara Conference Room, Heritage Park Hotel
26th-28th August, 2014

EVALUATION REPORT

1. WORKSHOP GOALS RATING

<table>
<thead>
<tr>
<th></th>
<th>Not at All</th>
<th>Very successful</th>
<th>Successful</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>To provide essential information on child labour and the elimination of the worst forms of child labour</td>
<td>0%</td>
<td>77%</td>
</tr>
<tr>
<td>b</td>
<td>To strengthen awareness and understanding of child labour, trafficking and hazardous work</td>
<td>0%</td>
<td>80%</td>
</tr>
<tr>
<td>c</td>
<td>To review the international and national legal frameworks and programmes on child labour and trafficking</td>
<td>0%</td>
<td>40%</td>
</tr>
<tr>
<td>d</td>
<td>To determine the child labour issues and explore local actions or strategies to combat child labour</td>
<td>0%</td>
<td>60%</td>
</tr>
</tbody>
</table>

Comments on any goals

- The training is very good
- Include more reps from faith based organisations
- Very interesting and helpful on knowing about child labour trafficking
- It has been achieved
- To clearly identify local activities in this forum is worthy because organisations would not duplicate each other’s work
- CL&Trafficking understood and integrated into Action Plan
- Addressing CL issues is fundamental and is quite urgent that needs the quickest response/solution.
- Forum is so helpful and I think the media needs more
- Goal d: Need the commitment of all stakeholders to have the work going
- I think my pre-goals on the expectation of this workshop are met.
- Identify existing resources available
- Goal b: Strengthen awareness and understanding is a must workplan or action to tackle Child Labour
- This workshop had given me a lot of very good information regarding Child Labour. These new information will also be delivered to my family members, colleagues and community.
- Strengthen awareness on child labour
- One more week needed
- The workshop helped me achieve my goals
Overall rating of workshop

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>EXCELLENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall Results</td>
<td>0%</td>
<td>0%</td>
<td>23%</td>
<td></td>
<td>67%</td>
</tr>
</tbody>
</table>

2. WORKSHOP LOGISTICS

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>EXCELLENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>a Workshop Materials</td>
<td>0%</td>
<td>0%</td>
<td>13%</td>
<td></td>
<td>87%</td>
</tr>
<tr>
<td>b Food</td>
<td>3%</td>
<td>0%</td>
<td>30%</td>
<td></td>
<td>67%</td>
</tr>
<tr>
<td>c Workshop Venue (location and meeting room)</td>
<td>0%</td>
<td>0%</td>
<td>10%</td>
<td></td>
<td>90%</td>
</tr>
</tbody>
</table>

3. WORKSHOP AGENDA & FLOW

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>a Structure of the workshop</td>
<td>0%</td>
<td>0%</td>
<td>17%</td>
<td>83%</td>
</tr>
<tr>
<td>b Facilitation</td>
<td>0%</td>
<td>0%</td>
<td>10%</td>
<td>87%</td>
</tr>
<tr>
<td>c Groupwork</td>
<td>0%</td>
<td>0%</td>
<td>30%</td>
<td>70%</td>
</tr>
<tr>
<td>d Resource Persons/presentation</td>
<td>*low response was due to an error in the evaluation table</td>
<td>0%</td>
<td>0%</td>
<td>3%*</td>
</tr>
</tbody>
</table>

Comments
- Group work presentations are clear.
- More participants next time.
- The presentation was clear and understandable to the participants. Very good presentations.
- This workshop is well structured compared to some of the workshop I’ve attended. Resources are given also.
- This workshop really points out what each agency groups should be doing
- Need greater participation from employer and government especially the Ministry responsible for CL issues e.g. Labour Dept., Health, etc.
- Very strategic and flowing, connected and linked.
- The workshop presentation is well presented. The facilitator has great knowledge and style of presentation.
- Presentation was helpful as it involves group discussions.
- The Ministry/Department responsible for labour should make a presentation on what it has on child labour.
4. SPECIFIC BENEFITS ATTAINED FROM THE WORKSHOP

- The presentations are very straight forward and also very constructive.
- Overall it was a job well done.
- Very good-being logistical and well prepared.
- Good participatory discussions & facilitation.
- Very good because the forum was well represented with stakeholders involved with the issue of child labour shared knowledge.
- Would be good to hear stories of victims in Solomon Islands.
- The facilitators are very professional and have excellent facilitation skills. Very expert in their presentation.
- At least rep from Labour & Immigration and PS from the 2 Ministries to present
- All were awesome and very educational.

- Asked all NGOs, governments, trade unions, employers and other agencies, etc. to attend.
- Need more funding to hold other training on other Province, e.g. Noro, Western Province
- Yes, for my work- the ability to profile CL cases. Toolkits for advocacy training would be good (simple ones)
- Yes, child labour is a cross-cutting issue
- I am grateful to attend this very vital workshop & forum as I have learnt more on CL and CSEC & looking forward for more similar workshops from ILO or any agency that deals with these issues.
- More education and contacts with other organisations for future planning.
- Understanding better the concept of the ILO Child Rights was well covered and explained
- Yes, because we identified some of the barriers regarding this issue as it will worsen in the near future
- Yes, and to invite community leaders to attend similar training like this
- Put more group discussions and role play and allow time for participants to speak as they learn more by doing and speaking
- This workshop was an eye opener for me and I’ve learned a lot about the child labour forum
- Yes, had more information on child labour in SI and hear experiences from other sectors
- Yes, CL&CT was understood well and will be integrated in Government sector to start addressing the issue
- Very much so- identifying who and how procedures when dealing with CL/CSEC issues, thing I had no prior knowledge about
- This workshop is very well structured and I have broaden my understanding on issues around CI
- Attending such important workshop such as this is totally a very good thing especially when different organisations from every stakeholder do attend. Next time to include others who are not on this forum
- Yes, able to differentiate what is CL and what is NOT CL. Role play and doing child profiling
- It has broaden/expand my understanding of child labour. The input from NGOs is commendable.
- Know more about the issue and if is to happen in the future. Could we have a specific training on the issue for the media?
- Materials and information presented each day is short, sharp and simple. Makes it easier to grasp the concept.
- Yes, this workshop gives me the insight to understand the concept of child labour. The policy makers sector and executive level leaders should attend
- Presentation with different learning materials. Mode of dissemination of information. Provide existing (in-country) laws, regulations available in detail.
• The benefits that this workshop did, is by helping the media to understand more of child labour. Therefore if would be a must do thing to conduct this sort of workshop to media organisations so that we’ll have a better understanding tackling the issue.
• Need more company policies and policy issues on CL.
• Good workshop for myself as a government representative. I see my position in helping address the issue
• Understood fully the significance issues about CL
• The workshop should extend for more than 3 days and more examples of cases studies should be given

5. RELATED AREAS THAT FURTHER TRAINING IS NEEDED

• Focus on CSEC
• More in depth training on separate CL issues
• Invite church representatives to be participants at future forums/workshops as they are the main institution of Solomon Islands
• Decentralize to the Province
• CRC simplified to pass to communities
• Labour exploitation in general to cover all age groups
• ILO’s area of attachment with Solomon Islands and where they come in
• I think as a whole, it is extremely well done and organised when the focus is on an important issue that we have to prepare for
• Advocacy groups to be trained
• Work closely with the media association of Solomon Islands to host workshops here.
• The child trafficking and the relevant laws that align in the international standards
• Added time
• Areas of educating media to understand issues of child labour and how to handle the issue
• More on how the ILO will involve directly with the stakeholders
• Human rights for the child
• Education, Labour Act and more on Trafficking issues
List of Annexes (Attached to the Report)

Annex 1: Information Brief and Programme
Annex 2: Forum Participant List
Annex 3: ILO PPT 1_CL and Trafficking_International Legal Framework
Annex 4: ILO PPT 2_Hazards and Risks
Annex 5: MoEHRD PPT_Education Policies, Trends and Projections
Annex 7: ILO PPT 3_CSEC and Child Trafficking
Annex 8: Snapshots/ illustrations of CSEC & Trafficking group exercises on risks & vulnerabilities
Annex 9: World Vision PPT_Community Level Assessment of Child Protection Issues
Annex 10: ILO PPT 4_Strategies & Approaches (lessons learnt)
Annex 1:
Information Brief and Programme
1. Introduction

There is clear evidence that children in the Pacific Islands Counties (PICs) are susceptible to the worst forms of child labour and trafficking. ILO child labour research studies conducted with the support of the TACKLE project in some PICs found children exploited in hazardous work (agriculture, scrap metal scavenging and construction), commercial sexual exploitation and illicit activities such as drug trafficking, begging and pick pocketing\(^1\).

Since 2008, Fiji and PNG have benefitted from the European Commission funded and ILO implemented child labour project called TACKLE-tackling child labour through education, implemented in 12 countries (including eight countries in Africa, two in the Caribbean and Fiji and Papua New Guinea in the Pacific). In the Pacific, the TACKLE project strengthened the capacity of the Fiji and PNG governments, social partners and civil society groups to implement policies and strategies to address child labour issues, including conducting research and structured technical training, implementing legislative reviews, coordinating resource sharing platforms, raising awareness and advocacy with tri-partite partners, establishing child labour inspections, and implementing direct actions with children in child labour, children at risk, families, schools and communities.

The Pacific Sub-Regional child labour and trafficking project expands on the ILO-EU actions against child labour in Fiji and PNG. The programme extends technical support to Solomon Islands, Kiribati and Samoa to formulate and implement strategies and programmes to combat child labour, to conduct child labour research; and to draft National Action Plans to eliminate the worst forms of child labour, including determining hazardous child labour lists.

2. International Legal Framework

The Minimum Age Convention, 1973 (No. 138) continues to be the fundamental international standard on child labour which requires ratifying states to: “undertake to pursue a national policy designed to ensure the effective abolition of child labour and to raise progressively the minimum age for admission to employment or work to a level consistent with the fullest physical and mental development of young persons”. The Convention applies to all sectors of economic activity, whether or not the children are employed for wages.

Exceptions are allowed for certain sectors (e.g. non-commercial agriculture in developing countries), for limited categories of work, for education and training, and for artistic performances.

\(^1\) See ILO Suva website for Child Labour Consolidated Reports for Fiji and PNG
Fixing the minimum age for admission to employment is a basic obligation of ratifying member States, and the Convention establishes three categories for this:

- The minimum age should not be less than the age of completing compulsory schooling, and in no event less than 15 years of age. Countries whose economy and educational facilities are insufficiently developed may initially fix the age of admission to employment at 14.
- A higher minimum age of 18 is set for hazardous work “which by its nature or the circumstances in which it is carried out is likely to jeopardize the health, safety or morals of young persons”. It is left to the individual countries to determine which these are.
- A lower minimum age for light work, i.e. work which is not likely to be harmful to children’s health or development or to prejudice their attendance at school may be set at 13. For a country that initially sets a minimum age of 14, the minimum age for light work may be set at 12.

The ILO Worst Forms of Child Labour Convention No. 182, calls for “immediate and effective measures to secure the prohibition and elimination of the worst forms of child labour as a matter of urgency.” It applies to everyone under the age of 18 years. Effective, time-bound preventative action is demanded of ratifying states, including the identification of children at special risk and taking into account the special situation of girls. Children in the worst forms of child labour must be removed and rehabilitated, and have access to free basic education or vocational training.

The worst forms of child labour are defined as:

a. All forms of slavery or practices similar to slavery, such as the sale and trafficking of children, debt bondage and serfdom, as well as forced labour, including forced or compulsory recruitment of children for use in armed conflict;

b. The use, procurement or offering of a child for prostitution, for the production of pornography or for pornographic performances;

c. The use, procurement or offering of a child for illicit activities, in particular for the production and trafficking of drugs as defined in relevant international treaties;

d. Work, which by its nature or circumstances in which it is carried out, is likely to harm the health, safety or morals of children, such harmful work to be determined national authorities.

The United Nations Convention on the Rights of the Child (CRC) also affirms: “the right of the child to be protected from economic exploitation and from performing any work that is likely to be hazardous or to interfere with the child’s education, or to be harmful to the child’s physical, mental, spiritual, moral or social development.” Article 32

3. Child Labour and Trafficking Forum Objectives
   - To understand the concepts of child labour, trafficking and hazardous work
   - To review the international and national legal frameworks, policies and programmes on child labour and trafficking, determine what the issues are and to plan for action
## 4. Training programme

<table>
<thead>
<tr>
<th>Time</th>
<th>Day 1 Tuesday 26&lt;sup&gt;th&lt;/sup&gt; August</th>
<th>Day 2 Wednesday 27&lt;sup&gt;th&lt;/sup&gt; August</th>
<th>Day 3 Thursday 28&lt;sup&gt;th&lt;/sup&gt; August</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:30-9:00</td>
<td>Registration</td>
<td>Recap of Day 1</td>
<td>Recap of Day 2</td>
</tr>
<tr>
<td>9:00-9:30</td>
<td>Session 1: Welcome &amp; Official Opening: Prayer &amp; Opening Speech by the Chief Guest, the <em>Honourable Minister for Commerce, Industry, Labour and Immigration</em></td>
<td>Session 1: The National legal framework: Labour laws and compliance on child labour <em>MCILI</em></td>
<td>Session 1: Child protection Community level assessment report: important issues <em>World Vision</em></td>
</tr>
<tr>
<td>9:30-10:00</td>
<td>Session 2: Workshop overview &amp; Introduction of participants</td>
<td>Session 2: Existing laws, policies and programmes on child protection and child labour <em>MWYCA</em></td>
<td>Session 2: Child Labour Strategies and Approaches <em>ILO</em></td>
</tr>
<tr>
<td>10:00-10:30</td>
<td>Session 3: Child Labour: its nature, causes and the International legal framework <em>ILO</em></td>
<td>Session 3: Education laws and policies on related issues <em>MOE</em></td>
<td>Session 3: Groupwork and plenary: Developing child labour research and monitoring frameworks</td>
</tr>
<tr>
<td></td>
<td><strong>MORNING TEA</strong></td>
<td><strong>MORNING TEA</strong></td>
<td><strong>MORNING TEA</strong></td>
</tr>
<tr>
<td>11:00-13:00</td>
<td>Session 4: Groupwork and plenary: Developing a Child Labour Profile</td>
<td>Session 4: Groupwork and plenary: Identifying stakeholder roles, issues and gaps</td>
<td>Session 4: Groupwork and plenary: Planning for action</td>
</tr>
<tr>
<td></td>
<td><strong>LUNCH</strong></td>
<td><strong>LUNCH</strong></td>
<td><strong>LUNCH</strong></td>
</tr>
<tr>
<td>14:00-15:00</td>
<td>Session 5: Hazards &amp; Risks: Determining a hazardous child labour list <em>ILO</em></td>
<td>Session 5: Exploring Child Trafficking <em>ILO</em></td>
<td>Session 5: Roundtable: Next Steps &amp; Evaluation</td>
</tr>
<tr>
<td>15:00-16:00</td>
<td>Session 6: Groupwork and plenary: Identifying hazards and risks</td>
<td>Session 6: Groupwork and plenary: Mapping risks and vulnerabilities</td>
<td>Session 6: Closing &amp; Presentation of Certificates</td>
</tr>
<tr>
<td>16:00-16:30</td>
<td><strong>AFTERNOON TEA</strong></td>
<td><strong>AFTERNOON TEA</strong></td>
<td><strong>AFTERNOON TEA</strong></td>
</tr>
</tbody>
</table>
Annex 2:
Forum Participant List
<table>
<thead>
<tr>
<th>No.</th>
<th>Stakeholders Organization</th>
<th>Department Name</th>
<th>Name</th>
<th>Gender</th>
<th>Designation/Tittle</th>
<th>Email</th>
<th>Telephone</th>
<th>Mobile</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Government Ministry of Commerce, Industry, Labour and Immigration</td>
<td>Ministry of Labour</td>
<td>Sesiona Patane</td>
<td>M</td>
<td>Chief Labour Officer</td>
<td><a href="mailto:sasepit@gmail.com">sasepit@gmail.com</a></td>
<td>22390</td>
<td>7475072</td>
</tr>
<tr>
<td>2</td>
<td>Government Ministry of Education and Human Resources</td>
<td>Education Department</td>
<td>Selu Matasaku Maezama</td>
<td>M</td>
<td>Communications Officer</td>
<td><a href="mailto:communications@minhstd.gov.sb">communications@minhstd.gov.sb</a></td>
<td>28807</td>
<td>7646300</td>
</tr>
<tr>
<td>3</td>
<td>Government Ministry of Women &amp; Youth and Children’s Affairs</td>
<td>Children Affairs</td>
<td>Esther Maris</td>
<td>F</td>
<td>Director of Children’s Affairs (Supervisor)</td>
<td><a href="mailto:emaris@femcyfa.gov.sb">emaris@femcyfa.gov.sb</a></td>
<td>23548</td>
<td>7445546</td>
</tr>
<tr>
<td>4</td>
<td>Government Ministry of Education and Human Resources</td>
<td>Children’s Affairs Department</td>
<td>Huxley Lang</td>
<td>F</td>
<td>Research for Children Affairs</td>
<td><a href="mailto:hlang@femcyfa.gov.sb">hlang@femcyfa.gov.sb</a></td>
<td>23549</td>
<td>7412936</td>
</tr>
<tr>
<td>5</td>
<td>Government Ministry of Women &amp; Youth and Children’s Affairs</td>
<td>Youth Development</td>
<td>Methodius Iapara</td>
<td>M</td>
<td>Youth Development Officer</td>
<td><a href="mailto:methodius.iapara@gmail.com">methodius.iapara@gmail.com</a></td>
<td>23549</td>
<td>7500033</td>
</tr>
<tr>
<td>6</td>
<td>Government Ministry of Justice and Legal Affairs</td>
<td>Justice Department</td>
<td>William Walekwata</td>
<td>M</td>
<td>Human Resources Manager</td>
<td><a href="mailto:walekwata@mpnslja.gov.sb">walekwata@mpnslja.gov.sb</a></td>
<td>20233</td>
<td>7478947</td>
</tr>
<tr>
<td>7</td>
<td>Government Ministry of Police, National Security and Correctional Services</td>
<td>Correctional Services</td>
<td>Alison Salu</td>
<td>F</td>
<td>OIC-Juvenile/ Inspector, Corrections Juvenile Facility</td>
<td><a href="mailto:asalu@cssi.gov.sb">asalu@cssi.gov.sb</a></td>
<td>23311</td>
<td>7482023</td>
</tr>
<tr>
<td>8</td>
<td>Government Ministry of Police, National Security and Correctional Services</td>
<td>Correctional Services</td>
<td>Xavier Betu</td>
<td>M</td>
<td>Chief of Staff</td>
<td><a href="mailto:xbetu@cssi.gov.sb">xbetu@cssi.gov.sb</a></td>
<td>23812</td>
<td>7798513</td>
</tr>
<tr>
<td>9</td>
<td>Government Ministry of Police, National Security and Correctional Services</td>
<td>Police</td>
<td>Martin Haga</td>
<td>M</td>
<td>Police Constable- OIC Community Policing (Honiara)</td>
<td>nhia</td>
<td>22725</td>
<td>7528721</td>
</tr>
<tr>
<td>10</td>
<td>Unions/Networks Solomon Islands National Union of Workers</td>
<td>Member</td>
<td>Monica Fa’arodo</td>
<td>F</td>
<td>Honiara City Council</td>
<td></td>
<td>22904</td>
<td>7428947</td>
</tr>
<tr>
<td>11</td>
<td>Unions/Networks Workers Union of Solomon Islands</td>
<td>Member WUSI</td>
<td>Gladis Pae</td>
<td>F</td>
<td>President (Workers Union of SI)- Guadalcanal Province</td>
<td></td>
<td>20041</td>
<td>7574755</td>
</tr>
<tr>
<td>12</td>
<td>Unions/Networks Solomon Islands NationalTeachers Union</td>
<td>SINTA executive member</td>
<td>Hilda Takarobo</td>
<td>F</td>
<td>Women’s Wing Chairperson</td>
<td><a href="mailto:takarobohtska@gmail.com">takarobohtska@gmail.com</a></td>
<td>7624087</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Unions/Networks Solomon Islands NationalTeachers Union</td>
<td>SINTA executive members</td>
<td>Ellen Gwali</td>
<td>F</td>
<td>President</td>
<td><a href="mailto:gwailih@yahoos.com">gwailih@yahoos.com</a></td>
<td>22826</td>
<td>7874788</td>
</tr>
<tr>
<td>14</td>
<td>Employers Solomon Island Tuna</td>
<td>Business</td>
<td>Cain Kaieti</td>
<td>M</td>
<td>Human Resources Manager</td>
<td><a href="mailto:ckaeti@saltuna.com.sb">ckaeti@saltuna.com.sb</a></td>
<td>61012</td>
<td>7470022</td>
</tr>
<tr>
<td>15</td>
<td>NGOs Live &amp; Learn Environmental Education</td>
<td>Conservation NGO</td>
<td>Lavena Banatowa</td>
<td>F</td>
<td>Livelihood Project Officer</td>
<td><a href="mailto:lavena.banatowa@livelearn.org">lavena.banatowa@livelearn.org</a></td>
<td>23697 / 23698</td>
<td>7799453</td>
</tr>
<tr>
<td>16</td>
<td>NGOs World Vision</td>
<td>Child Protection</td>
<td>Moses Apuru</td>
<td>M</td>
<td>National Child Protection sector head</td>
<td><a href="mailto:Moses_Apuru@wvi.org">Moses_Apuru@wvi.org</a></td>
<td>23092</td>
<td>7458641</td>
</tr>
<tr>
<td>17</td>
<td>NGOs World Vision</td>
<td>Education</td>
<td>Ralph Alezama</td>
<td>M</td>
<td>National Education Coordinator</td>
<td><a href="mailto:Ralph_Raggar_Alezama@wvi.org">Ralph_Raggar_Alezama@wvi.org</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>NGOs Save the Children Fund</td>
<td>Child Protection</td>
<td>Washington Gatu</td>
<td>M</td>
<td>Program Quality Coordinator</td>
<td><a href="mailto:washington.gatu@savethechildren.org.sb">washington.gatu@savethechildren.org.sb</a></td>
<td>22400/22406</td>
<td>7799141</td>
</tr>
<tr>
<td>19</td>
<td>NGOs Oxfam International</td>
<td>Community Service</td>
<td>June Magasu</td>
<td>F</td>
<td>Protection Monitoring Coordinator</td>
<td><a href="mailto:junemagasu@oxfam.org.au">junemagasu@oxfam.org.au</a></td>
<td>22004/23132</td>
<td>7458745</td>
</tr>
<tr>
<td>20</td>
<td>NGOs Homes of Peace &amp; Empowerment</td>
<td>Counselling services</td>
<td>Helen Florence Ferguson</td>
<td>F</td>
<td>Director</td>
<td><a href="mailto:helen.ferguson3@gmail.com">helen.ferguson3@gmail.com</a></td>
<td>20453</td>
<td>7723934</td>
</tr>
<tr>
<td>21</td>
<td>NGOs Homes of Peace &amp; Empowerment</td>
<td>Counselling services</td>
<td>Betty Lina Gigisi</td>
<td>F</td>
<td>Counsellor</td>
<td><a href="mailto:lina_lvusica@yahoo.com">lina_lvusica@yahoo.com</a></td>
<td>20453</td>
<td>7825441/ 7824802</td>
</tr>
<tr>
<td>22</td>
<td>NGOs Hope Trust Fund</td>
<td>Counselling services</td>
<td>Marilyn Ronia</td>
<td>F</td>
<td>Treasurer</td>
<td><a href="mailto:roniam@frangipanikica.com">roniam@frangipanikica.com</a></td>
<td>20453</td>
<td>7473376</td>
</tr>
<tr>
<td>23</td>
<td>NGOs Hope Trust Fund</td>
<td>Counselling services</td>
<td>Prema Mauiato</td>
<td>F</td>
<td>Board Member</td>
<td><a href="mailto:pmauaito@frangipanikica.com">pmauaito@frangipanikica.com</a></td>
<td>20453</td>
<td>7473376</td>
</tr>
<tr>
<td>24</td>
<td>NGOs Family Support Centre</td>
<td>Support Centre</td>
<td>Lynffer Wini-Maltungtung</td>
<td>F</td>
<td>Centre Manager</td>
<td><a href="mailto:maltungtung.fsc@gmail.com">maltungtung.fsc@gmail.com</a></td>
<td>20619</td>
<td>9620093</td>
</tr>
<tr>
<td>No.</td>
<td>Category</td>
<td>Name</td>
<td>Position</td>
<td>Email</td>
<td>Phone</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-----</td>
<td>----------</td>
<td>------</td>
<td>----------</td>
<td>-------</td>
<td>-------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>25</td>
<td>NGOs</td>
<td>DSE</td>
<td>NGO Umbrella body</td>
<td>Lilly Chekana</td>
<td>Officer</td>
<td><a href="mailto:lilychkn@gmail.com">lilychkn@gmail.com</a></td>
<td>7885497</td>
<td></td>
</tr>
<tr>
<td>26</td>
<td>NGOs</td>
<td>Ilukim Sustainability of Solomon Island (ISSI)</td>
<td>Community Development</td>
<td>Atkin Kausimae</td>
<td>Researcher</td>
<td><a href="mailto:lukimsustain@gmail.com">lukimsustain@gmail.com</a></td>
<td>25322</td>
<td></td>
</tr>
<tr>
<td>27</td>
<td>NGOs</td>
<td>Solomon Islands Development Trust (SIDT)</td>
<td>Community Development</td>
<td>Eddie Pil</td>
<td>Volunteer</td>
<td><a href="mailto:piliperana@gmail.com">piliperana@gmail.com</a></td>
<td>7808198</td>
<td></td>
</tr>
<tr>
<td>28</td>
<td>NGOs</td>
<td>Solomon Islands Development Trust (SIDT)</td>
<td>Community Development</td>
<td>Jezeriel Fox Foukisi</td>
<td>Volunteer</td>
<td>23409</td>
<td>7427848</td>
<td></td>
</tr>
<tr>
<td>29</td>
<td>MEDIA</td>
<td>Newspaper</td>
<td>Solomon Star Limited</td>
<td>Charles Piringi</td>
<td>Reporter</td>
<td><a href="mailto:cpiringi7@gmail.com">cpiringi7@gmail.com</a></td>
<td>22062</td>
<td>7637779</td>
</tr>
<tr>
<td>30</td>
<td>MEDIA</td>
<td>Radio</td>
<td>Star FM (PADA FM)</td>
<td>Joel Lamani</td>
<td>General Manager</td>
<td><a href="mailto:staraccounts@solomon.com.sb">staraccounts@solomon.com.sb</a></td>
<td><a href="mailto:jxlamani@hotmail.com">jxlamani@hotmail.com</a></td>
<td>38984</td>
</tr>
<tr>
<td>31</td>
<td>MEDIA</td>
<td>Newspaper</td>
<td>Island Sun Newspaper</td>
<td>Esther Nuria</td>
<td>Reporter</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>32</td>
<td>MEDIA</td>
<td>Newspaper</td>
<td>Solomon Star Limited</td>
<td>Frances Lamani</td>
<td>Reporter</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>33</td>
<td>MEDIA</td>
<td>Newspaper</td>
<td>Solomon Star Limited</td>
<td>Joy Bueka</td>
<td>Reporter</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>34</td>
<td>AUSTRALIA</td>
<td>Police Department</td>
<td>Australia Federal Police (AFP)</td>
<td>Steve Szabu</td>
<td>Federal Agent 4799/Advisor TCU Solomon Islands</td>
<td><a href="mailto:trustadvisor@gmail.com">trustadvisor@gmail.com</a></td>
<td>25466</td>
<td>7494612</td>
</tr>
<tr>
<td>35</td>
<td>International</td>
<td>UNWOMEN</td>
<td>Joint Programme on Ending Gender Based Violence</td>
<td>Ayako (Aya) Ioroi</td>
<td>Solomon Islands Joint Programme Coordinator</td>
<td><a href="mailto:ayako.ioroi@unwomen.org">ayako.ioroi@unwomen.org</a></td>
<td>27446 (ext.249)</td>
<td>M: 7818209</td>
</tr>
<tr>
<td>36</td>
<td>International</td>
<td>UNICEF</td>
<td>Child Protection</td>
<td>Anika Kingmele</td>
<td>Child Protection Officer</td>
<td><a href="mailto:akingmele@unicef.org">akingmele@unicef.org</a></td>
<td>8002/28001</td>
<td>7423404</td>
</tr>
<tr>
<td>37</td>
<td>International</td>
<td>International Labour Organization</td>
<td>UNHSTF Project</td>
<td>Jenny F Baura</td>
<td>Project Assistant</td>
<td><a href="mailto:fugui@ilo.org">fugui@ilo.org</a></td>
<td>25297</td>
<td>7814748</td>
</tr>
<tr>
<td>38</td>
<td>International</td>
<td>International Labour Organization</td>
<td>UNHSTF Project</td>
<td>Roy Fugui</td>
<td>Project Officer</td>
<td><a href="mailto:fugui@ilo.org">fugui@ilo.org</a></td>
<td>25297</td>
<td>7853732</td>
</tr>
<tr>
<td>1</td>
<td>International</td>
<td>International Labour Organization</td>
<td>Sub Regional CL&amp;Trafficking Project</td>
<td>Marie Fatiaki</td>
<td>Programme Coordinator</td>
<td><a href="mailto:fatiaki@ilo.org">fatiaki@ilo.org</a></td>
<td>3313866 x130</td>
<td>7834631</td>
</tr>
<tr>
<td>2</td>
<td>International</td>
<td>International Labour Organization</td>
<td>Sub Regional CL&amp;Trafficking Project</td>
<td>Mere Corerega</td>
<td>Finance &amp; Admin Assistant</td>
<td><a href="mailto:corerega@ilo.org">corerega@ilo.org</a></td>
<td>3313866 x129</td>
<td>7834594</td>
</tr>
</tbody>
</table>
Annex 3:
ILO PPT 1: CL and Trafficking - International Legal Framework
Session Aims

- Introduce the ILO and child labour trends
- Introduce the international legal framework on child labour

About the ILO

- Established in 1919
- Became a United Nations Agency when the UN was founded after World War II in 1945.
- Official languages: English, French and Spanish
- Mandate: Improve the world of work

Tripartite Structure

- Employers’ and workers’ representatives are called “social partners”
  - All three have an equal voice in shaping ILO's policies and programmes.
- Mirrored throughout ILO governance structure

Four strategic objectives of ILO’s work

- Create opportunities to secure decent employment and income
- Promote and realize FUNDAMENTAL PRINCIPLES and rights at work
- Strengthen governance, tripartism and social dialogue
- Enhance coverage and effectiveness of social protection for all

Gender equality

ILO Conventions and Recommendations

- Conventions are international treaties
  - When ratified, are legally binding
  - If not ratified, they are a useful benchmark
  - 189 Conventions

- Recommendations
  - Are not open to ratification
  - Are not legally binding, and provide technical or general guidelines on national policy and practice
  - 202 Recommendations
**ILO Core Conventions**

- 87 - Freedom of association and the right to organise
- 98 - Right to organise and collective bargaining
- 105 - Abolition of forced labour
- 29 - Forced labour
- 100 - Equal remuneration
- 111 - Discrimination (Employment and occupation)
- 138 - Minimum age of employment
- 182 - Worst forms of child labour

---

**The ILO in the Pacific**

- 9 member states: Solomon Islands, Fiji, Kiribati, Marshall Islands, Palau, Papua New Guinea, Samoa, Tuvalu and Vanuatu
- Enterprise and Entrepreneurship
- Labour law reform
- Occupational Safety and Health
- (Youth) Employment Policy
- Maritime Labour Convention
- Migration
- Child labour
- Social security
- HIV AIDs policy

---

**Child Labour**

**Global Picture, Nature & Causes**

- 168 million child labourers, 5-17 years old
- Of which:
  - 5 million children work in forced and bonded labour
  - 1 million children used in prostitution and pornography
  - 1 million victims of child trafficking
  - 600,000 children involved in illicit activities

---

**Magnitude of child labour**

<table>
<thead>
<tr>
<th>Year</th>
<th>Children In Employment (000)</th>
<th>Child Labour (000)</th>
<th>Hazardous Work (000)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2000</td>
<td>361,000</td>
<td>25.0</td>
<td>170,500</td>
</tr>
<tr>
<td>2004</td>
<td>323,729</td>
<td>20.6</td>
<td>136,831</td>
</tr>
<tr>
<td>2008</td>
<td>305,669</td>
<td>19.3</td>
<td>115,314</td>
</tr>
<tr>
<td>2012</td>
<td>264,427</td>
<td>16.7</td>
<td>85,344</td>
</tr>
</tbody>
</table>

Over 85 million children still in hazardous work, 5-17 years old
What is child labour?

- Child labour refers to work that:
  - is mentally, physically, socially or morally dangerous and harmful to children;
  - interferes with children's schooling by:
    - depriving them of the opportunity to attend school;
    - obliging them to leave school prematurely; or
    - requiring them to attempt to combine school attendance with excessively long and heavy work.

Forms of child labour

- Child labour exists in many forms
  - As the formal sector shrinks and informal sector expands, new forms of child labour develop
  - Easily observed vs. hidden/underground

- Agriculture, fishing, forestry
- Domestic service
- Mines and quarries
- Manufacturing processes
- Slavery and forced labour
- Commercial sexual exploitation
- Informal unorganized sector
Vulnerability Factors

Financial problems:
- Attending school a 'financial burden' for the family
- Family need manual labour of children to survive
- Unable to pay wage labourers

Family problems:
- Death of a parent
- Separation/divorce
- Parental neglect
- Unsupervised children

Child sexual abuse

Children living away from home with extended family

Problems at school:
- Bullying, poor academic performance
- School drop out

Location-Rural areas

- 82% of out of school primary aged children are in rural areas
- 60% of child labour in agriculture
- Rural sector characterised by lack of schools, schools of poor quality, problems of retaining teachers in remote rural areas, lower standards of educational achievement.

Location-Urban areas

- Urban population today 44%
- By 2050 estimated to be 66%
- Poverty in urban areas, particularly urban 'squatters' is a significant factor behind high rates of child labour
- Children who migrate with families may face problems accessing education

Ethnic minorities, Indigenous and Tribal Groups

- Groups within society already subject to discrimination and exclusion see high rates of child labour.
- In Ecuador, nine out of 10 indigenous children work compared to one out of three in the general population.
- These children are some of the hardest-to-reach and often lacking citizenship.
- The lack of birth registration and citizenship rights compound social exclusion.

Girls

- Latest ILO estimates indicate that girls make up 40.6% of all child labourers.
- Does not include girls working in domestic work in their own households, many of whom spend long hours at work, often not attending school.
- In many cultures less value is placed on the education of girls than of boys
- In many cultures girls are more susceptible to exploitation

HIV/AIDS

- Has added a new dimension to the problem of child labour in many countries
- UNAIDS estimates 12 million children have lost one or both parents as a result of AIDS in Sub-Saharan Africa.
- Many drop out of school and look for work to survive.
- Children often have to provide care and assume other household responsibilities when a parent becomes ill or dies.
Impacts of child labour

- Stolen childhood
- Economic exploitation - lowest paid or not at all
- Work under the worst conditions
- Exposure to risk and injury, poor health, permanent disability
- Psychological damage
- Obstacle to children’s physical, emotional and social development
- Child labourers deprived of education or healthy physical development = adults with low earning prospects

International Legal Frameworks

- UN Convention on the Rights of the Child
- ILO Declaration on Fundamental Principles and Rights at Work (1998)
- ILO Minimum Age Convention, No. 138
- ILO Worst Forms of Child Labour Convention, No. 182

International Principles and Rights

- Provides that children be protected from economic exploitation and work that threatens their health, education and development.
- Declares the effective abolition of child labour as a social pillar of the global economy.

Convention No. 138

- Requires a national policy for the effective abolition of child labour (Art. 1)
- Requires a specification of minimum age > end of compulsory education (Art. 2)
- General Exceptions for developing countries
  - Basic Minimum Age (Art. 2): 15 years
  - Hazardous work (Art. 3): 18 years
  - Light work (Art. 7): 13-15 years

Child Labour under the minimum age is work performed by children that have not reached the minimum age established by national law at which children can enter into different kinds of employment/work.

PICs: Minimum Age

- Fiji – declare 15 years (ERP s.92, 15 years)
- Kiribati – declare 14 years (EO, s.85)
- PNG – declare 16 years (EA, ss.18 and 103(1) = 16 years but per s.103(4) 14 or 15 years ok if not in school: CEACR request to revise)
- Samoa – declare 15 years (LEA s.32 = 15 years)

PNG: The Committee of Experts has noted that section 103(4) of the Employment Act provides that a child of 14 or 15 years may be employed during school hours if the employer is satisfied that the child is no longer attending school; has asked PNG to revise this provision in light of its declaration of a minimum age of employment of 16 years.

Hazardous work

- Minimum age = 18 (under C138)
- Exceptional authorization with strict conditions
- Work which, by its nature or the circumstances in which it is carried out, is likely to jeopardize/harm the health, safety and morals of children
- Determine hazardous work at national level after tripartite consultation
- Similar to C182 Articles 3(d) and 4
C138: Light work

- From 13 years of age (or 12 years of age, if the general minimum age is 14) where:
  - work is not likely to interfere with schooling
  - nor to harm their health or development
- National authority must determine permissible activities, hours and other conditions

Worst Forms of Child Labour Convention, 1999 (No. 182)

& Recommendation 190


Convention No.182

All sectors of economic activity
- Girls and boys under 18 years
- Special attention for most vulnerable e.g. minority groups, very young and girls
- Worst forms of child labour as priority target for action

C 182: coverage

Worst Forms of Child Labour

C182, Article 3 (a-c)
(a) all forms of slavery or practices similar to slavery, such as the sale and trafficking of children, debt bondage and serfdom and forced or compulsory recruitment of children for use in armed conflict;

(b) the use, procuring or offering of a child for prostitution, for the production of pornography or for pornographic performances;

(CSEC)
(c) the use, procuring or offering of a child for illicit activities, in particular for the production and trafficking of drugs;

In most country’s laws, these are criminal offences

Worst Forms of Child Labour

C182, Article 3 (d)

(d) Work which, by its nature or the circumstances in which it is carried out, is likely to harm the health, safety or morals of children, such harmful work to be determined by national authorities

Hazardous child labour is work in dangerous or unhealthy conditions that could result in a child being killed, or injured and/or made ill as a consequence of poor safety and health standards and working arrangements.
**Recommendation 190**

Factors to consider when determining list of hazardous work:

- Work which exposes children to physical, psychological or sexual abuse;
- Work underground, underwater, at dangerous heights, and in confined spaces;
- Work with dangerous machinery, equipment, and tools, or which involves the manual handling or transport of heavy loads;
- Work in an unhealthy environment which may, for example, expose children to hazardous substances, agents or processes, or to extreme temperatures, noise levels, or vibrations damaging to their health; and
- Work under particularly dangerous conditions including long hours, night work, or work where the child is unreasonably confined to the premises of the employer.

**Child Trafficking: a WFCL**


3 components:

A) The recruitment, transportation, transfer, harbouring or receipt of persons;

B) By means of threat or use of force or other forms of coercion, of abduction, of fraud, deception, of the abuse of power or of a position of vulnerability or of the giving or receiving of payments or benefits to achieve the consent of a person having control over another person;

C) for the purpose of exploitation (shall include, at a minimum the exploitation of the prostitution of others or other forms of sexual exploitation, forced labour, or services, slavery or practices similar to slavery, servitude or the removal of organs).

---

**Not all work done by children is child labour!**

- Participation in work that does not affect their health, personal development or interfere with their schooling,
  - such as helping their parents around the home, assisting in a family business or earning pocket money outside school hours and during school holidays.
- Provides them with skills and experience, and help prepare them to be productive members of society during their adult lives.

**Acceptable Work or Child Labour?**

- Child’s age
- Type of work performed/ Nature of work
- Hours of work
- The conditions under which the work is performed
- National policies/ laws

**What is child labour to be abolished?**

| Children between the minimum age and 18 | 14/15/16 unilingual working age |
| Children between 12/13 and the minimum age | 12-13 |
| Children below 12/13 years of age | Work excluded from minimum age legislation | Light work | Non-hazardous, non-light work | Hazardous work and other worst forms of child labour |

Shaded area = child labour for abolition

---

**Thank you**
Annex 4:  
ILO PPT 2: Hazards and Risks
Hazards & Risks
Determining the Hazardous Child Labour List

Defining Hazard
Hazard
Hazard = anything that can cause harm
e.g. stairs
people walking up and down
trip or slip

Defining Risk
Hazard and Risk
Hazard: Anything that can cause harm
Risk: The chance that someone will be harmed by the hazard

Hazardous child labour
- Is a worst form of child labour
- Over 85 million children are still in hazardous labour
- Hazardous child labour increases among older children aged 15-17 years i.e. young workers
- Children have higher rates of injury and death at work than adults

What is “hazardous child labour” (HCL)?
- Work in dangerous or unhealthy conditions that could result in a child being killed, injured (often permanently) and/or made ill (often permanently) as a consequence of poor safety and health standards and working arrangements.
- Both ILO Conventions 138 and 182 state that hazardous work should not be carried out by anyone under 18 years

Special risks to children
- When speaking of child labourers it is important to go beyond the concepts of work hazards and risks as applied to adult workers
- Children are much more vulnerable to hazards and risks in the workplace:
  - Physically
  - Mentally
  - Emotionally
**Children are not little adults!**

- Children have thinner skin—toxics are more easily absorbed. Many young farm workers do not know that when they harvest wet tobacco leaves, they are absorbing nicotine through their skin!
- Children breathe faster and more deeply—inhale more dust and airborne pathogens
- Children dehydrate more easily
- Children absorb and retain heavy metals in the brain more easily—lead, mercury
- Children’s endocrine system (role in growth and development) can be disrupted by chemicals
- Children absorb and retain heavy metals in the brain more easily—lead, mercury
- Children use more energy when growing—at higher risk from metabolized toxins
- Children’s enzyme system—less able to detoxify hazardous substances
- Children require more sleep for proper development
- Children are more sensitive to heat and cold

**HAZARDS IN THE WORKPLACE**

- **Biological hazards** include exposure to bacteria, parasites, viruses, dangerous animals, insects and plants.
- **Physical hazards** include exposure to extreme heat or cold, noise, vibration and radiation.
- **Chemical hazards** include exposure to toxic substances such as solvents, flammable or explosive substances and agro-chemicals e.g. pesticides, herbicides and fungicides.
- **Ergonomic hazards** include carrying heavy loads, fast or repetitive movements, badly designed workplaces resulting in awkward working positions

**Steps to determining HCL list**

- **C138 & C182**—countries must undertake a process of determining hazardous child labour.
- **The process involves**
  - making a list of hazardous work that will be prohibited to children under the age of 18,
  - identifying where this hazardous work is found
  - putting the list into law as well as into action.

**Steps to determining HCL list**

- **Step 1 Create a structure**
  - Determine who will manage the process
  - Involve employers and workers and others with special expertise
Step 1: Possible Actions

- MCIL nominates a coordinator and invites organizations to form the technical committee to determine the list of hazardous work.
- Social partners nominate representatives to be part of the committee to bring expertise and practical insight to developing the list and to ensure there is a good basis for reaching consensus when list is being finalised.
- Other technical experts are added to the committee—OHS and industrial safety experts, Medical professionals, child welfare experts…

Step 2 Get existing and new information

- Review international standards
- Take stock of current laws and regulations
- Gather information on risks, hazards and locations

Step 2: Possible Actions

- Review of legislation
- Check Committee of Experts report
- Collect all relevant research reports
- Consultations with district Labour officers & other government/non-government officials
- Technical support from ILO

Step 3 Compile the list of hazardous occupations prohibited to children under 18 years of age

- Identify criteria for selecting items for the list
- Determine hazardous occupations, activities and conditions
- Decide how to protect youth who are old enough to work legally

Step 3: Possible Actions

- Consultative workshops held at district/provincial level; also with children for their perspectives on what should be prohibited work for children and young people.
- Lists of hazardous work are formulated at district level workshop and then brought to a National forum where provincial/district lists are reviewed and a National HCL list is formulated.
- The list should be practical; should have some detail; should not be too difficult for labour inspectors to enforce; employers should understand the rules

Step 4 Formalize the list

- Consult the social partners
- Have the “competent authority” give the list legal force
Step 4: Possible Actions

- List developed by technical committee, then presented tri-partite committee for endorsement
- MCIL may enact list, and following approval of parliament can issue a regulation and publish this in the official gazette

Step 5: Promote and use the list

- Use the list for awareness raising
- Set a timetable for action

- Check how this activity may fit into the development of a national plan of action for the elimination of child labour or child-related programmes

6 Review the list periodically

- Update the list and laws
  - does the list still respond to the actual situation in the country?
  - is it in line with scientific and technological developments?
  - have new hazardous forms of child labour arisen following changes in the economy which were not foreseen when the list was originally drawn up?

Thank you.
Annex 5: MoEHRD PPT: Education Policies, Trends and Projections
CHILDREN AND EDUCATION
Ministry of Education and Human Resource Development
Selu M. Maezama

VISION FOR EDUCATION
- All Solomon Islanders will develop as individuals and possess knowledge, skills and attitudes needed to earn a living and to live in harmony with others and their environment.
- Education for All Perspective.
  - Captured in all education policies.
    - Early Childhood Education Policy
    - Primary Education Policy
    - Secondary Education Policy
    - Technical and Vocational Education and Training Policy
    - Tertiary Education Policy
  - Sets the strategic direction to achieving educational goals based on the three pillars on which education in Solomon Islands is envisioned: Access, Quality and Management.
- Review of current Education Act.
  - Not keeping abreast with emerging trends, practices and directions in education with changing pedagogies and technology.
- Proposed Education Bill
  - Intends to provide a realistic legal framework for the provision of education to embrace and accommodate changing pedagogies and technology.
  - Intends to affirm compulsory education for children between the ages of 6 and 14.
  - Intends to affirm continuing education through Community Education.

CURRENT TREND

ACCESS
- Emphasizing Basic Education.
  - Age 6 – 14 year olds.
- Affirming of Fee Free Policy.
  - Age 6 – 14 year olds.
- Providing of School Grants.
  - Age 6 – 19 year olds.
- Phasing out of the Standard Six Examination.
  - Education for 6 – 14 year olds.
- Introducing of Junior Secondary Schools.
  - Education till 14 years old.
- Upgrading of Technical and Vocational Education and Training Centers.
  - Education for those after 14 years old.

QUALITY
- National Curriculum Statement
- National Examination Statement
  - Stipulates National Examination Guidelines and Specifications
    - Form 3 National Examination
    - Form 5 School Leaving Certificate
    - Form 6 Examinations in collaboration with the South Pacific Board for External Examinations
- National Teacher Training and Professional Development Program
  - Teacher Professional and Career Development
    - In-service Training
      - Distance and Flexible Mode
      - In-school Training Mode
    - Residential University Training
- Human Resource Development Plan
  - Ministry of Education Staff Professional and Career Development.
    - Day Release
    - Residential University Training

MANAGEMENT
- Education Resource Unit
  - Repository and Distributor of Curriculum Materials and Resources
- Internal Audit Unit
  - Checks Expenditures
- Asset Management Unit
  - Sets Standards and Requirements for Classroom Development
- Finances through Recurrent Budget with components of Donor Budget Support and Development Budget.

SCHOOL AGE – 2012
- Early Childhood Education
  - 3 – 5 years old
    - Primary Education
      - 6 – 12 years old
- Junior Secondary Education
  - 13 – 15 years old
- Senior Secondary
  - 16 – 19 years old
- Technical and Vocational Education and Training
  - Post–secondary
- Tertiary Education
  - Note: NER: Net Enrolment Rate (SIEMIS: MEHRD)
EDUCATION COSTS – STUDENT

- Early Childhood Education
  - Parental Support
- Primary Education
  - State Support
- Junior Secondary Education
  - State Support
- Senior Secondary Education
  - Parental Support
- Technical and Vocational Education and Training
  - Parental Support
- Tertiary Education
  - Government Support – Scholarships

POLICY PROJECTIONS – FINANCING

- Early Childhood Education
  - Community and Parental Support
- Primary Education
  - State Support
- Junior Secondary Education
  - State Support
- Senior Secondary Education
  - Community and Parental Support
- Technical and Vocational Education and Training
  - Community and Parental Support
- Tertiary Education
  - Community and Parental Support

FINANCIAL SUPPORT – 2012

- Early Childhood Education
  - School Grant
- Primary Education
  - Fee Free Education
  - School Grant
- Secondary Education
  - Fee Free Education
  - School Grant
- Technical and Vocational Education and Training
  - School Grant
- Tertiary Education
  - University Grant

WAY FORWARD

- Costing the school system.
- Devising an appropriate cost-sharing arrangement for the school system.
  - Early Childhood Education.
  - Primary Education.
  - Secondary Education.
  - Technical and Vocational Education and Training.
  - Tertiary Education

THANK YOU

QUESTIONS
Annex 6:
UNICEF PPT: National Laws, Policies and Programmes in SI related to CL and Trafficking
Solomon Islands Child Labour and Trafficking Forum

Existing Laws, Policies, Programmes on Child Protection and Child Labour

Ministry of Women, Youth, Children and Family Affairs

Existing Laws

There is no stand alone anti-trafficking legislation in the Solomon Islands however trafficking person offences can be prosecuted under the existing law of Solomon Islands. Likewise, relief or damage claims for victims/survivors may also be sought under the current existing laws.

NATIONAL DEFINITION

Section 70 of the Immigration Act 2012 defines as follows:

- **People trafficking:** a person engages in people trafficking if the person recruits, transports, harbours or receives another person (the trafficked person) for the purposes of exploitation.

- **People smuggling:** a person engages in people smuggling if the person arranges or assists another person's (the smuggled person's) illegal entry into any country, including Solomon Islands, of which the smuggled person is not a citizen or permanent resident, knowing that, or reckless as to whether, the smuggled person's entry is an illegal entry.

OFFENCES UNDER SOLOMON ISLANDS LAW RELATING TO TRAFFICKING AND CHILD LABOUR

**CONSTITUTION**

- Slavery, forced labour and in-human treatment
  - S6 of the Constitution protects individual from slavery and forced labour.
  - S6 (2) states that no person shall be required to perform forced labour. Furthermore, s7 of the Constitution protects a person from inhumane treatment.

- Exploitation of the prostitution of children (plus other forms of sexual exploitation)
  - S7. No person shall be subjected to torture or to inhuman or degrading punishment or other treatment. Prostitution of children or other forms of sexual exploitation is in-human treatment which contravenes s7 of the Constitution.

- Harbouring of a child for exploitation
  - S5.-(1) No person shall be deprived of his personal liberty save as may be authorised by law….

A trafficker can be sued for breaching a child's right to personal liberty by harbouring the child for exploitation as provided for under s5 of the Constitution.

**PENAL CODE**

There is no specific offence under the penal code on Trafficking. However, several existing offences do address when a girl or a child is being used or obtained for prostitution, unlawful sexual intercourse or unlawful immoral purposes.

<table>
<thead>
<tr>
<th>PENAL CODE SECTION</th>
<th>OFFENCE</th>
<th>PENALTY</th>
</tr>
</thead>
<tbody>
<tr>
<td>S144 (1) (a)</td>
<td>Procuring a girl under 18 years of age to have unlawful sexual intercourse</td>
<td>Up to 2 years imprisonment</td>
</tr>
<tr>
<td>S144 (1)</td>
<td>Procuring a girl to become a prostitute or inmate of a brothel</td>
<td>Up to 2 years imprisonment</td>
</tr>
<tr>
<td>S145</td>
<td>Procurement by threats, fraud or administering drugs</td>
<td>Up to 2 years imprisonment</td>
</tr>
<tr>
<td>S148</td>
<td>Detention of a girl in any premises with intent for her to perform unlawful sexual intercourse or detain in a brothel</td>
<td>Up to 2 years imprisonment</td>
</tr>
<tr>
<td>S249</td>
<td>Kidnapping</td>
<td>Up to 7 years imprisonment</td>
</tr>
<tr>
<td>S250</td>
<td>Kidnapping to confine</td>
<td>Up to 7 years imprisonment</td>
</tr>
<tr>
<td>S251</td>
<td>Kidnapping to cause grievous harm or to entail</td>
<td>Up to 10 years imprisonment</td>
</tr>
<tr>
<td>S252</td>
<td>Wrongfully concealing kidnapped person</td>
<td>Up to 7 years imprisonment</td>
</tr>
</tbody>
</table>

- **Penal Code**
  - S151 Unlawful detention of a girl for immoral purposes
    - Guilty of misdemeanor
  - S250 Confinement of kidnapped person
    - Up to 7 years imprisonment
  - S251 Wrongful confinement
    - Up to 1 year imprisonment or a fine of four hundred penalty units

- **Constitution 1978**
  - S5 Protection of right to personal liberty

- **Penal Code**
  - S144 (1) (b) Habouring of a child for exploitation
    - Penalty: Guilty of misdemeanor
  - S144 (2) Abduction of a girl under 15 and a woman of any age against her will
    - Guilty of misdemeanor
  - S148 Unlawful detention of a girl for immoral purposes
    - Guilty of misdemeanor
  - S149 Detention of a girl in any premises with intent for her to perform unlawful sexual intercourse or detain in a brothel
    - Up to 2 years imprisonment
  - S150 Kidnapping to confine
    - Up to 7 years imprisonment
  - S151 Kidnapping to cause grievous harm or to entail
    - Up to 10 years imprisonment
  - S152 Wrongfully concealing kidnapped person
    - Up to 7 years imprisonment

- **Penal Code**
  - S144 (1) (b) Habouring of a child for exploitation
    - Penalty: Guilty of misdemeanor
  - S144 (2) Abduction of a girl under 15 and a woman of any age against her will
    - Guilty of misdemeanor
  - S148 Unlawful detention of a girl for immoral purposes
    - Guilty of misdemeanor
  - S149 Detention of a girl in any premises with intent for her to perform unlawful sexual intercourse or detain in a brothel
    - Up to 2 years imprisonment
  - S150 Kidnapping to confine
    - Up to 7 years imprisonment
  - S151 Kidnapping to cause grievous harm or to entail
    - Up to 10 years imprisonment
  - S152 Wrongfully concealing kidnapped person
    - Up to 7 years imprisonment

- **Constitution 1978**
  - S5 Protection of right to personal liberty
Other forms of Commercial Sexual Exploitation

<table>
<thead>
<tr>
<th>ACT</th>
<th>SECTION</th>
<th>OFFENCE</th>
<th>PENALTY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Penal Code</td>
<td>5136</td>
<td>Rape</td>
<td>Life imprisonment</td>
</tr>
<tr>
<td>5141</td>
<td>Indecent assault</td>
<td>Up to 5 years imprisonment</td>
<td></td>
</tr>
<tr>
<td>5163</td>
<td>Incest by males</td>
<td>Up to 7 years imprisonment</td>
<td></td>
</tr>
<tr>
<td>5164</td>
<td>Incest by females</td>
<td>Up to 7 years imprisonment</td>
<td></td>
</tr>
<tr>
<td>5160</td>
<td>Buggery</td>
<td>Up to 14 years imprisonment</td>
<td></td>
</tr>
<tr>
<td>5142</td>
<td>Defilement of a girl under the age of 13</td>
<td>Up to 7 years imprisonment</td>
<td></td>
</tr>
<tr>
<td>5143</td>
<td>Defilement of a girl between ages of 13 to 15</td>
<td>Up to 5 years imprisonment</td>
<td></td>
</tr>
<tr>
<td>5146 and 147</td>
<td>Householder/occupier of premises permitting defilement of a girl on their premises (under 13 years of age)</td>
<td>Life imprisonment</td>
<td></td>
</tr>
<tr>
<td>5148 and 147</td>
<td>Householder/occupier of premises permitting defilement of a girl on their premises (under 15 years of age)</td>
<td>Up to 2 years imprisonment</td>
<td></td>
</tr>
</tbody>
</table>

Labour Act

- **Prohibition on employment of child under 12**
  Section 46 of the Labour Act restricts a child who is under 12 years of age to be employed unless in company with the parents or guardian on work approved by the Commissioner.

- **Prohibition on employment of persons under 15**
  S 47 (1) (a) Children under 15 years of age are prohibited to work:
  - In any industrial undertaking unless approved by the Minister
  - In any ship
  Exception: A child under 15 years of age can work in a school ship, training ship or in a technical school or college provided such work is approved and supervised by a public authority.

- **Prohibition on employment of child under 16**
  Section 48 of the Labour Act prohibits the employment of children less than 16 years of age underground in any mine.

- **Presumption of age**
  The magistrate may determine the age of any employee in a proceeding in respect of any offence as provided under s51 of the Labour Act. It is a defense to any charge against an employer or master of a ship if they had reasonable cause to believe the child employed was of age eligible to be employed.

- **Penalty**
  A person who contravenes or fails to comply with Part VII Employment of children and other young persons (ss45 - 52) of the Labour Act is guilty of an offence and the penalty of 500 penalty units.

Policy Framework

This policy is the principle instrument for government to address the issues and affecting the rights of any child to enjoy a healthy, secure and happy life, and to ensure that opportunities are provided equally for every child to grow to her/his potential. In so doing, the government and people of Solomon Islands reaffirm their commitment to investing in children as the foundation for nation building. Through the accompanying National Plan of Action, this policy provides an integrated, all-sectors, framework for developing programs and activities for the protection, development, survival, and participation of children in nation building.
Principles And Values

The Solomon Islands National Children’s Policy is guided by the principles of Equality, Healthy Environment, Protection of the Law and Support For Children ‘In Harm’s Way’, and the values associated with these principles:

Children Protected Under the Law:

10. Every child in Solomon Island is entitled to the protection of fundamental rights and freedoms of the individual enshrined in our Constitution.
11. Every child shall enjoy all the rights in the “Convention on the Rights of the Child”, and benefit from the commitment made by the government to implement the Convention. We also value the interconnection of CEDAW, ICESCR, and other Human Rights Conventions.
12. We value the cultural (including religious) values that are essential in the upbringing of the child in accordance with the CRC, our Constitution, the laws of Solomon Islands and this policy.

Protection

Goal: development and safety from all forms of abuse.

Objectives

1. Legislation compatible with the CRC will be put in place to protect children under the age of 18 from all forms of abuse, neglect and exploitation.
2. The minimum age for criminal responsibility will adhere to internationally accepted standards, and juvenile justice. We will adhere to, develop and implement laws, Conventions, policies, and related, for children’s protection will be accorded to all children up to the age of 18. The eligible age for marriage without parental and/or judicial consent will be raised from 15 years to 18 years, and the minimum age for employment will be raised from 12 years to 18 years.
3. An independent and effective national mechanism will be established to monitor the implementation of the CRC, to investigate and deal with complaints from or regarding children, and to provide remedies for violations under the Convention.

Programmes

- Trafficking in persons committee - Immigration
- National Advisory Committee on Children - Optional protocols - MWYCFA
- Save the Children - Research on CSEC
- Homes of Peace and Empowerment - Community programmes and Safe house
- Christian Care Center - on going support in providing safe homes
- Law reform commission on the review of Penal Code on sexual offences
- SSEC - shelter Ministry
Annex 7:
ILO PPT 3: CSEC and Child Trafficking
The worst forms of child labour:
Commercial Sexual Exploitation of Children & Child Trafficking
An overview of concepts and legal frameworks

Marie Fatiaki
International Labour Organization
International Programme on the Elimination of Child Labour (IPEC)
Suva
www.ilo.org/ipec

Session Overview

• What is commercial sexual exploitation of children and child trafficking? How is this related to child labour?
  – Concepts
  – International laws (ILO WFCL, UNCRC Protocol, Trafficking Protocol)
  – Some examples

Commercial Sexual Exploitation of Children (CSEC)

• Is the exploitation of any child- male or female- under 18 years old in sexual activities remunerated in cash or in kind
  – Child prostitution
  – Child sex tourism
  – Children trafficked for prostitution/sex trade
  – The production, promotion and distribution of pornography involving children
  – The use of children in sex shows (public or private)

ILO Worst Forms of Child Labour Convention No. 182

(a) all forms of slavery or practices similar to slavery, such as the sale and trafficking of children, debt bondage and forced or compulsory recruitment of children for use in armed conflict.
(b) the use, procuring or offering of a child for prostitution, for the production of pornography or for pornographic performances;
(c) the use, procuring or offering of a child for illicit activities, in particular for the production and trafficking of drugs;
(d) Work likely to harm a child’s health, safety or morals.

Applies to all children under 18 years old, including children above the minimum age of employment (14, 15 or 16 years)


• The United Nations Convention on the Rights of the Child (UN CRC) has been ratified by all except two of the United Nation’s member States and outlines all the rights that children have as a consequence of being children.

• states that all people up to the age of 18 are considered children unless a ratifying state fixes a different age of majority.
UN CRC

Relevant Articles:
- Right to protection from economic exploitation, hazardous work, work that interferes with education or is harmful (Art.32);
- Right to education (Art.28 and 29);
- Right to be protected from all forms of sexual abuse and exploitation (Art.34);
- Right to be protected from abduction, sale or traffic of children (Art.35);

- The Protocol defines the sale of children as “any act or transaction whereby a child is transferred by any person or group of persons for remuneration…
  - (i) offering, delivering or accepting, by whatever means, a child for the purpose of
    - (a) sexual exploitation of the child,
    - (b) transfer of organs of the child for profit,
    - (c) engagement of the child in forced labour;
  - (ii) improperly inducing consent, as an intermediary, for the adoption of a child in violation of applicable international legal instruments on adoption.
- ... the sale of children, attempts to sell, and complicity or participation in the sale of children is a serious criminal offence.

Protocol to prevent, suppress and punish trafficking in persons, especially women and children
- Known as the Trafficking Protocol or Palermo Protocol
- “Trafficking in persons” shall mean the recruitment, transportation, transfer, harbouring or receipt of persons, by means of the threat or use of force or other forms of coercion, of abduction, of fraud, of deception, of the abuse of power or of a position of vulnerability or of the giving or receiving of payments or benefits to achieve the consent of a person having control over another person, for the purpose of exploitation.

Definition of (child)trafficking

2 components or elements:
- ACT: The recruitment, transportation, transfer, harbouring or receipt of persons;
- MEANS: By means of threat or use of force or other forms of coercion, of abduction, of fraud, of deception, of the abuse of power or of a position of vulnerability or of the giving or receiving of payments or benefits to achieve the consent of a person having control over another person;
- PURPOSE: for the purpose of exploitation (shall include, at a minimum the exploitation of the prostitution of others or other forms of sexual exploitation, forced labour, or services, slavery or practices similar to slavery, servitude or the removal of organs)

FOR CHILDREN UNDER 18, THE MEANS IS IRRELEVANT!!!

How trafficking works

1. Child trafficking begins with recruitment
- Family pressure on child to find employment – parents helps to identify recruiter, or might be approached
- Child decides independently to leave home and approaches somebody for help
- Children can be trafficked with their parents as the whole family is recruited and promised opportunities elsewhere
- Children can be kidnapped, particularly in conflict areas
- Relationship of trust
  - For children: Consent is irrelevant

2. Child trafficking involves movement
- Using various form of transport (taxi, bus, private car, train, boat, air) or on foot
- Within a country or across international borders
- When children move away from a familiar and protective environment their vulnerability increases
- NOTE: For prosecution purposes, the USA defines trafficking wider (i.e. movement is irrelevant)
How trafficking works

3. The purpose of child trafficking is exploitation

- **End result: Exploitation**
  - Not just sexual exploitation
  - Also labour related exploitation

- Both boys and girls are trafficked, but their profiles depend on the demands at destination.
- The situation of children who commit criminal offences during the “trafficked situation”, or have crossed international borders illegally, is often difficult. YET, they are first and foremost VICTIMS.

Who are the traffickers?

- Traffickers = people who contribute to child trafficking with the intent to exploit. They can be:
  - recruiters,
  - intermediaries,
  - document providers,
  - transporters
  - corrupt officials
  - Unscrupulous employers

- Most of these people only take part in one element of the whole trafficking process

Who are the traffickers?

- **The Corporate model / highly organised** – involves professional criminal groups organised in pyramid-like structure (often cross-border)

- **The Small-group model** – well organized criminals in small networks

- **The Amateur model** – individuals selling single services, MOST COMMON MODEL!

How traffickers organise themselves

- **The Corporate model / highly organised** – involves professional criminal groups organised in pyramid-like structure (often cross-border)

- **The Small-group model** – well organized criminals in small networks

- **The Amateur model** – individuals selling single services, MOST COMMON MODEL!

Children who have been trafficked may:

- Have no access to their parents or guardians
- Look intimidated and behave in a way that does not match behaviour typical of children their age
- Have no friends of their own age outside of work
- Have no access to education and no time for playing
- Live apart from other children and in substandard accommodations
- Eat apart from other members of the “family”
- Be given only leftovers to eat
- Be engaged in work that is not suitable for children
- Travel unaccompanied by adults
- Travel in groups with persons who are not relatives
- The discovery of cases involving illegal adoption may indicate that trafficking could be involved

People who have been trafficked for the purpose of sexual exploitation may:

- Be of any age, although the age may vary according to the location and the market
- Move from one brothel to the next or work in various locations
- Be escorted whenever they go to and return from work and other outside activities
- Have tattoos or other marks indicating “ownership” by their exploiters
- Work long hours or have few if any days off
- Sleep where they work
- Live or travel in a group, sometimes with other women who do not speak the same language
- Have very few items of clothing or clothes that are mostly the kind typically worn for doing sex work
- Only know how to say sex-related words in the local language or in the language of the client group
- Have no cash of their own/ Have no access to their own income
- Be unable to show an identity document

The following might also indicate that people have been trafficked for sexual exploitation:

- There is evidence that suspected victims have had unprotected and/or violent sex
- There is evidence that suspected victims cannot refuse unprotected and/or violent sex
- There is evidence that a person has been bought and sold
- There is evidence that groups of women are under the control of others
- Advertisements are placed for brothels or similar places offering the services of women of a particular ethnicity or nationality or providing services to a clientele of a particular ethnicity
Supply of and demand for children

- **Supply** — the trafficked or exploited children / source of young people at risk

- **Demand**
  - Consumer demand — generated by people who buy the products or services of exploited or trafficked children
  - Derived demand — generated by people who make the profit from the trafficking, i.e. pimps and brothel owners, plantation owners or factory owners who exploit trafficked labour to keep their costs down, intermediaries.

Who are the children/ young people at risk of CSE and trafficking?

- Runaways
- Children from dysfunctional families
  - Family trauma
  - Parental Neglect
- Children of sex workers
- Homeless children
- AIDS Orphans
- Migrant children
- Poor, illiterate, unemployed
- Out-of-school children
- Girls in domestic labour, street vending, scavenging

Address vulnerability & risks at many levels

- **Macro level**
  - External & institutional risk factors

- **Micro level**
  - Individual risk factors
  - Family risk factors
  - Community risks at source
  - Workplace risks at destination

Case 1

- 12 year old Fran lives with her Dad who has taken care of her since her Mum passed away. Her Dad is a Security Guard and is able to pay for her to attend the nearby primary school. She is in Class 6 and is often absent from school (according to her cousins, Fran attends school regularly). Fran likes to hang around with her cousins who are both young sex workers. She has also joined them in the sex trade and works mostly nights, 3 days a week. Fran does not want her father to find out about her work.

Case 2

- 17 year old Ili stays in a squatter settlement with his parents and 3 younger siblings. He dropped out of school in Form 4 because his parents could not afford to send him to school. He got involved in prostitution to be able to earn money to support his family. Ili is gay and works mostly at night, 5 days a week. Ili’s family is very poor.

Case 3

- Sal was living with her subsistence farming parents when she was kidnapped while walking home from school one day. She was 14 years old and in Year 7. Her kidnapper was an Asian male from the logging company, who took her in the logging company truck. She was locked up and sexually abused by the perpetrator and was released four days later from the logging camp. Her family took her to the General Hospital where she received medical care and counselling and her case was then registered at the Family Support Centre at the hospital and referred to the police. Her case was never followed up and to this day the family are not sure whether a case file was even opened by Police.
Case 4

• Mate was 10 years old when his teacher introduced him to a male tourist from overseas and told him that he was very lucky as the tourist was going to take care of his education costs. He was told to take the tourist home to meet his parents. The tourist ‘Joe’ soon became part of the family and months later, Mate’s new ‘uncle Joe’ and his father went into a farming business together.

• When back home, Uncle Joe would call the school regularly to talk to Mate. On Uncle Joe’s visits to Fiji, Mate would accompany him to stay at the resort. Soon Uncle Joe was showing him porn movies which he said it was part of his ‘growing up’. Mate was too ashamed to tell his parents.

• Later Uncle Joe took Mate for a trip home to meet his own family. While there he threw Mate a welcome party and invited his friends. It was at this party that Mate was propositioned by Uncle Joe for sexual acts which would make his friends ‘feel very welcome’. When he came home and told his parents, they said that people make mistakes.

Summary of relevant international treaties

• UN Convention on the rights of the child (1989) - Defines rights of all children, including to be free from exploitation.

• Optional Protocol on the sale of children, child prostitution and child pornography - Defines sale of children as “any act or transaction whereby a child is transferred by any person or group of persons to another for remuneration or any other consideration ... for the purpose of sexual exploitation... transfer of organs... forced labour”.

• ILO Minimum Age Convention, 1973 (No. 138) - Ratifying states define the age at which a child is legally allowed to work, making it possible to define when a child is exploited in child labour.

• ILO Worst Forms of Child Labour Convention, 1999 (No. 182) - Specifies that trafficking is, of itself, a worst form of child labour and helps to define ‘exploitation’.

• ILO Forced Labour Convention, 1930, (No. 29) - Defines forced labour as “all work or service which is extracted from any person under the menace of any penalty and for which the said person has not offered himself voluntarily”.

Summary of relevant international treaties

• ILO Migrant Workers Convention, 1975 (No. 143) – Respect the basic human rights of all migrants.

• UN Convention on the Rights of All Migrant Workers and Their Families, 1990 – Enshrines the principle that all people who move for work (legally or illegally), including children, have the same fundamental labour rights as all workers.


• Recommended Principles and Guidelines on Human Rights and Human Trafficking, 2002 – (by OHCHR) Do not have the status of an agreed treaty, but are an important complement to the Palermo protocol as focus on areas such as the status of the victims, recovery services, information and accompaniment of victims, confidentiality and privacy and witness protection.

Thank you
Annex 8: Snapshots/illustrations of CSEC & Trafficking group exercises on risks & vulnerabilities
GROUP 1: Lisa 17 years
FRAUD

Purpose
Exploitation
(slavery-like working conditions)

No payment

Threat to report police
GROUP 2: Sally- 14 years

RECENT

14 year old left school because of no money and both parents died

FUTURE

@20 years she be independent

Got married & have children

Build her own home

Social Workers
GROUP 3: Kamir, 10 years old

- Sick Mother (medication needs)
- Alcoholic Father
- Poor Family
- Abuse in Family by Father
- No Education
- Older Brother Unemployed
- Large Family, No Money
- Risk

PREVENTION:
- Family Counselling
- Welfare
- Extended Family
- School for Kamir
- Medical Intervention
- Community Involvement

Promises (means)
- Food,
- Accommodation,
- Security & well being

Trusted Friend (means)

Offer of Money (means)

Transport Van Takes Him to Destination

Other Boys Also

Share One Room
NOT ALLOWED TO CONTACT FAMILY

OTHER RISKS BY BEING IN SITUATION

COMMERCIAl ENTERPRISE PURPOSE

BEATINGS IF NOT ENOUGH MONEY

THREATS OF VIOLENCE AGAINST

CHILD TRAFFICKING

PURPOSE

BEG FROM 9A - 6P EVERY DAY
GROUP 4: Sally, 16 years old

STEP 1: SEXUALLY ABUSE

STEP 2: FALSELY ACCUSED AND BEATEN

STEP 3: HARRASED BY SCHOOL MATES

STEP 4: LEAVE SCHOOL

STEP 5: BROTHEL

STEP 6: REFERRAL TO SOCIAL WELFARE

STEP 7: BACK TO SCHOOL
GROUP 5 & 6: ROLE PLAY

SCENE 1: CRIME SCENE- Noro Wharf
- Perpetrator
- Victim
- Taxi Driver
- Report to Police

SCENE 2: INVESTIGATION
- Police, Social Welfare
- Sexual Violence Unit
- Nurse & Doctor

SCENE 3: JUDICIARY
- Medical checks
- Social Welfare Report
- Public Solicitor

SCENE 4: COURTS
- Perpetrator
- Victim
- Lawyer/Public Solicitor
- Correctional Services
  - Existing Rehabilitation Programmes
    i. TDF- Think Feel Do
    ii. AA- Alcohol Anonymous
    iii. Gender Base Violence
    iv. Life Skills/Vocational Training
    v. Pre-Release

KEY MESSAGE: Child Sexual Exploitation and Trafficking is EVERYBODY’s BUSINESS
Annex 9:
World Vision PPT: Community Level Assessment of Child Protection Issues
ADAPT CP COMMUNITY LEVEL ASSESSMENT FINDINGS

28TH August 2014

Moses Apuru
(WVSI CPC)

Keeping children safe from abuse, exploitation and neglect

**Aim of ADAPT CP community Level Assessment**
- Identify and prioritize child protection issues within the community
- Identify the most important root causes
- Map the existence and effectiveness of the elements of the child protection system in the community
- To analyze the effectiveness and gaps in the child protection system at the community level
- Identify and analyze the issues and steps forward for community actions and for project identification and design

**WV Staff and Partners Involvement**
- WV Area program staff
- WV Country Office staff
- Our Partner, Social Welfare Officers, Admin Team
- Child Protection Advisor from the WV Asia Pacific Regional Office – Aimyleen Gabriel, and Lorna Andres
- Most importantly, the community members from selected communities

**METHODOLOGY**
- Listening to Children (FGDs & KIIs)
- Listening to Adults (FGDs & KIIs)
- Learning from Key Stakeholders (KIIs)
- Analysing and Reflecting (WVSI CP team)
- Debriefing with the Community (WVSI CP team)

**URBAN SETTING CP ISSUES & ROOT CAUSES**

<table>
<thead>
<tr>
<th>Focal Problems</th>
<th>Causes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Neglect</td>
<td>Low family attachment.</td>
</tr>
<tr>
<td></td>
<td>Family alcoholism.</td>
</tr>
<tr>
<td></td>
<td>Low education level of parents.</td>
</tr>
<tr>
<td></td>
<td>Lack of parenting skills.</td>
</tr>
<tr>
<td></td>
<td>Lack of early interventions of at risk families</td>
</tr>
<tr>
<td>Not Safe at Home or Domestic Violence</td>
<td>Alcoholism</td>
</tr>
<tr>
<td></td>
<td>Lack of marital counseling</td>
</tr>
<tr>
<td></td>
<td>Low status of women</td>
</tr>
<tr>
<td></td>
<td>Male dominated society</td>
</tr>
<tr>
<td></td>
<td>Family Separation (O2)</td>
</tr>
<tr>
<td></td>
<td>Poor communication between wife and husband/spouse</td>
</tr>
<tr>
<td>Solo Fish or Prostitute</td>
<td>No money to meet basic needs of girls (parents cannot afford)</td>
</tr>
<tr>
<td></td>
<td>Misinformation (increased demand for things such as mobile phones, clothing)</td>
</tr>
<tr>
<td></td>
<td>Peer pressure</td>
</tr>
<tr>
<td></td>
<td>Lack of knowledge and skills</td>
</tr>
</tbody>
</table>
**RURAL SETTING & CP ISSUES CONT.**

<table>
<thead>
<tr>
<th>Focal Problems</th>
<th>Causes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hard work</td>
<td>Low family income. Adults don’t go for such low-paid hard labour jobs as they are available for children to do instead.</td>
</tr>
<tr>
<td>Child Labour</td>
<td>School drop-outs are not supervised or followed up. Legislation regulating involvement of children into labour is not working on the ground.</td>
</tr>
</tbody>
</table>

**Sexual abuse**

- Some men do not control their sexual desires.
- Some men trick girls by giving them things (money/mobile).
- Lack of visits from relevant authorities.
- Lack understanding about abuses (what is wrong or illegal).
- Expensive and difficult to travel out from the communities to seek help or advice.
- Alcohol and midnights drinking.
- Pornography images exist in communities.
- Exploitation in entertainment system – if it’s my relative, I don’t want to report.
- Police don’t respond most times.

**Whipping and Smacking**

- Culturally acceptable form of discipline or punishment.
- Frustrated because of no food / money / cigarettes / betel nut.
- Mirroring what they saw from their parents.
- Lack of anger management.
- No of parental training.
- Parents do not respect their children.
- Lack of spiritual guidance.
### Keeping children safe from abuse, exploitation and neglect

#### CP ISSUES & UNDERLYING ROOT CAUSES

<table>
<thead>
<tr>
<th>Key Issues</th>
<th>Root Causes</th>
</tr>
</thead>
</table>
| Neglect    | • No access to markets/money  
            • Overpopulated  
            • Lack of parental skills  
            • Not enough job opportunities to earn income  
            • Logging camps – parents are away  
            • Lack of attending church activities / lack of spiritual guidance  
            • Lack of pre-marital counselling  
            • Girls want money – no other way to get money |
| Heavy Work/Child labour | • Culturally accepted  
            • Low knowledge about dangers and effects on children |
| Sexual abuse | • Men do not know it’s against the law  
            • Weak reporting system  
            • Fear of reporting cases  
            • Women system – if it’s my relative, I don’t want to report  
            • Police don’t respond |

---

### Rural Setting & CP Issues

<table>
<thead>
<tr>
<th>Key Issues</th>
<th>Root Causes</th>
</tr>
</thead>
</table>
| Teenage Pregnancy & Early Marriages | • Not enough education – common for children to stop formal education at Class 5  
            • Health clinics are far  
            • Girl doesn’t feel supported by family, so wants to be married  
            • Way of moving out and escaping |

---

### Lesson Learned

- UNCRC and information concerning CP issues did not receive by community
- No reporting system in place
- CP issues does not reach community level
- Social welfare does not active in all province
- No stand law for CP

---

### Questions?
Annex 10:
LO PPT 4: Strategies & Approaches (lessons learnt)
International Programme on the Elimination of Child Labour

Strategies & Approaches

IPEC EXPERIENCE

Purpose: Break the Cycle

IPEC STRATEGY

Working together with governments, unions and employers' organizations to integrate the issue of child labour in national and global Development.

To promote awareness at all levels and mobilize alliances and partnerships.

Implement viable strategies for the prevention of child labour, the removal of children from work and rehabilitation of child workers in the education system.

Direct Intervention Strategies

• PREVENTION
  - from entering into child labour
  - from starting hazardous work
  - work with children, parents, service providers to retain girls and boys in school

• WITHDRAWAL & REFERRAL
  - from worst forms of child labour & hazardous workplaces
  - from child labour for children below the minimum age
  - getting children into school or skill training

• PROTECTION
  - for 15-17 year olds who can legally work
  - raise workplace health and safety standards to protect both adult workers and young workers

Direct Intervention Strategies

Children are targeted for prevention when they are:

Not working – below the age of 18 subject to one or more “high-risk” factors, to make the child likely to fall into child labour or WFCL if not provided with services to prevent this from happening

Prevent a child from entering the labour force and to remain in or return to an education setting

Children are targeted for removal when they are:

Working – in child labour if below minimum age of employment or if below 18 in a Worst Form of Child Labour;

Withdraw a child from a child labour situation and provide the child with an opportunity of education or skills training
For example

Education strategy
Family strategy
Sera
Referral/Rehabilitation strategy
Other
-Community awareness; media;
school curriculum etc

Direct Intervention Strategies

Protection
Children are targeted for protection when they are:

Young workers – above the legal minimum age for employment (above 15 years), may be at risk in the workforce and need to be better protected.

- Raise workplace health and safety standards to protect both adult workers and young workers

Strategies & Approaches

EDUCATION INTERVENTIONS

Strategies to reduce family’s education costs:
- Cover the costs of school books;
- Provide free school uniforms;
- Assist with transport to school;
- Cover costs of various school fees

EDUCA TION INTERVENTIONS

Strategies & Approaches

EDUCA TION INTERVENTIONS

Support Quality Education

- Support the integration of practical courses
  - Start Your Own Business for TVET students in secondary schools & Know About Business for secondary school students
  - Participating on the SYOB Forums
- Enhancing school careers education programme
  - Speakers at school forums
  - Career mentors
  - Career guides

Support Quality Education

- Preventative Strategy: Kiribati Chamber of Commerce
  - Business training of young unemployed couples with children; business mentoring; linking to business incubation centres & providing some seed funds to start up business ($300)

Support Quality Education

- KIT/Min. Labour

Address out-of-school issue

- Bridging programmes aim to help children catch up for the years they have not attended school
  - Low operational costs.
  - Curriculum-tutoring in reading, maths, educational computer games, lifeskills, health, values, art, drama, sport
  - MOE - financing of the centres at end of project
- Wherever possible these should be ‘transitional’ and part of process of re-integration into formal education, TVET, skills
Non formal and transitional education

Some of the key issues to consider:

- The experience and quality of the provider
- The relationship between the NFE provider and the formal education system – do the systems link?
- What are the attendance requirements, and duration?
  - Is the education being provided based on a clear curricula, with expectations of regular attendance (whilst some flexibility may be good too much flexibility may not provide the required learning outcomes)
  - Is there a way to monitor learning outcomes?

CLC or Multi-Purpose Centres

- Established in or near a community in which CL is a particular problem
- Bring education, training & service delivery closer to the children, their families and communities
- Literacy/ numeracy skills; recreational opportunities for children in a safe environment; centre for meetings; various activities for children/ community

- Establish proper quality standard, with clear structured programmes, set course times, regular attendance requirements, monitoring of learning outcomes, community maintenance of the centres

Vocational and Skills training & Informal Apprenticeship Schemes

- For children who are at or above the legal minimum age of employment.
- Prepare children for entry in gainful employment
- Important that there is a quality control process to ensure training is of real benefit to the participants

- Apprenticeships
  - Trainees provided a placement in a local workshop or business enterprise
  - Training consists of the business owner or master craftsperson showing the apprentices what to do and then allowing them to replicate the action.

Some Concerns

- Children might be treated as cheap labour without really learning any skills
- Might be put to work in a hazardous environment.
- Schemes rarely provide formal assessment of trainee progress.

- If supporting apprenticeships:
  - Minimum age laws must be respected
  - Apprenticeships should be based on a written contract
  - Regular monitoring arrangements needed
  - Workshops should be carefully chosen
  - Training for the workshop owners in training skills, OHS

Strategies & Approaches

CHILD LABOUR MONITORING

- CLM involves repeated direct observations to:
  - Identify child labourers and to determine the risks to which they are exposed
  - Refer these children to appropriate services
  - Verify that they have been removed
  - Track them afterwards to ensure their situation has improved

Child Labour Monitoring

- Establish proper quality standard, with clear structured programmes, set course times, regular attendance requirements, monitoring of learning outcomes, community maintenance of the centres
Child Labour Monitoring

- The actual monitoring i.e. the identification and referral of children to services is conducted through multi-sector teams.
  - E.g. local government officials, Labour inspectors, employer and worker representatives, social workers, teachers, community and village committee members, NGOs etc.
- CLM complements BUT does not substitute national labour inspection systems

Basic CLM Model

<table>
<thead>
<tr>
<th>Identification</th>
<th>Monitoring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Referral &amp; Assessment</td>
<td>Assessment</td>
</tr>
<tr>
<td>Withdrawal &amp; Prevention</td>
<td>Referral/ withdrawal/ protection &amp; prevention</td>
</tr>
<tr>
<td>Data base: Mgt and analysis</td>
<td>Immediate data/ information management &amp; analysis</td>
</tr>
<tr>
<td>Monitoring &amp; Reporting</td>
<td>Enforcement</td>
</tr>
<tr>
<td>Verification/Quality Control</td>
<td>Verification &amp; quality control</td>
</tr>
</tbody>
</table>

Example: Child Labour Monitoring System in Fiji

- MOL established a Child Labour Monitoring Unit
  - Developed child labour inspection systems & processes
  - Set up Centralised CL inspection systems
  - Coordinated a district level child labour monitoring system using the existing structures
  - Trained officers and inter-agency committees

Local partners?

School-based child labour monitoring

- School inspection systems can monitor school entry, attendance and completion of children;
- Formal/ informal mechanisms to monitor absenteeism, identify children at risk of dropping out and respond to this risk
Strategies & Approaches

Other Examples

- Consultations on hazardous occupations for children
- Support legislation amendment through tri-partite forum
- Support National Action Plan to Eliminate the Worst Forms of Child Labour
- Incorporate child labour principles into corporate plan/policies

Strengthen Legislation & policies

- CHALLENGES:
  - Addressing the issue of Commercial Sexual Exploitation of Children (CSEC)
  - Tourism
  - Transport
  - Media
  - New technologies (Internet)
  - Financial Institutions
  - Develop CODE of CONDUCT
  - Promote ZERO TOLERANCE Policies

Awareness and Advocacy

- Sensitization of members on the issues of child labour
  - Regular forums for all members eliminating CL in the supply chain
  - CL guide for employers
  - Establish child labour focal points in the private sector as advocates
  - Media industry & Tourism industry
  - Conduct awareness/registration drive for small scale employers-formal and informal sector-Business training and mentoring
  - Trade Union Congress and Teachers Union conducted a school-based survey and trained child labour focal points among member unions around the country

Child Labour Research: Rapid Assessments

- Set up a Multi-sectoral research committee
  - Government agencies, NGOs, workers, employers, Police, Statisticians
  - Train research team to understand the concepts of CL and the standards/Conventions
  - Conduct semi-structured or unstructured interviews
  - Use snowball sampling technique
  - Conduct interviews at child’s convenience
    - Before, after work, lunch time, night
  - Consent from child and adult/parent is necessary
  - Have a counsellor on the team
  - May need immediate referral (at child’s request)
  - Confidentiality and sensitivity of information-child is more than just a number

Research for Action

- Link Research to Action
  - Action programmes to
    - prevent children at-risk from engaging in CL
    - build the capacity of poor families through income-generation and skills training
    - withdraw children from CL
    - Strengthen institutions
    - Awareness and advocacy

- SCREAM:
  - Supporting Children’s Rights through Education, Arts and the Media
  - SCREAM Camps
    - Kids at school
    - Out-of school street kids
    - Kids in CSE
ELIMINATION OF CHILD LABOUR IS POSSIBLE THROUGH SO MANY WAYS!

WE ARE ALL RESPONSIBLE!

THANK YOU
Annex 11:
ILO Session Guide for SI CL Forum
Solomon Islands
Child Labour & Trafficking Forum
August 26-28th 2014
Heritage Park Conference Room

ILO Pacific Sub-Regional
Child Labour and Trafficking Programme

Objectives

● To understand the concepts of child labour, trafficking, hazardous work
● To review the international and national legal frameworks, policies and programmes on child labour and trafficking
● To determine what the issues are and to plan for action

Sessions: Day 1

● Session 1: Opening
● Session 2: Introductions & logistics
● Session 3: Child labour- concepts & international laws (ILO)
● Session 4: Child labour profiling
● Session 5: Hazards & Risks (ILO)
● Session 6: Identifying hazards & risks

Sessions: Day 2

● Session 1: Labour laws & standards on child labour (MCILI)
● Session 2: Laws, policies and programmes on child protection & child labour (MWYCA)
● Session 3: Education laws and related policies (MOE)
● Session 4: Identifying stakeholder roles, issues & gaps
● Session 5: Exploring child trafficking (ILO)
● Session 6: Mapping risks and vulnerabilities

Sessions: Day 3

● Session 1: Child protection community level assessment: lessons learnt (World Vision)
● Session 2: Child labour strategies & approaches (ILO)
● Session 3: Developing child labour research & monitoring frameworks
● Session 4: Planning for Action
● Session 5: Roundtable: next steps/ evaluation
● Session 6: Closing

Session 1: Logistics

● Address the issues
● Oppose- propose
● Time
  ■ Keep comments to the point/ brief
  ■ Start on time, end on time 😊
  ■ Meals- morning tea, lunch, afternoon tea
● Mobile phones
● Other?
Session 1: Resource Folder
- Forum Information Brief
- Programme
- Reading materials
  - relevant international conventions
  - child trafficking and hazardous child labour
  - ILO PPTs
  - CL pocket guide & CL Guide for inspectors
- Resource CD
- Notebook

Session 2: Participants
- 4 cards each
- Name, Position, Organization…. (yellow)
- 1 expectation of the forum (blue)
- 1 child labour issue in Solomon Is…. (red)
- 1 priority/ important action is …. (green)
- Exchange the cards and introduce each other…

Session 3: Child labour: nature, causes, trends & international legal framework
- Guiding questions
  - Role of the ILO?
  - What is child labour?
  - What are the causes and trends of child labour?
  - How do the international laws define child labour and trafficking?
    - ILO

Session 4: Profiling Child Labour
- Group work & plenary:
  - Each group select 4 photos and develop a child labour profile for each photo.
  - Select one photo each to show:
    - Child in light work
    - Child labour below minimum age
    - Worst forms of child labour (a-c)
    - Hazardous work

Child Labour Profiling
- Name/ Age/ Gender
- Country/ Place or origin
- Type of work/ Nature of work
- Working conditions- Working environment, hours of work per day, type of contract, payment,
- Reasons for work
- Education status- is child going to school? Last class attended? Attendance to school?
- Family background
- Is this happening in Solomon Is?
- Fill table: child labour profiling in SI

Example of type of child labour

<table>
<thead>
<tr>
<th>Where?</th>
<th>Age &amp; gender of children</th>
<th>Estimated numbers of children involved</th>
<th>Description of working conditions</th>
<th>Other?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Session 5: Hazards and Risks

- **Guiding questions**
- What is hazardous child labour?
- Why children are more vulnerable than adults to hazardous work?
- How do we determine the hazardous child labour list?

Session 6: Group work: Hazards & Risks

<table>
<thead>
<tr>
<th>Type of work</th>
<th>Where? Location? Estimated numbers?</th>
<th>Age &amp; gender of children</th>
<th>Description of tasks involved</th>
<th>Identified hazards &amp; risks consequences</th>
<th>Actions to take to eliminate the risks/address the issue</th>
</tr>
</thead>
</table>

Groups

- Agriculture & Fishing
- Domestic work
- Mining/ quarrying/ logging
- Construction & associated industries
- Service sector & street work

Session 6: Identifying hazards and risks

- Factors to consider when determining hazardous work for children:
  1. work which exposes children to physical, psychological or sexual abuse;
  2. work underground, under water, at dangerous heights or in confined spaces;
  3. work with dangerous machinery, equipment and tools, or which involves the manual handling or transport of heavy loads;
  4. work in an unhealthy environment which may, for example, expose children to hazardous substances, agents or processes, or to temperatures, noise levels, or vibrations damaging to their health;
  5. work under particularly difficult conditions such as work for long hours or during the night or work where the child is unreasonably confined to the premises of the employer.

DAY 1 END

- Reminder- start on time tomorrow!
- Thank you!
Day 2: WELCOME!!

1. Someone who had breakfast this morning____
2. Someone who works for a trade union______
3. Someone who works for Gov’t_____
4. Someone who is from the private sector____
5. Someone from the media____

Main points from Day 1

- Child labour is defined by the Child Labour Conventions on:
  - Minimum age- basic minimum age of employment; light work; hazardous work
  - Worst forms of child labour- slavery; CSEC; illicit activities; hazardous work
  - Child labour profiling- age, type of work, nature of work, conditions of work, education status

Main points of Day 1

- Hazards and risks
  - Children are immature- physically, mentally, emotionally, psychologically
  - At greater risk of being harmed
- Child labour in the informal sector!
  - Regulate- labour inspections, city council permits, organization/ monitoring by workers; policies by employers
- Need to address broader issue of poverty and shocks!

Participant expectations

LEARN
- To learn more about child labour and trafficking, and child rights issues
- Discover what the child labour issues and trafficking issues are in Solomon Islands
- To learn about the experiences of other Pacific countries and whether the country has a strategic plan to address child exploitation and trafficking
- To learn from the experiences of other participants
- Learn more about the policies and international law

ACT
- Understand how to deal with the issues that contribute to child labour
- For all participants to develop a way forward to address the issue in Solomon Is
- To become better equipped to deal with the issue
- Learn more about the issues and the media’s role in exposing the issue
- Learn to develop a company policy on child labour and trafficking
- Learn about restraining measures taken on non-compliant countries

Child Labour Issues

Types of child labour in Solomon Islands
- Children pick-pocketing
- Children or young people involved in industrial work/ working long hours
- Children scavenging
- Children in prostitution
- Children forced to do hard labour in agriculture
- Children forced to buy cigarettes and alcohol
- Young children as house girls or babysitters, especially relatives
- Children working in logging camps
- Adoptions/ orphans
- Selling of unwanted babies- an emerging issue
- Children who are orphans or from broken families

Child labour issues

Awareness
- Lack of knowledge around what is ok or not ok with children, parents and the law
- Lack of understanding of child labour among teenagers
- Out of school children/ School drop-outs
  - Children not attending school have to help out to look after young siblings
  - Children making shell money and not going to school
- Working students
  - Students finding temporary employment for school fees and expenses
- Children in crisis situations
  - Impact of natural disasters e.g. the floods negative coping mechanism for families- forces children to work to support the family
**Actions**

**Awareness, advocacy and research**
- Conduct research on child labour in Solomon Is
- To raise awareness of the issue and how it affects our children’s future and communities in every community and school, and around town
- To raise awareness on CSEC
- Use the media to expose the issues/advocate so that authorities take action but consider code of ethics

**Capacity building, institutional strengthening, structures & systems**
- Build the capacity of national stakeholders to address child labour and trafficking
- Establish a working group of relevant authorities/all stakeholders to address the issues in Solomon Is

**Partnerships, networking**
- To work in partnership to address the issue

---

**Laws, policies and resources**
- Child labour and trafficking to be cross-cutting issues so that all developing partners must help eliminate
- Government to increase the budget for the relevant Ministry to address the issue
- To provide compulsory education for all children in Solomon Is
- Develop a child labour policy
- For authorities to develop policies to address the issue
- Identify ways that negative coping mechanisms can be dealt with/addressed

**Monitoring and enforcement**
- To ensure all children go to school to get good education
- To stop parents and others from using children for buying cigarettes

---

**Multi-sectoral approach**

**Session 1: The national legal framework:**

**Labour laws**
- Guiding questions
  - What are the relevant provisions in the labour laws that protect the exploitation of children at work?
  - What is SI’s minimum age of employment? What does this involve?
  - Ministry of Commerce, Industry, Labour & Immigration

---

**Session 2: Child Protection laws & policies**

**Guiding questions**
- What does relevant child protection legislation say about child labour?
- What relevant programmes are being implemented that can address child labour issues?
- Ministry of Women, Youth & Children and Family Affairs
Session 3: Child Labour and Education

Guiding questions
- What education policies and programmes are available to improve children’s access to education?
- What are some of the challenges?

Ministry of Education & Human Resources

Session 4: Gaps in the legal and policy framework

Group work & plenary: Train station
- Conduct a child labour stakeholder & gap analysis
- What actions can be taken by each stakeholder to address each of the gaps identified?
  - Station 1: Laws & policies- MOE, MCILI, Justice, Union, MWYCA, UNICEF, Police
  - Station 2: Enforcement & monitoring- MWYCA, Police, MCILI, Union, HOPE Trust
  - Station 3: Existing structures for coordination/ partnerships- MWYCA, Union, Save the Children, HOPE Trust, UNWomen, DSE
  - Station 4: Family support/ Skills/ Livelihood programmes/ NFE/ CSR- HOPE Trust, SIDT, Union, LLEE, Sol Tuna, Media, Oxfam
  - Station 5: Awareness & advocacy- Media, HOPE Trust, SIDT, World Vision, Police

Stakeholder & Gap Analysis

<table>
<thead>
<tr>
<th>Policies, laws, existing programmes, structures</th>
<th>Issues, gap?</th>
<th>Opportunities for actions using existing programmes etc., or developing new ones</th>
<th>Stakeholders who may be involved</th>
<th>What needs to be done to engage?</th>
</tr>
</thead>
<tbody>
<tr>
<td>e.g. NACC</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e.g. Labour inspection</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e.g. enforcement of law prohibiting selling of cigarettes and alcohol to persons below 18 years</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Stakeholder & Gap Analysis

<table>
<thead>
<tr>
<th>Policies, laws, existing programmes, structures</th>
<th>Issues, gap?</th>
<th>Opportunities for actions using existing programmes etc., or developing new ones</th>
<th>Stakeholders who may be involved</th>
<th>What needs to be done to engage?</th>
</tr>
</thead>
<tbody>
<tr>
<td>e.g. Education</td>
<td></td>
<td>Linking education to jobs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>e.g. Education</td>
<td></td>
<td>Fee-free education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>e.g. Education</td>
<td></td>
<td>Addressing child protection issues</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Session 5: Exploring Child Trafficking

- What is child trafficking?
- What are the elements of child trafficking?
- What are the risks and vulnerabilities?

Session 6: Understanding Child Trafficking

Group work and plenary: Diagrams & role plays
- Group 1 & 2: Identifying and preventing child trafficking. Case studies
- Group 3 & 4: Examining CSEC- what will this child’s future be? Case studies
- Group 5 & 6: Role Play: Building dialogue/ constructing key messages for CSEC and child trafficking
Day 3: WELCOME!!

1. Someone who didn’t come on Day 1
2. Someone who is wearing green
3. Someone who is a volunteer
4. Someone who smokes
5. Someone who can dance
6. Someone who has a red mobile phone

Session 1: Lessons learnt: Child Protection Community Report

- Guiding questions
- What are the child protection issues in the community?
- In what way may these be related to child labour issues?
- What are some lessons learnt?
- What are some key actions needed?
  - World Vision

Session 2: Addressing Child labour: strategies & approaches

- Guiding questions
- What are some of the approaches and strategies to address child labour?
- Best practices and lessons learnt?
From Visions to Action!

A vision without a plan is just a dream.

A plan without a vision is just drudgery.

But a vision with a plan can change the world!

Session 3 & 4: Visioning & Planning for Action

Group work & plenary:
- Part 1: Coming up with a vision
- Part 2A: Planning for Action
  - Review the ‘station groupwork’ and select/ provide feedback on 3 national priority actions
- Part 2B: Planning for ‘Concrete’ Action
  - Identify 1 issue you/ your organization can address
  - What will be your objective?
  - What are 1-2 activities you or your organization can do/ complete in 3 months
- Part 3: Constructing a Local definition/ explanation of CL

Session 5: What Next?

Roundtable Discussion
- Views
- Key items for immediate action
  - Forum report
- Other

Closing
- Welcome Chief Guest- Mr. Roy Fugui (ILO Solomon Is)
- Certificate Presentations
  - Government Departments
  - Unions/Employers
  - NGOs
  - Media
  - UN organizations
  - Logistical Support service
- Special Awards
- Vote of Thanks & Video Finale
- Final group photo and afternoon tea

THANK YOU!