

2015

Sub-Regional Child Labour and Trafficking Forum



**Tokatoka Resort Hotel
Nadi, Fiji**

13th to 16th April, 2015

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Background

The EU funded TACKLE project was first implemented from 2008-2013 in 11 ACP countries, including Fiji and PNG from the Pacific. Led by the ILO tri-partite partners – government, workers and employers – TACKLE successfully engaged and fostered relationships between organisations and government departments which led to collaborative efforts to develop strategies and innovative solutions to eliminate child labour.

The TACKLE project strengthened the capacity of 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.

Some of the outcomes of the TACKLE project in Fiji have included establishing a dedicated Child Labour Unit within the Ministry of Employment, Productivity and Industrial Relations to coordinate and lead action against child labour; supporting the Ministry of Education to develop Start Your Own Business (SYOB) and Know About Business (KAB) courses in schools; implementing projects to prevent and withdraw children from child labour and provide them with education or training; conducting the first comprehensive child labour research studies in Fiji; and coordinating national awareness campaigns, which has included publications highlighting the impact and nature of child labour in Fiji.

From 2013-2014, the ILO has continued TACKLE's work and expanded this into the region through its Pacific Sub- Regional Child Labour and Trafficking programme. The programme has worked in Samoa, Solomon Islands and Kiribati and partnered with the ILO tripartite stakeholders and social partners in these countries to address the issues of child labour and trafficking in the respective countries. National Child Labour and Trafficking Forums have been conducted in Samoa and the Solomon Islands which have assisted in clarifying and defining the issues involved. Rapid assessment reviews, outcomes of the national forums, on key issues identified have also been conducted in these countries which are currently being analysed.

The programme has also worked with employers' federations and workers unions to identify gaps in policies that need to be addressed. These links, along with strategic partnerships with civil society organisations, have also assisted in raising much needed awareness on child labour and trafficking at community level. In February 2015, the second phase of the TACKLE project (TACKLE II) was launched in Fiji to be implemented over a 24 month period. TACKLE II will further:

- Enhance national child labour response through more effective partnership, coordination, enforcement and monitoring mechanisms
- Build capacity to implement policies and programmes for formal and non-formal education and promote school retention and access to education for out-of-school children; and
- Improve knowledge base on combating child labour, especially its worst forms, through research, direct action, awareness and knowledge- sharing

Introduction

The Sub-regional Forum on Combating Child Labour and Trafficking provided a platform for ILO constituents and partners in the countries involved to develop a sub-regional strategy and approach to tackling child labour and trafficking. This was done to a great extent by sharing of knowledge and experiences between the countries concerned, some of whom such as Fiji, had demonstrated experience of over 5 years of implementing child labour strategies, and therefore acts as a child labour resource hub for other Pacific Island Countries. Representatives from Papua New Guinea, Samoa, Kiribati and Solomon Islands also had lessons learnt to share, and innovative approaches that could contribute towards the elimination of child labour in countries.

The Sub-regional Forum on Combating Child Labour and Trafficking brought together national level policy makers from a range of relevant departments (including labour, education, social welfare, workers and employers organizations) and media representatives from Fiji, PNG, Solomon Islands, Kiribati and Samoa.

One of the key issues that the Forum also addressed was awareness raising on child labour and trafficking. The involvement of ILO tri-partite partners, social partners, civil society organisations as well as the media was also critical for this process to occur at community level. The Forum also looked at sensitizing the media on reporting on child labour and trafficking issues as well as developing ethical guidelines that should be followed. Participating countries also developed awareness strategies based on the World Day Against Child Labour to be conducted in each country.

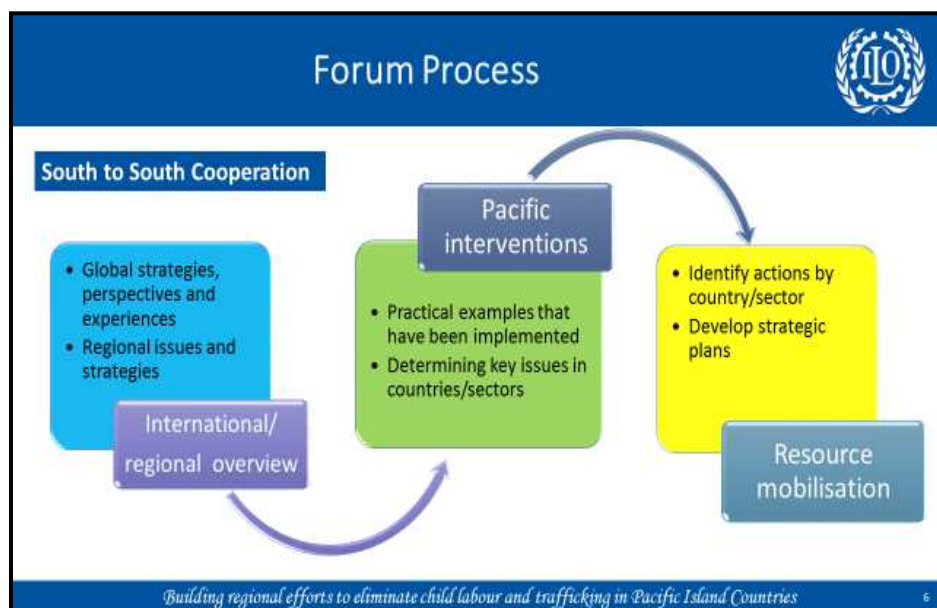
The objectives of the Forum are highlighted below;

- To share knowledge and practical experiences on child labour and trafficking
- To develop media guidelines/ communication strategies for advocating on child labour and trafficking issues
- To progress country and sub-regional child labour and trafficking strategies for action

In addressing the issues raised at the country level, participants were also able to share knowledge and best practice methodologies across sectors to ensure innovative approaches could also adapted and used in different countries.

Forum process

The participants were briefed on how each day of the forum would be conducted. It was noted that on each day the international strategies and best practices would be provided on the thematic focus of the day. This would then be followed by Pacific issues and trends and what type of strategies had been applied in the Pacific. Following this, participants would be



divided into groups or sectors to develop strategic plans to take action on the issues identified. The process is summarized in the diagram below;

Forum outcomes

The Forum ended with the following outcomes;

- A resolution amongst tripartite partners in each country to collaborate and coordinate efforts to address child labour in respective countries. These were highlighted and emphasized through the country and sectoral priority areas for action after the forum
- Sharing of information and best practices across borders, countries and relevant departments to ensure success of programmes in all countries – South to South cooperation
- The development of World Day Against Child Labour 2015 communication strategies to raise awareness on child labour issues. Draft plans for action were developed to be implemented during the WDACL
- Each country attending the Forum also formed working committees specifically to address child labour. These committees were crucial in raising awareness at national and community level immediately after the Forum in their respective countries and a list of media articles is annexed to indicate the awareness raised in each country.
- Country level focal points were also identified on child labour and trafficking. The role of the focal points were also discussed and defined according to the needs of each country.
- One of the major outcomes of the Forum was the public awareness generated in the Media in each country during and after the forum. Media participants involved in the Forum took initiative to report on the discussions as well as informing the public on the current international legislations and policies in place to combat child labour. Included in the annexes (annex 27) is a list of print media articles that were published during and after the forum.

Opening remarks

The Officer in Charge of the ILO Office for Pacific Island Countries, Mr. Satoshi Sasaki welcomed participants to the forum. At the outset, he highlighted that according to ILO research, the worst forms of child labour exists in all the countries involved in the forum. These activities include begging, scavenging, selling drugs and children involved in commercial sex work or prostitution. All countries present at the forum have ratified Convention 182 and are therefore obligated to ensure that the worst forms of child labour are eradicated as soon as possible.

Mr. Sasaki re-iterated the commitment of the ILO in providing assistance to the tripartite partners to ensure that their obligations under the ILO Conventions were met as soon as possible. He highlighted the work that had already been done as part of the TACKLE project funded by the EU in Fiji, Kiribati and PNG and the continuation of the project providing support to Samoa and the Solomon Islands.

The chief guest for the opening of the Forum, Mr. Jerome Pons, Head of Section (Economics and Social Sectors), Delegation of the European Union for the Pacific, then addressed the participants emphasizing the protection and promotion of the rights of the child as one of the key priorities for the European Union.

Mr. Pons stressed that child labour and trafficking were both a result and cause of poverty. “Working children are deprived of their childhood, delay entering into school and often fail to complete basic education. This creates a vicious cycle of limited opportunities, poverty and inequality and hinders a nation’s development capacity. This is true in both developed countries as well as in developing countries.”

“As a response, the EU uses a combination of policy dialogue, development cooperation and trade incentives to help countries eradicating child labour worldwide. The EU’s approach to trafficking begins from a gender and human rights perspective and focuses on prevention, prosecution of criminal and protection of victims.”

The EU’s support extended to the TACKLE project has assisted Fiji and PNG in developing and strengthening policies as well as capacity for tripartite partners to enforce and implement actions on the ground. “This Forum is the next step in bringing the positive experiences and lessons learnt from Fiji and other countries where the programme has already worked, into the wider region. The complexity of the issues, together with the interlinkages that globalization brings to the table, means that in order to successfully tackle these challenges, it is imperative to work in a more collaborative way across countries”.



Mr. Satoshi Sasaki from the ILO delivers his welcoming address to participants



Mr. Jerome Pons from the European Union officially opens the Forum

Forum Summary

D1: Session 1

During the opening session of the Forum, Child Labour Project Officer, Ahmad Ali gave an overview of the entire forum and what would be covered. He also emphasized the importance of the three main objectives as well as the participant expectations for the Forum. Continual importance was placed on the Forum being a knowledge sharing platform through which participants could exchange ideas and best practice methods.

He also invited the participants (the full participant list can be found in Annex 1) to collaborate with each other and forge partnerships across geographical boundaries by sectors and across sectors and countries. It was also hoped that these partnerships would continue long after the forum had ended so that it would be easier for participants to communicate via email or otherwise and keep dialogue and exchanging ideas and work in tangent within their countries but also with their counterparts from other countries.

Participants were then invited to introduce each other and explain what their expectations were of the Forum, one child labour issue that they saw in their country and what one priority action should be conducted. The responses to their questions are summarized below.

Participant Expectations

Share knowledge and experiences

- Draw experiences from the participants in effectively combating child labour and in particular the worst forms
- To learn of other Pacific neighbours experiences with child labour issues
- To understand and observe how child labour laws is implemented in Fiji
- To learn from shared experiences and knowledge of other countries
- Compare views and experiences of participating countries in order to develop cost effective, far reaching campaigns/actions to stop child labour.
- To learn from other pacific stakeholders on the strategies which we can improve our child labour unit and service to the children of Fiji
- To learn from other regional countries on their experiences and to put that knowledge to use in improving how we as a country can tackle child labour and CSEC.
- Know how much each country has done to address child labour in their respective countries.
- Learning new relevant programmes regarding child labour and trafficking from other countries.
- Learn from other neighbouring countries the experiences of child labour/trafficking affecting their children.

Understand and learn about child labour and trafficking in national context and Pacific context

- Gather much information on the best practices in eliminating child labour
- To learn more on how we can stop child labour in the Pacific
- Learn from the presenters, facilitators and other participating countries some effective mechanisms for enforcing compulsory education and reducing child street vendors in the country
- To acquire knowledge and skills to eradicate child labour and trafficking from the Pacific
- Gain deeper understanding of child labour in the context of my country's belief and tradition
- Knowledge of child labour and trafficking to build the capacity of our office
- Learn more about child labour and child trafficking and how it affects future of Solomon Islands
- To develop integrated programme on ILO and Trafficking in country
- Know how Fiji can eliminate cases of child labour and trafficking

Develop national action plans and regional strategies

- Understanding the extent of child labour across the Pacific and how we all can work towards formulating Regional Strategies & Actions to address CL
- To be able to plan an effective national action plan for child labour
- To have a final regional action plan for the child labour/trafficking to direct/align with Kiribati Action Plan being developed

Get more involvement in addressing the issue and give the issue more attention

- Get FTU involved more in eradicating child labour in Fiji
- Learn more and see what can be done at my level towards eradicating child labour and trafficking
- To be able to address the issues of street vendor in Apia
- To draw attention to CL issues that still exist but not given enough attention by stakeholders due to a variety of reasons
- To be able to learn and to develop media guidelines and communication strategies for advocacy on child labour

Priority Issues & Actions

Strengthen legislation and policies

- Improve legislation on child protection and development- develop policies to address these issues.
- Finalise the Child Protection and Care Bill (Samoa)
- Legalise child labour laws/provisions
- To implement tougher legislation on child labour
- To establish a separate child labour legislation and a child labour division at the labour department

Establish a body or task force

- To form a taskforce or use the CRC Committee to address the CL issue
- To establish the child labour unit and request for work attachment with the MEPIR in Fiji
- Institutionalize and operationalize the child labour unit in PNG

Develop/ implement strategies or action plans

- Strategies or action plan on how we can stop child labour by 2016
- Strategies to enforcing compulsory school age
- Roll out of the National Action Plan on child labour for PNG
- Implement whatever is achieved in this forum is Solomon Islands
- Action plans formulated by my union to tackle child labour

Establish or strengthen enforcement and monitoring

- To finalise the system and process of child labour under the ISO 2008:9001 standard
- Enforcement of the Law on CL and compulsory education
- To eliminate child labour by enforcing policies that have been developed

Improve stakeholder coordination and collaboration

- All stakeholders to work together
- Effective collaboration amongst everyone to address child labour issues
- Get stakeholders united to combat child labour
- Wider stakeholder participation in addressing child labour and trafficking
- Build stronger linkages between all relevant stakeholders in our country on child labour

Direct interventions- provide other opportunities for children in CSE and child street vending

- Find opportunities for these young girls to get out of this practice.
- Eliminate all child vending for children up to 15years old.
- Take children off the street by giving them something else to do.

Create awareness

- More awareness on child labour and capacity building training
- Develop advocacy and awareness material for awareness programmes
- Media awareness programmes
- Educate parents to educate their children
- Awareness through organizing
- General lack of understanding what child labour is and the impact it has in social, economic and practical stability in my country.
- Traditional issue versus modern in terms of child labour

Education

- Keeping children in school

Child Labour Issues

- Drug Trafficking
- Child Begging
- Children of farmers missing classes frequently during crop harvesting/ to deal with the child labour in the agriculture sections is very difficult as you need to travel far
- Street Vendor- increasing child street vendors in town/ Child selling goods on the road side/ busy streets along traffic
- CSEC / Child pornography through the use of mobile phones
- Keep school age children at home to do domestic tasks
- Employing students during school hours
- Underage employment – work below minimum age
- Child labour that is hidden from view is a major concern
- Children on urban and city streets and most importantly plantations (rural)

D1: Session 2

Day 1: Child labour and Trafficking

International Legal Framework and Issues in the Pacific

Marie Jane Fatiaki, the Coordinator for the Sub-regional Programme on Child Labour and Trafficking then provided an overview on the international legal framework on child labour and trafficking as well as a uniform definition on child labour and what age group was being referred to.

According to the UN Convention on the Rights of the Child and ILO's Child Labour Conventions, a child is anyone below the age of 18. There are 264 million children in the world today that are involved in

economic activities, 144 million of which are between the ages of 5 – 14 years and 120 million are between the ages of 15 – 17 years. In terms of gender, 148 million are boys whilst 116 million are girls. This excludes chores that are undertaken in their own households and activities that are part of their schooling. Out of the 264 million, 168 million of these children are involved in child labour and 94 million of this number are involved in the worst forms of child labour such as hazardous work, forced labour, prostitution and pornography and illicit activities.

The ILO report for 2008 – 2012 showed that in the age bracket of 5 – 11 year olds, there are more girls than boys that are working whereas in the 12 – 17 year bracket, more boys than girls are working. The sectoral distribution of child labour ranks Agriculture as the highest followed by Services, Industry and Domestic work. The report also showed some worrying statistics – there are more girls working in child labour between the ages of 5 – 14 years - 21.4 million girls as compared to the 16.3 boys. It also revealed that 25% of children in



Marie Jane Fatiaki (far right) discusses issues in the Pacific with participants from PNG

The minimum age for child labour in the Pacific is as follows:

Fiji	- 15 yrs
Kiribati	- 14 yrs
PNG	- 16 yrs
Samoa	- 15 yrs
SI	- 14 yrs

hazardous work are under 12. Compared to the 15 – 17 age category with 38.6 million are boys as compared to 8.8 million girls.

The need for harmonization of the minimum age for education and employment in the countries was also emphasized as well as the need to determine the list of hazardous work for children in each country. [See annex 5 for full presentation](#)

Summary of questions/comments from the floor

1. Are there any indicators that problems are homegrown and our children are involved?
 - *A good example is the sewing of soccer balls in Afghanistan – Nike was targeted as a multinational corporation who in turn contracted a local supplier. This supplier then recruited children to produce the soccer balls. However, policies are now in place that within the supply chain, children are not involved.*
2. Do you have a list of light work?
 - *This needs to be determined by each country, what is relevant or not. Eg, Fiji has its own list.*

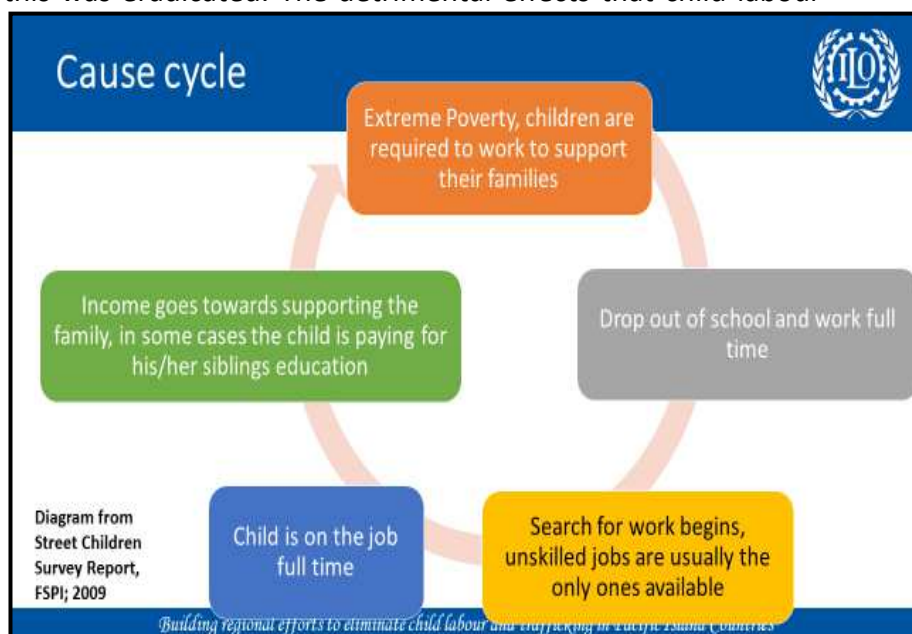
D1: Session 3

Child Labour in the Pacific

A presentation on the summary of issues in the Pacific was then done by Mr. Ali. This found that some of the causes of child labour in the Pacific are slow economic growth, poverty, high cost of education and a high youthful population. There are a high number of children involved in the Agriculture sector. It was noted that families made decisions to send their children to work rather than school based on their priorities as they do not place a high emphasis on education for the children as opposed to ensuring that they are able to provide for the daily needs of their families. Research, however, is limited to Fiji.

It was also highlighted that the instances of child labour is highest in the urban and peri-urban centres in the Pacific with particular focus on the informal sector. Mr. Ali noted that children in these areas were also involved in the worst forms of child labour and actions must be taken as soon as possible to ensure that this was eradicated. The detrimental effects that child labour

had on children was then presented in terms of perpetuating the cycle of poverty as most work that children would be able to get later as adults would be unskilled work that had very low pay. One of the worrying trends that was highlighted was that there was a growing number of young boys being involved in CSEC. [See annex 6 for full presentation](#)



Summary of questions/comments from the floor

1. One of the Kiribati participants commented that once conventions are ratified, countries are obliged to fulfill their obligations. It is therefore their duty to try and work at the regional level with development partners for global support in terms of funding support.
2. Any pacific/regional research on perceptions of child vendors becoming successful businesspeople?
 - *There has been no regional research but there are some case studies on youth employment for successful businesspeople coming off the streets.*
3. Child labour is harmful to students. For children who carry lollipops road patrol signs, is that considered child labour
 - *Any work done as part of a child's development in the course of school activities is not considered to be child labour*

D1: Session 4, 5

Participants then engaged in the first group activity for the Forum. In their country groups, participants were required to discuss, rank and map key child labour issues (please refer to annex 1 for full table). They were also required to define the main causes of child labour/issues that prevent the elimination of child labour which is summarized below.

TABLE 1: Day 1: Session 4: Causes of Child Labour

Country	The main causes of child labour/ issues that prevent the elimination of child labour	Rank (1= most significant)
FIJI	Poverty & Lack of employment	1
	Parents do not value education (illiteracy)	2
	Family breakdown (domestic violence)	3
	Children's wants	4
	Peer Pressure	6
	Traditional/ family obligations	5
	Cheap/ easy money	7
	Child bride	8
	Technology impact (social networking)	9
	Lack of awareness/ monitoring and enforcement	10
	School drop-outs/ push-outs	11
	School curriculum/ teachers not motivating enough – (students boredom)	12
	Rural to urban migration (culture shock)	13
KIRIBATI	High Population/ lack of family planning	2
	High unemployment	3
	Hardships	4
	School dropouts	6

PNG	Poverty	1
	Lack of education/literacy	2
	Limited Job Supply (light work)	3
	Broken Homes	4
	Child Marriages	5
SAMOA	Poverty	1
	Uneducated parents	2
	Breakdown of traditional family values and family structures	3
SOLOMON ISLANDS	Urbanization	1
	Uncontrolled Population growth	2
	Employment problems	3
	Poverty	4
	Education	5
	Peer Pressure	6
	Literacy	7

D1: Session 6

Understanding Trafficking in Persons, Especially Children

A comprehensive presentation was then given by Ms. Fatiaki on the definitions of trafficking in persons, the terms involved as well as the international legal framework on trafficking. The key elements were also given to properly define child trafficking (the recruitment, transportation, transfer, harbouring or receipt of children (under 18 years) for the purpose of exploitation) as well as what factors needed to be present to constitute a case of human trafficking. These were;

- **Act:** recruitment, transportation, transfer, harbouring, receipt of persons
- **Means:** by means of threat, or use of force, or other forms of coercion, abduction, fraud and deception
- **Purpose:** for the purpose of exploitation

Statistical analysis was provided to show that more women were being trafficked than men whilst men were most often the perpetrators. However, there was also increasing cases of women being involved as perpetrators as well as an increase in the number of young girls being trafficked. It was also noted that one of the major reasons for women and girls being trafficked in the Pacific was for sexual exploitation. [See Annex 8 for full presentation.](#)



L-R: Ms. Fatiaki, Mr. Adam Topo and Mr. Richard Samuel discuss actions during the forum

D1: Session 7

Fiji Police Force: Human Trafficking Unit

Mr. Michael Johns from the Human Trafficking Unit in Fiji then made a presentation of cases that had been successfully prosecuted in Fiji for human trafficking. He elaborated on the difficult nature of these cases and the lengthy process involved in trying to provide evidence for cases of human trafficking, especially for sexual exploitation. It was shown that human trafficking does exist in Fiji and that there was also cross border trafficking with our neighboring countries which was a cause for concern.



Mr. Michael Johns makes his presentation

Mr. Johns also revealed that there was a lot of ignorance encountered by police due to a lack of knowledge and stigma attached to trafficking. Victims were also often afraid to speak up due to fear of retaliation. Some worrying trend were noted – more transgender individuals were being used as pimps, massage parlors were being used as a front for brothels and more vulnerable children were being exploited. **See annex 10 for full presentation**

Summary of questions/comments from the floor

1. In Solomon Islands, young local girls are having children with overseas loggers and their offspring are left behind whenever these loggers return to their homes without any support? Are there any experiences here?
 - *Currently there are not many cases of this nature reported to the Police.*
2. What is the level of cooperation locally amongst stakeholders?
 - *Should network with other stakeholders like Department of Social Welfare, Homes for victims etc. There should also be a national Coordinating Committee on Children that that is the responsible authority on these issues.*
3. Is the Crimes Decree a specific legislation dealing with human trafficking only?
 - *No it covers other crimes as well.*

D1: Session 8

Direct Intervention Strategy: Homes of Hope

Ms. Lynnne Roche from the Homes of Hope (HoH) made a presentation on the direct intervention strategy that had been implemented by HoH. She highlighted that the HoH dealt with the victims of sexual exploitation and attempted to re-integrate them back into society. The presentation dealt with the complex issue of CSEC and especially the life-long impact that this had on a young person's life. An example was



Ms. Lynnne Roche addresses the forum during her presentation

given where the HoH has been working with a victim of CSEC for more than 18 years now.

Key messages were delivered during the presentation including the need for patience, understanding and compassion when dealing with victims of CSEC. Some of the strategies employed by the HoH included partnering with different stakeholders to ensure work was not duplicated and a collaborative and comprehensive solution was provided for each child. There was a recommendation put forward by HoH to direct policies to stop/curb the demand and the need to fund more educational opportunities that lead to approved certificates complementing programmes. See annex 11 for full presentation



Summary of questions/comments from the floor

1. In terms of re-integration, how successful is it?
 - *No one is owning up and there was a big taboo on sex talk*
2. The saying that the Pacific is the most dangerous place for young girls to grow up in, where did that come from?
 - *That was taken from the Fiji Women's Crisis Centre report*
3. Do you carry out adoption services?
 - *No, we do not do adoption services but leave to the Department of Social Welfare.*
4. Do you have a legal advisor in the team?
 - *Yes, we do have a legal trainer.*
5. Do you also work with offenders?
 - *Yes, we work with offenders through Operation Foundation (work with offenders in prison on why do what they do)*

Who provides your funding?

- *Government provides funding through the Social Welfare Department.*

D1: Session 9

The participants then engaged in their second group work for the day which was conducted by sector. The six sector groups included (1) Labour, (2) Education, (3) Child Welfare/ Social Welfare/ Community Development/ Women/ Youth, (4) Employers, (5) Workers, (6) Media. The responses from the group work are tabulated below;



Participants from the Ministries of Labour discuss issues during the forum

Table 2: Day 1: Session 9: CSEC issues and actions by sectors

Group	How does CSEC and trafficking affect/ involve your 'sector'	Actions that has been taken by your sector to address CSEC and trafficking	Other actions that can be taken by your sector to address CSEC and trafficking
Ministries of Labour	- Ministry of Labour are involved by doing our reports to address evidences and issues, we get from stakeholders, employers, organizations, after our inspections/investigations in workplaces. - Enforcement of National Policies/National Employment Policies.	- Inspections and investigations. - Penalties - Legislation Review. - Action Plan. - Budget Allocation.	- Understanding with stakeholders - Awareness Program me. - Linking work with employer organizations and workers organizations.
Workers	- Work performance of victims who are full time workers will be affected, i.e. low productivity , behaviour changes - Labour mobility may bring potential perpetrators into our countries - Uneducated and vulnerable people to CSEC and trafficking will eventually affect the quality of the labour force if the trend increases	- Awareness programmes, workplace training to emphasize on the effect of CSEC and trafficking - Lobby for appropriate legislation to stipulate obligations to the laws of the country so that they maybe prosecuted if they break the law - Improve education, particularly skills training for all people especially the vulnerable eg school dropouts etc	- Awareness programmes, workplace training to emphasize on the effect of CSEC and trafficking - Insert in contracts that involvement in CSEC and trafficking is not allowed or tolerated - An educated and healthy population means a strong workforce

Employers	• Employers – “create wealth & provide employment” • Eg. Tourism Industry – reduced hotel occupancy/ no \$ • (Taint a bad reputation on the employer)	• Awareness on compliance with legislations • Align organizational policies to national legislations • Corporate Social Responsibility	• More awareness • Hotels - Screening (filter diplomatically)/ notices • Encourage all employers to implement CSR policies
Education	• Influence on other students • Absenteeism • Poor school commitment and accomplishment • Early termination of studies • Poor overall performance	• Child Protection Training and Awareness programmes (CPO's) • Increase in the number of Social/Divisional Counselors • Collaboration with the line ministries • Community outreach programmes for parents (CAPS)	• Review/Enforcement of the Education Act
Social Welfare	• Lack of data to convince government to design relevant and specific policies and legislations to tackle the issue • Increase number of CSEC and trafficking cases means more work for us – more implementation of awareness programs, monitoring and evaluation of these program versus short staff and limited resources • More capacity building for workers to address and develop relevant interventions for problem, more resources and financial support • Question of what is missing (gaps) which is why the problem still emerging • It is a social issue and it involves behaviors and attitudes and cannot change overnight	• Development of policies • Development and amendment of legislations • Community awareness programs in collaborations with relevant key stakeholders • Outsourcing services to relevant agencies for specific services and rehabilitation • Inclusion of donor partners to provide technical assistance as well as financial support to enhance work on this areas.	• Capacity building of staff to deal with this emerging issues. • Effective implementation and enforcement of existing legislations • Establishing safety nets for CSEC victims • Collaborative effort between government, NGOs, Private sectors as well as community as a whole • Revisit and increase budget allocations for social welfare departments so we can better address the issues. • Increase social protection programs.

DAY 2: Education and Direct Intervention Strategies

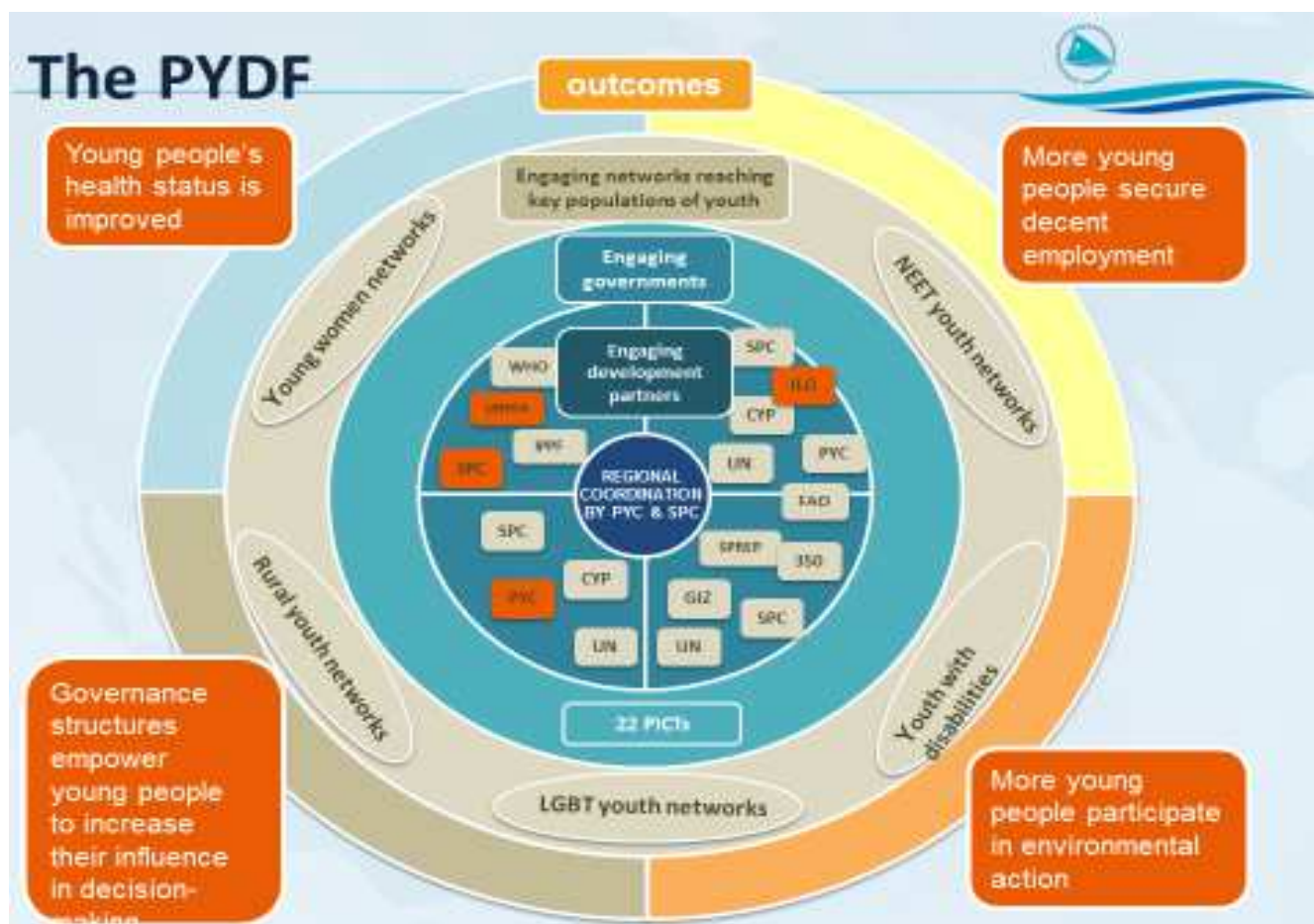
The sessions for day 2 began with a recap of the previous day by the Director for Social Welfare in Fiji, Mr. Rupeni Fatiaki who highlighted the key concepts and messages from the previous day. The importance of collaboration between stakeholders to ensure the best interests of the child is always of paramount importance. The need for awareness on the issues of CSEC was also emphasized. The Facilitators then advised the participants of a slight change to the programme by combining sessions 3 and 4 into group work.

D2: Session 1

Youth Employment Issues in the Pacific

The first session for the day was a comprehensive skype presentation on Youth Employment; Pacific Issues and Trends. Ms. Mereia Carling, Youth Advisor for the Secretariat of the Pacific Community (SPC) highlighted the issues with Pacific youth and the emerging concerns that needed to be dealt with. The process for the formation on action to tackle these problems was stressed as this incorporated the ideas and concerns of youth. Widespread consultations were conducted with youth in the Pacific in communities as well as at the national level to provide for a comprehensive strategy.

Ms Carling highlighted that in the next 30-40 years, the youth population is expected to double in some countries which would affect service delivery by the various governments which will also affect and increase the scale of economic burden of youth employment/under employment. The Pacific Youth Development Framework (PYDF) was also discussed emphasizing the need for a collaborative approach engaging all stakeholders, especially the youth. **See annex 13 for full presentation**



D2: Session 2

Education Issues in the Pacific

The Council of Pacific Education (COPE) then made a presentation on education issues in the Pacific based on the experiences of the Council in providing quality educational services. Ms. Basundra Kumar from COPE highlighted the challenges faced in providing quality education in different countries. COPE noted that many countries may not be educating students and equipping them sufficiently with the necessary foundational skills to lead prosperous and fulfilling lives. Challenges persist as regards to infrastructure, quality of teachers and the relevance to school curricula. There is frequently lack of connection between school curricula and what is actually needed to prepare students for future employment and other forms of livelihood, lifelong learning and how to be successful in society. Many PICs rely on external funding, governments will have to re-think on priorities to ensure more balanced development is supported.



Mrs Basundra Kumar presents for COPE

It was noted that cases of CSEC were extremely difficult to deal with even with compulsory education policies in place, there is a lack of enforcement and support that hinders the delivery of education. [See annex 14 for full presentation](#)

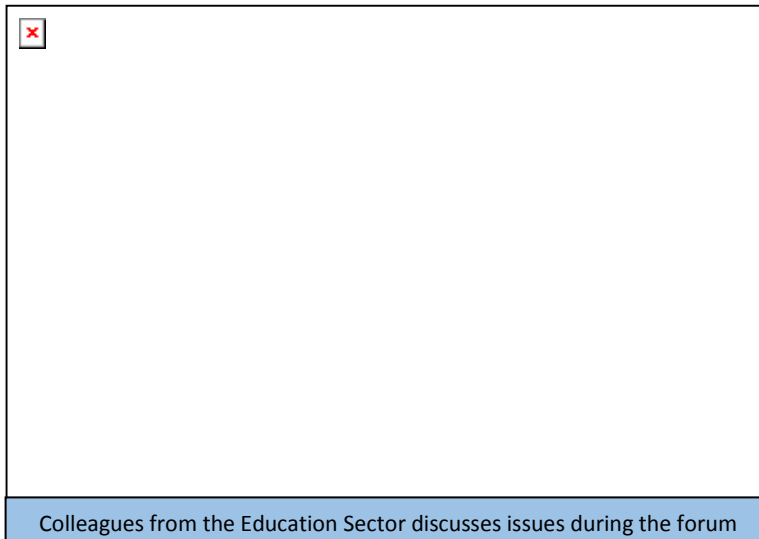
Summary of questions/comments from the floor

1. With your experience in the Fiji Government, how can we implement all those that you have mentioned, how can we address government with those issues?
 - *Change in governments bring political changes and policy changes. We had introduced a new policy of having 12 years of basic free education. As soon as there was a change in government, the whole policy was changed as well. You will need to have continuous dialogue with government and you will need to have a well consulted, and well tested out reforms.*
2. In Kiribati, the Ministry of Education and the Attorney-general's office are currently drafting a policy to develop legislation on early childhood. The question is directed at our Fiji colleagues to share their experience with us.
 - *Kiribati team and the Fiji team to meet later during the day to share experiences.*
3. During the education sector discussion yesterday, we discussed about having counselors in schools, how can COPE assist in driving that?
 - *COPE does not have much funds but mostly moves around to advocate for more women in leadership roles> maybe counseling can be included in teacher training.*
4. One of the challenges with the Ministry of Labour is to identify child labour and refer them to schools, we don't have a bridging programme, though there are vocational programmes. Is there any bridging programme to assist child labour victims that are identified?
 - *None as far as I know. Kids not successful academically are referred to vocational institutions. But all school aged children are allowed to be put back to school.*

5. Why is it that Fiji has free education but you still see a lot of children that are not in school?
- *There are a lot of hidden costs involved, despite free education policy by Government. This includes cost of school bags, food, uniforms*

D2: Session 3, 4

Sessions three and four were taken up through group work activities by country. Participants were required to map in their groups the barriers to education in their countries and the existing policies and legislations that dealt with these specific issues. Participants were then required to identify the results/ challenges and lessons learnt from the respective policies and what changes needed to be made to ensure that the barriers to education were removed so that children were able to access educational programmes effectively.



Common barriers to education identified by participants included;

- Mindset of parents and priorities, attitude and lack of commitment (First teachers for students are their parents. Parents always have other priorities other than education) Awareness programmes have been ongoing in the media.
- Quality of education - Teachers/curriculum/attractive activities
- Inadequate preparations for teachers to handle special needs children
- Hidden educational costs for example registration fees per term, building fees/maintenance/establishment fees
- Uneven distribution of early Childhood Centre – Stand alone and private
- Transport and geographical isolation of islands
- Cultural barriers
- Language and communication
- Lack of adequate education facilities and infrastructures
- School fees (Parents can't afford to pay even though most of them go to kava bars whilst the women go and play bingo whilst children look after younger kids at home)
- Teachers/student ratio
- Lack of clarity of placement of technical, vocational education training (TVET) in the education system
- Conditional Development Partner Funding support

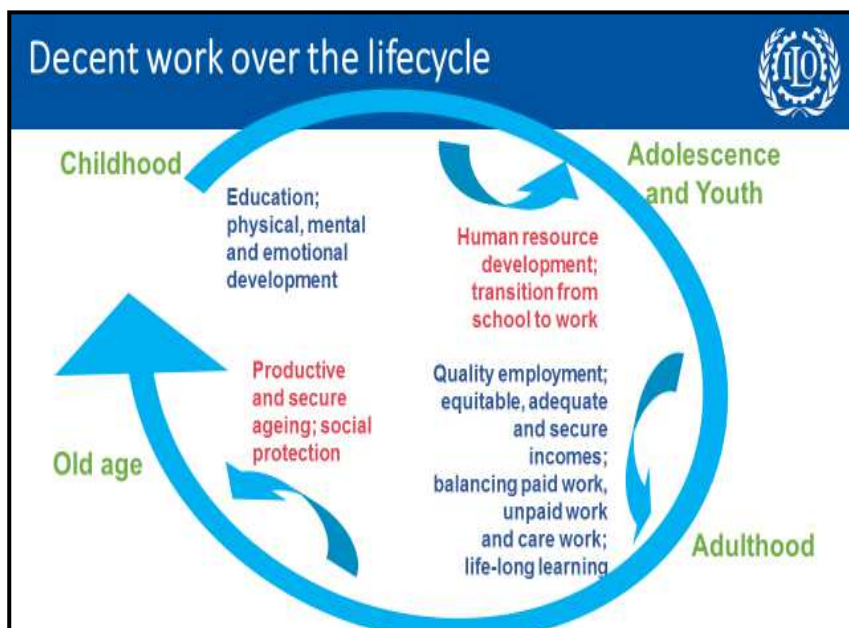
The full listing of barriers is attached in the **TABLE ANNEXES** at the end of this document.

D2: Session 5

Strengthening Education Policies and Practices

A presentation was then given by Mr. Ali on *Strengthening Education Policies and Practices in the Pacific* and it was noted that there were several barriers to education which children faced including accessibility, affordability, quality, relevance as well as specific barriers to child labourer's such as children being too tired hungry or sick to concentrate, which leads to a higher risk of dropping out. The ILO strategic responses to these issues were highlighted and it was noted that child labour has long term impacts on the life of

a child. This is highlighted in the diagram. The strategies that ILO incorporates include formal educational policies, non-formal strategies, vocational and skills training, the school to work transition and giving particular attention to the situation of girls. See annex 15 for full presentation.



D2: Session 7

Direct Intervention Strategy: Peoples Community Network

The direct intervention strategic action that was implemented by the Peoples Community Network (PCN) as part of TACKLE was presented on as a good practice study. Mr. Ali highlighted the different mechanisms that were used to address child labour as well as the need to adapt the strategy to fit the practical needs. The difficulty of re-enrolling children into formal education and vocational courses was emphasized as children had been out of school for a number of years. A Bridging was then piloted and implemented by PCN to provide children with basic skills to be able to re-integrate into the education framework. Key issues were noted in dealing with children as patience and understanding was required to ensure that children were not discouraged. There was a need for continuous counseling, motivation and support to be provided to children to ensure that they stayed in school.

Strategies adopted by PCN included providing training and income generating projects for parents to ensure that the income that the children were earning for the families was replaced to reduce the burden. Awareness raising sessions on the wider community and with children was also a priority as their engagement would keep them out of child labour. See annex 16 for full presentation

D2: Session 8

Case Study: Building Children's Skills After School

The Foundation of the Peoples of the South Pacific (FSPI) then made a presentation through Mr. Juita Korovulavula on *Building Children's Skills After School* and the unique approach that they have taken in setting up technical studio in Lami, Fiji. The aim of the studio is to provide students with skills training using current technologies after school. The programme engages students through music as well as encouraging students to pursue their artistic and natural talents. It partners with agencies in New Zealand and Australia to provide technical support and exchange of ideas empowering students to develop short video projects, produce music, etc. the programme incorporates different strategies to provide an exciting avenue for students to express themselves. See annex 17 for full presentation.



Mr. Korovulavula also highlighted that through partnering with overseas institutions, children were also able to broaden their horizons as to what was available to them. This also helped to motivate students to continue with the course and develop their skills to their full potential.

Summary of questions/comments from the floor

1. Are there any plans to expand this to the rest of the region?
 - *We would like to but It all depends on the budget that we have. Currently, we have already signed an MOU with the Government of Samoa and have identified a property to be developed to operate a similar set up in Apia.*
2. What other benefits have you been able to see in the children?
 - *Its interesting to see their ideas and reactions to what they can do with the programmes. Although it takes abit of time for them to get used to and learn the programmes thoroughly, it is also very rewarding to see them produce music or short videos which they are very proud of.*
3. What are the problems/challenges you have faced with setting up the school?
 - *We sometimes spend a lot of time fixing computers because, kids being kids, there are always a few accidents. This project runs for 4 years and at the end of that time, we hope to hand it over to the community to run and hopefully develop further. We have a very high number of students who are interested in joining the programme so time management is very important for us in terms of handling the volume of students at any one time since we have a limited number of computers for them to work with.*

D2: Session 9

The final session of the day involved group work activities with participants again being divided by sector. During this activity, participants were required to

- 1) Discuss actions that has been **or can be taken** by your sector group to:
 - Provide children/ youths with education/ skills training/ job placement/ vocational training/ apprenticeships etc. (Be specific and realistic)
 - To prepare children/ youth for the 'world of work?
- 2) List the subjects/ skills/ learning areas that should be included in a transitional education or skills training programme for out-of-school children.

One of the common elements that was recommended by all sectors was the need to make training programmes specific to the needs of the sectors. The Education sector highlighted the need for accredited Vocational Training Programmes that were aligned with the National Qualification Framework to ensure recognition by employers and thereby making certain that youth would be able to find decent jobs after completion of their respective programmes. Emphasis was also places on life skills training as well as financial education to assist graduates manage and plan their finances.

The ministries of labour emphasized the current programmes being offered; such as the National Employment Centre (Fiji), the National Employment Services (PNG) and the National Trade Training, Apprenticeship Schemes and job placement (SI) as an example that could be replicated elsewhere. Further recommendations from the Ministries were to enhance the cooperation amongst departments and agencies to ensure that there was a proper chain of progression.

The Departments of Social Welfare highlighted the need to focus on the holistic development of the child to ensure that they not only had the required technical skills for the job but also had the life skills assist them. This was also reiterated by the workers sector as well as the need to educate the graduates on their fundamental human rights and the rights at work.

Employers highlighted the current programmes being offered such as providing skills training to youth. The sector also recommended that scholarships could be offered to students in particular sectors or through internship and apprentice schemes. Employers also recommended a link to the education framework to take in such students who completed the specialized courses.

A full list of the discussion can be found in the **TABLE ANNEXES** at the end of this document

The media were also tasked with identifying key messages from Day 1 and Day 2 of the Forum relevant to PICs. Each media person per country then also came up with 'working articles' or communication themes that they intend to use after the workshop to promote awareness on child labour issues. These key messages are listed below per country;



Media participants from the countries discuss key messages

SOLOMON IS:

The Message: *Worst forms of Child labour and trafficking were found in the Asia Pacific region*

A 6 years old Solomon Islands school girl who was bashed by her father when she refused to do the work he asked her to do, but decided to go to school.

SAMOA: Children on the street for sell good

The message: *We need to eliminate child labour on the street and enforce the law*

A child on the street selling goods is the most common/similar issue found the Pacific countries
And most children come from the low education families

PNG: Recruitment of domestic helpers or baby-sitters is a form of child labour

The message: *Eliminate child labour – send your niece to school*

The Government's education policy that aims to ensure every child goes to school will not materialise unless 'baby-sitters' are allowed to go to school. Despite lack of data, it is known that there is a large number of Papua New Guinean families who bring relatives from villages into cities, mostly school-aged children to baby-sit and forget that these children, mostly girls need to go school.

FIJI:

The message: *TACKLE: A success story of tripartite co-existence*

There is evidence that the TACKLE project has benefitted Fiji immensely. And the building of capacities and legislation, establishment of a Child Labour Unit is all through the collaborative efforts of ILO's tripartite forum. This is a crucial element of this exercise of eliminating child labour – like a three legged stool, you can't function without the other.

The message: *Education Changes Everything*

The need for quality education cannot be over emphasised. It can liberate a family from social ills and deliver them out of vulnerable situations, seen as push factors for child labour. Recently there was a lot of noise – in the media and in other circles – about the drop in literacy rate, much of the blame placed on the free education program where students were promoted to higher classes despite their academic abilities.

DAY 3: Awareness, Advocacy and the Media

The forum resumed with a recap of activities from the previous day as well as a brief introduction to the activities for Day 3.

D3: Session 1

Employers' Experiences

The first session began with a presentation by social partners who had carried out activities on awareness, research and direct intervention strategies. The Samoa Chamber of Commerce and Industry (SCCI) highlighted the work done to raise awareness within the caucus of the SCCI through strategic and policy workshops being conducted. Mr Hobart Vaai, the Manager Member Services for the SCCI stressed that through these workshops a need was identified for a resource to be created for employers. Subsequently, the SCCI adapted a guide for employers from their counterparts in Fiji (the Fiji Commerce and Employers Federation – FCEF). The *Employers' Guide to Eliminating Child Labour in Samoa* has been printed and is being used in SCCI employer workshops and plans are in place for this to be further refined and translated to the Samoan language for ease of use. [See Annex 18 for the full presentation](#)



Mr. Hobart Va'ai makes a point during his presentation



Ms. Raiketi MacKenzie (left) discusses issues with a colleague during the forum

A presentation was then made by Ms. Raiketi MacKenzie, Vice President of the Kiribati Chamber of Commerce and Industry (KCCI) on the activities of the Chamber. The pilot activities in Kiribati were highlighted on training provided for unemployed young couples with children, with successful participants being provided with seed funding to start their own business. These couples were also provided with mentoring services for ongoing support to ensure the success of the small business started. [See Annex 19 for the full presentation](#)

D3: Session 2

Workers' Experiences

The Samoa Workers Congress (SWC) president Ms. Tili Afamasaga then presented on the assessment on child labour that was conducted in Samoa. The assessment sought to determine the child labour policies in workplaces and study children working in agriculture to determine the type of work done and what is acceptable as cultural obligations in the Samoan Context. The SWC found the lack of awareness on the definition of child labour and the ad hoc policies that were in place with small business operators was a cause for concern. The findings of survey highlighted larger business were aware of international legislations relating to employment of young children and had policies to this effect. It was also noted that the community expectation in the Samoan context was for children to help their parents and families in the farms doing 'light work'. However, it is also essential to define what 'light work' is in the Samoan context as some of these activities, such as using sharp knives and climbing coconut tress without safety equipment, may still be deemed hazardous. [See Annex 20 for the full presentation](#)



Ms. Tili Afamasaga (left) from the SWC and Mr. Mikaele Mataka (right) from FTUC during the forum

The Fiji Trades Union Congress (FTUC) then reported on the implementation of the direct intervention strategies that they had implanted as part of the TACKLE project. Mr. Mikaele Mataka from FTUC highlighted that although the aim of the project was to identify 300 children who were at risk, 800 children were in fact identified through parent-teacher interviews and this signified the high need for assistance for these families. The strategy employed by the

FTUC then included Trade Union Leaders and Committees' sensitization program, empowering teachers through capacity development, empowering parents and families through monitoring visits, referrals, skills training, providing income generating projects and providing stationery/uniform grants.

One of the key issues identified was the lack of parental awareness on child labour issues as well as with the community as a whole. The FTUC conducted awareness campaigns as part of its strategy with the communities and also held poster competitions in the schools to generate awareness amongst the students. The FTUC was able to train its members to identify instances of child labour as well as those at risk. The existing network of the FTUC was seen as a major asset in being able to disseminate information, however, it was also recognized that the FTUC alone would not be able to eliminate child labour and this would need a concerted effort from all stakeholders. [See Annex 21 for the full presentation](#)

D3: Session 3, 4

The Role of the Media

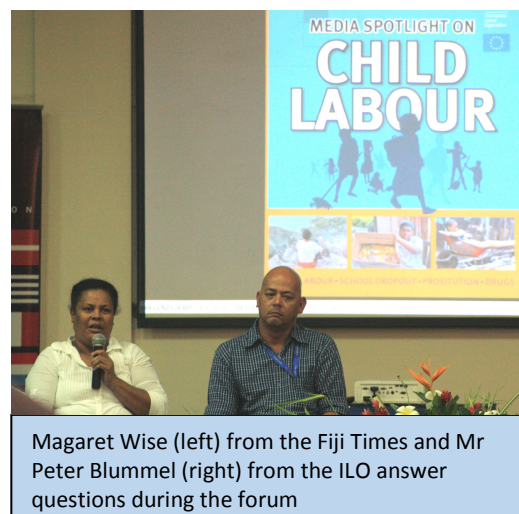
A session on the role of the media was then conducted by Margaret Wise, the West Bureau Chief for the *Fiji Times*. The importance of the media was highlighted in being able to influence public perception on child labour issues and the need to harness this to positive effect. Emphasis was placed on using the media as a tool to advocate for children's rights and more specifically, to promote awareness of, and to prevent child abuse, or in this case child labour. The relationship developed between journalists and key stakeholders was seen as being of great importance in disseminating accurate and reliable information to the public. It was also noted that journalists needed to be sensitized to child protection and child labour issues before reporting on these issues as the first rule that needed to be adhered to was "*do no harm to the child*" when reporting a story. [See Annex 22 for the full presentation](#)



Ms Margaret Wise presents on the role of the media

D3: Session 5

ILO Communications Officer, Mr. Peter Blumel highlighted the important need for media ethics when reporting on cases of child labour. He emphasized the influence that the media could have on public perception and society's attitude and reiterated the need to be mindful that children are not harmed or exploited in any way as a consequence of media reporting. Therefore the conduct of journalists in this regard was of paramount importance. Strict media guidelines were thus recommended to be developed to ensure that journalists were accountable for their actions.



A child's best interests are always required to be the top priority and the protection of the child's interests is more important than a project's publicity objectives or promotion of child rights in general. The child's view should be taken into account when determining what his or her best interests are.

Mr Blumel also stressed the need for any ethical guidelines to include policies on photography of children and especially on social media as this could have a significant impact on the life of the child. As the number of people connected to social media platforms were increasing substantially, it is important to ensure that children are protected when these mediums are used for reporting or raising awareness. [See Annex 22 for the full presentation](#)

The first group work for the day was then conducted whereby participants were grouped via countries and asked to identify the focal points for child labour in their respective countries as well as the roles that these focal points need to satisfy. Each country was then asked to identify a theme for the World Day Against Child Labour activities to be conducted on the 12th of June 2015. The outcomes of these activities is documented in the table of annexes provided at the end of this report.

D3: Session 6

Strategies and Approaches: Global Examples

Good practice methods were then shared with participants of successfully conducted awareness campaigns in different countries. Marie Fatiaki introduced strategies that were used in the travel and tourism industry to protect children from sexual exploitation in Costa Rica. Tourism operators trained personnel in prevention, intervention and reporting of situations of CSE associated with tourism and travel. More than 6000 employees were trained and this has also resulted in a Code of Conduct being required for affiliation with the Costa Rican Chamber of Hotels. The social benefit of this has been the protection of children and strengthening of the country's capacity to combat crime whilst the economic benefit has resulted in Costa Rica being promoted as a safe and responsible tourist destination.

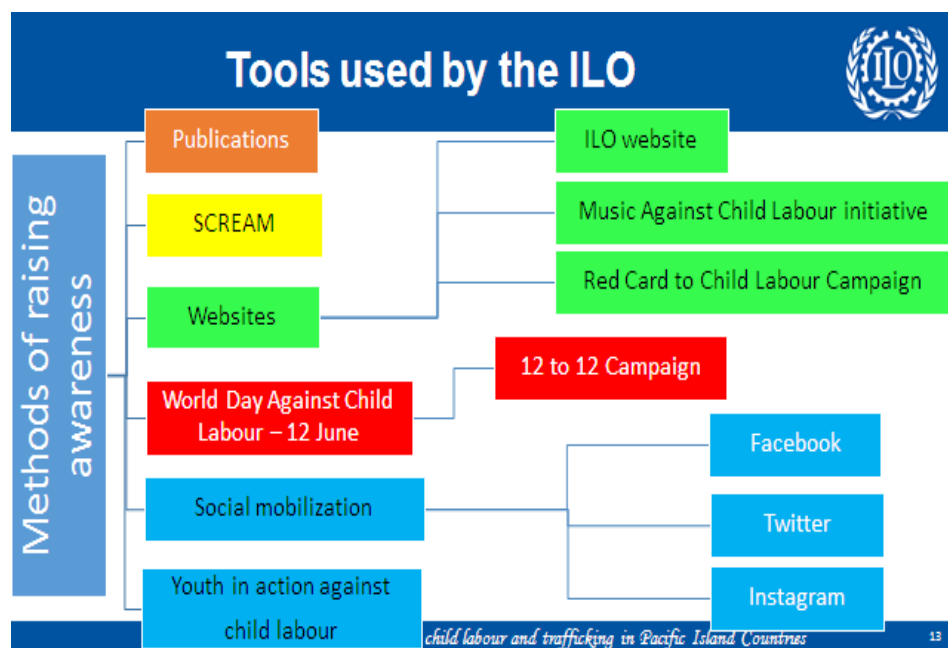
Another good practice methodology that was presented was raising awareness on trafficking through soap opera. The IPEC project in Cambodia partnered with the BBC World Service Trust to provide information and warning messages on the threats of human trafficking to vulnerable

populations (especially young people who drop-out of secondary school and at-risk youth). The message was also included into a Cambodia soap opera called the '*Taste of Life*'. Real-life stories documented by IPEC were used to create trafficking stories and dramatically portray link between migration, trickery and exploitation. [See Annex 23 for the full presentation](#)

ILO Awareness Raising Tools

Awareness and advocacy strategies employed by the ILO were then discussed by Ahmad Ali. It was noted that effective communication is essential to awareness raising campaigns and involving people was an extremely successful strategy. Different methods of delivery for messages were discussed in terms of using traditional methods such as newspapers and the radio and using emerging

mediums such as facebook and twitter, which had the potential to reach a large number of people in a short time span. The involvement of youths and children through *Supporting Child Rights through Education, Arts and the Media* (SCREAM) as a major tool used by the ILO was also stressed as this actively engaged children in awareness campaigns through the visual arts, literacy and performing to create awareness and empower young people to become agents of social change. [See Annex 23 for the full presentation](#)



Day 4: Institutional Strengthening and National Action Plans

The final day of the session focused on institutional strengthening and developing national actions plans per country. It also discussed regional level policies that could be employed at regional level by sector.

D4: Session 1

Case Study: Child Labour Unit Fiji

Mr. Eferemo Raturoko, from the Ministry of Employment, Productivity and Industrial Relations (MEPIR) presented on the activities of MEPIR, in particular the functions of the Child Labour Unit (CLU). With Fiji being the beneficiary of the TACKLE project from 2008 till 2013, it was an ideal period for the MEPIR to implement the necessary legislative and structural changes within the Ministry to incorporate the CLU into its operations.

Operationally, the inclusion of the CLU has been effected through inclusion on the labour compliance component of the Ministry as child labour inspection and monitoring is part of labour inspection and does not replace this in any way. The development of the CLU was discussed to give participants background information on how the CLU was set up as this is something similar that the counterparts from PNG are hoping to replicate as well as other countries.



Mr. Eferemo Raturoko discusses the setup of the CLU at the forum

A key aspect of child labour is the importance of enforcement and monitoring and the MEPIR have developed a very comprehensive monitoring and enforcement system that utilizes key focal points. An important factor in the success of the CLU is the inter linkages and collaboration that the CLU has developed with other government departments and agencies such as the Ministry of Education and the Department of Social Welfare. These partnerships are also in the process of being formalized to encourage further information sharing through MOU's. The partnerships are especially necessary when attempting to put children back to school as well as being able to provide the assistance to the children's families. For instance, the Department of Social Welfare is able to provide Family Care allowance where needed to assist families financially so that children do not have to work. The Ministry of Education is able to facilitate the integration of the child into the education system and ensure proper guidance is provided and both agencies then report back to the CLU.

The monitoring system is described below. See [Annex 24](#) for the full presentation



MEPIR – Child Labour Unit Monitoring and Referral System

CHILD LABOUR MONITORING SYSTEM

Identification

- Community
- Police
- Religious groups
- Individual
- NGO

Referral for Assessment

- IAC (avenue for referral)
- LI (direct to LI)
- CLMU (direct to CLMU)

Withdrawal/ Prevention

- LI
- CLMU
- DSW (Child abuse/ protection)

Data base Mgt and analysis

- LI (local level)
- CLMU (national level)
- CLS

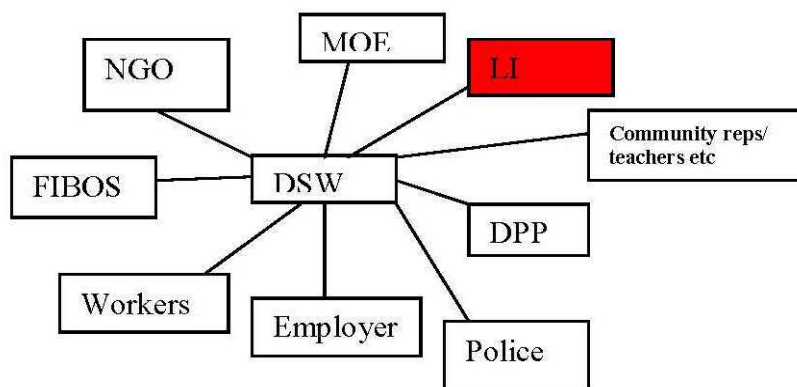
Monitoring & Reporting

- Direct tracking – LI
- LI reporting to CLMU/ IAC
- Technical support- CLMU/CLS
- CLS to NCCC

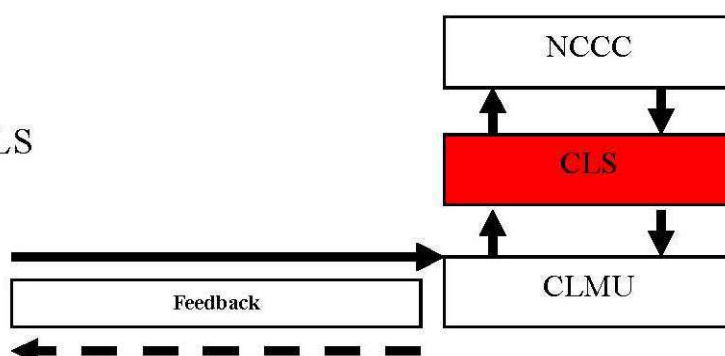
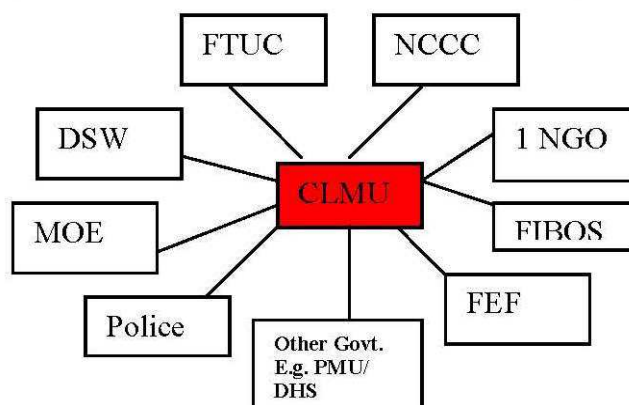
Verification/Quality Control

- IAC-LI
- CLS-CLMU

District – Inter agency committee



CL Sub Committee (reporting to NCCC)



CLMU- Child Labour Monitoring Unit; CLS- Child Labour Sub-Committee; NCCC- National Coordinating Committee on Children; IAC- Interagency committee; LI- Labour Inspector; DSW- Dept of Social Welfare; MOE- Ministry of Education; FTUC- Fiji Trades Union Congress; FEF- Fiji Employers Federation; FIBOS- Fiji Islands Bureau of Statistics; PMU/ DHS- Poverty Monitoring Unit and Department of Housing and Squatter Settlements

D4: Session 2

ILS Reporting for the ILO

A Presentation on the reporting standards for the ILO was then given by the Labour Standards Officer Sivendra Michael who highlighted the reports that were yet to be given and the process that needed to be followed for each country. As signatories to ILO Conventions, countries are required to provide periodical reports to the ILO. These reports are then submitted to a Committee of Experts for evaluation and comments.

Mr. Michael also highlighted the process that countries should follow to ensure reports are submitted on time. It was also important to consult tripartite stakeholders as the reports required a collaborative effort in terms of gathering information and also obliged the government to do so.

Mr. Michael also explained the importance of providing periodical reports and responding to the queries that had been sent through by the committee of experts. The importance of acting on the obligations under the requirements for the Conventions that had been ratified was also emphasized. [See Annex 25 for full presentation](#)



D4: Session 3

Developing National Action Plans

The final presentation of the Forum was given by Marie Fatiaki on the formulation of National Action Plans (NAP) per country. The key requirements for the NAP were presented as well as the structure for the NAPs and development of the policies. National policies and actions plans are framework documents which once adopted should allow for adaptation and elaboration at regular intervals and appropriate levels of responsibility. Following the adoption of a national plan, this will need to be translated into detailed sub-national (provincial, district, local government), sectoral and agency-based plans. [\(refer to annex 26 for full presentation\)](#)

Furthermore, the policy and NAP should not be a “stand alone” document. Rather, to the greatest extent possible, it should be integrated with broader national action plans that address poverty, education, social protection, health, agriculture and youth employment, as well as the Decent Work Country Programme. To be effective and take advantage of synergies where these exist, the plan must be harmonized with and mainstreamed into these broader policy interventions.

The NAP shall be composed of specific actions designed to implement the policy, the identification of specific roles and responsibilities for relevant stakeholders, the location(s) and timeframe for engagement, and an indication of the necessary budget. Proposed actions should together result in delivering specific outputs, which in turn should contribute to achieving

specific objectives (or aims) for the elimination of the WFCL. It is advised that broad objectives of the NAP to which actions and outputs contribute include:

- Protection of children at risk and victims;
- Prevention of the WFCL;
- Law enforcement and prosecution;
- Victim assistance; or
- Knowledge management, capacity building and coordination.

Proposed actions in a NAP should be broadly defined and linked to the objectives identified above; each one can act as a programme or project in itself, needing elaboration once the NAP has been adopted.



Group discussion - participants from the Solomon Islands discuss ideas during the forum

Draft NAP's were developed and each country also identified key priority issues that they needed to focus on;

- **Fiji** identified reviewing national legislations/Acts as a priority as well as increasing education establishments and enforcing and monitoring child labour legislations
- **Samoa** identified the need for more public awareness and the development of a conditions for Light Work (the Hazardous Child Labour List has been developed and currently awaits endorsement)
- **PNG** determined the need to review the current NAP as well as formalizing the CLU in the Department of Labour and Industrial Relations. The need for more awareness raising activities was also highlighted as a priority.
- **Solomon Islands** identified the review of current legislations and policies as a priority as well as the need for research to be conducted on Child Labour and Trafficking
- **Kiribati** also recognized the need for a legislative review and strong awareness raising initiatives on child labour. Monitoring and enforcement was also identified as a priority area.

D4: Session 4

The participants were then divided into their country groups and asked to identify three priority areas that needed to be addressed and to describe the actions that needed to be taken as well as the expected outputs with specific timeframes to achieve the results. The key stakeholders that needed to be involved were also identified. The full summary of the results can be found in the **TABLE ANNEXES** at the end of this document. The main outcomes of the session were that countries identified priorities and agreed to actions needed to eliminate all forms of Child Labour. In summary, most countries identified similar priorities around the following areas:



Fiji participants identify areas for action

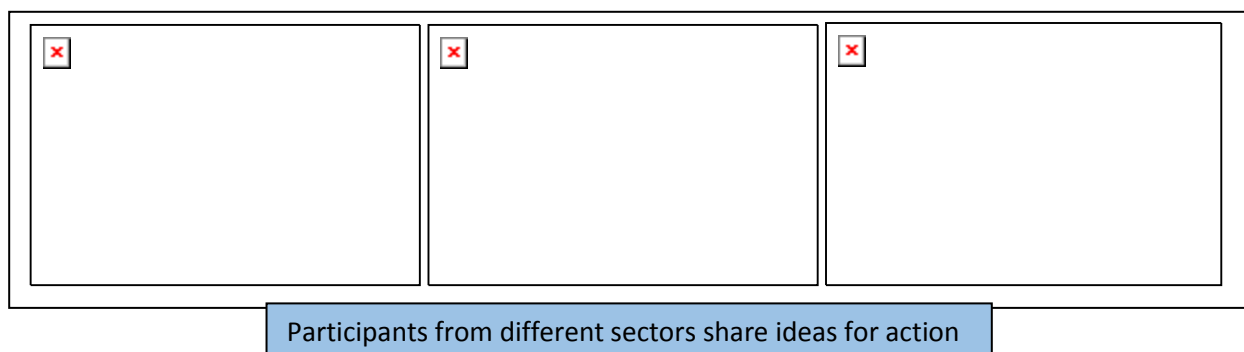
1. Improving Legislation and Enforcement – the country delegations reiterated that there is an increasing need to address gaps in legislative provisions on child labour and harmonise legislations. Relevant countries specified actions they would take to amend relevant legislations and policies in consideration of child labour provisions and strengthen enforcement mechanisms. This also included developing National Action Plans and policies and taking measures to mobilise political support for action on child labour and trafficking.
2. Establishing a coordinating arm or body – country delegations highlighted that the elimination of child labour could be progressed more effectively where there is a lead agency to coordinate collaboration with other line ministries for better implementation of child labour provisions in national law.
3. Awareness and Advocacy – awareness raising and advocacy was a key priority area at all levels of community, government, workers organisations and employers federations and Chambers of Commerce.

D4: Session 5

The final group work for the forum had the participants divided into their sector groups once again. They were then asked to identify the priority areas for action according to their respective sectors, describe what actions could be undertaken by them and what the expected outcome would be and a timeframe for completion of these tasks. Practical applications were sought during these sessions as participants were asked to ensure the tasked set work would be achievable by them. The full list of their discussions is attached in the **TABLE ANNEXES** for this document.

Sectoral priorities are summarised below:

- The Social Welfare Sector identified the exchange of child protection information and action as the main priority area
- The Ministries of Labour Sector identified the improvement of CL monitoring and reporting through sharing of technical information as the priority for the sector
- The Ministries of Education Sector identified the improving quality education as the main priority through the knowledge sharing
- The Employers Sector identified the ongoing capacity building of members as the priority area
- The Workers organizations identified improved collaboration amongst unions as the main area of focus.



Round Table Discussions

Prior to the conclusion of the workshop a final round table discussion was held with participants to determine further courses of actions that needed to be taken. These are listed below;

- Legislation for countries should also be addressed at the sub-regional level to push legislations through. For e.g. through the Melanesian Spearhead Group (MSG)
- More technical support is needed for enforcement and implementation of conventions and policies – strengthening sectoral approach
- Media sensitization – taking into consideration the cultural context of different countries, the media needs to be aware of the implications of reporting sensitive material
- Addressing issues at the ministerial level – political ‘buy in’ is crucial in being able to mobilise resources to address child labour in countries.
- Coordinating and mainstreaming child labour and trafficking into national policies addressing children’s needs.
- Using different communication tools – e.g. using mobile phone technology to deliver messages to rural areas through social media
- Cultural practices need to be taken into account when trying to address child labour in different contexts

Closing remarks

The Director for the ILO Office for Pacific Island Countries Mr. David Lamotte officially closed the Forum and thanked participants for their contributions throughout the four days. Mr. Lamotte also emphasized the need for Tripartite plus partners to work together as child labour issues needed a collaborative approach to ensure that these were dealt with comprehensively.

He highlighted some of the main elements of ILO strategies to eliminate child labour such as; Understanding economic and social causes of child labour; Research, statistics, robust data: Strengthening legislative frameworks and enforcement; Developing effective child labour action plans and policies; Building national and local capacities; Strengthening social dialogue; Pursuing education as the most meaningful alternative to child labour; Demonstrating to children and families life-changing responses are within reach; Targeting actions to meet the needs of vulnerable and hard to reach children; Supporting families through better livelihoods; Business and human rights (tackling child labour in supply chains).

“This forum has discussed many of these elements - and it is very encouraging to see that some of these elements reflected in country and sub-regional priorities and actions. The forum provided a platform for the rich exchange of ideas, knowledge and experiences – I hope you have taken full advantage of this opportunity and will continue to network and share resources when you leave.”

Mr. Lamotte also highlighted that the ILO continues to pursue opportunities for resource mobilization for a Pacific sub-regional child labour and trafficking programme to expand on child labour actions and work in respective countries. The Forum was a means of sharing Fiji child labour experiences and strengthening the ILO approach to CL and trafficking at the regional level. He emphasized that the ILO will continue to provide technical support to countries and look for opportunities to build the capacity of constituents further noting that there were other activities planned for the year in July 2015 – sub-regional training on *‘Building Skills and Livelihoods programmes for out-of-school and at-risk children and youth’*.

Mr. Lamotte ended with an invitation for each country (collectively as tripartite partners – government, employers and workers) to formally write to and request the ILO Office in Suva for technical assistance on child labour issues. Following this, the ILO will be obligated to mobilize resources to assist in this area.

The ILO acknowledges the support and commitment of all stakeholders who participated in the Sub-regional Child Labour and Trafficking Forum from the 13th – 16th April, 2015. The ILO also acknowledges the presenters from key sectors for conducting a successful Forum.

Thank you very much!

TABLES ANNEXES – Group Work

Table 3: Day 1: Session 4: Types of Child Labour per country

Table 4: Day 2: Session 3: Barriers to Education

Table 5: Day 2: Session 9: Group Work & Plenary: Education, Training, Jobs

Table 6: Day 3: Session 5 (a): Country level focal points

Table 7: Day 3: Session 5 (b): World Day Against Child Labour 2015 Strategies

Table 8: Day 4: Session 4: Draft National Action Plans

Table 9: Day 4: Session 5: Sub-regional Priority Action Areas

Table 3: Day 1: Session 4: Types of Child Labour per country

Country	Types of child labour	Rank (1= most prevalent to least prevalent)	Age of children most affected	Gender (%)	Location(s)
FIJI	Agriculture (Commercial)	1	13 – 17	B80/G20	Maritime & North/ West mostly Sigatoka
	Street Vendors	3	6 – 17	B/G	Urban/ Peri-urban
	CSEC	5	13 – 17	B/G	Urban/ Peri-urban
	Scrap Metal	8	10 – 17	B/G	Urban/ Peri-urban
	Begging	6	1 - 13	B/G	Urban/ Peri-urban
	Domestic Help	7	11 – 17	B/G	Everywhere
	Child Trafficking	11	10 – 17	B/G	Everywhere
	Supermarkets	4	6 – 15	B/G	Everywhere (mostly urban)
	Illicit activities	10	6 - 14	B/G	Everywhere (mainly rural)
	Construction	9	13 - 17	B/G	Urban/ peri-urban
	Backyard Garage/ Carwash	2	6 - 15	B/G	Urban/ peri-urban
KIRIBATI	Children selling during school hours	10	under 14 years	Boys	Town
	Flower Girls & Singers at Kava Bar	5	Teenage (15 – 18 yrs)	Girls	Kava Bar
	Illicit activities	9	Between 10 – 18 yrs	Boys	Urban Village
	Domestic Child Labour	6	Below 16 years	Boys / Girls	Urban / Outer Island
	Prostitution	3-4	15 above	girls	urban/outer Island
	excessive cargo handling and delivery For boy	5	between 15- 18 years	boys	urban/outer Islands
PNG	CSEC	1	10 – 18 yrs	95 F	Urban
	Domestic Work	2	10 – 18yrs	95 F	Urban
	Street vending	3	6 – 18 yrs	90 M	Urban
	Plantation workers	4	7- 18yrs	50 -50	Rural
	Begging	5	4 – 18yrs	70 M	urban

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	Scavenging	6	6 – 18yrs	90 M	Urban
	‘Taxi Boys’	7	10 – 18 yrs	100 M	urban
	Child Motor Vehicle Traffic Officers	8	7 – 14 yrs	100 M	Urban
	Alluvial Miners	9	7 – 18 yrs	90M	Rural
SAMOA	Street vendors		7 – 17 years	Age 7- 1.9% Age 8 -3.8% Age 9 -1.9% Age 10 - 1.9% Age 11 - 5.7% Age 12 -4.7 % Age 13- 4.7% Age 14- 14.2% Age 15 - 12.3% Age 16 - 23.6% Age 17 - 25.5% Sample representation 106 Child Vendors 67.9 Males 29.9 Females 2.8 Trans gender	Apia urban area
	Potential issues in agro businesses		-	There is no data that captures this but the worry is that our products are in high demand from other European countries. If this continues there is great potential that it would result into child labor.	
SOLOMON ISLANDS	Sexual exploitation	1	11-17	B/G	URBAN/RURAL
	Drug cultivation/Peddling	2	11-17	B/G	URBAN/RURAL
	Scavenging	3	8-12	B/G	URBAN
	Pickpocketing	4	8-17	B/G	URBAN
	Begging	5	6-15	B/G	URBAN
	Digging of drains	6	12-15	B	URBAN/RURAL

Table 4: Day 2: Session 3: Barriers to Education

Country	Rank	Barriers to access education	Existing policies or programme	Results/ Challenges/ Lessons learnt
Samoa	1	Parental attitude and lack of commitment (First teachers for students are their parents. Parents always have other priorities other than education) Awareness programmes have been ongoing in the media.	Public Awareness on importance of education Compulsory Education Act 2009	Enforcement of Act
	2	Quality of education Teachers/curriculum/attractive activities	1.National Teachers Development Framework 2011 (NTTF) 2.Teachers Bill at third reading with parliament next month 3.Minimum service standards for schools 4.Professional standards for teachers and principals (ongoing training for teachers) 5.Complete Primary Curriculum and examination and rolled in 2013 (outcomes based) 6.Secondary curriculum is now due for revision 7.School fees grant schemes	Capacity issue of assembling enough people to implement and enforce Contradictory decisions made by government and PSC Enabling all stakeholders to comply with school fees grant schemes (Some principals have been charged for misuse of funds)
	3	Inadequate preparations for teachers to handle special needs children	Inclusive education policy 2013 Signed the CRPD 2014	Removal of pre service training for special needs teachers Equipping the schools to cater for special needs students
	4	Hidden educational costs for example registration fees per term Building fees/maintenance/establishment fees	School fee grant schemes	Hidden costs incur by parents Noncompliance of school committees with school fees grant scheme standards
	1	Mindset of parents and priorities	Existing	No legislation to prosecute parents
	2	Hidden cost for education	Existing	Dropout

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Fiji	3	School curriculum - entrepreneurship	Existing but needs to improve and contextualize	Technical college/vocational school
	4	School zoning	Existing zoning school	Lack of enforcement
	5	Uneven distribution of early Childhood Centre – Stand alone and private	ECE policy	Drop out to geographical location
Kiribati	1	Transport and geographical isolation of islands	Free transport for primary, JSS and high school 18	Limited transport, poor road condition (cause of climate change)
	2	Language and communication	Language policy. Children must master their first language	Teachers do not bother to follow the language policy
	3	Unqualified teachers (church schools have 14 schools but their teachers are not qualified)	Teachers are on the priority list for scholarship. Develop policy to bond qualified teachers	More qualified teachers improve students' performance
	4	School fees (Parents can't afford to pay even though most of them go to kava bars whilst the women go and play bingo whilst children look after younger kids at home)	Government subsidized students who pass irrespective if you are from the church or government schools	Improve students attendance
	5	School materials	Free stationaries to compulsory school age students (Primary/- Junior Secondary school level)	Low absenteeism
Papua New Guinea	1	Lack of adequate education facilities and infrastructures	Rehabilitation of Education sector infrastructure	Children not at school
	2	Teachers/student ratio	HRDP1 – Improvement of existing teachers college and facilities. National infrastructure Development program	Children at school but no teachers. Low quality of education Need more trained teachers
	3	Hidden cost	Currently nil	Affordability of basic necessities to support the cost of attending school. CSEC Street vending
	4	Cultural barriers	Gender equality	Awareness on equal worth for both gender

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Solomon Islands	1	Lack of clarity of placement of technical, vocational education training (TVET) in the education system	TVET review on current TVET Policy Make clear place of TVET in education system Ensure curricula meets workforce requirements/demand	Funding support is vague and capacity shortcomings
	2	Conditional Development Partner Funding support	MOU's on funding is utilized exist	Utilization of funding is limited to timeframe for activities to occur
	3	Cost	Fee free policy School grant policy • Per student entitlement • Boarding allowances • Rural school allowances	Hidden costs
	4	Cultural views	Gender education policy inclusive education policy	Gaining confidence of parents

Table 5: Day 2: Session 9: Group Work & Plenary: Education, Training, Jobs

Group	Actions taken	Actions to be included/ recommended topics
Education	• KAB (Know About Business) • SYOB (Start Your Own Business) • BEST (Basic Employment Skills Training) • Careers • Establishment of Technical Colleges • Vocational Education –Alignment to Cert. 2 level • Vocational Subjects mainstreamed with Academic programme • Sports Academy • Cadet Training • Vocational training at Primary level (Solomon) • Expressive Arts/Music	• Accredited Vocational Training Programme aligned with the National Qualification Framework • Financial Education • Entrepreneurship • Values and Virtues • ICT Skills • Pace Programme • Sports • Traditional Skills • Special Needs

Employers	• SAMOA – Chamber sits on the Apprenticeship Board with MOL and Samoa Qualifications Authority (steer qualifications towards industry standards) • PNG – EFPNG sits on the apprenticeship board (NATTB); National Training Council • SOLOMON ISLANDS – Chamber is on the University Council (Chair of the SICCI sits on the Council); normally have funded projects in skills training (on-going) • KIRIBATI – Chamber is represented on the Education Committee; committee looks at the activities vocational schools • FIJI – CEO chairs the National Training & Productivity Centre (FNU)/ also FCEF representatives sit on various IATB; works closely with the Fiji Higher Education Commission	• SAMOA – Chamber representative on the scholarship board in partnership with government to ensure skills match; SCC is also offering basic training on business skills through the National Youth Council (finance – budgeting, marketing, computer) • PNG – Based on this training, EFPNG is required to give feedback (through a workshop) to members on the training done... eg. Child Labour to members, youth/ children • Solomon Islands – meeting with TVET representatives to work through vocational modules to suit the need of the private sector. • KIRIBATI – training children and youth (SYOB) • FIJI & everyone else – more collaboration/ stakeholder relationships to effectively assess the labour market requirements Common Elements • Members offer scholarships for students (toppers) and awards for secondary schools/ tertiary institutions • Members offer internships/ apprenticeship programs to students (some as a pre-requisite for graduation) • Members who donate directly to Agencies that deal directly with children (incentive – tax rebate) • TVET - Apprenticeship Program (Trade Certificate) absorbed by Employers for a Trainee Scheme Program for about 2 – 4 years (depending on the field of study and the performance) • Subjects/ Skills/ learning areas for transitional education – out of school • Short term courses to up skill their knowledge in their respective fields (areas of expertise for e.g.)
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		• Basic business skills • Specific trade skills • Life-long skills
Ministries of Labour	• SAMOA – In the Ministry of Commerce, Industry & Labour – In the Employment Divisions in the Ministry, they have a Programme called Career Day for Schools and Job Seekers Training. That programme are explaining how school leavers applying to job vacancies, how they fulfill the forms, and how to write their application letters. • FIJI – National Employment Center within the Ministry of Employment has been established to provide training to unemployed youths in order to find good employment. Center is also recruiting workers to overseas jobs, (NZ, AUST, US, etc.). • KIRIBATI – The National Employment Registered within the Ministry of Labour, responsible to provide registration for those who apply for job vacancies in the market. • SOLOMON ISLANDS – Apart from National Trade Training, Apprenticeship Scheme, and Job Placement, the Labour Division also Supervisors a Youth at Work Programme that caters for youth interest and aspirations. And a cash for work scheme and Internship program • PNG – - National Employment Services – prepares youth for unskilled farm work in mostly Australia and New Zealand - National Apprenticeship Trade Testing Board (NATTB), it certifies skills and qualification - Independence Fellowship Scheme (IFS), provides scholarship and allowances for out of school youths	• Apprenticeship Scheme. – carpentry training, plumbing training, trade training. • Agriculture, Sports (soccer, rugby) • Business Skills, Life Skills, Employment Skills
Social Welfare	SAMOA • Life skills training for example – screen printing, weaving, flower arrangements, plantations, wood carving, budgeting skills, social skills such as building effective communication skills, Trainings on CV and job application and so forth	• Life Skills training • Career fair • leadership training • Agriculture training • One minutes video based on youth issues

	• This is done annually and it is in performance measures for Division for Youth In close collaborations with relevant agencies. • We build on from the skills they already have and it is also a strategy to solve unemployment issues and encouraging youth to stand on their own feet. • Register some of these projects under the commonwealth youth awards. FIJI • The Department of Social Welfare deals only with juvenile offenders as this is mandatory and under the Juvenile Act. There are 2 Homes established for such juveniles. • Upon admission assessment is done and those that can return to formal education are encouraged to do so, while those that cannot are encouraged to take up life skills, survival and leadership skills, farming skills and sports, vocational skills. Training also on building self-esteem, decision making and team work were also part of their day to day programs. Training are conducted by staff of the Center, likewise in cooperation with other stakeholders, such as the Army and Correctional Services PNG • Different Ministries that takes care of youth and unemployment, they have their own programs • Education takes care of vocational training • Labour department looks after job placements etc. • The churches and NGOs implements activities of trainings conducted while the Ministry of Community Development monitors the implementation and ensure that the rights of children and youth are well reflected. • We facilitate training on rights and protection of children. SOLOMON ISLANDS • There are no specific programs that focus on trainings to build on working skills for youth and children however;	• SIYB
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	• Conducting awareness programs in communities to provincial governments and government to community on children's rights on education.	
Workers	Workers organization usually have - Women's Wing - Youth Wing Training carried out include: • Unionism and the role of a unionist • Leadership training • Women Issues • Youth Issues • Human Rights and rights as workers • Environmental education • Organizing and recruiting members • Running campaigns • Negotiating Skills • Advocacy and Lobbying • Trade Agreements and TMNP • OHS in the workplace • Labour laws • Safety in the workplace • Workplace harassment including sexual harassment • Disciplinary procedures Lobby for training programmes such as Apprenticeship schemes, TVET programmes for youth, Effective teacher education and training and professional development	Subjects/skills/learning areas to include; 1. Human Rights including CRC and community rights 2. Generic skills in • literacy and numeracy, • self-knowledge and personal presentation • self-esteem, • life skills, • values, roles and responsibilities and appropriate behavior • communication • customer service • first aid • safety • hygiene and good grooming • OHS

Table 6: Day 3: Session 5: Country level focal points

Country	Focal point details	Role of Focal Point
Fiji	Name: Mr Atish Kumar Position: Assistant Director Labour Standards Services Organization: Ministry of Employment, Productivity and Industrial Relations Phone: 00-679-3314 999 Email: atish.kumar@govnet.gov.fj	• To call for and organize meetings and consultations between stakeholders and members • To be the focal point on child labour in their respective sectors • Share and update Information • Liaise with stakeholders on matters and information relating to Child Labour. • To organize awareness sessions within their own sectors • To coordinate and organise World Day Against Child Labour activities
	Name: Mr. Nesbitt Hazelman Position: Chief Executive Officer Organization: Fiji Commerce and Employers Federation Phone: 00-679-3313 188 Email: ceo@fcef.com.fj	
	Name: Mr. Agni Deo Singh Position: General Secretary Organization: Fiji Teachers Union Phone: 00-679- Email: agnisingh@connect.com.fj	
Solomon Islands	Name: Josiah T Manehia / Esther Marisi Position: Commissioner of Labour/Director of Children Development Division Organization: Labour Division/Children Development Division Phone: 00-677-26810/00-677-23548 Email: josiah.manehia@commerce.gov.sb / emarisi@mwycfa.gov.sb	• Call for and organize meetings and consultations • Share and update Information • Liaise with stakeholders on matters and information relating to Child Labour. • To act as the Secretariat

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Kiribati	Name: Batetaake Tatoa Position: Ag. Director for Labour Organization: Ministry of Labour & Human Resource Development Phone: 00-686-21097 Email: taoieta@labour.gov.ki	• Call meetings to relevant stakeholders • organize activities, such as song competition, campaign awareness, drama, street dance, one minute movie • share information and data • involve the media through existing newspapers, radio spot • seeking funding for child labour and trafficking activities to ILO • Follow up actions on what we do • Monitoring and Evaluate on activities • Reporting to ILO on the outcome and issues.
	Name: Rakeiti MacKenzi Position: Vice President Organization: Kiribati Chamber of Commerce & Industry Phone: 00-686-22255 / 26351 Email: rakeiti@gmail.com / www.kcci.org.ki	
	Name: Lisa Tibou Position: District Education Officer Organization: Ministry of Education Phone: 00-686-29275/6 Email: Lisatibou@gmail.com	
	Name: Tarateima Tewareka Position: Youth Officer Organization: Ministry of Women, Youth & Social Affairs Phone: 00-686-21017 Email: Matakore197775@gmail.com	
PNG	Name: Adam Tal Topo Position: Interim Coordinator Organization: Child labour Unit – Department of Labour and Industrial Relations - PNG Phone: Email: atopo@gmail.com	• Call for and organize meetings and consultations • Share and update Information • Liaise with stakeholders on matters and information relating to Child Labour. • To act as the Secretariat

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Samoa	Name: Tili Afamasaga Position: President Organization: Samoa Workers Congress Phone: Email: tiliafamasaga@yahoo.com	• To call for and organize meetings and consultations between stakeholders and members • To be the focal point on child labour in their respective sectors • Share and update Information • Liaise with stakeholders on matters and information relating to Child Labour. • To organize awareness sessions within their own sectors • To coordinate and organise World Day Against Child Labour activities
	Name: Hobart Va'ai Position: Member Services Manager Organization: Samoa Chamber of Commerce and Industry Phone: 00-685-31090 Email: memberservices@samoachamber.ws	
	Name: Government Rep to be confirmed Position: Organization: Phone: Email:	

Table 7: Day 3: Session 5: World Day Against Child Labour 2015 Strategies

Country	Objective	Key Message	Target audience	Actions	How	Who will be involved
Solomon Islands	Raise awareness: “WEA NA PIKININI BLO IU???” (Where is your Child?) “SAY NO TO CHILD LABOUR”	-Right to Quality Education -Right to Health and safety -Right to full physical and mental development -Right to be protected from Child Labour and elements -Right to a “DUTY OF CARE”	•Parents •Stakeholders •Children •Policy makers	• Most important to SEEK FUNDING FOR THE DAY’S PROGRAM. (SIG, SICCI, DONOR PARTNERS etc.) • Promotions through Media, Educational talks, Pamphlets, Stickers, Public Debate/Radio Talk back program, Street Parade	• FB • Radio talk back • Song contest	• Youth at work • Children • Police • Relevant government ministries • stakeholders
Fiji	Raise awareness at the national and community level in all division in Fiji, Central, Eastern, Western.	-The Right to Quality Education -“YES to Quality Education, NO to Child Labour”	•Parents •Children •Teachers •Stakeholders •individuals	• Conduct a March in all three divisions as the Major activity for the WDACL. • Invite the Ministers from the three key Ministries to deliver the opening address at the March – MEPIR, MOE, MWCPA	• Involve the Media – Fiji Times, etc. • Organize through officers from the department of Social Welfare and MOE. These officers already have experience in conducting such activities and this should not be difficult for them	• Three key ministries – MEPIR, MOE, MWCPA. • Stakeholder – FCEF, FTUC, NGOs
Samoa	Raise awareness at all levels of the community to ensure that everyone is aware of the issue of child labour.	-“YES to Quality Education, NO to Child Labour”	•All members of the community	• Raise awareness through media articles in the newspapers • Conduct awareness sessions in various communities, especially in the rural areas and define	• Media articles • Facebook • Radio talk back shows	• Organizing –Officers from MCIL, MWCSO, MESC, etc. • Youth, individuals, community leaders, teachers, parents, school management

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				child labour in the Samoan context		
PNG	Raise awareness on child labour in different provinces	- <i>"YES to Quality Education, NO to Child Labour"</i>	• All members of the community, especially targeting rural areas and agricultural sectors	• regular media columns/talkback shows and radio plays in mainstream media on CL issues • Lead-up media campaigns in Post Courier/The National/EMTV/TVWan/ • Radio/Talk Back Show • Selected School Visits • 20 PLOs convene CL celebrations	• ILO and DLIR to formulate and request for a mini-program • school talks and visits • media briefing	• Print media to publish CL columns • Presenters (from relevant stakeholders to go on the air/talkback shows on CL) • Partners develop sector/agency based avenues (such as workshops/briefings/ etc) on CL • DLIR, CL Coordinator to liaise with provinces to conduct activities to commemorate CL Day.
Kiribati	Raise awareness on child labour in the community and especially in the outer islands of Kiribati	- <i>"YES to Quality Education, NO to Child Labour"</i>	• General public as well as other stakeholders • Especially parents – importance of education	• To celebrate the World Day against Child Labour at the Bairiki Square. • inviting guests, Displays on Child labour photos, Brief Presentation on child labour and trafficking, to have drama competition, song competition, distributing of brochures on child labour practices.	• Through the media, • Facebook • Sunday Services • Road show • Public brochure • Invitation, (FB, radio talkback etc.)	• Relevant stakeholders • Government ministries • Employers • Workers Unions. • Media and children • Youth Organisation

Table 8: Day 4: Session 4: Draft National Action Plans

Country	Priority area	Action	Output	Timeframe	Role
FIJI	National Legislations/ Act	To review Education Act	- To include strategies to eliminate Child Labour and trafficking in the Act - To enforce compulsory education and prosecute parents/ guardians	April - June	MoE-Policy Unit
		To review, complete the NAP and table in the parliament	Implementation of NAP by the relevant Agencies	April - October	Ministry of Employment
		ERP Redesign	ERAB to make recommendations to the review: Restriction on working hours of minors	June - October	Tripartite (ERAB)
		To develop the National Child Protection Policy	To include strategies eliminate Child Labour and trafficking in the Act	December	Department of Social Welfare, Children & Poverty Alleviation
	Education	Increase the establishments	Quality teaching	End of the year	Ministry of Education
		Improve teacher status (Terms & conditions)	Retention of quality teachers	End of the year	Ministry of Education
		Encourage Community Awareness Programs	Parents prioritise education Decrease school drop-outs Educated Nation (knowledge based society)	End of the year	Ministry of Education
	Enforcement and Monitoring	To strengthen the enforcement arm of the CL Monitoring Unit	Reduce CL Prosecution of offenders	December	Ministry of Employment CL Monitoring Unit
		Increase establishment	Sound monitoring and enforcement	December	Ministry of Employment CL Monitoring Unit
		- Publication of the breach in legislations concerning CL; - Introduction of	- Educate the public at large - Awareness	Consistent vigilance	Media

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		new/amendments to legislations			
		Lobby for compliance amongst members	- Awareness - Compliance	On-going	Employers/ Workers
Country	Priority area	Action	Output	Timeframe	Role
SAMOA	Public Awareness	Finalise Rapid Assessment Report	Information for PA	End of May 2015	Tomasi Peni
		Finalise SWC Survey	Info for PA work	2 May 2015	Tili, Salima
		Make available Guide for Employers	Info for PA	Done	Pati
		Planning for PA for International Child Labour Day	Plans by social partners and agencies	12 June 2015	All; Nora, Pati, Tili, Uputaua, Salima
		Putting together press releases	All press releases to Nora	8 June 2015	All??
	Development of a List of Conditions for Light Work	Adding social partners to CRC Partnership	A more effective CRC Partnership committee		Nora/ Louisa
		Convene CRC Partnership to compile list of conditions for light work	Conditions for light work completed and approved	End of 2015	All
		Agreement of Govt agencies as to who will be the focal point for child labour in government.	Agreement from anyone of either MWCSO or MCIL	By end of May 2015	Nora/Uputaua

Country	Priority area	Action	Output	Timeframe	Role
PNG	Child Labour Unit	Establishment of the CLU within DLIR	A fully functioning CL Unit in PNG	April – May 2015 June – July 2015 July 2015	- DLIR (Labour Admin, IRIC Executive Managers and CL Coordinator to put together and finalise the structure, TOR, Work Plan) based on the discussions with their Fijian CLU counterparts - DLIR – Labour Admin to & IRIC Programmes to present to Dept for endorsement - Preparation of an operating budget for the Unit
		Close liaisons & coordination of the work of the PCLCs	All the 8 PCLCs are operationalised Regular feedback on activities to CL CLU	Quarterly Basis	CL Coordinator to liaise, coordinate, monitor and document the work of the PCLCs
		Establishment of the Database Management System	Fully functional and operational database system.		The CL Coordinator to work closely with the ILO to establish this system
		Set up and operationalization of the National Coordinating Committee on CL	- Quarterly meetings - Endorsement of programme activities	June – August 2015	- The CL Coordinator to work closely with stakeholders to set-up the Committee. - Resource Mobilization & fund raising for activities
		Regular reporting on CL Conventions to the ILO	Updated reporting on C182 and 138	Annually	CL Coordinator to prepare reports

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	Awareness Raising	Media Slots on Child Labour	regular media columns/talkback shows and radio plays in mainstream media on CL issues	Periodic (Once every two weeks)	• Print media to publish CL columns • Presenters (from relevant stakeholders to go on the air/talkback shows on CL)
		Stakeholder sensitization on CL	80% CL partners & stakeholders and the target populations are made aware of CL issues	Immediately	• Partners develop sector/agency based avenues (such as workshops/briefings/etc) on CL
	World Day Against Child Labour 2015	World Child Labour Day Celebrations	• Lead-up media campaigns in Post Courier/The National/EMTV/TVWan/Radio/Talk Back Show	1-12 June 2015	• ILO and DLIR to formulate and request for a mini-program
			• Selected School Visits	12 June 2015	• school talks and visits • media briefing
			• 20 PLOs convene CL celebrations		• DLIR, CL Coordinator to liaise with provinces to conduct activities to commemorate CL Day.
	Review of the National Plan of Action on Child Labour	Review of the NAP on Child Labour	• Smart, feasible and deliverable National Plan of Action on CL	August 2015.	• Stake holders to meet • Review the NAP • Endorse for implementation • Launching • Agencies/stakeholders incorporation into their Annual Plans and Budgets. • CL Coordinator to coordinate with all stakeholders • ILO to provide technical back-stopping.
Country	Priority area	Action	Output	Timeframe	Role

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Solomon Islands	Child Labour / Child Trafficking	- Consultation with Stakeholders - Survey & Research (Inspection) - Review of current legislation on Child labour & Child trafficking - Conduct annual memorable events to raise awareness & advocacy on Child labour & Child trafficking through education & media	- Engaged stakeholders - Data Collected (Rapid Assessment) - Legal loop holes identified - Child labour & Child trafficking issue acknowledged & legislated	- By December 2015 - On Going	- SIG will do the Survey & Inspection for Data collection - Supported by SICCI, Workers Unions & Stakeholders - Min of Education, Min of Women & Min of Labour, supported by stakeholders & ILO
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Country	Priority area	Action	Output	Timeframe	Role
KIRIBATI	Legislation & Policy	Consultations with key line Ministries and Agencies	National child Labour policy	2017	Leading Ministry MLHRD AG, MWYSA, NGO's, MoE, Police, KCCI, KTUC,
	Awareness and Advocacy	1. Conduct specific child labour trainings with social welfare, labour, youth officers, NGO's and MPs 2. Community outreach awareness	Qualified child labour inspectors	End 2015	Leading Ministry – MLHD AG, MWYSA, NGO's, MoE, Police, KCCI, KTUC,
	Monitoring and Enforcement	Follow up on reports cases from responsible officers	Empower teachers, police, church leaders, counsellors and youth officers on addressing child labour	31 December 2015	Leading Ministry MoLHRD: AG, MWYSA, NGO's, MoE, Police, KCCI, KTUC

Table 9: Day 4: Session 5: Sub-regional Priorities and Action

Sector	Priority area: Exchange of child protection information and actions			
Departments of Social Welfare	Action	Output	Timeframe	Role
	1. Email relevant information amongst countries	• All Legislations and policies developed and revised • Make information available via website	ASAP	Each country focal point for Social Welfare to ensure that these are available and shared
	2. Short term trainings and attachment arrangements with leading countries	• Capacity building and sharing of experiences to build on neighbouring countries	2 nd to 6 th of November 2015	Coordinate hosting and integration of all relevant stakeholders
	3. Sharing of best practices to combat child labour issues	• Emails amongst country focal points, sharing of program design and plans • Share successful stories and contextualize within own country context	2015 – 2016	Make these available and evaluate. To be committed to combat this issue using a regional approach.
Sector	Priority area: improvement of CL monitoring and reporting through sharing of technical Information			
Ministries of Labour	Action	Output	Timeframe	Role
	1. Sharing of information and knowledge amongst different countries	• MOU to be discussed with Ministry Heads and signed asap	2015	
	2. Explore possibilities of resource sharing across countries	• Department heads to sign MOU to share technical information such as processes. i.e. processes documentation, database, forms, • Provide training and advice to counterparts on practical application	2015 – 2016	Each participant to make recommendations to their department heads on need for resource sharing

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Sector	Priority area: Improved quality education			
Ministries of Education	Action	Output	Timeframe	Role
	Share knowledge, experience and technical cooperation across borders	Provide technical assistance on adaptation of best practices to country situations. Best practices include: • KAB (Know About Business) (Fiji,PNG) • SYOB (Start Your Own Business) (Fiji,PNG) • Vocational training at Primary level (SI)	Ongoing	All ministries to share information on best practice methodologies via email and MOU's
	technical/vocational education to be included as a choice for students	Provisions to be mainstreamed into curriculum by 4 th quarter 2016	2015-2016	Departments to recommend technical/vocational education to be given as alternatives at early secondary level rather than 'second chance' education
Sector	Priority area: On-going Training & Awareness (Capacity Building) for members			
Employers	Action	Output	Timeframe	Role
	Share best practices and resources/ Training of trainers	Knowledge-based workforce	Immediate Effect (on-going)	Employer Organizations (Training/ Policy Sections)
	Aligning organizational policies to national legislations (amendments)	Compliance	On-going	Employers
	Actively Participate in Stakeholder Discussions on Child Labour	Meaningful contribution to Child Labour legislation/policy Discussions	As and when required	Employers & Ministry of Labour
Sector	Priority area: Improved collaboration amongst unions			
Workers	Action	Output	Timeframe	Role
	Share technical information and experience across countries	More informed unions and higher membership base to include young workers	Ongoing	Training of trainers to be provided by Unions/ILO
	Develop regional guidelines for unions on CL issues	Young workers are aware of their rights and are not exploited	2015-2016	Guidelines developed in collaboration with stakeholders – e.g. ILO, EI, UNICEF

