- It’s Time to Talk! -
Children’s Views on Children’s Work
Hi there!
My name is Paul and I will share working children’s views, reflections and experiences with you.

Special thanks go to the 1,822 children and youth participants who actively shared their views with us and made this research possible. Further thanks go to all members of our children’s advisory committees who supported us as advisers, analysts, and advocates.

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Preface

The absence of working children and youth at the III Global Conference on Child Labour in Brazil in 2013 provoked a feeling of incompleteness among several child rights agencies namely Kindermissionenwerk “Die Sternsinger”, Save the Children and Terre des Hommes who had attended the forum. All three organisations agreed that the topic of child labour could be more adequately discussed and addressed by the global policy debates if working children themselves could integrate their voices and expertise.

Yet, it left them with the question on how meaningful participation of working children could be secured in such policy processes?

A multitude of exchanges and discussions about this question between the organisations, child rights experts and academics from different parts of the world shaped the idea to launch the global campaign and research project “It’s Time to Talk! – Children’s Views on Children’s Work”. The interest in the project idea after inviting local partner organisations, movements and working children to participate was overwhelming and thanks to the kind co-funding of the German Ministry for Economic Cooperation and Development the project activities finally took off in March 2016.

Not only financial assistance was necessary to make a project of this magnitude possible, ideally political and moral support would accompany the endeavor to provide a neutral platform to both organised and non-organised working children to make their views taken into account in local, national and global decision-making processes. Under the patronage of Germany’s Human Rights Commissioner Dr. Bärbel Kofler the project was further corroborated. Following regional workshops to train key partners in the Time to Talk methodology, consultations with working children were organised in more than 35 countries. With active support of local NGOs, the consultations were all aiming at the inclusive and non-judgmental collection of children’s views about their working lives: how a working child feels about his/her work; what work children think they can and cannot do, and who working children see responsible for the enhancement of their protection and well-being. Children’s advisory committees were also established in 13 countries enabling working children to actively inform the consultation methodology, analysis and advocacy work.

This research report is a vivid insight into working children’s lives. It discloses the complex and diverse views of working children, and their wish that their views and suggestions are seriously considered and taken into account in all relevant policy and practice developments affecting them on children’s work.

It cannot be said and repeated often enough, the Time to Talk organisers express their deepest thanks to all the children and young people involved in the consultations and to the children’s advisory committees. Thank you to every child involved for the crucial time and rich insights shared during “It’s Time to Talk”. We thank our member organisations Kindermissionswerk “Die Sternsinger”, Karl Kübel Stiftung für Kind und Familie and Kindernothilfe Austria for their enthusiasm towards the idea of child participation in the context of child labour; we thank our partner organisations for their incredible commitment to facilitate, collect and provide the necessary data to inform the analysis. We also thank members of the Adult Advisory Committee for rich discussions and debates that shaped and informed the methodology, analysis and reporting process. Without the diverse commitment of all involved, it would have been impossible to support over 1 800 children worldwide in their effort to be heard. Annex I of the report only roughly displays the long list of names of our Time to Talk supporters.

The Time to Talk - Team
Executive summary

It’s Time to Talk!

Executive summary

Through collaboration with more than 50 civil society partners, 1,822 children (52% girls, 48% boys) aged 5 to 18 were consulted about their working lives in 36 countries across the world. Time to Talk provided neutral spaces in which to listen to the perspectives of girls and boys working in diverse settings, in order to gain increased understanding of: the different motivations and reasons for children’s work; children’s likes and dislikes about their work and working conditions; and their messages for different stakeholders on how best to support them.
A commitment to children's rights shaped the research design, planning, implementation, monitoring, and follow-up. Seventeen children's advisory committees (CACs) were formed, involving working children in Asia, Africa, Latin America, the Middle East, and Europe. They enabled children to assume an active role throughout the research process as advisors, analysts, and advocates. The research used mixed methods, but was primarily qualitative and exploratory using focus group discussions and participatory activities with small groups of girls and boys. Individual questionnaire-based interviews also allowed the collection of background data concerning each child, their family situation, their work, and school attendance. The data sample was purposeful and was not representative of any particular country, region, or specific type of work. 45% of the children consulted had regular contact with non-governmental organisations (NGOs), 27% had occasional contact, and 14% had rare or no contact with NGOs prior to the consultation.

134 consultations with girls and boys aged 5 to 18 were organized across 36 countries between April 2016 and May 2017. 32% of the children consulted were from Asia; 29% from Latin America; 27% from Africa; 8% from the Middle East; and just 4% from Europe. The children consulted were engaged in a diverse range of paid and unpaid work in urban and rural settings, including: unpaid household and agricultural work; paid domestic work; paid agricultural work; small-scale vending; work in gold mines and stone mines; construction work; brick or stone making; waste collection; shop work; work in the weaving and textile industry; factory work; shoe-shining; hotel and restaurant work; making deliveries and transporting; carpentry; work in the fishing industry; cutting hair and styling; cleaning buses/ cars; begging; work in massage and dance parlours; and sex work.

76% of the children consulted were studying (including formal, informal, or non-formal education). 25% were out of school, and 2% sometimes attended school. The majority of children consulted, 39%, worked before and/or after school, 10% only worked in the school holidays, and 5% worked at other times (for example, occasional seasonal work). 22% of the children consulted worked full-time, and 4% were former child workers. The children consulted included: children living with different caregivers; children from ethnic and indigenous minorities; 27% children from migrant families; 13% child refugees; 96 children who were internally displaced; 89 children with disabled child, and 17 children who were stateless. 19% of the children consulted were members of organised working children's associations, particularly in Latin America and Africa.

Application of the basic requirements for effective and ethical children's participation (CRC/C/GC/12, 2009) and additional guidance on ethical research with children (Feinstein & O’Kane, 2008b; Hart & Tyrer, 2006) was used to inform an ethical approach throughout the Time to Talk project. Findings from each of the consultations with children and from the children's advisory committee meetings were transcribed in English, French or Spanish. Template analysis was applied to support systematic thematic analysis, while seeking to balance flexibility and structure (King & Brooks, 2017). NVivo 11 was used as a tool to support systematic analysis of the qualitative data and Excel to support quantitative analysis.

Key findings

Diverse working realities: Children are involved in diverse types of work, in the informal and formal sectors, some of which are paid and some of which are unpaid. Many children combine paid work with unpaid work and study. They work before or after school, at the weekends, or during school holidays. Some children have stopped attending school and are working full-time or part-time. The majority of girls and boys consulted, emphasised their responsibilities to undertake household tasks to support their families. In many socio-cultural and religious contexts, both girls and boys are undertaking household work. However, in many countries, there are increased expectations on girls to help their mothers with housework, while there are sometimes increased expectations on boys to look after the livestock, to help with agricultural work, or to earn a living. Children living in rural settings tend to have more agricultural and animal husbandry work compared with children in urban settings or in camps. What’s more, work in rural settings is more often influenced by seasonal changes. Elder siblings, both boys and girls, tend to have more responsibilities to support their families and to take care of their younger siblings. Conflict and disaster have multiple negative impacts on children and their families, and contribute to changes in work allocations based on gender and age, both inside and outside of households.

Motivations and reasons for children's work: Children shared different motivations and reasons for their work. The top eight reasons were:

1. to help their parents or family members
2. due to poverty and family struggles (e.g., poor health of a family member, conflict, migration, family debt)
3. they need to earn money to meet their basic needs
4. a desire to earn money to purchase non-basic needs and to be more independent
5. for education
6. to learn skills
7. a desire for a better future
8. for health and sanitation

Helping parents or family members was the top reason provided by both girls and boys across all regions, except the Middle East, where poverty and family struggles was the top reason. For the second reason, there were interesting nuances with children from Africa and Latin America, who more frequently mentioning work to meet their basic needs, and children from Asia more frequently emphasizing poverty and family struggles. In Latin America, enjoying work for was the third reason, while in Africa and Europe the third reason was a desire to earn money to spend on themselves.

While some children felt obliged or compelled to work, other children were active in making decisions concerning their work. In response to a question about how much say they have in decision-making about their work, 26.5% of children reported having no say, 18.5% of children had very little say, 31.5% had some say, and 23.5% of children had a lot of say. Proportionately, more children in Latin America felt that they had a say in decisions about their work compared with children from other regions, especially among organised working children who valued their work. There were similar results for girls and boys, except in Asia, where girls have slightly less say than boys. As children get older they have slightly more say: adolescents aged 15 toddlers year old have slightly more say than children under the age of 12.

1 Kinderinoshhh considers that it is not appropriate to classify child soldiers; trafficking, recruiting or providing children for prostitution or pornography; purposes; or using them in the production of drugs as being forms of child labour as these are all criminal practices and therefore illegal. (KNH, 2012) For better readability, any future references to these activities have been omitted from the report.

2 All the aspects mentioned by children are ordered in terms of frequency. In the Middle East the sample was small (6%). The majority of children consulted in the Middle East were Syrian refugees or internally displaced persons (IDPs) within Iraq.

3 Europe was a small sample (17) so findings from this region are tentative.
Executive summary

It’s Time to Talk!

Work or working conditions that hinder children from fulfilling their aspirations

- Work that hampers their education
  - when there is not enough time to study, when they are too tired to study, when they attend school irregularly or drop out
  - Manual work without skill development or work that they have not chosen or prefer to do
  - Violence and hardships experienced while working are harmful to their current and future well-being

Work that allows them to continue their studies

- when their work helps to pay school costs and when light workloads do not hamper studies

- Learning skills from work including household, agricultural, trade or business skills that will help them in current and future occupations

- Earning money that helps them meet their current and future needs

Children’s likes and dislikes about their work:

Children reflected on both the positive and negative aspects of their work. The most common recurrent themes expressed by children when talking about what they like about their work were:

- good working conditions, which were characterised especially by respectful communication with their employers / parents / customers
- being praised and appreciated by family members, employers, and others
- feeling proud and responsible
- earning an income
- learning skills
- helping and spending time with families
- experiencing support, solidarity and protection from friends, parents and other adults
- seeing and playing with friends while working
- working outside and appreciating nature

The aspects that children like and dislike about their work reflect some of the reasons and motivations for their work.

The most common recurrent themes expressed by children when sharing what they dislike about their work were:

- risk of violence (scolding, or emotional, physical and sexual violence) faced by both girls and boys. Girls faced an increased risk of sexual violence
- risk or experience of harm, injury and accidents
- poor working conditions: heavy work, too much responsibility or work pressure, not enough time to rest, and paid too little or too late
- frustrations relating to their work efforts and the way they are treated
- fatigue
- being negatively judged and discriminated by others due to their work
- feeling sad and isolated when they have insufficient care and love from their family and when people do not listen to them
- negative impact of work on their studies

Recurrent themes for likes and dislikes were very similar across every region, and each theme was emphasised by both girls and boys. However, children who were engaged in paid work placed more emphasis on the advantages of earning money than children who were involved in unpaid work. Furthermore, girls highlighted increased concerns related to sexual harassment and abuse in the workplace, and en route to and from work.

The consultations revealed how many girls and boys combine work and studies. In some contexts, children were able to balance unpaid work or paid work and study, rest and play, particularly when their parents and caregivers prioritised time for children's studies. In contrast, some children struggled to balance work and studies with play and rest, due to long working hours. This negatively affected their studies and left them with insufficient time to play or rest. Many children expressed a desire to have more time to study and to be able to continue their education. However, a few children, particularly those who had already dropped out of school, felt that work was more useful to them to meet their current and future needs.

A group of 15 to 17 year-old boys reflecting on likes and dislikes about their work. Kyrgyzstan
Protection and risk factors:
In order to develop and implement policies and practices that enhance the protection, well-being, and development of children, it is important to identify and reduce risk factors that increase the likelihood of harmful outcomes, and to identify and strengthen protection factors that contribute to positive results of children’s work. Children’s advisory committee members were actively engaged in activities to analyse risk and protection factors.

Key risk factors included:
- the child being requested to do heavy or hazardous work
- the child being forced to work
- the child working late at night
- the child working on the street
- the child not living with their parents
- the child having long working hours
- the child/family being affected by conflict or disaster (especially if they are refugees or stateless)
- the child’s parents or caregivers not having stable employment
- the child’s family being affected by poverty
- the child working for someone outside of their family
- the child/family migrating
- being a girl

Key protection factors included:
- the child regularly going to school or studying
- the child being asked to only do light work
- the child experiencing love, care and guidance from their family
- the child’s parents having good employment opportunities in their own villages and towns
- availability of government investments in school infrastructure and other basic services

Children’s messages to governments, parents / caregivers, NGOs, and others:
CAC members and some children in broader consultations analysed the strengths and weaknesses of existing policies and practices concerning working children. As an integral part of the consultation process, in 95 consultations children developed key messages to share with different groups of people whom they thought could help improve their lives. Local and/or national action and advocacy events were organised by children to share their messages in more than 12 countries.

Children identified the limitations of existing policies which did not adequately respond to the complex reasons underlying children’s work, including children’s motivations to help families, family poverty, poor access to quality education, conflict and violence. Children recognised policies that supported free and compulsory education for children, while desiring increased investments in school infrastructure and quality teaching practices (especially in remote and rural communities) as well as increased investments in inclusive education for children with disabilities. Some children expressed appreciation of child labour laws that protect children from harmful work, but described how these laws and policies are often poorly implemented and monitored.

Organised working children from Bolivia and Peru critiqued policies which criminalise children’s work and sought recognition for dignified work.

Children developed key messages for governments; parents and caregivers; national and international NGOs; other children; teachers and head-teachers; employers; police; community and religious elders; UN agencies; and others, including the media. There were differences in perspectives among working children on the type of policies and laws that would support them. Overall, children emphasised the need for improved policies and practices to:
- reduce family poverty to ensure that their parents and caregivers have access to decent work, good livelihoods, services, and assistance
- ensure free, quality, safe and inclusive education for every child and non-discriminatory access to other basic services (including birth registration)
- protect children from hazardous and harmful work and monitor implementation of the laws
- improve working conditions, and support vocational training
- listen to working children and involve them in practice

Conclusions:
The Time to Talk project provided crucial spaces in which to listen to the views, experiences and suggestions of girls and boys who are working in different settings around the world. The findings revealed the diversity of children’s working lives and thus the complexities of creating and implementing policies and practices which support children’s development, well-being and protection. The concluding chapter provides a more detailed socio-ecological framework that can be applied as a practical tool to shape the assessment, planning, and monitoring of actions which will be in the best interests of working children. Drawing upon children’s own experiences and messages, 12 key policy and practice recommendations to enhance children’s protection, well-being and development are also presented. Governments, international agencies (the ILO and other UN agencies, etc.), civil society organisations, Alliance 8-7, donors, and other key actors should implement 12 key recommendations:
**Key actors should**

| 1. | Increase dialogue to agree on a common terminology relating to children’s work, child labour, youth employment, and decent work for young people, to better shape data collection, and policy and practice developments |
| 2. | Ensure co-ordinated, child-focused, gender-sensitive, policy and practice developments that are locally relevant, flexible, and responsive to the needs, rights, and aspirations of children and families in their contexts |
| 3. | Increase investments in child-focused, family-strengthening strategies, schemes and interventions including: poverty reduction; decent work and livelihood schemes for parents, caregivers and youth; child-sensitive social protection; improved infrastructure in remote, rural, urban poor, and camp settings; and access to family support services |
| 4. | Strengthen the development and participatory monitoring of education systems that provide inclusive, free, safe, relevant, quality education to all children in remote, rural, urban and camp localities |
| 5. | Strengthen the development and participatory monitoring of education systems that provide inclusive, free, safe, relevant, quality education to all children in remote, rural, urban and camp localities |
| 6. | Refine, implement, monitor and enforce laws, policies and programmes to: protect children from hazardous, harmful, and/or forced work; and support safe and dignified work (taking into account the views of working children and their best interests) |
| 7. | Increase investments in human and financial resources for child protection case management to ensure co-ordinated, multi-sectoral responses to exploitation and violence based on children’s best interests (informed by the views of the child and family members) |
| 8. | Strengthen child protection systems to prevent and protect children from violence in families, work places, schools, streets, communities, and wider society |
| 9. | Increase investments in gender and disability-sensitive, vocational-skill training and on-the-job mentoring schemes for adolescents, while also promoting and supporting non-discriminatory access to formal education |
| 10. | Engage employers and businesses to respect children’s rights and improve working conditions (taking into account the views of the child and their best interests) |
| 11. | Increase humanitarian support for children and families affected by conflict, disaster or other shocks. Increase government investments in emergency preparedness and disaster risk reduction to strengthen families resilience and to reduce vulnerability |
| 12. | Support ongoing, formative dialogue, research, and participatory monitoring and evaluation to inform and assess the impact of child labour laws, policies and programmes |
Road map for the reader

Introduction
Chapter 1 introduces the reader to Time to Talk, outlining the need to take into account the perspectives of working children in policy and practice developments.

Methodology
Chapter 2 describes the methodology for the Time to Talk consultations with working children, as well as the process for collaborating with children’s advisory committees. It provides an overview of the background of the children who were consulted. Furthermore, it outlines the data analysis process and key limitations of the methodology.

‘A day in the life of...’: Children’s diverse working realities
Chapter 3 shares illustrative examples of a typical day in the lives of girls and boys involved in different types of work, to introduce the diversity of children’s working lives. It also includes an initial analysis of how gender, sibling order, rural or urban location, and seasons influence the type and amount of work children do.

‘Why, why, why?’: Children’s motivations and reasons for their work
Chapter 4 shares findings from individual interview questions concerning the top three motivations and reasons for their work, as well as findings from different focus group discussions and activities about why they work. It also shares findings related to how much say children have in decisions regarding their work.

‘Protection and Risk factors’
Chapter 7 shares key findings from the analysis of protection and risk factors by children’s advisory committees.

‘Mapping work children can and cannot do’
Chapter 6 shares results from mapping activities done by children in which they share their views and experiences on work they can or cannot do, work they should or should not do, and any necessary conditions or reasons why.

‘Body Mapping’: Children’s likes and dislikes about their work
Chapter 5 provides rich insights into children’s views and experiences on positive and negative aspects of their work and working conditions. In the final sub-section, there is more analysis regarding the ways in which children try to balance their various roles and responsibilities, and a reflection on work or working conditions that help or hinder children’s aspirations.

‘H assessment and Flowers of Support’: Children’s views on policies and practices and their messages
Chapter 8 shares key insights from children regarding their views on, and experiences of, existing policies and practices. It shares key messages from children to different stakeholders, including messages for: governments; parents and caregivers; NGOs; other children; teachers; employers; police; community and religious elders; UN agencies; and the media.

Conclusions
Chapter 9 recognises the diversity of children’s work and the need to protect them from harmful and forced work, while also appreciating the benefits of light, safe work. This chapter presents a socio-ecological framework that is presented to inform assessment, planning, and monitoring in the best interests of the child. Twelve key policy and practice recommendations are also presented to improve the lives of working children.
1 Introduction


articulates that children have rights to express their views freely in all matters affecting them, while taking into consideration the age and maturity of the child.
1.1 Introducing ‘Time to Talk!’

Children have rights to participate in all decisions affecting them, and children’s participation in decision-making, including policy and practice developments helps to protect children’s rights (Askler & Gero, 2012; Lansdown, 2011).

In late 2013, the idea of a global consultation process with working children emerged after the III Global Conference on Child Labour, as working children themselves did not have sufficient space to influence global policy debates. Discussions among civil society organisations culminated in child-focused agencies – Kindernothilfe, Save the Children Canada, and the Terre des Hommes International Federation – launching the global campaign and research project It’s Time to Talk! Children’s Views on Children’s Work in March 2016, with co-founding organisations such as Child Labour Monitoring Network, Oxfam, Save the Children, and the United Nations Children’s Fund (UNICEF).

It’s Time to Talk! was to be implemented in just 25 countries, however, due to interest among civil society partners regarding the importance of listening to working children’s perspectives, the project expanded to 36 countries. Working in collaboration with 57 civil society partners across Africa, Asia, Europe, Latin America and the Middle East, the Time to Talk project supported actions for working children’s views to be heard and seriously considered.

Children’s advisory committees (CACs) were formed, involving working children in Asia, Africa, Latin America, the Middle East, and Europe enabling children to take on an active role throughout the process as advisers, analysts and advocates. Children’s consultations were organised in 36 countries to listen to children’s suggestions on how best to improve their protection, development and well-being. They also served to better understand the motivations and reasons, benefits, challenges, risks and complexities of work experienced by boys and girls in different situations. Diverse advocacy activities sought to secure platforms for children’s perspectives to inform and influence current policy and practice debates at different levels, including at the IV Global Conference on the Sustained Eradication of Child Labour in Argentina, in November 2017. Child-led and collaborative advocacy initiatives by working children and civil society partners were also supported at local and national levels.

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For more than 25 years, working children in some countries and regions, particularly in Latin America and Africa, but also in India, have been organizing themselves into associations and movements to defend and assert their rights (Hungerland et al., 2007; Liebel, 2003). Similarly, several civil society organizations support the participation rights of non-organised working children, and children who may not necessarily consider themselves to be child workers.

The experience of NGOs and community organisations on the ground has shown that in order to be effective, programmes need to actively involve concerned stakeholders, and interventions need to address the complexities of children’s situations (Bourdillon, Levison, Myers & White, 2011; Boyden, Ling & Myers, 1998; Crivello & Pankhurst, 2015; Hungerland et al., 2007; Ladegaard, 2009). Childhood experiences are diverse and are influenced by gender; age; family structure; family income; sibling order; geography; culture; religion; and broader socio-political factors (Morrow, 2015). Therefore, different forms of children’s work may have positive or negative outcomes for both girls and boys depending on the type of work, the working conditions, relationships, and wider contextual factors (Bourdillon et al., 2011). Children may work in dignified situations that are neither harmful nor exploitative, where they are able to contribute positively to their families and learn technical, business or life skills. Conversely, children may find themselves working in unsafe and unhealthy environments, with little or no pay, where they are unable to pursue their education and other rights. Thus, it is crucial to develop policy and practice that ensure children’s protection from hazardous and harmful work, while also allowing dignified, light work that contributes to children’s well-being and development.

The key to understanding this complexity is the participation of the children themselves. This ensures accountability for policy and practice interventions that are in the best interests of the child. Understanding the realities of children’s daily lives, from their own point of view, is helpful in exploring solutions to address their concerns. Recognising and appreciating the diversity of childhood experiences is only possible when policy makers and practitioners share information with children in accessible formats, dialogue with children from different backgrounds, and listen to children’s perspectives at all levels, local to global.

Consultation with an 8-year-old girl, Indonesia

On the ILO website⁵ the term ‘child labour’ is defined as work that deprives children of their childhood, their potential and their dignity, and that is harmful to physical and mental development. 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
  - requiring them to attempt to combine school attendance with excessively long and heavy work.’

However, the ILO also acknowledges that there are some forms of children’s work that should not be classified as child labour:

[... not all work done by children should be classified as child labour that is to be targeted for elimination. Children’s or adolescents’ participation in work that does not affect their health and personal development or interfere with their schooling, is generally regarded as being something positive. This includes activities such as helping their parents around the home, assisting in a family business or earning pocket money outside school hours and during school holidays. These kinds of activities contribute to children’s development and to the welfare of their families; they provide them with skills and experience, and help to prepare them to be productive members of society during their adult life.⁶]
The challenge is that the term ‘child labour’ is inconsistently used by different agencies. Some governments and individuals use ‘child labour’ as a term to encompass all types of children’s work, while others use it to denote only harmful children’s work. This has the potential to create misunderstanding and cause harmful consequences, particularly when policies or approaches are proposed to end child labour in all its forms (Bourdillon et al., 2011).

Thus, at the outset of the Time to Talk project there were careful deliberations among organisers and advisory committee members about what terminology to use. The project took into consideration existing international human and children’s rights treaties and conventions including:

- the United Nations Convention on the Rights of the Child:
  - Article 32 to protect children from economic exploitation
  - Article 12 for children to express their views
  - Article 3 best interests of the child
  - Article 15 freedom of association
  - Article 27 right to an adequate standard of living
- the ILO Minimum Age Convention 138, and
- the ILO Worst Forms of Child Labour Convention 182

The project organisers acknowledged these conventions as legal frameworks. However, they primarily recognised a rights-based approach to children’s work which meant understanding what is in the best interests of children and young people under the age of 18. This included seeking greater clarity on what work is harmful, and on what work can enhance the well-being and development of children. Furthermore, in wanting to understand children’s diverse working realities, and recognising that there are often blurred or nuanced boundaries between ‘child labour’ and children’s work, a more inclusive understanding of children’s work was developed that encompassed both paid and unpaid work, including household tasks. Thus, the understanding of children’s work communicated to civil society partners and children for use in each of the consultations was:

**Children’s work is any activity by children done for economical purpose or to help families, relatives or communities which is:**
- based on mental or physical efforts;
- paid or unpaid; inside or outside the family in the formal or informal sector; forced, trafficked or voluntary;
- contract-based or independent;
- from a few hours a week to full-time, every day.

To avoid confusion and misunderstanding in this report the terms ‘working children’ and ‘children’s work’ will be used exclusively in the sense described above, unless children themselves used the term ‘child labour’.

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7 More information on the Adult Advisory Committee members and children’s advisory committee members are shared in chapter 2.
2 Methodology

Nine basic requirements for effective and ethical child participation (CRC/C/GC/12, 2009) were used to develop and guide the capacity building of civil society partners. When planning, implementing and following up on the consultations, the partners had practical guidance on how to ensure participation, that is:

1) transparent and informative
2) voluntary
3) respectful
4) relevant
5) child-friendly
6) inclusive
7) supported by training
8) safe and sensitive to risk
9) accountable
2.1 Introduction to the methodology

A commitment to a research approach based on children’s rights

In line with the project goal, the participatory research and consultation process was designed to create spaces for working children from diverse backgrounds to express their views, experiences and suggestions about their work and realities, and to be heard. A commitment to a research approach based on children’s rights informed the research design, planning, implementation, monitoring and follow-up (Beazley et al., 2009; Lundy & McEvoy, 2012a, 2012b).

Lundy & McEvoy (2012a) have identified three core principles of research based on children’s rights: the research’s aims should be informed by the CRC’s standards; the research process should comply with the CRC’s standards; and the research outcomes should build the capacity of children, as rights-holders, to claim their rights and support the capacity of duty-bearers to fulfil their obligations. This commitment to the research process, to the application of basic requirements for effective and ethical children’s participation (CRC/C/GC/12, 2009), and to collaborating with civil society organisations working at local, national, regional and global levels, has enhanced opportunities for research based on children’s rights with working children in diverse contexts.

The Time to Talk project has supported different types of participation (Lansdown, 2011) namely:

- Collaborative participation of over 200 children aged 9 to 18 who were actively involved in children’s advisory committees that accompanied the research and consultation process by drawing upon working children’s expertise and insights as advisers, analysts, and advocates. Opportunities for collaborative participation, where there was a greater degree of partnership between children and adults, were also supported through the Public Action Events and National Exchange Programme.

- Child-led participation where working children had space and opportunity to initiative and plan their own activities, and to advocate for themselves on issues affecting them, were also supported through some of the Public Action Events. For example, child-led actions took place in Costa Rica, Guatemala, India, Indonesia, Iraq, Kenya, Peru and the Philippines. Diverse types of actions organised by working children included rallies, workshops, press tours, video production, and press releases.

Consultation of 1,822 children (52% girls, 48% boys) in focus group discussions and participatory activities, as well as through the use of individual interviews to complete questionnaires on each participant’s key background information. Through the consultations, adults facilitated and documented children’s views to gain knowledge and understanding of their experiences. The consultations were primarily adult initiated and facilitated.

The Time to Talk project has supported different types of participation (Lansdown, 2011) namely:

<table>
<thead>
<tr>
<th>Key research questions:</th>
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<tbody>
<tr>
<td>Under which conditions do children work?</td>
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<tr>
<td>What are the reasons and motivations for children’s work?</td>
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<tr>
<td>To what extent do children have a say in decisions about what and how much work they do?</td>
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<tr>
<td>What do girls and boys think about their work, what do they like and dislike about their work?</td>
</tr>
<tr>
<td>To what extent do children’s current work and study opportunities help or hinder girls and boys in fulfilling their aspirations?</td>
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<tr>
<td>What type of work do they think children can and should do, or cannot and should not do?</td>
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<tr>
<td>What are differences in children’s experiences and views, and how are they influenced by gender, age, disability, and socio-cultural or political context etc.?</td>
</tr>
<tr>
<td>What protection and risk factors can be identified which increase the likelihood of experiencing positive or negative outcomes of children’s work?</td>
</tr>
<tr>
<td>What do children and young people know and think about current international and national policies, laws, and approaches? What do they think would work best for them?</td>
</tr>
<tr>
<td>How can children be protected from the worst forms of child labour and hazardous exploitative work?</td>
</tr>
<tr>
<td>What messages do children have for different stakeholders working to improve their lives?</td>
</tr>
</tbody>
</table>

Mixed methods, primarily qualitative and exploratory

Mixed methods encompassing qualitative and quantitative data collection with working children aged 5 to 18, were used to gather data that was relevant to the research questions. The research was primarily qualitative and exploratory, using focus group discussions and participatory activities with small groups of girls or boys of similar ages who were involved in similar types of work. There was an emphasis on open-ended questions to allow more opportunities for working children to share their views and experiences, and to increase understanding of the complexity and diversity of working children’s lives. Quantitative data collection through individual interviews to complete a questionnaire was also used to gather key background data concerning each child, their family situation, their work, and school attendance.

The consultation process was designed to provide a neutral, non-judgmental space for working children to share their views and experiences. Participatory research tools (see table on p. 34–35) were designed, adapted and used during one-day workshops, half-day workshops, and two-hour or one-hour sessions with small groups of children. Participatory research tools which worked well with children, included: drawings; body mapping; flow diagrams; matrices; skits; stories and songs (Boyden & Ennew, 1997; Crivello, Camfield & Woodhead, 2009; Hart & Tyer, 2006; James, Jenks & Proeur, 1998; Johnson, Hart & Collwell, 2014; Nieuwenhuys, 1996; O’Kane, 2008, 2017; Veale, 2009).

For example, focus group activities with a group of eight boys aged 13 to 14 who were waste collectors, or with a group of eight girls aged 8 to 12 who helped their parents with housework.

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8 The National Exchange between working children and government delegations in the run-up to the IV Global Conference on the Sustained Eradication of Child Labour was implemented with additional funding from the German Federal Foreign Office in ten countries between March and October 2017.

9 For example, focus group activities with a group of eight boys aged 13 to 14 who were waste collectors, or with a group of eight girls aged 8 to 12 who helped their parents with housework.
### 2.2 Scope, sampling and collaboration with civil society partners

**Scope of the research and consultation process and purposeful sampling**

Decisions regarding the scope of the research in terms of geographic locations, the number of children involved in consultations, and the number of children engaged in different types of work, were influenced by available human and financial resources. With intentions to consult more than 1,800 working children across five continents using qualitative and quantitative methods, and to encourage follow-up, collaborative and child-led action and advocacy initiatives, it was strategic and practical to collaborate with local, civil society partners.

Each of the project-organising agencies reached out to share information about Time to Talk with key, local civil society partners who had contact with working children. Most of them had been local partner organisations, branches or affiliates of the project organisers, others had responded to the invitation to join the project. Thus, it is recognised that children’s perspectives on their working lives may have been influenced by their prior engagement in, and exposure to, NGO programme interventions, philosophy or values, and by the NGO staff members and their peers.

**Development of a research toolkit, regional training workshops and online mentoring**

It was intended that through partnerships with different civil society partners, children working in different types of work such as paid domestic work, mining, vending, etc. would be reached and consulted.

The Time to Talk project promoted a neutral platform where children could freely share their views and experiences without judgement. Civil society partners had differing positions, or no position, in relation to child labour and children’s work debates. Some civil society partners were supporting associations and movements of working children, for example in different countries in Latin America or Africa. Other civil society partners were active members of coalitions to end all forms of child labour; while many partners had no existing positions regarding children’s work or labour (Annex II).

Three-day regional training workshops were organised for civil society partners’ staff in Africa, Asia, Latin America, and the Middle East/Europe (combined) to increase the knowledge, skills and confidence of civil society partners to effectively employ the research toolkit. The training materials were also made available online, recorded tutorials. Furthermore, following the regional workshops, project organisers or the consultancy team members were available virtually to respond to queries in order to enhance quality consultation and documentation processes.

While consultations create important opportunities to seek children’s views and experiences, the consultations are influenced by the quality of facilitation, and the values and skills of facilitators. These skills included encouraging dialogue among children to explore similarities and differences in perspectives, and knowing when to use increasingly probing questions to further explore issues raised by children. Children’s views and messages are also influenced by their own experiences; their socio-cultural contexts; their exposure to discussions on children’s work; and their access, or lack of access, to information. Similar to adults, children’s views and opinions may develop and change through experiences, information, reflection, and dialogue. While 34% had had rare or no contact with NGOs prior to the consultation, the majority of the children had had prior contact with NGO partners who organised the consultations. Thus, it is recognised that children’s perspectives on their working lives may have been influenced by their prior engagement in, and exposure to, NGO programme interventions, philosophy and values, and by the NGO staff members and their peers.

As the Time to Talk consultations were organised across 36 countries, each by different groups of facilitators, there was no way to maintain independent facilitation. Many of the partner agencies were able to make effective use of experienced staff or volunteers who were skilled in communicating with children, whereas some agencies had less experienced staff. Moreover, it was recognised that adults’ and NGOs’ own values and positions on children’s work may influence the style of facilitation and the nature of probing questions. A steadfast rule for facilitators and documenters that was included in the research toolkit was: Please try not to influence what children say. Even if you sometimes do not agree with children’s perspectives, please do not influence or change children’s views during or following the consultation. However, despite such clear standards, adults may have inadvertently influenced children’s views in some of the consultations. For example, on an observation and documentation form, one adult facilitator from India acknowledged that children are influenced by the motivation of the organisation that children should not work, but study.

During the Time to Talk project, the formation of children’s advisory committee members provided valuable opportunities for more regular information sharing and dialogue with working children regarding their views on, and experiences with, children’s work, and their messages for different stakeholders. CAC members were actively involved in the analysis of protection and risk factors, and their feedback on draft research findings and advocacy messages has informed the final report. CAC members have also taken on their own advocacy initiatives. However challenges regarding potential adult influence remain.
Organising consultation workshops and use of core consultation tools

Between April 2016 and May 2017, 134 consultations with small groups of children were organised with girls and boys aged 5 to 18 years. 95% of the consultations were organised through one-day workshops; 5% were organised through half-day workshops; and 12% were organised in other ways10.

The local civil society partners made significant efforts to create effective consultation teams including facilitators, documenters and a child protection focal point. During the research and consultation process, adults and children could share their feedback on the consultation process and this feedback was used to improve the quality of the process (see Annex III).

### Core consultation tools

**‘A day in the life of...’**
Timeline

Children individually wrote and illustrated a day in their life on: a) school day (if they went to school), and b) non-school day. In plenary they reflected on their roles and responsibilities.

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<thead>
<tr>
<th>Description</th>
<th>Number of consultations where tool was applied</th>
<th>Number of times used</th>
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</thead>
<tbody>
<tr>
<td>‘A day in the life of...’</td>
<td>120</td>
<td>More than 1,800 individual timelines were shared.11</td>
</tr>
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</table>

**‘Why, why, why?’ Exploring reasons and motivations for children’s work**

Working in groups, children had the opportunity to explore the different motivations for children’s work (positive or negative), and the underlying reasons.

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<th>Description</th>
<th>Number of consultations where tool was applied</th>
<th>Number of times used</th>
</tr>
</thead>
<tbody>
<tr>
<td>‘Why, why, why?’ Exploring reasons and motivations for children’s work</td>
<td>24</td>
<td>4 6 26</td>
</tr>
</tbody>
</table>

**‘Body Mapping’**
Likes and dislikes of children’s work

Working in separate gender and age groups, girls and boys drew a body map and the body parts were used as prompts to encourage children to share what they liked and disliked about their work. For example, with the eyes: ‘What do you see when you are working that makes you happy or sad?’; with the ears: ‘How do people listen to you when you work that makes you happy or sad?’; with the hands and arms: ‘What activities do you do when you are working that make you happy or sad?’

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<thead>
<tr>
<th>Description</th>
<th>Number of consultations where tool was applied</th>
<th>Number of times used</th>
</tr>
</thead>
<tbody>
<tr>
<td>‘Body Mapping’</td>
<td>118</td>
<td>91 95 44</td>
</tr>
</tbody>
</table>

**‘Mapping work they can or should do, and work they cannot or should not do’**

Working in groups, children collaborated to map work they felt they could or should do, and work they could not or should not do, and the reasons why. This enabled girls and boys to discuss what types of work they thought were and were not appropriate for children of their age, and the reasons why.

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<tr>
<th>Description</th>
<th>Number of consultations where tool was applied</th>
<th>Number of times used</th>
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</thead>
<tbody>
<tr>
<td>‘Mapping work they can or should do, and work they cannot or should not do’</td>
<td>82</td>
<td>47 51 39</td>
</tr>
</tbody>
</table>

**‘Flowers of Support’**

Children decided which groups of people they wanted to share messages with. They each prepared a paper flower petal with key messages for each group of people with whom they wanted to share notes in the hopes of improving the lives of working children. Together, the petals created a ‘flower of support’.

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<th>Description</th>
<th>Number of consultations where tool was applied</th>
<th>Number of times used</th>
</tr>
</thead>
<tbody>
<tr>
<td>‘Flowers of Support’</td>
<td>81</td>
<td>23 21 53</td>
</tr>
</tbody>
</table>

**H Assessment on existing policies, laws, and approaches**

Working in groups, children shared their views about the strengths and weaknesses of current national and international policies, laws and/or approaches that are meant to improve working children’s well-being and development; and their suggestions to improve them.

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<tr>
<th>Description</th>
<th>Number of consultations where tool was applied</th>
<th>Number of times used</th>
</tr>
</thead>
<tbody>
<tr>
<td>H Assessment on existing policies, laws, and approaches</td>
<td>21</td>
<td>1 22</td>
</tr>
</tbody>
</table>

**Draw and write, poems, stories, posters and drama**

Individual children had opportunities to illustrate, write, and draft poems or stories to share their views and experiences on children’s work. Working in groups, children also had opportunities to create posters and dramas to share their most significant, positive and negative experiences as working children.

<table>
<thead>
<tr>
<th>Description</th>
<th>Number of consultations where tool was applied</th>
<th>Number of times used</th>
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</thead>
<tbody>
<tr>
<td>Draw and write, poems, stories, posters and drama</td>
<td>39</td>
<td>More than 200 creative contributions</td>
</tr>
</tbody>
</table>

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10 Including 2, two-day workshops, some two-hour workshops, one-hour workshops, and some combined half-day workshops and individual meetings.

11 The timeline was used individually by children in 100 consultations. The school day timeline was used in 109 consultations, and the non-school day timeline was used in 106 consultations.
Collaboration with children’s advisory committees and an Adult Advisory Committee

In line with a rights-based approach, partners were invited to form and supervise a children’s advisory committee (CAC) in their project area, or to invite existing groups to support the process as a CAC. Seventeen children’s advisory committees in 15 countries were established, involving 217 children (111 girls, 106 boys) aged 9 to 18 with diverse working backgrounds (see Annex VIII).

Interested partners had access to additional funds to realise a Public Action Event on or between, April 30th or June 12th. Some partners received funds from the Federal Foreign Office of Germany to organise a complementary national exchange between CAC members and government delegations in 10 countries prior to the IV Global Conference. While some CACS were able to hold the foreseen number of meetings, others reduced the overall number of meetings to three to four due to the busy schedules of both partner NGOs, and children.

In addition to the CACs, one virtual Adult Advisory Committee (AAC) was formed, including 24 members (16 women, eight men) who are academics and practitioners with significant experience in child rights and children’s work issues (Annex IV). The AAC members provided constructive feedback used to improve not only the research toolkit and this report, but also other, related advocacy supporting children’s participation in policy and practice developments that concern them.

Tasks of CAC members included:

- Pilot testing the consultation tools and giving suggestions to improve them
- Exploring opportunities for CAC members to participate in the Time to Talk project, including the areas in which they required further training to be able to contribute to the project
- Identifying options for children’s involvement in the preparatory process leading up to the IV Global Conference on the Sustained Eradication of Child Labour (2017), as well as options that would allow for children’s meaningful participation during the conference
- Supporting consultations with working children in their country
- Helping to explore the reasons and motivations to work, as well as existing policies, laws and approaches
- Action planning for joint advocacy and action initiatives at local levels in order to share the consultation workshops’ key findings, including advocacy activities on International Child Workers’ Day (30 April) or the World Day against Child Labour (12 June)
- Supporting the analysis of key findings from child consultations around the world, with a special focus on protection and risk factors
- Reviewing and giving feedback on the main findings (via child-friendly texts and illustrations of the results)
- Helping to develop recommendations for different groups of adults (e.g. governments, employers, parents/caregivers, teachers etc.) to improve the lives of working children
- Giving advice and supporting the development of presentations and child-friendly reports
- Exchanging with decision-makers to discuss the key findings of the consultation and consequently, options for their implementation
- Supporting the evaluation of the involvement of children as participants and CAC members in the consultation process

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12 CAC countries included: Bolivia, Guatemala, India, Indonesia, Jordan, Kenya, Kosovo, Nepal, Nicaragua, Peru, Senegal, Thailand, and Zambia.

13 The International Child Workers’ Day is held every year on April 30th and celebrated by several working children's movements. The origins of this day can be found in India and were promoted by a working children's movement there in the 1970s. The World Day Against Child Labour is held every year on June 12th. It was launched by the ILO in 2002 to draw attention to the global extent of child labour and the interventions needed to eliminate it.

14 This National Exchange was realised in the following countries between April and October 2017: Bolivia, Guatemala, India, Indonesia, Kenya, Nicaragua, Nepal, Peru, Senegal and Thailand.
When do children of different ages work?

Children are involved in a wide range of paid and unpaid work, and more children are combining different forms of paid and unpaid work, especially unpaid household and agricultural work. Some children undertook more than one type of work.

For example, some of the children in the study were doing unpaid household and agricultural work, and many children were combining different types of paid and unpaid work, especially unpaid household and agricultural work. Some children undertook more than one type of work.

When do children work?

The children consulted were engaged in a diverse range of paid and unpaid work, and more children were combining different forms of paid and unpaid work, especially unpaid household and agricultural work. Some children undertook more than one type of work.

Types of work undertaken by children who were consulted:

<table>
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<tr>
<th>Type of work</th>
<th>Males</th>
<th>Females</th>
<th>Others</th>
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<td>Urban, rural or camp location of children consulted</td>
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<td>Hotel or restaurant work</td>
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2.4 Ethics

Ethical practice in the Time to Talk research and consultation process included:

- Working with civil society partners who could either provide sensitive follow-up or make referrals to local services if a child disclosed significant abuse or distress during the consultations.
- The use of codes of conduct by facilitators and documenters to enhance child protection.
- Identifying risks that might be faced when organising consultations with girls or boys who work, and identifying and implementing strategies to deal with or minimise those risks prior to consultations.
- Sharing information with the child and their parent / guardian (orally and in writing) to ensure informed consent. Notifying them that they could withdraw from the study at any point.
- Identifying child-protection focal points to support the consultation process and follow-up.
- The use of individual codes rather than children’s names to ensure privacy and anonymity, and keeping data in locked or secured places.
- Ensuring respect for children’s views and working collaboratively with children as advisers, analysts and advocates, particularly through the children’s advisory committees.
- Encouraging feedback and assistance from civil society partners to support child-led action and advocacy initiatives to enhance accountability.
- Developing and disseminating child-friendly newsletter updates, and a child-friendly report.

2.5 Data analysis and reporting

Documenters formed part of each local consultation team. Transcriptions, and completed individual questionnaires were compiled (or back translated) into English, French or Spanish. Observation and documentation formats (ODF) were also completed by the civil society partners responsible for conducting the consultation to ensure accurate contextual information was duly recorded. This included, but was not limited to, the number of children consulted and their gender, age, and initials; their country and location (rural, urban, camp, etc.) and type of work. Data from the questionnaires was entered into Excel, and notes of consultation findings and CAC meetings were transcribed and imported into NVivo 11, together with information about the consultations’ context.

NVivo 11 software was used by the consultants to support systematic analysis of the qualitative data (Annex VII). Template analysis was applied by the consultants as it provided guidance on practical steps to support systematic and rich thematic analysis. This was all done while seeking to balance flexibility and structure (King & Brooks, 2017). Seven key steps to template analysis were followed (King & Brooks, 2017): 1) Familiarisation with the data; 2) Preliminary coding of thematic issues that were discussed during the consultations; 3) Clustering; 4) Producing an initial template; 5) Developing the template; 6) Applying the final template; 7) Writing up.

At the outset of the analysis process, documents concerning the Time to Talk project’s aim and research questions, along with transcriptions of findings from consultations completed prior to October 2016 were read in detail to familiarise researchers with the data. The Time to Talk research questions shaped the development of some pre-determined, over-arching themes on: reasons and motivations for working; work conditions; diverse childhoods; who decides when or how children work; likes and dislikes about work; aspirations; work children can or should do; work children cannot or should not do; protection and risk factors; policies and approaches; and the research process itself.

The initial transcripts were reread, and preliminary codes representing certain themes were developed. Once 15 transcripts had been assigned preliminary codes, the codes were re-examined to help identify and record clusters of similar codes. For example, in terms of ‘likes’, there was a cluster of similar codes regarding learning skills: household skills; agricultural skills; business skills; life skills; or a trade or profession. An initial template was developed and the template was re-created in NVivo 11 using parent nodes, child nodes, and grandchild nodes to capture different nuances in the identified themes. For example:

- Parent node = Dislikes about work
- Child node (one of many) = Harm, damage or injury
- Grandchild node = Injured or aching body parts; accidents; poisonous dust or chemicals, etc.
- Great-grandchild node (under injured or aching body part) = Injured hands; injured feet; sore head, etc.

Based on the preliminary coding, a number of factors that seemed to influence negative or positive outcomes of children’s work were identified. Accordingly, group activities were designed to engage the CAC members in analysing risk and protection factors (see chapter 7). Findings from each of the CAC meetings were also transcribed, imported into NVivo 11, and coded as part of the thematic analysis. Furthermore, findings concerning work children can and cannot do were also extracted and recorded in an Excel document to support both quantitative, and qualitative analysis.

20 Coding of findings from the CACs was undertaken collaboratively by the consultants and Antje Ruhmann.
Each transcript was coded using template analysis, with additions and edits made to refine the template to better reflect nuances in the data. Once the data was coded, emerging thematic areas were studied in more detail to identify which groups of children had expressed which findings, and to determine if there were any differences in relation to gender, region, country, type of work, or other factors (such as being affected by conflict, being a refugee, etc.).

Results from the quantitative analysis were also triangulated with findings from the qualitative analysis. The report was written to reflect the key thematic findings and then reviewed by the children’s advisory committees* and the Adult Advisory Committee in a feedback loop.

Key thematic findings shared in each chapter and sub-chapter of this report are ordered in terms of frequency in which the theme was mentioned by children and young people. For example, the themes which are initially presented in each chapter or sub-chapter are themes which were more frequently mentioned by children from different consultations around the world. In some cases, particular themes were mentioned by specific groups of children from a particular region, type of work, or gender group. Such distinctions are highlighted in the text.

2.6 Key limitations

Key limitations identified by the Time to Talk team include:

1. Selection of partners: The project organisers’ partner organisations, as well as other NGOs from around the world, were invited to join the project. Consequently, almost all children involved were linked to NGO-project activities, and therefore treated with the highest child protection standards. This ensured that sensitive information, such as harm or abuse that was disclosed by the working children during the consultations, was attended to accordingly. Thus, the random sampling of children involved in the research and consultation process was not possible.

2. Data sample and quality issues: The data sample was not representative of any particular region, country, or specific type of children’s work. Due to the selection process described above, the sample per country is small (see Annex V) and does not reflect the sectoral breakdown of global estimates published by the ILO (2017). The research was exploratory and purposeful sampling was intended to reach children from diverse working backgrounds. Proportionally more children were consulted in Latin America, Asia, and Africa, with small samples from the Middle East, and Europe which made it harder to make regional comparisons.

The data sample included children from a variety of different types of work backgrounds, covering organised and non-organised work, self-employment, and contract-based work; and both paid and unpaid work. In terms of diversity of types of work, there was over-representation of children doing unpaid housework. Moreover, working children that were at high risk of being traumatised through their activities, e.g. sex workers, were included to a very limited extent to minimize the risk of causing further psychological harm. More diversity in types of work could have been ensured by more careful planning and communication with civil society partners at the outset of the consultation-planning process.

It is also recognised that the Time to Talk project supported a learning process, as some children gained awareness and knowledge about policies and practices affecting their working lives through the consultation process — particularly children’s advisory committee members. Thus, if the consultations were to be repeated, some of the findings may change, as children’s views may have changed or become refined during the consultation process.

The research toolkit was provided in English, French, and Spanish. Most of the children consulted spoke local languages. The processes of documentation and translation of children’s views inherently carries the risk that some nuances in children’s perspectives may have been lost during documentation, translation and transcription.

The data sample included children from a different types of work backgrounds, covering organised and non-organised work, self-employment, and contract-based work; and both paid and unpaid work. In terms of diversity of types of work, there was...
This chapter introduces the diversity of children’s working realities and the importance of approaching children in a wider socio-ecological framework in order to develop and implement practices and policies that are relevant to and effective in supporting children’s well-being, growth and protection.
3.1 Different types of work

This section shares brief examples of ‘a day in the life of’ girls and boys who were undertaking different types of work. It introduces the reader to the daily realities of children’s lives, and the diverse ways in which children combine different types of work with study, play and rest. The types of work used as illustrations were the ones most frequently carried out by children who were consulted, including: unpaid household and agricultural work; small-scale vending; paid agricultural work; mine work; brick or stone making; waste collection; and domestic work for employers.

Unpaid household and agricultural work

Recent data from the ILO (2017) indicates that the majority of working children are not in an employment relationship with a third-party employer, but rather they are working in family farms and family enterprises. During the ‘Time to Talk’ consultations, girls and boys performing unpaid housework were consulted in each region. In diverse socio-cultural contexts, both girls and boys undertake household, agricultural, and animal husbandry tasks to support their parents or other caregivers in and around the household. These tasks include: sweeping; cleaning; washing clothes; cooking; feeding and looking after livestock; fetching water or wood, and a wide range of agricultural tasks (Bourdillon et al., 2011; Pankhurst, Bourdillon & Crivello, 2015). The majority of children undertaking unpaid household and agricultural work, were also attending school.

Timeline 1

A 12-year-old rural boy from Peru who does unpaid housework and who attends school.

Case example 1

My day starts at 4am every day. When I wake up early in the morning, I sweep the yard, clean the plates and fetch water. I bathe myself and then go to school. After school I’m busy in the field. It is hard digging the land. After all that, I fetch water, I collect firewood for cooking, and I start cooking. Come evening time, I become a sort of lawgiver, teaching my young sisters all the African rules, I do this to help and please my parents. My day starts at 4am and ends at 8pm. The only resting time is when I am sleeping. It is a blessing to be a working child because you will become self-reliant, but I should do children’s work, not child labour, as you also should have more resting time as a child.

Unpaid household and agricultural work

As shown in the methodology section, working children who were consulted were also working in other formal and informal sectors.

22 So shown in the methodology section, working children who were consulted were also working in other formal and informal sectors.
Small-scale vendors

The consultations included 124 girls and 111 boys who were working as small-scale vendors across all regions (Africa, Asia, Europe, Latin America, and the Middle East). Girls and boys had experiences selling: fruit; vegetables; eggs; cooked food; clothes; jewellery and accessories; newspapers; and other items. Some children were self-employed, while others had employers. Some children were selling goods on the streets or in market places; others were working in food stalls or shops. Many of the children consulted were selling goods before or after school, while some were working full-time.

Timelines 1

7:00 am 7:30 am – 11:00 am 11:00 pm
I get up I go to school I eat I go to bed

Paid agricultural work

Time to Talk consultations included discussions with 76 boys and 53 girls who were involved in paid agricultural work across each of the regions. Children were involved in harvesting cotton, coffee, vegetables and fruit. Some children, who were consulted, including Syrian refugees, were working full-time as agricultural workers, while other children were combining paid agricultural work with school.

Timeline 3

A 14-year-old, female Syrian refugee living in Jordan, who works full-time as a paid agricultural worker and does not attend school.

Mine work

47 girls and 47 boys who were involved in mining were consulted. These children included: gold miners in Burkina Faso and Mali, and stone miners in India and Indonesia. In Burkina Faso, the children consulted included 8 to 12-year-olds who were working in the gold mines and going to school; and 13 to 17-year-olds who had dropped out of school and were working full-time in the goldmines. In Indonesia, adolescent girls were studying in the morning and were involved in stone mining in the afternoon. Children in India were involved in tasks associated with stone mines, and were combining school and work. In Mali and India, a few children who were former mine workers were also consulted.

Brick or stone making

In Chad, Nigeria, Zambia, India, Nepal, Bolivia, Guatemala, and Peru, 49 boys and 20 girls who were involved in brick or stone making were consulted. The majority of these children were combining work and school. In Nepal, the girls and boys consulted worked long hours making bricks prior to, and after attending school each day.

Timeline 5

A 15 year old boy in Nepal, working as brick maker before and after going to school.
Waste collection

34 boys and 39 girls who were involved in waste collection were consulted from a variety of countries in each region. Children who were waste collectors tended to work informally without an employer. Girls and boys collected materials (bottles, tin cans, rubbish, etc.) and sold their goods to middlemen to be recycled. Many children consulted were combining waste collection and studies, while a few had dropped out of school.

Domestic work for employers

In Ethiopia, India, Guatemala, Kenya, Nepal, Nigeria, Mali, Mexico, Paraguay, Peru, Philippines, Rwanda, and Senegal, 41 girls and 19 boys employed to carry out domestic work for employers were consulted. Some children were engaged in one or two hours of domestic work outside of their home and lived with their own families, while other children lived in their employer’s home. While children working as domestic workers in some countries were paid, some of the children in Nepal received room and board from their employers and attended school, but received no payment.

As shown in the methodology section, the children consulted were also working in other sectors including construction work; working in a shop; paid childcare; making handicrafts; working in the weaving and textile industry; shoe shining; factory work; hotel and restaurant work; making deliveries and transporting; carpentry; work in the fishing industry; paid animal care; hairdressing; cleaning cars, buses and tombstones; begging; work in massage and dance parlours; and sex work. Thus, the examples shared in this chapter represent just some of the types of work children are engaged in, in order to introduce the diversity of those tasks, and the ways in which children combine work and studies, and rest and play.
3.2 Diverse childhoods

Listening to the views and experiences of working children through the Time to Talk consultations highlights the diverse contexts in which children work, revealing the importance of approaching and understanding children and their work in a wider context. This section illustrates how gender, sibling order, rural/urban location, and seasons influence the type and amount of work children do (Morrow, 2015). Additional case studies and analysis concerning other factors that influence children’s work such as, conflict, migration, family structure, disability, and sexuality, are shared in later chapters. We promote the use of a socio-ecological framework to focus on the child as a social actor, in the context of their family, work place, school, community, and society (Brofenbrenner, 1994).

Children’s development and well-being is influenced by the people and environment with which they interact, as well as by broader structural issues. Closest to the child is the micro-system which includes children’s most immediate connections, usually comprising family members and peers. The next circle, the exo-system, includes immediate structures, people, and services with which the child regularly interacts including the community, school, workplace, local government and local services. The meso-system represents the wider social setting, also known as laws, economic systems, and cultural and socio-political factors that influence the child and family (Brofenbrenner, 1994). The child is recognised as an active agent who can influence these systems, while also being influenced by them. Furthermore, these systems are inter-related; transformations in one can affect the others (Brofenbrenner, 1994). The socio-ecological framework also helps to recognize protection and risk factors which negatively or positively influence the outcomes of children’s work, as well as identifying working conditions that help or hinder children from fulfilling their aspirations (Woodhead, 2004).

The majority of girls and boys consulted emphasised their obligations to undertake housework to support their families. Despite socio-cultural practices to assign some types of housework based on gender—such as cooking tasks to girls—many boys consulted also combined household responsibilities with school, or with other types of work. In diverse contexts especially in Africa, Asia, and Latin America both girls and boys took on housecleaning, dishwashing, cooking, water, and firewood collection; care of younger siblings, care of animals; and agricultural work for their families. Furthermore, in different regions, both girls and boys were involved in diverse types of paid work including agricultural work; brick and stone making; domestic work; gold mining; small-scale vending; textile and garment industry work, and waste collection.

Gender roles, household and agricultural tasks, and other work:

Helping families with tasks at home was often taken for granted by children and adults. For example, CAC members from Kosovo did not consider household chores to be work.

Number of girls and boys consulted who undertake household and agricultural work

The sample of children consulted in the Middle East and Europe was very small, thus it is harder to identify patterns and trends in these two regions.
Although boys and girls are both taking on household and agricultural tasks, in many socio-cultural and religious contexts in Asia, Africa, Latin America, Europe and the Middle East, there are different expectations about what work girls and boys are expected to do. Parents and caregivers tend to reinforce existing gender norms, assigning tasks that have been traditionally assigned according to gender (Chandra, 2007; Morrow, 2015; Woodhead, 2004). In many countries across each of the regions, there are increased expectations on girls to help their mothers with housework; and there are sometimes increased expectations on boys to look after the livestock, help with agricultural work, or to earn a living. For example, adolescent girls from a rural community in Kyrgyzstan explained how ‘mothers try to teach daughters to manage house chores from an early age since it is a shame not to be able to do housework such as baking bread, cooking well, doing laundry and milking a cow.’ In a rural village in Zimbabwe, children aged 9 to 14 described how boys tend to be involved in harder tasks than girls… Girls mainly clean, fetch water and cook whilst boys are involved in ploughing, weeding and herding cattle.’

Role of elder siblings

In many socio-cultural contexts, elder siblings tend to take on more responsibilities within households, including caring for younger siblings, and/or taking on the responsibility of earning an income to support family members (Boyden, et al., 2016; Morrow, 2015). For example, boys and girls in Kyrgyzstan, aged 11 to 16, mentioned that when their parents are at work, the elder children usually take care of the younger ones. While some older siblings expressed pride in taking on extra responsibilities, some children identified it as a burden. A 14-year-old girl in India shared how ‘being the eldest in the family, all work burden comes on me.’

Anecdote

In a plenary discussion among 8 to 12-year-old Roma children who worked in Albania, girls said that they were not obliged to do the housework, so they could have time to study. However, boys felt that they had to work so that they could contribute to the family’s earnings.

Urban, rural or camp location

The consultations’ findings revealed that most children contribute to housework in urban and rural settings. However, children living in rural settings have far more agricultural and animal husbandry responsibilities, compared with children in urban settings or in camps (Cussianovich & Rojas, 2014; Morrow, 2015). Furthermore, some children in rural areas generally have longer commutes to school, and less access to public transport. Thus, some children in rural areas struggled to arrive at school on time, find time for all their housework in urban and rural settings or in camps (Küppers & Ruhmann, 2016). The consultations’ findings revealed an increased risk of dropping out of school due primarily to challenges in accessing quality education. The boredom faced in the camps was another push factor for children to engage in work (Küppers & Ruhmann, 2016).

Case example 2

Farid24 is a 17-year-old boy from Syria currently living in Serbia. Together with his parents and his two younger sisters, he left Syria because of the war. For the last two years he has worked as a mechanic for a private entrepreneur. He works eight hours a day, six days a week, with up to five hours of overtime. He receives cash in hand for his work, and is not provided with health insurance. He felt he had to start working because his father was sick. As the eldest child, it was presumed that he would work and provide money for the family. Prior to working, he had completed seven years of study. He said he would prefer to not have to work, however, he believes that he has now mastered the skills of a mechanic and that it could be a chance for him to find employment in Germany. He is aware that, wherever he goes, he will have to work.

Note: Name changed to protect anonymity.

Children living in camps confronted an increased risk of dropping out of school due primarily to challenges in accessing quality education. The boredom faced in the camps was another push factor for children to engage in work (Küppers & Ruhmann, 2016).

Children living in urban settings had more opportunities to earn an income through informal jobs such as waste collection, shoe-shining, and small-scale vending. Meanwhile, children in rural areas had more opportunities to sell agricultural products that they had harvested, or animals that they had raised. Children working in urban settings faced increased risks of abuse and violence from members of the general public, as well as harassment from the police.
Different seasons influence the type or amount of work undertaken by children engaged in agricultural work (paid or unpaid). Seasons also have an effect on tasks associated with water collection. For example, children in Kenya and Zimbabwe described how they walk long distances in search of water for household use in the dry season. In the rainy season, they had to help their parents plant crops. After the harvest, children sold their harvested goods at the market.

In Nicaragua, adolescents spent nine months (February-November) in school while helping their parents with housework. From October to January, children helped their parents harvest coffee. Children living in rural communities in Argentina, Bangladesh, Burkina Faso, Ecuador, Ethiopia, Guatemala, and Tanzania also described how their agricultural work was more intense during the sowing and harvesting seasons. A 16-year-old girl from Argentina also explained, ‘During harvesting season we do things like looking after younger siblings or cooking because our parents are not there, they are harvesting.’

Some children consulted in Syria and Albania described how they change jobs according to the seasons. Female Syrian refugees who were consulted in Turkey shared how they work in a large wood workshop during the winter and then pick cotton in the summer. Some Roma children living in Albania collect hashish with their parents in the summer season, and are involved in waste collection and recycling in the winter.

In addition, a few children in India and Nepal described how they migrate with their families for work in different seasons. Other children are left behind, often with their grandparents or other relatives when their fathers, mothers or both, migrate for work. In one rural community in India, girls who were consulted aged 8 to 12, described how water shortages have led to seasonal migrations: ‘If there is no cultivation in our village due to lack of water, we move to different places with our parents in search of work, or we are left with the relatives to take care of the sheep at home.’ Some boys who were shepherds in India spent a few weeks away with the sheep during the summer season.

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Some children consulted in Syria and Albania described how they change jobs according to the seasons. Female Syrian refugees who were consulted in Turkey shared how they work in a large wood workshop during the winter and then pick cotton in the summer. Some Roma children living in Albania collect hashish with their parents in the summer season, and are involved in waste collection and recycling in the winter.

Key policy and practice considerations emerging from chapter three:

The socio-ecological framework can aid policy makers and practitioners in better understanding children and their work in the context of their families; communities; and broader socio-cultural; political and economic factors. Children and parent/caregivers’ perspectives should be listened to and taken into account. Both will help to identify relevant policy measures in the best interest of the child, for each individual context.

Contextual understanding and analysis that is sensitive to gender; age; children’s agency; family structure; sibling order; ethnicity; disability; sexuality; conflict; geography; and other factors is crucial to understanding childhood diversity. Contextual analysis is needed to inform the development and implementation of policies and programmes that are in the children’s best interests.

Flexible school timetables and curricula which can be shaped to children’s needs, adjusting for the seasonal work of children and families, may support child retention rates in schools and increase learning (Morrow, 2015; Orkin, 2010).
4 ‘Why, why, why?’: Motivations and reasons for children’s work

“My family is poor so I want to help in anyway I can, so that I can remain in school and achieve my dream becoming a teacher.”

15-year-old boy, Zambia
It is crucial to understand the different motivations and reasons for children's work in order to inform practice and policy developments which support children's well-being, development and protection in diverse contexts. This chapter draws findings from individual interviews, questions and interviews with children about their reasons for working. Findings from focus groups and activities using the ‘why, why, why’ activity also revealed children’s motivations and reasons for work. Here, children did not always mention the top three reasons for their work. Seven children’s advisory committees (in India, Indonesia, Jordan, Kosovo and Peru), along with working children in 24 consultations in Bangladesh, Germany, Iraq, Jordan, Lebanon, Mexico, Peru, Rwanda, Tanzania, and Serbia openly explored reasons and motivations for children’s work, including underlying causes through the ‘why, why, why’ group activity.

Findings from individual interviews regarding how much children have to do to work, as well as their values and preferences for work, were also considered in the interview responses and interviews with children. This chapter also shares findings from focus group discussions and activities using the ‘why, why, why’ activity.

Findings from individual questions regarding how much say children have in their work, as well as relevant findings from focus group discussions relating to children’s contributions to decision-making processes, are also shared. The research team endeavored to consider the context in which children engage in work, their motivations and reasons for their work.

Findings from focus groups and activities using the ‘why, why, why’ activity also revealed children’s motivations and reasons for work. Seven children’s advisory committees (in India, Indonesia, Jordan, Kosovo and Peru), along with working children in 24 consultations in Bangladesh, Germany, Iraq, Jordan, Lebanon, Mexico, Peru, Rwanda, Tanzania, and Serbia openly explored reasons and motivations for children’s work, including underlying causes through the ‘why, why, why’ group activity.

### 4.1 Motivations and Reasons for Children’s Work

#### Why?

<table>
<thead>
<tr>
<th>Reason</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>To help parents or family members</td>
<td>1066</td>
</tr>
<tr>
<td>To meet basic needs</td>
<td>591</td>
</tr>
<tr>
<td>Poverty/Family struggle</td>
<td>543</td>
</tr>
<tr>
<td>Desire to earn money</td>
<td>208</td>
</tr>
<tr>
<td>To continue education</td>
<td>346</td>
</tr>
<tr>
<td>Enjoyment</td>
<td>202</td>
</tr>
<tr>
<td>Desire for a better future</td>
<td>104</td>
</tr>
<tr>
<td>To learn skills</td>
<td>183</td>
</tr>
<tr>
<td>To stay busy</td>
<td>53</td>
</tr>
<tr>
<td>Parents place less value on education</td>
<td>53</td>
</tr>
<tr>
<td>Poor quality education</td>
<td>46</td>
</tr>
<tr>
<td>For health and sanitation</td>
<td>53</td>
</tr>
<tr>
<td>Low family income</td>
<td>12</td>
</tr>
<tr>
<td>Insufficient harvest</td>
<td>5</td>
</tr>
<tr>
<td>Due to conflict/disaster/migration</td>
<td>9</td>
</tr>
<tr>
<td>Limited or no access to educational facilities</td>
<td>14</td>
</tr>
<tr>
<td>Lack access to quality education</td>
<td>2</td>
</tr>
<tr>
<td>Limited or no access to educational facilities</td>
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<tr>
<td>Parents place less value on education</td>
<td>2</td>
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<tr>
<td>Enjoyment</td>
<td>19</td>
</tr>
<tr>
<td>For health and sanitation</td>
<td>19</td>
</tr>
</tbody>
</table>

* Total number of responses per motive/ reason

Desires to support families
Family obligations
To be praised or rewarded
To avoid punishment
Low family income
Insufficient harvest
Due to conflict/disaster/migration
Limited access to free, quality basic services
To purchase non-basis needs
To pay school fees
To spend time in nature
Like the activity
To exercise
To be independent
To purchase educational materials
To earn money to have a home
To create a better life
To succeed in the future
Due to conflict/disaster/migration
To have something to do in their spare time or during school holidays
To avoid boredom
To be more active
To return home (in the case of migration)
To get married
To exercise
To return to the future
To avoid boredom
To keep the house/environment clean
To exercise
To create a better life
To succeed in the future
Due to conflict/disaster/migration
To have something to do in their spare time or during school holidays
To avoid boredom
To be more active
To return home (in the case of migration)
To take money to have a home
To create a better life
To succeed in the future
Due to conflict/disaster/migration
To have something to do in their spare time or during school holidays
To avoid boredom
To be more active
To return home (in the case of migration)
Regional differences:
Helping parents or family members was the main reason provided by children in all regions except the Middle East.\(^7\) For the second reason, there were interesting nuances with children from Africa and Latin America more frequently mentioning work to meet their basic needs, and children from Asia more frequently emphasising poverty and family struggles. Poverty and family struggles, and meeting their basic needs were the first and second main answers for children from the Middle East. Only in Latin America was enjoyment for work the third reason to work, while in Africa and Europe\(^4\) the third main reason was a desire to earn money to spend on themselves.

Gender differences:
The top reasons and motivations expressed by girls and boys were similar; for both, their main reason was a desire to help their families. However, boys placed slightly more emphasis on the practicalities of working to meet their basic needs, while girls focused more on their family's struggles, most often how poverty was affecting their family (see table below). Both girls and boys were motivated to work to continue their education. Overall, boys placed slightly more emphasis on their desire to earn money, over a desire to acquire new skills, whereas girls placed equal emphasis on these two aspects. Enjoyment of work was similarly emphasised by both girls and boys.

Age differences:
Among 8 to 12-year-olds and 13 to 18-year-olds, the four most frequent reasons and motivations for children to begin working were similar, namely to help families; meet basic needs, especially when faced with poverty or other family struggles; and to continue their education. However, in terms of other reasons and motivations, adolescents placed more emphasis on their desire to earn money to purchase non-basic needs, and to be independent, than younger children. Learning skills and enjoying their work was emphasised by some 8 to 12-year-olds and by 13 to 18-year-olds.

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\(^7\) In the Middle East the sample was small (63) and the majority of children consulted in the Middle East were Syrian refugees or internally displaced persons within Iraq.
\(^8\) Europe was a small sample (57) so findings from this region are tentative.

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\(^{29}\) List compiled with number of mentions in parentheses.
In four out of five regions (Africa, Asia, Europe, and Latin America), helping families was often the first, and most frequently-mentioned reason for children to explain why they work. In diverse socio-cultural contexts, girls and boys of different ages help their families with work, especially with household and agricultural tasks. However, some children viewed their family obligations in a more negative light. For example, a 10-year-old girl in India said due to poverty, my parents are forcing me to work. When describing their individual reasons for work, a minority of children (2.7%), especially from Africa and in particular from Ethiopia, emphasised that they worked either in order to avoid punishment, or to be praised. Children described how they were expected to obey their parents/caregivers, and if some children did not, they were scolded, beaten, or deprived of play or study opportunities. For example, a 14-year-old boy from Ethiopia explained that ‘if I didn’t work, I would not be allowed to go to school, and I would be punished.’ A girl aged between 8 and 12 in the Philippines who sold eggs after school explained ‘I am forced to sell eggs so my mother will not get angry.’

Helping parents to be more productive, to rest, and to strengthen family relationships

Some children emphasised a motivation to specifically help their parents so that their parents could be more productive, or so that their parents could have more time to rest. For example, adolescents with disabilities in Bangladesh described how they work to support their families, to free their parents from busy tasks so that they can relax, because our parents have lots of work. ‘A Syrian refugee boy who was working in Serbia said, I am helping my father to do his job, so he will be faster and more productive.’ Some children work with, or for, their parents in order to spend time with them, and to maintain or improve harmonious family relationships. For instance, a 14-year-old boy from Ethiopia explained that his motivation to work as ‘experiencing more happiness with my parents and spending time with my parents.’ Children helping their parents with agricultural work in rural Tanzania also described how they worked to please their parents.

Poverty and family struggle

More than 500 children consulted emphasised that they were working because their families faced poverty or other struggles. Overall, children demonstrated knowledgeable insights into the toils faced by their families and how this impacted them as children. Furthermore, girls and boys were actively involved in efforts to help alleviate family difficulties, while also trying to pursue and fulfill their own aspirations. For instance, in describing his motivations to work, a 15-year-old boy in Zambia explained ‘my family is poor so I want to help in any way I can, so that I can remain in school and achieve my dream of becoming a teacher.’

Children are working to meet their basic needs due to parents’ insufficient incomes

Many children in Africa, Asia, Latin America and the Middle East highlighted that they were working in order to meet their own or their family members’ basic needs for food, clothes, shelter, and healthcare. Boys working as butchers in Chad explained, ‘we earn money to be able to meet some of our needs, for example, having clothes, eating, and getting healthcare.’ An adolescent boy in the Philippines said he earned money fishing to be able to buy rice. Children described how their parents’ earnings were often insufficient due to low wages and lack of job stability. Thus, children were often asked to earn an income to complement the parents’ earnings. Children’s income was used to pay for food, healthcare, and rent, as well as electricity and water bills. Syrian adolescents who were consulted in Jordan and Lebanon emphasised that they were working ‘to afford the monthly rent.’

Children living on their own without the support of their parents were working to make ends meet for their own survival and basic needs. Some boys consulted in Kenya who were living and working on the streets had stopped attending school in order to spend more time earning an income to meet their needs.
Negatively affected by conflict or disaster

Conflicts and disasters have multiple, negative impacts on children and their families, and they contribute to changes in work allocations based on gender and age, both within and outside of households (UNICEF, 2009). Syrian refugees who were consulted in Jordan, Lebanon, Serbia and Turkey, as well as children who were IDPs in Iraq emphasised how political conflicts had led to family separation; migration; poverty; lack of access to education and health services; and discrimination, all circumstances that had compelled them to work and earn a living (Child Protection Working Group, 2016; Küppers & Ruhmann, 2016).

In Jordan and Lebanon, children consulted mentioned that it was illegal for adult Syrian refugees to work without work permits. This, combined with the high cost rent, pushed children to find work. Syrian refugee children described how the UNHCR assistance was not sufficient, and cash assistance had been stopped for some families when they left the refugee camps. Despite socio-cultural religious beliefs that dictate that girls remain at home in order to take on household work, Syrian girls were being sent out to earn an income. Adolescent Syrian girls who were working in the agricultural sector in Jordan, explained how they were working as ‘the police do not focus on and chase girls when compared to boys and adults, as adults need a work permit.’ Furthermore, some Syrian girls were married, and they were working both inside and outside of the home to meet their families’ needs. For instance, a 15-year-old Syrian girl in Jordan said she was ‘working to support my husband for the apartment rent and other expenses.’

Syrian children also mentioned the challenges they faced in accessing quality education in host countries, including discriminatory and violent experiences that contributed to poor-school attendance. Syrian boys in Jordan mentioned that they used to attend school intermittently, but they quit, due to bullying and harassment from the Jordanian students.

Family structure and family size

Changing family structures and family size were also factors that contributed to the pressure placed on children to find work. For example, some children in Costa Rica, India, Indonesia, Jordan, Lebanon, Tanzania, Thailand, and Peru described an increased need to work when they were orphaned; separated from one or both parents; living with a single or elderly caregiver; or when they were living with relatives. A 16-year-old boy in India said, ‘I work from 9am to 9pm as a lorry driver. Before, I was a cleaner, but now after the death of my father, I have taken on the responsibility of managing the family.’ Children living in poor families with lots of children also faced greater challenges in meeting the needs of all individual family members. A CAC member in India described how ‘our parents cannot afford to send all the children to school. At least some of us have to be earning members.’

Desire to earn money to spend on themselves and to be more independent

Children expressed a desire to work in paid jobs so that they would have money to spend on themselves. Children, particularly adolescents, wanted money to go out with friends, to buy snacks, clothes, shoes, games, jewellery, make-up, and mobile phones, etc. CAC members in India described how ‘we work to earn money to fulfill our wishes. Our parents do not give us extra money to buy the things we like.’ CAC members in Kosovo said they work to have personal earnings ‘...for fun and games.’ In Germany a 13-year-old boy earned money looking after animals to pay for a smart phone, and a 13-year-old girl earned money for clothes.

CAC members from India, Indonesia, Kosovo and Peru highlighted poverty and family struggles as their main reasons for working. The children felt responsible for helping their family during difficult times. CAC members from Kosovo said ‘helping our families is our goal, because our parents take care of us, and we should do something in return.’

Desire to earn money to be more independent

Some children, especially adolescents, described their desire to earn money to be independent. Boys who were porters in Chad said they work ‘to be financially free and fulfill our needs in complete peace.’ A 16-year-old boy who undertook agricultural work in Guatemala said, ‘work is the means to achieve my goal as I want to be independent from my family and I want to buy something or go out with my friends and not depend on my parents.’

To continue their education

Both girls and boys of different age groups from across different regions, stressed that one of their main motivations to work was to be able to continue their schooling. Children earned money to pay school costs, transportation costs or to buy educational materials (Ams, 2013; Boyden et al., 2016; Morrow, 2015; Orkin, 2012; Tañete & Pankhurst, 2017). Adolescents with disabilities who were working in informal sectors in Dhaka, Bangladesh said they work ‘to bear their education costs, to provide tuition fees, to buy school uniforms, to buy books, pens and other stationery.’

Some children from rural areas of Nepal described how they had migrated to urban centres to stay with other families to work as domestic helpers in order to attend schools which had better, quality education. They emphasised ‘though there are schools in the village, there is no quality education, as the village is in the rural area and its development activities are out of sight of the government.’
For enjoyment

Children in the individual interviews cited the fun and enjoyment of work as one of their main reasons for working. During the focus group activities, some children from Albania, Bangladesh, Germany, India, Nicaragua, the Philippines, and Peru mentioned that they enjoyed some types of work, and they especially enjoyed spending time with their friends or family members while working. Some children also explained that they particularly appreciated interacting with animals or having fun in other ways, while working.

A 12-year-old girl in Peru said she helps her family because "I love babysitting." A 13-year-old girl from Paraguay said, "I help because I have fun when I’m going to grace my cows." A 12-year-old girl in Germany said "I love babysitting." A 13-year-old girl in Syria said, "I work to be praised. I work to be praised. I work to work. I work to work. I work to work."

Children from Peru said children generally do not work for pleasure, but rather to meet their basic needs for food and studies.

CAC members from India, Kosovo and Peru were surprised to learn that some children enjoy their work. CAC members from India said "we never have the chance to play during our work. If we play, our parents scold us." Children from Kosovo said they do not have fun working and if they want to have time with their friends, they would rather not be at work. Children from Peru said children generally do not work for pleasure, but rather to meet their basic needs for food and studies.

Children from different geographic and socio-cultural contexts stressed that they earned money for a better future. Girls and boys wished to earn money to have better conditions for younger siblings or for their own future. They also wished to make money to get married, to buy a home, or to return home if they were far from their own homes or countries.

Members of a CAC in India described their drive to earn money to "get a house of our own... as we get exploited by police and other people if we stay on the street, so we need a house." A 15-year-old Syrian refugee girl who was working in the agricultural sector in Jordan said,"I am collecting money to re-build my house in Syria." A 13-year-old girl in Germany said "I love babysitting." A 13-year-old girl from Paraguay said, "I help because I have fun when I’m going to grace my cows." A 12-year-old girl in Germany said "I love babysitting." A 13-year-old girl in Syria said, "I work to be praised. I work to be praised. I work to work. I work to work. I work to work."

Members of one CAC in India felt that if their parents had understood the importance of education they would have sent them to school even during financially difficult times. Some children also said that the quality of education in their schools was very poor and because of this, they constantly failed and their parents failed them.

This constant failure resulted in them dropping out of school and being obliged to work. Children and parents placed less value on education when access to quality education is lacking. For example, when the teacher turns up irregularly, when teaching is poor quality, or when children experience violence or discrimination in their learning environments. These factors increase the likelihood that children will attend school irregularly, or stop attending school altogether (Bryden et al., 2016, Morrow, 2015). CAC members in another rural part of India described how they were sent to work by their family members, simply because they were not attending school. They said they did not go to school because there was no school in the village, there were not enough teachers, there were no teachers in the school, children couldn’t understand what was being taught in school, there is physical punishment, and children don’t speak the teacher’s language.

As described above, Syrian refugee children who were living in Jordan, Lebanon, and Turkey described barriers to education that contributed to school dropout rates. Once children had stopped attending school, they were often bored, so children were also enthusiastic about working to have something to do. Children with disabilities, and children with disabilities, also faced barriers to inclusion, quality education. Children with disabilities who were living in rural villages in Bangladesh underscored the fact that working children with disabilities are not getting proper education due to the lack of disability-friendly educational systems. Furthermore, in a plenary discussion among Roma children who were working in Albania, they described how children were forced to beg and work to maintain their families’ incomes. Consequently, in their community, there were low rates of school enrolment, and high rates of non-regular school attendance, and large numbers of school dropouts.

For health and sanitation

Children, particularly girls who were engaged in domestic work, described how they worked to improve sanitation and cleanliness, in addition to their own health. For example, adolescent girls with disabilities in Bangladesh said, "we should wash dishes and clothes to help the family and maintain hygiene." Children described how they helped grow vegetables so that they could eat nutritious food. An adolescent girl in Indonesia described how she cleaned the house so she could be clean and healthy, and she cared for the cattle so they would be healthy and fat. Similarly, a 13-year-old girl from Paraguay said that her motivation was simply "to keep the house clean."
4.2 Children’s participation in decision-making about their work

It is important to understand the degree to which girls and boys express their views and whether their views influence others’ decisions about their work. However, understanding the extent of children’s participation in decision-making about their work is very complex. Decisions relating to children’s work (whether the child works, what types of work they do, with whom, for how long they work, and in which conditions etc.) often transcend decision-making processes across different settings (family or workplace), and may involve a range of different stakeholders. Many decisions about whether children work and what type of activities they do, are made within families and do not necessarily involve explicit decision-making processes. Moreover, local constructions of childhood and gender norms, impact whether or not girls and boys feel free to express their views concerning decisions affecting them, both within their families and in wider settings. In many socio-cultural contexts, particularly in Asia, Africa and the Middle East, girls and boys are not encouraged to speak up in front of adults or to ask questions, rather they are expected to obey their parents and other elders (O’Kane, 2003a). However, even in contexts where children are not expected to have a say, girls and boys often find ways to navigate and influence social relationships, decisions and actions that concern them (Boyden, 2009; O’Kane, 2003b; Morrow, 2015; Pankhurst, Crivello & Tiumelissan, 2009; Punch, 2003; Woodhead, 2004).

While recognising the limits of the question, children’s responses to questions about how much say they have in decisions about their work revealed that: 26.5% of children felt that they had no say, 18.7% of children had very little say, 31.3% had some say, and 23.3% of children had a lot of say. Proportionately more children in Latin America felt that they had a say in decisions about their work compared with children from other regions. Children in the Middle East and Africa had the least say. This finding is in line with socio-cultural traditions, beliefs, and practices regarding the place and role of children in their families, and in societies in the Middle East and Africa. In those regions, children are traditionally expected to obey their elders. Considering the prevalent patriarchy in many regions and countries, we had expected boys to have more say in decision-making than girls. However, there were similar results for both girls and boys, except in Asia where girls felt they had slightly less say than boys. As children get older they have slightly more say. Adolescents aged 17 to 18-years-old had slightly more say than younger children under the age of 12.

During individual interviews and group discussions, some children from different geographical contexts and working backgrounds emphasised that they felt pressured to work by their parents or caregivers. For example, adolescent girls and boys who were working in the textile and carpet industry in India, described how they had to work against their wishes due to pressure from their families. In a plenary discussion among working boys in Kenya, children explained that ‘when our parents demand that we miss school to go and work, the child cannot refuse.’

Poverty and family struggles compel many children to work. A 14-year-old boy who worked in a market in Iraq said, ‘I am forced to work because of our economic situation.’ A 17-year-old stateless girl living in Thailand described how, due to poverty and a large family size (12 members), her father asked her to start working when she was 14-years-old. Her father made her do construction work, rather than study, and this made her feel dejected and hopeless.

Some children’s wages are paid directly to their parents, and as a result, the children do not have a say in how their earnings are spent. For instance, female domestic workers in Kenya described how their families sent them out to work for rich people and their pay is sent back home, directly to their parents or guardians. Consequently, the child’s needs are not met despite having worked for the money.

26.5% of children consulted said they had no say, and 18.7% had very little say in decisions about their work. One group of children who were consulted in rural Ethiopia said, ‘all children’s work has been influenced by our parents. They control what, why, when, and how children work.’

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<table>
<thead>
<tr>
<th>Regions</th>
<th>No. of children</th>
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<td>AF</td>
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<tr>
<td>AS</td>
<td>200</td>
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<tr>
<td>LA</td>
<td>300</td>
</tr>
<tr>
<td>EU</td>
<td>400</td>
</tr>
<tr>
<td>ME</td>
<td>500</td>
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</table>

Some children have little or no say in the work they do

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Some children have some say in the work they do

In the individual interviews, 31.5% of children said they have some say about the work they do. Children’s parents or caregivers may request them to do certain types of paid or unpaid work, but the child is able to negotiate, and therefore influences some of the decisions about their work. Many girls and boys across different socio-cultural contexts described how they liked to help their parents and they actively participated in household and agricultural tasks and took on other jobs in order to be helpful. For example, an 11-year-old girl from Peru who undertook agricultural and housework explained her motivation thusly: ‘I help because they dress me, they feed me, because they are my parents, and I want to learn.’ Children who were working to help their families in Burkina Faso said ‘we work well to please those who make us happy - our parents.’ Some children were allowed to control some, or all of their earnings. For example, a 15-year-old Syrian girl who undertook paid agricultural work in Jordan said, ‘I feel so happy when I have the money in my hand, and when I get some tips, because the salary is for my family and the tips for me.’ Children were happy when they had some say and influence on how their earnings were spent.

Some children have a lot of say in the work they do

Overall, only 23.5% of children consulted had a lot of say in decisions about what work they do. Regional variations for this group are interesting. For example, 36% of children in Latin America have a lot of say in decisions about their work, compared to 19% in Asia and 18% in Africa. These differences are likely to be rooted in local cultures, but may also be influenced by the increased visibility and status of organised working children in Latin America. However, further research is needed to explore the cultural and socio-political dimensions underlying these differences.

Some children take the initiative to find work and therefore actively influence decisions about what type of work they do. Adolescent boys working as shoe-shiners in Bolivia emphasised that they were working on their own will. Some children sought out work that provided them with opportunities to learn skills or practice a trade that interested them. For example, an adolescent Syrian boy who was working in a clothes shop in Jordan, said, ‘I am learning how to sell and I hope to have my own shop one day.’ Furthermore, many children took pride in managing their responsibilities to support their families and earn a living through honest work.

Participants of the consultations in Nepal

Key policy and practice considerations emerging from chapter four:

- Culturally-sensitive approaches to understanding the different motivations and reasons behind children’s work are needed to inform differentiated practice and policy developments in specific socio-cultural political contexts.
- The relationship between children’s work and education must be further explored and reflected in policy and practice developments, as some children are working in order to continue their education, and children can learn skills through their work (Morrow, 2015).
- Multisectoral, holistic, child-focused approaches are needed to reduce the contributing factors to families’ vulnerability (especially poverty), and to increase families’ resilience to shocks (bad crops, poor health of a family member, disasters, conflict).
- Humanitarian support is needed for children and families affected by conflict, disaster or other shocks. Furthermore, opportunities for parents/caregivers to access decent work and fair wages would reduce the risk of children being involved in forced or exploitative work.
- Increased, multi-agency efforts are needed to transform socio-cultural and political barriers to children’s expression and participation in decision-making at different levels (families, schools, communities and workplace). Coordinated efforts at local, national, and international levels are pivotal for policy makers to have the opportunity to listen to and take children’s views into account.
5 ‘Body Mapping’: Children’s likes and dislikes about their work

“We are always united in the good and bad moments”

Small-scale vendors, Peru
Body mapping activities were used in 118 consultations with groups of children. Furthermore, with the consultation the body mapping was usually undertaken separately with girls and boys.

Overview of ‘Body Mapping’ findings on children’s likes and dislikes:

- **Ears**: Good working conditions, especially characterised by respectful communication with their employers/parents/customers.
- **Heads**: Exposure to violence.
- **Ears**: Being negatively judged by others for being working children.
- **Shoulders**: Bad working conditions, work that is too difficult or carries too much responsibility.
- **Shoulders**: Feeling proud and responsible.
- **Heart**: Being praised and appreciated by family members, employers and others.
- **Heart**: Feeling sad and isolated.
- **Arms**: Risks to and experiences of harm, injury and accidents.
- **Arms**: Earning an income.
- **Arms**: Negative impact on studies/education.
- **Hands**: Learning skills.
- **Hands**: Negative impact on studies/education.
- **Wrist**: Helping and spending time with families.
- **Legs**: Experiencing support, solidarity and protection from friends, parents, and adults.
- **Legs**: Fatigue.
- **Feet**: Seeing and playing with friends while working.
- **Feet**: Frustrations relating to their work efforts and the way they are treated.
During the body-mapping activity, tasks that children most frequently mentioned enjoying:

**Cooking**

- Enjoying household skills, including cooking skills. Children who carried out cooking work often reported having learned new skills, such as preparing food, following recipes, and handling kitchen tools. They also mentioned the benefits of learning through participation, such as developing self-reliance and enjoying the process of creating something delicious.

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**Looking after children**

- Learning self-care, including foresight skills. Children who were involved in caregiving work often reported having learned new skills, such as managing responsibilities, taking care of others, and anticipating needs for future actions. They also mentioned the benefits of learning through participation, such as developing independence and responsibility.

**Housework**

- Learning self-care, including foresight skills. Children who were involved in household work often reported having learned new skills, such as managing responsibilities, taking care of others, and anticipating needs for future actions. They also mentioned the benefits of learning through participation, such as developing independence and responsibility.

**Carrying things (especially food)**

- Learning self-care, including foresight skills. Children who were involved in carrying work often reported having learned new skills, such as managing responsibilities, taking care of others, and anticipating needs for future actions. They also mentioned the benefits of learning through participation, such as developing independence and responsibility.

During the body-mapping activity, tasks that children most frequently mentioned disliking:

**Feet & legs: Aching or injured legs & feet**

- Carrying heavy loads: Children carrying heavy loads often reported having learned new skills, such as managing responsibilities, taking care of others, and anticipating needs for future actions. They also mentioned the benefits of learning through participation, such as developing independence and responsibility.

**Shoulders: Learning life skills**

- Children’s lives and skills about their work:

**Body-Map summary of different types of skills that children acquire through their work:**

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**Body-Map summary of different types of risks (harm and injury) children encounter when working:**

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**During the body-mapping, specific tasks that children most frequently mentioned disliking:**

- **Feet & legs: Aching or injured legs & feet**
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5.1 What children like about their work and good working conditions

The most recurrent themes were very similar across every region, and each theme was emphasised by both girls and boys. However, children who were engaged in paid work placed more emphasis on the advantages of earning money, than children who were involved in unpaid work. In terms of aspects children enjoy about their work and working conditions, the findings indicate that children place a lot of importance on their immediate relationships with their parents/caregivers, employers, and peers and the ways they communicate among each other. Woodhead (2004) describes how the psychosocial impact of children’s work is embedded in social relationships and practices, and it is mediated by the cultural beliefs and values of parents, caregivers, employers, and children themselves. Children are strongly affected by how others value and appreciate their work, and children’s pride in their own achievements contributes to their self-esteem (Aufseeser et al., 2017; Boyden, 2009; Liborio & Ungar, 2010; Morrow, 2017; Woodhead, 2004). Appreciative, non-violent communication between parents/caregivers and children, supports children’s individual development and acts as a protective safeguard (Bireda & Pillay, 2017; Mathews et al., 2014; Liborio & Ungar, 2010; Woodhead, 2004). Conversely, if children feel humiliated or shamed by their work this could be a risk factor and could undermine children’s self-esteem and self-worth (Liborio & Ungar, 2010; Woodhead, 2004).

Children like it when they have good working conditions

When discussing what children liked most about their work, girls and boys revealed characteristics: of relationships and styles of communication; amounts of work and types of work; and support or benefits that enabled good working conditions. In particular, respectful communication was emphasised by children as a key factor in creating a positive working environment.

Good and respectful communication with employer, parents and others

During the body-mapping activities, children from 34 out of 118 consultations34 across 30 countries covering all the regions (Africa, Asia, Europe, Latin America, and the Middle East) shared experiences concerning situations where their parents, employers, clients, or other concerned stakeholders communicated with them politely and listened to them. For example, adolescents with disabilities in Bangladesh said they like it when ‘we speak to parents about our work... when we share our willingness or unwillingness regarding work... and when our parents and others listen to us.’

Children who were working for employers appreciated it when their employers spoke to them politely and respectfully, and when they encouraged them, rather than scolding them. A 14-year-old Syrian boy working in a factory in Turkey said, ‘my employer talks to me in a nice way, which makes me feel happy, and if I mess up something he doesn’t yell at me.’ An emphasis on good communication by employers was particularly emphasised by children who were engaged in paid agricultural work, brick-making, construction work, factory work and shop work in Asia, Africa, Latin America and the Middle East.

Children who worked for employers appreciated it when they were paid fairly and respectfully, and when they were involved in meaningful work. Children from 17 countries across each region emphasised the importance of light or easy work as a necessary condition for work they can do.

Children also enjoyed it when customers, neighbours, and members of the general public communicated with them politely, or gave the children advice. For instance, a 13-year-old girl who was involved in stone mining in Indonesia said she liked it when people told her to be careful at work.

Do easy light work, and work that is not harmful

During the body-mapping activity children from six countries emphasised that they liked it if work was light, easy and harmless. For example, a 14-year-old boy involved in household and agricultural work in Nicaragua, said he likes it when he works somewhere close to where he lives, when people take good care of him, and when his job is easy. Adolescent Iraqi boys who were involved in market work emphasised that they liked it when they carried light things or when the cart they used was not overloaded. Adolescent Syrian girls employed in woodworking shops, and cotton harvesting in Turkey also said they felt happy to carry lightweight things. As we will see in chapter six, children from 17 countries across each region emphasised the importance of light or easy work as a necessary condition for work they can do.

During the body-mapping activity, specific types of work that children most frequently mentioned liked were tasks that they commonly do, or that take place in and around the household. These preferences often reflected gender expectations. Some girls expressed how they liked doing housework, cooking, and looking after animals. Meanwhile, some boys where more inclined to enjoy looking after animals. Even so, some boys still mentioned liking housework. Both girls and boys liked carrying lightweight items; and some girls and boys liked looking after animals.

CAC members in Peru who worked as porters, brick makers and small-scale vendors said, ‘at work there are no good working conditions, good conditions are when they pay you well, they treat you well and here that does not exist, it is very difficult.’

Members of one CAC in India said, ‘we feel insulted when we are only asked to do cleaning tasks like cleaning toilets, washing utensils, carrying out the rubbish, or selecting rags from dustbins.’

This chapter on children’s likes and dislikes about their work and working conditions provides rich insights into children’s views, experiences and feelings about positive and negative aspects of their work and working conditions. Some of the things that children like and dislike about their work reflect some of the reasons and motivations for children’s work.

34 Body mapping activities were used in 118 consultations with groups of children. Furthermore, consultation the body mapping was usually undertaken separately with girls and boys.
Regular breaks; fair and timely pay; support materials and benefits are provided

Other aspects that made for good working conditions, that were explicitly mentioned by children during the body-mapping activity, included: having regular breaks and time off work; being paid fair wages and being paid on time; being supplied with supportive materials (e.g., gloves, goggles, hat); and being given food, clothes, health care or bonuses. For example, children involved in brick making in Nepal approved that they wore protective gloves.

Praised and appreciated by their families, employers, and others

Children from 94 consultations across 29 countries, from each region, highlighted how they like it when they are recognised by their parents, caregivers, employers or others for the work they do. Being appreciated and praised by parents, caregivers or other family members was commonly mentioned by both girls and boys of different ages who were working in different occupations. Recognition was particularly emphasised by girls and boys undertaking housework, thus indicating the importance of being appreciated by parents and caregivers within their home. For example, 8 to 16-year-old boys undertaking agricultural work for their parents in rural Ethiopia, described how they were delighted when their parents appreciated and rewarded them with new clothes after they did different farming activities.

Children’s contributions as paid or unpaid workers within their families appeared to influence the way children were valued within families. Their work and financial contributions interacted with other factors relating to their gender and disability. For instance, girls with disabilities engaged in agricultural work in Bangladesh explained that their family saw them in a more positive light due to the work they carried out, and they liked being complimented for their work.

Being appreciated by neighbours, customers, or others, and recognised as a hard-working person was also enjoyed by children and it motivated them to carry out their tasks. For example, an 11-year-old, Syrian refugee boy who worked as a waste collector in Jordan liked it “when people thank me and say that I am cleaning their country.” Children also liked it when their neighbours or customers appreciated how hard-working they were. For example, a 13-year-old girl who was engaged in stone mining on non-school days in Indonesia said, “I heard people compliment me because I am working to help my parents and they see me as a smart girl!” A 16-year-old boy who helped his parents with coffee harvesting and housework in Nicaragua liked it that people recognized him as an honest, hard-working, responsible and humble person.

Being praised by their employers was highlighted frequently by children from Asia, Africa, Latin America and the Middle East. They were engaged primarily in paid agricultural work; bidi making (cigarette making); carpentry; construction work; dance and massage parlour work; domestic work; gold mining; shop work; and as small-scale vendors. Adolescent boys aged 13 to 17 who were involved in gold mining in Burkina Faso said they liked it when they “hear encouragement in our work and congratulations.” A 16-year-old, Syrian refugee undertaking paid agricultural work in Jordan said she liked it when the employer thanked her for her efforts.

Proud and responsible

During the body mapping, children from 90 consultations, in 29 countries, across every region, emphasised how proud and responsible they feel about their work. Many working children involved in various types of work were proud of their achievements (Morrow, 2015; Woodhead, 1999). Furthermore, some working children stressed that they were proud to earn an honest living.

Feeling responsible and proud

Children and adolescents from different regions and different working backgrounds described positive feelings of pride associated with taking on and exercising responsibilities for their families. For example, 13-year-old girls and boys in India who were involved in handicraft and shop work described how ‘taking responsibilities gives happiness. When our mothers give us responsible work we love it.’ Some children also shared positive feelings about taking care of their younger siblings.

Children’s recognition of their own work efforts and others’ appreciation of their work contributed to some children forming a positive identity as workers (Invernizzi, 2003; Liborio & Ungar, 2010; Morrow, 2015; Woodhead, 2004). Some children liked it when they were recognised and appreciated as good people due to their work contributions. For example, an 11-year-old boy who helped with household and agricultural work in Nicaragua said he liked it when his parents told him he was ‘a good son and a good person.’

Materials: Shovel and sack

And it is done as follows:

First, grab the shovel with both hands. Second, start digging from right to left and the potato will come out. Finally, put the potato in the sack.
Proud of their achievements. Girls and boys of different ages who were involved in a wide variety of work, including agricultural work (paid and unpaid); bidi making (local cigarettes); brick making; dance work; fishing; hotel work; housework; massage work; paid domestic work; small-scale vending; tailoring; textiles and carpet industries; and unpaid housework, all expressed pride in some of their work achievements. For example, to 10-14-year-old boys undertaking household and agricultural work in Zimbabwe stated being happy ‘seeing the fruits of our hard work, especially when we harvest in the fields.’ A 13-year-old girl working in the textile industry in India shared the nearness with which the cloth is stitched makes me truly happy.’

Earning money

Girls and boys who were engaged in paid work particularly emphasised the benefits of earning money. Children from 92 consultations in 29 countries, from each region underscored how they like it when they earn money. Children in diverse contexts also expressed their joy at the prospect of earning money. For example, a 13-year-old boy working as a bus cleaner in Indonesia said, ‘I am happy if there are a lot of buses, as it means that I have many buses to clean and I can give my money to my mother.’

Case example 10

Marta35, a 15-year-old girl in Mexico, was involved in roasting and packing the coffee, as well as housework, caring for sisters and little brothers. Sometimes her parents buy her something she wants in return for her help with the coffee work. This girl said ‘I like what I learn from coffee because I learn the varieties of coffee and it makes me happy because if I finish studying and cannot work in the field I studied, then I already have a tool to be able to start a business. I learn to pay attention, for example when toasting coffee because I am very distracted. I like to be rewarded in my work.’

Learning skills

Girls and boys who were engaged in a variety of tasks and jobs called attention to the fact that their work helped them acquire useful skills. Through their work, some children were able to learn household skills, agricultural skills, trade or professional skills, and life skills (Bourdillon et al., 2010; Morrow, 2013). Children from 73 consultations across 28 countries, covering all the regions, emphasised the benefits of learning skills through their work. In plenary discussions on the most beneficial aspects of work, learning skills was identified as one of the most important benefits of working by both girls and boys. Girls and boys commented how they often learn traditional, household and agricultural skills from their mothers, fathers and other community members. Children also learned skills from working in various trades, particularly if they were trained or mentored with a focus on developing skills.

Helping and spending time with families

During the body mapping, children from 70 consultations across 18 countries across every region, emphasised how they like to work in order to help their families and spend time with them. Some girls and boys worked collaboratively with their mothers, fathers or other caregivers, while other children worked alone, with siblings or other friends. In plenary discussions, helping their families by working was identified by boys and girls as one of the most important benefits of work. For instance, a 14-year-old boy from India who sold bangles, balloons and rings to tourists said, ‘we are happy that we have been able to help our family members.’ To 14-year-old girls who helped with housework in a rural village in Ethiopia felt that helping parents resulted in blessings from God.

Some children described how they benefited from spending time with their family when they helped them with their work. Other children, especially children from rural indigenous communities in Latin America, mentioned how children’s help with work contributes to strengthening family ties. For example, an adolescent boy from one rural indigenous community in Ecuador described how when they were sick or unwell at work, it was their friends who looked after them. Adolescent boys who were street cleaners in Nepal described how the older ones often took care of the younger ones. Other, young friends who are involved in similar work can understand working children’s feelings and emotions and can better support and motivate them. Adolescent girls who worked as small-scale vendors in Peru treasured that ‘we are always united in the good and bad moments.’

Experiencing support, solidarity and protection

During the body-mapping activities, children from 35 consultations across 12 countries from all regions except Europe, mentioned that they liked seeing, chatting, joking, playing, and spending time with friends while working, or while travelling to and from work. Children who looked after animals often had the space and freedom to play with their friends while working. A girl in rural Ethiopia said, ‘when we are looking after the cows we are happy because we are both helping my family, and playing’ to 12-year-old boys working as shepherds in India also described how they were free to play with their friends. Boys who were working as small-scale vendors in Paraguay explained how they liked to share and play football matches with their friends.

Some children participating in 31 consultations from 15 countries also mentioned how they liked to listen to music or sing while working, and that this gave them pleasure. For example, girls in Zimbabwe liked ‘hearing music while sweeping the house.’ A group of girls who were working in the textile industry in India shared how they like to sing songs while working.

35 Name changed to protect anonymity.
36 In Europe the sample was very small (57).
Working outside and appreciating nature

During the body-mapping activity, when talking about things they like to see and smell while working, girls and boys of different ages from diverse contexts emphasised nature and the environment. Children who worked outside had more opportunities to breathe and smell fresh air, particularly if working in rural areas. Girls and boys also liked to see flowers, birds, animals, mountains, lakes and other natural things while working. Boys who looked after cattle and sheep, and green areas and when we see the sheep when we are travelling around natural things while working. Boys also liked to see flowers, birds, animals, mountains, lakes and other natural things while working. Boys who worked as porters said they didn’t like working in a shop in India said she didn’t like it when, ‘I am scolded by my boss despite having done good work.’

The most recurrent aspects that children dislike about their work were very similar across every region. While themes were similar for girls and boys, girls placed more emphasis on the dangers of sexual abuse and harassment while working. Children’s dislikes concerning their working lives primarily related to violence, harm, mistreatment and being judged. These have negative impacts on individual children’s physical, social, and emotional development and well-being (Garcia et al., 2004; Liborio & Ungar, 2010; Woodhead, 1999, 2004). Across the world, adult/child power relationships contribute to environments where children face an increased risk of harm in the workplace, as well as to situations where children might be required to compromise their time for studies in order to work (Boyden et al., 2009; Morrow, 2017).

Exposure to Violence

In 105 out of 118 consultations across 35 countries from all regions, children shared their concerns of, and experiences with, different forms of workplace violence. The consultations revealed widespread instances of verbal abuse and scolding and threats from employers, parents and others, both in the household and in wider work settings (Bourdillon, 2007; Woodhead, 2004). Children also shared their experiences of physical abuse and violence in the workplace. Furthermore, some children, particularly girls shared their concerns of facing sexual harassment and abuse at the workplace or while travelling to and from work. When discussing the most significant challenges associated with children’s work, some groups of children, particularly children from Asia and Latin America, emphasised the risk of violence and abuse.

CAC members in Kosovo mentioned that being abused during work was the thing they hated most. Emotional and physical abuse discouraged them. Nevertheless, if their families were experiencing difficulties, they would continue working, despite the violence they faced, in order to help support their families.

Facing verbal abuse, scolding or threats from employer, parents, or others

When discussing what they disliked in their work, children from 30 countries from every region, shared concerns of verbal abuse, and/or scolding and threats from their parents, employers, co-workers and clients.

Being scolded, threatened or insulted by their employer was a commonly reported reason for disliking their work. Some children described how they were scolded for being late, for not working fast or hard enough, or for making mistakes. 11-year-old boys who were involved in agricultural work in Nicaragua said they didn’t like it when, ‘we are scolded by employers or parents when we do something wrong.’ Many children were verbally abused or insulted without any reason. For example, an 11-year-old girl who was working in a shop in India said she did not like it when, ‘I am scolded by my boss despite having done good work.’

Some children’s employers threatened them by saying that they would not be paid, or would be paid less, unless they worked harder. Being scolded, threatened, or verbally abused, generally made children feel dejected, and resentful. A boy who worked as a brick maker in Peru shared ‘my heart hurts when they shout for me to move forward and I’m sad, I’m angry.’

Being scolded or insulted by clients, the general public or co-workers was also mentioned by children. For instance, adolescent boys in Chad who worked as porters, said they didn’t like it when people scolded them or were drop ‘luggage’. Some children with disabilities who were working in Bangladesh commented that some people teased or insulted them because of their disabilities.

This behaviour was not only limited to clients and co-workers, as some children also cited being scolded or threatened by parents or caregivers. Some girls and boys were scolded by their parents or caregivers for not
Completing all tasks that were expected of them, or for making mistakes. A boy in rural Burkina Faso who had to look after the cows explained how he did not like it ‘when our parents scold us because we lost an animal, they reproach us for having fun and not being attentive.’ Some children were also threatened with a beating if they did not work.

Hearing people use bad language, arguing or fighting was also brought up in consultations. Many children mentioned that they hear their employers, parents, co-workers or members of the general public fighting or using bad language in their workplace. Children were also exposed to bad language and fighting when working on the streets.

Facing physical abuse and violence from employers, parents, caregivers, and others

Children from 25 countries covering every region shared their dislikes of experiencing or witnessing physical abuse and violence while working.

Being beaten by parents, caregivers or other relatives was highlighted by both girls and boys from different working backgrounds in diverse locations. Adolescent girls from Bangladesh described how their parents, uncles or aunts beat them if they did not complete their work. A 13-year-old boy who worked as a waste collector in Indonesia said, ‘I am sad if my mother does not allow me to play and hit me’. Girls from a community in the Philippines described how they didn’t like it when they despised it when they

Example

...and I told my grandmother that I do not like that work. My grandmother hits me. I cry and cry a lot. That day I was not happy because I did not have time to play many games. This is the child labour.

Poem about child labour by a 10-year-old girl working in her grandmother’s house, Zimbabwe

Sexual harassment and abuse, especially for girls

Children from 14 countries in Africa, Asia, Latin America and the Middle East highlighted concerns about sexual harassment and sexual abuse. Worries relating to sexual harassment were particularly emphasised by girls from Asia, Latin America and the Middle East. For example, a boy said, ‘I should not stop anywhere when scavenging because it is dangerous, there are drug users everywhere.’ An 11-year-old Syrian boy who was working as a waste collector in Jordan described how there was a gang of children who carried knives, who had once beaten him up and stolen the things he had collected.

Girls often heard sexual comments and teasing from male employers, co-workers and members of the general public. Adolescent girls working in shops in India described how they did not like it ‘when the wrong people touch them in the wrong places.’ Syrian adolescent girls who were engaged in agricultural work in Jordan, also described their employers’ inappropriate behaviour, like touching them while showing them how to work. Adolescent girls who worked in massage parlours and as dancers in Nepal faced increased risks of sexual harassment. One 16-year-old Nepalese girl who was a dancer described how the clients were abusive as they sat very close to us, dancing with us, asking for our contact numbers, and they propose that we go with them and stay the night.’

Some boys also mentioned concerns about sexual abuse from their peers and from adults in the workplace. A boy who was working as a waste collector in Indonesia said, ‘I feel really ashamed when my friend asks me to open my pants and touches me in my private area.’ An adolescent boy working as a small-scale vendor in Peru also described his fears when female prostitutes and transvestites suggested that he go to hotels with them.

Fear of gang violence and violence on the streets

Some children who worked as small-scale vendors and waste collectors in Asia, Latin America and the Middle East expressed fears of gang violence, drug use, and street violence. For example, a boy who worked as a waste collector in the Philippines said, ‘I should not stop anywhere when scavenging because it is dangerous, there are drug users everywhere.’ A 11-year-old Syrian boy who was working as a waste collector in Jordan described how there was a gang of children who carried knives, who had once beaten him up and stolen the things he had collected.

CAC members in Indonesia and Peru said children sometimes faced accidents or injuries when they worked. In addition, working long hours also resulted in fatigue, stress and frustration.

Police harassment

Children working on the street as small-scale vendors, waste collectors, street cleaners, and shoeshiners, in addition to refugee or stateless children working in broader sectors, faced increased risks of police harassment. Many children had been scolded and threatened by the police and some children had even been arrested. Some children selling goods on the street had had their goods confiscated. Girls who

worked as small-scale vendors in Peru said they did not like it when the police came and will not let me work, and when municipal officials remove merchandise from vendors.

Experiencing harm, injury and accidents

Previous experience with and the potential of bodily harm, injuries and accidents in different types of work was underscored by girls and boys of different ages from diverse contexts. Children from 101 consultations across 31 countries covering all the regions shared their concerns of experiencing harm. Through different forms of work children experience fatigue, injuries, accidents and other forms of harm (Crivello & Boyden, 2014; Liborius & Unger, 2010; Mortow, 2007; Morrow & Vennum, 2012; Woodhead, 2004). One of the most significant challenges of working, for children from Africa, Asia and Latin America was the potential risk of harm and accidents.

The table on the following page illustrates different types of harm or risks that were most frequently mentioned by children engaged in different types of work.
Type of children's work

**Agricultural work**
- 1. Aching or injured hands or arms
- 2. Harm due to pesticides & chemicals
- 3. Aching or injured feet or legs
- 4. Aching shoulders
- 5. Eye problems

**Construction work**
- 1. Aching or injured feet or legs
- 2. Harm due to dust
- 3. Aching or injured hands.

**Housework**
- 1. Harm due to dust or smoke
- 2. Aching or injured arms & hands
- 3. Aching or injured feet or legs
- 4. Accidents at work
- 5. Aching shoulders
- 6. Headaches

**Mine work**
- 1. Accidents at work
- 2. Harm due to dust
- 3. Aching or injured hands or arms
- 4. Accidents at work
- 5. Aching shoulders
- 6. Headaches

**Textile & garment work**
- 1. Harm due to dust
- 2. Aching or injured hands or arms
- 3. Aching or injured feet or legs
- 4. Accidents at work
- 5. Aching shoulders
- 6. Eye problems

**Brick & stone making**
- 1. Aching or injured hands or arms
- 2. Aching or injured feet or legs
- 3. Harm due to dust
- 4. Sore shoulders
- 5. Eye problems

**Small-scale vending**
- 1. Aching or injured hands or arms
- 2. Aching or injured feet or legs
- 3. Eye problems
- 4. Sore backs

**Waste collection**
- 1. Aching or injured feet or legs
- 2. Harm due to dust
- 3. Aching or injured hands or arms
- 4. Sore shoulders
- 5. Headaches

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**Bad working conditions**

Children from 94 consultations across 35 countries from all regions shared their experiences with negative working conditions including: carrying out work that is too difficult; facing too much responsibility or pressure at work; being paid too little or too late; and not having enough time to rest. Some children emphasised having too much responsibility and being exploited as the most significant challenges they faced while working.

**Work that is too heavy**

Children from 75 consultations from across 28 countries who were involved in agricultural work; brick making; construction; paid domestic work; gold mining; housework; small-scale vending; stone mining; textile and carpet work; and waste collection shared their opposition with carrying heavy loads. For example, boys who were working in gold mines in Burkina Faso described how they did not like lifting iron bars to crush ore, nor having to lift 20 litres of water at a time. A girl doing housework in rural India said she disliked it when she had to carry fire wood and heavy sacks. Adolescent boys who were working in markets in Iraq explained how they did not like to carry heavy boxes of vegetables, and that sometimes they were ‘requested to carry heavy things to the car and we were beaten when we could not carry such heavy things.’

**Work pressure and too much responsibility**

Work pressure and too much responsibility was emphasised by children in 44 consultations from across 25 countries. These children felt that they were given too much responsibility or that they faced too much pressure to complete their work in the allotted time. For example, a 14-year-old Syrian boy, who worked in a textile workshop in Turkey, described how he felt pressured, as they always hear ‘work, work, hurry, hurry, work, work.’ Some girls and boys felt that their work made them feel anxious or stressed due to their heavy workloads. Adolescent boys who were involved in factory work and carpentry work in Costa Rica, who were also attending school, said they did not like it ‘when there are many orders, we are pressed hard to finish fast, it is very stressful.’

Although some children felt proud to contribute to their family’s survival, some children felt overwhelmed under the weight of so many responsibilities. For example, an adolescent girl who worked as a small-scale vendor in the Philippines said, ‘I have big responsibilities that are hard to carry.’

Some children disliked that they were expected to do things beyond their ability. For instance, adolescent boys who worked as paid domestic workers in Nepal, said they did not like it ‘when the employer treats us as adults and makes us work beyond our ability, like when we have to lift heavy loads.’

**Not enough time to rest**

During the body-mapping activity, children from 12 consultations in 8 countries mentioned their insufficient time to rest. This was also significantly highlighted by children during the timeline activity (‘A day in the life of…’). Children with disabilities in Bangladesh who worked as small-scale vendors said, ‘we don’t get time enough to play with our friends and we feel bored.’

**Paid too little or too late for their work**

A few children mentioned that they detested it when they were paid too little or too late for their work. Boys working as butchers in Chad said, ‘while working, what we think we do not like is that we are badly paid and badly treated.’ Girls who worked as small-scale vendors in Bolivia expressed their disappointment when they do not earn much.
Frustrations relating to their work efforts and the way they are treated

Children from 87 consultations from 28 countries from all regions shared frustrations relating to their work efforts and the way they were treated, especially when they worked hard without achieving results.

Children work hard but do not get intended results

Children from 44 consultations in 18 countries expressed frustration that despite their hard work, they did not get their intended results, such as reaping a good harvest, selling enough goods, finding gold, or completing their tasks. An adolescent boy who worked as a gold miner in Burkina Faso said, ‘it is terrible to enter and leave the earth without gold.’ Girls who were small-scale vendors in Bolivia said, they do not like it ‘when we do not finish selling our products, we lose capital and our products spoil!’

Mistakes or mishaps at work, including false accusations

Children from 37 consultations in 15 countries shared worries and frustrations about making mistakes or experiencing mishaps at work. For example, adolescent boys who were brick makers in Chad emphasised that ‘the failures are enormous when one does not master brick making.’ Children did not like it when they were falsely accused of stealing or breaking something while at work. Some children described the fear of becoming domestic workers due to the increased risks of false accusations that job carriers. Adolescent girls who were domestic workers in Mali reiterated this fact when they described how they were falsely accused of stealing, Employer, caregiver, or client dissatisfied with their work

Children from 28 consultations in 14 countries shared their feelings of irritation and sadness when their employers, parents, caregivers, or clients were not satisfied with their work. A 17-year-old girl who sold goods in Peru said she did not like it when ‘customers are disappointed in my work.’

Adolescent girls who were tailors in Chad described how they sometimes made mistakes when cutting patterns and this created conflicts with their customers.

Walking a long way while working or continued standing up while working

A number of tasks undertaken by children, such as looking after animals, fetching water or wood, small-scale vending, and waste collection involve significant physical effort, (walking or standing up for long periods of time) which makes children tired. For instance, a 10-year-old girl who worked as a small-scale vendor in Guatemala said, ‘I get tired of standing and walking a lot.’ A 12-year-old girl who was a brick maker in Peru described how ‘I do not like it because we’re always standing and cannot sit down and we are tired, hurt, and scraped by work.’

Being negatively judged by others for being working children

Being negatively judged by others due to the fact that they work was emphasised by children from 68 consultations across 26 countries covering all regions, especially by children from Latin America. It was mentioned by children working in a wide variety of jobs, especially paid work, including agricultural work, construction work, domestic work, factory work, shoe-shining, small-scale vending, waste collection; and sex work. Woodhead (1999) highlighted how ‘working children (like all children) are deeply sensitive to what others say about them. Negative labels, degrading treatment, humiliation and verbal abuse are all very hurtful, whether this comes from employers, customers, parents, teachers, police or the mass media. There is even a danger that insensitive public debate can contribute to the process.’ (p. 46)

CAC members in Indonesia who worked as waste collectors and small-scale vendors in urban settings said they were sometimes judged and humiliated by people around them and this made them feel shy and sad.

CAC members in Peru also did not appreciate it when people made fun of them as they were working, when they looked at them differently or when they did not understand them.

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Sad when neglected or do not have sufficient care and love from family

Some children also felt discriminated, judged, and neglected by members of the general public. For example, adolescent boys who worked as ‘pushers’ (porters) in Chad said, ‘the others nag us by their looks as we are simple pushers.’ 17-year-old girls who worked in dance bars and massage parlours in Nepal also said, ‘we worry when people think our job is a bad job.’

Feeling sad and isolated

Children from 64 consultations across 24 countries from all regions shared aspects of their work or work-related experiences relating to on-the-job fatigue. Some children explained how they were tired due to: long working hours; getting up early to work or going to bed late after work; walking a lot during work; standing up or sitting down for too long while at work; carrying heavy things; or due to working under the hot sun.

During the body mapping children from 73 consultations across 27 countries from every region shared experiences relating to on-the-job fatigue. Some children explained how they were tired due to: long working hours; getting up early to work or going to bed late after work; walking a lot during work; standing up or sitting down for too long while at work; carrying heavy things; or due to working under the hot sun.

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Negative impact on studies

Children from 36 consultations across 49 countries from all regions shared the negative impact that work has on their studies. As will be further explored in the next section, during the timeline activity and other creative expressions, additional numbers of children emphasised their challenges juggling work and school. Work interferes with children’s education, particularly if their parents do not prioritise their studies, or if children work long hours, late at night, or very early in the morning (Boudillon et al., 2010; Orkin, 2012; Morrow, 2015). Children identified the negative impact of work on their studies as one of the most important challenges of working. Children particularly underscored how work can hamper their education and therefore hinders them from fulfilling their aspirations. Additionally, as will be explained in chapter 6.2, children across 13 countries from all regions explained that work would be viewed as not being suitable for them, especially when it had a negative impact on their studies. Conversely, regularly attending school was identified as a strong protection factor, increasing the likelihood of having positive views towards children’s work.

5.3 How children balance their responsibilities and aspirations

Many children shared a common aspiration to continue their education in order to improve their knowledge and have better future prospects. Many of the children consulted had aspirations to become: accountants; civil servants; dentists; doctors; electricians; engineers; farmers; film directors; firefighters; football players; lawyers; mechanics; motorcycle racers; singers; soldiers; social workers or teachers. A number of children also shared their dreams of becoming parents, and having a home and a healthy family of their own.

Children’s efforts to balance work, school, rest and play

Primary school enrolment rates, and the value placed on education have increased globally (Boyden, 2009; Morrow, 2015). As school systems expand, Morrow (2015) explains that children’s time becomes contested. Other children were struggling to balance their work and studies, and therefore felt that their work was hindering their aspirations. Many children expressed a desire to have more time to study and to be able to continue their education. However, a minority, particularly those who had already dropped out of school, felt that work was more useful to them to meet their current and future needs.
Balancing work, study, rest and play

Some children felt that they were able to balance their work with school, and still have sufficient time to play and rest. Children were better able to find a balance if their parents prioritised children’s education. These children had fewer work responsibilities on school days. Adolescents who studied and worked in the informal sector in Paraguay, described how ‘our parents always stress that we must first prioritise school responsibilities before doing other things.’ Adolescents who were engaged in a range of household, construction, and shoe-shining work in Bolivia explained how they were ‘dedicated to their study because it is important to complete their baccalaureate and then study a profession.’

Some children found it easier to balance their responsibilities if their school sessions were only scheduled in the mornings or in the afternoons (see timelines Two and Six, in Chapter 3). Adolescents in Bolivia who worked as small-scale vendors, waste collectors and fisher- men in the Philippines explained how on school days they divide their day between school and work time. Children with morning class shift work in the afternoon until evening and children with afternoon class shift work in the morning or evening. On non-school days the children spend more time working and doing housework.

It’s Time to Talk!

Learn about a typical day for adolescent children in Nepal who are attending school and making bids

Children who worked as small-scale vendors, waste collectors and fishermen in the Philippines explained how on school days they divide their day between school and work time. Children with morning class shift work in the afternoon until evening and children with afternoon class shift work in the morning or evening. On non-school days the children spend more time working and doing housework.

We get up; wash; study; eat breakfast; go to school; return home; and eat lunch. Some then go for tuition; make bids; help siblings with homework or play with them; help in the kitchen; watch television; study; eat dinner; and sleep.’ These adolescents felt that they achieved a good balance as they were usually involved in making bids during their leisure time and during holidays, and thus this activity did not affect their schooling.

Case example 13

Case example 14

Six adolescent girls who participated in one of the consultations in Jordan were the main breadwinners of their families. Most of their fathers had stayed behind in Syria, or were living in Jordan, but were not allowed to work. The girls felt they could not achieve a work/life balance, as their work prevented them from having any free time. Most of the girls were working from 5am to 6pm, 7 days a week, undertaking paid agricultural work. The girls were paid 5 JOD ($7) a day. By the time they returned home, they were so tired, they were unable to relax or participate in any leisure, sport, or entertainment activities.

When children worked long hours it negatively affected their studies. Adolescents who were working in gold mines in Mali highlighted that ‘we do not have enough time to revise lessons at home. Many of our comrades have dropped out of school to devote themselves to working full-time on goldpanning sites’. Although some children had dropped out of school entirely, they took on even more work that still make it difficult to get sufficient rest and leisure time.

Most important benefits and challenges of children’s work

Following the body-mapping activity, children had opportunities to discuss and identify the most important benefits of their work, along with its most significant challenges. Children in 47 consultations discussed the most important benefits and challenges of their work. The most frequently mentioned aspects across different countries and regions are shown in the table on the following page:

42 local cigarettes

43 Nine from Africa, 16 from Asia, 1 from Europe, 20 from Latin America, and 1 from Middle East
Some children developed dramas, posters or poems about the most important benefits and challenges that they experienced.

Many children recognised that there were both benefits and harms associated with their work. For example, children who were involved in informal work in Kyrgyzstan listed the advantages of their work as: financial independence; life experience; improved communication skills; and helping to support their parents financially. The disadvantages they listed were: not having enough time to study, missing classes, and lack of safety and security.

Some children recognised that different types of work carry different benefits and risks. Adolescent girls who attended school and worked in stone-mining in Indonesia, said the most significant benefit of their work was the fact that their family had additional income to buy food and pay for school fees. In their case, the most important disadvantage was that children had been injured on the job, and they were often tired which made it harder to study. Boys working on the streets in Kenya identified the most significant advantages as: earning money to support themselves and their families, and learning useful survival skills. Disadvantages were: facing physical injury and fatigue; emotional and psychological disturbances due to harsh working conditions; and an increased risk of dropping out of school.

Boys and girls who were working as small-scale vendors in Paraguay said the most significant advantage was selling things to be able to buy things they needed, while the most significant disadvantages were the dangers of accidents and risks of violence, including sexual abuse.

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**The most important benefits of work**
- Helping families by working
- Learning skills and responsibilities
- Earning money and meeting basic needs
- To continue their education as the work they do helps to pay for costs related to schooling

**The most important challenges of work**
- Risk of accidents, including bodily harm
- Risk of being victims of violence and abuse
- Being exploited
- Negative impact on studies

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**Benefits of work:**
1. When they work in a shop, they can leave early.
2. If they earn money, they are happy.
3. They sometimes get a gift from the shop owner as they work well.
4. At the time of their exams, if they are granted leave, it is good for them.
5. They can buy things based on their own choices.
6. If the owner arranges food and snacks it is a very good initiative for them to work harder.
7. If they have a good environment and pure water at the work place, they feel happy.

**Challenges faced in work and the working environment**
1. They are being sexually abused on the road or at the work place.
2. They don’t get equal and proper salary.
3. If they spoil anything at the time of work, the employer admonishes and beats them.
4. They have to work in a bad environment where there are hazards.
5. They cannot commute safely and securely on the road to work due to their disabilities.

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**Case example 15**

Children’s views on the most important benefits and challenges of children’s work by adolescent girls working in shops in Dhaka, Bangladesh.
Case example 16

Eleven males aged 16 to 18-year-old who were sex workers were consulted in a city in Nepal. Three of the boys were attending school or university, while eight of the boys had previously dropped out of school. Some of the boys met clients in hotels, and others met their clients on the roadside. Some of the boys were transgender, and a majority of them would dress up as girls to work. The boys explained that the most significant benefits of their work were: meeting friends in similar situations who understood their feelings well; and learning the art of adaptation, which enabled them to adjust to difficult situations on their own. The most difficult challenges they faced while working were: they are prone to different forms of abuse from different people; they are underpaid; and as a result of inadequate academic qualifications, they may not be able to get a better job in the future. In order to have a better future, it was important for them to receive proper, income-generating skill training and access to formal education, which would focus on cultivating their inherent talents, and help them get off the streets. They also suggested that their parents should find employment, which would allow them to focus on their education. Furthermore, the boys emphasised that the government must ensure the enforcement of non-discrimination laws in the workplace. They despised it when people called them humiliating names such as: Chhaka (Hermaphrodite), Hinjada (Hermaphrodite), Maal (Item/Thing), prostitute, or drama queen.

Working conditions that help and hinder children’s aspirations

Children identified working conditions that helped and hindered them in reaching their full potential.44

The importance for children of finding a balance and only participating in light work is critical. While for some children their work enables them to study, for others work inhibits their education and keeps them from reaching their goals (Morrow, 2013). Furthermore, while some children were learning skills from their work which would help them meet their current and future needs, manual work with limited or no skill development that was not in keeping with their future aspirations. The economic benefits from earning an income often came at a cost due to the hardships faced in their working environments, including the increased risks of emotional, physical and sexual violence. These hardships have long-term effects on their emotional well-being (Liborio & Ungar, 2010; Woodhead, 2004).

Work that allows children to continue education can help them reach their aspirations

As described above, some children were able to balance their work and studies, especially when their parents or caregivers prioritised children’s education, giving children less work on school days. When children were engaged in easy work, they were better able to focus on their studies. Adolescent, working boys in Chad said, ‘for children who work one day a week, their opportunity to study allows them to realise their hopes.’ Some children emphasised that it was thanks to their work that they could continue their education and reach their full potential, as their earnings helped pay for their school costs. A 10-year-old boy who studied and worked in the markets in Mexico said, ‘work and study help me. When I finish school I can find a good job, and my job in the market helps me to pay for my studies.’ By helping with household and agricultural work, children also supported the family income to cover school costs. Children in Zambia explained, ‘by helping our parents to grow crops, we can achieve our dreams.’

...Conversely, work that hampers their education can hinder them in fulfilling their aspirations

Many of children emphasised how work hampers their education and hinders them in reaching their goals, in cases where they have too much work to do, or if they attend school irregularly. A 16-year-old Iraqi boy who worked in the markets said, ‘it affects my education because I have to work, so I cannot focus on my education. This will affect my future.’ When children have too much work to do they are too exhausted and have insufficient time to study and do their homework. Children doing housework in rural Ethiopia said, ‘our current work takes time so we haven’t got enough time to read, so if we want to be doctors it is difficult to achieve our vision.’ Children in Nepal who were working before and after school in the brick kilns, found it hard to concentrate on their studies because they were so tired. They also described how they were punished in school for not submitting their homework, and these experiences discouraged them from following their hopes and dreams. Children who had dropped out of school often had diminished aspirations. For example, a group of adolescent boys in Tanzania who had dropped out of school to work alongside their parents to grow crops, lamented that their dreams for education were no longer achievable.

Learning skills from work can help reach their aspirations

Learning skills from their paid and unpaid work was helpful for some children in meeting their aspirations, especially if they were working in areas that interested them and if skill development was actively supported by adults. The benefits of learning trades and professional skills were particularly emphasised by adolescents, as skills training could form the basis for current livelihoods and career development. A 17-year-old boy who was involved in construction work in Costa Rica wanted to be an architect and he felt that by being ‘in construction I learn how to work.’ A 14-year-old Syrian boy who was working in a mechanic’s workshop in Turkey said, ‘it is a start to accomplishing my dream of becoming a mechanic.’
... However, manual work without skill development can hinder them in fulfilling their aspirations. When children have to undertake work that they have not chosen, or work they would prefer not to do, this prevents them from attaining their goals. Moreover, children emphasised that when they work long hours doing manual tasks that do not develop their skills, they feel discouraged.

Earning money for a better future

Children from diverse contexts emphasised the benefits of earning an income which could support their current needs and aide them in meeting some of their future goals. A 14-year-old boy engaged in agricultural work in Peru explained, ‘I give my money to my mum to keep in the bank as it is for university.’ Some of the Syrian children were working in Jordan were saving money to return to and re-build their homes in Syria.

Nevertheless, violence and hardships experienced at working are harmful to their current and future wellbeing. Children face increased risks of emotional, physical and sexual violence, as well as accidental physical harm and other hardships when working. Violence and abuse, as well as physical harm can have long-lasting, negative impacts on children’s self-esteem and well-being (Woodhead, 2004). For example, adolescent Nepalese girls working in dance and massage parlours, described how their experiences of verbal abuse, physical abuse and other forms of violence coming from employer and clients contributed to emotional stress. As victims of psychological trauma, they had difficulty concentrating on their schooling, and consequently felt their future dreams were unattainable.

Key policy and practice considerations emerging from chapter five:

- Children place great importance on their immediate relationships and the positive styles of communication that they have with their parents/caregivers, employers, and peers. As a result, practices and policies to improve the lives of working children should include a specific focus on efforts to strengthen and improve relationships and communication.

- Children are especially vulnerable to different forms of violence and abuse in the home, workplace, community and in wider society. This increases their risks of being exploited and harmed in both informal and formal work settings. Girls especially face increased risks of sexual harassment and abuse within the work place and en route to and from work. Thus, increased efforts are needed by policy makers and practitioners to prevent violence affecting children, including gender-based violence. They must also make an effort to protect children from sexual and economic exploitation.

- Child-friendly, complaint and feedback mechanisms must be developed and implemented in formal, and informal workplaces and communities, and made easily accessible to children.

- Increased efforts should be made to: support strengthening families financially; to improving access to free, quality, inclusive and non-violent schools in all locations; and to working with parents and caregivers to prioritise children’s time for study.

- Policies and practices should allow and encourage children and young people to take skill learning opportunities, while ensuring children’s protection from harm and exploitation. Opportunities for ongoing formal education, vocational-skill training, and on-the-job mentoring schemes, should be especially developed and encouraged among adolescents.
Overview of work children think they can and cannot do

In 82 separate consultations of girls, boys, and mixed-gender groups, children participated in a mapping activity to list tasks that they thought they could do at their age and any conditions necessary to undertake this work, as well as work that they thought they could not do and their reasons why. Children were also encouraged to underline work that they thought they should do, or should not do. The following tables provide an overview of the types of work that children most commonly suggested they could do and could not do.
Work that is light and easy to do
(in order of frequency) included:

- Necessary conditions for work that children can do
- Provision of necessary tools and materials
- Fair wages
- Work that allows them enough time to play and rest
- Work that does not harm them and is in a safe environment
- Work that does not interfere with their education their homes or in their
- from family members homes and/or where they have support or adults

During the consultations, most groups completed the mapping for work they can and cannot do. Some groups of children also indicated work they think they should do or should not do. Work that at least five groups of children said they should not do is underlined. Work that at least five groups of children mentioned they should do, is underlined.

### Types of work children can do

<table>
<thead>
<tr>
<th>Task</th>
<th>Frequency of groups who consider work suitable for children</th>
<th>Number of groups</th>
</tr>
</thead>
<tbody>
<tr>
<td>Housework - sweeping</td>
<td>Popularly</td>
<td>6</td>
</tr>
<tr>
<td>Domestic work</td>
<td>Regularly</td>
<td>17</td>
</tr>
<tr>
<td>Work in a shop</td>
<td>Regularly</td>
<td>13</td>
</tr>
<tr>
<td>Collecting or cutting wood</td>
<td>Popularly</td>
<td>12</td>
</tr>
<tr>
<td>Tailoring or sewing</td>
<td>Popularly</td>
<td>7</td>
</tr>
<tr>
<td>Hairdresser, barber or beauty parlour work</td>
<td>Regularly</td>
<td>3</td>
</tr>
<tr>
<td>Tailoring or sewing</td>
<td>Regularly</td>
<td>3</td>
</tr>
<tr>
<td>Washing clothes</td>
<td>Popularly</td>
<td>3</td>
</tr>
<tr>
<td>Washing dishes</td>
<td>Regularly</td>
<td>3</td>
</tr>
<tr>
<td>Washing other people's dishes</td>
<td>Regularly</td>
<td>3</td>
</tr>
<tr>
<td>Cooking</td>
<td>Popularly</td>
<td>2</td>
</tr>
<tr>
<td>Helping parents to do their work</td>
<td>Regularly</td>
<td>2</td>
</tr>
<tr>
<td>Going to the shop to buy things</td>
<td>Popularly</td>
<td>2</td>
</tr>
<tr>
<td>Construction work</td>
<td>Regularly</td>
<td>2</td>
</tr>
<tr>
<td>Brick and stone making</td>
<td>Regularly</td>
<td>2</td>
</tr>
<tr>
<td>Mechanic and repair work</td>
<td>Regularly</td>
<td>2</td>
</tr>
<tr>
<td>Driving or being a co-driver</td>
<td>Regularly</td>
<td>2</td>
</tr>
<tr>
<td>Fishing or hunting</td>
<td>Popularly</td>
<td>1</td>
</tr>
<tr>
<td>Factory work</td>
<td>Popularly</td>
<td>1</td>
</tr>
<tr>
<td>Small-scale vending</td>
<td>Popularly</td>
<td>1</td>
</tr>
<tr>
<td>Waste collection</td>
<td>Regularly</td>
<td>1</td>
</tr>
<tr>
<td>Work in mines (gold mines, stone mines)</td>
<td>Regularly</td>
<td>1</td>
</tr>
<tr>
<td>Producing or selling alcohol</td>
<td>Regularly</td>
<td>1</td>
</tr>
<tr>
<td>Collecting or selling wood</td>
<td>Popularly</td>
<td>1</td>
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<tr>
<td>Waste collection</td>
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<td>Popularly</td>
<td>1</td>
</tr>
<tr>
<td>Waste collection</td>
<td>Regularly</td>
<td>1</td>
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</tbody>
</table>

### Types of work children cannot do

<table>
<thead>
<tr>
<th>Task</th>
<th>Frequency of groups who consider work unsuitable for children</th>
<th>Number of groups</th>
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</thead>
<tbody>
<tr>
<td>Wage labourer</td>
<td>Popularly</td>
<td>10</td>
</tr>
<tr>
<td>Wage labourer</td>
<td>Regularly</td>
<td>8</td>
</tr>
<tr>
<td>Wage labourer</td>
<td>Popularly</td>
<td>7</td>
</tr>
<tr>
<td>Wage labourer</td>
<td>Regularly</td>
<td>5</td>
</tr>
<tr>
<td>Wage labourer</td>
<td>Popularly</td>
<td>3</td>
</tr>
<tr>
<td>Wage labourer</td>
<td>Regularly</td>
<td>2</td>
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<tr>
<td>Wage labourer</td>
<td>Popularly</td>
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<tr>
<td>Wage labourer</td>
<td>Regularly</td>
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<td>Wage labourer</td>
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<td>Regularly</td>
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<tr>
<td>Wage labourer</td>
<td>Regularly</td>
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</tbody>
</table>

### Conditions and key reasons for work that was not suitable for children

- Harmful - unhealthy, unsafe or risk of pain, injury or accident
- Began or increases the risk of being in conflict with law
- If it replaces their religion or culture
- It is exploitative / long, working hours
- Increased risk of abuse and violence
- Too difficult or heavy for age or ability
- Increased risk on study
- Negative impact on study

### It's Time to Talk!

- Female-only groups
- Male-only groups
- Mixed-gender groups
- Total number of groups

<table>
<thead>
<tr>
<th>Number of groups consulted that suggested work children should or should not do</th>
<th>Total number of groups</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>30</td>
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<tr>
<td>11</td>
<td>24</td>
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<td>14</td>
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<td>60</td>
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<td>14</td>
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<td>20</td>
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</tbody>
</table>
6.1 Work children think they can do and necessary conditions

 Across the regions, some types of work that were suggested as suitable by both girls and boys included: housework; cooking; agricultural work and gardening; fetching water; small-scale vending; working in a shop; washing clothes; and wood collection. Across all regions, girls and boys of different ages and backgrounds described how they should be involved in household chores to help keep the house clean. This falls under their responsibility as members of the family, and was described by some as light and easy work.

 Gender differences:

 Overall, slightly more boys’ groups than girls’ groups were consulted using this mapping activity, thus the data from both groups cannot simply be compared. However, there were some types of work that were more frequently suggested by girls or boys. For example, more girls’ groups suggested that they could cook; wash dishes; fetch water; look after younger siblings; tailor cloth; or repair work. Thus, children’s ideas of the division of tasks along gender lines. A 13-year-old girl from Argentina said, ‘However, in some consultations in Guatemala and Argentina, girls questioned the fairness of the work they do. I do everything, even making my brother’s bed.’

 CAC members from Indonesia suggested that children could graze cattle, help parents do housework (cooking and cleaning house), keep a shop and take care of a younger sibling. However, they suggested that collecting firewood or water, gardening, and sewing can be harmful for children if the work is difficult. Coming across wild animals, or having to cross rivers, using tools that might injure them, or having to work for long hours may all cause children harm. They also said being a hair stylist or barber often carried a risk of being involved in sex work. In some areas, many salons and spas also offered sex services. Thus, if a child worked in such a salon or spa, he or she would be more vulnerable to prostitution. Our findings indicate how children who are currently working have knowledge specific to the work they are doing. They distinguish between different types of activities that they are involved in, identifying some work activities as acceptable, and others as unacceptable. For example, adolescent boys who were involved in gold mining in Burkina Faso described how most gold-mining activities were harmful and risky and were thus tasks they should not be engaged in, such as going into mining wells, crushing stones, carrying heavy loads on site, or handling mercury and cyanide. However, they also identified a few gold-mining-related activities which carried fewer risks of harm, and consequently suggested they were still capable of ‘looking[ ]for gold in the earth that has already been extracted by grown-ups because it presents less risk of collapse.’

 Differences based on work experience:

 In earlier research with working children, Woodhead (1999) identified that children have a tendency to prefer the work they are currently engaged in, as compared to other work. He suggested that children’s positive evaluation of their own occupations can be taken as an indicator of personal and cultural investment in coping with familiar situations, even when they are hazardous and exploitative. Similar findings were revealed in this study. For example, three out of the five groups who suggested they could take part in brick and stone making, were currently working as stone miners or brick makers in India and Indonesia. The other two groups were girls and boys with disabilities from Bangladesh. A 15-year-old boy in India said, ‘I can do work related with rocks to support my family financially.’ However, six groups of children (one female, four male, and one mixed) also identified brick and stone making as work that children are unable to do. This included some children who were then involved in brick-making in India and who particularly emphasised health hazards arising from this work. 

 Our findings indicate how children who are currently working have knowledge specific to the work they are doing. They distinguish between different types of activities that they are involved in, identifying some work activities as acceptable, and others as unacceptable. For example, adolescent boys who were involved in gold mining in Burkina Faso described how most gold-mining activities were harmful and risky and were thus tasks they should not be engaged in, such as going into mining wells, crushing stones, carrying heavy loads on site, or handling mercury and cyanide. However, they also identified a few gold-mining-related activities which carried fewer risks of harm, and consequently suggested they were still capable of ‘looking[ ]for gold in the earth that has already been extracted by grown-ups because it presents less risk of collapse.’

 51 Children who were involved in brick making in Nepal and Peru did not use the mapping we can and cannot do tool.

 Similarly, 14 and 15-year-old boys who attended school and worked in the fishing industry in the Philippines, identified different types of activities they could do: fishing with nets, fishing rods, arrows, etc.; collecting crabs at night; and selling fish. The same group of boys also identified two types of fishing that they cannot do due to the danger and illegality of these activities: using dynamite to fish, and catching fish during the night.

 Differences were shared regarding small-scale vending:

 22 groups of children (from 11 countries covering all regions) said they could not be small-scale vendors, particularly if it involved carrying heavy goods, or selling things on the street where girls and boys could be exposed to increased risks of accidents, violence, kidnapping, and police harassment. However, 32 groups of children (from 11 countries covering all regions) suggested that they could be small-scale vendors. When discussing why they felt they could do such work, girls and boys placed more emphasis on the benefits of earning money to help their families, meet their basic needs, pay for school fees, and become more independent. Some children also emphasised that they could sell items close to their homes, and that children felt safe if they were accompanied by their parents or other family members. More than 50% of the children’s groups who said they could work as small-scale vendors included children who had direct experience with vending. Even so, 45% of the groups who felt children could not be small-scale vendors also included children with past experience as small-scale vendors.
Work that is light, and easy to do

Children from 19 consultations in 17 countries across all regions emphasised that they can do certain types of work that are light and easy to do, such as sweeping the floor; washing dishes; light agricultural or gardening work; looking after younger siblings; and being a waiter; working in a shop, or hairdressing. For example, girls from a rural village in India said, ‘sweeping, cleaning dishes, mopping and washing clothes is small work, it is easy to do.’ Some work was considered easy and fun. For example, a 12-year-old boy from Indonesia described how ‘looking after my younger siblings is my hobby and it is fun.’ Some girls and boys found water collection easy and light to do if the water source was close to their home, and if they did not have to carry too much water. For example, an 8-year-old in Indonesia said she could collect water as, ‘I just collect water in small amounts and it is easy to do.’

Some children also emphasised the importance of assigning children tasks in view of their age and ability. For example, adolescent girls in Thailand said they could wash dishes, harvest and pick beans, corn and chillies, and help their parents sell something but, ‘the work should be according to their ages and should not be overloaded.’

| Small-scale vendor's drawing of a girl, Guatemala |

Safe environment and work that does not harm them

In describing work that they can do, girls and boys from 20 consultations in 12 countries (from Asia, Africa, Latin America and Middle East) emphasised that it is important to work in a safe environment and to only carry out tasks that do not harm them physically, emotionally or sexually. For example, adolescent boys in Guatemala described how they could work in a store, help in the home, or serve in a business ‘if we do not suffer any risk, and if we are treated well.’ Adolescent girls in Syria and Latin America and Middle East emphasised the importance of working alongside their parents or other adults in order to help their families, to form good family relationships, and to learn skills or receive support from adults. Adolescent girls in Vietnam described how they encouraged and supported their younger siblings to attend school and do their homework. Children from a number of countries also described how they encouraged and supported their younger siblings to attend school and do their homework. Children from a number of countries also described how they encouraged and supported their younger siblings to attend school and do their homework.

Some girls emphasised the importance of working situations that did not expose them to increased risks of sexual harassment and abuse. For example, girls in India emphasised that they preferred to take on tasks outside of their homes, because they did not feel safe going outside of their homes, or with someone of age so that the boy or girl does not run into any incident and can be out of danger.’ As described in earlier chapters, some children are able to continue their studies as a result of their work, as their earnings pay for their school fees or school materials. Children from a number of countries also described how they encouraged and supported their younger siblings to attend school and do their homework. Children from a number of countries also emphasised the importance of working alongside their parents or other adults, and to learn skills by working closely with them.

Support from family or adults

Children from 13 consultations in 7 countries in Africa, Asia and Latin America emphasised the importance of working alongside their parents or other adults in order to help their families, to form good family relationships, and to learn skills or receive support from adults. Adolescent boys who were small-scale vendors in Guatemala suggested that their work was acceptable for children if they ‘sell with their father or with someone of age so that the boy or girl does not run into any incident and can be out of danger.’ As described in earlier chapters, children are able to learn skills by working closely with their parents or other adults, and they get support from their peers.

Members of one CAC in India said it was fine for children to do housework and help with younger siblings, which is preferred to going out of the home to work in unfamiliar surroundings. Female members of another CAC in India also explained how they enjoyed housework as they felt they were helping their mothers and gaining skills.

Work that does not interfere with their education

Another key, necessary condition for work that did not interfere with their education. This was emphasised by children in 12 consultations from 7 countries, primarily from Asia and Latin America. Adolescents girls and boys who were engaged in paid agricultural work in Peru described how the agricultural tasks they were involved in were fine for them to do as the tasks were easy, and they could finish them fast and go to school. As described in earlier chapters, some children are able to continue their studies as a result of their work, as their earnings pay for their school fees or school materials. Children from a number of countries also described how they encouraged and supported their younger siblings to attend school and do their homework. Children from diverse contexts suggested that they, and their parents, should prioritise time for children to be able to study and rest. Adolescents who were working as small-scale vendors in Peru said they can ‘sell but only in the holidays, in hours that we do not run risks. They go out to sell on vacation so as not to harm our studies.’

Some children also emphasised the importance of their education. For example, a group of adolescents in Guatemala suggested that they could work selling crafts or tortillas, as kitchen assistants or as shoe shiners if ‘they are paid well.’

Having enough time to play and rest

As part of the ‘mapping work we can do’ activity, children from 9 consultations in 7 countries from Africa, Asia and Latin America shared their need to have sufficient time to play and rest. Children preferred to do tasks that could be quickly and easily completed so that they had sufficient time to play and rest. For example, girls in India who were doing agricultural and housework with, and for their parents, said, ‘this work is not physically taxing, we can relax and work.’ Adolescent girls in Guatemala said they could work in a store, do housework or care for a child ‘as these jobs are less dangerous and give us more time to play.’ Some children also emphasised the importance of informal jobs that allowed flexible work schedules, giving them sufficient time for study, play and rest.

Fair wages

Some children from Argentina, India and Guatemala suggested that fair wages was a necessary condition to considering work as acceptable for children. For example, a group of adolescents in Guatemala suggested that they could work selling crafts or tortillas, as kitchen assistants or as shoe shiners if ‘they are paid well.’

CAC members from Kosovo who work as waste collectors, in construction sites and helping their families wanted to highlight that they did not get paid enough, and sometimes they work long hours but are not paid for overtime work.

12 The sample of children consulted in Europe was small (57). Thus, just because children in Europe did not mention the importance of a safe environment, it does not mean it is not important to European children.

13 Chapter 53 explores children’s efforts and views on how to balance their work with sufficient time to play and rest.
6.2 Work children think they cannot do and reasons why

Many types of work that children thought they could not do were mentioned by both girls and boys groups, including carrying heavy things, construction work; selling goods on the street; difficult agricultural work (e.g. ploughing); driving; sealing; prostitution; producing or selling alcohol and selling drugs; working in mines; heavy digging; and others tasks.

Gender differences:

As mentioned above, the data between gender groups cannot simply be compared, however, boys groups more frequently suggested that they could not do construction work, steal, sell drugs or do heavy digging. In contrast, more girls groups suggested they could not be involved in prostitution, wood collection, mine work, and paid domestic work. Although both boys and girls had reasons they felt they could not do specific types of work, sometimes these reasons diverged along gender lines. While both boys and girls emphasised risks of physical harm, such as cutting themselves when chopping wood, girls more often than boys pointed to the risks of sexual harassment that are faced when searching for wood.

Increased risks of accidents, injuries and body pain

These were identified by children especially if they were engaged in construction work, factory work, mining, agricultural work (that was heavy or involved pesticides), carrying heavy loads as vendors or porters; or working as waste collectors. For example, adolescent boys in the Philippines said, ‘construction and masonry work is dangerous to children and are physically draining.’ Children in Burkina Faso said they should not participate in gold mining due to disease, risk of injury with pickaxes, dust, landslides that can lead to death, slippage that can lead to fracturing a limb, or taking narcotics to be effective in mines.’ Adolescent girls in Chad said they should not be involved in prostitution due to risks such as disease, STIs, AIDS, hepatitis.

As described in the earlier chapter on aspects that children dislike about their work, jobs that expose children to dust, chemicals or pesticides or otherwise causes harm and injuries should be avoided. In addition, children said they should avoid work that exposes them to fire and the risk of accidents and burning; or work that entails long hours in the sun as this can lead to various illnesses. Being a driver or co-driver (on a bus, rickshaw, or boat) was also identified as work they could not do, both due to increased risks of accidents, and the illegality of under-age driving.

Inacutode

In a plenary discussion among boys who worked as waste collectors in a town in Indonesia, they summarised it this way: although some children think that they can collect waste because they must earn money for their families, some children do not think they are supposed to, because it is dangerous work, putting them at risk of being abused by other people, adults and peers, not only physically, but also verbally and sexually.

6.3 Contrasting boys and girls

In most countries, adolescent boys in Indonesia explained although working as waiters at a billboard cafe or as a drug couriers may earn them money, but these jobs are very dangerous. Children shared stories how some of their friends had become involved in drugs and had been caught by the police.

Some groups suggested that children should not be involved in waste collection, small-scale vending on the streets, or begging as these increase the risk of being in conflict with the law. For example, 10 to 13-year-old children in Myanmar said they should not collect waste as they could get caught by the police. Eight to 12-year-old girls in the Philippines warned against children being small-scale vendors (e.g. selling eggs, spices or snacks) as they recalled their own experiences of being reprimanded by the police, especially if they worked at night. Eight to 12-year-old Roma children in Albania said children should not be involved in collecting recycled materials as their life is at risk, this work is not allowed, and you could be arrested.’ Some children also advised against working as domestic workers in case they were unfairly accused of theft.

Increased risks of abuse and violence

Children of different ages from 20 consultations across 12 countries covering each region in Indonesia highlighted that being a prostitute or selling drugs was illegal or increases risks of being in conflict with the law. Children from 37 consultations across 19 countries covering each of the regions emphasised that there are some types of work that they could not do either because they are illegal, or because they carry increased risks of being in conflict with the law. Children highlighted that they should not get involved in stealing or robbery, prostitution, or selling drugs or alcohol because these activities are illegal. For example, girls in Kenya said they should not ‘peddle drugs as it is harmful, you might be arrested, and it is against our rights.’ Syrian boys who worked as small-scale vendors in Jordan suggested that they should not work in mobile stalls in the streets as it was illegal and may lead to being fined, or receiving jail time. Driving or co-driving buses, auto rickshaws and boats was also illegal for young people under a certain age in many countries. Adolescent boys in Indonesia explained although working as waiters at a billboard cafe or as a drug couriers may earn them money, but these jobs are very dangerous. Children shared stories how some of their friends had become involved in drugs and had been caught by the police.

CAC members from Indonesia highlighted that being a prostitute or selling drugs was very harmful to their future, both physically and mentally.
that there are some types of work, working hours, or types of employer that increase risks of children experiencing abuse and violence. For example, children in a number of different countries emphasised that children should not work late at night as this increases the likelihood of abuse and violence, including risks of kidnapping and human trafficking. Further stressing this point, adolescents in Peru suggested, ‘we should not work in dangerous places, discos or bars due to dangers in the street. When we work late, we see drunken men, prostitutes, and we are victims of robberies.’

Children in a few contexts suggested that they should not work for people that are unknown or unrelated to them as this could open them up to instances of abuse. For example, girls from Kenya, India, Syria, and Indonesia suggested that girls should not be employed as domestic workers as ‘they are vulnerable to sexual abuse by their employer’ (Indonesia), and there are increased risks of mistreatment and denial of rights (Kenya). Adolescent girls in India suggested that they should not be engaged in any type of wage labour as they expressed concerns about the lack of security and possibility of maltreatment. Adolescent boys in an Indian town suggested that neither boys nor girls should be selling things in the street, as both girls and boys were ‘vulnerable to different forms of abuse and violence. For example girls aged 8 to 12 years in rural Ethiopia said they should not be engaged in petty trading, cooking enjera or preparing maize for the local beer as it puts pressure on schooling and studying time.’ A group of former, working children in India further advised that children should not work in any sector that pays them as it deprives children of their right to education (by motivating them to work more). The majority of children emphasised that children should not work full-time, nor should they work during school hours, as it hampers their education. Adolescent girls in Indonesia also suggested that children should not be employed as domestic workers as this work is too demanding for them. Adolescent girls in Nepal also indicated that girls and boys should not be given too much housework as children should not be expected to ‘work continuously from morning till late night.’

Negative impact on study

Children from 19 consultations across 13 countries covering all regions emphasised that children should not be engaged in any type of work that has a negative impact on their studies. For example, girls aged 8 to 12 years in rural Ethiopia said they should not be engaged in petty trading, cooking enjera or preparing maize for the local beer as it puts pressure on schooling and studying time.’ A group of former, working children in India further advised that children should not work in any sector that pays them as it deprives children of their right to education (by motivating them to work more). The majority of children emphasised that children should not work full-time, nor should they work during school hours, as it hampers their education. Adolescent girls in Indonesia also suggested that children should not be employed as domestic workers as this work is too demanding for them. Adolescent girls in Nepal also indicated that girls and boys should not be given too much housework as children should not be expected to ‘work continuously from morning till late night.’

It is exploitative, too long working hours

Children from 12 consultations across 8 countries from Africa, Asia and the Middle East, especially from consultations involving former child workers, said children should not be engaged in work that is exploitative, where they have to work long hours without sufficient time for study and play. Children in India and Kenya suggested that children should not be wage labourers, daily labourers, bonded labourers, or work in factories as it is much more exploitative than other forms of work. Adolescent Syrian girls who were living and working in Jordan also suggested that children should not do ‘factory work as there will be too long working hours.’ Girls from Indonesia indicated that children should not be employed as domestic workers as this work is too demanding for them. Adolescent girls from Nepal also indicated that girls and boys should not be given too much housework as children should not be expected to ‘work continuously from morning till late night.’

It is against their religion or culture

A few groups of children from Asia, Latin America and the Middle

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54 Except Europe where the sample of children consulted was small (57).
55 A traditional food.
From the consultation findings it is clear that there are mixed outcomes for children who work.

Some children benefit from working, for example, because their earnings help meet their basic needs, they feel appreciated and proud to contribute to their families, and they learn new skills. Conversely, some children face negative outcomes from working, for example because they face exploitation, harm, injury, abuse or violence, or they have insufficient time to study, play and rest. Moreover, for most children, the benefits and costs of children's work co-exist (Hobbs and McKechnie, 2007). Thus, in order to develop and implement policies and practices that enhance the protection, well-being and development of children, it is important to identify and reduce risk factors that increase the likelihood of harmful outcomes of children's work, and to identify and strengthen protection factors that contribute to positive outcomes of children's work.
It’s Time to Talk!

Through the initial process of analysing and coding the consultation findings by the consultants, some factors quickly emerged that were identified as possible protection and risk factors. For example, there were a number of different scenarios where children described how they felt safer working at home or close to the home, thus this was identified as a potential protection factor. Conversely, children described how family poverty compelled them to engage in some risky work, so this was identified as a likely risk factor. A list of 20 factors was incorporated into an exercise for use by children’s advisory committee members. This enabled working children to analyse and share their views and experiences concerning these factors to clearly identify them as either influencing positive or negative outcomes associated with children’s work. In addition the CAC members had the opportunity to identify additional protection and risk factors through these discussions.

**Protection and risk factor activity by children’s advisory committees:**

Members of 11 children’s advisory committees undertook this activity (four in India, and one each in Indonesia, Jordan involving Syrian refugees, Kenya, Kosovo, Nepal, Peru and Thailand). CAC members were given:
- flipchart paper with the protection/risk factor headings and +5 to -5 scores; a set of 20 sticky notes, each with a factor written on it; and some blank sticky notes.
- The activity was introduced to the group and they were asked to read each sticky note and to discuss and decide whether the factor on the sticky note was:
  - a protection factor increasing the likelihood of having positive experiences of children’s work. If it is a protection factor place it on +1 to +5. Place it on a higher score (e.g. +4 or +5) if it is a factor that has a lot of significant influence on creating positive experiences.
  - a risk factor increasing the likelihood of having negative experiences with children’s work. If it is a risk factor place it on -1 to -5. Place it on a more negative score (e.g. -4 or -5) if it is a factor that has a strong influence on creating negative experiences.

For each factor, a documenter recorded the score and the reasons provided, including noting any differences among group members. Furthermore, CAC members were also encouraged to add other protection or risk factors that they felt were significant.

To develop the overall scores, a preliminary average score was generated by compiling the results from each CAC. During the process of gaining CAC feedback on the draft report (July – August 2017) CACs also had an opportunity to review and share their feedback on the overall scores and reasons. Members of six CACs (three in India, and one each in Indonesia, Kosovo, and Peru) shared their feedback and new average scores were generated for the final results.

**Note**

If the CAC members thought that this factor did not have any influence on positive or negative experiences they were asked to place it on zero.

Protection and risk factor analysis by one children’s advisory committee in Indonesia
Overall results of children’s advisory committee analysis on protection and risk factors:\(^6:\)

**Protection factors**

- Child regularly goes to school or studies \(+4.8\)
- Child is member of a working children association \(+3.2\)
- Child’s voice is heard in decisions about their work \(+2.8\)
- Child’s working hours are part-time and flexible \(+1.2\)
- Child is only asked to do light work \(+2.6\)

**Risk factors**

- Child is forced to work \(-4.5\)
- Child’s family is affected by poverty \(-3.5\)
- Child works for someone outside of his/her family \(-3.3\)
- Child works late at night \(-4.3\)
- Child is forced to work \(-4.3\)
- Child has a contract with employer \(-2.4\)
- Child’s parents/caregivers have no stable job \(-3.9\)
- Child works on the streets \(-4.2\)
- Child works late at night \(-4.3\)
- Child is requested to do heavy or hazardous work \(-4.3\)
- Child works for someone outside of his/her family \(-3.3\)
- Child does not live with his/her parents \(-4.2\)
- Child / family migrate for work \(-3.2\)
- Child / family is affected by conflict or disaster \(-4.0\)
- Child / family are refugees or stateless \(-4.0\)
- Child works for someone outside of his/her family \(-3.3\)
- Child does not live with his/her parents \(-4.2\)
- Child / family migrate for work \(-3.2\)
- Child / family is affected by conflict or disaster \(-4.0\)
- Child / family are refugees or stateless \(-4.0\)

Additional protection factors:

- Child experiences love, care and guidance from their family
- Good employment opportunities for parents in their own villages and towns
- Government investments in school infrastructure and other basic services
- Child works at home and/or with adult family members
- NGOs are active in promoting children’s rights

Additional risk factor:

- Child or family member is addicted to alcohol, drugs, gambling or internet

\(^6:\) Showing the final average scores of combined results incorporating the CAC consultation, activity results and their feedback on the initial overall findings (shared in the July 2017 draft report).

\(^57:\) Some CAC members also emphasised types of work that were harmful, such as working in hotels, and waste collection; these findings were incorporated into Chapter 6 on work children can and cannot do.
Child regularly goes to school (CAC score range: -3 to +5, average score of -4.8)

Parents valuing children’s education and children regularly going to school has been identified as strong protection factors by children. CAC members from each region emphasised children have rights to education. Through education they can gain skills and knowledge which will help them find better jobs and earn good salaries thus leading to a brighter future. CAC members from India, Thailand and Peru said that knowledge gained in school helps them protect themselves, and when children are educated, they are also less prone to being exploited and cheated. A CAC member from Indonesia encouraged the government to reduce education costs and make the enrolment process easier to ensure that all children have access to school. A CAC member in India also mentioned that providing free lunch at school acts as an incentive to attend, and can reduce the need for children to earn a living. CAC members from Kosovo were straightforward saying that if a child is not in school they will work, whereas while they are at school they have a break from their work and have more time for relaxation. On the contrary, one CAC member in Kenya described how he felt forced to study and preferred to have more time to work.

Peru said that knowledge gained in school acts as an incentive to attend, and can reduce the need for children to earn a living. CAC members from Indonesia encouraged the government to reduce education costs and make the enrolment process easier to ensure that all children have access to school. A CAC member in India also mentioned that providing free lunch at school acts as an incentive to attend, and can reduce the need for children to earn a living. CAC members from Kosovo were straightforward saying that if a child is not in school they will work, whereas while they are at school they have a break from their work and have more time for relaxation. On the contrary, one CAC member in Kenya described how he felt forced to study and preferred to have more time to work.

The majority of CACs identified the benefits of working children organising themselves into associations to have a platform from which children could voice their opinions and to demand their rights. CAC members in Peru emphasised, “If the children belong to an association they can give their opinions and give their proposals to those that will help us to be listened to, and defend our well-being.” Working children’s associations can help working children to collectively defend their rights, to protect themselves, and to negotiate improved working conditions or compensation if they face any accidents. Working children mentioned how they felt protected and made friends in their groups. Through their associations, they could share their experiences and feelings, they could learn about their rights and other new things, they could give each other advice and support, and they could study and play. Being a member of children’s associations also increased children’s self-respect and other people’s respect for them. However, members of two CACs in India suggested that it was better for children to be part of mainstream children’s groups, together with other children attending school, so that they could also attend school and promote child rights more broadly.

Child’s voice is heard in decisions about their work (CAC score range: -2 to +5, average score of +2.8)

Children suggested that there would be a more positive situation for working children if their views and suggestions were heard in decisions affecting them, not only in their homes, but in their workplace, in the community, and in government policies. If adults really listened to children they could take action to reduce risks children face, and facilitate their studies. Children also explained that when their preferences on what work they do, and their working hours are considered by their parents, caregivers or employers, this increases their protection and well-being. However, some CAC members from India, Indonesia, Kenya, and Nepal described how they find it difficult to raise their concerns to their parents or employers. Adults often do not give them choices about the work they do, and they do not listen to their views or preferences. Gender dimensions were also mentioned, as CAC members in Kenya shared that girls’ views are not considered in decisions about their work, while boys’ views are heard. If children defy their parents or employer to follow their choices, they risk being scolded, beaten or having a reduction from receiving their wages. However, CAC members in Peru encouraged children to open the channels of communication with their parents and caregivers, to express their opinions and feelings about what work they do and do not want to do, and have their views taken into account.

Children are asked to do light work (CAC score range: -3 to +5, average score of +2.6)

The majority of CACs indicated that children were more likely to experience positive results from working if they were only asked to do light work. Children described how they could learn skills from light work, gain independence, and help their parents without the negative aspect of becoming too tired. Children said they were happy to do light, harmless work, if they still had time to study, play and rest. However, members from one CAC in India said that there may still be risks associated with light work, for example fetching water from a well may sound like an easy job, but there are risks that the child may fall in the well.

Children are not asked to do heavy or hazardous work (CAC score range: +2 to -5, average score of -4.5)

All the CAC members emphasised that children faced significantly more negative outcomes if asked to do heavy or hazardous work. Results from the wider consultations also validated the fact that undertaking heavy or hazardous work harms children physically and mentally, as they may experience body aches, injuries, fatigue, mental strain, and increased risks of accidents putting their lives in danger. CAC members from India suggested that employers should be severely punished if they contract children for hazardous jobs.

Children face increased risks of negative outcomes when they are working and when they have no voice in decisions about the work they do, or for how long or often they work. Being forced to work increases the possibility of children undertaking work that they do not like, or that may be too heavy or hazardous, thus increasing the danger of health risks and accidents. Children who are forced to work may not have enough time to rest and sleep. Being forced to work also negatively affects children’s emotional and mental health, which can lead to stress and depression. CAC members in Indonesia suggested that children who are forced to work may be more susceptible to drug use.

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Child works late at night (CAC score range: 0 to -5, average score of -4.3)

Children who work late at night face increased exposure to harm, violence, and exploitation. Working late at night also adversely affects children’s...
CAC members emphasised that children’s vulnerability to risks increased when children are separated from their parents, when they are living alone, living with other caregivers, or with their employers. CAC members described how children in this situation may feel insecure and are therefore more likely to get involved in risky or illegal activities and to be exploited. CAC members in Nepal who were living with their employers described mistreatment and a lack of care. CAC members in India emphasized that living with relatives did not assure children’s protection, as some relatives mistreat and exploit children. Findings from the broader consultations provided illustrations of increased risks of children being neglected and exploited by relative caregivers, step-parents, and non-related caregivers.

Child works on the street (CAC score range: 0 to -5, average score of -4.2)

CAC members, especially those who had experience with working on the streets described the dangers they faced. Across the different regions, girls and boys who worked on the streets faced increased risks of road accidents, discrimination, abuse and violence from members of the general public, and police harassment. Children working on the street faced increased exposure to gangs and associated risks of becoming involved in illegal activities. Children also faced physical harm and poor health from pollution on the streets in congested cities.

Child does not live with their parents (CAC score range: 0 to -5, average score of -4.2)

Children who are not living with their parents may struggle to meet their basic needs, they may lack care and affection, and they face increased exposure to exploitation and abuse. CAC members emphasised that children’s vulnerability to risks increased when children are separated from their parents, when they are living alone, living with other caregivers, or with their employers. CAC members described how children in this situation may feel insecure and are therefore more likely to get involved in risky or illegal activities and to be exploited. CAC members in Nepal who were living with their employers described mistreatment and a lack of care. CAC members in India emphasized that living with relatives did not assure children’s protection, as some relatives mistreat and exploit children. Findings from the broader consultations provided illustrations of increased risks of children being neglected and exploited by relative caregivers, step-parents, and non-related caregivers.

Members of one of the CACs in India who had been working on the street emphasised children’s vulnerability to exploitation and violence. Children often face harassment and physical violence from the police.

Child has long working hours (CAC score range: -2 to -5, average score of -4.2)

CAC members described how children who work long hours face increased risks of poor physical and mental health as they will not have enough time to rest and play. They may also face poor education results as they will have insufficient time to study and may have dropped out of school. Children who work long hours will experience mental strain, headaches, fever and other sickness. They may be deprived of sleep which increases their risks of accidents and injuries. Children who work long hours are often underpaid and thus exploited.

Child’s family is affected by conflict or disaster (CAC score range: 0 to -5, average score of -4.2)

Conflict or disaster was identified as a significant risk factor by CAC members. Conflict and disaster leads to: injuries; death; disability; psychological distress; loss of homes and livelihood; displacement; and family separation. Displaced children, who are separated from their parents

Illustration and text by a 16-year-old girl from Tanzania

Case example 19

‘My name is Tausi. 16 I am 16 years old. I live with my step-mother. I do not like to live with her because she mistreats me and gives me a lot of work, heavy work. I dig in the field for many hours, the whole day, I never find time to rest, and I eat once per day. If I explain that I am tired, she does not listen, instead she gives me more work to do, I have to weed tobacco, to water seedbeds for tobacco. The trend of work was too much so I decided to run away and I am now living with my grandmother. My grandmother was happy to live with me; she connected me to the apprentice program where I am learning to be a tailor. I like tailoring I can make my own dresses and in the future I will be making money from tailoring.’

Case example 20

Asif 19 is currently living alone in Serbia. His parents are divorced and he has four sisters, one of whom lives with his mother in Lebanon, one who lives in Jordan and two still in Syria. He first left Syria in 2012 when he fled to Lebanon due to the conflict. At the age of 13, he began construction jobs in Lebanon to meet his basic needs. He worked eight hours a day, seven days a week, but received a low wage. Later he moved to Egypt, where he worked informally, and then he moved to Jordan. In Jordan, he spent most of the time working in a shop to service mobile phones. He worked up to 16 hours a day, seven days a week, where he was paid three times less than the other workers. This was a very hard period in his life, but since he had no other choice, he agreed to the exploitation to allow himself the basic means of survival.

Case example 18

A 12-year-old called Mary 18 lives in a rural village in the Philippines with her aunt, uncle and cousins, as her mother died when she was young. Before going to school she carries out housework, such as fetching water. She attends school from 8am to 5pm, and after school she goes to the market to sell eggs so that she can earn money to pay her school fees. Mary is happy to work because her work allows her to continue her schooling.

However, CAC members also emphasised that some children receive good care from alternative caregivers, including grandparents and other family members. CAC members from Indonesia, Kenya and Peru acknowledged how some children witness and experience domestic violence in their homes and lack care and affection from their parents, especially if their parents abuse alcohol or drugs. In such contexts, a CAC member from Peru indicated living with an alternative caregiver may be a protection factor if the child receives more love, care and guidance in their new home.

CAC members in Indonesia questioned whether not living with parents is a risk factor, especially as one of the CAC members lived with her grandmother who cared for her, allowed her to go to school and gave her pocket money. This member said that whether or not living with others was dangerous greatly depended on the situation because parents sometimes might threaten their children badly.

CAC members in India who had been working on the street emphasised children’s vulnerability to exploitation and violence. Children often face harassment and physical violence from the police.

Child does not live with their parents (CAC score range: 0 to -5, average score of -4.2)

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and families, may have less access to shelter, food, clothes, education and other basic needs; and parents may have decreased access to jobs. Due to these factors, children may miss school and be more likely to someday leave school entirely. Family separation and loss of family earnings added stress on families and heighten the possibility that children may engage in work to earn a living to meet their basic needs. Due to increased family hardships and reduced options, children affected by conflict or disaster face an elevated danger of engaging in harmful work and are more vulnerable to exploitation.

**Child / family are refugees or stateless (CAC score range: 0 to -5, average score of -4)**

Children and families who are refugees or who are stateless are more vulnerable than other children, due to the loss of their home, livelihoods and other belongings. CAC members mentioned that refugee families may be unfamiliar with their new living places, the language and culture. Parents and caregivers may struggle to find jobs, and parents and children cannot know which places are safe and unsafe for children, thus increasing their vulnerability. Refugee and stateless children and families often confront barriers to accessing health services and education services among others. Without registration papers or other documents, they may not have access to relevant government schemes. Children and family members may face discrimination from the host community, or within schools which may cause them to dropout.

**Child’s parents / caregivers have no stable job (CAC score range: 0 to -5, average score of -3.9)**

Most CAC members identified when parents or caregivers do not have stable work, as a contributing risk factor for children. In this situation, children may face heightened pressure to earn a living to help meet their family’s basic needs. Children may be forced to work in situations that are unsafe, and they may be encouraged by their parents to miss school or to drop out in order to earn a living. When parents do not have stable employment, they may rack up debts and engage in bad habits. This contributes to family stress which may lead to increased violence within the family. A 17-year-old, male CAC member in Peru commented: “If our parents had a job, the children would not work and would not be hurt.” However, CAC members in Jordan emphasised that even if their fathers had stable jobs, one source of income was not enough to meet the family’s needs. Furthermore, when their parents did not have work permits, this created increased challenges for the family as a whole.

**Child’s family is affected by poverty (CAC score range: 0 to -5, average score of -3.5)**

The majority of CACs emphasised that family poverty and debts heighten the possibility of children dropping out of school in order to take care of siblings and households while their parents earn a living. This also multiplies the risk of children engaging in harmful work. In rural areas, poor financial returns for agricultural crops and poor harvests contributed to family struggles, debt, and migration of family members to urban settings in search of a livelihood. Children affected by poverty often feel compelled to work to contribute to their families’ income to meet their basic needs. Parents may also be willing to compromise the safety of the child in order to improve the family’s finances. Living in poverty also affected children’s emotional and psychological health due to experiences of discrimination and judgement. However, difficult, poverty was seen as a less significant risk factor than others by most CACs, ranked behind being forced to work, not living with parents, or being affected by conflict.

**Child works for someone outside of their family (CAC score range: 0 to -5, average score of -3.3)**

CAC members believed that children faced more risks working for someone outside of their family could be more harmful, as people with whom they had no existing relationships were more likely to mistreat and exploit them. Members of one CAC in India also emphasised that children face increased risks of harm simply if they are employed as wage earners by any person, either within or outside their family.

**Child’s family is affected by exploitation (CAC score range: 0 to -5, average score of -3.2)**

Most CAC members agreed with the emerging findings that being a boy was a neutral factor, as they claimed boys are stronger and they can protect themselves more easily.

**Child or family members migrate for work (CAC score range: +3 to -5, average score of -2.4)**

CAC members engaged in interesting discussions about gender, and whether being a girl or boy was a risk or a protection factor. In the majority of CAC discussions in Asia and Europe, members described how girls are particularly vulnerable to harm from work, especially if they work outside of their home, due to increased risks of sexual harassment, abuse and exploitation elsewhere. CAC members in Indonesia described how girls were exposed to debt bondage, as their parents arrange their marriage or a child’s marriage in order to pay off their debts. Some CAC members in Indonesia thought that it depended on the individual, and some girls in India and Nepal described how they gained confidence and strength from working outside of their home. Their experience had allowed them to improve communication and negotiation skills that helped them tackle everyday problems. CAC members from Peru, Thailand and members of two CACs in India said both girls and boys are susceptible to a wide range of problems and need protection from adults, irrespective of their gender. CAC members in India suggested that girls are more protected if they live with and are cared for by their family members; but risks of abuse increase greatly if they lack parental care and protection.

**Neutral factors, or factors that elicited particularly mixed views:**

Being a boy (CAC score range: +4 to -5, average score of -0.1)

When discussing gender issues, CAC members had very diverse views in relation to whether being a boy was a protection or a risk factor, or a neutral factor. CAC members from Jordan, Kosovo, Nepal, and from CACs in India felt that being a boy was a protection factor as their gender allows them to have freedom to play, to move around inside and outside of the home to earn money, and work independently without being controlled or harassed by employers. Some boys in Kenya and Kosovo perceived work as an opportunity to show their strength and to be recognised as men who have increased decision-making power. CAC members from Peru, Thailand and two CACs in India felt that being a child, regardless of gender, makes them more susceptible to exploitation. CAC members felt that they were sent to work. Boys, as well as girls are vulnerable to physical, emotional, and sexual abuse in the workplace. Furthermore, due to gender stereotypes and ideas about masculinity, higher expectations are often placed on boys to carry heavy things and to undertake hazardous jobs. Thus, a number of CAC members in India and Kenya felt that boys were also very vulnerable to negative outcomes of work, especially if they were expected to do heavy work, or requested to work instead of going to school.
It’s Time to Talk!

Review and monitor policies and practices to ensure that they reinforce the protection factors identified here and reduce the risk factors. Particular efforts must be made to address cumulative risks, and ensure ongoing efforts to respond to other (yet unidentified) protection and risk factors.

Support opportunities for working children to express their views; access information; form and be part of associations; and participate in dialogue and decision-making in private and public settings to influence decisions affecting them.

Promote gender equality and support strategic and practical efforts to end gender-based violence and discrimination.

Need to strengthen child protection systems from national to local levels to increase monitoring and support for: prevention and response to forced, hazardous or harmful work; family-based care; enrolment and retention in schools; violence prevention and response; referrals for social protection, health, legal and other services.

Strengthen child-sensitive, social-protection schemes, increase investments in rural development, and ensure access to basic services and decent work and fair wages for parents and caregivers in remote, rural, urban and camp locations.

Support violence prevention, disaster risk reduction and ensure timely and adequate child-focused humanitarian support to strengthen families’ resilience in times of adversity.

Implement and monitor policies to prevent and protect children from hazardous, harmful and forced work.

Review policies and practices to stop police harassment of working children and train the police on children’s rights.

Child has a contract / agreement with the employer (CAC score range: -5 to +5, average score of -1)

There were very mixed scores in relation to children having formal work contracts or agreements with their employers. Most of the Indian CACs identified it as a significant risk factor (-3), and the CAC in Indonesia identified it as a slight risk factor (-1). Having a contract was seen by these CAC members as risky, as the employer would treat children as workers, expect them to obey their orders, and could force them to work even if the child or their parents were sick. These pressures would place physical and mental strain on children. CAC members in Indonesia and Kosovo also emphasised the dangers of signing a contract, as children may not fully understand the contents of the contract which could open them up to exploitation. In contrast, the CACs in Jordan, Peru, Thailand, and one CAC in India considered that having a contract was a protection factor as it could help ensure children’s rights in the workplace. CAC members in Peru described how contractual agreements could be developed to agree to the hours worked, the work load, and time off, thus reducing the chance of exploitation and increasing adherence to laws concerning children’s rights. Members of a CAC in India had had some positive experiences with contractual work, where they had had a good rapport with the employer who treated them well. They had agreed wages for a fixed amount of time, and having a contract meant they did not need to search for new work every day. In contrast, members of another CAC in India said they were exploited by the employer when they had a contract for work in the textile industries. Thus, they identified the contract as a risk factor.

Child’s working hours are part-time and flexible (CAC score range: -5 to +5, average score of +1.2)

Having part-time, flexible working hours was given the full range of scores from -5 to +5 by different CACs. Some CAC members from India, Indonesia, Kenya, Kosovo, Peru, and Thailand felt that working part-time, flexible hours was a protection factor, as children would have allotted time to study, work, and play. CAC members from Peru described how it was a protection factor when children were able to express their views and choose part-time work at times that suited them. CAC members in India emphasised that they could use their earnings from part-time work to buy school books and school uniforms. However, members from two other CACs in India felt working part-time, flexible hours was a risk factor, as even if a child is only meant to be working part-time they may still be expected to undertake a lot of work, thus compromising their time for study and sleep. The CAC members in Jordan scored it as zero (neutral) as they said employers would not allow or be satisfied with children working part-time, flexible hours. The pointed out that if children are self-employed they are better able to work flexible hours according to their own needs and interests.

Key policy and practice considerations emerging from chapter seven:

Review and monitor policies and practices to ensure that they reinforce the protection factors identified here and reduce the risk factors. Particular efforts must be made to address cumulative risks, and ensure ongoing efforts to respond to other (yet unidentified) protection and risk factors.

Support opportunities for working children to express their views; access information; form and be part of associations; and participate in dialogue and decision-making in private and public settings to influence decisions affecting them.

Promote gender equality and support strategic and practical efforts to end gender-based violence and discrimination.

Need to strengthen child protection systems from national to local levels to increase monitoring and support for: prevention and response to forced, hazardous or harmful work; family-based care; enrolment and retention in schools; violence prevention and response; referrals for social protection, health, legal and other services.

Strengthen child-sensitive, social-protection schemes, increase investments in rural development, and ensure access to basic services and decent work and fair wages for parents and caregivers in remote, rural, urban and camp locations.

Support violence prevention, disaster risk reduction and ensure timely and adequate child-focused humanitarian support to strengthen families’ resilience in times of adversity.

Implement and monitor policies to prevent and protect children from hazardous, harmful and forced work.

Review policies and practices to stop police harassment of working children and train the police on children’s rights.
As an integral part of the consultation process working children were encouraged to identify and share key messages with different groups of people who could help to improve their lives.

In 81 consultations, children undertook the ‘Flowers of Support’ activity to identify key messages for different groups of people. Furthermore, a ‘H’ assessment tool to share their views and experiences on the strengths and weaknesses of existing policies and practices, and their suggestions to improve them was used by children in CAC meetings and in some wider consultations. Local organisations were encouraged to support children in planning and implementing advocacy initiatives. In 9 countries working children organised Public Actions on Child Workers Day (April 30th) or on the World Day Against Child Labour (June 12th). In addition, National Exchange meetings were organised in 10 countries (Bolivia, Guatemala, India, Indonesia, Kenya, Nepal, Nicaragua, Peru, Senegal and Thailand) for working children’s representatives to present and discuss key messages with government and other agency representatives.

The first section of this chapter shares key insights from children regarding their opinions and experiences of existing policies and practices. The second section outlines key messages from children for different stakeholders, integrating messages from messages from the consultation workshops, CAC meetings, Public Actions, and National Exchange meetings.
8.1 Children’s views on existing policies and practices

Some children are not aware of national or international policies affecting them

In many countries, there are insufficient awareness-raising and information-sharing initiatives among children and families about laws, policies, and practices that concern them. Many working children were not aware of their rights or entitlements to services. However, some working children were aware of children’s rights, and knew about laws and policies concerning children’s work, protection, and education through their engagements with NGO programmes and/or through organisations and movements of working children.

Children’s views on the strengths of existing policies and practices

Child labour laws that protect working children from harmful work

Children from 12 countries (Bolivia, Bangladesh, India, Jordan, Kosovo, Kyrgyzstan, Nepal, Peru, Rwanda, and Tanzania) mentioned positive aspects of existing child labour laws which sought to protect children from harmful work and ensure their rights. For example, CAC members in India were aware that the Child Labour (Protection and Regulation) Act prevented the employment of children in hazardous sectors. Syrian refugee children who were working in Jordan were aware of international regulations and laws that protected children from drug dealing, participating in armed groups, prostitution and organ trafficking. They also described laws that prevented children under the age of 14 from working in industrialized facilities, and in the agricultural sector during school days. Adolescents in Kyrgyzstan said there were policies in place to limit the number of working hours of students aged 14 to 18 years. Children from Peru and Bolivia mentioned that there was a legal code for children and adolescents and that they could use this code to defend their rights. As a result of working children’s own advocacy in Bolivia, the rights of working children are recognised from the age of 10 years (Law No. 548).

Policies that support free and compulsory education

Children from 4 countries (India, Jordan, Kosovo, and Nepal) discussed the advantages of having policies that support compulsory education for children. CAC members in India described how the Right to Education Act provided children aged 6 to 14 with free and compulsory education, and a 16-year-old said, ‘The Right to Education Act strengthens the Child Labour Act’. Some of the Syrian refugee children who were members of CAC in Jordan said that the law to support compulsory education was actually implemented, it would lead to better careers for children in the future.

Policies and practices that support children’s care, justice and participation, and protect children from violence

Children from Guatemala, India, Indonesia, Jordan, Kenya, Nepal, and Senegal emphasised the importance of laws and policies that protect children from violence and early marriage, as well as laws that support children’s care and protection when they are in conflict with the law. CAC members in India mentioned Child Welfare Committees, the Integrated Child Development Scheme, and a national helpline which all support children at risk. In Jordan, CAC members mentioned that there is a family protection law which can prevent violence in the family, outside of the family and in working stations... and there is a freedom of expression law that can help us to protect ourselves. CAC members in Nepal also appreciated it that the government was focusing on children’s right to participation.

NGO interventions that support children

In terms of approaches that support working children, they recognised NGO efforts to support children’s access to education; create awareness on children’s rights; encourage parents to send children to school; support children’s participation and associations; and help link children to adult decision-makers; provide advice, training, creative and sports activities; and provide psycho-social support to children. Children from one CAC in India also described the benefits of community-based child protection mechanisms which helped prevent the abuse and exploitation of children, and supported children’s access to education, care and protection.

Weaknesses in implementing existing child labour laws and other policies

Children in 9 countries (Bangladesh, India, Guatemala, Kenya, Kosovo, Nepal, Nigeria, Peru, and Tanzania) suggested a key weakness of existing child labour laws and policies was that they were not effectively implemented or monitored. There is a lack of political will to properly implement the laws, and prompt punishments are not handed down to people who exploit children. A 15-year-old female CAC member from India said, ‘the government is not serious in implementing [laws] as there are no sufficient protection officers’. A CAC member in Kosovo said, ‘the law is not applied in everyday life’. Furthermore, children, families, members of the general public, employers, and even government officials are often unaware of policies concerning child labour and children’s protection.

It’s Time to Talk!

‘The Right to Education Act strengthens the Child Labour Act’. Some of the Syrian refugee children who were members of CAC in Jordan said that the law to support compulsory education was actually implemented, it would lead to better careers for children in the future.

A ‘Flower of Support’ with messages for children; policies with services, schools and the community

Some of the Syrian refugee children from Jordan commented that, ‘laws and policies are in place in Tanzania to protect children, but they are not effective as children find themselves in complex problems from child abuse, violence and no education.’ CAC members from Indonesia, Kosovo, and Syrian refugees from Jordan, highlighted that existing laws and policies did not give sufficient focus and support to children and families to overcome poverty. They emphasised that children often worked to help meet their families’ basic needs, due to the low income or unemployment of their parents. During a CAC meeting some Syrian child workers suggested to increase the legal working age from 14 years-old to 15 years, but others in the same group described how it creates increased challenges for their survival when children under 14-year-olds cannot work. In 3 consultations organised working children from Bolivia and Bolivia also criticised the ILO for not recognising the value that dignified work brings to children, and for criminalising children’s work, and for not recognising the value that dignified work brings to children, and for criminalising children’s work.
In May 2017 working children and adolescents organised a public action with local government representatives, teachers, and journalists to raise awareness about the importance of dignified work. A 13-year-old girl said ‘If there is poverty, children will have to work to support the family. Without alternative policies and dignified work, there will be working children who are exploited. If resources are not well distributed, poverty will remain, and so will the need for us to work illegally.’

In October 2017 a National Exchange took place with organised working children from MANTHOC and ABA-AYACUCHO, and the government authorities. Children developed and shared a statement:

1. We respect the cultural diversity that exists in the world in relation to the reality that working children face in each country.
2. We work in solidarity with our family to cover our basic needs, based on the social, cultural and economic reality that we live in.
3. We demand our right to improve our current and future living conditions.
4. Children and adolescents want to have the freedom to enjoy our rights described in laws, they should not treat us as criminals that must be eradicated, because we are people who make our living and better living conditions through dignified work.
5. The eradication condition puts our lives in danger by targeting us as illegal and being hired in clandestinity.
6. As in the countryside and the city they take away our culture, we are an Amazonian Andean country.
7. We demand to be legally recognized as child and adolescent workers because by eradicating our work they take away the condition of legality.
8. Our work educates us and trains us as good citizens and towards society. Members from CACs in India said a weakness of the new Child Labour Act* in India was that it allowed children to work in home-based industries, which they feared would reinforce the caste system. Insufficient attention to non-discrimination was also emphasized by 16 to 18-year-old boys in Nepal who mentioned that the national policies were not enough to guarantee the rights of third gender working children, and they called for policies that created a good environment for all children regardless of gender, caste, class and ethnicity.

**Low quality education and limited school infrastructure**

Weaknesses in school infrastructure and poor-quality education were identified by children as factors that contributed to below average education results, school dropout and children’s work. CAC members in India said that ‘there is a lack of rooms in schools, so children of different grades have to sit in a single room, and teachers are not serious with their work and thus the quality of education is very low.’ A group of working children in Peru also explained that, ‘education does not respond to the reality of working children and adolescents.’

During the local consultations children identified groups of people with whom they wanted to share messages, and they developed key messages for each of these groups. Most messages were provided to governments, followed by messages for: parents and caregivers; non-governmental organisations (national and international); children; teachers and head-teachers; employers; police; community and religious elders; UNHCR, and others, including women’s groups and the media.

**Children’s key messages for different groups of people**

- **Members of a CAC in India shared their top messages for governments to**
  - 1) Provide free, quality education for every child;
  - 2) Support families by providing good jobs to parents and providing services and cash assistance; and
  - 3) Implement and monitor laws and policies

The most frequent message to governments was the need to increase support to their families to reduce family poverty, and to increase job opportunities and good wages for their parents and caregivers in rural and urban locations. Working children in 38 consultations in diverse locations across each region across each region and in most of the National Exchanges emphasised these messages. For instance, children in a rural location in Kyrgyzstan said there should be an increase of workplaces in villages and an increase of wages so that the family and relatives do not have to leave. Children encouraged government policies and practices that supported their parents and caregivers gain access to training and livelihood and grant schemes. Refugee children sought government permission for their parents to be allowed to work. The importance of cash assistance, other social protection schemes, and family-support services was also highlighted by children. A group of working children in the Philippines said, the government should ‘help poor families especially those who are sick, provide them with financial assistance and medicine.’ Awareness and training for parents and caregivers to reduce their tendency for physical punishment and scolding of children was also mentioned.
Provide free, quality education for every child

The need for improved government efforts to ensure free, quality education for all children (regardless of gender, disability, ethnicity, refugee status, family income, and location) was highlighted by children in 37 consultations, covering every region and region, and in National Exchange meetings. Children wanted governments to ensure improved school infrastructure in remote, rural, urban and camp locations along with highly-trained teachers so that all children could be literate, numerate, and gain a wealth of knowledge. Children also urged governments to provide access to free schools, education scholarships or other benefits to poor children; and school materials to enable more grades, to provide them with food to supplement what little they have in the house.

Efforts to ensure free and easy enrolment, and non-discriminatory, inclusive school environments were also called for, especially by children with disabilities. They highlighted the need for improved, inclusive education with disability-friendly schools. Some Syrian refugee children suggested that separate schools should be established for them, due to their negative experiences with bullying and discrimination in mainstream schools. Policies and teaching practices that promote children’s expression and participation, and that prevent and address violence in schools, were called for by girls and boys across each region. Working children from Peru and Nicaragua including children who were involved in seasonal, coffee-harvesting activities with their family members, and Syrian refugee children also suggested the need for flexible school timetables that could be modified to reflect the needs of working children’s schedules. In their National Exchange in Nepal children also suggested night schools for working children in order to continue their formal education, and they requested access to vocational and technical training.

Improve infrastructure and access to other basic services, including free health services

Broader improvements to infrastructure (roads, electricity, houses) and to other basic services, including free health services were also advocated for by children across each region. Children called for local governments to have increased powers and budgets with which to implement programmes and policies that benefit children and their families, while supporting community development. Children with disabilities from Bangladesh also encouraged the development of accessible and disability-friendly services. Stateless children and children affected by poverty also called for increased efforts to support free birth registration and access to legal identity papers.

The CAC members in Kosovo shared a key message that ‘teachers should protect us, NOT discriminate based on gender or ethnicity.’

Improve the design, implementation and monitoring of laws, policies and programmes to protect children from harmful work, violence and abuse

Children from different locations requested increased government efforts to refine, implement, monitor and enforce laws and policies to protect children from hazardous or harmful work, and from violence and abuse. The need to raise awareness among government officials, police, parents, caregivers, children, and the media on children’s rights and protection from harmful work.

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Improve working conditions

Children from 24 consultations from 13 countries (from Asia, Africa, Latin America, and the Middle East) and from many National Exchange meetings suggested the need for government efforts to improve children’s working conditions.

Girls and boys (both organised and non-organised) from different regions suggested that governments should make efforts to improve children’s working conditions so that: they work only a limited number of hours so as to not interfere with their studies; children are provided with fair and timely wages and other benefits; and children are treated with kindness and respect. Organised working children in Bolivia said the government should ensure protection of their rights for working children… to defend their rights and enforce general labour laws.

During their National Exchange in Nicaragua children’s priority messages included that they be recognised as working children. Children in most National Exchanges highlighted the importance of increased investments in vocational skill training and business grants that enhance adolescents’ livelihoods and provide decent work opportunities.

On-the-job mentoring within existing work should also be encouraged to support children and adolescents’ skill development. Children with disabilities in Bangladesh who were aged 12 to 17 and were involved in various informal jobs, suggested that the government should provide ‘vocational and agricultural training opportunities for working children with disabilities.’

Syrian refugee girls aged 14 to 16 who were working as full-time agricultural workers in Jordan, mentioned that due to lack of vocational training such as hairdressing, makeup, tailoring, and accessories industry, they were not able to leave their work at the farms.

Support children’s participation in policy and practice developments

CAC Members, National Exchange representatives, and children from each region advocated for the increased participation of working children in policy and practice developments concerning them. CAC members in Peru urged, ‘set our opinions and ideas be respected and heard.’ CAC members in India suggested that policy makers need to consult working children from various sectors before finalising a policy or act concerning children’s right to education and development.

Children in India also suggested that they should be regularly involved in local-level government meetings, working together with adults to identify, listen to, and solve issues concerning them, and to ensure monitoring and enforcement of existing policies. Children from Bangladesh advocated that children with disabilities should also be included in development planning at different levels. Working children in Peru proposed, ‘we can go to the government and demand that the government respect our rights, we can exercise the participation of the working girls, boys and adolescents… and with the participatory budget we can do workshops and present projects about participation to others.’

In Kenya, children also suggested that children could be involved in government budgeting to ensure budget allocations for children.

Key messages to parents and caregivers:

Children’s main messages to parents and caregivers were to prioritise children’s education, advise and guide children and look after children with care and affection; provide children’s basic needs; and protect children from harmful work. Children from 50 consultations, covering diverse contexts in every region, developed messages for parents and caregivers, encouraging them to regularly send their sons and daughters to school, including children with disabilities. Parents and caregivers were requested to push children to study and to do their homework, and not to ask children to miss or leave school in order to work. For example, 8 to 10-year-old children who attended school and worked in gold mining sites in Burkina Faso said, ‘parents can prevent children from visiting the sites, parents can also ensure that children do not drop out of school.’ Children wanted parental/caregiver love and affection, and they needed their parents and caregivers to advise and guide them in positive ways without scolding or beating them. A 16-year-old girl in Indonesia said, ‘parents must motivate, support and advise their children to enable them to achieve their dreams.’

Children wanted their parents/caregivers to earn a decent living in order to be able to meet children’s basic needs to shelter, food, clothes, school material, and health care. Children also requested parents to protect children from harmful work, not giving girls or boys too many tasks, nor forcing them to work. They suggested that children should only be given easy work so that they have enough time to study, rest and play. For instance, adolescent girls in Mali suggested that their parents ‘do not over-occupy the girl by housework on the days she has to go to school and give her enough time to rest and learn the lessons on weekends.’ Children also wanted their parents and caregivers to protect them from abuse and violence. Girls and boys wanted their parents to communicate with them, to better understand their needs and feelings and to involve them in decision-making. They also requested parents and caregivers not discriminate based on gender, age or disability.

Key messages for NGOs and INGOs:

Children wanted NGOs to help children access education. NGOs should identify out-of-school children, and help them enrol and/or reintegrate in school; advise children in accessing informal and formal education; provide school material and scholarships; and inform parents about the importance of education. Girls who were small-scale vendors in the Philippines said NGOs should help children who are out of school by providing scholarships and provide children with school supplies.

NGOs should also undertake advocacy and raise awareness on children’s rights, the importance of education, and the need for increased protection from harmful work, violence and discrimination. They should help to raise awareness among government officials; police; parents; caregivers; employers; teachers; community members; and children on children’s rights. Different people need to know about children’s rights to protection; the dangers of hazardous work; and the importance of education; non-discrimination, and participation. NGOs can help to share information on child labour laws and other related policies; and they can organise door-to-door interventions with parents and caregivers.

In addition, NGOs should distribute aid and cash assistance to families and children in need, providing food, clothes, school materials, medicine or cash assistance to children and families affected by poverty. Provision of microloans to parents and/or to adolescents, and support for vocational skill training and income-generating activities for adolescents, parents and caregivers would also support parents to find better jobs and improve their livelihoods.

Activities engaging children and supporting their participation should be organised so that children have more opportunities to express their views, to form and strengthen children’s groups and associations, and to defend their rights. Running activities such as, save and borrow money and develop business plans. The young people appreciated the training as they acquired skills and knowledge for self-employment.
as sports, games, skills, life skills, and education for working children were also called for. Furthermore, children want NGOs to help and protect children facing difficulties by supporting children who experience abuse, harm, or exploitation. Children should be protected from hazardous work and should be supported in their efforts to access education and vocational skill training. Support should also be provided to children with disabilities and children who are affected by poverty. Discussions with employers were also proposed to improve working children’s conditions. For example, children in Kyrgyzstan suggested that social workers should visit employers and ask them to improve working conditions.

**Key messages for employers:**

Children employed in different sectors, from 33 consultations in Africa, Asia, Latin America and the Middle East developed messages for employers. The main message for employers was to treat children with dignity and respect and not to exploit children. Children wanted their employers to communicate politely and treat children with kindness and respect. Their messages urged employers not to scold, shout, criticize, humiliate, beat, or put pressure on children. CAC members from Thailand suggested that ‘the employer shouldn’t try to take advantage of the children and the employer must respect the law and child rights... The employer must allow the children to take a rest, protect the children, and pay salary according to the law.’ Children should not be asked to work long hours. Children should have breaks and time off to rest, play and study, and employers should actively support children’s study and skill development.

**Key messages for children:**

Children in 47 consultations developed messages for children. They suggested that children should support and advise each other and protect each other from risks and exploitation; teach good time management; offer help to children from abuse, violence and discrimination; and to refuse to be exploited. Children encouraged teachers to advise their parents, and communicate to their parents on their behalf, to help children to stay in school, and not miss school in order to work. A 12-year-old boy in India said, ‘teachers can discuss and counsel our parents to send children to school regularly.’

CAC members from Indonesia suggested that teachers should teach their students patiently and softly and should not scold or punish them. Children should be supported and encouraged to make their dreams come true.

Children also shared messages for teachers and head-teachers to protect children from abuse, violence and discrimination. Teachers should not scold, beat, hurt or discriminate children. Children in Tanzania who attended school and worked as small-scale vendors said, ‘teachers should eliminate harsh punishments for children.’ Teachers should help to create safe and inclusive schools, and they should support children with disabilities to come to school. Teachers should also consult and support children and respect children’s rights.

CAC members in Indonesia said employers should know what their employees need and feel.

**Key messages for community and religious elders:**

Children from 26 consultations across every region shared messages for community and religious elders, imploring them to give advice and support religious and spiritual development; support children in need, including children with disabilities; positively influence parents and caregivers to send children to school rather than engage in harmful work; and protect children from abuse and exploitation. Working children in Kenya said ‘local leaders should be made aware of the need to uphold children’s rights so that they learn that children should be supported to study, work, rest and play.’ Children also wanted elders to support children’s participation in the community, to help children access services, and find easy work.

**Key messages to the ILO:**

In 23 consultations across every region, children shared their advice for the police. Children requested the police to work for children’s rights to punish employers who exploit or abuse children. Children wanted the police to be more friendly and approachable so that they could contact them when in trouble. Children requested the police to catch criminals, including drug sellers; protect children from exploitation and abuse; include domestic violence; and more. Children in Jordan said ‘the police can catch the alcohol seller, drug dealers, and many other bad guys who are in the street who threaten us when we are working.’ CAC members from Indonesia suggested that the police should have a programme to prevent children from using drugs.

CAC members from Jordan who were Syrian refugees emphasised that they work in order to pay the rent of the house.
It’s Time to Talk!

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Key policy and practice considerations emerging from chapter eight:

- Increase political will by governments, UN agencies, civil society organisations, trade unions, businesses, and the media to listen to and act upon the messages shared by working children.

- Ensure that policies and practice reflect the complexities, diversity, and multifaceted nature of children’s work, protecting children from harmful work, while also supporting children’s skill development and dignified work. This requires dialogue and the development of differentiated policies and practices, including efforts to support adolescents’ transition to vocational skill training, and decent work opportunities especially for out-of-school children.

- Ensure that government officials, parents, caregivers, children, community and religious elders, teachers, police, employers, and the media are aware of children’s rights.

- Increase children’s and family members’ access to child and diversity-friendly information on policies and practices affecting their lives, and to services to which they are entitled.

- Governments, the UN, civil society agencies, and trade unions must promote children’s rights and support the organisation and participation of working children at all levels.

It’s Time to Talk!

**Poster by child workers in Peru: ‘Listen to me, respect me, take care of me’**

*Hands: Respect my rights; get to know my life; it is sad when I work; my work is tiring; I want you to change my life.*

*Balloons: I want to study instead of working; more places to play; more work for my parents; good treatment for children; more health centres.*

**Case example 24**

During the National Exchange Bolivian organized working children from PASOCAP emphasised that they worked out of necessity to support their families, and that their work ‘does not denigrate, rather it makes us change to be more honest, responsible and respectful people.’ Their priority messages were directed to the ILO and included: 1. Working is not a crime, it’s my right, help me, I need your support! 2. Do not be against me accept my reality! 3. Do not make sanctions against Bolivia because the only thing Bolivia did is give us the opportunity to work.

**National Exchange**

Bolivian working children share messages for the ILO
The Time to Talk project provided crucial spaces to listen to and better understand the views, experiences and suggestions of girls and boys who are working in different settings around the world. The findings revealed the diversity of children’s working lives, and thus the complexities of developing and implementing practices and policies which support children’s development, well-being, and protection. Key to ensuring policy and practice interventions in children’s best interests is the meaningful participation of children themselves. It is essential that governments widen spaces for dialogue among children, parents and caregivers, practitioners, and policy makers at local and national levels to ensure that policies and practices are responsive to children and families’ needs, and the specific socio-cultural, economic and socio-political contexts in which they operate.

The Time to Talk consultations have highlighted how crucial it is to understand and approach working children as social actors in their wider context. The type and amount of work taken on by children in different settings is influenced by: children’s gender; age; sibling order; care status; ethnicity; religion; sexuality; family income; parents’ value for education vis-à-vis children’s work; rural/urban settings; seasons; access to quality education; conflict; migration; citizenship status; and other factors. A socio-ecological framework is presented to inform assessment, planning, and monitoring in keeping with the children’s best interests. This framework helps to recognise the diversity of children’s work and the necessity of protecting children from harmful, hazardous or forced work, while at the same time recognising and appreciating the benefits of safe work undertaken by children. Building upon children’s key messages, the report authors and project organisers have also developed 12 key policy and practice recommendations to improve the lives of working children.
9.1 A socio-ecological framework to inform decision-making in children’s best interests

Preventive Factors and good working conditions that enhance positive outcomes of children’s work

- Good community and peace
- Good family relationships
- Good educational opportunities
- Good employment opportunities
- Good resources
- Good health
- Good social protection
- Good government policies
- Good mental and physical environment

Micro-system
- Parent(s) care, love and support to children
- Support to children from siblings and peers
- Children’s right to study
- Children’s right to play
- Children’s right to express their views

Meso-system
- Teachers and schools
- Neighbors and other community members
- Local government
- NGOs and other non-state organizations
- Religious and cultural institutions

Exo-system
- Institutions of government
- Economic systems
- Social systems
- Political systems

Socio-political context
- Laws and policies to protect children from harmful work, poverty and discrimination
- Children’s right to express their views
- Children’s right to be heard
- Children’s right to have their views taken into account

Economy
- Children’s right to work
- Children’s right to education
- Children’s right to participation

Culture
- Children’s rights are recognized and protected
- Children’s rights are respected
- Children’s rights are promoted
- Children’s rights are upheld

Individual Child
- Children’s right to be protected from exploitation
- Children’s right to safety
- Children’s right to be heard
- Children’s right to express their views

Children’s rights can be threatened by a variety of factors at different levels of the socio-ecological framework. These factors can be grouped into positive and negative outcomes of children’s work.

Positive outcomes include:
- Good community and peace
- Good family relationships
- Good educational opportunities
- Good employment opportunities
- Good resources
- Good health
- Good social protection
- Good government policies
- Good mental and physical environment

Negative outcomes include:
- Laws and policies to protect children from harmful work, poverty and discrimination
- Children’s right to express their views
- Children’s right to be heard
- Children’s right to have their views taken into account

The framework identifies the interrelatedness of these factors and how they impact children’s well-being. It also highlights the importance of involving children in decision-making processes to ensure their rights are respected and protected.
9.2 Policy and practice recommendations

1. Increase dialogue to agree on a common terminology relating to children's work, child labour, working children, decent and safe work for young people, in order to better inform data collection, policy and practice developments.

When discussing policies that can help improve their lives many working children talked about protecting children from harmful work, improving children’s working conditions, and increasing access to vocational skill training. Some children focused on stopping child labour. Greater and more continuous efforts are needed by different actors, bringing together working children and policy makers, to explore and unpack what these different words (children’s work, child labour, skill training etc) mean in order to inform relevant policy and practice developments in children’s best interests. For example, some agencies use the term ‘child labour’ to describe harm-ful work by children, while others use ‘child labour’ to encompass all types of children’s work. This creates misunderstanding and potentially harmful consequences when designing and implementing policies and programmes without making the distinctions between harmful and beneficial work (Bourdillon et al., 2013). Differences in terminology are not clearly defined, or when they have different definitions of who they mean when they talk about ‘a child’, ‘an adolescent’, ‘a young person’, or ‘youth’. Lack of common terminology contributes to difficulties in data collection, monitoring and planning, in addition to ineffective or contradictory strategies and plans when trying to increase access to decent work, while ensuring children are protected from harmful work. Thus, increased dialogue among governments, the ILO and other UN agencies; Alliance 8.7; civil society organisations; working children’s associations; unorganised working children; trade unions; and businesses is needed to agree on common terminology.

2. Ensure coordinated, child-focused, gender-sensitive, policy and practice developments that are locally relevant, flexible and responsive to the needs, rights and aspirations of children and families in a variety of contexts.

Recent ILO papers recognise that there is no one-size-fits-all approach, but rather that responses to protect children from harmful and hazardous work need to be reflected in broader policies in the areas of education, social protection and labour markets (ILO, 2017). Policies and practices need to reflect the complex, multi-faceted nature of children’s work, and the aspirations and rights of children and families. Gender-sensitive, child-focused policy and practice developments focusing on children’s protection, wellbeing and development would enable more nuanced responses that remain relevant to children and families in different contexts. The Time to Talk results illustrate the interdependency and interconnectedness of human rights that require multisectional strategies in order to be effective. To address the gendered, emotional, physical needs of children and families increased, coordinated, multisectional efforts are needed to reduce poverty; promote gender equality, good governance, birth registration, and child-sensitive social protection; and strengthen education, health and protection systems.

3. Increase investments in child-focused family strengthening strategies, schemes and interventions including: poverty reduction; decent work and livelihood schemes for parents, caregivers and youth; child-sensitive social protection; improved infrastructure in remote, rural, urban poor and camp settings; and access to family support services.

Government efforts to reduce poverty and economically strengthen families are critical to preventing children from engaging in harmful or exploitative work. Children emphasised the need for policies and programmes which support families, and policies which need to reflect the complexities of children’s work, the aspirations and rights of children and families. Gender-sensitive, child-focused policy and practice developments focusing on children’s protection, wellbeing and development would enable more nuanced responses that remain relevant to children and families in different contexts. The Time to Talk results illustrate the interdependency and interconnectedness of human rights that require multisectional strategies in order to be effective. To address the emotional, physical, needs of children and families increased, coordinated, multisectional efforts are needed to reduce poverty; promote gender equality, good governance, birth registration, and child-sensitive social protection; and strengthen education, health and protection systems.

4. Strengthen children’s rights to information, expression, participation and association. Ensure genuine opportunities for decision-makers to listen to and take into account the views of working children in families, schools, workplaces, communities, and policy and practice developments concerning them.

Children have civil rights to express their views and be involved in decisions affecting them, to access information, to form associations and to freedom of peaceful assembly. In many socio-cultural, political contexts children lack power and status in society, and societies tend to be adult-centred. While, children’s exclusion from decision-making drives children’s exploitation and abuse, children’s participation is a crucial means to transform unequal power relations. The Time to Talk findings have reinforced the claim that children’s participation in decision-making and opportunities for children to actively engage in working children’s policies and association, is a pivotal protection factor. When children’s preferences on work they can and cannot do, and the time they spend working are seriously considered, and adult duty bearers have responsibilities to share feedback with children about how their views have been considered.

5. Strengthen the development and participatory monitoring of education systems that provide inclusive, safe, relevant, quality education to all children in remote, rural, urban and camp localities.

Access to free, quality education, ensuring non-discriminatory, non-violent learning environments, for all children living in remote, rural, urban and camp settings (including refugee, stateless, and migrant children, children with disabilities, ethnic minority and children from diverse working backgrounds) is a key vehicle to drive the development, implementation and monitoring of more relevant and accountable policies and practices for children at all levels (local to global). Children’s views should be seriously considered, and adult duty bearers have responsibilities to share feedback with children about how their views have been considered.

9 Conclusion  It’s Time to Talk!
cern child labour, education, child protection, and social protection. Governments should invest in increased training on children’s rights for police, social and labour inspectors; and employers, police and others who violate children’s rights should be held accountable. The socio-ecological framework shared above, and localised consultation with girls and boys identifying necessary conditions for work they can and cannot do, can inform policy and practice development and monitoring in children’s best interests. In the Time to Talk consultations, children described how more efforts are needed to protect children from hazardous work and from harmful working conditions that are: unhealthy, unsafe, too hard or difficult for their age or ability; exploitative (working long hours or being paid unfair wages); or that have a negative impact on their studies. Many children suggested that they should be permitted to take on, easy work in safe environments if the work does not harm them physically, emotionally or sexually, nor interfere with their education. Children must also have sufficient time to play and rest; and they should be paid fairly for their work. Policies should not criminalise or penalise families or children when children voluntarily engage in safe work that does not adversely affect their well-being or development. However, policies and practices might continue to tend to children’s psycho-social well-being, as well as their physical health, and education needs (see Woodhead, 2004). For instance, efforts to improve working conditions should include a focus on strengthening respectful communication with working children by different actors (parents, caregivers, employers, teachers, police, and members of the general public).

7 Increase investments in human and financial resources for child protection case management to ensure coordinated, multi-sectoral responses to exploitation and violence based on children’s best interests (informed by the views of the child and family members).

A child protection case management approach can help guide decision making in complex cases concerning harmful work. Focusing on the child in their broader context, case management enables careful assessment of the child’s situation, considering protection and risk factors, so that action planning and decision-making is informed by the views of the child and their family members, and is guided by the child’s best interests. A gender-sensitive and non-discriminatory approach is needed. Case managers must have values and skills to build upon the strengths and resilience of children, families and communities, while also identifying and implementing strategies to reduce risks and vulnerabilities. The case manager should help coordinate multi-sectoral responses to support children and families so that they may access services, and prevent and respond to exploitation, harm and violence. Particular efforts are needed to address cumulative violence (Liborio & Ungar, 2010). In contexts where removal of a child from the working place is being considered, it is particularly important that a case management approach is applied to ensure that careful assessments are used to guide decision-making in the child’s best interests, with careful consideration of the views of the child and their family members.

8 Strengthen child protection systems to prevent and protect children from violence in families, work places, schools, streets, communities, and wider society. Children’s role as agents of change must be embraced, and child-friendly, safe and accountable reporting mechanisms should be accessible to girls and boys in different settings.

Children’s expressions concerning their dislikes when working reveal the prevalence of violence that girls and boys are exposed to in workplaces, homes, schools and in wider society. Girls and boys are frequently scolded or insulted by employers, parents, caregivers, or members of the general public. Some children experience physical punishment, if they do not complete their assigned tasks or if they make mistakes. Violence in schools was also cited as a reason for dropping out of school. Furthermore, girls face increased risks of harassment, and girls and boys are exposed to violence (physical, emotional and sexual) when working on the streets. Efforts to prevent harmful work, it is crucial that a wide range of agencies (governments, the UN, civil society organisations, children’s associations, businesses, academia, media) support multi-sectoral efforts to prevent and protect girls and boys from all forms of violence, including gender-based violence. Working together, we can work with communities to build upon their strengths, and engaging with children as agents of change to prevent and sensibly respond to violence must be at the heart of such efforts. Girls and boys’ own action and advocacy initiatives (collective and individual) should be actively supported, and child-friendly safe and accountable reporting mechanisms should be established in different settings.

9 Increase investments in gender and disability-sensitive, child-friendly, skill training and on-the-job mentoring schemes for adolescents, while also promoting and supporting non-discriminatory access to formal education.

Policies and practices should allow and encourage children and young people to participate in skill-learning opportunities, while ensuring protection from exploitation. The benefits of vocational training and on-the-job mentoring were emphasised by working children; and opportunities for skill training and transitions to decent work are especially important for adolescents who have dropped out of school. The UN Committee on the Rights of the Child (2010) recognised the importance of transitions from education to training and decent work for adolescents. The UNCRC (2016) urged ‘States to support out-of-school adolescents in a manner appropriate to their age to facilitate the transition to decent work, including by ensuring consistency between education and labour laws, and to adopt policies to promote future employment’. (p.19) Vocational skill training and on-the-job mentoring schemes should be gender and disability-sensitive, ensuring inclusion and non-discrimination of the most marginalised adolescents.

10 Engage employers and businesses to respect children’s rights and improve working conditions (taking into account the views of the child and their best interests).

Children shared messages with employers, urging them to treat children with kindness, dignity, and respect. Employers should not allow children to engage in hazardous work and they should make all efforts to prevent harm and abuse in the workplace. Efforts to improve working conditions should engage informal and formal employers. Children should be given sufficient time off for study, rest and play, and should be paid fairly. Children should be informed of their legal rights (fair pay, health, education, work, and protection from abuse, exploitation and violence); or that have a negative impact on their studies. Many children suggested that they should be permitted to take on, easy work in safe environments if the work does not harm them physically, emotionally or sexually, nor interfere with their education. Children must also have sufficient time to play and rest; and they should be paid fairly for their work. Policies should not criminalise or penalise families or children when children voluntarily engage in safe work that does not adversely affect their well-being or development. However, policies and practices might continue to tend to children’s psycho-social well-being, as well as their physical health, and education needs (see Woodhead, 2004). For instance, efforts to improve working conditions should include a focus on strengthening respectful communication with working children by different actors (parents, caregivers, employers, teachers, police, and members of the general public).

9 Conclusion

The ILO has identified the need for investments in increasing knowledge to inform policy responses, as too little is known about the effectiveness of interventions in policy areas of relevance to child labour, which, in turn, is impeding policy development. There is a general need for more knowledge of the implications for child labour of broader global challenges, including climate change, migration, inequality, urbanization, and changes in the world of work (ILO, 2017). When designing and implementing laws, policies and programmes to improve the lives of working children, increased use of participatory dialogue research would enable the views of children, parents and caregivers to shape the design and implementation of more relevant interventions. Furthermore, ongoing participatory monitoring and evaluation to assess the impact of child labour laws, policies and programmes would increase knowledge on what does and does not work and why, in order to inform and increase effective practice and policies.

12 Support ongoing, formative dialogue research, and participatory monitoring and evaluation to inform and assess the impact of child labour laws, policies and programmes.

11 Increase humanitarian support for children and communities affected by disaster or other shocks. Increase government investments in emergency preparedness and disaster risk reduction to strengthen families resilience and to reduce vulnerability.

Agencies should increase timely and adequate humanitarian support for children and families affected by crisis, so that families have sufficient funds to purchase food, shelter, clothing, and education. Children affected by war or disaster may lose access to their basic needs (including shelter, food, health, and education). Opportunities for parents and caregivers to access decent work regardless of their legal status, and family members to access free, quality services (health, education, protection) would reduce the push for children to engage in exploitative work. Strategic efforts are required to overcome legal barriers and discriminatory practices that prevent parents, caregivers and youth from earning a living; and life skills, skill training and psychosocial support for children should be supported. Increased government investments in disaster risk reduction, climate change adaptation, and violence prevention would also help reduce vulnerabilities and strengthen resilience to adversity.
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Annexes

Annex I: Acknowledgments

Our deepest thanks go to all the participating children, supporting individuals, and former staff members who were an immense help in bringing the Time to Talk project to fruition, in all its explorative and innovative facets. We received invaluable input, counselling, and feedback during every stage of the project, right until the publication of this report. Thank you to all the other contributors, too numerous to be named.

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And we sincerely thank any other CAC member whose name may have been inadvertently omitted from this list.

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See Annex IV
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Federal Foreign Office
Yasemin Pamuk

Federal Ministry for Family Affairs, Senior Citizens, Women and Youth
Jonas Kohl

Annex II: Partners who organised and facilitated the Time to Talk consultations

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### Annex III: Feedback from children and partners about the consultation process

The local civil society partners made significant efforts to create effective consultation teams that included facilitators, documenters and a focus on child protection. During the project, adults and children alike were encouraged to give their feedback on the research and consultation process. This feedback was then used to improve the research.

#### Key reflections from adults who organised, facilitated, and documented the consultations:

- **It was meaningful and important for them to consult children and listen to their views and experiences about their work.**
- **Icebreakers at the outset of the consultations were important to create a friendly environment where children were able to express themselves. While some children were initially hesitant to share their views, the majority of children opened up and shared their views freely.**
- **Challenges were faced when some activities took longer to facilitate than expected. If the activity went on too long, children got restless. A few facilitators found it harder to implement some of the activities with children who had low literacy levels.**
- **Significant efforts were made by local partners to create an inclusive and safe environment where all children were able to express themselves.** Particular efforts were made to include the most marginalised children: children from the poorest families; children with disabilities; stateless children; refugee children; and children from ethnic minorities. Staff or volunteers speaking local languages were involved to aide in the consultations.
- **Local staff commented on how they learned new skills and gained new insights from the consultation process which they were then able to use to improve their own programming.**
Children’s main likes and dislikes about the consultation process:

Children who shared their feedback immediately after the consultation workshops were primarily positive about their experiences, finding them quite enjoyable. Their main points were:

• Children liked the different consultation activities, especially the ‘Body Mapping’ and ‘A day in the life of...’ activities; drawing pictures; mapping work they can and cannot do; and the ‘Flowers of Support’.

• Children liked being consulted and listened to. For many children it was the first time they had been consulted about their work, thus they were especially excited to share their views and experiences. This made them feel encouraged and motivated.

• Children liked sharing their ideas with others, and they liked learning new things.

Very few children shared any negative feedback on the consultations (when asked immediately after the workshop). However, a few children in one country said it was boring to prepare two ‘A day in the life of...’-timelines, one for a typical school day, and one timeline for work they do on a non-school day.

Annex IV: Members of the Adult Advisory Committee

<table>
<thead>
<tr>
<th>Name</th>
<th>Organisation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dena Aufseeser</td>
<td>University of Maryland, Baltimore County, USA</td>
</tr>
<tr>
<td>Michael Bourdillon</td>
<td>Independent researcher, Zimbabwe</td>
</tr>
<tr>
<td>Jo Boyden</td>
<td>Oxford Department of International Development - Young Lives, University of Oxford, UK</td>
</tr>
<tr>
<td>James Boyon</td>
<td>African Movement of Working Children and Youth (AMWCY), Senegal</td>
</tr>
<tr>
<td>Richard Carothers</td>
<td>PTE, Canada</td>
</tr>
<tr>
<td>Alejandro Cussilánovich</td>
<td>Universidad Nacional Federico Villareal, Peru</td>
</tr>
<tr>
<td>Clare Feinstein</td>
<td>Save the Children, Netherlands</td>
</tr>
<tr>
<td>Ángel González</td>
<td>Movimiento Latinoamericano y del Caribe de Niñas, Niños y Adolescentes Trabajadores (MOLACNATS), Venezuela</td>
</tr>
<tr>
<td>Antonella Invernizzi</td>
<td>Independent researcher, France</td>
</tr>
<tr>
<td>Gerison Lansdown</td>
<td>International consultant, UK</td>
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<tr>
<td>Deborah Levison</td>
<td>The Hubert H. Humphrey School of Public Affairs, University of Minnesota, USA</td>
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<tr>
<td>Olivia Lecoufle</td>
<td>Save the Children: Canada</td>
</tr>
<tr>
<td>Manfred Liebel</td>
<td>University of Applied Sciences Potsdam, Germany</td>
</tr>
<tr>
<td>Dr. Claudia Lohrenscheit</td>
<td>Department of Social Work and Health, Coburg University of Applied Sciences and Arts, Germany</td>
</tr>
<tr>
<td>Laura Lundy</td>
<td>Queen’s University Belfast, Northern Ireland</td>
</tr>
<tr>
<td>Alama Kapell</td>
<td>Consultant, Canada</td>
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<tr>
<td>Brian Milne</td>
<td>Consultant, France</td>
</tr>
<tr>
<td>Dr. Virginia Morrow</td>
<td>Oxford Department of International Development - Young Lives, University of Oxford, UK</td>
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<tr>
<td>William Myers</td>
<td>Independent scholar</td>
</tr>
<tr>
<td>Carmen Ponce</td>
<td>Group for the Analysis of Development (GRADE), Peru</td>
</tr>
<tr>
<td>Kavita Ratna</td>
<td>The Concerned for Working Children, India</td>
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<tr>
<td>Jessica Taft</td>
<td>University of California Santa Cruz, USA</td>
</tr>
<tr>
<td>Fabrizio Terenzio</td>
<td>Retired – Environnement et Développement du Tiers Monde (ENDA), Senegal</td>
</tr>
<tr>
<td>Ben White</td>
<td>Retired – International Institute of Social Studies, The Hague, The Netherlands</td>
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### Annex V: Number of children consulted by country

<table>
<thead>
<tr>
<th>Countries</th>
<th>Female</th>
<th>Male</th>
<th>Other</th>
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### Annex VI: Overview of children's caregivers

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<th>Caregiver the child is living with:</th>
<th>Number of children</th>
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<td>Father &amp; stepmother</td>
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<td>Grandparent(s)</td>
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<td>Mother only</td>
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<tr>
<td>Mother &amp; father</td>
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<tr>
<td>Mother &amp; stepfather</td>
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<td>Mother and female partner</td>
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<td>Other (not indicated)</td>
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<td>Other caregivers (non-related)</td>
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<td>Other children (non-related)</td>
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<td>Other relatives</td>
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<td>Siblings</td>
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<td><strong>Grand Total</strong></td>
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### Annex VII: Qualitative and quantitative data analysis overview

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<th>Type of data</th>
<th>Data source</th>
<th>Tool used to support analysis</th>
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<td>Diverse childhoods</td>
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<td>Reasons and motivations</td>
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<td>Dislikes about work</td>
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<td>Aspirations</td>
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<td></td>
<td>Work we can or should do</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Work we cannot or should not do</td>
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</tr>
<tr>
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<td>Protection and risk factors</td>
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<td>Child-led advocacy</td>
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<td>Policies and approach</td>
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<td>Key messages</td>
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<tr>
<td>Quantitative</td>
<td>1822 Individual Questionnaires and Consent Forms</td>
<td>Excel</td>
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</table>
### Overview of children’s advisory committees (CACs)

<table>
<thead>
<tr>
<th>No</th>
<th>Country</th>
<th>Region/City</th>
<th>NGO</th>
<th>Members</th>
<th>Girls</th>
<th>Boys</th>
<th>Age group</th>
<th>Type of work</th>
<th>(non)-Organised</th>
<th>Meetings conducted</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>ASIA</td>
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<tr>
<td>1</td>
<td>India</td>
<td>Delhi/ Bhopal/ Vidisha</td>
<td>CACL</td>
<td>10</td>
<td>4</td>
<td>6</td>
<td>12-17</td>
<td>Household work, waste collecting, stone quarry work, weaving/textile work</td>
<td>Non-organised</td>
<td>I, II, III, VI, Public Action, National Exchange</td>
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<tr>
<td>2</td>
<td>India</td>
<td>Andhra Pradesh</td>
<td>PARA</td>
<td>15</td>
<td>2</td>
<td>13</td>
<td>9-16</td>
<td>Girls: Selling old clothes, home-based work</td>
<td>Non-organised</td>
<td>I, II, III, VI, Public Action, National Exchange</td>
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<td></td>
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<td></td>
<td></td>
<td></td>
<td>Boys: Work in shops, small-scale vending, carpentry, masonry, fishing, and painting</td>
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<td>3</td>
<td>India</td>
<td>Mysore</td>
<td>PARA</td>
<td>11</td>
<td>5</td>
<td>6</td>
<td>12-18</td>
<td>Girls: Incense stick rolling, bidi/tobacco rolling, (home-based work), small-scale vending</td>
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<td>I, II, III, VI, Public Action, National Exchange</td>
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<td>Boys: Cleaning and serving in shops and food providers, waste collection, small-scale vending, domestic work</td>
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<td>India</td>
<td>Odisha</td>
<td>Sikshasandhan</td>
<td>9</td>
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<td>6</td>
<td>10-17</td>
<td>Paid agricultural work, domestic work</td>
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<td>I, II, III, VI, Public Action, National Exchange</td>
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<td>5</td>
<td>Indonesia</td>
<td>Medan City</td>
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<td>13-17</td>
<td>Street children working as car cleaners, water sellers and street singers</td>
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<td>I, II, III, VI, Public Action, National Exchange</td>
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<td>6</td>
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<td>Kathmandu</td>
<td>CWISH/TdH India</td>
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<td>6</td>
<td>5</td>
<td>13-17</td>
<td>Housework, collecting firewood and water, agricultural work, construction work, cattle rearing, cooking, brick making, daily wage labour</td>
<td>Non-organised</td>
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<td>7</td>
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<td>13</td>
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<td>12-18</td>
<td>Work in karaoke bars, restaurants, motorcycle repair shops, construction sites and gas stations</td>
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<td>I, II, III, National Exchange</td>
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<td>Senegal</td>
<td>Dakar</td>
<td>MAEJT / AMWCY</td>
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<td>3</td>
<td>13 - 17</td>
<td>Paid domestic work, small scale vendors, tailors and hairdressers</td>
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<td>National Exchange</td>
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<td>MAEJT / AMWCY</td>
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<td>Domestic work, taking care of siblings, small-scale vending, hawking wares/goods</td>
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<td>10 - 16</td>
<td>Stone crushing, sand mining, housework, small scale vending</td>
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</table>
### Annex VIII: Information about CACs

#### Overview of children’s advisory committees (CACs)

<table>
<thead>
<tr>
<th>No</th>
<th>Country</th>
<th>Region/City</th>
<th>NGO</th>
<th>Members</th>
<th>Girls</th>
<th>Boys</th>
<th>Age group</th>
<th>Type of work</th>
<th>(non)-Organised</th>
<th>Meetings conducted</th>
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</thead>
<tbody>
<tr>
<td>11</td>
<td>Bolivia</td>
<td>Potosí</td>
<td>TdH / PASOCAP</td>
<td>15</td>
<td>9</td>
<td>6</td>
<td>N/A</td>
<td>Mining, small-scale vending, working in a graveyard, taking care of children</td>
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<td>National Exchange</td>
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<td>Quetzaltenango, Guatemala City</td>
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<td>15</td>
<td>10</td>
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<td>N/A</td>
<td>Small scale vendors, masons, carpentry, tortilleria, shoe-shiner, minibus assistant</td>
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<td>National Exchange</td>
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<td>13</td>
<td>Peru</td>
<td>Cajamarca</td>
<td>IINCAP</td>
<td>13</td>
<td>5</td>
<td>8</td>
<td>10 - 17</td>
<td>Transporting, brick making, small-scale vending</td>
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<td>La Cuculmeca</td>
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<td>6</td>
<td>10 - 16</td>
<td>Household work, agricultural work</td>
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<td>Pristina</td>
<td>TdH Lausanne</td>
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<td>6</td>
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<td>Girls: Housework, taking care of siblings</td>
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<td>Boys: Physical work, e.g. construction, carrying wood, waste collection</td>
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<td>6</td>
<td>4</td>
<td>11 - 16</td>
<td>Girls: Agricultural work</td>
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<td></td>
<td>Boys: Small-scale vending, waste collection</td>
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<td><strong>TOTAL</strong></td>
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<td>217</td>
<td>111</td>
<td>106</td>
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**EUROPE AND THE MIDDLE EAST**

**LATIN AMERICA**

**REGION/CITY**

**NOG**

**MEMBERS**

**GIRLS**

**BOYS**

**AGE GROUP**

**TYPE OF WORK**

**(NON)-ORGANISED**

**MEETINGS CONDUCTED**

**TOTAL**
Are you curious to know more about Paul and Supermaias interviews with working children? Get the child-friendly report on our website www.time-to-talk.info.

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