



Fiji Trades Union Congress Dialogue on Child Labour Report

12th June, 2015

1. Introduction

The most recent global estimates suggest some 120 million children between the ages of 5 and 14 are involved in child labour, with boys and girls in this age group almost equally affected. This persistence of child labour is rooted in poverty and lack of decent work for adults, lack of social protection, and a failure to ensure that all children are attending school through to the legal minimum age for admission to employment.

Many child labourers do not attend school at all. Others combine school and work but often to the detriment of their education. Lacking adequate education and skills, as adults former child labourers are more likely to end up in poorly paid, insecure work or to be unemployed. In turn there is a high probability that their own children will end up in child labour. Breaking this cycle of disadvantage is a global challenge and education has a key role to play.

The World Day Against Child Labour this year focussed particularly on the importance of quality education as a key step in tackling child labour. As part of the world day celebrations in Fiji, the Fiji Trades Union Congress (FTUC) with support from the ILO organised a ***Dialogue on Child Labour*** with its members in the Navua/Suva/Nausori corridor. As the participants for the workshop were primarily members from the Fiji Teachers Union, the focus for the workshop was based on the role of teachers. The outcomes of the Dialogue session is documented below.

2. Objectives

The objectives of the workshop were;

- To update members on relevant current (and proposed amended) legislations, policies and programmes in relation to children, labour and education
- To review and provide feedback to finalise for printing the child labour pocket book for trade unions
- To observe World Day Against Child Labour and plan for trade union actions

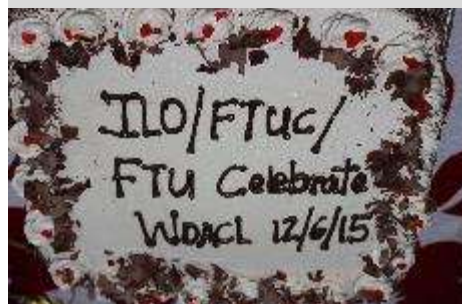
3. Opening remarks

The workshop commenced with an opening address by the FTUC National Secretary Mr. Agni Deo Singh who highlighted the importance of the workshop and especially the role of the union representatives. He noted that the theme for this year's World Day Against Child Labour was very timely as it focused on quality education. Mr. Singh emphasized the quality education could only be provided by properly qualified teachers engaging with students and with proper support. One of the essential aspects of this support was the ability for teachers to earn decent wages which was always a priority for the union.

Mr Singh re-iterated the commitment of the FTUC in ensuring its members were properly represented and highlighted the third objective of the World Day; "Policies that ensure access to quality education and investment in the teaching profession" which placed emphasis on quality teachers.



FTUC National Secretary Mr. Agni Deo Singh delivers the opening remarks



4. Outcomes

The dialogues session ended with the following outcomes;

- Knowledge was shared with participants on the World Day Against Child Labour activities as well as the emphasis placed on the important role played by teachers on providing quality education
- Participants were informed of the activities of the FTUC in assisting in the elimination child labour and the aid provided to children who were found to be at risk. The establishments of focal points at district level was highlighted as crucial to this work
- The participants also reviewed the *Booklet on Child Labour for Trade Unions* and made recommendations as to how this could be improved as a practical guide for union members

5. Overview and regional perspectives

The dialogue session then began with the overall introduction of global perspectives and concepts on child labour. These were then discussed through the World Day Against Child Labour initiatives and the theme for this year which was ***“NO to Child Labour, YES to Quality Education”***. Mr Ahmad Ali (Project Officer for the International Labour Organization) then made a presentation on the three main objectives for this year which were;

- Free, compulsory and quality education for all children at least to the minimum age for admission to employment and action to reach those presently in child labour;
- New efforts to ensure that national policies on child labour and education are consistent and effective;
- Policies that ensure access to quality education and investment in the teaching profession.



Details were then provided as to how Fiji had made great progress towards fulfilling these objectives through legislative and policy changes in Employment Relations Promulgations of 2007 and through recently established Education Policies such as the free tuition grants. Further emphasis was also placed on the relevant ILO Conventions on Minimum Age (C138) and the Worst Forms of Child Labour (C182) which Fiji was a signatory to. The presentation highlighted that although progress had been made ensuring that national policies were in line with the Conventions, it was also stressed that some of the policies and legislations needed adjustment as some loophole had been found.

The presentation then focused on the causes and current trends in child labour in the Pacific and in particular Fiji. It highlighted the contributing factors to child labour such as poverty, slow economic growth, low employment opportunities, high youthful population, etc. that contributed to children being involved in child labour. It also highlighted the type of work and hazards that children faced in agriculture and in the informal sector, the two sectors where incidents of child labour were high. The presentation ended with a discussion on the effects that this had on children and their families.

The next session for the evening was presented by Ms. Jotika Sharma, Centre Manager for the Fiji Trades Union Congress. Ms. Sharma spoke on the initiatives that had been implemented by FTUC in combating child labour and the results and lessons learnt from this. She highlighted that much of the work on the project had been conducted with teachers such as those present at the workshop and these were also instrumental in setting up child labour focal points per district.

Ms. Sharma underlined the achievement of the project in preventing 800 school children aged 6 – 14 years from dropping out of school or engaging in child labour. The project was also able to identify 40 schools through field surveys that needed assistance as well as 500 needy children who were assisted with school fees, stationery and uniform grants.

The project also focused on capacity building for trade union leaders and committees through identification of 100 workers representatives at each level, including youth and Women's committee members, who were then trained in 3 divisional workshops and appointed as trade union focal points. Teacher empowerment and training courses were also conducted to sensitise teachers to child labour issues.



Trade union capacity building exercise for teachers and committee members.

It was highlighted to the members present that one of the lessons learnt and good practice results was the use of the existing network that the trade unions had which were well utilised in identifying children at risk and needing assistance. The project was also able to involve all stakeholders (parents, guardians/teachers, communities) and provide further support services such as remedial classes, counselling, etc. the involvement of workers/employers to curb under-aged employment at workplaces was also crucial for the project and this partnership was further enhanced.

Ms. Sharma then gave a brief background to the *Booklet on Child Labour for Trade Unions* and emphasized that the need for the booklet was identified at a similar workshop held last year by the teachers. She then encouraged the participants to peruse the booklet at length and provide feedback as to how this could be developed further to ensure that it was a practical guide that would be useful for the participants in their daily activities. This was then the introduction for the group work activities highlighted below.

6. Group work activities

The participants were then divided into 5 groups to discuss the booklet at length and provide input as to how the guide could be improved for their practical use. Their outcomes are categorised and listed below;

a. *Include proper referral systems*

- Full process of assessment, referral, action and monitoring to be included in the booklet.
- Teachers as the first point of contact should also be in a position to identify children at risk of child labour or currently engaged
- Procedures and protocols should be included for teachers such as;
 - o steps to take when faced with child labour issues for teachers
 - o properly classified child labour cases and the relevant authorities to contact
 - o Include the child help line number
- Define the role of the teacher in the overall process
 - o The role of the teacher (as a social worker) is just to report. Police and Social Welfare should be doing the investigations



Participants engage in group work activities

b. *Improving the capacity of teachers*

- Teachers should be more knowledgeable and provided with more workshops to improve on this area
- Selected teachers to be trained as professional counsellors
- Basic coaching and counselling methods should also be provided to ALL teachers – provide training from Social Welfare officers and all other stakeholders
- Teachers should be agents of change and be empowered to identify children who are at risk or engaged in child labour

c. Specific contact details to be included

- FTUC focal point contact details to be provided by district
- Specific contact details to be provided for particular ministries
 - o E.g. contact details for the Child Labour Unit at the MEPIR
 - o Contact for Department of Social Welfare by Division
- Referrals to counselling centres provided in the booklet

d. Legislations to be included in the booklet

- Laws of all relevant government departments to be included
 - o E.g. Employment Relations Promulgation, Child Welfare Decree, Juvenile Act, etc.
- The rights of children *and* parents to be included in the booklet – also include the responsibilities for both
- Include penalties for breaching child labour/ child protection – also recommend harsher penalties for parents/guardians and custodians found to be engaging children in child labour

e. Raising awareness on child labour

- CAPS – Communications and Awareness Programmes should be inculcated (for child labour)
- Awareness campaign for parents and communities should also be organised and how to involve communities (social leaders etc), parents and guardians and providing a holistic approach – social, mental, physical, spiritual aspects should be taken in to account when providing solutions
- Simplified version of the booklet should also be produced and printed in 3 major languages
- Role of social media and the risks should be highlighted
- Through the FTU AGM and other AGM's organized by NGO's, resolutions can be made to the government to take active roles in taking ownership and addressing issues of child labour in Fiji



Participants engaged in group work activities



- There is a need to create a certain level of awareness in parents/guardians to refrain from involving their children or adopted children into child labour
- How unions can involve the administration – principals, vice principals, and assistant principals
- What are the health related issues as a result of child labour

f. Influencing Policies

- Make child labour issues compulsory and part of the curriculum and include in the Religious Education classes/beliefs/cultural interpretation
- With the help of the MOE, issues of child labour can be embedded into FLE (Family Life Education) syllabi so that proper training can be given to children. The children of today will be future parents so this way we are looking at the long term solution to eradicate the problem of child labour
- Collective bargaining can indeed have a lot of impact on the seriousness of this child labour issue. Child Labour should be included in our collective bargaining discussions so that it is in the agenda and part of our policies.

7. Limitations and observations

- Although sessions were sought with the Child Labour Unit at the Ministry of Employment, Productivity and Industrial Relations (MEPIR) and the Department of Social Welfare for the discussion of relevant legislation on child labour and child protection these unfortunately did not eventuate.
 - o Further emphasis needs to be given to these stakeholder to attend as these sessions would have been extremely useful and information for participants on how to be able to respond to situations of child labour
- It was highlighted by participants that there is still evidence of children being involved in child labour especially as packers in supermarkets. These children were seen to be working late hours after school and on weekends.
 - o Referral was provided to participants to report these cases to the Child Labour Unit for further investigation.
- Participants highlighted the need to have the processes, penalties and actions that can be taken against parents for neglecting their duties and allowing their children to be involved in child labour.

- Discussions were held with participants on the best method to proceed with these cases. The child labour referral process for the CLU will also be included in the booklet.
- Due to the late start to the programme, the participants were not able to conduct the group work session on the trade union action to combat child labour.
 - Participants were encouraged to send in any further feedback via email. They also recommended that the next workshop be organised on a Saturday and for a longer period of time to ensure more comprehensive discussions on the issues.

8. Recommendations / Way forward

- a. Following the dialogue session the recommendations for changes to the *Booklet on Child Labour for Trade Unions* will be included into the second draft for further perusal by stakeholders.
- b. Participants will also be sending any further recommendations via email to ILO before 30th June, 2015.
- c. A follow up workshop will be organised with FTUC/ILO and union members on the 10th of July, 2015 in the western division to gather their views and recommendations on the booklet. All effort will be made to include the CLU and the DoSW in this workshop to ensure participants are provided with relevant and current information.
- d. The booklet is to be finalised and printed by 30th July, 2015 and distributed by FTUC to its members.

9. Distribution List

- David Lamotte, Director
- Satoshi Sasaki, Strategist for Decent Work Specialist
- Marie Fatiaki, Programme Coordinator
- Agni Deo Singh, National Secretary, Fiji Trades Union Congress
- Jotika Sharma, Centre Manager, Fiji Trades Union Congress
- Mere Corerega, Finance and Administrative Officer
- Peter Blumel, Communications and IT



FII TRADES UNION CONGRESS
Dialogue on Child Labour
FTU Hall,
12th June, 2015



International
Labour
Organization

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Session 1

World Day Against Child Labour

12th June 2015

NO to Child Labour, YES to Quality Education!

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ILO objectives for this year

On this year's World Day Against Child Labour we call for:

- free, compulsory and quality education for all children at least to the minimum age for admission to employment and action to reach those presently in child labour;
- new efforts to ensure that national policies on child labour and education are consistent and effective
- policies that ensure access to quality education and investment in the teaching profession.

NO to Child Labour, YES to Quality Education!

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Free, compulsory and quality education for all children

Many child labourers do not attend school at all. Others combine school and work but often to the detriment of their education.

Lacking adequate education and skills, as adults former child labourers are more likely to end up in poorly paid, insecure work or to be unemployed. In turn there is a high probability that their own children will end up in child labour.

We need to break this cycle!

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New efforts to ensure that national policies on child labour and education are consistent and effective

- Promote work towards the implementation of ILO Conventions into practice
 - Convention 138 – Minimum Age
 - Convention 182 – Worst Forms of Child Labour
- Fiji has made great progress towards this and has amended legislations accordingly.
 - ERP – minimum age, HCL
 - MOE – Compulsory education
 - DSW – child welfare decree

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Policies that ensure access to quality education and investment in the teaching profession

- Education and training can be key drivers of social and economic development and they require investment.
- The ILO also supports the key people who deliver education: teachers. Together with UNESCO, the ILO promotes principles of quality teaching at all levels of education through Recommendations concerning teaching personnel.
- Ensuring a professional and competent teaching force with decent working conditions based on social dialogue is a vital step in delivering quality education.

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Making progress – action required

Among the most important steps required are:

- providing free, compulsory and quality education;
- ensuring that all girls and boys have a safe and quality learning environment;
- providing opportunities for older children who have so far missed out on formal schooling including through targeted vocational training programmes that also offer basic education support;
- ensuring coherence and enforcement of laws on child labour and school attendance;
- promoting social protection policies to encourage school attendance;
- having a properly trained, professional and motivated teaching force, with decent working conditions based on social dialogue;
- protecting young workers when they leave school and move into the workforce, preventing them being trapped in unacceptable forms of work.

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Child labour in the Pacific



Characteristics of PICs

- Developing countries
- Slow economic growth
- Poverty
- High cost of education*
- High youthful population and less employment opportunities – especially for young people

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Children in agriculture



Commercial Farms

- Paid workers
- Labour intensive
- Children become involved to support their families

- Involves migrational and season work

Working on family farms

- Unpaid labourers
- Labour intensive
- More boys than girls

- Demanding work during harvesting season

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Children in agriculture



Types of work

- Tending live stock
- Fishing and fish farming
- Root crop farming
- Vegetable and fruit farming
- Selling agricultural produce

hazards

- Operate machine/heavy equipment
- Carry heavy loads, Exposed to dust and fumes
- Handle agro-chemicals
- Exposed to open fire
- Experience extreme heat and cold
- Work in water e.g. sea, river, lake, pond
- Workplace too dark/confined
- Physical and psychological abuse
- Sexually harassed
- Handling explosives

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Children in the informal sector



Types of work

- Working on the street
- Market vending
- Scrap metal collection
- Work in back yard garages
- Work in repair shops
- Construction work
- Baby sitting

unskilled work

Hazards

- Carry heavy load in daily activity (work, school)
- Operate machinery/equipment
- Exposure to dust, fume, gas, etc
- Exposure to noise
- Exposure to all weather conditions
- Use heavy tools

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Children in the informal sector



Types of work

- Brush cutting
- Working in supermarkets
- Washing/parking cars
- Scavenging
- **Begging**
- **Petty crime**
- **prostitution**

Hazards

- Work at heights
- Exposure and work under bad lighting
- Expose to chemicals (eg pesticides, glue, etc)
- Physical and psychological abuse
- Sexual harassment

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Worst forms of child labour



- This includes being involved in
 - Children being sold
 - commercial sexual exploitation
 - and illicit activities such as drug trafficking, begging and pick pocketing (crime and petty theft)
 - in hazardous work (physical and psychological)

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Trends

Gender

In child labour

There are more boys that girls working (60% v 40% - in some cases, 80 v 20%)
Depends on the type of work

Worst Forms of Child Labour

CSEC – more girls than boys (approx. 80% v 20%)
Number of boys being involved is increasing

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Trends

Age

In child labour

Young children involved in light duties – 12 – 14 yrs old (6 – 12 year olds also involved).
Older children – 14 – 17 yrs old working full time doing manual labour

Worst Forms of Child Labour

CSEC – more girls than boys (12 – 17 yrs old)
A large proportion of children, especially those living on the streets indicated that they became involved in CSE at an early age i.e. 12-14yrs old.

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Causes

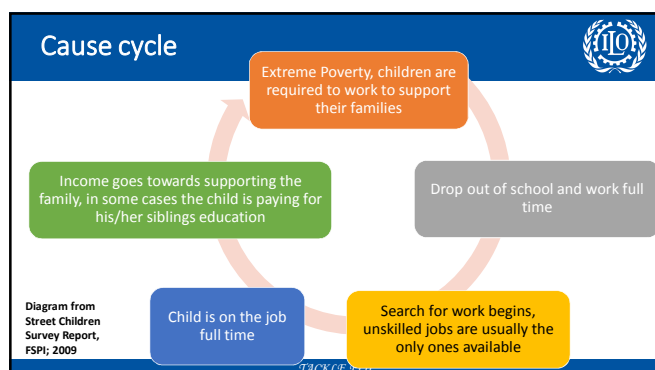
- **Poverty**
- Children sent to live with relatives in urban areas
- Large family size.
- the need to provide for their families and meet basic daily needs as opposed to going to school
 - Snapshot from Fiji survey – “food on the table first, then we think about education”
- working a few hours a day to help pay for their school needs

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Causes

- Working to buy what they want – e.g. new phones, tablets, gadgets
- Lured by easy money – e.g. CSEC and Scrap metal collection
- Children on the streets have no social and family support
- family and social problems – often these children have run away from home for various reasons such as physical and sexual abuse, broken families, being unhappy with their parents, etc.
- Sent out to work on the streets by family or guardians

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Effects

- Children do not complete their education
- **No formal qualifications**
- Significant social and psychological impact on minors – especially through work such as begging, selling and/or trafficking drugs, WFCL, etc.
- **Physical and health implications** – lifting heavy loads, hazardous chemicals, confined spaces, operating dangerous machinery, no safety equipment used, etc.
- Exposed to wrong choices and perpetuating the vicious cycle of poverty

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Fiji Trades Union Congress and Fiji Teachers Union

Initiatives on Child Labour




Our Partnership

- ▶ **Empowering Families and Communities To Prevent and Remove Children From Child Labour :**
- ▶ *Mobilising Schools and Communities to Prevent 300 at- risk children from engaging in child labour*




Action Program

- ▶ • **Prevention of 300 (800) school children aged 6-14 years from dropping out of school/engaging in child labour- at risk children**
- ▶ **Actions :**
 - ▶ Identification of 20 (40) schools through field surveys
 - ▶ Identification of 193 (500) needy students through parent-teacher interviews etc
 - Schools fees
 - Stationary/uniform grants




Action Program

- ▶ • **Trade Union Leaders and Committees' sensitisation program**
- ▶ **Actions :**
 - ▶ Identification of 20 (100) each at divisional level workers' representatives
 - ▶ Youth & Women's Committee members
 - 3 divisional trainings/workshops
 - Appointment as trade union focal points




Action Programme

- ▶ • **To empower teachers through School Professional Development sessions**
- ▶ **Actions :**
 - ▶ Continued teacher training and advice sessions/visits
 - ▶ Monitoring visits to monitor progress of student, teacher and families.

With Teachers





Action Program

- ▶ • **General Publicity/ Awareness**
 - ▶ **Action :**
 - ▶ Child Labour Poster Competition launched
 - ▶ on International Day of Social Justice
 - ▶ Publicity Materials targeted mainly at children at parents.



Action Program

- ▶ • **Empowerment of families**
 - ▶ **Action :**
 - ▶ **Monitoring visits** to families (needs analysis interviews)
 - ▶ **Referrals** to Social welfare, other NGOS, other opportunities, etc
 - ▶ **Referrals** for skills trainings– capacity building/ upgrading
 - ▶ Training for Income generating small businesses/ assistance schemes etc.

Trade Union Actions at workplaces

- ▶ **Union CBAs**– Inclusion of non– employment of children at workplaces.
- ▶ **Union activities** to also focus on CL
- ▶ **Union education** to emphasise risks of CL
- ▶ Young adults not to be engaged with **hazardous work or substances**
- ▶ Promote **ILO Standards** on CL (138, 182)
- ▶ Produce **creative CL orientated publicity materials** – songs, posters, mini–videos, serial campaigns, social media usage

- ▶ Awareness on Child labour and education (*union meetings, breaks at work*)
- ▶ **Increase union membership in informal sectors** (where children have greater chance of getting employment) retail, factories, car wash, canteen, etc
- ▶ Ensure Ministry **enforces law** on child labour
- ▶ Appropriate minimum wage and its enforcement–decent work and adequate Social Security
- ▶ Trade Union–Collective Bargaining, Organising
- ▶ union working groups/committees on CL
- ▶ Importance of tripartite structure




Lessons learnt

- ▶ *Immense need for assistance!*
- ✓ Existing Teacher/school leaders network–*crucial*
- ✓ Existing Union networks– *effective*
- ✓ Wider CSO network– NGOs, etc, similar efforts–combined
- ✓ Partnership with govt initiatives–*needed*
- ✓ Continuous Monitoring *essential*
- ✓ Sustainability efforts – *ongoing efforts*



Good practices :



- Existing networks/ New Networks formed.
- Identification of at-risk children- Face to face interviews
- Involvement of all stakeholders(parents, guardians/teachers, communities)
- Supplementing needs such as remedial classes, counselling, etc
- Involvement of workers/employers to curb under-aged employment at workplaces
- ▶ Resources- financial, schools, shelter homes,
- ▶ Community acceptance of CL as an issue

Part 2: Pocket Guide on Child Labour

- ▶ WDACL 2014 Programme- background. The draft is the output from 2014 programme.
- ▶ Multi-stakeholder inputs
- ▶ Law and reform for children
- ▶ Existing networks to be strengthened

Pocket guide

Target group :

- ▶ Teachers
- ▶ Unions
- ▶ Workers
- ▶ Policy makers
- ▶ Researchers

Purpose

- Reference guide/tool
- Information hub-parents, policy-makers
- Further action initiatives
- Allocation of resources by stakeholders- govt budget, donor funders

Content – Group Discussion Additional inputs:

- ▶ Teacher's perspective incorporated in the draft ?
- ▶ What do teachers, as 1st point of contact with children, see important?
- ▶ Integration of CL in daily activities re children
- ▶ National and international initiatives?
- ▶ Fact-finding/surveys? Areas?
- ▶ TU Policies?
- ▶ Names/ places to make the booklet useful