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A Rapid Assessment Of Children Working On The Streets, In The Informal Sector And In The Worst Forms Of Child Labour In Fiji: 2015 2016





**A RAPID ASSESSMENT
OF CHILDREN WORKING
ON THE STREETS, IN THE
INFORMAL SECTOR AND
IN THE WORST FORMS OF
CHILD LABOUR IN FIJI:
2015-2016**

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Acronyms

ACP:	African, Caribbean and Pacific Group of States
Bu:	i taukei name for green coconuts
C138:	Minimum Age Convention, No. 138, 1973
C182:	Worst Forms of Child Labour Convention, No. 182, 1999
CSA:	Child Sexual Abuse
CSEC:	Commercial Sexual Exploitation of Children
CSO:	Civil Society Organizations
CPO:	Community Protection Officers
DIC:	Divisional Interagency Committee
DOSW:	Department of Social Welfare
EU:	European Union
ERP:	Employment Relations Promulgation
FBOS:	Fiji Bureau of Statistics
FCEF:	Fiji Commerce and Employers Federation
FGD:	Focus Group Discussion
FTU:	Fiji Teachers Union
FTUC:	Fiji Trades Union Congress
IAC:	Inter-Agency Committee
ILO:	International Labour Organization
IPEC:	International Programme for the Elimination of Child Labour
LGBTI:	Lesbian, gay, bisexual, transgender, transsexual, queer, questioning, intersex, asexual, ally, pansexual
MEPIR:	Ministry of Employment, Productivity, and Industrial Relations
MOE:	Ministry of Education
NCCC:	National Coordinating Committee for Children
NGO:	Non-Governmental Organization
NSA:	Non-State Actors
RA:	Rapid Assessment
TACKLE:	Tackling Child Labour through Education
UNCRC:	United Nations Convention on the Rights of the Child
UN:	United Nations
WFCL:	Worst Forms of Child Labour

Executive Summary

According to recent global estimates, 264 million children ages 5 to 17 are in economic activity in the world, of which, child labourers in this age group are recorded at 168 million. Child labour, a more restricted category than children in economic activity, excludes all children working legally in accordance with ILO child labour Conventions on the minimum age (No. 138) and worst forms of child labour (No. 182). Globally, there has been a reduction of one-third of children engaged in child labour from 2000 to 2012. The majority of children in child labour are engaged in the agriculture sector while other children are engaged in service and industrial sector, especially in the informal economy. Undeniably, the Asia and the Pacific region still has the largest numbers of children engaged in child labour (almost 78 million or 9.3% of child population).¹

The 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, child labourers are more likely to end up in poorly paid, insecure work or to be unemployed as adults. In turn there is a high probability that their own children will end up in child labour. In the Pacific, given the slow economic growth, high youth population, relative poverty of countries, large families with low income and growing number of children from broken families, many children are vulnerable to being pushed to child labour. Breaking this cycle of disadvantage is a global challenge and education plays a key role in tackling child labour and poverty.

In recent years, ILO Child Labour Rapid Assessments conducted through the Tackling Child labour through Education (TACKLE) project funded by the European Union (EU) have found evidence of child labour, including the worst forms of child labour, in Fiji, Solomon Islands, Kiribati, Papua New Guinea and Samoa. The exploitation of children have been mainly driven by poverty and the lack of educational and employment opportunities, family breakdown, the lack of protective legislation, lack of appropriate services and poor enforcement of regulations.

In 2015, the TACKLE project conducted a Rapid Assessment on Child Labour in Fiji.² The objectives were to identify children in child labour and particularly the worst forms of child labour and the trends and gaps in addressing child labour issues. The Rapid Assessment involved a desk review (literature review) to provide a prelude of the issue of child labour at global, regional and national level with lessons learnt from child labour focused action programmes. A series of focus group discussions were held with key informants, and semi-structured interviews were conducted with working children. The findings of the Rapid Assessment were presented widely and validated at stakeholder seminars conducted in the central, western and northern divisions in 2016.

A total of 186 working children were interviewed in the Central, Northern and Western divisions. The majority of children interviewed were males (122 males and 64 females) and 65% (120) of children were in the 15 to 17 year old age group. There were 23% of children (34) in the 13 and 14 year old age group. A large number of these working children were from very big families with low income earners and live with their parents in urban centres, especially informal settlements.

¹ ILO, Making progress against child labour, Global estimates and trends (2000-2012), IPEC, Governance and Tripartism Department, 2013; Executive summary, p. vii

² In 2009, the EU-funded TACKLE project had coordinated five child labour research projects in different sectors with Save the Children Fiji, University of the South Pacific, Foundation of the People of the South Pacific International, Fiji Trades Union Congress, University of the South Pacific, and Live and Learn. These studies were supported by the relevant government ministries (Statistics, Education, Employment, Police, Agriculture, Social Welfare etc.) and civil society organizations. The consolidated report can be found at http://www.ilo.org/suva/publications/WCMS_155659/lang--en/index.htm

The Rapid Assessment found that children were not only engaged in child labour, but some also engaged in the worst forms of child labour in Fiji. The main type of work children were engaged in was market vending (28), commercial sexual exploitation or CSEC (23, mostly girls), fishing and diving (19), street vending (15). Children were also working as car wash attendants, shop assistants, mechanical garage attendants and scavenging, bu-selling (collecting and selling coconuts), doing domestic work for other families, construction labour, in sugar cane harvesting, garment factory worker, billiard betting, security guard, drug peddler, bus conductor/checker, ice plant attendant, shoe shine and working as a kitchen hand or waitress. More children were identified as doing more than one type of work to earn and income, some working two, three or four jobs.

Of the total number of children interviewed, 100 children were school drop-outs and 86 children were in school and working. The majority dropped out of school at Year 9 and Year 10 (Form 3-4), however there were also children who had dropped out at early primary school level, and one child who had never been to school. Some of the reasons for children dropping out of school involved family financial constraints pushing them to work, peer pressure, parental neglect, absenteeism, no longer interested in school, bullying, sexual abuse faced in school and difficulty in learning.

Most of the working children interviewed were exposed to poor working conditions such as very long hours, were poorly remunerated, and subjected to psychological abuse and for some, physical and sexual abuse. Some of the children were exposed to hazards and risks at their workplace and also became involved in criminal activities. Over 80 children interviewed either smoked, drank alcohol, sniffed glue, took drugs or did more than one of these activities.

The focus group discussions were carried out with 270 key informants including teachers, community members, women and youth groups, representatives from vulnerable groups including members of the LGBTI community, and government representatives. All focus group discussions highlighted the increase in awareness of child labour in Fiji. There was however, a general lack of understanding of the national child labour laws. Key informants also confirmed that child labour had increased in some main centres and decreased in other centres. They identified the types of work children engage in as collecting scrap metals, selling coconuts, commercial sexual exploitation, street vending, pushing wheelbarrow, collecting bottles, car wash, sugarcane farming, fishing, mechanical garages, peddling drugs and human trafficking. According to the key informants, main reasons driving children to work were family poverty, neglect by parents and relatives and children following their peers. Children who were no longer in school had been pushed out of school or lured into paid work due to their personal and family situation and also through peer pressure.

Based on the findings from the 2015 Rapid Assessment, it is clear that the child labour activities revealed in the child labour surveys conducted in Fiji in 2009, are still present. The Rapid Assessment also indicates that the root causes of child labour such as dysfunctional families and poverty still need to be addressed. ILO child labour research coordinated by the TACKLE project in Fiji in 2009, found children exploited through prostitution, hazardous work (agriculture, scrap metal scavenging, construction), and illicit activities such as drug trafficking and begging. Violence against children, including bullying, humiliation, abuse (physical, sexual, emotional) were both causes and consequences of children dropping out of school prematurely and being trapped in child labour. Poverty, parental illiteracy and poor academic performance and lack of employment opportunities were identified as factors that increased risk and vulnerability to child labour.

Key recommendations arising out of the 2015 Rapid Assessment included:

- Strengthening the enforcement of child labour laws and programmes in the informal sector and specifically targeting the worst forms of child labour;
- Enhancing social protection including a progressive expansion of economic and social measures to alleviate poverty and improve family living standards and income as to make it unnecessary for families to depend on the economic activity of children;
- Developing family welfare measures aimed at ensuring child maintenance, including children's allowances and ensuring adequate facilities for education and vocational orientation and training, relevant to the needs of the children and young persons concerned;
- Implementing action programmes on child labour prevention and withdrawal of children in child labour, protection of young workers, including parental counselling, social and economic empowerment programmes;
- Establishing a National Housing Rehabilitation Programme, as most of the families of children in child labour live in the informal and squatter settlements, with guidelines that can be developed for families who use this housing services to assist in monitoring and regulating child labour in their communities;
- Strengthening Interagency Committee (IAC) monitoring and coordination and collaborative efforts through regular meetings and review of child labour identification and referral processes;
- Reviewing relevant legislation to empower police officers to withdraw victims of the worst forms of child labour;
- Promoting awareness and advocacy campaigns and developing child labour curriculum for teacher training institutions, Police Academy and tertiary institutes;
- Providing access to vocational education and training for out of school older children in child labour to provide them with skills and qualifications and opportunities to secure decent work and withdraw from child labour, and ensuring younger out of school children benefit from formal education.



1. Introduction and background of the research

In 2002, the government of Fiji ratified the International Labour Organization (ILO) Convention No. 182 on the eradication of the “Worst forms of child labour” and in 2003, ratified ILO Convention No. 138 on “Minimum age for admission to employment”. The principles of these Conventions are reflected in the Employment Relations Promulgation 2007, which prohibits the worst forms of child labour, sets minimum age and conditions for employing children and allows certain rights and freedoms for children who are legally allowed to be employed.

The first comprehensive efforts to eliminate child labour in the Pacific was made possible through the ILO Tackling Child Labour through Education (TACKLE) Project funded by the European Union from 2008 to 2013. Implemented in 11 countries in the African, Caribbean and Pacific regions (Fiji and PNG in the Pacific), the TACKLE project strengthened legislation and institutional capacity, piloted approaches to target children directly and improved awareness and knowledge sharing.

In Fiji, the project supported the establishment of the first Child Labour Unit in the Pacific, adoption of child labour inspection systems and processes, regulation of the hazardous child labour list, withdrawal and prevention of children from child labour, integration of entrepreneurship courses in secondary vocational education, wide-scale research on child labour in Fiji, capacity building, awareness and advocacy, and sub-regional resource and knowledge sharing platforms.

In 2014, the ILO Sub-regional Programme on Child Labour and Trafficking expanded TACKLE’s work to Kiribati, Samoa and the Solomon Islands. This resulted in the sharing of information and experiences, such as on child labour inspections and child labour research methodologies between Fiji and the other countries.

In February 2015, the ILO and EU, in partnership with the Ministries of Employment, Productivity and Industrial Relations, Education, Statistics, Police and Social Welfare, Fiji Trades Union Congress and Fiji Commerce and Employers Federation and other stakeholders launched a second phase of the TACKLE project (Fiji TACKLE II), funded by the EU, and implemented in Fiji over a 24 month period.

The Fiji TACKLE II project contributes to the Sustainable Development Goals (SDGs), in particular SDG Goal 8, to promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all, and under Indicator 8.7, to take immediate and effective measures to eradicate forced labour, end modern slavery and human trafficking and secure the prohibition and elimination of the worst forms of child labour, including recruitment and use of child soldiers, and by 2025 end child labour in all its forms.

The Fiji TACKLE II project also conducts research to identify trends of working children and advocates for better attendance monitoring of school children to prevent dropout, for improved access to education and skills training for out of school children, and enhanced student learning through entrepreneurship education.



Figure 1 Map showing the various divisions in Fiji that made up the research area, i.e. Western, Northern and Central Divisions.

Fiji Fact Sheet

Fiji is located in the western South Pacific Ocean between 177 degrees E-178 degrees W and 16 degrees S-20 degrees S. The country has 322 volcanic islands and low-lying atolls and a total area of 1833 square kilometres. The two largest Islands are Viti Levu, 10, 429 km² and Vanua Levu, 5556 km². Fiji is divided into four major sub national administrative divisions.

Fiji's economy is mainly driven by the primary (agriculture, mining, and fisheries) and service (tourism) sector along with remittances from family members living abroad. Fiji's main exports are sugar, garments, gold, timber, fish, molasses, mineral water and coconut oil. Other domestic exports that have increased over the years are ginger, flour, taro, yaqona and sweet biscuits.

1.1 Research objectives

The objectives of the Rapid Assessment were to:

- Determine the scale of child labour occurring on the streets and in the informal sector, including the worst forms of child labour in Fiji;
- Analyze the kind of work done by children, their working conditions, and employment status;
- Explore the risks and hazards children were exposed to in their work;
- Assess the socio-demographic characteristics of the families of these children;
- Examine the relations between school and work, the attitudes of the children towards education and what pushes these children to engage in child labour;
- Explore the reasons parents send children to work, and the attitudes of parents and stakeholders towards working children and education;
- Propose recommendations, opportunities and programmes/actions to address the issue;

1.2 Research methodology

The ILO SIMPOC Rapid Assessment (RA) approach was used to address the research objectives as it draws on a variety of research techniques and approaches that offer a unique way of accessing and analysing information.⁴ The RA methodology designed to unpack “main research questions” included a desk review, semi-structured interviews with working children and focus group discussions (FGD) with key informants. The main field research tools used was a semi-structured questionnaire for all working children and a

guideline of questions for focus group discussions. In addition, research assistants filled observation sheets and kept research diaries to record important events and record the researcher’s personal experiences during the research process. The methodology was designed to allow for triangulation of information gathered through the desk review, the semi-structured interviews and focus group discussions as shown in Figure 2.

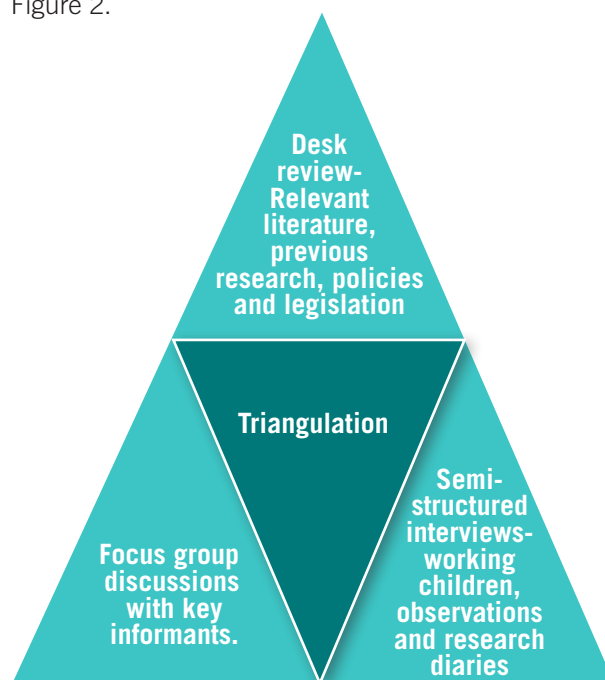


Figure 2: Overview of three main approaches used for the Rapid Assessment

4 Manual on Child Labour Rapid Assessment methodology; <http://www.ilo.org/ipecinfo/product/viewProduct.do?productId=1819>

1.3 Research tools

1.3.1 Desk review

The desk review collated and analysed existing literature on child labour at national, regional and global level to identify trends and patterns on the causal factors that push and pull children into child labour, and to learn about the outcomes of successful intervention programmes that could provide new opportunities and inform programmes for the eradication of child labour in Fiji. The methodology used for this desk review was to:

- i) collect, review and compile a range of document materials;
- ii) present the topic and facts;
- iii) illustrate, where possible, with data collection and trends;
- iv) understand causes and consequences in order to demonstrate changes;
- v) compare, where possible, and comment the changes (improvements or regression);
- vi) analyze the lessons learned, strategies and new approaches.

The desk review report provided an overview of the extensive literature on child labour topic at three different levels (global, regional and national) and gathered relevant and specific information on child labour, worst forms of child labour including child trafficking and commercial and sexual exploitation of children.⁵

1.3.2 Semi-structured interviews

The semi- structured interviews targeting working children in child labour, and especially in the worst forms of child labour, were organized into two phases in the following areas:

- Phase 1- Suva, Bua, Savusavu, Labasa- August 2015;
- Phase 2- Suva, Sigatoka, Lautoka, Nadi- September 2015.

Prior to the interviews being conducted, a research protocol was developed and sent with official letters to relevant stakeholders in July 2015. An initial scoping mission carried out to identify vulnerable communities and network with key informants and contacts.

The scoping was conducted by the Research Team Leaders who met with Police Posts, community gatekeepers, and inter-agency committee members. The objectives of the scoping mission were to collect statistics from Police Posts and identify at-risk communities, identify key informants for focus group discussion from target communities, NGOs, and national agencies; confirm data collection and focus group meeting schedules and plan for accommodation and travel options. The scoping mission was followed by the selection and training of research assistants to administer semi-structured interviews with working children and focus group discussions with key informants and stakeholders.

The target group for semi- structured interviews were children working, that is, engaged in the production of goods and services for over one hour in the reference week, from 6-17 years of age, including children:

- below the age of 15 years and working;
- working at night;
- working in a car wash, as bus checkers, bottle boys;
- scavenging;
- working as domestic workers for other families;
- in hazardous work from 15-17 years;
- in commercial sexual exploitation- prostitution, pornography, sex shows;
- trafficked for labour or sexual exploitation;
- trafficking drugs;
- engaged in crime, theft, robberies.

A detailed check list was provided to Research Assistants to validate the eligibility of the research participants for the semi- structured interviews. This is included under Appendix 4.

1.3.3 Focus group discussions

The focus groups discussions (FGD) was implemented from August to October 2015. FGD was carried out in 4 towns and 2 cities as shown in Table 1 the two cities of Suva and Lautoka and the towns of Labasa, Savusavu, Sigatoka, and Nadi.

⁵ Desk Review on Child Labour: A comparative analysis of Global, Regional and National Levels on Child Labour; Report compiled by Ophelie Bettiol, ILO Intern at the ILO Office for Pacific Island Countries in Suva, Fiji TACKLE project, 2015

Location	Number of FGD	Number of participants
Labasa	3 FGD	22 participants
Savusavu	1 FGD	22 participants
Lautoka	6 FGD	94 participants
Nadi	1 FGD	8 participants
Sigatoka	6 FGD	74 participants
Suva	2 FGD	50 participants
TOTAL	19 FGD	270 participants

Table 1: Summary of Focus Group Discussion

The focus group discussions were designed to allow target participants to provide insight on the status of child labour in Fiji. In particular, on the type of work children in child labour were engaged in and the factors that push these children into child labour. The FGD questionnaire have ten key questions to capture the views of targeted participants from cross-section of the community including community and church representative, school teachers and managements, members of at-risk youth groups, women's groups and government representatives that would present a range of insight on various factors that contribute to the prevalence of child labour in Fiji. Guiding questions for the focus group discussion are included in Appendix 8.

1.4 Research team

The research team for the Rapid Assessment included a Lead Researcher (Jiuta Korovulavula), two Team Leaders (Litiana Temo and Usaia Moli) and six Research Assistants including a Counsellor. Research Assistants selected were students from the University of the South Pacific, representatives of the National Youth Council with research and community liaison experience, and representatives from civil society groups involved in working with informal settlements and women's groups. The Lead Researcher and Research Team Leaders had with previous experience in conducting and reporting on child labour research, and in developing and implementing child labour action programmes under the TACKLE project from 2008 to 2013.

The research was coordinated by the ILO TACKLE Team of Marie Fatiaki, Ahmad Ali and Mere Corerega- Vuki. The Desk Research was undertaken by ILO Intern, Ms. Ophelie Bettiol based with the ILO Suva Office and TACKLE Project Team. The research team underwent

two days of training on the research protocol, and daily de-briefing meetings with team leaders. Weekly de-briefing meetings were held with the ILO TACKLE team to check that interviews were conducted and reported correctly, and to monitor progress and address any emerging challenges. A counsellor was engaged on the research team to ensure that children and Research Assistants were counselled if there was a need. The final report of the full Rapid Assessment was prepared by the Lead Researcher Jiuta Korovulavula and technical oversight provided by Marie Fatiaki of the ILO TACKLE project. Details on the research team is provided as Annex 9.

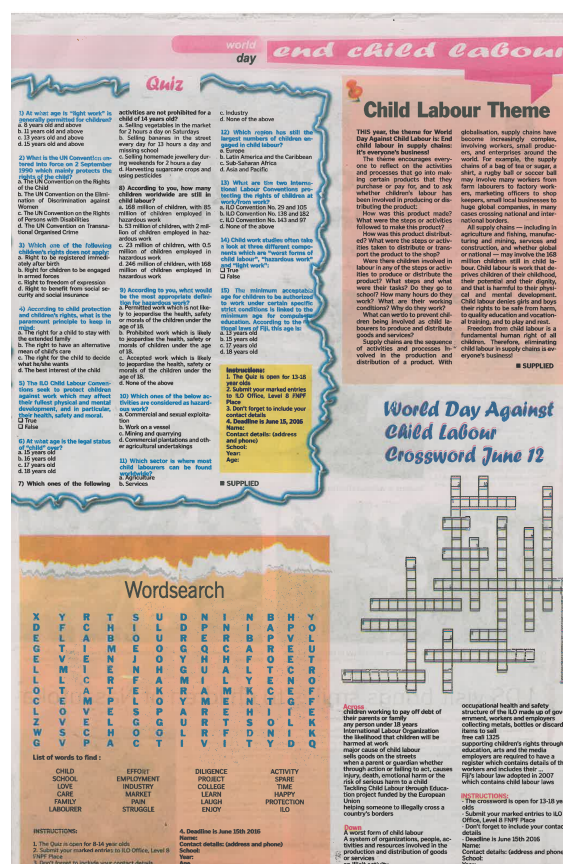
1.5 Ethical considerations

Researchers recognized that the ethical guidelines cannot replace contingent ethics - those decisions or actions made in specific contexts, in the unplanned and creative spaces of gender and social interaction. Therefore the guidelines outlined below, served to inform the decisions of the researcher throughout the research process, as aids to sound judgment.

- The researcher maintained at all times the code of conduct that was within the established ethical guidelines of the research team.
- The researcher ensured at all times that the research activity was conducted in a neutral setting and a secured environment.
- Before starting, the researchers would introduce themselves and explained to their respondents, why the research was being conducted.
- The researcher recognized that 'informed consent' was a vital aspect of research with children. The researcher ensured that all respondents, regardless of gender or age, understood the risks associated with being interviewed and obtained their consent and that of their parents and guardians. Informed consent (even if verbal) was obtained before any interview was conducted.
- The researcher provided and observed confidentiality. The researcher ensured that information revealed to others outside the research team was done with the respondents' permission.
- The researcher asked the child and parents/guardians for specific consent if photographs were to be used or individual case studies were to be published.

- In accordance with Article 12 of the United Nations Convention on the Rights of the Child 'that children have the right to be involved in decisions that affect them', the researcher engaged girls and boys as direct informants and as active research partners. This approach recognized that girls and boys themselves are valuable sources of authentic insights into their own situations and lives and that they can propose valid recommendations and suggestions for improvement.
- The researcher understood that children had the right to say no at any time in the course of the research process.
- The right to say no applied to researchers as well - especially if the researchers found themselves in situations that endangered their health, morals, or life, or those of the children that took part in the research.
- Researchers were knowledgeable and reflective to:
 - Avoid prejudicial behaviour
 - Maintain gender neutrality at all times
 - Know when the assistance of psychologists or child development specialist and other relevant personnel is needed
 - Know that physical contact and affection during research with girls and boys is a double-edged sword
- The researcher was not permitted to remunerate respondents, either in cash or kind during the research.
- The researcher did not at any time raise the children's' expectations of dramatic lifestyle changes as an outcome of the research activity.

For the purposes of this research a counsellor conducted daily debriefing sessions with the research team and provided support for individual researchers. The counsellor ensured that the team was psychologically 'fit' and that issues of stress, burnout and depression addressed. The counsellor was also present to counsel and refer research participants to appropriate services when requested by the research participants.



1.6 Challenges and limitations

There were some challenges encountered during the Rapid Assessment that can be used as learning opportunities for future assessments.

- Despite the scoping exercise which should ease finding children in child labour, it still was not easy finding the locations of working children, and getting them to open up and agree to share their experiences with the research assistants;
- Limited time spent in different locations have influenced the outcomes of the survey, for example, more time was spent in the Central division compared to the Western and Northern Divisions;
- More time could have been invested in scoping areas and communities where child labour exists;
- It is important to identify reliant “gate keepers” as some gatekeepers identified during the scoping did not keep to the timeframe for interviews agreed on;
- Some areas were researched during the week and therefore missed children who came out during the weekend;
- The research team should monitor the weather conditions during interview to avoid any delays or disappointments;
- Research Assistants should have a great personality so that the target group are drawn towards them.

1.7 Organisation of the report

The report presents the consolidated findings from the semi-structured interviews, stakeholder’s focus group discussion and desk literature review to highlight the prevalence and trends of child labour in Fiji.

The report firstly presents a summary of the desk review, followed by the outcomes of the focus group discussions and the findings of the semi-structured interviews.

The summary section highlights common findings and also identifies opportunities from these three bodies of evidence with recommendations from children and stakeholders to strengthen eradication of child labour in Fiji.

BOX 1: Examples of Limitation faced during Survey

There were, however, a few things that could have been done differently to make the research more effective:

- Scoping and Key Informants: perhaps more time could have been given to do the scoping. A detailed report of scoping needed and effective contacts in certain areas where child labour was actively happening. Need to cross off communities that had children who did not qualify as children in labour, to save time wastage.
- The timing of interviews: dealing with children who were working meant that we needed to work around their hours. Perhaps dividing the teams into daytime and evening / late night.
- Duration of stay in each town: perhaps a weekend in each town would have made a difference especially capturing CSEC.
- Transportation: going into communities far away from the town, having access to a vehicle 24/7 for interview purposes. Also covering small communities like villages between Suva and Sigatoka and Sigatoka and Nadi...etc.

Extracted from Research Assistant Diaries, 2015

2. General overview of child labour

Child labour is work performed by children that deprives them of their basic fundamental human rights. Child labour can be specifically defined as “work that deprives children of their childhood, potential, and dignity, and that is harmful to their physical and mental development”⁶. Whether or not particular forms of “work” can be called “child labour” depends on the child’s age, the nature of work, the type and hours of work performed, the conditions under which children’s work is performed and the national child labour laws pursued by individual countries.

However, not all kinds of work done by children should be classified as child labour. Children’s participation in work that does not affect their health and personal development, or even interferes with their schooling is generally regarded as positive. For instance, it provides children with skills and experience and also helps them to be prepared in being productive members of the society during their adult life. It also helps their inclusion into the society.

2.1 Trends

According to recent global estimates, 264 million children ages 5 to 17 are in economic activity in the world, of which, child labourers in this age group are recorded at 168 million. Child labour, a more restricted category than children in economic activity, excludes all children working legally in accordance with ILO child labour Conventions on the minimum age (No. 138) and worst forms of child labour (No. 182). Globally, there has been a reduction of one-third of children engaged in child labour from 2000 to 2012.⁷ The majority of children in child labour are engaged in the agriculture sector while other children are engaged in service and industrial sector, especially in the informal economy. Over half (85 million) are still engaged in hazardous work.⁸

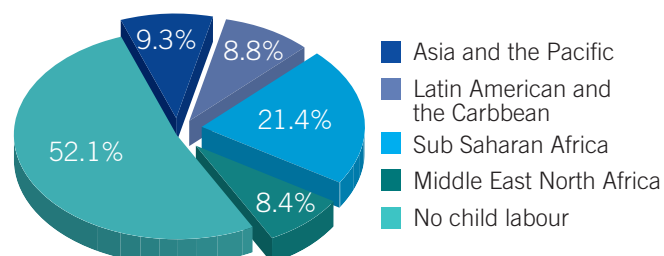


Figure 3 Global number of children in child labour by Region- Source: ILO Global Estimates 2012 (2013)⁹

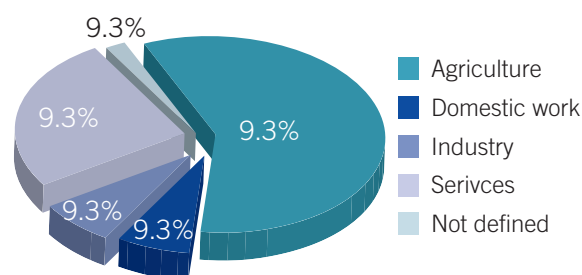


Figure 4 Child labour distribution by branch of economic activity (5-17yr olds) - Source: ILO Global Estimates 2012 (2013)¹⁰

Child trafficking affects an estimated 1.2million children each year worldwide¹¹. The total illicit profits generated by trafficked forced labourers (adults and children) were estimated to be 12 million dollars annually. The ILO 2005 Global Report estimated that Asia has the highest number of child trafficking victims, followed by industrialized countries, Latin America and the Caribbean, the Middle-East and North Africa, transition countries, and lastly Sub-Saharan Africa¹².

6 ILO, IPEC Facts: <http://www.ilo.org/ipec/facts/lang--en/index.htm>

7 ILO, Making progress against child labour, Global estimates and trends, 2000-2012 – Note: p.10 “There were almost 78 million fewer child labourers at the end of this period than at the beginning, a reduction of almost one-third”.

8 ibid

9 ILO, International Programme for the Elimination of Child Labour: <http://www.ilo.org/ipec/facts/lang--en/index.htm>

10 Ibid.

11 ILO, Every child counts, New Global Estimates on Child Labour, 2002.

12 ILO, Child trafficking, Essentials, Nov 2010, http://www.ilo.org/ipec/Informationresources/WCMS_IPEC_PUB_14616/lang--en/index.htm

It was found that causes of child trafficking and CSEC were poverty, humanitarian crisis, lack of education and insufficient and unenforced legislation. The victims of child trafficking and CSEC are mainly:

- Girls, boys, and adolescents who are victims of internal and cross-border trafficking for the purpose of sexual exploitation.
- Girls, boys, and adolescents who are engaged in prostitution either on the streets or in establishments.
- Girls and boys who are used in pornography and sex shows.
- Girls and boys who are used to satisfy sexual gratification of paedophiles.

The ILO global estimates and trends 2000-2012 report, highlighted that for the Asia-Pacific region, 9.3% of children are engaged in child labour and over 4% are engaged in hazardous situations. However it should be noted that actual trends in this region are probably higher due to the invisible and informal nature of child labour. Asia-Pacific has the highest number of trafficking victims involved in commercial exploitation, forced labour and other worst form of child labour.¹³ In the Pacific, it was found that exploitation of children was tied to economic activities particularly travel and tourism, mining, logging, and fishing. Instances of young girls forced into prostitution were reported in Solomon Islands (logging industry)¹⁴, Kiribati (foreign fishing boat)¹⁵ and the Marshall Islands (overseas contract workers and seamen)¹⁶. Save the Children has also reported cases of sexual abuse in countries where tourism has increased such as Fiji¹⁷.

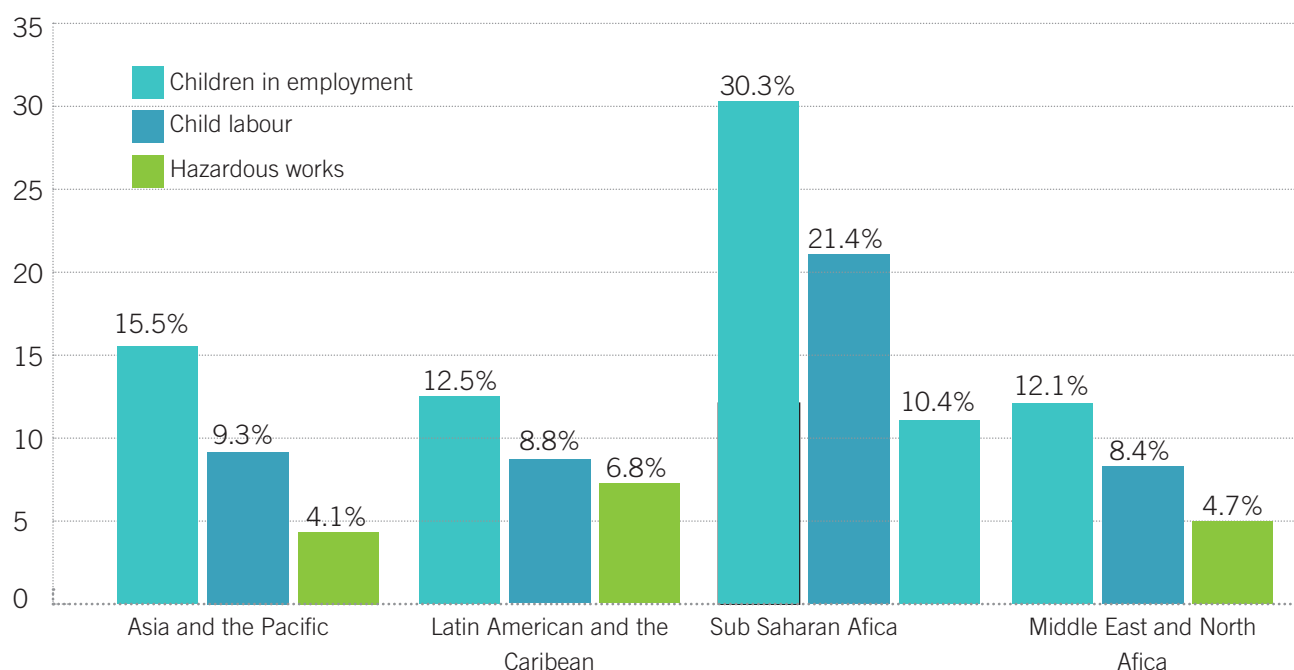


Figure 5 Children in employment, child labour and hazardous work by region, 5-17yrs age group, 2012- Source: ILO, Marking progress against child labour Global estimates and trends 2000-2012.

13 DEVEX, 78 million of reasons to eradicate child labour - <https://www.devex.com/news/78m-reasons-to-eradicate-child-labor-in-asia-pacific-86297>

14 Jacqueline Jourdo-Larsen (2011), The trafficking of children in the Asia-Pacific, trends and issues in crime and criminal justice, n 415, April 2011, p.4

15 UNICEF (2005), A situational analysis of children, women and youth, p.56

16 UNICEF (2003) Republic of the Marshall Islands: a situational analysis of children, women and youth, p.70

17 Save the Children/UNESCAP, the commercial sexual exploitation and sexual abuse of children in Fiji, 2004, p.19

Rapid Assessment from 2009 to 2015 conducted by the ILO in some Pacific Island Countries has found clear evidence that children engaged in child labour are mainly working in the informal sector and agriculture. Children were also found in the worst forms of child labour in commercial sexual exploitation, hazardous work in fishing and diving, agriculture, scrap metal scavenging, construction and other occupations, and in illicit activities such as drug trafficking, begging and pick pocketing.

ILO's child labour survey for Fiji (2010)¹⁸ established that there is an increasing number of children in the worst forms of child labour, such as sexual exploitation, with some children starting as early as 10 years old. The majority of persons who facilitate and are involved in the exploitation of children below 18 years for sexual purposes, for cash, goods or in kind payments, were male and are usually known to the victims either as family member or family friend and also, include local and foreign residents in mostly urban areas of Fiji.

2.2 Causes

The ILO Child Labour in Fiji report 2010, found that reasons provided by children for engaged in paid work were poverty and lack of employment for family members, family breakdown, parents do not value education, peer pressure, and rural to urban migration. The report highlighted the critical link between education and child labour as most of the child labourers interviewed were out of school, having dropped out and entered into child labour, or dropped out as a consequence of their work. The most common reasons given for leaving school was family problems (parental neglect, no family support), and financial difficulties (unable to pay school fees, had to leave to get a job). Other reasons given were peer pressure, poor academic performance, problems at school, pregnancy, and being told by family members to leave school.

The exploitation of children in the Pacific region in CSEC according to a UNICEF report in 2006, was found to be driven by the complexity of their vulnerability such as gender discrimination and particularly the low status of women and children, poverty and the lack of educational and employment opportunities and a lack of protective legislation, services and regulation, contributes to making Pacific children highly vulnerable to sexual violence¹⁹. In addition, traditional, social and cultural beliefs and practices often increase children's vulnerability to sexual forms of exploitation. A study found that social and cultural beliefs such as taboos about sexual matter and rape, lack of education on reproductive health, high rates of domestic violence and the shift away from extended families – sharply increased girl's risk of being sexually abused or becoming a victim of sexual exploitation and trafficking²⁰. Urban migration, poverty, homelessness, and living away from parents are factors that increase a child's chance of being sexually exploited²¹.

2.3 Strategies

According to the ILO World Report on Child Labour 2015, "prior involvement in child labour is associated with lower educational attainment and with lower-paid work that fails to meet basic decent work criteria. Child labour not only poses well-known immediate health, safety, and development risks but is also associated with compromised earning prospects and less chance of securing decent work in the longer term"²².

Global reports have identified that education, including vocational education and skills training is a main strategy to eliminating child labour. Evidently, child labour and education are largely incompatible activities – in other words, evidence indicating that child labour cannot be associated with successful education. Moreover, it is noticeable that factors of vulnerability, and among them economic vulnerability, has a negative impact on children's education²³.

18 ILO, Child labour in Fiji, a survey of working children in commercial sexual exploitation, on the streets, in rural agricultural communities, in informal settlements and in schools, 2010: http://www.ilo.org/wcmsp5/groups/public/@asia/@ro-bangkok/@ilo-suva/documents/publication/wcms_155659.pdf

19 UNICEF, Commercial sexual exploitation of children and child sexual abuse in the Pacific: a regional report, 2006

20 Ibid

21 U.S. Department of State, «Country Reports – 2007: Fiji.» See also ECPAT International CSEC Database, Fiji

22 ILO, World Report on Child Labour 2015, Paving the way to decent work for young people, executive summary

23 ILO, World report on Child Labour: economic vulnerability, social protection and the fight against child labour, 2013

To address this dilemma, there is a need for policy coherence²⁴ between education and social protection policies. According to the last ILO World Report²⁵, “the evidence and experience accumulated to date points to two policy pillars that are especially important for combating child labour are education and social protection. Ensuring free, compulsory and quality education through to the minimum age employment, provides families with the opportunity to invest in their children’s education as an alternative to child labour. On the other hand, expanding social protection helps prevent child labour from being used as a household survival strategy in the face of economic shocks and social vulnerability”²⁶.

Fiji, Papua New Guinea, Samoa and Solomon Islands have introduced fee-free education. However, it was found that there is great concern on the delivery of quality education due to lack quality teachers and curriculum and the difficulty faced to address the poor state of the physical learning environment of schools, including inadequate learning materials, libraries, information and communications technology, and the lack of maintenance of school infrastructure. This challenge is linked to the issue of sustainable financing education systems and the structure of public expenditure on education, given that in most countries, salaries represent over 90% of recurrent government budgets²⁷. Therefore it is critical to balance resources allocation through policy and programmatic action on access to basic consumption and social services, as well as enhancing the quality and scope of these public goods and services²⁸.

In terms of regional best practices and lessons learnt, it was found that the need for an “improved regional coordination and advocacy of child labour issues through regional resource sharing and networking mechanisms as setting up a regional community of practice through social media tools on the worst forms of child labour and child trafficking in the Pacific; establishing a core group of trained regional journalists on child rights issues, particularly on worst forms of child labour and trafficking; standardising indicators on data collection on the worst forms of child labour and child trafficking in targeted countries with the view of contributing towards a regional data-base on child trafficking and worst forms of child labour; and supporting upstream downstream flow of knowledge and advocacy on the worst forms of child labour through district level, national level and regional level child labour forums to recognise risks and vulnerabilities of children to the worst forms of child labour, establish mechanisms for monitoring and data collection and share most significant change stories”²⁹.

Progress has been led by dedicated government support, as well as partner development assistance. For instance, in 2010, the Fiji Government has introduced bus fare/transportation assistance for school children from disadvantaged families, as well as the provision of free tuition and text books. These programs are ongoing and helping many Fijian children in pursuing their basic education and remain out of child labour. Education is close to 100% net enrolment rate for primary school children .

24 ILO, World Report on Child Labour 2015, Executive summary, 2015.

25 ILO, World Report on Child Labour 2015, Executive summary, 2015.

26 Child Labour and Education for All: a resource guide for trade unions and a call against child labour and for education for all, 2014.

27 Pacific Islands Forum Secretariat, Pacific regional MDGs Tracking report, 2015.

28 Ibid.

29 ILO, Regional efforts for eliminating the worst forms of child labour and trafficking in the Pacific Island Countries, Building on the Fiji experience as Pacific hub of excellence.

Examples of successful action programmes delivered in various countries to eradicate the child labour

In 2002, a study on good practices on interventions in Uganda highlighted the involvement of community leaders, local residents and children themselves for the reintegration of children in their community; the opening of crisis centres and the support to formal education; the creation of community-based groups to share experiences as well as the development of capacity-building agencies and communities.

In Central America and the Dominican Republic, an analytical approach was used in order to eliminate child labour and trafficking through the study of human rights, a gender perspective and specific criteria for identifying IPEC good practices . It was found that good practices were the construction of the knowledge on gender and child labour, the use of a communication strategy to stop child labour, the monitoring of child labour withdrawal, and empowerment of girls and adolescents, and media advocacy that generated social mobilisation as well as an institutional strengthening.

In Fiji, a holistic approach to eliminating child labour was implemented targeting legislation and policy, systems, structures and capacities, research, direct actions with children, families, communities and schools, media awareness and advocacy, building the knowledge base and knowledge sharing. Good practices included the Ministry of Labour establishing a Child Labour Unit in 2011 and developing systems and processes for identifying, inspecting and referring child labour cases and a centralised data base. The Fiji Bureau of Statistics modified national surveys to include indicators for working children. The Ministry of Education integrated entrepreneurship education into curriculum. Employers' and workers' organisations trained retailers and workers on keeping the workplace 'child-free'. The Fiji Trades Union Congress and the Fiji Teachers Union conducted a school based survey in 2009 and implemented a direct action programme preventing over 800 children at-risk from dropping out of school and engaging in child labour, training child labour focal points and establishing school-based child labour monitoring systems. Civil society organisations piloted bridging programmes for out of school children ³⁰.

30 Fiji Bureau of Statistics, Education statistics, school enrolment - <http://www.statsfiji.gov.fj/statistics/social-statistics/education-statistics>43

3. Stakeholder perceptions on child labour

This section presents the perceptions of stakeholders who participated in the focus group discussions that were conducted in the western, northern and central division in Fiji. These findings present the consolidated responses from participants based on the discussion questions.

3.1 Definition of child labour

The knowledge of most stakeholders on the phrase child labour was well informed. This can be attributed to the outreach and awareness work done since the PHASE I of TACKLE project in 2008-2013. Most the responses were quite explicit on the definition of child labour, including for example;

- Child labour is employing a child under the age of 18 years of age, which is prohibited;
- Child labour is children engaged in CSEC, begging, shoe shining, pushing wheelbarrows and selling on the streets;
- Child labour is when children are collecting scrap metals, cutting sugarcane or going fishing when they are supposed to be in school.

3.2 Prevalence of child labour

All the six centres that were targeted discussed cases of child labour in their community. It was revealed that some of these children were still in school and some of them were already out of school and engaged in child labour activities.

3.2.1 Number of children in child labour

According to the responses, the number of children engaged in child labour varied from very low to high of children in child labour. For instance, an FGD from Lautoka highlighted that 60% of the children in Lautoka were engaged in child labour whereas another Lautoka FGD mentioned that they hardly encountered an incident of child labour in Lautoka. The disparity of views of participants was attributed to their different levels of understanding of child labour.

3.2.2 Types of Work

The table below outlines a summary of the type of work identified through the FGD from the six targeted centres.

List of work	Lautoka	Nadi	Sigatoka	Labasa	Savusavu	Suva
Collecting scrap metal						
Selling coconut (bu)						
Commercial sexual exploitation (prostitution)						
Selling food parcels (also selling from house to house)						
Selling sasa brooms						
Wheelbarrow boys						
Bottle collectors						
Car wash						
Security						
Unloading trucks						
Child trafficking						
Dealing drugs						
Working in saw mills						
Carpentry						
Sugarcane farming/cutting						
Fishing						
Logging						

List of work	Lautoka	Nadi	Sigatoka	Labasa	Savusavu	Suva
Supermarket/ Packing						
Farming						
Shoeshine						
Market sellers						
Gas Station attendant						
Mechanic garages						
Grass cutting						
Babysitting						
House girl						
Construction labour						
Horse racing/ jockeys						
Diving						
Rubbish collectors						

Table 2: Types of Work identified from all centers

3.3 Reasons for work

The findings of the FGD showed the two main driving factors that pushed children to be engaged in paid work were pressure from parents and relatives as well peer pressure.

Some of the comments shared by participants are highlighted here:

- Financial constraints at home (Poor families, Parents were unemployed, broken families. single parents and disorganized families);
- There's nobody else to help their parents;
- To learn to manage finance;
- Parents also try to teach their children to work hard to earn money, taught the value of money;
- To earn money to buy food for their family;
- Parents are unaware of labour laws.
- Ignorance of parents e.g. excessive kava drinking lead to children doing their own activity;
- Family push children to look for work and usually find odd jobs like collecting bottles, selling food.
- Children live with relatives like grandparents and have to work;
- Peer Pressure;
- To meet basic needs and wants and be self-reliant;
- They work for their personal expenses;
- Out of interest e.g. a boy learning new skills as a mechanic.

3.4 Reasons for not attending school

Key informants revealed that there were three types of challenging situations that caused children to respond by dropping out of school. These included peer pressure, family and personal encounters. Some examples of personal encounters that drove these children away from school included losing interest in school after poor academic performance; feeling like they could not meet the expectations laid out by formal education. According to key informants sometimes peer pressure played a role in pulling children away from school, especially when other school drop outs used the lure of money and fame to pull children away from attending school.

Some of the family situations revealed by key informants that pushed children away from school included parental negligence and lack of adult supervision; taking on the responsibility to earn a living to support their family's needs; parents or guardians found it too expensive to send children to school; children not having lunch, shoes and uniforms; children looking after siblings or sick relatives while parents or guardians went to work.

3.5 Roles of different stakeholders

The table below outlines the responses from all the FGDs participants on their roles to eliminate child labour and challenges they have encountered or may encounter.

Roles	Challenges
TEACHERS Regarding children • Teach love, values, and lifelong skills to children/students. • Counseling children 5 -17 years; • Improve understanding of the child's background; • Motivate and encourage students to persevere and overcome their challenges. Regarding parents • Have dialogue with parents; • Develop awareness programmes; • Home visit – talk with family and especially the parents regarding child labour. Counseling and encouraging parents that sending their children to school will enable them to be successful in life; • Awareness and community outreach. Monitoring & Reporting • Report any case of child labour to the Child Labour Unit; • Provide surveillance to identify the situation of child labour; • Identify any child missing school, and report to MoE, DoSW, and police and refer the child to Empower Pacific for counseling; • Inform DoSW and the Police through the school principal when a child is at risk of being engaged in child labour, for example, in a situation, a child missing school was reported to MOE and the child was brought back to school.	• Lack of commitment to assist at risk children • Sometimes the issues were sensitive that the child doesn't want to discuss their dilemma or be reported. • Family Background • Culture and tradition • Family status (poverty) • Religion (adherence) • Parent's intervention (conflict of interest)
SEX WORKERS • By advising parents that it is illegal to send their children to earn money when they should be in school; • Reach out and seek assistance from social workers for children's needs; • Advocate and outreach; • Counselling the families so they can think about alternatives and solutions to help with their situation; • Provide financial support for broken families; • Engage children in the community and church youth meetings and activities.	• Verbally abused, an attitude problem. • Step parents ill-treat their children. Sent to work in places not fit for them physically or mentally. • Their parents will not allow social workers to help in the child's welfare. • Working children in CSEC are mobile, moving from community to community. • Some of the children used to live in the streets. • Lack of love from home. Lack of parental attention affecting the children. • Caught red handed and beaten by family members;

Roles	Challenges
GOVERNMENT REPS - Awareness and empowerment programs for children and parent; - coordinated strategic planning among government and NGOs and including community and their leaders; - Follow-up programmes and monitoring and evaluation implementation; - CPO-Community Protection Officers legislated. Child Protection Program under Social Welfare; - Social Welfare Officers – members of Inter-Agency Committee (IAC).	- Lack of expertise to monitor child labour cases; - Lack of community awareness on child labour issues affects reporting; - Stakeholders were not committed when called for IAC meeting e.g. non-attendance; - The community does not know what child labour is; - Lack of opportunities to help policies to be implemented; - Limited awareness program from government to help implementation; - Lack of knowledge to assist public.
WOMEN'S GROUP - Our role as women and as parents; - More family education on child labour; - More awareness so parents will know their roles and responsibilities so they can be vigilant – the family is to be protected. - Parents to know their children's whereabouts (24 hrs.); - Better monitoring of children using mobile phones	- The Ministry of Labour (MEPIR) and Social Welfare Department not providing child labour information at district and provincial meetings - Children do not listen - Parents will not talk to us
SEXUAL ORIENTATION GENDER IDENTITY - We think that as educated citizens of our community we need to create more awareness on this issue and help these unfortunate children get out of their helpless situation - Send them back to school, provide training for communities in child labour to advocate and raise more funds for awareness programs.	- Some challenges can be their parents or guardians. They might strongly disagree with our opinion on the issues. - People have different mind-set. Being young cannot influence minds of older people.
CHURCH REPS - You have to be very good in approaching them. - We visit them, talk to them so that they can openly share their views on their situation. - Awareness and advice (workshops for parents and women's group and children) - Awareness in families, communities schools, church groups	Parents and guardian attitudes such as the culture of silence; some people in denial and don't want to accept that children are engaged in child labour.
CHURCH REPS - You have to be very good in approaching them. - We visit them, talk to them so that they can openly share their views on their situation. - Awareness and advice (workshops for parents and women's group and children) - Awareness in families, communities schools, church groups	Parents and guardian attitudes such as the culture of silence; some people in denial and don't want to accept that children are engaged in child labour.

Table 3: Stakeholders role for elimination of Child Labour

3.6 Role of government

The role of government in eliminating child labour as suggested by the various stakeholders is summarized as:

3.6.1 Awareness and outreach

Awareness and outreach programs should be developed through the DoSW and MEPIR on basic information about child labour for dissemination at community and local level through the provincial councils, advisory councils and town and city councils. The IAC strategic planning approach to strengthening the child labour awareness programs in each division at the local level. This approach would reinforce current legislations on child labour and identify the needs of families of at-risk children and support can be directed through family counselling

3.6.2 Monitor companies, communities, and schools

Child Labour training should target employers, community leaders, teachers, church leaders and tertiary institutions colleges especially teacher training institutions to equip participants with the child labour monitoring process. This would strengthen their roles as child labour agents of change in the community.

The use of ICT technology or mobile telephone application and geospatial information system (GIS) can be pursued to coordinate child labour monitoring and action planning around the country.

3.6.3 Strengthening legislation and policy

It was identified that there is a need to harmonize various sector legislations and policies to ensure progress is made in the eradication of child labour. For example, the inclusion of light work to define the work conditions of children under 14 year old and the development of a National Policy on child labour to outline a national framework for tackling child labour. In addition, the review of the Education Act and relevant legislation to empower police to withdraw victims of child labour.

3.6.4 Education initiatives

The current initiative of government is already benefiting the education of children in Fiji. However, there are children who are still out of school due to financial constraints at home. These children and their families should be targeted by authorities through local stakeholders to ensure the child is returned to school. Stakeholders such as teachers, parents, and community have the responsibility of ensuring that out of school children are identified and referred so their education and training needs can be addressed by relevant authorities.



3.7 Summary

The focus group discussions provided an insight into the status of child labour in Fiji since the first phase of TACKLE project in 2008-2013. Key informants highlighted that common knowledge of child labour has tremendously increased although child labour issues remains in Fiji.

The majority of key informants noted that the number of children engaged in child labour continued to rise and that they mainly work as car wash attendants, CSEC, market and street vendors, collecting bottles, selling bu, collecting scrap metals and in child trafficking.

Children were found to be pushed into child labour due to financial constraints of their family, negligence of parents and following their peers. Personal and family situation of children were the main reason provided for children leaving school as well as following their peers. Key Informants highlighted that action programmes should target children engaged in child labour and children who are at-risk children of entering into child labour and their families. This approach would improve our understanding of each child and their families

and communities to inform design actions to remove children in child labour and prevent at-risk children from engaging in child labour. For example, teaching love, values, and lifelong skills to children/students; motivate and encourage students to persevere and overcome their challenges; counselling of families to identify an alternative solution to their challenges and provide children with skills based training.

Government key informants highlighted the need for strengthened coordinated strategic planning among government agencies under the inter-agency committees as well as monitoring and follow-up programmes by community protection officers and labour officers.

The role of government highlighted by key informants were mainly to create awareness and outreach; monitor companies, communities and schools using ICT technology and interagency strategic planning; include child labour elements in sector-specific legislations and policies and increase direct action programmes such as free education and bus fare for all children of Fiji.



4. Dynamics and perceptions of children in child labour

This section presents the views of working children on their vulnerable situation at home and the types and conditions of work they are engaged in. Working children also shared their education profile and the underlying factors that deter their educational pathway resulting in the risks and hazards they encounter that are associated with their work. As a final point, working children highlighted their aspirations to improve their current situation to become an acknowledged member of the Fijian society.

4.1 General information

4.1.1 Demography

In total, 186 children below the age of 18 years participated in the semi-structured interview. The majority of children interviewed shown in Figure 6 (120 working children) were between 15-17 years; 44 working children between 13-14 years; and 22 working children between 7-12 years.

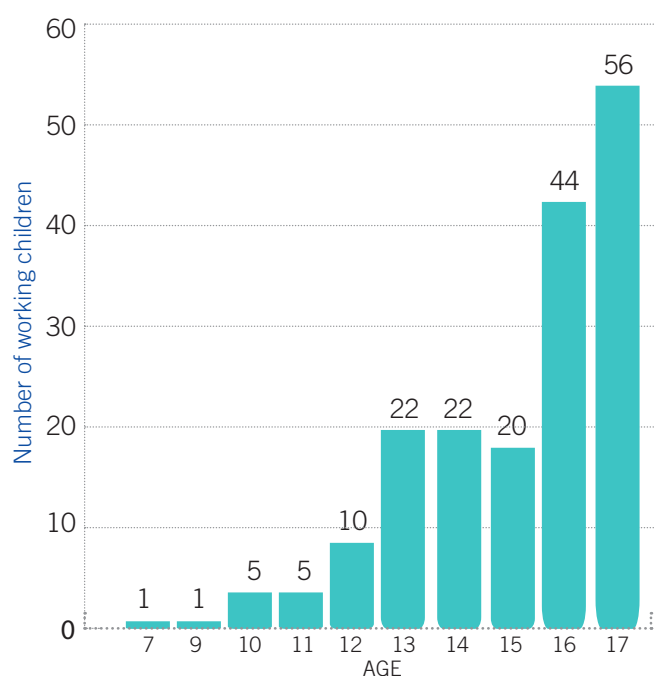


Figure 6 Age distribution of working children

The majority of the working children interviewed were from Suva (91), Labasa (29) and Lautoka (23) and Nadi (23) as shown in Figure 7.

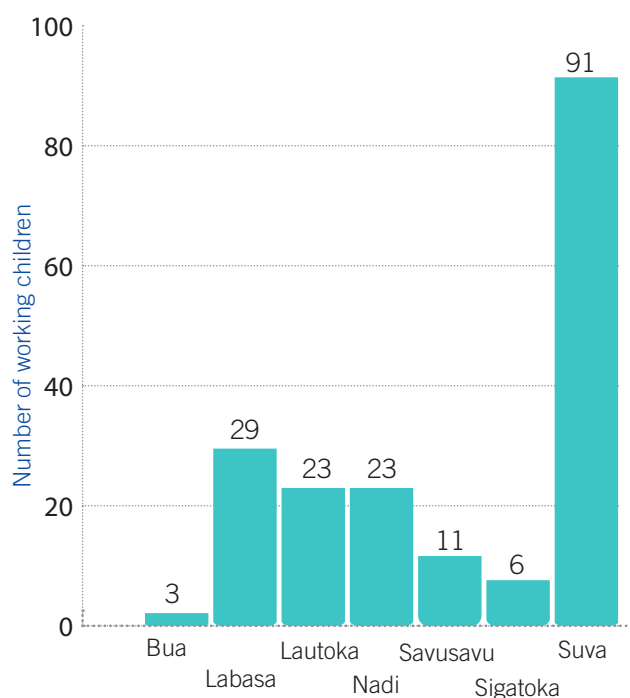


Figure 7 Working children by location

The majority of children interviewed were 15-17 year olds as shown in Figure 6 and Figure 8. Noting that the minimum age requirement for employment under the Employment Relations Promulgation (ERP) 2007 is 15 years,³¹ analysis of the working children in the 15-17 year category took into account the nature of their work, their occupation according to the Fiji hazardous child labour list, their working conditions and education status. More males (122) were interviewed than females (64) as shown on Figure 9.

31 Employment Regulation Promulgation 2007. <http://www.ilo.org/dyn/travail/docs/820/Employment%20Relations%20Promulgation%202007.pdf>

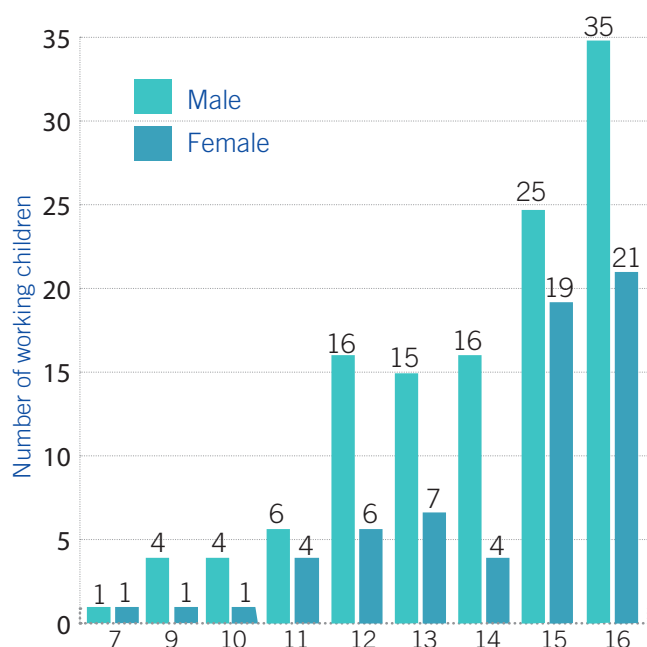


Figure 8 Gender & age distribution of working children

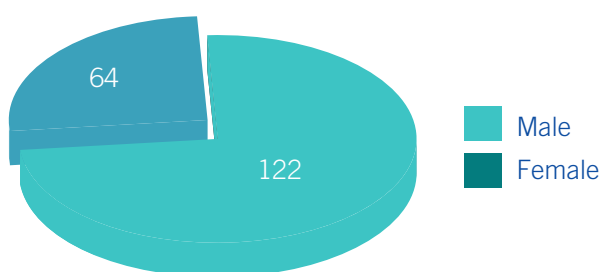


Figure 9 Gender of working children

4.1.2 Living arrangements

The semi-structured interviews with working children identified that squatter/informal settlement to be the main type of community where working children live. Figure 10 clearly showed that majority or 51% (95) of these interviewed working children live in squatter/informal settlements where 33.3% (62) lived in Suva, 5.9 % (11) in Labasa and in Lautoka, 4.8% (9) in Nadi and 1% (2) lived in Savusavu.

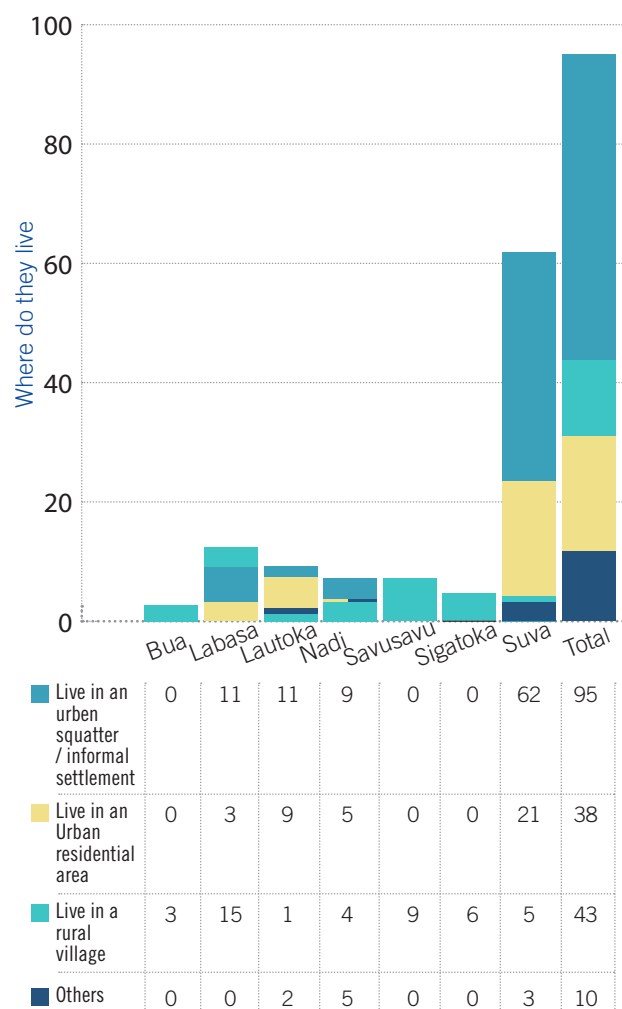


Figure 10 Where children live

The majority of working children that lived with their parents (109) were mostly living in informal settlements (59) (Figure 11). 32% (29) of these children live with single parents and extended families (30) and there were some working children who live with friends while there is one child who lives with his sibling. However, seven children mentioned living with others but do not specifically mention who they live with. No children were identified to be living on the street.

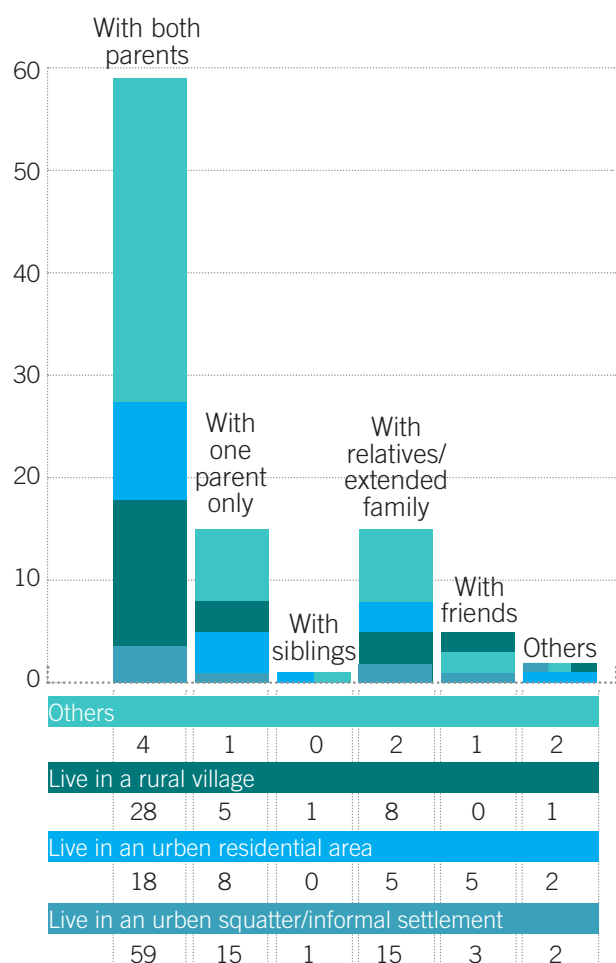


Figure 11 Who do they live with by where they live

4.1.3 Number of people in the household and work status

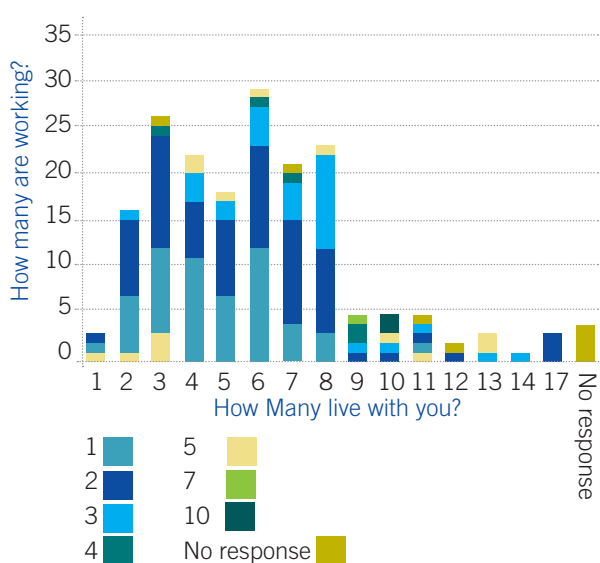


Figure 12 Number of people that live with children

The combination of big family size and a low number of working individuals in the family were found to be a common trend among these working children.

Working children who reside with more than ten individuals have less than three or four people working and most of them were low-income earners (Figure 12). In addition, it was found that members of the same household where the child lived were mainly low-income earners working as a handyman, security guard, driver, cashier, farmer, fisherman, grass cutter, car wash, market vendor, domestic worker, garment factory worker, casual construction labourers, taxi driver, grog shop attendant and billiard shops (Figure 13).

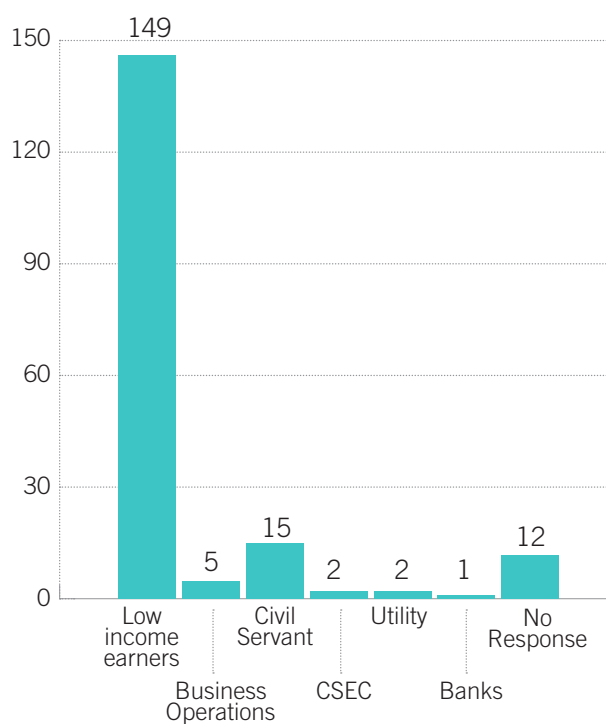


Figure 13 Types of work by members of the household

BOX 2: Reflections on the data collection

This research has been an immense learning experience for me. As this is my first experience as a research assistant, I have discovered that this role is not just for anyone especially with the subject on Child Labour. I have been able to see Fiji on a completely new level, a level that I would have never known had I not taken part in this research.

One of the hardest things for me was meeting with children who lived in such unfortunate circumstances, interviewing them and having to walk away leaving them there. The majority of the children I interviewed who were in child labour were from poverty-stricken families. Some children who had been deprived of a childhood of play, laughter, fun and warmth of a home seemed so content despite their living conditions.

There were certain communities that we went into that mentioned different forms of child labour happening around them, yet many turned a blind eye to these children and what they were being subjected to. Often we came across young respondents who knew of many of their friends or people they lived in the same area with that were also involved in the worst form of child labour; however, we were not able to interview them due to a number of reasons e.g. working hours and unwilling to be interviewed.

Some children we met shared openly about their experiences and what caused them to get involved in the work that they were doing. Others were shy and not so willing to participate and lie about their age also denying being involved in any form of work.

**Extracted from Research Assistant Diaries
Semi-Structured Interview; 2015**

4.2 Education status**4.2.1 Children's education status**

In this section, the relationship between education and child labour were explored. It was found that majority of working children were no longer in school and working children in school have a high rate of absentism and majority were in form 1 –form 4 level. Working children who are out of school mainly reached only form 3-4 level (Figure 15).

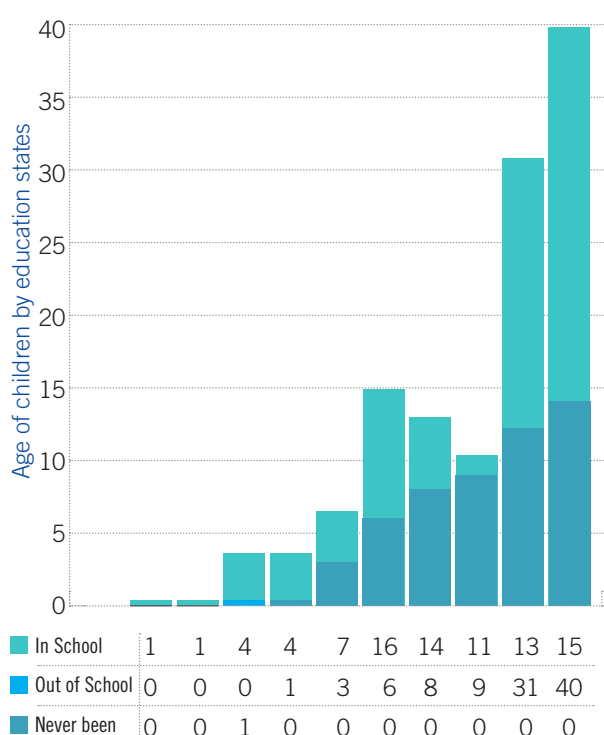


Figure 14 Education status by age

A total of 86 children in school and 100 children were out of school were engaged in paid work. Figure 14 showed that majority of out of school children were between the ages of 15-17-year-olds whereas the majority of in school children who were working were between the ages of 13-14. A ten-year-old was identified to never been to school at all in his life. Out of the 86 working children who were in school, 77 children stated that they do stay away from school on some days. These working children also stated that they leave school to work mainly because they earn money.

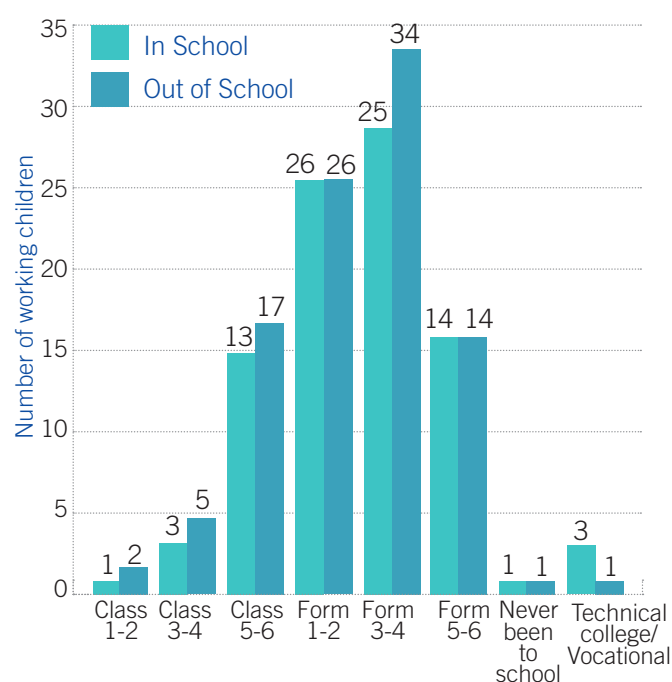


Figure 15 Number of children working by highest education level reached

4.2.2 Reasons for dropping out of school

The most common reasons provided by out of school working children for dropping out of school were mainly the combination of family related issues such as financial constraints, family breakdown and parental neglect along with peer pressure following friends who are no longer schooling (Table 4). Working children also dropped out of school due to high absenteeism and they were no longer interested in school. Some working children stated that teachers were not encouraging. Other working children dropped out of school due to bullying, sexual abuse, difficulty in coping with formal education approach, the lack of birth certificate for school enrolment and from breaking school rules.

Reasons	Number
Financial constraints- not enough money to send me to school or needed to work to help my family	20
Family breakdown/ parental or family neglect	12
Peer pressure, following friends	17
Bullied, fighting in school, books stolen	9
Broke school rules	8
School not interesting/ teachers not encouraging	10
Absenteeism, sick, missing from school	12
Difficulty in learning, academic	10
No birth certificate	1
Sexually abused	1
Sexually abused	1

Table 4: Reasons for dropping out of school

BOX 3: Reasons for leaving school

- I got sick for 4 weeks and was hospitalised and stayed home for another 2 weeks because of a funeral in the village. My father decided since I had missed so much school it was better for me not to return to school;
- Was working when I was still in school - harvesting cane and gathering mangoes for sale in the market- missed school too much so dropped out and continued working;
- Father can't walk and no one else is able to look after my parents- have to work to look after them;
- Was not happy when parents separated; mother remarried and was left to stay with uncle; lost interest in school;
- Went to the island to attend his grandfather's funeral and spent almost the whole term there and missed a lot of school already so dropped out.

Semi-Structured Interview; 2015

4.2.3 Type of work by education status

An overview of working children education status in relation to the type of work they're engaged in are presented in the Table 5. It was found that working children who were in school were mainly engaged in street and market vending, fishing, diving and collecting seafood. On the other hand, the majority

of the working children who were no longer in school were engaged in CSEC and market vending. Working children who were no longer attending school were also working in mechanical garages, garments factory, domestic worker, construction, and car wash, grass cutting, fishing, diving and selling Bu.

Category of work	Still in School		
	Yes	No	Never been to school
CSEC	5	17	1
Street vending- food parcels, handicrafts, other	12	3	0
Cashiers, Shop assistant, Store keepers	4	3	0
Market vending	17	11	0
Farming- own family	3	4	0
Mechanical/ Garage-Spraying and cleaning cars	0	9	0
Construction- Brick layering, tiling, mixing cement	1	8	0
Car wash	2	6	0
Bus conductor/ checker	1	0	0
Scrap metal collection- metal, cables, copper wire	1	1	0
Scavenging -collecting bottles, cans, other	4	0	0
Bu selling- collecting and selling coconuts	4	5	0
Security Guard	0	1	0
Drug cultivation or peddling	0	1	0
Domestic- relatives	0	2	0
Farming- relatives	2	0	0
Farming- other families	2	0	0
Sugarcane harvesting	2	1	0
Fishing, diving, collecting seafood	11	8	0
Grass cutting, backyard cleaning	4	6	0
Freezer works/ ice plant	1	0	0
Garment factory worker	0	3	0
Butcher works	0	2	0
Betting/ billiard betting/ gaming	3	0	0
Kitchen hand/ waiter/ waitress	2	1	0
Domestic work- own family	1	0	0
Handicraft, jewelry making, art and craft	1	0	0
Shoeshine	0	1	0
Factory- juice/ food	0	1	0
Catering; preparing food for sale	1	0	0
Total	86	99	1

Table 5: Type of Work by Education Status

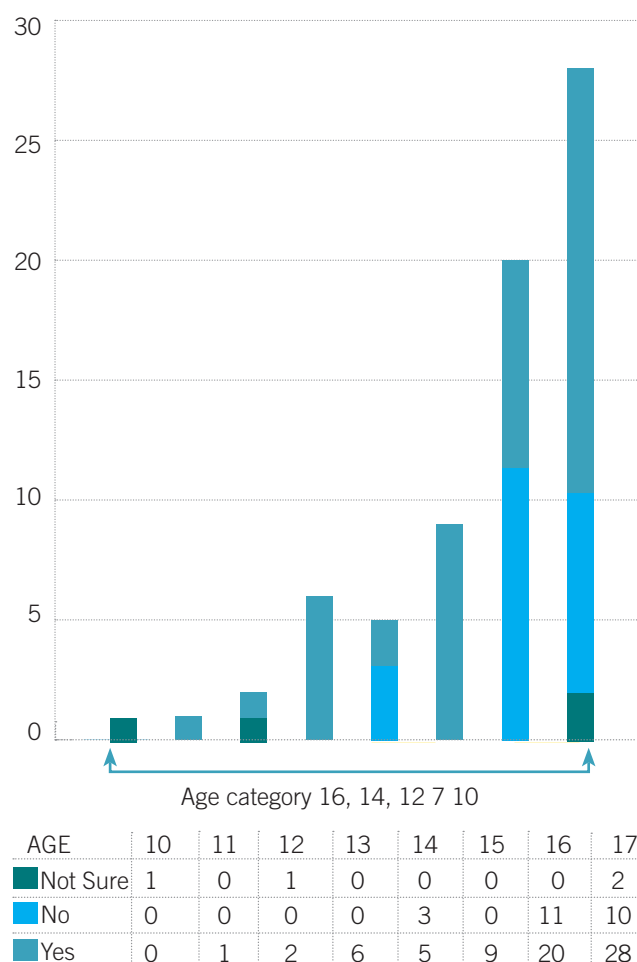


Figure 16 Distribution children's returning to school if given the, chance

Working children mentioned they would return to school when asked if given the chance (Figure 16). 71 children mentioned that they would return to school if given the chance where the majority were 15-17 year olds.

4.3 Types of work and working conditions

This section highlights the types of work and working conditions that children were engaged in that were not compliant with the ERP 2007 and the hazardous child labour list for Fiji³², therefore categorising children to be in child labour. Under the ERP 2007, the minimum age requirement for employment is 15 years³³. The semi-structured interviews found in Figure 17, that 15-17 year olds working children were mainly engaged in hazardous work and worst forms of child labour such as CSEC and drug peddling.

Hazardous work included children working as car wash attendant, shop assistant, mechanical garage attendant, scavenging, Bu-selling (collecting and selling coconuts), domestic work for other families and construction labour as well as sugar cane harvesting, garment factory worker, billiard betting, security guard, bus conductor/checker, ice plant attendant, shoe shine and working as a kitchen hand or waitress.

³² Ministry of Employment, Productivity & Industrial Relations, "Hazardous Occupations Prohibited To Children Under 18 Years of Age Order" 2013.

³³ Employment Relations Promulgation 2007

BOX 4: Job Description

- Works in an ice plant- freezing the fish; unloading fish and ice from trucks to be sold; collecting ice at the ice plant and taking it to the market to ice the fish.
- Works on the family farm- planting cassava dalo, vegetables; weeding; applying NPK and chicken manure.
- Works for a construction company as a casual labourer; mixing concrete, sifting sand, unloading blocks, transporting cement up the ramp to 2nd floor of the building
- Garage- unloads the engine and takes it apart; services and cleans the engine; prepare the car before it is fixed; start the car; check fan belts, light, brakes etc.
- Car wash- clean car, kerosene wash body of car, underneath the car, engine, polish the car, wash mats, wipe dust, vacuum the inside, clean windows, and windscreen
- Diving and spear fishing off the reef for beach-de-mer, sea urchins, loliloli, snake, yaulevu, vula; usually after school on Tuesdays and Thursdays from 5 pm to 9 pm
- Scrap metal; picks up copper; scavenges industrial areas, dig up incinerators for buried/ burnt copper wire; scavenges from Wailekutu, Lami, Vatuwaqa to Nausori

Box 4 provides brief descriptions of work done by working children in the ice plant, family farm, construction site, mechanical garages, car wash, fishing and diving and collecting scrap metals.

Semi-Structured Interview; 2015

4.3.1 Type of work

Working children were found working in the streets, factories, cafeteria, in mechanical garages, construction sites, plantations, in the community and even out in the sea. They were mainly engaged in market vending (28), CSEC (23), fishing and diving (19), and street vending (15) as shown in Table 7.

Other types of work they are engaged in are car wash attendant, shop assistant, mechanical garage attendant, scavenging, Bu-selling (collecting and selling coconuts), domestic work for other families and construction labour as well as sugar cane harvesting, garment factory worker, billiard betting, security guard, bus conductor/checker, ice plant attendant, shoe shine and working as a kitchen hand or waitress (Table 9).



Main Type of Work By Age

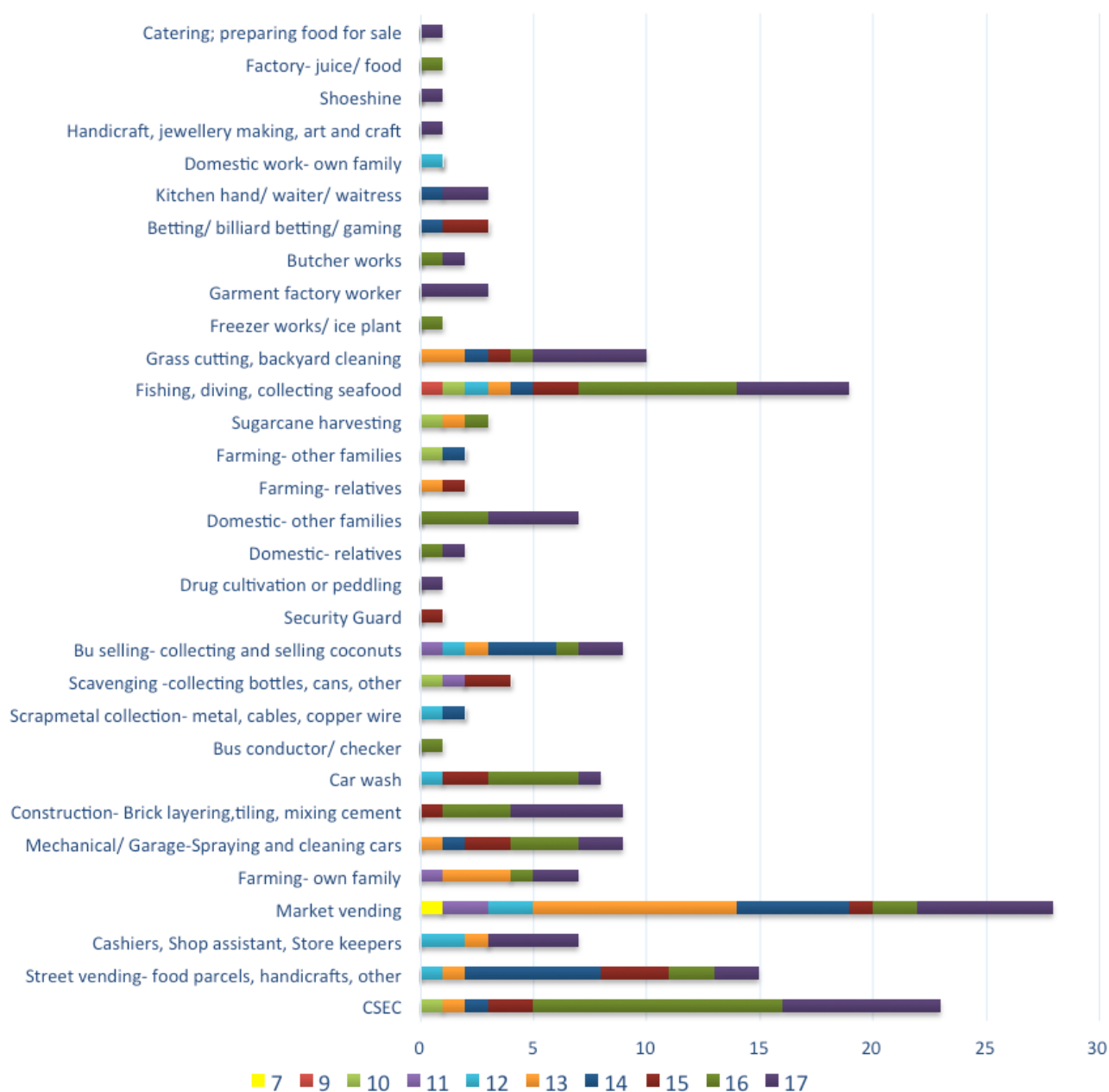


Figure 17 Type of main work by age

4.3.2 Type of main work by location

Type of main work by location							
Category of work	Bua	Labasa	Lautoka	Nadi	Savusavu	Sigatoka	Suva
CSEC	0	0	3	1	0	1	18
Street vending- food parcels, handicrafts, other	1	0	3	1	3	0	7
Cashiers, Shop assistant, Store keepers	0	2	0	3	0	0	2
Market vending	0	6	3	2	0	2	15
Farming- own family	0	2	0	1	0	1	3
Mechanical/ Garage-Spraying and cleaning cars	0	0	0	2	0	0	7
Construction- Brick layering, tiling, mixing cement	0	0	0	2	3	0	4
Car wash	0	0	1	1	0	0	6
Bus conductor/ checker	0	0	0	1	0	0	0
Scrap metal collection- metal, cables, copper wire	0	0	0	0	0	0	2
Scavenging -collecting bottles, cans, other	0	2	2	0	0	0	0
Bu selling- collecting and selling coconuts	0	0	0	2	0	0	7
Security Guard	0	0	0	1	0	0	0
Drug cultivation or peddling	0	0	0	0	0	0	1
Domestic- relatives	0	1	0	0	1	0	0
Domestic- other families	0	1	0	1	1	0	4
Farming- relatives	0	0	0	1	0	0	1
Farming- other families	0	1	0	1	0	0	0
Sugarcane harvesting	0	1	0	0	1	1	0
Fishing, diving, collecting seafood	2	11	0	0	1	1	4
Grass cutting, backyard cleaning	0	0	2	2	1	0	5
Freezer works/ ice plant	0	1	0	0	0	0	0
Garment factory worker	0	0	1	0	0	0	2
Butcher works	0	0	0	0	0	0	2
Betting/ billiard betting/ gaming	0	0	3	0	0	0	0
Kitchen hand/ waiter/ waitress	0	0	2	1	0	0	0
Domestic work- own family	0	1	0	0	0	0	0
Handicraft, jewellery making, art and craft	0	0	1	0	0	0	0
Shoeshine	0	0	0	0	0	0	1
Factory- juice/ food	0	0	1	0	0	0	0
Catering; preparing food for sale	0	0	1	0	0	0	0
Total	3	29	23	23	11	6	91

Table 6 Type of Main Work by Location

4.3.3 Second source of income by location

From the semi-structured interviews, it was made known that there were some working children with more than one job. Interestingly, working children were engaged in other jobs such as pickpocketing, begging, petty theft, collecting firewood, jewellery

making, grass cutting and backyard cleaning. Tables 7, 8 and 9 illustrate the other sources of income or types of work children engaged in to earn income in the different areas. Figure 18 illustrates some of the work combinations of working children.

Any other source of income (2) by location							
Category of work	Bua	Labasa	Lautoka	Nadi	Savusavu	Sigatoka	Suva
CSEC	0	0	0	0	0	0	1
Street vending- food parcels, handicrafts, other	0	0	2	0	0	0	4
Cashiers, shop assistant, store keepers	0	0	0	1	0	0	0
Market vending	0	1	0	1	0	0	1
Car wash	0	0	1	1	0	0	2
Scrap metal collection- metal, cables, copper wire	0	0	0	0	0	0	2
Scavenging -collecting bottles, cans, other	1	0	0	0	0	0	2
Bu selling- collecting and selling coconuts	0	1	0	0	0	0	3
Pickpocketing/ petty theft	0	0	0	0	0	0	1
Bartender	0	1	1	0	0	0	1
Domestic- other families	0	1	0	0	1	0	1
Farming- other families	0	0	0	0	0	0	1
Sugarcane harvesting	0	4	0	0	0	0	2
Fishing, diving, collecting seafood	0	1	0	0	0	3	1
Grass cutting, backyard cleaning	0	1	0	1	1	0	5
Freezer works/ ice plant	0	0	0	0	0	0	1
Betting/ billiard betting/ gaming	0	0	3	2	0	0	0
Kitchen hand/ waiter/ waitress	0	0	0	0	0	0	1
Domestic work- own family	0	0	1	0	0	0	0
Total	1	10	8	6	2	3	29

Table 7 Second source of income by location

4.3.4 Third source of income by location

Any other source of income (3) by location							
Category of work	Bua	Labasa	Lautoka	Nadi	Savusavu	Sigatoka	Suva
Street vending- food parcels, handicrafts, other	0	1	0	0	1	1	1
Cashiers, Shop assistant, Store keepers	0	1	0	0	0	0	4
Market vending	2	1	0	0	0	0	0
Car wash	0	0	0	2	0	0	1
Begging	0	1	0	0	0	1	2
Pickpocketing/ petty theft	0	0	1	0	0	0	2
Domestic- other families	0	1	0	0	0	0	2
Grass cutting, backyard cleaning	0	0	0	0	0	1	3
Collecting firewood	1	0	0	0	0	0	1
Total	3	5	1	2	1	3	29

Table 8 Third Source of Income by Location

4.3.5 Any other type of work by location

Any other type of work by location						
Category of work	Bua	Labasa	Lautoka	Nadi	Savusavu	Sigatoka
Street vending- food parcels, handicrafts, other	0	0	0	0	0	1
Market vending	0	0	0	1	0	0
Farming- own family	1	3	0	3	1	2
Construction- Brick layering, tiling, mixing cement	0	0	0	0	0	1
Begging	0	0	1	0	0	0
Domestic- relatives	0	0	1	0	0	0
Domestic- other families	0	0	0	1	0	1
Farming- relatives	0	0	0	0	0	1
Sugarcane harvesting	0	0	0	2	0	0
Fishing, diving, collecting seafood	0	0	1	1	1	1
Collecting firewood	0	0	0	0	0	1
Domestic work- own family	1	0	0	1	1	3
Handicraft, jewellery making, art and craft	0	2	0	0	0	0
Total	2	5	3	9	3	11

Table 9 Other Types of work by location



Figure 18 Work combinations

4.3.6 Main sectors of economic activity

Using the semi structured interview dataset, the types of work, children are currently engaged in were categorized into the three main sectors of economic activity including the informal sector, using the following definitions:

- Primary sector - covers areas such as farming, mining, and fishing.
- Secondary sector - covers manufacturing and making things
- Tertiary/Service sector - involves the provision of service and not an actual product that could be held in hand. Activities in the service sector include retail, banks, hotel, social work, computer service, media, communications, recreation, electricity, gas and water supply.
- Informal Sector - not covered by the state in terms of economic contributions.

As a result Figure 19 showed that there is a high number of children in the informal economy sector (56%) compared to the three main economic sectors where the primary sector has 18%, secondary sector 12% and tertiary sector 14% children engaged.

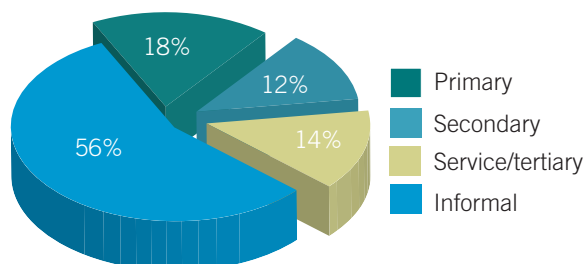


Figure 19 Child labour distribution by economic sectors

The informal economy sector can be defined as a system of trade or economic exchange used outside of state control or money based transactions. Practiced by most of the world's population, it includes goods and services, mutual self-help, odd jobs, street trading and other direct sales activities. Most part of the time, these activities are unavailable from gross domestic product computations. Some characteristics of the informal economy are the lack of protection, non-payment of wages, compulsory overtime, unsafe working conditions, no minimum wage, generally low-quality jobs and poor employment conditions increasing poverty.³⁴ Clearly, working children engaged in the types of work in the informal sector as shown in Table 11 are exposed to very unsafe and poor working conditions. The classification of types of work presented on Table 11, highlights the weak enforcement of the ERP 2007 in the different economic sectors.

Informal Sector	Service Sector	Secondary Sector	Primary Sector
• Street vending- food parcels, handicrafts, other • Shoeshine • Betting/ billiard betting/ gaming • Grass cutting, backyard cleaning • Drug cultivation or peddling • Bu selling- collecting and selling coconuts • Scavenging -collecting bottles, cans, other • Scrap metal collection- metal, cables, copper wire • Car wash • Market vending	• Cashiers, Shop assistant, Storekeepers • Security Guard • Domestic- relatives • Domestic- other families • Butcher works • Kitchen hand/ waiter/ waitress • Domestic work- own family • Sells handicraft, jewelry, art and craft • Factory- juice/ food • Catering; preparing food for sale	• Mechanical/ Garage- Spraying and cleaning cars • Construction- Brick layering, tiling, mixing cement • Bus conductor/ checker • Freezer works/ ice plant • Garment factory worker	• Farming- own family • Farming- relatives • Farming- other families • Sugarcane harvesting • Fishing, diving, collecting seafood

Table 10 Classification child labour activities into economic sectors

4.3.7 Hours of work

Under the ERP 2007, “a child must not be employed or permitted to be employed for more than 8 hours in a day; and be given at least 30 minutes paid rest for every continuous 4 hours worked. A child must not be employed or permitted to be employed during a period when the child is required to attend school or for a period which prejudices the child’s educational participation.” This does not apply to a child employed under a contract of apprenticeship lawfully entered into under the provisions of any written law.³⁵ The semi-structured interviews highlighted the breach of the conditions of work of working children due to their long hours of work.

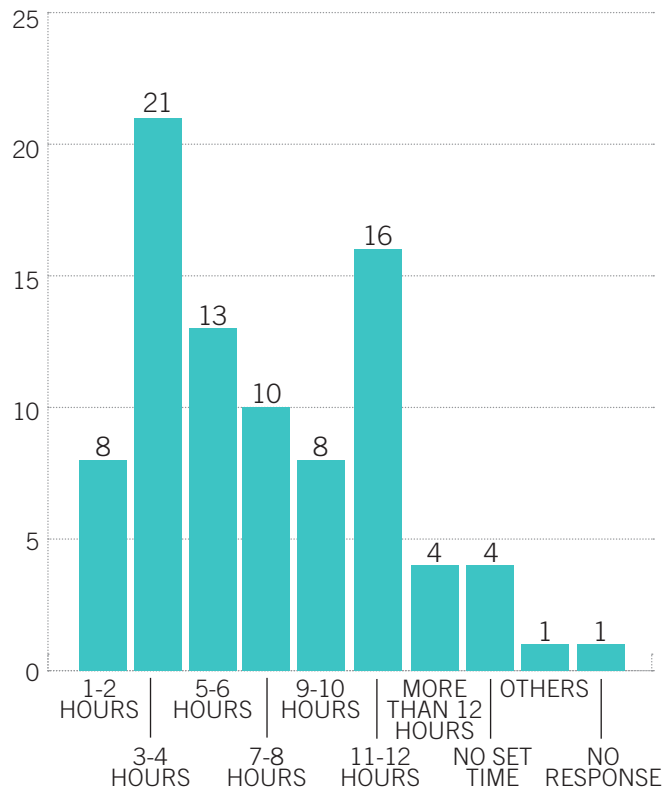


Figure 20 Hours of work of children still in school

35 Employment Relations Promulgation 2007 <http://www.ilo.org/dyn/travail/docs/820/Employment%20Relations%20Promulgation%202007.pdf>

How many hours a day do you spend doing this work?										
Category of work	1-2 hrs	3-4 hrs	5-6 hrs	7-8 hrs	9-10 hrs	11-12 hrs	More than 12 hrs	No set time	Other	Total
CSEC	1	2	2	3	1	1	1	12	0	23
Street vending	2	3	5	5	6	1	5	0	0	27
Cashiers, Shop assistant, Store keepers	0	0	2	2	2	3	1	0	0	10
Market vending	1	3	0	1	2	6	3	1	0	17
Farming- own family	0	1	4	0	3	3	0	0	0	11
Mechanical-Spraying and cleaning cars	0	0	0	2	5	0	1	0	0	8
Brick layering, tiling, mixing cement	0	0	1	5	0	0	0	1	0	7
Car wash	2	0	0	0	2	3	1	0	0	8
Bus conductor	0	0	0	0	0	1	0	0	0	1
Packing of beer bottles - cans	0	0	0	0	0	2	0	0	0	2
Scavenging -collecting tins, bottles, cans	0	1	0	0	1	0	0	0	0	2
Collecting bottles for oil and petrol	0	0	0	1	0	0	0	0	1	2
Drug cultivation and peddling	0	0	0	0	0	0	0	1	0	1
Domestic- relatives	0	1	0	1	1	0	1	1	0	5
Domestic- other families	1	1	0	2	0	2	0	0	0	6
Farming relatives	0	0	0	1	0	0	0	0	0	1
Farming- other families	0	1	1	0	0	1	0	1	0	4
Sugar cane harvesting	0	0	0	0	0	2	1	0	0	3
Fishing diving, collecting seafood	0	7	2	1	4	1	1	2	1	19
Grass cutting, backyard cleaning	2	2	2	1	0	0	0	0	0	7
Freezer works, Ice plant	0	0	1	0	0	0	0	0	0	1
Garment Factory worker	0	0	0	1	1	1	0	0	0	3
Butcher Works	0	0	0	1	0	1	0	0	0	2
Betting, billiard bets	1	1	0	0	0	0	0	0	0	2
Kitchen hand	0	1	1	0	0	0	0	0	0	2
Factory food, drink packaging	0	0	0	0	0	1	0	0	0	1
Total	10	24	21	27	29	29	17	18	2	186

Table 11 Daily working hours

According to Table 11, 95 working children were engaged in over eight hours of work where 33 of them are still in school as shown in Figure 20. On Figure 20, 43 working children who were in school were working for more than seven hours a day and 56 worked more than five hours a day. Clearly, the majority of working children who were in school were employed when there were required to be attending school.

Working children who were working over eight hours were engaged in CSEC, street and market vending, as shop assistants, farming, mechanical garages, construction labour, loading, car wash, bus conductor, collecting bottles, scavenging, digging drains, drug peddling, sugarcane harvesting, fishing, diving and collecting sea food, factory work, butcher, and packing. 29 of these working children are engaged in 9-10 hours a day, 29 engaged in 11-12hrs a day, 17 engaged in more than 12 hours a day and 18 children work with no set time to their hours of work. The majority of children who work with no set time are engaged in CSEC.

It is interesting to note on Table 13 that children working as shop assistants, kitchen hand, ice plant, and construction workers who were employed in the service sector continuously for more than 5-6 hours in a day.

4.3.8 Work done by children interviewed during the school holiday

Working children who are in school and out of school were interviewed during the school holidays especially around the festive seasons such as Hibiscus carnival and other carnivals around the country. These carnivals seem to drive children to be easily lured to find money through unsafe work to spend with their friends. According to Table 13, working children were mostly engaged in WFCL and hazardous work during this period. It was found in Table 13 that five out of school children were engaged in CSEC whereas two were still in school. These children were exposed to a lot of risks as stated on Box 5 a story of what a young girl encountered before she lost her life from working during carnivals.

Working children were also engaged in other work such as market vending, sugarcane harvesting, fishing, diving, and collecting seafood, but selling, grass cutting, shoe shine, and collecting scrap metals. It was interesting to note a child was peddling drugs during the school holiday.

BOX 5: Working during Festivals

This took place during the Sugar festival of 2014. A young girl was picked up by a man (client) and taken to his residence. The girl was said to have been taken to the client's home. When she arrived at his home, she saw another 5 males who were waiting to be "serviced" by her too. She was not aware that other males would be waiting. When she protested and demanded to be taken back to town, her client refused to take her back. She was then forced to have a few drinks with them, she felt that there was something put in her drink so she ran into a room and tried to barricade herself inside. She locked the door and hid in the corner but then knocked out from what she had drunk. While unconscious she was gang raped by these men and suffered injuries all over her body. She was then strung up and left half naked to die when the police found her body hanging in the room. She died later at the hospital. She was only 19 years old at the time her passing.

Focus Group Discussion;2015

Education status	Category of work	How old were you?										Total
		7	9	10	11	12	13	14	15	16	17	
In-school students	CSEC	0	0	0	0	0	0	0	0	2	0	2
	Street vending- food parcels, handicrafts, other	0	0	0	0	0	0	2	1	0	1	4
	Cashiers, Shop assistant, Store keepers	0	0	0	0	0	0	0	0	0	2	2
	Market vending	1	0	0	1	1	4	2	0	0	2	11
	Farming- own family	0	0	0	0	0	1	0	0	1	0	2
	Construction- Brick layering, tiling, mixing cement	0	0	0	0	0	0	0	0	1	0	1
	Scrap metal collection- metal, cables, copper wire	0	0	0	0	1	0	0	0	0	0	1
	Scavenging -collecting bottles, cans, other	0	0	1	1	0	0	0	0	0	0	2
	Bu selling- collecting and selling coconuts	0	0	0	0	0	0	1	0	0	0	1
	Domestic- other families	0	0	0	0	0	0	0	0	1	0	1
	Farming- other families	0	0	0	0	0	0	1	0	0	0	1
	Sugarcane harvesting	0	0	1	0	0	1	0	0	0	0	2
	Fishing, diving, collecting seafood	0	1	1	0	1	1	1	2	1	1	9
	Grass cutting, backyard cleaning	0	0	0	0	0	0	0	0	0	1	1
	Freezer works/ ice plant	0	0	0	0	0	0	0	0	1	0	1
	Domestic work- own family	0	0	0	0	1	0	0	0	0	0	1
	Total	1	1	3	2	4	7	7	3	7	7	42
Out-of-school Drop-outs	CSEC					0	0	0	1	4	0	5
	Street vending- food parcels, handicrafts, other					1	0	0	0	0	1	2
	Market vending					0	2	0	0	2	2	6
	Mechanical/ Garage-Spraying and cleaning cars					0	0	0	1	3	1	5
	Construction- Brick layering, tiling, mixing cement					0	0	0	0	0	5	5
	Car wash					0	0	0	1	1	1	3
	Scrap metal collection- metal, cables, copper wire					0	0	1	0	0	0	1
	Bu selling- collecting and selling coconuts					1	0	1	0	0	0	2
	Drug cultivation or peddling					0	0	0	0	0	1	1
	Domestic- relatives					0	0	0	0	1	1	2
	Domestic- other families					0	0	0	0	1	2	3
	Fishing, diving, collecting seafood					0	0	0	0	4	2	6
	Grass cutting, backyard cleaning					0	0	0	1	0	2	3
	Garment factory worker					0	0	0	0	0	1	1
	Butcher works					0	0	0	0	1	0	1
	Shoeshine					0	0	0	0	0	1	1
	Total					2	2	2	4	17	20	47
Never been to school	CSEC			1								1
	Total			1								1

Table 12 Work done by children interviewed during the school Holidays

4.4 Getting into work, remuneration and reasons for work

4.4.1 Finding work

When interviewed, most children indicated that they found work through their parents and family members.

Many children found work through:

- Father, brother, uncle, cousin, mother, aunt working in the same type of work
- Boss is friend of someone in the family
- Boss is father of a friend
- Family member or neighbour arranged it

Figure 21 below showed that 55 working children mentioned that they found work through their parents whereas 42 working children found their current work through their friends. It was also found that 37 working children found work through their relatives and 28 working children found their current work by themselves. This is an interesting trend on children in child labour in Fiji where they become working children from within their own homes under the supervision of their parents and relatives. Clearly, children were often prompt into child labour by their parents. Parents represent 62% of the source of induction into employment, and a World Bank study showed that children usually chose to work for parents and relatives³⁶.

BOX 6: How a CSEC worker found work

She started doing sex work when she was 17 years. She had many friends who lived in the same area engaged in sex work. She came from a broken family, her parents divorced when she was born. She was really small when her mother married again and her stepfather didn't like her. She was raised by her grandmother who also put her to school. She started doing sex workers in Form 4 after following her friends in Suva. Now, she likes to be in in the west because there were many clients there. She does not ever want to return home because her stepfather does not treat her properly. When she started sex work standing on the road side and picking up clients from night clubs. She has many Indian clients and she doesn't like Fijian clients because they hustle her. With her money, she keeps it herself, buys clothes, marijuana. She loves this job because she gets money every day. She had been in contact with the police once after the police came and told her not to stand on the road. Once the police officers came and picked them up in a truck and dropped her and a few other sex workers in a cemetery far away from the town. They had to walk back took them almost two hours. Fortunately, she had never been sexually abused.

Semi-Structured Interview: 2015

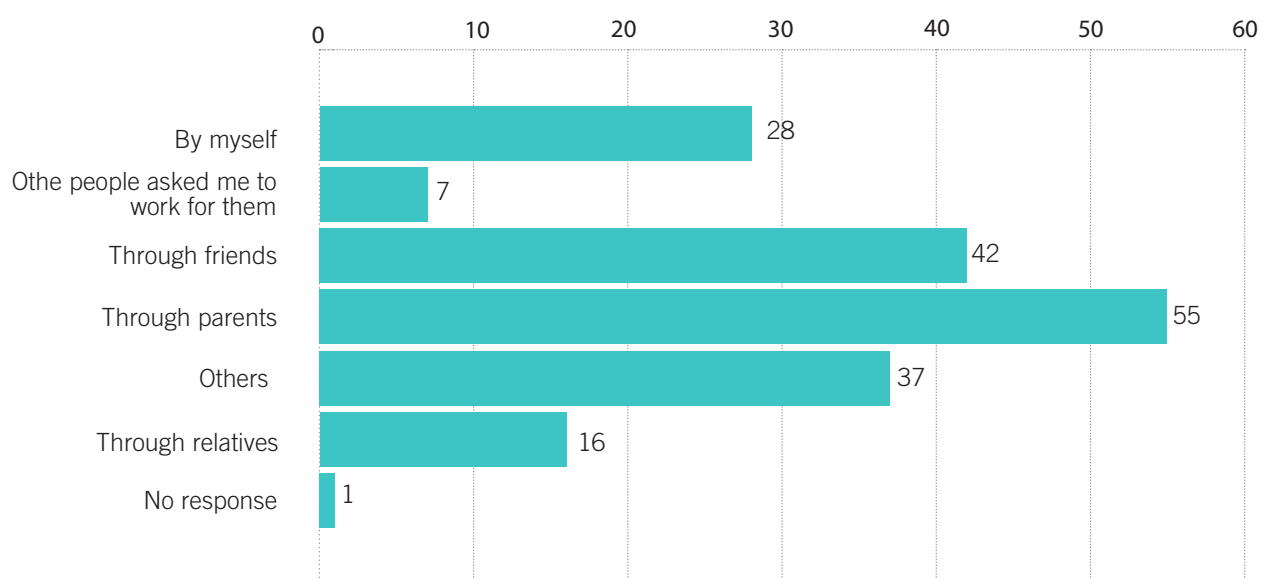


Figure 21 How work was found

³⁶ World Bank, Human Resources and Operations Policy Department and Education and Social Policy Department, Child Labour: issues, causes and interventions, Faraaz Siddiqi/Henry Anthony Patrinos.

4.4.2 Getting into work for the first time

Working children were found to be put to work the first time by their parents and work for their own family. Figure 22, showed that 32 children work for their own family and were put to work for the first time by their parents. In addition, it was also found that working children put to work first by their parents to be working as street and market vendors and working on their own family farm (Figure 23).

On Figure 22, 18 children were found to work for a business were put to work the first time by themselves while 10 children were self-employed and were put to work the first time by their friends and 26 children were self-employed and were put to work the first time by themselves.

Figure 23 Distribution of “who put you to work the first time” by categories of work showed that majority of children were put to work the first time by their parents

are engaged in street and market vending, sugarcane harvesting, farming for other families fishing, grass cutting, garment factory, car wash, construction labour and fishing, diving and collecting seafood. Children put to work the first time by themselves, however, were engaged mostly in CSEC, street vending, farming for their own family, mechanical garages, construction work, car wash, domestic duties for other families and fishing and diving. The majority of children engaged in CSEC were put to work the first time by their friends. It is interesting to note that 2 children engaged in CSEC were put to work the first time by their parents. Relatives of these children were also responsible for putting these children into work the first time and they were mainly engaged in street and market vending, car wash, domestic work, CSEC and grass cutting.

A child was introduced into CSEC through her unusual encounter with a taxi driver who sexually abused her for three years and then pushed her into CSEC.

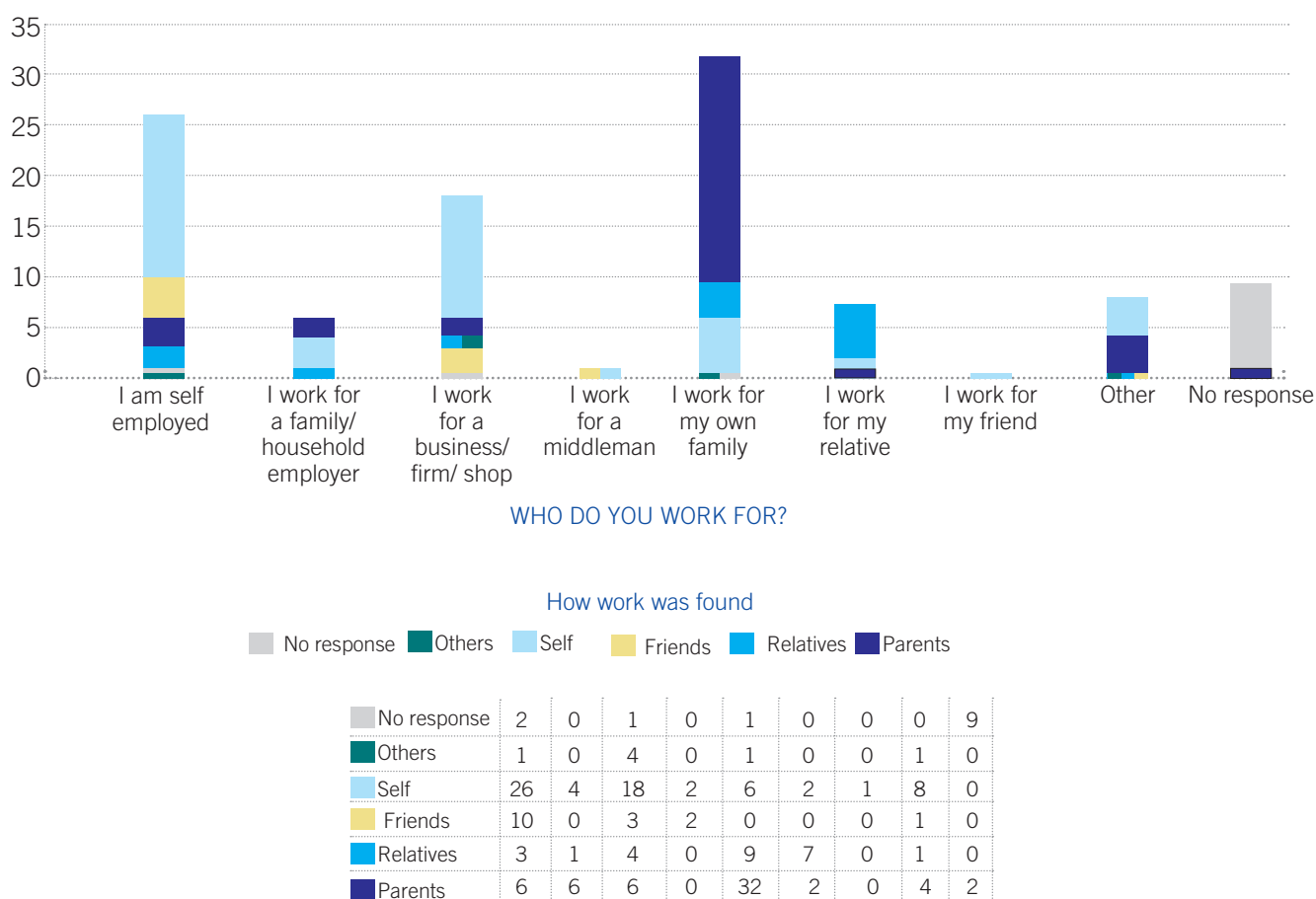


Figure 22 Distribution of who put you to work the first time.

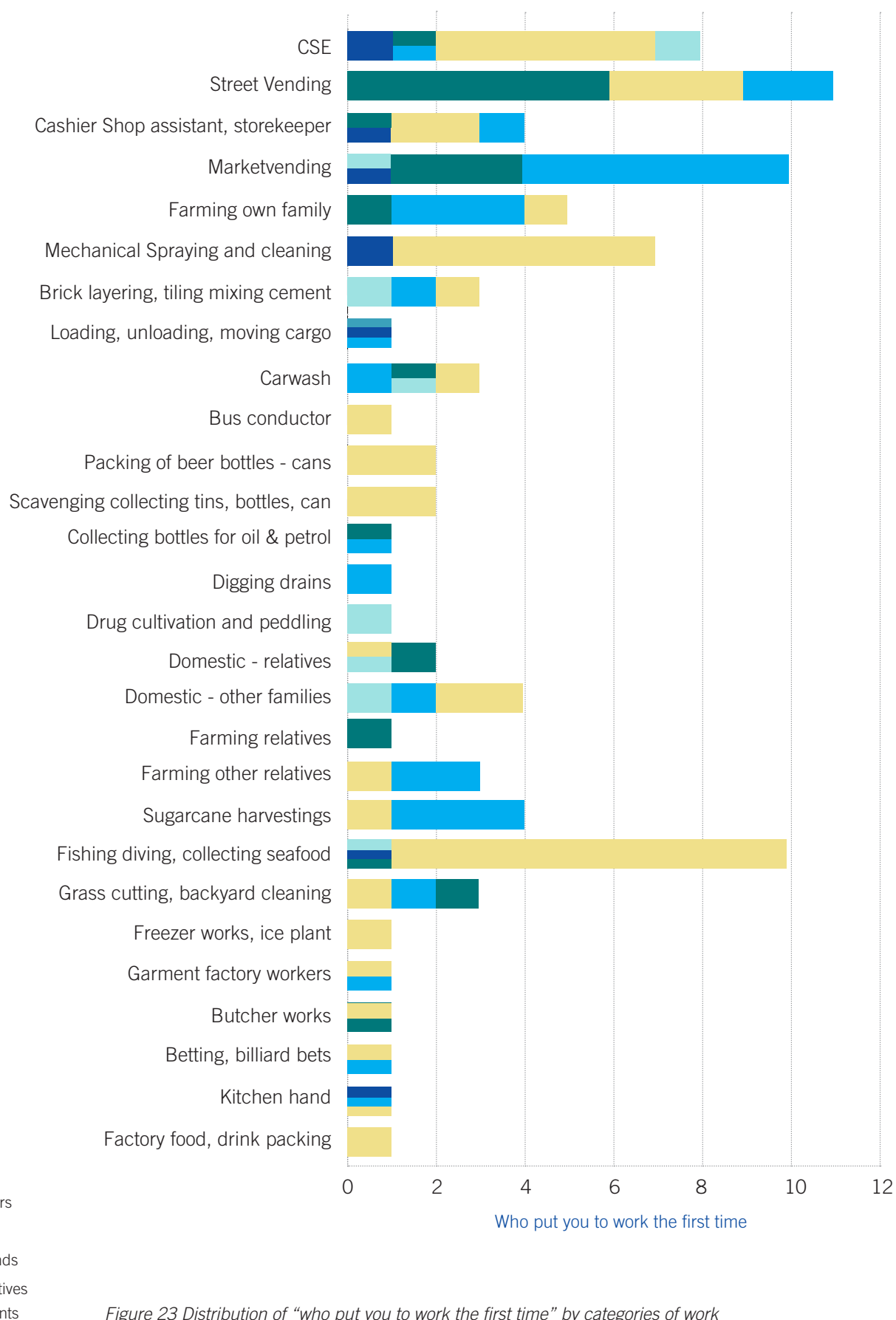


Figure 23 Distribution of “who put you to work the first time” by categories of work

4.4.3 Age when children first started working

Children are easily exploited at a very young age mainly because of their enthusiasm and eagerness to learn from parents and family members and to up-skill themselves in life skills. Figure 24 illustrated that majority of these children (51) started working at the age of 12-13years, and the age of 14-15years (48) and 10-11year olds

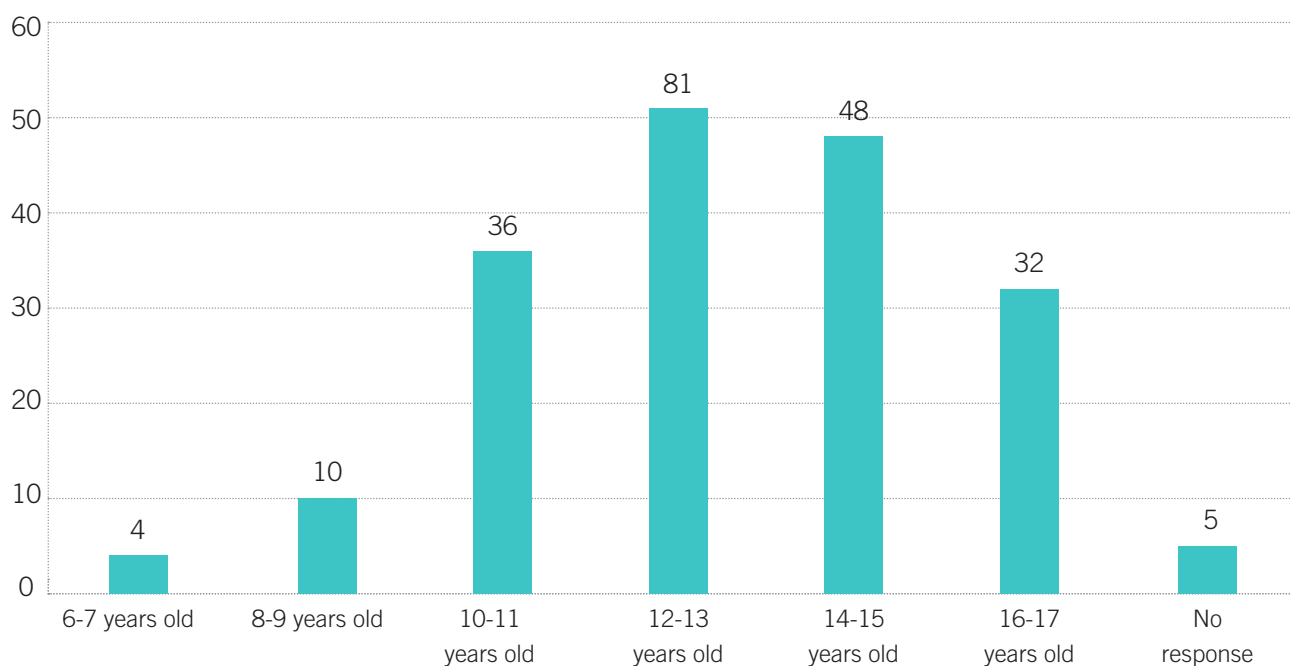


Figure 24 Age when first started working



4.4.4 Who children work for

Working children were found to be employed by their own family, a business or shop, middlemen, their relatives, friends, and others mainly self-employed. According to Figure 25 the majority of children were self-employed followed by children who work for their own family.

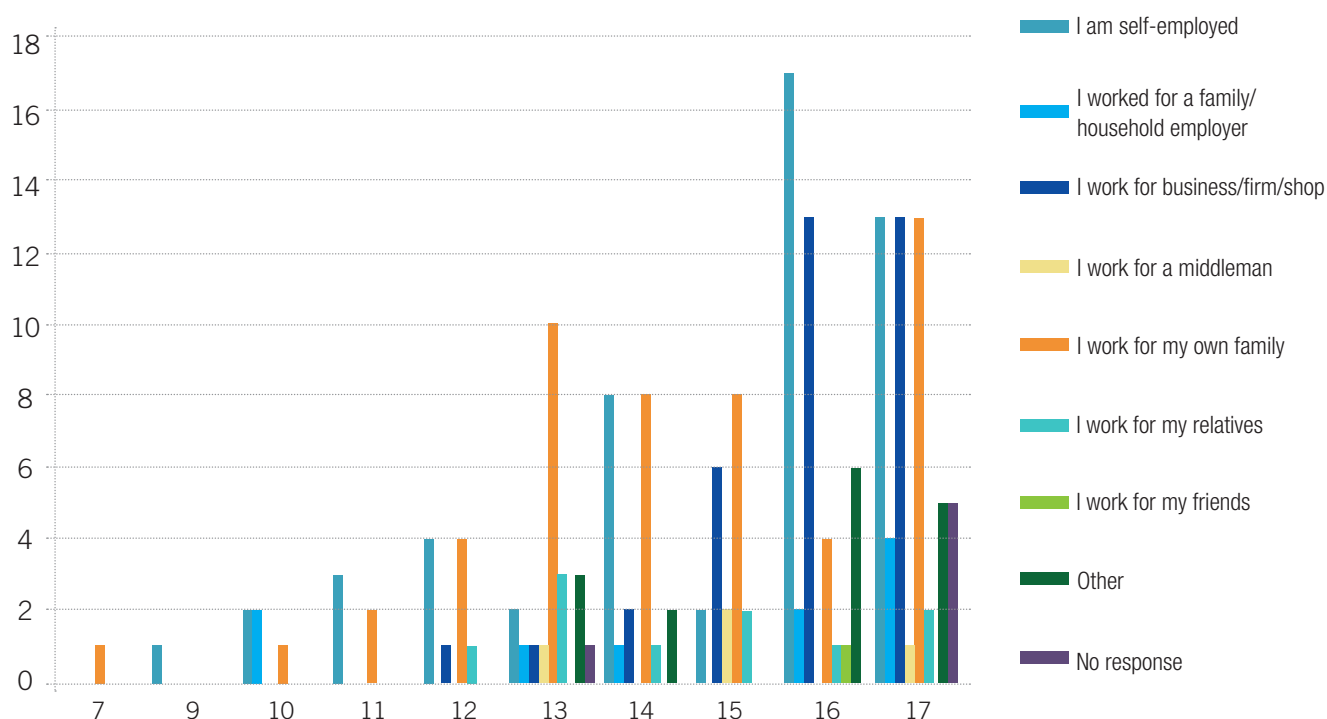


Figure 25 Who children work for by age

According to Figure 26, self-employed children were mostly engaged in CSEC (19), street vending (7), and fishing, diving and collecting seafood (10). Children who work for their own family were mostly engaged in street vending (12), market vending (13), farming for their own family (6) and fishing, diving and collecting seafood (6). Children who work in mechanical garages, construction work labour, loading and car wash, cafeteria, factory, butcher were mostly employed by a business or a company. It is interesting to note that a business employed a child engaged in CSEC, that the child who peddled drugs worked for middlemen and that a child engaged in CSEC worked for the family.

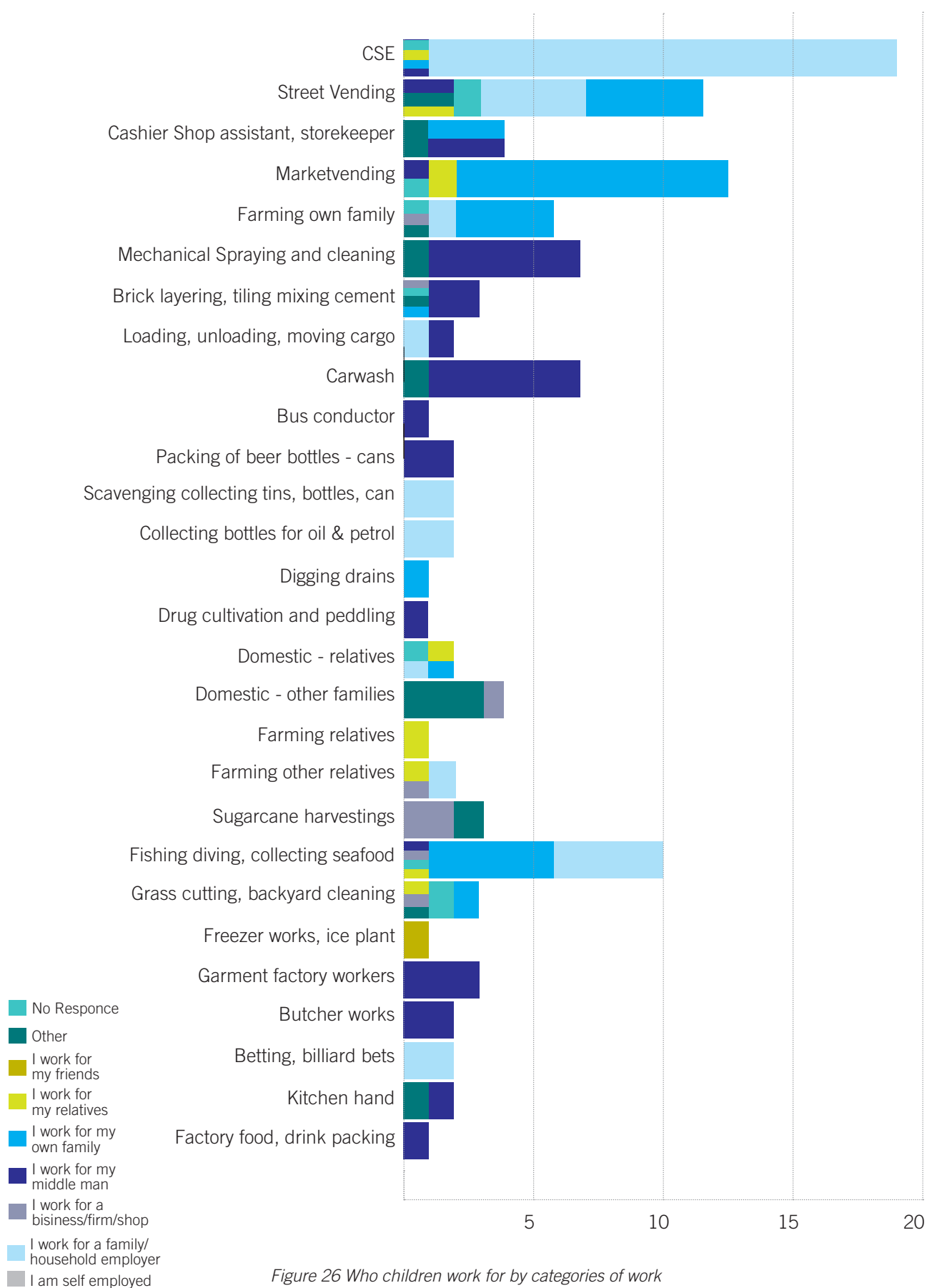


Figure 26 Who children work for by categories of work

4.4.5 Remuneration

The overwhelming majority of working children indicated they received cash for their work (Figure 27), however, for most children, this is income earned for the family. Figure 27 showed the weekly earning of children engaged in fishing and diving and they mainly earn \$100-\$200 weekly whereas children in CSEC easily earn the same amount of money or even more in a day.

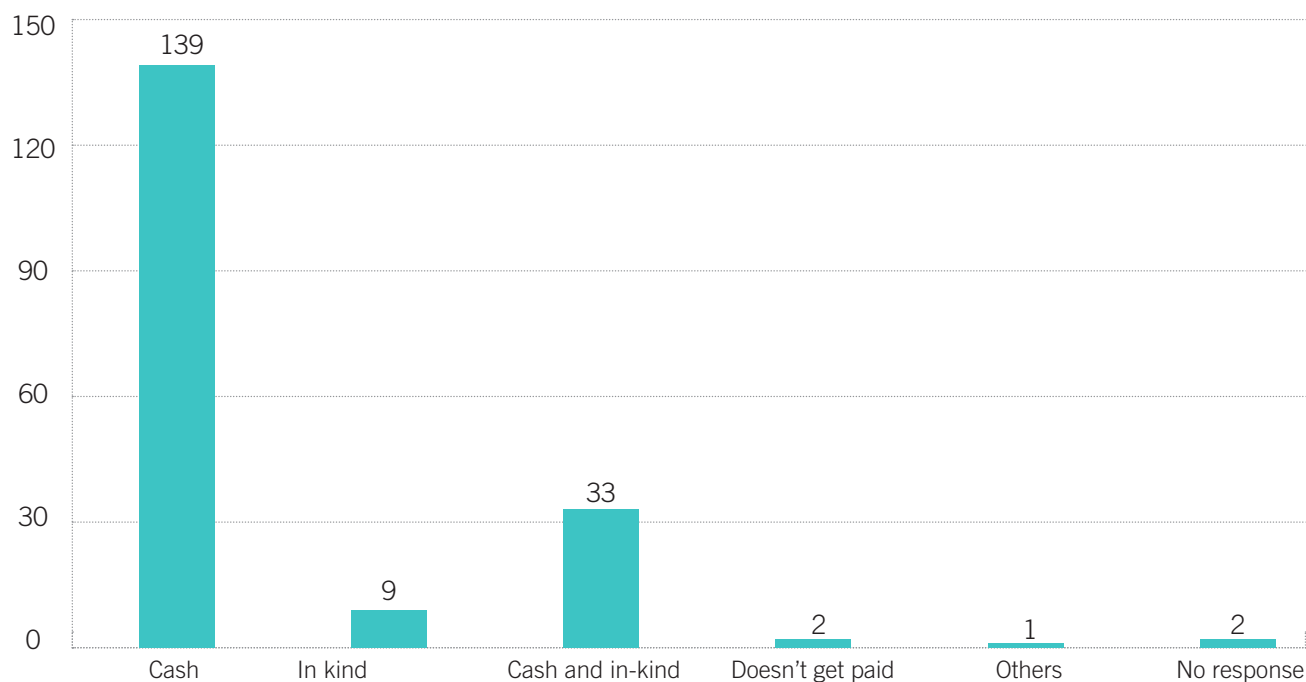


Figure 27 Distribution of how children are paid

It was also found that children engaged in construction work were paid \$20 to \$200 per week. Children engaged in car wash got a minimum of \$15 to a maximum of \$25 in a day. Children engaged in mechanical garages were paid \$50 - \$70 a week. Weekly wages for working in the mechanical garage and car wash were bordering on national minimum wage rate at \$2.32 per hour.

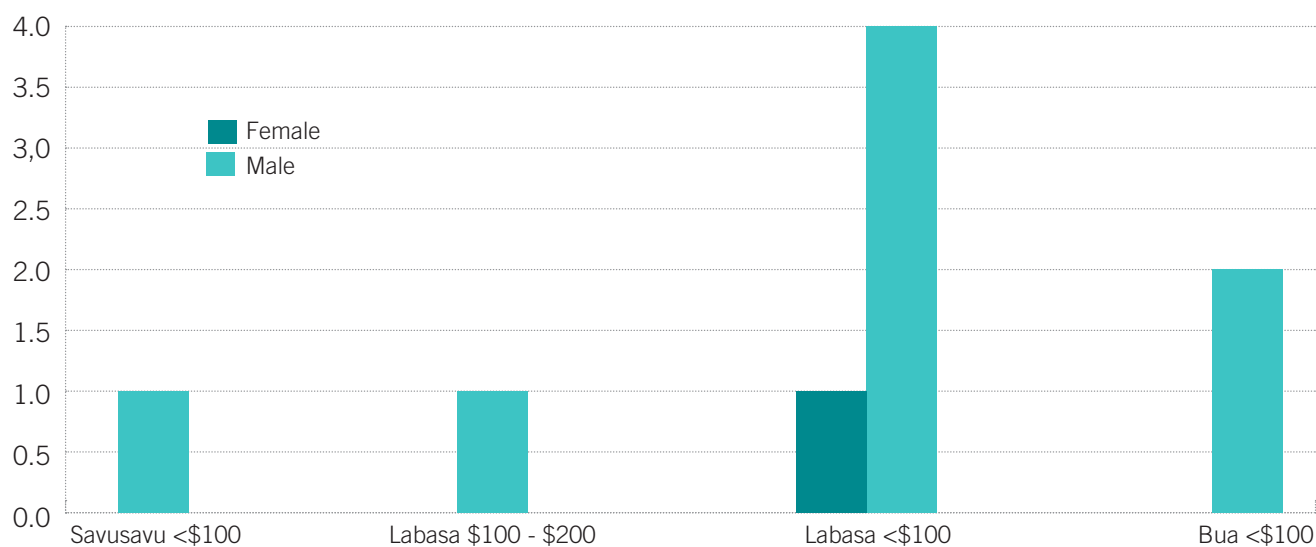


Figure 28 Weekly earning by gender and location for children engaged in fishing and diving

When asked who they share their income with, responses showed that majority of children gave most of the earnings, if not all, to their parents (Figure 29). Working children do also share their income with their relatives, grandparents, and siblings. It is interesting to note that some of these children do share their income with the church and their friends.

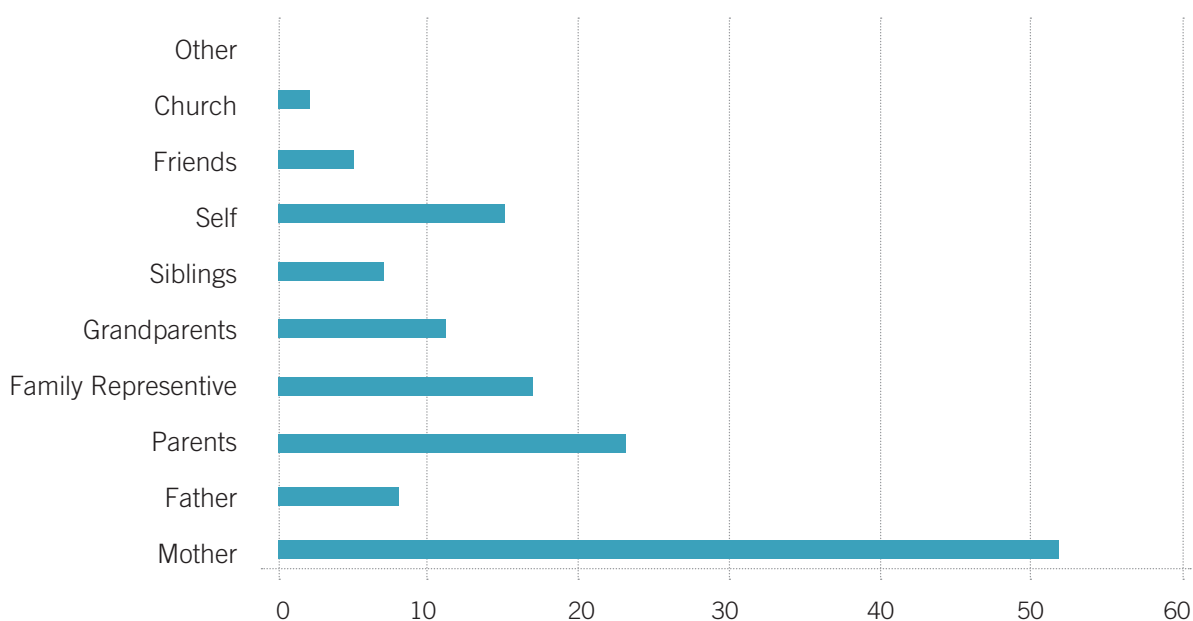


Figure 29 Distribution of who do you share your income with

BOX 7: Beneficiaries of their Remuneration

- All money from selling cassava and flowers go to the family
- Gives all wages to parents and they decide whether to give him any money
- Gives all the money from selling at the market to his mother and keeps money from billiard betting for himself
- He is the sole breadwinner and pays bills, buys food and pays for his father's medicines
- Gives money to the family but they don't know it's CSEC money
- Grandmother gives him \$30 from market sales and he takes that home to his mother. He gives half of the \$15 he makes from grass cutting to his mother and keeps the rest.
- All money from selling cassava and flowers go to the family
- Gives all wages to parents and they decide whether to give him any money
- Gives all the money from selling at the market to his mother and keeps money from billiard betting for himself
- He is the sole breadwinner and pays bills, buys food and pays for his father's medicines
- Gives money to the family but they don't know it's CSEC money
- Grandmother gives him \$30 from market sales and he takes that home to his mother. He gives half of the \$15 he makes from grass cutting to his mother and keeps the rest.

Semi-Structured Interview; 2015

4.4.6 Reasons for work

Main reasons for going to work shared by working children were related to earning an income to support the family. These included:

- Financial constraints
 - o Family size vs. number of people working; income earned;
 - o Sick parent or 0-1 parent as income earner;
 - o Helping parents or relatives with the family business.
- Opportunity to earn money, support the family;
 - o The family needed his or her income.
- Family problems/ breakdown;
 - o Parents separated, re-married or died;
 - o Child left with grandparents or relatives;
 - o Neglected, unsupervised, unwanted;
- Peers, following friends;
- Dropped out of school, had nothing else to do;
- Was sexually abused.

BOX 8: Reason for work

- Grandparents needed her help to sell in the market.
- Had to go and cut cane for his uncle because his father had died and there was no one working in the family.
- Sometimes his stepfather complains loudly about people needing to find a job to feed themselves, so went to look for work.
- Left home to cut cane and then found a job in the butcher. Parents didn't know.
- Was hanging out one day when a stranger pulled up and offered him money for sex.

Semi-Structured Interview; 2015

Working children were mainly pushed to engage in paid work when there is a need for money and pulled when there is a demand for work as shown in Figure 30. Clearly, children were mainly driven into work to meet their personal and family needs. Children also engaged in paid work during school holidays, sports tournaments and festivals. A considerable number of children do engage in work after school hours and when other availing job opportunities are on offer.

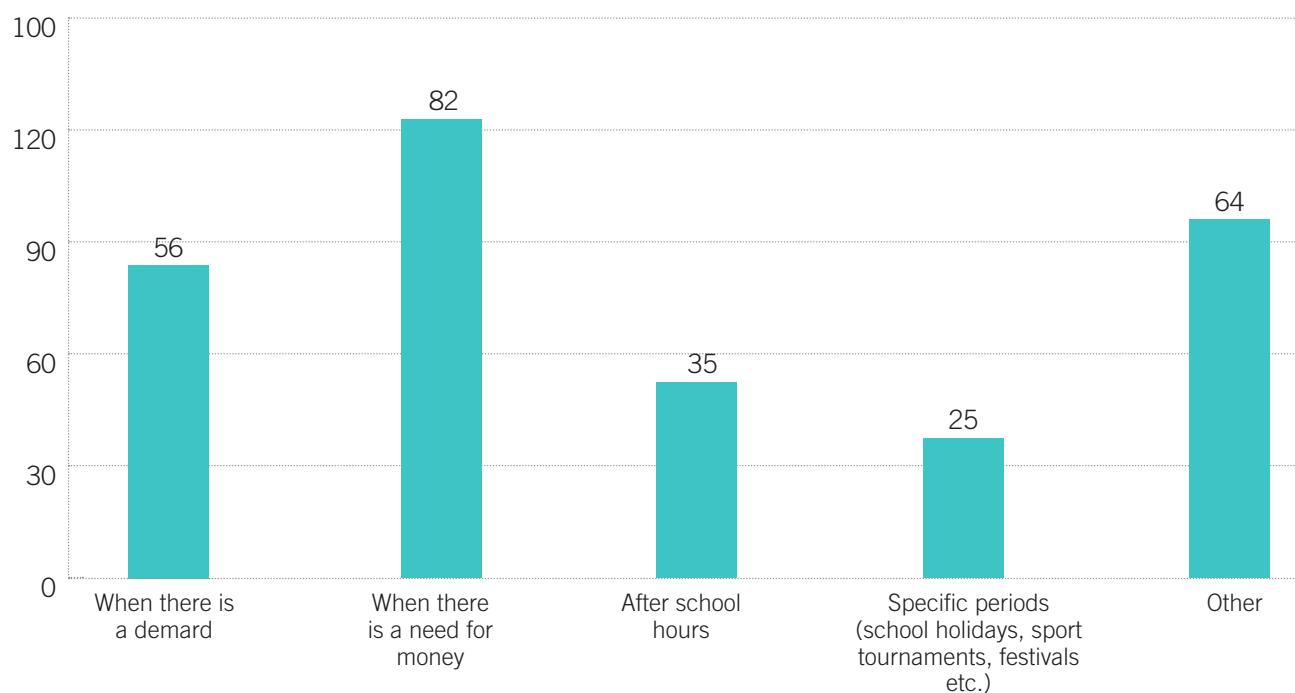


Figure 30: Distribution of when do children engage in paid work

4.5 Impacts and consequences of work

Although working children experience many negative consequences as part of their early entry into work and the type and conditions of work they were exposed to, some children also showed positive aspects of their work. Of the total 186 children interviewed, 83 children either smoke, drink alcohol, take drugs or sniff glue, and some take more than one or all of these substances. 65 of the 186 children interviewed shared experiences related to sickness and injury, 37 children shared experiences related to contact with the law and over 100 children shared worst moments and unsafe moments at work.

4.5.1 Sickness and injuries

According to Table 13, as a result of their work, working children experienced a lot of sickness and injuries such as tiredness, headache, and body ache, backache, and stomach ache and chest pains. Other working children were inflicted with bruises, gashes, lacerations, and blisters. Some of these working children were beaten up and also got pregnant. Two working children mentioned they were bumped by a car.

Sickness & Injury	Number
Headache, body ache, backache, stomach ache, chest pain, tiredness	24
Cuts, gashes, bruises, blisters-	23
Cold, flu, fever, asthma, pneumonia	6
Beaten up, pregnant	4
Bitten stung-	3
Electrocuted, burnt	2
Bumped by car	2
Dislocated shoulder	1
Eye infection, ringing ear	1

Table 13 Distribution of Sickness & Injury

4.5.2 Worst moments at work

Working children are extremely vulnerable and are exposed to risk and hazards. Evidently, on Table 14, some of the children's worst moments at work were being bullied, harassed, physically and emotionally abused and victimized by their customers and employers. As a result, these children were constantly frightened, scared, and unhappy and worried at their workplace.

Worst moments at work	Number
Bullied, bossed around, teased, sworn at, unhappy boss or customers	32
Injuries/ sickness because of work	31
Sexually abused	3
Beaten up	6
Cheated by boss, clients, others stealing their money	11
Frightened, scared, worried	16
Having to pay for missing stuff/ losing money	4
Having to pay for missing stuff/ losing money	4
Not able to find clients/ sell all produce	9
Near accidents	5

Table 14 Distribution of worst moment at work

4.5.3 What working children enjoy about their work

The majority of working children enjoy their work because they were able to help their family, earning money and learning, meeting new people, being with their friends, doing something positive with their time, doing something that they like (mechanics) learning a trade and building their confidence. Table 16, shows that children engaged in car wash enjoy the company of their relatives, earning money, their family was happy about their work and their clients were happy about the service they provide and learning while earning money at the same time.

Gender	Age Category	What do you enjoy most about the work that you do?	Total
Male	12-14 year old	Enjoys working together with his cousins	1
	15-17 year old	Earning income, has a good time joking with his workmates	1
		Grandmother is happy and uncle praises him for his work	1
		Looking at the clean car after he has cleaned it and the owners admire his work	1
		The pay is good and his friends were there also	1
		When the vehicle owners were happy/ satisfied with his work	1
		Working and also learning and getting some money out of it	1
Female	15-17 year old	Make a lot of money	1
Total			8

Table 15: Distribution of what do you enjoy most for children engaged in car wash

4.5.4 Coming into contact with the law

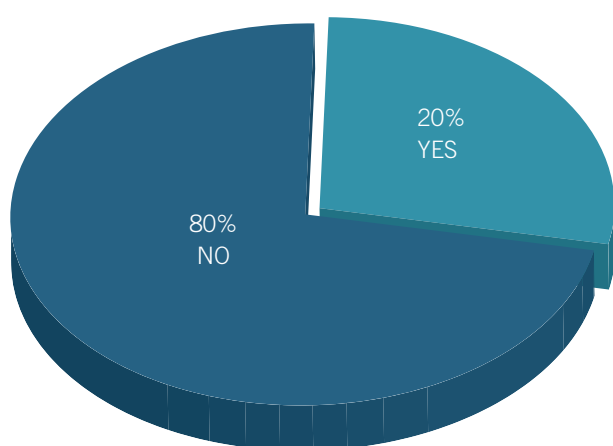


Figure 31 Distribution of children who have come into contact with the law

The environment and the people surrounding these working children greatly determine the behaviour of these children. It was noted that children working in the informal sector and mainly living in informal settlements have come into contact with the law.

According to Figure 31, 20% of working children were in contact with the law. Their encounters with the law included occasions where they were engaged in illegal activities or being wrongfully accused of being involved in them. These included prostitution, selling drugs, loitering at internet shops in the early hours of the morning, trespassing, and, selling coconuts in front of shops and supermarkets, being drunk or accused of stealing while scavenging for copper wires, accused of stealing coconuts, pickpocket, and grab and run. It was interesting to note that children in

CSEC were mostly engaged in risky behaviours like substance abuse (sniff glue, smoke marijuana, and drink alcohol), going to night clubs, smoking, and truancy.

The involvement of police officers with working children who come into contact with the law is critical for the withdrawal of children engaged in the worst forms of child labour. The limited capacity of police officers highlighted the need for a structured child labour training for police and stronger collaboration with Labour Inspectors, so they can better understand the situation these working children and how they can be successfully withdrawn from WFCL and hazardous work.

4.5.5 Known support services

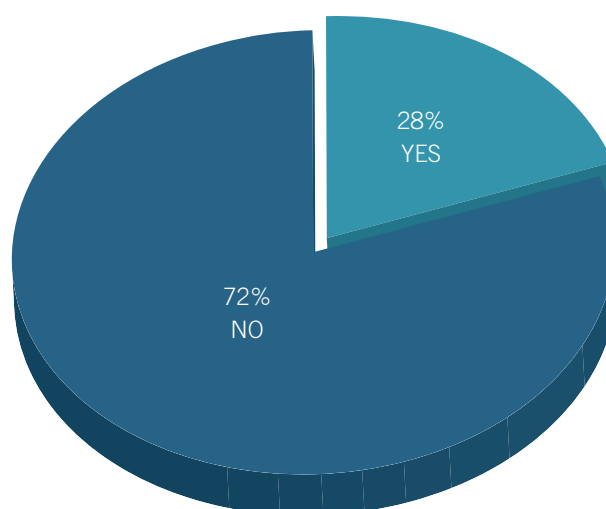


Figure 32 Distribution of Knowledge of available support services

Figure 32 showed that 28% of working children have knowledge of available support services which they can access when needed. The support services that were identified by working children were listed as follows;

- Homes of Hope;
- Red Cross Society;
- SAN Fiji;
- Koroipita Housing;
- Ministry of Health;
- Ministry of Social Welfare;
- Hotel Owners;
- St. Vincent de Paul Society;
- Police;
- Peers;
- Church and community leaders.

The list above does not represent all other support services that are available to at-risk children however it indicates that some working children have a fair understanding of where support can be accessed when needed. Other agencies that provide support to working children are the Child Labour Unit of the MEPIR, FENC Fiji, Medical Services Pacific – Counselling, Empower Fiji and Save the Children Fiji, Ministry of Youth & Sports, and Ministry of Education, teachers' unions, other civil society groups, youth and community groups and private sectors.

It is a concern however that the majority of working children were not aware of the support services available to them which may help to withdraw them from child labour.

4.5.6 Hopes and dreams

Despite their struggles and toil, these working children have high hopes to be a teacher, a soldier, a bank officer, a mechanic, rugby player, a chef at the big restaurant, artist, a ship engineer, electrician, bus driver, police, pilot, lawyer, a celebrity, air hostess, return to school, aircraft engineer, accountant and businessmen. This highlights the aspirations these children have for their life especially their personal development.



Age	What are your hopes and dreams?	Location			
		Lautoka	Nadi	Sigatoka	Suva
12-14	Get a job, have a nice house , look after my family				1
	To finish school and become a nurse . To have a big house and move there	0			1
15-17	Before I dream about having a good job . Now since I have this CSEC job I know how easy it is to earn money and I don't have to dream about it	0	0	0	1
	Have a good job, hotel workers	0	0	1	0
	He hopes to finish school and pass his exams, he dreams of becoming a dentist	0	1	0	0
	Hopes to be a celebrity	1	0	0	0
	Lawyer - small aunty is a lawyer	1	0	0	0
	None	0	0	0	2
	To be a chef at a restaurant , dreams of being an air hostess , he wants to fly on the plane	1	0	0	0
	To be a primary school teacher	0	0	0	1
	To become a doctor and to be a celebrity	0	0	0	1
	To become a nurse because when someone at home gets sick she looks after them	0	0	0	1
	To become a nurse - likes to look after people	0	0	0	1
	To become a secondary school maths teacher	0	0	0	1
	To become a teacher	0	0	0	1
	To become an Accountant ; have a decent job	0	0	0	2
	To go back home	0	0	0	1
	To go back to school and finish my studies to become a nurse	0	0	0	1
	To work in a supermarket and help her mother; look for a rich man to support her family	0	0	0	1
	To work in an office or bank ; work with computers	0	0	0	1

Table 16 Distribution of Hopes & Dreams for children in CSEC

Table 16 above highlights the hopes and dreams of children engaged in CSEC. Clearly, these working children want to be a better version of themselves later in life. However, they are currently in a very disadvantaged state and a long way from what they want to become in the future. These children will need

our (government, NGOs, the private sector, church, and communities) collective support and commitment to guide them out of their current situation through a series of interventions in various spaces of development to create an enabling environment that would enable them to realize their hope and dreams.

5. Summary of findings and recommendations

5.1 Scale of child labour occurring on the streets and in the informal sector, including the worst forms of child labour in Fiji

Semi-structured interview	Focus Group Discussion	Desk Review (2009 ILO Research)
• 186 children identified to be engaged in child labour; • 24 children were engaged in worst forms of child labour; • 104 children were engaged in the informal sector; • 87 children were engaged in street and market vending and domestic work; • 100 of 186 children were no longer in school; • 86 of 186 children were still in school; • 77 willing to return to school • 116 males and 70 females; • 22 children under the age of 13; • 44 children between the of 13 and 14; • 120 children between the age of 15 and 17.	• Key Informants revealed cases of child labour in their community. It was revealed that some of these children were still in school and some of them were already out of school and engaged in child labour activities. • Key Informants highlighted the prevalence of human trafficking and CSEC (WFCL).	• 81% children in child labour were engaged in hazardous work; • 13% of children below 15 years in non-hazardous work; • 6% of children engaged in the 'unconditional' worst forms of child labour, namely commercial sexual exploitation and begging.

Table 17 Scale of children in Child labour in Fiji

Table 17 provides an overview of findings from the rapid assessment and confirmed the prevalence of child labour occurring on the streets and in the informal sector especially hazardous work and the worst forms of child labour.

5.1.1 Child labour occurring on the streets and informal sector

Working children were found to be working under the minimum age. The minimum age requirement for employment under the Employment Relations Promulgation (ERP) 2007 is 15 years olds. Children over 15 years also have the right to join a trade union and to vote in a trade union elections where he/she is a member. The semi-structured interview found 66 working children under the age of 15 to be engaged in work in the informal sector where 20 of them were females and 46 males (Figure 6). They were also engaged in the primary, secondary and tertiary sector. It was also found that there were working children under the age of 15 attending school and worked

when they were required to be attending school. Some of these in school working children under 15 years of age worked for more than 8 hours a day depriving them of their education.

Children between the ages of 15-17years olds were found to be mainly engaged in hazardous work. According to the semi structured interview, 96 children were engaged in the hazardous work due to their conditions of work. Majority of these children were engaged in the informal sector and others in the primary, secondary and tertiary economic sector. They were mainly engaged in street and market vending, fishing, diving and collecting seafood, car wash attendants, construction work labour, collecting scrap metals, scavenging, collecting and selling Bu. According to Table 11, children were engaged in the informal sector were exposed to long hours of work in hazardous working environment. It was also found that some of these children were still in school and were at risk of dropping out of school.

5.1.2 Worst forms of child labour

The semi structured interviews found that 23 working children to be engaged in CSEC as a first source of income and 1 child in drug peddling. Note that 1 child was also engaged in CSEC as a second source of income.

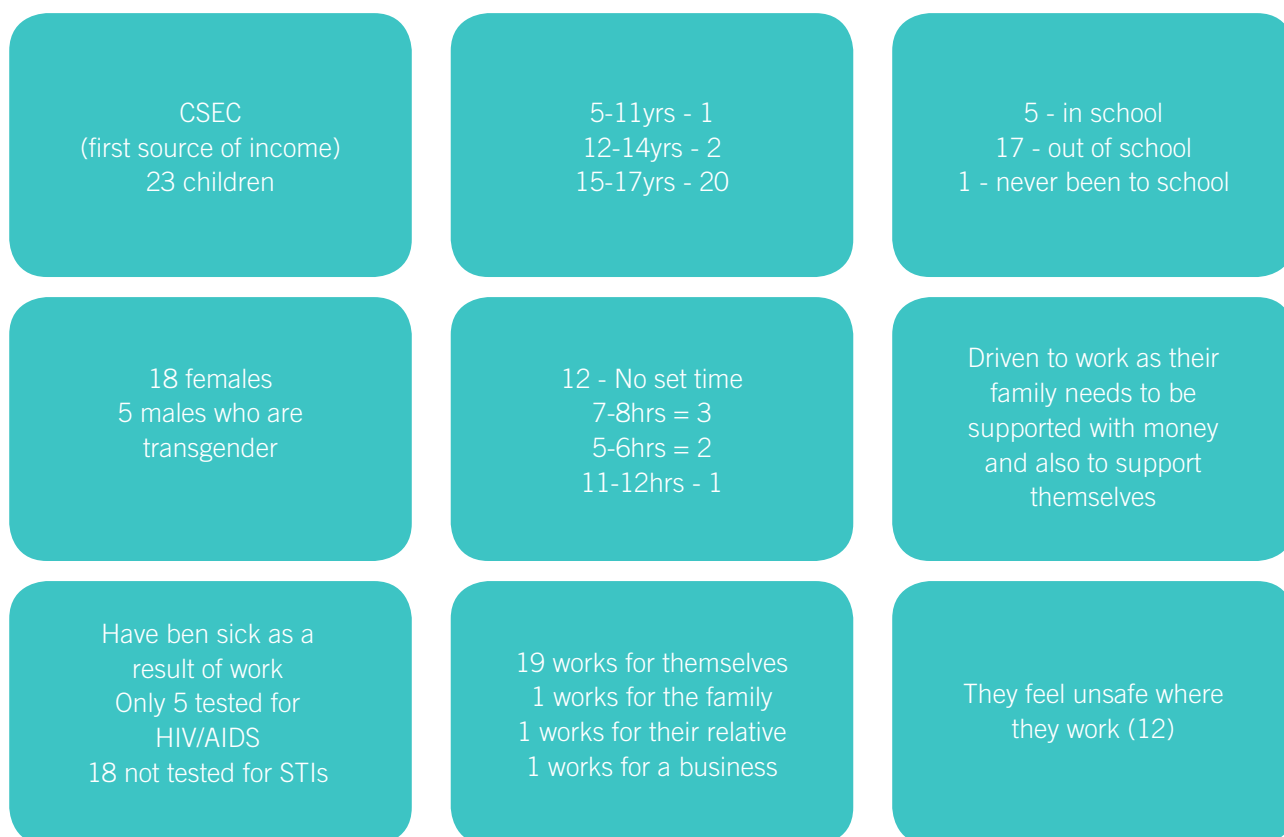


Figure 33 Summary of findings for children in CSEC

According to Figure 33, 23 children were identified to be involved in CSEC as a first source of income. Of this number, 18 were females and five identified as transgender (males). The majority were 15-17 year olds, mostly out of school children from big families where only one person is working as a low income earner. Therefore, majority are driven to work to support their family and themselves.

The intervention programmes carried out by national agencies and stakeholders following the 2010 ILO child labour research have certainly made positive changes on the number of children engaged in child labour in Fiji. It was evident in the removal of children pushing wheelbarrow from the main Suva

market and other prominent workplaces collecting scrap metals. However, evidence from the 2015 ILO Rapid Assessment indicates that at-risk children have entered into other workplaces where child labour enforcement is weak especially in the informal sector and unconditional worst forms of child labour.

Children's work conditions in three main economic sectors and the informal sector should be strictly observed by employers. In the formal sector, the Fiji Commerce and Employers Federation (FCEF) developed an Employers' Guide for eliminating child labour to inform employers of their responsibility under the ERP 2007 and make a difference in combatting child labour in Fiji.³⁷

37 Fiji Commerce and Employers Federation, An Employers Guide for Eliminating Child Labour, 2015

The breach of working conditions of children in the informal sector however, cannot be directed to employers as children were mostly self-employed and it is difficult to identify who should be held accountable for the breach of their working conditions. These challenges in the enforcement of the ERP 2007 in the informal sector must be further explored.

5.1.3 Type of work done by children, their working conditions and employment status

The Rapid Assessment identified that working children were mainly engaged in the informal sector and in WFCL. The WFCL identified in the Rapid Assessment were CSEC, drug peddling, begging and child trafficking. According to Table 18, the semi-structured interview, the FGD and desk review identified that majority of working children are engaged in the informal sector as street and market vendors, CSEC, collecting scrap metals, scavenging, mechanical garages, grass cutting, selling bu on roadside and car wash attendants.

It was also found that working children were engaged in the primary and secondary sector (Table 10). Therefore, working opportunities in the primary, secondary and tertiary sector should be increased targeting families of at-risk children to reduce the occurrence of working children in the informal sector. The Rapid Assessment found that working children were engaged in hazardous work. The semi-structured interview found that children were engaged in hazardous work under the Hazardous workplace list 2103. Hazardous work identified by children in the 2010 ILO research report included working with heavy machinery and pesticide sprays, collecting scrap metals and carrying loads ranging from 20kg to 50kg.³⁸

In the semi-structured interview, on Table 11 showed that majority of children work for more than 5 hours a day. There were children work for more than 12 hours and also some work for no set time. In the 2010 ILO child labour research reported that children worked very long hours (some over 12 hours per day). According to the desk review, children who work on the streets may work from 6 am to 12 midnight, and children providing seasonal labour or working during peak periods such as weekends or during major events also work very long hours.³⁹

The Rapid Assessment identified the challenge of the lack of national list for light work especially in classifying work such as domestic work, preparing food for sale and others for children between the ages of 13-15years old. Light work is defined as children between the ages of 13 and 14years old may do light work, as long as it does not threaten their health and safety, or hinder their education or vocational orientation and training.⁴⁰

5.2 Risks and hazards children were exposed to in their work

The vulnerabilities of these children is a common feature in the outcome of the Rapid Assessment. The Rapid Assessment highlighted the optimal conditions or situations that enabled children to be pushed into child labour. According to Figure 34 and 35, children with vulnerabilities such as urban migration, poverty, lack of parental support, and living away from parents, lack of education, and lack of decent employment, have a very high risk of being pushed into child labour. These vulnerabilities expose children to be exploited to work very long hours, getting in contact with the law, deprived of sleep, mistreated by their employers and exposed to poor work conditions. The combination of these child labour risks and vulnerabilities were more likely to ensure these children were sexually harassed, injured, robbed, bullied, tortured, threatened and also cheated by their boss as shown on Table 13 and 14.

Working children's ability to cope with these hazards were limited. Their support system or safety network which is mainly their friends and relatives have very limited capacity to deal with child labour hazards and risks. Children were more likely to engage in risky behaviours such as substance abuse, abuse of illicit drugs, alcohol, and unprotected sex to deal with their life challenging issues which further degrade their self-confidence, decency, and morals. The semi-structured interviewed found on Figure 31 that 21% of children came into contact with the law as a result of their work.

38 ILO, Child Labour in Fiji - A survey of working children in commercial sexual exploitation, on the streets, in rural agricultural communities, in informal and squatter settlements and in schools, December 2010.

39 ILO, Child Labour in Fiji - A survey of working children in commercial sexual exploitation, on the streets, in rural agricultural communities, in informal and squatter settlements and in schools, December 2010.

40 ILO; <http://ilo.org/ipsec/facts/ILOconventiononchildlabour/lang--en/index.htm>

Semi-structured interview	Focus Group Discussion	Desk Review (from 2010 ILO Fiji Child Labour Research Report)
CSEC	Collecting scrap metal	Street vending
Street vending- food parcels, handicrafts, other	Selling coconut (bu)	Market vending
Cashiers, Shop assistant, Store keepers	Prostitution (sex work)	CSEC (Child trafficking, child pornography, prostitution)
Market vending	Selling food	Begging
Farming- own family	Selling sasa brooms	Car wash
Mechanical/ Garage-Spraying and cleaning cars	Wheelbarrow boys	Selling Bu
Construction- Brick layering, tiling, mixing cement	Selling house to house	Shoe shine
Car wash	Bottle collectors	Farming
Bus conductor/ checker	Farming industries	Cutting sugarcane
Scrap metal collection- metal, cables, copper wire	Car wash	Collecting scrap metals
Scavenging -collecting bottles, cans, other	Security	Construction labour
Bu selling- collecting and selling coconuts	Unloading trucks	Row boys
Security Guard	Human trafficking	Packing boys
Drug cultivation or peddling	Dealing drugs	Fishing and diving
Domestic- relatives	Working in saw mills	Grass cutting
Domestic- other families	carpentry	Mechanical garages
Farming- relatives	Sugarcane farming/cutting	Drug trafficking
Farming- other families	Fishing/ Diving	
Sugarcane harvesting	logging	
Fishing, diving, collecting seafood	Supermarket	
Grass cutting, backyard cleaning	Farming	
Freezer works/ ice plant	Packing boys	
Garment factory worker	Shoeshine	
Butcher works	Market sellers	
Betting/ billiard betting/ gaming	Gas Station attendant	
Kitchen hand/ waiter/ waitress	Mechanic garages	
Domestic work- own family	Grass cutting	
Handicraft, jewelry making, art and craft	Babysitting	Rubbish collectors
Shoeshine	House girl	
Factory- juice/ food	Construction labour	
Catering; preparing food for sale	Horseracing	

Table 18 Overview of types of work from Rapid Assessment

The working environment that these children were exposed to have high elements of risk and were also hazardous when these risks were not addressed. On Figure 35, working children were exposed to long hours on the roadside exposed to heat and rain that is detrimental to their health and their development. Working children engaged in fishing and diving were exposed to the cold and odd hours of the night. Children working in car wash were exposed to cold water and dust almost the entire day. On Figure 34, children in CSEC were vulnerable to sexual predators and were also exposed to risks such as sexual harassment and robbery at night on the streets.

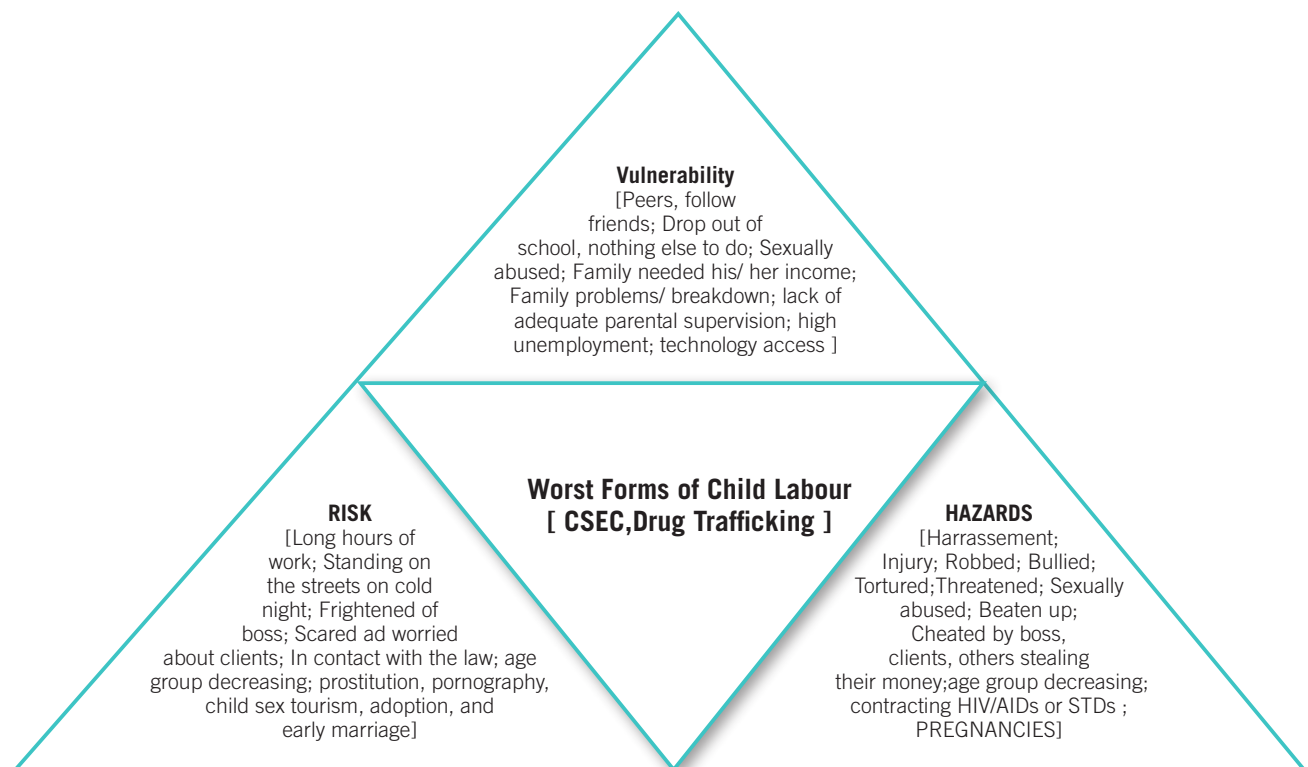


Figure 34 Overview of child labour risks, vulnerability and hazards for WFCL

BOX 9: Definition of Risk Hazard and Vulnerability

“**Risk**” means the probability that a hazard’s potential to cause injury or compromise the health and safety of a person or to cause damage to plant or premises may become actual;⁴¹

“**Hazard**” means any agent or situation capable of potentially injuring or compromising the health and safety of a person or causing damage to plant or premises;⁴²

Vulnerability – the condition of being susceptible to harm and danger.

41 Health and Safety at Work Act 1996 <http://www.ilo.org/dyn/travail/docs/837/Health%20and%20Safety%20at%20Work%20Act%201996.pdf>

42 Ibid

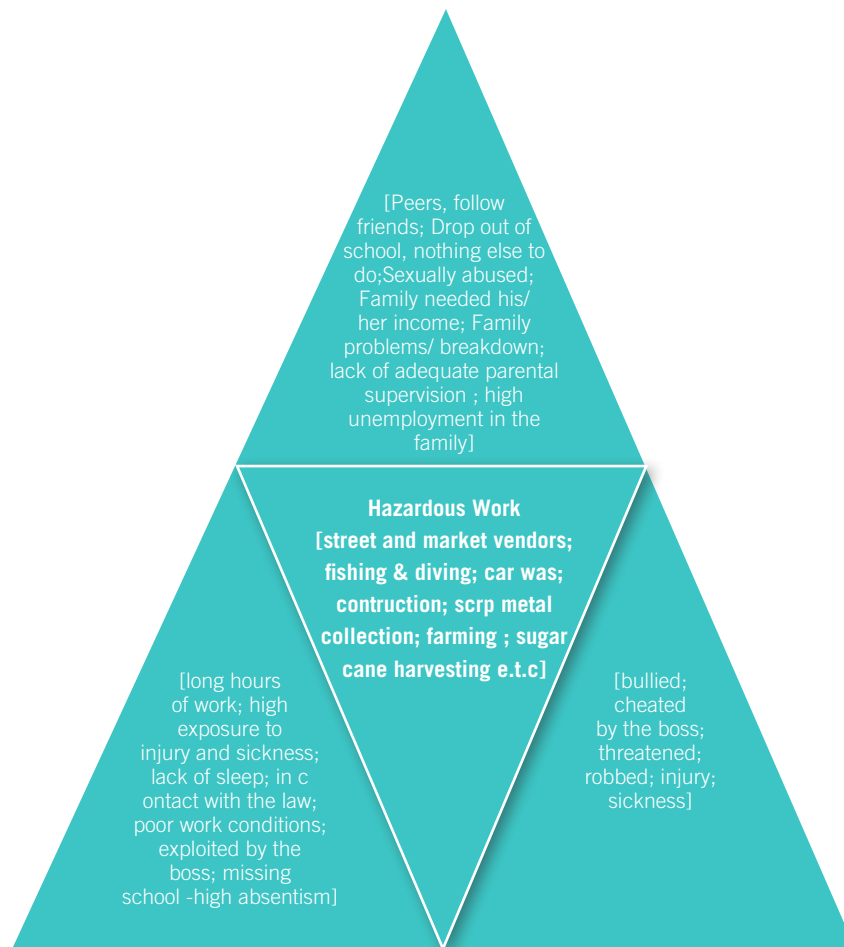


Figure 35 Overview of risk, vulnerabilities, and hazards for Hazardous work

5.3 Socio-demographic characteristics of the families of these children

The majority of the children come from families with more than five individuals who were dependent on one or two working family members (Figure 12). Figure 13 confirmed that most of the working members of these children's family were low-income earners. The focus group discussion identified that working children mostly live with relatives including grandparents, cousins, uncle and aunts.

This high number of family members exert a lot of financial demand for working individuals in the family and the best interest of young members of the family were most likely neglected and often resulted in high absenteeism of children from school. When children were not in school they were vulnerable and exposed to risk that push them into child labour. In some cases, children were physically and sexually abused in the comfort of their own homes. In the 2010 ILO research report, the most common reason given by children for leaving their initial family was related to family problems and included ill-treatment/physical abuse by step-parents (and parents), parental neglect, separated and remarried parents, the inability of parents to look after them, and pregnancy. Peer pressure was the second most common reason for relocating.⁴³

43 ILO, Child Labour in Fiji - A survey of working children in commercial sexual exploitation, on the streets, in rural agricultural communities, in informal and squatter settlements and in schools, December 2010



Figure 36 Socio-demographic characteristic of child labour families

5.4 Connections between school and work, the attitudes of the children towards school

The Rapid Assessment confirmed that the main reason children leave school in order to work is family financial problems. Their educational need is not met by their family. Therefore no school fees, no shoes, no lunch and no bus fare. It is interesting to note the 71 children out of 99 children who were no longer in school

wanted to return to school if given the chance. This indicates that there were children in child labour that relish the opportunity to return to school and presents a positive attitude among children towards education. It is interesting to note however, that a child identified that CSEC opportunity could not be resisted. This indicated that children were attracted to the work they do because of money and the company of good friends.

Semi-structured interview	Focus Group Discussion	Desk Review (2009 ILO Research)
86 working children were still in school; 99 working children were no longer in school; - One working child had never been to school his entire life (Table 5); 71 children would return to school if given the chance (Figure 16); - Main reason provided by children for leaving school was family financial problems. Other reasons provided children were to support family, peer pressure, no longer interested in school, for survival, CSEC opportunity could not be resisted (Table 4).	Main reasons working children were no longer in school is family financial problems (no lunch, no shoes, no uniform), lack of supervision from the parents, broken families, failure and non-performance in school and peer pressure.	The most common reason given by children for dropping out of school was no school fees. Other reasons provided was a lack of interest in school, peer pressure, failed exams, mistreated by teachers, expelled from school, to support the family, parents did not send them to school and because of work pressure.⁴³

Table 19 Overview of Rapid Assessment reason children leaving school to work

5.4.1 School, work and attitudes

The financial challenges of the family, lack of supervision from parents, broken families, failure and non-performance in school, lack of interest in school and peer pressure have consistently driven at risk children out of school and into work. These issues should be addressed in order to keep children in school and away from paid work.

The institution of the family is the common denominator between school and work of children. The family is a major determinant for having children retained in school and kept out of child labour. In the desk review, it was highlighted that there is a need for policy coherence⁴⁴ between education and social protection policies.

Ensuring free, compulsory and quality education through to the minimum age employment, provides families with the opportunity to invest in their children's education as an alternative to child labour. On the other hand, expanding social protection helps prevent child labour from being used as a household survival strategy in the face of economic shocks and social vulnerability⁴⁵ as shown on Figure 37.

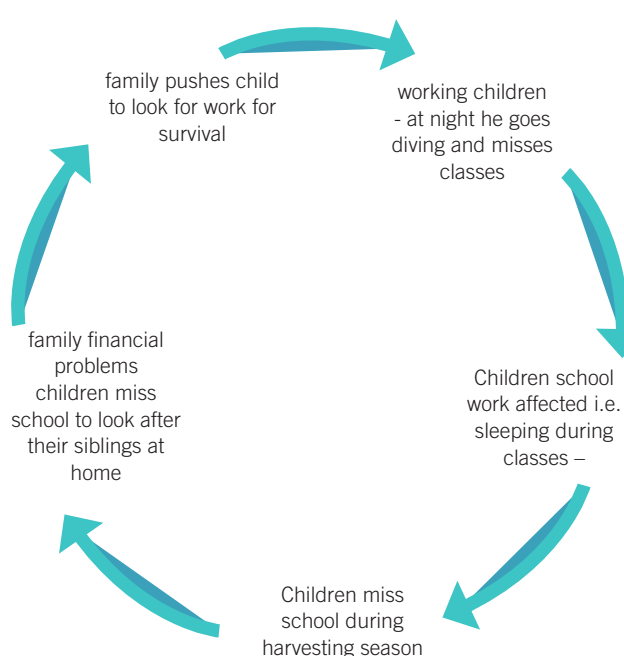
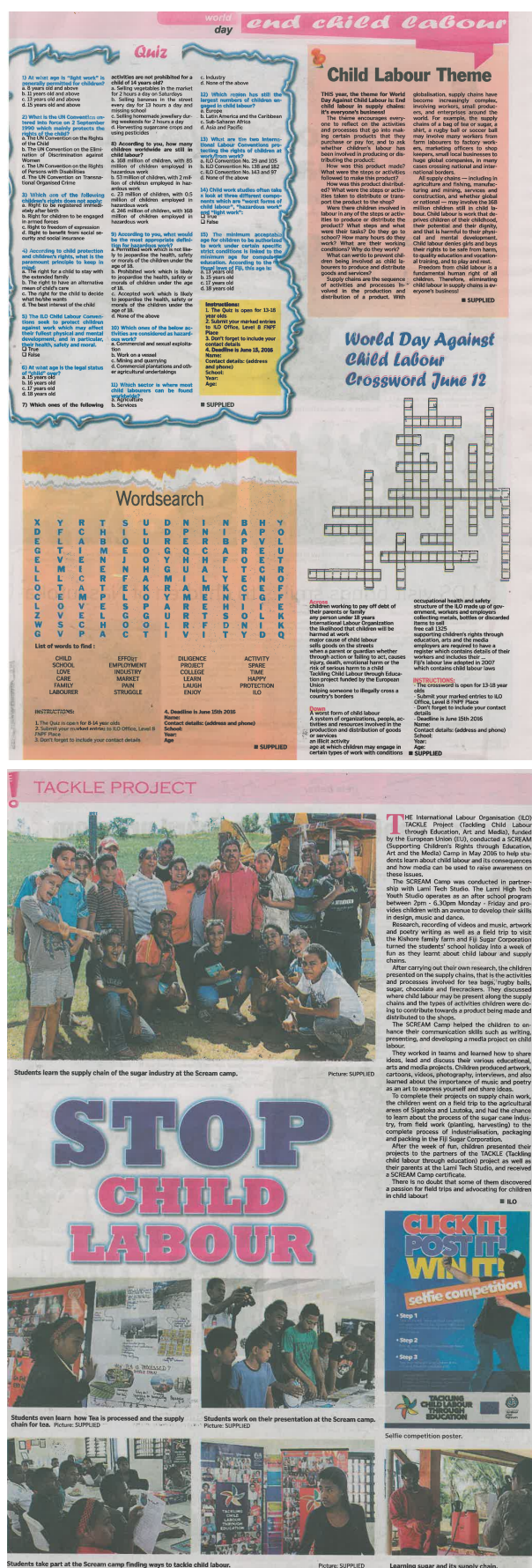


Figure 37 Relationship between school, work and attitude of children

⁴⁴ ILO, Child Labour in Fiji - A survey of working children in commercial sexual exploitation, on the streets, in rural agricultural communities, in informal and squatter settlements and in schools, December 2010

⁴⁵ ILO, WORLD REPORT ON CHILD LABOUR 2015, EXECUTIVE SUMMARY, 2015.



5.4.2 Education and causes of child labour

The lack of family resources, in particular finances and support, have pushed these children to engage in child labour and pulled them away from education (Figure 38). Table 20 illustrates that family financial constraints, peer pressure, negligence of parents and guardians, being a school dropout as the common

push factors for children in child labour. It should be noted that some families were dependent on the income of their children and depriving them of school. Children who drop out of school were highly likely to be exploited to join the workforce, especially in the informal sector.

Semi-structured interview	Focus Group Discussion	Desk Review (from 2010 ILO Fiji Child Labour Research Report)
- Financial constraints - Family size vs. number of people working; income earned; - Sick parent or 0-1 parent as income earner; - Helping parents/ relatives with family business; - Opportunity to earn money, support the family; - Family needed his/ her income; - Family problems/ breakdown; - Parents separated/ re-married or died; - Child left with grandparents/ relatives; - Neglected, unsupervised, unwanted; - Peers, follow friends; - Drop out of school, nothing else to do; - Sexually abused.	- Financial constraints at home (Poor families, Parents were unemployed, broken families); - The education is not able to retain them and there is no job market available; - Peer Pressure; - Because parents don't do their part (negligence); - Children live with relatives like grandparents and have to work; - There's nobody else to help their parents; - Income character development ; - To learn manage finance; - To meet basic needs and wants be self-reliant; - Out of interest like for a mechanic boy, to learn new skills; - Parents also try to teach their children to work hard to earn money, taught the value of money; - They work for their personal expenses; - Others were being forced to earn money due to leaving school at an early age; - To earn money to buy food for their family.	- Pressures from within the family unit; - The inability of the family to cope with its financial instability; - Neglect at home and extending to pressure outside the child family unit; - Having a criminal record thus preventing opportunities to return to school or secure a decent job; - Peer pressure ; - Expel from school; - Poor academic performance; - The basic reality that life is hard without money; - No source of income in the family; - Easy money; - Lured by friends and not pressured; - For the pleasure of the Job; - To be with friends.

Table 20 Overview of Rapid Assessment on push factors of child labour

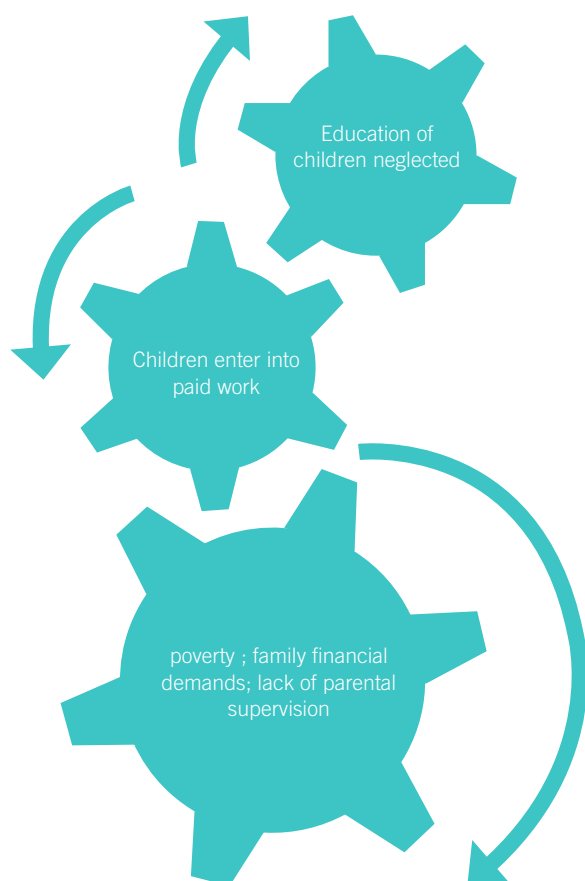


Figure 38 Relationship between education and causes of child labour

Efforts directed through social protection programs to return these at-risk children back to school have very limited impact, in targeting children out of school.

For example, the establishment of Technical College by Ministry of Education to upskill children with workforce skills would not be accessible to children out of school as most children dropped out of school to work because of financial constraints and therefore these children would have less opportunity to pay for the fees to attend the certified courses offered.

Also unless the Ministry of Education and partners pro-actively seek out of school children especially in the hidden forms of child labour to benefit from the short course or programmes, it is generally unlikely that children who have dropped out of school or never been to school will find their own way to benefit from the Technical Colleges.

However, this could be an opportunity for employers, given the right support and capacity building from national and sub-national child labour stakeholders to collaborate with Technical Colleges for the transition of child labourers back into education for upskilling and increasing their opportunity to secure a decent job and withdrawn from child labour.

5.4.3 Reasons parents send children to work and the attitudes of parents and stakeholders towards working children and education

Semi-structured interview	Focus Group Discussion	Desk Review (from 2010 ILO Fiji Child Labour Research Report)
- Financial constraints - Family size vs. number of people working; income earned; - Sick parent or 0-1 parent as income earner; - Helping parents/ relatives with family business;	- There's nobody else to help their parents; - Parents also try to teach their children to work hard to earn money, taught the value of money;	Children to contribute money to the survival the family.

Table 21 Overview of Rapid Assessment on reasons parents send children to work

The main reason parents send their children to work is to provide food and financial assistance for the family. The socio-economic demand of the family is beyond the capacity of what parents and working adults in the family. This lack of capacity of parents pushes children into paid work and leaving school.

Focus Group Discussion	Desk Review (from 2010 ILO Fiji Child Labour Research Report)
• Parents were unemployed • Ignorance of parents to their children e.g excessive kava drinking lead child doing their own activity • Because parents don't do their part, negligent • Parents also try to teach their children to work hard to earn money • Parents lack capacity building in understanding labour law	• Parents view children's work as 'learning new skills and helping out with the family; • Some parents allow their children to work because they bring in additional income to the family; • Some parents were aware that their children were involved in the commercial sexual exploitation and have left school to work on streets or in small businesses; • Parents and family members have 'turned a blind eye' to the issue of child labour because children give them money

Table 22 Overview of Rapid Assessment on attitudes of parents and stakeholders towards working children

Table 22 Highlights the attitude of parents and stakeholders towards working children. Parents are mostly aware of their children's situation at work but they ignore any knowledge of the risk and hazards involved as they need money for the survival of their family. They compromise the safety of their child by not removing them from working as child labourers. Attitudes of parents of working children can be addressed as mentioned in the FGD through counselling, to better understand their dilemma and help them identify other opportunities (e.g. income generating projects, education assistance, social protection packages) to support their families to allow their children to remain in school and enjoy their childhood.



6. Conclusion and recommendations

The following provides a list of concluding remarks and recommendations arising from the Rapid Assessment.

a) Strengthening enforcement of child labour laws and programmes in the informal sector and specifically targeting the worst forms of child labour

Great effort has been directed towards the enforcement of child labour laws in the primary, secondary and service industry. An accelerated and focused approach to addressing the issues of child labour in the informal sector and specifically the worst forms of child labour should be developed and implemented. Specifically this includes the enforcement of laws on the worst forms of child labour and successful prosecution of perpetrators.

b) Strengthening social protection and education for all

Education has been identified to successfully remove children and their families from poverty. The rapid assessment has identified the need to strengthen legislation, policy and action within the education and social protection sector concurrently, focusing on the withdrawal and prevention of children, at the same time reducing the vulnerability of children of engaged in child labour. A targeted approach should involve the progressive extension of economic and social measures to alleviate poverty, wherever it exists and to ensure family living standards and income which were such as to make it unnecessary to have recourse to the economic activity of children. It should also ensure the development and progressive extension, without any discrimination, of social security and family welfare measures aimed at ensuring child maintenance, including children's allowances; and the development and progressive extension of adequate facilities for education and vocational orientation and training appropriate in form and content to the needs of the children and young persons concerned.

c) Providing education and training to out of school children and protecting young workers

Access to vocational education and training should be provided for out of school older children in child labour to ensure they have skills and qualifications and a better opportunity to secure decent work and withdraw from child labour. Briding programmes should be designed and implemented to transition younger out of school children back to the formal education system. Apprenticeship schemes should be offered to young workers legally allowed to work and currently in occupations such as mechanical work and their workplaces regularly monitored. Employers should be sensitised to improve their contracting arrangements for young workers to ensure they are protected at work and have opportunities for skills training and career advancement.

d) Improving child labour prevention and withdrawal capacity of parents of children in child labour and parents of at-risk children from being engaged in child labour

Parents can be targeted through counselling to better understand their situation which informs the design of actions programmes and trainings to build the capacity of parents to withdraw and prevent children from being enrolled in child labour. This will also involve social and economic empowerment programmes.



e) Promoting a National Housing Rehabilitation Programme

Most of the families of children in child labour live in the informal and squatter settlements. National agencies and stakeholders may need to closely monitor families in the informal settlements and devise approaches to remove this enabling environment for breeding child labourers in the informal/squatter community. This initiative should involve the Department of Local Government and Housing, Public Rental Board, Housing Authority and Home owners to improve housing options for urban dwellers especially those who move from rural to urban centres. Guidelines can be developed for families who use this housing services to assist in monitoring and regulating child labour in their communities.

f) Strengthen IAC monitoring and coordination

Increased national and sub-national stakeholders (National agencies, CSOs and communities including schools) collaboration and coordination of efforts through regular meetings and review of child labour identification and referral processes.

g) Awareness raising and outreach

Evidently there is a need to increase awareness of existing child labour legislations (ERP 2007) through child protection policy at all levels. A child labour curriculum should be incorporated into teacher training institutions, Police Academy and tertiary institutes. In addition, child labour training and awareness should be up-scaled by all stakeholders, including government, workers' and employers' organisations, civil society, academia and the media.

Appendices

Appendix 1: Some applicable definitions

In the context of the ILO research framework for child labour and the child labour Conventions, the following definitions have been used in the Rapid Assessment.

Bonded labour: the relationship of debt slavery where labour is pledged (mortgaged) against a debt (same as debt bondage). A bonded labourer has to work until all debts have been paid. In many instances labourers are pbonded for life or for generations.

Child: A ‘child’ means a person who is under eighteen years of age, unless, under the law applicable to the child, the majority is attained earlier. Both the United Nations Convention on the Rights of the Child (UNCRC) and the Worst Forms of Child Labour Convention No. 182, define a child as a person below the age of 18 years.

Child domestic labour: domestic work undertaken by children in third party households (another person’s household) under the legal minimum working age or under slavery-like, hazardous or other exploitative conditions.

Child exploitation: Child exploitation is the act of using a child for profit, labour, sexual gratification or some other personal or financial advantage, often in violation of the child’s rights and national labour laws as well as international conventions and recommendations.

Child labour: Child labour is defined as “work that deprives children of their childhood, potential, and dignity, and that is harmful to their physical and mental development”⁴⁷. It refers to work that is mentally, physically, socially or morally dangerous and harmful to children; and interferes with their schooling by depriving them of the opportunity to attend school; obliging them to leave school prematurely; or combining school attendance with excessively long and heavy work. Child labour is a narrower concept than “economically active children”, excluding all those children aged 12 years and older who are working only a few hours a week in permitted light

work and those aged 15 years and above whose work is not classified as hazardous or other worst forms of child labour.

Child trafficking: the recruitment, transportation, transfer, harbouring or receipt of a person below the age of 18 years old, whether by force or not, by a third person or group for exploitative purposes. Movement may not be a constituent element for trafficking in so far as law enforcement and prosecution is concerned. However, an element of movement within a country or across borders is needed - even if minimal - in order to distinguish trafficking from other forms of slavery and slave-like practices enumerated in Art 3 (a) of ILO Convention No.182, and ensure that trafficking victims separated from their families do get needed assistance. Exploitation may include sexual exploitation, labour exploitation, forced labour or services, slavery or practices similar to slavery, servitude or the removal of organs.”

Children at risk: children below the age of 18 years old who are at risk of entering into child labour, whether through economic, social or psychological vulnerability, including financial difficulties, family breakdown, illiteracy, dropping out of school, peer pressure and so forth.

Commercial sexual exploitation of children: is the exploitation by an adult with respect to a child or an adolescent – female or male – under 18 years old; accompanied by a payment in money or in kind to the child or adolescent (male or female) or to one or more third parties. Commercial sexual exploitation in children includes all of the following:

- The use of girls and boys in sexual activities remunerated in cash or in kind (commonly known as child prostitution) in the streets or indoors, in such places as brothels, discotheques, massage parlours, bars, hotels, restaurants, etc.;
- The trafficking of girls and boys and adolescents for the sex trade;
- Child sex tourism;

47 ILO, IPEC, Child labour definition: <http://www.ilo.org/ipec/facts/lang--en/index.htm>

- The production, promotion and distribution of pornography involving children;
- The use of children in sex shows (public or private).

Convention: A Convention is a legal text and a formal agreement between States. Conventions are normally open for participation to the international community as a whole, or by a large number of States. A Convention is legally binding once entered into force, which means that principles have to be respected and enforceable.

Economic activity: is a broad concept that covers most productive activities undertaken by children, whether for the market or not, paid or unpaid, for a few hours or full time, on a casual or regular basis, legal or illegal; it excludes chores undertaken in the child's own household and schooling. To be counted as economically active, a child must have worked for at least one hour on any day during a seven-day reference period. "Economically active children" is a statistical rather than a legal notion.

Focus group discussions: a method of collecting information on a particular topic involving a carefully planned discussion among a small group led by a trained facilitator or moderator. The members of the focus group usually share common characteristics such as same age, sex, socio-economic background, may be from the same community etc.

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

Informal Sector: a system of trade or economic exchange used outside of state control or money based transactions. Practiced by most of the world's population, it includes goods and services, mutual self-help, odd jobs, street trading and other direct sales activities.

Informal settlements: a settlement of dwellings occupying Fijian customary (Native) land with some type of informal consensual arrangement with Fijian landowners but without any legal form of security tenure.

Key informants: people who are believed to have in-depth knowledge and understanding of an issue.

Light work: Light work is work that is allowed for children between 13 to 14 years old and is not likely to be harmful to children's health or development and not such as to prejudice their attendance at school, their participation in vocational orientation or training programmes approved by the competent authority or their capacity to benefit from the instruction received. For statistical purposes this is defined as work that does not exceed 2 hours a day or 14 hours a week.

Perpetrator: refers to persons who facilitate or organise the sexual exploitation of children in exchange for cash goods or in-kind payment.

Ratification: It is a commitment to adopt and enforce in the national legislation the principles of an agreement that legally bound by the ratifying State.

School drop-out: children below 18 years old who have dropped out or prematurely left the formal school system.

Sexual exploitation: Any actual or attempted abuse of a position of vulnerability, differential power or trust for sexual purposes, including but not limited to, profiting monetarily, socially or politically from the sexual exploitation of another. This may also include sex tourism in the category of sexual exploitation.

Squatter Settlements: A settlement of dwellings occupying State, Freehold or Native legal land illegally or without any form of security of tenure or without any consent from the landowners

Street children: children under the age of 18 who work on the streets whether living at home or on the streets.

Worst Forms of Child Labour: is the types of child labour seen as particularly terrible or dreadful, by the international community that they have agreed that there should be urgent action to eliminate, as a priority, these worst forms of child labour. These are mainly criminal activities such as children working under conditions of slave-like practices, in bonded labour and in the armed forces; children in commercial sexual exploitation and trafficked; children used for illicit activities such as to traffic drugs; and children

working in hazardous conditions and environments. These are defined in the Worst Forms of Child Labour Convention No. 182, as:

- a. All forms of slavery or practices similar to slavery, such as the sale and trafficking of children, debt bondage and serfdom, as well as forced labour, including forced or compulsory recruitment of children for use in armed conflict;
- b. The use, procurement or offering of a child for prostitution, for the production of pornography or for pornographic performances;
- c. The use, procurement or offering of a child for illicit activities, in particular for the production and trafficking of drugs;
- d. Work, which by its nature or circumstances in which it is carried out, is likely to harm the health, safety or morals of children (hazardous work), such harmful work to be determined by national authorities.

Unstable Families: Families with problems or dysfunctional relations that may lack adequate parental supervision and have a high number of unemployment and low income earners in big size family.



Appendix 2: Working children target groups

Target Group		Category of work	Location	Vulnerable communities/schools	Networks/ Contacts/ Key Informants
1.1	Children working below 15 years old	Street vending (Broom sellers, food sellers, other products)	All locations; Kundan Singh; Cost U Less; Damodar City	Wailea, Jittu Estate, Nanuku, Makoi, Lomaivuna, Tamavuaiwai	Community gatekeepers-check with PCN for informal settlements/ committees Community gatekeepers-check with Homes of Hope Contractors for bottle trucks Town Councils Police Posts
		Market vending (Has stall at market- juice, food, bu)	All locations		
		Bu sellers	All locations		
		Backyard garages; work in car wash	Farm garages- Namaka, Nadi back road; Vatuwaqa; Bailey Bridge		
		Bottle boy	All locations; Pilling Road after the bridge		
		Scavenging	All locations, especially informal settlements		
		Supermarket/ Row Boy	Hansons, supermarkets in Nasinu/ Nausori area;		
		Other, specify: bus checkers, children working as domestic workers	All locations		
1.2	Children working between 15-17 years old in hazardous work	Work on construction sites; also as plumbers, welders, linesmen, electrical, timber yards, paint factories	Karsanji Street; Wailada	Wailada, Walanicina, Kalekana, Tamavuaiwai, Vunimoli	MEPIR; Labour Inspectors
		Handling heavy machinery- drilling, blasting, stone crushing equipment, conveyor, steam boiler, gas cylinder etc.	All locations		
		Working over 8 hours/ day	All locations		
		Working between 6pm to 6am	All locations		

Target Group		Category of work	Location	Vulnerable communities/schools	Networks/ Contacts/ Key Informants
		Lifting, carrying, handling, moving heavy loads (> 25kg)	All locations		
		Bottle collectors/ scavengers/ scrap metal collectors	All locations		
		Work in massage parlours, night clubs, hotels, bars, other drinking places	All locations		
		Operators or drivers of bulldozers, cranes, trailer, road roller, loading machines, buses, taxis, trucks	All locations		
		Traffic controllers/ bus checkers/ work in car wash/ garages	All locations		
		Security officers	All locations		
		Work in butchers, cold fridges	All locations		
		Other, specify: waiters/ waitresses	China Club		
1.3	Children below 18 years old:	In commercial sexual exploitation- prostitution, pornography, sex shows	All locations	Informal settlements; urban areas	
		Trafficked for labour or sexual exploitation i.e. sold	All locations		Market/ street vendors SANS Police/ Juvenile Bureau/ SOU
		Trafficking drugs	All locations		ADRA DoSW; Child Protection Officers Motels
		Engaged in crime, theft, robberies	All locations		
		Begging	All locations		
		Other, specify:			

Appendix 3: Working children consent form

Fiji Rapid Assessment on Child Labour, including the Worst Forms of Child Labour
Implementing organization: International Labour Organization
Research questions to be asked to children
(5-17 years of age)

CONSENT FORM

Bula Vinaka, Namaste and Hello! My name is and I am working as a researcher for a study on working children. This Research is to find out about working children, the reasons children are working, their living and working conditions, their educational levels, and their life goals. This information will be used to design policies and actions to improve the situation of children, to identify training needs and to promote opportunities for children/ young people to get decent work.

The results of the study may also be used for possible interventions among the children. In order to determine what may be appropriate interventions, we are looking into the children's living conditions, their work and health conditions, their educational levels, and their life goals.

The Research is being carried out by the International Labour Organization (ILO). The ILO has an International Programme for the Elimination of Child Labour (IPEC), whose goal is to support programmes and policies to withdraw children from child labour, provide children with education and skills training, and ensure children receive rehabilitation and counselling support. IPEC also supports programmes for families on income generation and works with schools and communities to prevent children from falling into child labour.

Can you confirm that you are below 18 years old and are working? _____

Your participation in this Research is voluntary. You have the right to choose not to participate, and you are free to discontinue at any time. This research may include topics of a personal nature. However, all your answers and personal data will be **kept strictly confidential and will be used only for the purpose of this research.**

We encourage you to be as honest as possible - there is no right or wrong answers. We are simply seeking to gain an accurate picture of your situation and what you think and feel about it. **You have the right to stop the interview at any time, or to skip any questions that you don't want to answer.** Some of the topics may be difficult to discuss, but many people have found it useful to have the opportunity to talk. Your participation is completely voluntary but your experiences could be very helpful in ensuring children are protected. You will have the opportunity, if you wish to obtain a copy of the results of the research in which you are taking part.

We have a number of questions that would like to ask you please be assured that your responses will be kept in complete confidence. The interview will take approximately an hour during which time we will be noting down answers. Would you have the time to help us with our study?

.....
Signature of acceptance

My name is I have understood all the information above, and give my voluntary consent to participate in this research. I understand that I can withdraw my consent at any time. I agree to take part in this interview, knowing that I have the **right to refuse** and decline from taking part in this interview. I understand **I have the right** on the use of my name and the information I provide in this interview. I also understand that **should I agree** the information will be used in the research report.

.....
Signature

.....
Date

Appendix 4: Semi- structured questionnaire for child workers

CHILD SEMI- STRUCTURED QUESTIONNAIRE

ID No:

F1	Name of Interviewer:	
	Name of Recorder/ Observer:	
F2	Area Location:	
F3	Respondent Number:	
F4	Location of Interview:	
F5	Date:	
	Time Started:	
	Time Ended:	
F6	Name of supervisor:	
F7	Date Checked by supervisor:	
THIS SECTION TO BE ANSWERED BY ALL CHILD RESPONDENTS (5-17YEARS OLD) ON GENERAL INFORMATION AND LIVING CONDITIONS		
1.	Contact Details: (voluntary)	
2.	How old are you?years	
3.	Gender: 1. Male 2. Female 3. Transgender	
4.	Where do you live? 1. On the street 2. Live in an urban squatter settlement 3. live in an urban residential area 4. Live in a rural village 5. Other, specify:	
5.	Who do you live with? 1. With both parents 2. With one parent only 3. With siblings _____ (specify) 4. With relatives/ extended family _____ (specify) 5. No one, I am on my own 6. With friends 7. Other, specify:	
6.	How many people live with you?	
7.	How many people living with you are working? Note: work or working refers to any form of work to earn an income or to be paid in cash or in kind; whether formal, informal, subsistence farming, fishing, street vendors etc.	

8.	Where do they work?	
THIS SECTION TO BE ANSWERED ONLY BY CHILD RESPONDENTS (5-17YEARS OLD) WHO DO NOT LIVE WITH THEIR BIOLOGICAL PARENTS		
9.	Why did you leave your home to come here?	
10.	Who did you come here with? 1. Parents 2. Relatives _____ (specify) 3. Friends 4. On your own 5. Other, specify:	
11.	Did your parents know that you were coming here to stay? 1. Yes 2. No 3. Parents are dead	
12.	Why were you sent here? What did your parents want you to come here for?	
13.	Who arranged for you to come here? Do you know what kind of arrangement was made to bring you here?	
14.	Did you or your parents/ friends/ family back home have to pay them anything? 1. Yes 2. No 3. Not sure	
15.	How long have you been living here? 1. 1 – 3 months 2. 3 – 6 months 3. 1 – 2 years 4. More: Specify _____	
16.	When was the last time you visited your parents? Explain: may not have visited- why?	
17.	If given the chance, would you go back home? 1. Yes 2. No Why or why not?	
THIS SECTION TO BE ANSWERED BY ALL CHILD RESPONDENTS (5-17YEARS OLD) ON EDUCATION		
18.	Do you know how to read? 1. Yes 2. No (Ask him/her to read this questionnaire to verify whether he/she is able to read)	
19.	Do you know how to write? 1. Yes 2. No (Please ask him/ her to write something here)	
20.	Have you ever been to school? 1. Yes 2. No If answering NO, SKIP and GO TO QUESTION 29	

21.	Are you still in school? 1. Yes 2. No	
	If answering YES, SKIP and GO TO Q 26	
22.	What is the highest class you have reached if not in school?	
23.	Why did you stop going to school?	
24.	Did you have to stop school in order to work? 1. Yes 2. No If yes, explain:	
25.	Given the chance would you like to go back to school? Why? Go to Q 30	
26.	What class are you in?	
27.	Have you ever been absent from school? 1. Yes 2. No	
28.	How many days would you be absent from school in a term? A week? Why? Go to Q 30	
29.	Why have you never been to school? Would you like to go to school? (Explore reasons why) Go to Q 30	
	THIS SECTION TO BE ANSWERED BY ALL CHILD RESPONDENTS (5-17YEARS OLD) ON WORKING CONDITIONS	
30	Have you been engaged in any form of work where you earn an income or get paid in some other form or way, for an hour in the past week? 1. Yes 2. No	
31	Describe the work that you do? Where do you mostly work/ operate from?	
32	When did you start doing this type of work? 1. Days _____ ago 2. Months _____ ago 3. Years _____ ago 4. I don't remember	
33	How did you find this work? 1. By myself 2. Other people asked me to work for them 3. Through friends 4. Through parents 5. Through relatives 6. Other, specify:	

34.	How old were you when you started doing this work? 1. 6 – 8 years old 2. 9 – 11 years old 3. 12 – 14 years old 4. 15 – 17 years old 5. Below 6 years old (specify) 6. Other, specify:	
35.	How many days a week do you work?	
36.	How many hours a day do you spend doing this work? Time Start: _____ Time End: _____	
37.	When do you normally engage in this activity? 1. Whenever there is a demand 2. When there is a need for money 3. After school hours 4. Specific periods, e.g. festivals, high tourist period etc. specify..... 5. Other, specify	
38.	Question for CSEC: How do you search for clients? Rank with number 1 being the most common method: 1. Stand on Street ----- 2. Pimp arranges clients ----- 3. Work at Brothel/Motel ----- 4. Get clients from Bars/Clubs ----- 5. Others: Specify and rank -----	
39.	Who are your main customers? (Clients for CSEC)	
40.	Do you move out of your town or village boundary or area as part of the work that you do? 1. Yes 2. No If so, please explain:	
41.	How are you paid? 1. Cash 2. In Kind, specify: 3. Other, specify:	
42.	How much do you earn or what do you earn a day? Week?	
43.	What do you do with your earnings? Do you spend your earnings on yourself, others?	
44.	Who takes a share of your income?	
45.	Do you have any other source of income? Explain:	
46.	Who do you work for? 1. I am self-employed 2. I work for a family/ household employer 3. I work for a business/ firm/ shop, specify: 4. I work for a middleman 5. I work for my own family 6. I work for my relatives 7. I work for my friends 8. Others, specify: Note: Explore relationship between child and employer	

47.	How old were you when you first started working to earn an income? (age & year)	
48.	Who put you to work the first time? 1. Parents, explain: 2. Relatives, explain: 3. Friends, explain: 4. Self, explain: 5. Others, explain:	
49.	Why did you have to start work? (Note: Explore answers) 1. Family needed my income 2. I was sold 3. Parents had a debt (I had to work to pay it off) 4. I had run away from home 5. To send money back home 6. To pay for my school fees 7. To pay for my board 8. Others (specify):	
50.	Explore the factors/ reasons that led the child to get into the kind of work he or she is doing.	
51.	Are you doing any other kind of work? 1. Yes, specify: 2. No If yes, what other kind of work are you doing? List all responses If answering NO, SKIP and GO TO Q 53	
52.	How many hours do you spend doing this other work? Start : _____ End: _____	
	THIS SECTION TO BE ANSWERED BY ALL CHILD RESPONDENTS (5-17YEARS OLD) ON IMPACTS OF WORK, INCLUDING HAZARDS, RISKS, DANGERS, ILLNESSES, THREATS AND ABUSES	
53.	Have you ever been sick or injured as a result of your work? 1. Yes 2. No If yes, what type of sickness or injury was it and how did it happen?	
	If answering NO, SKIP and GO TO Q 56	
54.	During the time you were sick/ injured; did anyone take care of you? 1. Yes 2. No If yes, explain who assisted:	
55.	Did this affect your work? 1. Yes 2. No If yes, in what way:	
56.	Have you ever felt unsafe in your line of work? What makes you feel unsafe at work? (threatened, sworn at, verbally or physically abused, payment held back, dangers, risks associated with the work, reaction from parents and community members/ public)	

57.	What makes you feel safe at work?	
58.	Is there any other member of your family or household doing this same type of work? 1. Yes 2. No 3. Not sure 4. Refused to answer	
59.	Have you ever come into contact with the law? 1. Yes 2. No 3. Refused to answer If yes, what was the reason for the contact? What happened as a result of the contact?	
60.	What do you enjoy most about the work that you do?	
61.	What was your worst moment at work?	
ADDITIONAL QUESTIONS ON CHILD SEXUAL ABUSE FOR CSEC		
62.	Have you been sexually abused? 1. Yes 2. No 3. Refused to answer	
63.	How old were you then?	
64.	How long did this go on for?	
65.	Type of first sexual encounter: (multiple response) 1. Rape 2. Molestation 3. Sexual Intercourse 4. Don't Know 5. Refused 6. Others (specify)	
66.	Where did it happen? 1. Child's Home 2. Child's Relative's Home 3. Abuser's Home or abuser's friends/relative's home 4. Hotel/Motel 5. Beach 6. Cars/Vehicles 7. Other, specify	
67.	Who was the perpetrator? 1. Foreigner 2. Relative, please specify 3. Friend 4. Stranger 5. Someone I know 6. Refused to answer	
68.	Have you ever contracted a Sexually Transmitted Infection/Disease (STI or STD)? 1. Yes 2. No 3. Refused	

	Explain:	
69.	Have you been tested for STI or STD? HIV? 1. Yes 2. No 3. Refused	
	THIS SECTION TO BE ANSWERED BY ALL CHILD RESPONDENTS (5-17YEARS OLD) – GENERAL QUESTIONS	
70.	Where do you sleep every night?	
71.	Do you sleep at the same place every night? 1. Yes 2. No	
72.	Where else do you sleep and why?	
73.	Do you have to pay anything for where you sleep?	
74.	How many meals do you have daily? What do you normally eat?	
75.	Do you do any of the following activities? (Multiple response) 1. Consume alcohol 2. Use drugs 3. Smoke 4. Sniff glue 5. Other	
76.	Do you know of any support services available to you? Is there anyone who supports you? 1. Yes 2. No If yes, have they assisted you? How have you accessed these services?	
77.	What are your hopes and dreams?	
78.	Is there anything you would like to add?	

Checklist: to be filled for each respondent and attached to the questionnaire

Target Group		Category of work	Tick
1.1	Children working below 15 years old	Street vending (Broom sellers, food sellers, other products)	☐
		Market vending (Has stall at market- juice, food, bu)	☐
		Bu sellers	☐
		Backyard garages; work in car wash	☐
		Bottle boy	☐
		Scavenging	☐
		Supermarket/ Row Boy	☐
		Other, specify: bus checkers, children working as domestic workers	☐
1.2	Children working between 15-17 years old in hazardous work	Work on construction sites; also as plumbers, welders, linesmen, electrical, timber yards, paint factories	☐
		Handling heavy machinery- drilling, blasting, stone crushing equipment, conveyor, steam boiler, gas cylinder etc.	☐
		Working over 8 hours/ day	☐
		Working between 6pm to 6am	☐
		Lifting, carrying, handling, moving heavy loads (> 25kg)	☐
		Bottle collectors/ scavengers/ scrap metal collectors	☐
		Work in massage parlours, night clubs, hotels, bars, other drinking places	☐
		Operators or drivers of bulldozers, cranes, trailer, road roller, loading machines, buses, taxis, trucks	☐
		Traffic controllers/ bus checkers/ work in car wash/ garages	☐
		Security officers	☐
		Work in butchers, cold fridges	☐
		Other, specify: waiters/ waitresses	☐
1.3	Children below 18 years old:	In commercial sexual exploitation- prostitution, pornography, sex shows	☐
		Trafficked for labour or sexual exploitation i.e. sold	☐
		Trafficking drugs	☐
		Engaged in crime, theft, robberies	☐
		Begging	☐

Appendix 5: Research Diaries

Each researcher must keep a personal research diary from the start of the research process. The research diary is used every day to record important events, attitudes, impressions, feeling, body language, and behaviour of the target sample. The research diary will also be used to record the researcher's personal

experiences during the research process. This will be recorded daily by the researcher. This will allow the researcher to record their experiences and will be useful in group and individual debriefing sessions with the counselor. Observations can also be recorded in the research diary.

Research Method	Research Diary for researcher
Aim	- To record daily research processes - To record a personal account of the research journey
Number of Researchers	One
Time	Everyday
Location	- Anywhere or as things unfold - Anywhere that is comfortable for the researcher
Materials	Writing materials
Instruction for Researchers	1. Researchers should have their diaries with them at all times; 2. Research diary must be used every day to record: - o What happened today; - o Ethical issues; - o Problems and possible solutions; - o Questions and possible answers ('hypotheses'); - o Impressions and feelings; - o 'To do' lists; - o Names and addresses of contacts; - o Brief unstructured observations; - o Records of conversations; - o Ideas about the meaning of what happened; - o Comments about the fieldwork or the research in general 3. Each day's entry should be dated and each page numbered. 4. You must not allow Diary Writing to be left to the next day; 5. The diary is the property of you alone. If you feel that you do not want to share what you have recorded with the rest of the group, this can be shared on a one to one basis with the provided counselor. However any data recorded in the diary that is related to the research objectives, the researcher is required to pass on this data to the team for data entry.

Appendix 6: Observations

Researchers will also make structured observations, especially when note taking for semi-structured questionnaires, focus group discussions and key informant interviews. Observation is vital for understanding context. It may be structured or

unstructured. Observation should be a daily activity - researchers should never be 'off duty'. Notes for structured observations will be labelled and attached to the relevant research tool after each use or included in the personal diaries.

Research Method	Structured Observations
Aim	To observe interviews conducted with Street Children To observe FGDs and Key Informant Interview sessions
Sample	Street Children in target sample Key Informants and FGDs participants
Time	At the time of the interview
Location	Wherever the interview takes place
Materials	Clip board , Observation sheet, hard cover note book, pen
Instruction for Researchers	1. Written records must be made in as much detail as possible and can include sketches, made either at the scene or as soon as possible afterwards. 2. Observations made from a fixed point can sometimes be written down at the time, if researchers are sitting in a bar or restaurant for example. 3. Two researchers chatting can talk about what they see, which helps them to remember and write it down later. 4. It can be easier to make notes on the move, sitting in a taxi for example, or recording what people say during a community walk.

Observation Sheet

Team:		
No:		
C1	Town:	
C2	Respondent Number:	
C3	Location of Interview:	
C4	Identification Number:	
C5	Interview Status 1. Accepted 2. Refusal 3. Not turned up 4. Other	
C6	Data Collection Name of Interviewer: Date: Time Started: Time Ended: Supervisor's Name: Date Checked:	
Name of researcher conducting observation		
Name of facilitator		
Date of session		
Time of session From..... To.....		
Tool used		
Location of session and characteristics of location		
Physical description of interviewee (s)		
General Observations		
Observer Comments and feedback on the session		

Appendix 7: List of key informant interviews and focus group discussions

Focus group	Type of group	Number / breakdown by gender
Sigatoka Methodist Primary School Teachers	School Teachers	35 Females: 16 Males: 19
Teachers at Nadroga Navosa Provincial High School	School Teachers	7 participants
Soqosoqo Vakamarama - Nadroga Women's Group	Women members	5 females
Nadroga Rugby League players and Management	Rugby League players and management	19 Males
Catholic Women's League – Sigatoka Parish Office Bearers	Catholic Women's League	3 females
Parish Office Bearers	representatives	5 males (transgender)
Sexual Orientation Gender Identity (SOGI Group)	SOGI Group members	8 participants
Sex Workers + LGBTI Network	Sex Workers + LGBTI Network	36 teachers
Jasper High School	Jasper High School teachers	4 females
Sex Workers + CSEC	Sex workers	21 teachers
Lautoka Central Primary School	Teachers	15 females
Catholic Womens League Fiji.	Leaders of the Catholic Womens League Fiji. Western Division	6 respondents
Natabua	Community representatives	12 teachers
Lautoka Special School	Teachers	6
LGBTI	Members of LGBTIs	6
House of Colors	LGTB	3 males 7 females
Government Representatives	Representatives of various ministries and NGOs	22 participants 10 males
Yaroi Village	Representatives of the community	12 females
Gospel High School	Teachers	34 teachers
Marginalized Community	Survival Advocacy Network (SANFIJI) Strumphet Alliance Network (SAN) Rainbow Woman Network (RWN)	2 males 14 females

Appendix 8: Focus group discussion questions

1. What do you understand by the phrase child labour (where it came from; what does it refer to; is it legal)?
2. Do you know of any children involved in child labour? (In your community, school, town etc.)
3. How many children in your province do you think are engaged in economic activities i.e. they work to earn an income or their work contributes to someone earning an income? List the type of work they do.
4. What other types of work are out there for children working?
5. Why are these children working? What are your thoughts about this? How do you feel? Is any of the work available illegal?
6. Are these children going to school? If not, what are the reasons why children are not in school?
7. Do you know of situations where children are missing school to work? Can you describe these?
8. What do you think is your role in getting children out of child labour?
9. What are some challenges you face (or may face) in your attempt to keep children from child labour?
10. What role do you think the government plays in getting children out of child labour?

Appendix 9: Research Team

Name	Organization	Role	Experience
Marie Fatiaki	ILO	Coordinate Research	2009-Coordinated Fiji CL Research studies; 2010- coordinated PNG CL Research studies; 2011- coordinated Tuvalu and Kiribati CL Rapid Assessments on CL; 2014- Coordinated Samoa and SI CL Rapid Assessments
Ophelie Bettiol	ILO	Conduct Desk Review	ILO Intern 2016
Jiuta Korovulavula	FSPI	Lead Researcher, develop reports	2009- Conducted Fiji research on street children in child labour; processed CL data in SPSS; coordinated research on suicide in Fiji;
Litiana Temo	USP	Field Team Leader	2009- Conducted Fiji research on CSEC; 2014 Conducted CL Rapid Assessment in Apia Samoa; 2014- processed CL data for CSEC and CL Research in Honiara and draft report
Usaia Moli	Youth Inc.	Field Team Leader	2009- Conducted Fiji research on street children in child labour
Filomena Tamani	USP	Research Assistant	Student in Development Studies
Jimmy Gaunavou	USP	Research Assistant	Student in post-graduate Climate Change programme; previous work with National Youth Council
Sesenieli Naitala	USP	Research Assistant	Student in Social Sciences; Coordinator of SANs; previous research experience and current networks with vulnerable groups
Niko Rakavono	PCN	Research Assistant	Previously engaged with child labour action programme; network through People's Community Network into informal settlements
Asela Naisara	N/A	Counsellor/ RA	Previously engaged as research counselor in 2009 on the CSEC research team
Ahmad Ali	ILO	Support Field research	2014- Child Labour Project Officer; assisted with Samoa CL Research; child labour knowledge and experience, previous research experience
Mere Corerega	ILO	Manage research logistics	ILO TACKLE Finance & Administrative Officer

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