

Module 4. Mitigation

How to prevent child labor risks

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**RAINFOREST
ALLIANCE**



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This module is the fourth in the series of six modules to support farms in their child labor due diligence efforts. For further information about other modules, please refer to below overview:

[Module 1: What is child labor: Understanding the root causes of child labor](#)

[Module 2: Assess and Address Child labor: How to implement child labor due diligence](#)

[Module 3: Risk Assessment: How to assess the risk of child labor](#)

[Module 4: Mitigation: How to prevent child labor risks](#)

[Module 5: Remediation: How to respond to cases of child labor](#)

[Module 6: Monitoring: How to monitor child labor risks](#)

[Workbook: Risk Guidance and practical exercises](#)

[Annex A: Engaging with Children](#)


[Annex B: Business Frameworks](#)

[Annex C: Resources](#)



RISK MITIGATION

This section provides detailed guidance on how to mitigate any risks of child labor that you identify through the risk assessment or regular monitoring. Mitigation is when you take action to prevent or reduce the chance of child labor happening in the future. Mitigation measures are essential because they prevent child labor from happening or recurring.

Assess-and-Address	
 RA core requirement	<p>Risk mitigation: The management representative/committee includes in the Management Plan the mitigation measures as identified in the basic Farm Risk Assessment or the Supply Chain Risk Assessment and implements corresponding measures.</p> <ul style="list-style-type: none"> • The basic Farm Risk Assessment is repeated at least every three years. • The Supply Chain Risk Assessment is repeated annually. <p>Please see Annex 3: Farm Risk Assessment Tool</p> <p>Risk remediation: The management representative/committee sets out in the Management Plan how to remediate cases of child labor and confirmed cases of child labor are remediated</p>

What is risk mitigation?

Mitigation measures are the steps you can take to prevent problems from happening - they prevent or reduce the risk of child labor. In the RA assess-and-address system, mitigation measures are designed to reduce or prevent each specific risk of child labor.

- All mitigation measures target specific risks, and are integrated into the farm's/group's management plan.
- The implementation of the measures should be led and monitored by the assess-and-address committee
- Mitigation is required whether you are in a high or low risk environment

Even if you answer 'no' to a risk question, or are in a 'low risk' environment, there is a corresponding mitigation action. For example, in low-risk environments, you can establish robust systems to ensure farmers know how to verify the age of any young workers they hire, and to identify what tasks are banned for children and from what age they can work. You can also talk to community members about how to address any issues preventing children from going to school, such as costs or distance.

Mitigation actions that prevent a case of child labor, can also help remediate actual cases of child labor. Mitigation therefore fits into assess-and-address in two ways:

1. Mitigation to prevent child labor: supporting a child to go to school to prevent her from entering child labor
2. Remediation to remove a child from child labor: supporting a child to go to school & supporting the family with income generating activities, so that the family does not need the child's labor / income.



See [Module 5. Remediation](#) for more information about dealing with actual cases

Mitigation measures impact children's lives and so it is important to ensure that your decisions and actions prioritize the child's best interests. The following are four key questions to consider when implementing mitigation actions.

- a. **Best interests of the child:** is your action improving the child's life in the best possible way?
- b. **Do no harm:** is your action not harming the child by removing income from a vulnerable family?
- c. **Child's right to participate:** is the child given opportunity to understand and influence actions to help him/her?
- d. **Non-discrimination:** Every child has rights, whatever their ethnicity, gender, religion, language, abilities or any other status.

For more information, see [Annex 1. Working with children](#)

Examples of mitigation measures

The Basic Farm Risk Assessment contains mitigation measures to address the most common child labor risks, including children working under-age, doing banned, hazardous work, missing school for work, or doing family or light work that is not age-appropriate or safe. These mitigation measures help you improve your system so that you prevent cases of child labor from happening on your farm. If you have an actual child labor case, these measures will also be a key part of your remediation plan because they help you to prevent the case from recurring (See Module 5).

Getting mitigation right means being sensitive to the local context so in addition to these required measures, farms/groups can develop alternative mitigation actions if more appropriate.

The table below summarizes the key mitigation measures for child labor in the [basic farm risk assessment](#). Explore detailed mitigation measures in the [Workbook](#).

Figure 1. Mitigation measures in the Basic Farm Risk Assessment

Mitigation measures
Under-age work
Make sure farmers/members understand how to verify the age of workers they hire directly (using identity documents, school and medical records or other verifiable documents)
Hazardous work
Make sure there is an up-to-date list of hazardous tasks banned for under-18s and that farmers/members understand these tasks are banned for young workers
Missing school
Identify where children may be at risk of not going to school Promote school attendance and discuss how to support children finishing compulsory education
Family work
Make sure farmers/members understand the age at which children can support on their parents' farm and the age at which children can be hired to do light work



Explain the assess and address approach to farmers/members

For additional examples of mitigation actions, see the Risk Guidance in the Workbook. The Risk Guidance contains a library of risk questions and corresponding mitigation actions.

Collaborating to mitigate

To effectively mitigate child labor risk, you may need to work at household, community, sector or local or national authorities levels. This will depend on the specific challenges in your local context and the root causes of the child labor risks.

For example, if children doing hazardous work is a key risk you could do the following:

- Visit **households** with children to tell them about the list of tasks that are banned for children & what work children are allowed to do and how
- Train **management and workers** on farms about tasks that are banned for children
- Cooperate with **other farm businesses** across your crop sector to identify which tasks are hazardous and what can be done as a sector to make them safer (e.g. jointly hire pesticide sprayers)
- Advocate with the **national or local authority** to create or maintain the list of hazardous tasks banned for children

The table below presents examples of mitigation measures to address risks at the household, farm/community, sector or government level. It illustrates how one mitigation measure can reduce multiple risks.

Figure 2. Mitigation measures for households, communities, sectors and government authorities

Examples of mitigation measures at different levels				
Reach out to farmer households	Under-age work	Hazardous work	Missing school	Family work
Household awareness raising on child labor	✓	✓	✓	✓
Share list of banned, hazardous work		✓		
Monitor family work and risks of child labor	✓	✓	✓	✓
Assist with school costs or travel	✓		✓	✓
Support birth registration	✓		✓	
Income generating activities, cash transfers, social welfare	✓		✓	✓
Work with farms/groups and communities	Under-age work	Hazardous work	Missing school	Family work
Train Assess-and-address committee on child labor	✓	✓	✓	✓
Put up posters on child labor and hazardous work	✓	✓		✓
Community awareness raising	✓	✓	✓	✓
Train management and workers on child labor	✓	✓		✓



Monitor family work and risks of child labor	✓			✓
Use premium for school costs or travel			✓	
Promote school attendance			✓	
Support pre-school and child-care			✓	
Encourage parent-teacher associations			✓	
Provide vocational training for young workers	✓	✓	✓	
Provide job placement for young workers	✓	✓	✓	
Create a social welfare fund	✓		✓	✓
Establish village saving schemes	✓		✓	✓
Ensure decent work and living conditions for migrants and seasonal workers	✓	✓		✓
Provide PPE		✓		
Collaborate with the sector	Under-age work	Hazardous work	Missing school	Family work
Awareness raising	✓	✓	✓	✓
Provide training	✓	✓		✓
Contribute to crop-specific guidelines on child labor	✓	✓	✓	✓
Cooperate to advocate for policies and programmes to tackle child labor	✓	✓	✓	✓
Identify which crop-related tasks are hazardous		✓		
Promote education and vocational training through sector (e.g. TRECC Cote d'Ivoire)			✓	
Adapt tasks/tools to make safe and age-appropriate		✓		
Identify alternative sources of adult labor	✓			✓
Ensure fair recruitment for migrant and seasonal workers	✓	✓		
Advocate with national or local government	Under-age work	Hazardous work	Missing school	Family work
Change/enforcement of legislation if there are gaps	✓	✓		✓
Have a strategy on tackling child labor	✓	✓	✓	✓
Birth registration campaigns	✓		✓	
Improve access to quality education			✓	
Provide social welfare for migrants, seasonal workers	✓			✓
Training for labor inspectors on child labor	✓	✓		
Have policies on income generation, cash transfers, village saving schemes, social welfare funds	✓			✓
Publish and update list of hazardous tasks for children, including tasks in agriculture		✓		



Provide living wage and crop prices reflecting living income	✓			✓
Support vocational skills training and job placement schemes for young workers		✓		

Principles for effective collaboration

Cooperating with households, community or farm members, the sector and local authorities can make mitigation measures more effective. In some cases, such cooperation can be essential to provide you with the tools necessary to tackle child labor.

The following are key principles to consider so that your collaboration is effective.

Long-term relationships

The root causes of child labor go beyond the farm level. Building strong connections and collaborating over time with community leaders, local NGOs, schools and governments on programmes and fundraising will help you to tackle child labor together in a long-lasting community effort.

Community ownership

It is important to involve the local communities in your project from the beginning to the end, because the community needs to support and own the project (prevention of child labor, helping children access school etc) to make it work and continue after funding has run out.

Leverage / Sphere of Influence: Businesses, including farmers and cooperatives, are only responsible for children living on their farm or working for them; the government has a duty to protect all children from child labor and is often working with NGOs in realising this protection. Use your influence and leverage to encourage local government to support you especially in education, health, social affairs.

Promote project continuity

Before starting a project, it is key to ensure funding is available to implement the whole project and identify ways to sustain the project after funding ends.

Reinforcing actions

Child labor is complex, with many root causes that often require multiple responses, so it is recommended to combine programs on education, social welfare, with strengthening farmers' productivity, and advocating to improve child labor protection and remedy through legislation.

Figure 3. Why mitigation can fail

Case study Building schools without securing funding for staff and upkeep	Case study Removing children from child labor without solving the root cause of child labor
What happens? It is not an uncommon sight to see a complete school building or community centre in rural communities unused. Or in a school you might find a computer lab, where computers sit catching dust, never being used.	What happens? Sometimes children who in child labor on their parents' farm, will be removed from child labor and helped to re-enter school, but soon the child might start work again, or their younger sibling take their place in work instead.
Why doesn't the mitigation work? These schools, community centres and computer labs were likely built by enthusiastic donors, without having conducted key stakeholder engagement.	Why doesn't the mitigation work? The original measure did not address the shortage of labor on the family's farm and associated costs for his/her family.



What could have been done better?	What could have been done better?
Together with the community identify their priorities and education needs. Speaking to the right government departments, community members and children would have helped ensure that the investments were relevant (e.g. needed) and sustainable (teachers/social workers, electricity provided by government) and in the right location (safe walking distance).	Together with the family, finding a way to generate additional income (e.g. microfinance or improved agricultural practices to increase crop yields to pay for the required labor). If this is not possible, identify if the work can be adapted to become safe work and not interfere with schooling. This will help the child gain employable skills in a safe age-appropriate way and access education at the same time.

Training and awareness raising

Communication and training are often at the heart of effective mitigation. If done well, they ensure that management, staff, farmers, workers and communities are all equipped to prevent child labor. For example, if farms and communities understand why spraying pesticide can harm children, and what alternative tasks they can safely perform, it is less likely that children will be put in dangerous positions.

Training and awareness raising should empower people and equip them with practical information; it should not overwhelm them.

Rainforest Alliance provides online training tools that include child labor, and the Assess-and-address system.

When you are working on preventing child labor, you are trying to change behaviour. This can take time. You need to the right messenger, with the right media for your target group.

The table below provides an overview of example messages, messengers and media to consider:

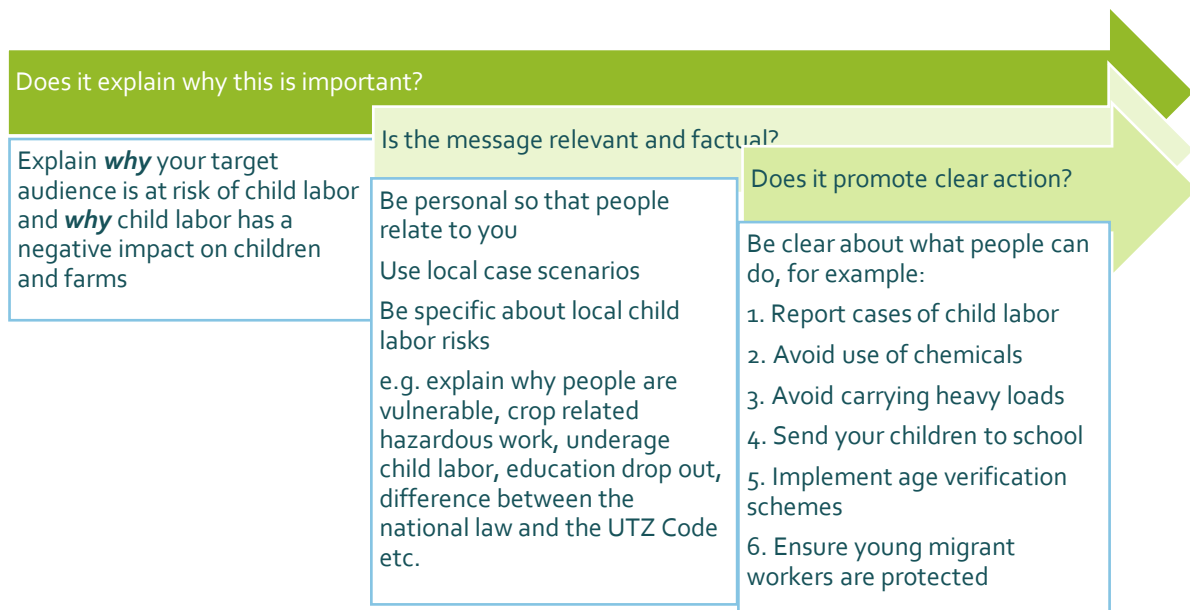
Figure 4. Using the right messenger & media for your target audience

Messages and media			
Target audience	Message	Messenger	Media
Adolescents	Study / access training for a better future Hazardous labor can injure you and affect your future opportunities	Youth groups, DJs on the radio, ex-child laborers	Radio / tv / social media, drama, songs, materials
Parents and farmers	Children should be in school, also girls; if you employ young workers, check they don't carry heavy loads or come near/apply fertilizers or conduct other hazardous tasks; domestic tasks can be shared by girls and boys	Community and religious leaders, teachers and government officials	Radio (farm programmes), religious meetings, local notice boards
Community groups	Encourage children to go to school; don't let children carry heavy loads; don't let them come near/apply fertilizers; encourage girls to attend school, and	Local women's groups Local saving groups	Radio, health / loan & saving groups meetings etc.



	domestic tasks can be shared by girls and boys	Health centres Parent Teacher groups	
Management	What is child labor, how it can harm the farm long-term, and why it matters for certification; developing robust Assess-and-address systems will prevent child labor; collaborating with stakeholders will make you more effective	Trainers NGO child labor experts Women's group representatives,	In-person training Online programs

Figure 5. Communicating the right message for your target audience



If you are preparing or delivering training or awareness raising on child labor, this table provides an example of the information you could include, if relevant for your audience.

Figure 6. Training topics on child labor

Training topics on child labor	
What is child labor?	<p>What is the national minimum age for work and is there a list of hazardous tasks banned for children?</p> <p>Is national law stricter or the same as the RA standard?</p> <p>Has the country ratified the ILO Conventions on child labor and the Convention on the Rights of the Child?</p>
What work are children allowed to perform?	<ul style="list-style-type: none"> • What work can children perform on my farms • From which age can children work • What tools can they use and from which age



How to recognise child labor?	The specific child labor risks in your region and crop(s) covering the following areas: <ul style="list-style-type: none">• underage child labor• work stopping children going to school• hazardous and crop-related child labor• children who are at risk and from vulnerable groups
How to address child labor risks we are exposed to?	<ul style="list-style-type: none">• How do we address the risk in assess-and-address due diligence?• How do we organise these activities? <hr/> <ul style="list-style-type: none">• What partnerships with stakeholders can we form to tackle child labor? (government, civil society, business supply chains etc)

Further learning: The resource library of this knowledge guide has links to specific reports and training tools organised by subject.

Trainers: If necessary, bring in experts to help with setting up the training. You can contact Rainforest Alliance, local child rights NGOs or international organisations, such as UNICEF, Save the Children or CARE.

Refreshers training: It can be useful to organise refreshers' training annually, where people can share challenges and lessons learned and learn about new projects and tools that could be useful for them.

Child labor monitoring is key to effective mitigation. Go to Module 6. Monitoring, for more information.

Examples of programs tackling root causes of child labor (prevention and remediation)

The following section provides case studies of in-depth programs to prevent and respond to the root causes of child labor. These examples illustrate the impact that can be achieved as a result of cooperation between farms, business, local authorities and NGOs to tackle social and economic issues that increase child labor risks. These programs could be developed in response to the results of your in-depth risk assessment, or analysis derived from ongoing monitoring, mitigation and remediation.

The case studies cover the following topics:

- Strengthening local child protection systems
- Income improvement
- Education (quality, affordability & access)
- Youth employment and skills
- Improving operating contexts

This list is not exhaustive and we recommend each of the activities to be based on a thorough assessment of local needs and available resources, so that any intervention or activity you plan, builds on existing support structures rather than duplicating them.



Key takeaway

The below examples are not prescriptive. Activities are most successful and sustainable when they are well planned, build on and further strengthen existing support structures, are locally owned, culturally sensitive and local communities have input into the design and delivery.

Strengthening local child protection systems

Child labor free zone & child labor monitoring

Part of prevention and remedy is the continuous improvement of your Child Labor Due Diligence Systems, which can include improving your employment policies on age verification, migrant workers or working with labor providers to ensure they follow ILO guidelines on labor provision, migrant labor and child labor. Local protection systems also include activities like community- based child labor monitoring and programs including local committees and child labor free zones.

<p>Child Labor Free Zone – can be used in medium and high- risk zones where government support can be obtained</p>	
<p>What is it?</p>	<p>A child labor free zone is an area, which can be a community, an area, where the community leadership, local government and area-based administrations, the population, businesses and NGOs all work together to eradicate child labor</p>
<p>When to use this?</p>	<ul style="list-style-type: none"> • Medium and high-risk environments where the government is supportive in the eradication of child labor. • When child labor risks are not specific to one crop but the whole area, including limited access to education or social norms that prevent girls from accessing education
<p>What preparation & resources are needed?</p>	<ul style="list-style-type: none"> • This is a long-term collaborative program and requires coordinated preparation to jointly define the aim/outcomes of the program, the responsibilities of each of the partners, the monitoring etc. • long term funding and resources
<p>Who to partner with?</p>	<ul style="list-style-type: none"> • This requires partnerships with local government, local NGOs, business community (e.g. chambers of commerce, farmers associations, schools etc)
<p>Example</p>	<p><i>In West Nile, Uganda, Hivos and partners established <u>Child labor free zones</u> together with local partners and companies. Rainforest Alliance joined, upscaled and tested different applications of the child labor free zones to wider areas with the same partners. The project evaluation found the project had a positive impact on the decline of child labor and</i></p>



	<p>increase in school attendance and retention, change in attitudes towards child labor. The project also set up a children's parliament, school youth clubs, training of girls and children clusters, who acted like peer groups to monitor child labor</p>
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<p>Child Labor Monitoring and Remediation Systems (CLMRS) (like assess-and-address) – can be used in all environments to help implement local child labor activities, including awareness raising and child labor monitoring</p>	
<p>What is it?</p>	<p>Community-based or supply chain-based CLMRS connect farmers and sometimes, the wider community.</p> <ul style="list-style-type: none"> • Conduct awareness raising, child labor monitoring and coordination of all local activities. • Committees are either set up by CHs within farmer groups only; but can also involve key community members. • If child protection / child rights committees already exist, child labor can be added to that committee's objectives and activities. • It is key that the committees are empowered to act.
<p>When to use this?</p>	<ul style="list-style-type: none"> • In medium and high-risk environments. • To create local ownership of the issue of child labor and local action to prevent, monitor and respond to it.
<p>What preparation and resources are needed?</p>	<ul style="list-style-type: none"> • Defining the goal and outcomes with the committees beforehand, as well as the support the committee needs. • It is important to define expectations including the (s)election process to (s)elect members (e.g. quota to ensure representation); • the duration committee members serve for, e.g. does it rotate. • Expectations around help towards transport costs need to be very clear from the beginning. • Ensure that you have the staffing resources to regularly interact with committees and adequately invest in their capacity and stakeholders.
<p>Who to partner with?</p>	<ul style="list-style-type: none"> • work with existing structures rather than creating a duplicate structure. • help committee build strong connections with authorities, service providers and NGOs to be more effective, independent and therefore more sustainable. They can then



	become vehicles for other community interventions beyond child labor.
Example	<i>Mondelez supports local community groups to empower communities to lead their own development, with the help of Community Action Plans. Cocoa Life also helps to improve access to education and financial services to promote entrepreneurship and additional income, addressing the root causes of child labor and improving the protection of children.</i>

Income improvement

Village Saving and Loan Association, income diversification, cash transfers

Beyond investments in efficiency of farmer inputs and productivity, efforts to increase income through other activities can help ensure families have an income throughout the year, rather than only at harvest time. When families are poor, or vulnerable because of disability, lack of income, broken homes and violence, children are more at risk of child labor. Strengthening income of these families can help prevent and remediate child labor. The below activities are possible interventions to boost farmers' income.

Village Saving and Loan Associations (VSLAs) – <i>can be used to tackle poverty and to boost financial empowerment</i>	
What is it?	A VSLA is a group of people who save together and take small loans from those savings. A VSLA provides simple savings and loan facilities in a community that does not have easy access to formal financial services. Sometimes group also have a social fund, providing members a basic form of insurance that could also be used to help the entire community.
When to use this?	VSLAs can help vulnerable families access finance to make the necessary investments to improve their livelihoods. It can therefore help prevent the use child labor.
What preparation and resources are needed?	<ul style="list-style-type: none"> • VSLAs require specialist knowledge and guidance, with tools for literate and illiterate populations. • Organisations like BRAC and other microcredit organisations can provide support. • Establishing and running VSLAs requires initial support and resources but if successful, can then run by themselves
Who to partner with?	Partnerships with local CBOs / NGOs that are specialised in setting up and managing VSLAs are necessary. Overtime VSLAs can become independent.



Examples	<i>In the Child Labor Free Zone in Uganda's coffee communities, there are solidarity school funds, as well as in tea communities in Mali to enable children of farmers to access education</i>
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Income generation & diversification / farmers income – <i>to use when workers and farmers are economically vulnerable and are potentially using child labor to increase their family's income</i>	
What is it?	<p>Income generating activities to diversify farmers' income can have many forms; e.g.</p> <ul style="list-style-type: none"> • vegetable / fruit kitchen gardens; • training for farmers to diversify crops or grow multiple crops simultaneously • domestic produce that require little upfront investment
When to use this?	<ul style="list-style-type: none"> • With farmers of crops that are volatile to price fluctuation • when farmers' income does not provide a living income / wage, resulting potentially to child labor. • Be aware that income generating activities at the farm / in households can lead to an increase in child labor
What preparation and resources are needed?	<ul style="list-style-type: none"> • specialist knowledge of local markets and of the agricultural options in that region • upfront investment and some longer-term support.
Who to partner with?	<p>If the CH does not have the knowledge or resources:</p> <ul style="list-style-type: none"> • supply chain actors / buyers or NGOs/CBOs and government schemes. • They might also have lessons learned of what income generating activities have and have not worked; use these learnings to ensure your programme benefits children and does not increase child labor
Example	<i><u>Income diversification</u> reduces the financial risks posed by crop failure or market fluctuations. Farmers can diversify their income streams by growing different kinds of crops, raising animals, and/or cultivating honey—all provide an important hedge against the unpredictability of farming.</i>

Conditional cash transfer schemes – <i>cash transfers can be conditional on children's</i>	
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<p><i>educational attendance / registration and proof of not being in child labor</i></p>	
<p>What is it?</p>	<p>Cash transfer schemes have become important tools for poverty alleviation and human capital development in developing countries. Eligible household members are provided with periodic cash payments with conditions that they must adhere to (conditional cash transfer) or without conditions.</p>
<p>When to use this?</p>	<p>When the risk of children ending up in child labor and dropping out of school is due to poverty, conditional cash transfers, on the condition that children are in school, can help the family survive economically without having to take children out of school and resort to income from child labor. However, as ICI research⁷ shows, transfers can reduce child labor for older boys, but can increase unpaid child labor.</p>
<p>What preparation and resources are needed?</p>	<ul style="list-style-type: none"> • These are large government schemes; understand the exact eligibility criteria and conditions of the cash transfers before promoting them to avoid disappointment. • It will take time to set up access to these schemes and conditional cash transfers require ongoing monitoring and reporting, so they are expensive to run. • Evaluations of conditional versus unconditional cash transfer schemes have not shown an increased impact of conditional cash transfers
<p>Who to partner with?</p>	<p>With government, local community committees, CBOs / NGOs and schools (regarding attendance)</p>
<p>Example</p>	<p><i>Mexico's national conditional cash transfer program, called Oportunidades has been somewhat successful in increasing school attendance and decreasing child labor for boys, but not for girls.</i></p>

Education (Quality, affordability & access)

School construction, Pre-school, Birth registration, Improving quality of education & other interventions

Access to quality and affordable education has proven to contribute to decrease child labor. As such, education is a key focus area for preventing and responding to child labor. The below activities can help strengthen access, quality and affordability of education:

<p>School construction – <i>to use when access to education is a problem, to deter underage child labor and deter hazardous child labor</i></p>	
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What is it?	School construction requires continuous support for the running of the school by the department of education, e.g. commitment to provide and pay teachers; to maintain the school and provide it with teaching materials.
When to use this?	<ul style="list-style-type: none"> • When access to schools is limited, resulting in children not attending school regularly. • When school buildings are there but are of bad quality, resulting in poor learning environments and children dropping out.
What preparation & resources are needed?	<ul style="list-style-type: none"> • Assurance from the government that they will sustain the school; • the school should be built using the standard national school construction guidelines, where these exist. • Proper planning and collaboration are key to finding the right location, size and support system (e.g. satellite school of a bigger regional school)
Who to partner with?	It is essential to collaborate closely with the local and national department of education, local communities for their contributions and businesses along the supply chain (as they like to invest in physical structures).
Example	<i>The Australian High Commission's Direct Aid Program funded the construction of pre-schools for plantation sector children in Sri Lanka. The project was implemented by the Plantation Rural Education and Development Organization (PREDO). The Jacob's Foundation is working with government and cocoa industry in Cote d'Ivoire to support access to education through targeted investments in education, in a programme titled TRECC (construction, teacher training etc).</i>

Birth certificates – to use when children have no birth certificates, this can stop them from accessing schools, healthcare, further training and official employment and benefits.	
What is it?	Birth certificates are essential to get access to education, government services and sometimes jobs. Sometimes this can be done for individuals and sometimes for whole communities with low rates of birth registration.
When to use this?	When children cannot access education because they don't have papers; to help youth find legal, decent work.
What preparation and resources are needed?	In some countries, birth registration costs are very high;



	<ul style="list-style-type: none"> • it is key to work with government and other partners to create a low-cost option for vulnerable populations. • Technology (mobile phones) are increasingly being used to help with birth registration, for instance UNICEF in collaboration with Millicom and Plan International's "Count every child" birth registration campaign
Who to partner with?	Governments, UNICEF and Plan International do birth registration campaigns; it is key to work with these or similar organisations as that might facilitate quicker and cheaper access to birth certificates.
Example	<i>Plan International has contributed to birth registration of 40 million children around the world through its "count every child" campaign; changing laws and facilitating rural access to birth registration through technology.</i>

Early childhood education (pre-schools/child-care) – to use when mothers are bringing their small pre-school children to work, exposing them to hazardous tools, chemicals and potentially child labor	
What is it?	<p>Childcare and pre-schools can be set up in communities by training local community members to set up and run pre-schools in a safe and stimulating environment.</p> <ul style="list-style-type: none"> • They can both provide an income to the women (usually) managing and working in them, as well as help mothers in the community. • They sometimes provide new mothers with guidance on child rearing, from a health, nutrition, education and child protection perspective so they can be an effective vehicle to improve child rearing, education and employment opportunities.
When to use this?	<ul style="list-style-type: none"> • When mothers are taking their young children to work because there is no school to go to, this can harm their young children because of dangerous tools and fertilizers that are being used in fields. It can also result in very young children helping, resulting in serious child labor cases.
What preparation and resources are needed?	<ul style="list-style-type: none"> • Specialist advise and training for the women involved in setting up and running these nurseries.



	<ul style="list-style-type: none"> • If mothers pay small stipends to the women running these, they can be self-sustaining and provide income. • Resources to set up a suitable and dedicated space (community hall / additional room in school) is required as is investment in training of the women involved.
Who to partner with?	Partnerships with organisations (government and NGOs) are useful to ensure they are set up professionally.
Example	<i>The Malaysian government requires plantations to provide nurseries for workers' children under a certain age. The majority of palm oil plantations in Indonesia, where the provision of pre-schools isn't a legal requirement, also provide nurseries to facilitate female migrants working on the estates, in areas without government social infrastructure providing education.²</i>

Improving the quality of education – to use when the quality of education is a problem, resulting in children dropping out of school and potentially ending up in underage or hazardous child labor	
What is it?	<p>Improving the quality of education to prevent drop out and ensure local support, can help increase the number of children that attend and complete education. Various interventions to improve quality exist:</p> <ol style="list-style-type: none"> 1. Teacher training focusing on child centred teaching methodologies 2. Teacher training on alternatives to corporal punishment in schools where this is a deterring factor for children to drop out 3. Training of school management to help them manage the school better 4. Setting up long term support systems for the school, through satellite schools, which are well functioning schools that have more resources and share some of their learning with other smaller community schools 5. Parent Teacher Associations to strengthen parents' involvement in their children education
When to use this?	Many schools provide inferior quality education, resulting in children dropping out or parents not registering their children as the return on education might be low.
What preparation and resources are needed?	<ul style="list-style-type: none"> • Specialist advise, so CHs can link the school that needs improvement to local NGOs and local departments of



	<p>education that can offer professional help to improve the quality of teaching.</p> <ul style="list-style-type: none"> • Teacher training is expensive and is only the beginning of the improvement programme; it is key that training is backed up by a sustainable, internal support systems to ensure training results in improved teaching.
Who to partner with?	Both with the department of education and specialist education NGOs or private service providers is essential
Example	<i>Winrock International's CIRCLE programs target child labor through improving access to both formal and informal quality education and have had significant impact in Ethiopia, Ghana, Kenya, Malawi, India, Vietnam, Bolivia, Guatemala and Paraguay. More information about these programs can be found here.³</i>

Other school activities to be used to boost low attendance rates	
What is it?	<ol style="list-style-type: none"> 1. School meals – both lunch or breakfast 2. School nurseries – growing healthy food that can be served at school to children 3. Building school water and sanitation facilities to boost access for girls 4. Improving access – e.g. bus service, bicycles for older children 5. Helping families with buying school materials, including uniforms, school books, rucksacks etc.
When to use this?	When schools exist but children do not attend because families can afford associated school costs; when children walk far and are hungry when they get to school; when families are poor and cannot feed their children more than 1-2 meals a do, breakfast can help boost attendance and improve children's concentration in classes.
What preparation and resources are needed?	All these interventions require specialist insights, so it is good to get an educational consultant / organisation in to review what school intervention program is most cost effective and work together with local education departments and specialists.
Who to partner with?	Both with the department of education and specialist education NGOs and supply chain for potential funding.
Example	<i>In 2016, WFP implemented or supported school meals programmes in 69 countries. It directly provided school meals to 16.4 million children in 60 countries. It also built the capacities of 60 governments, which led to improved national</i>



	school meals programmes for another 45 million children
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Youth Employment and Skills

Vocational & Technical Skill Training, Job Placements and Youth Clubs

- It is recommended to review whether hazardous work can be adapted so that it can become safe, age appropriate work, by replacing dangerous tools with safe, age appropriate tools; by decreasing the weight children are carrying, by not allowing children to apply pesticides / work closely to areas sprayed by pesticides.
- If this is not possible and the child needs to be removed from the farm, vocational training and external work placements can be useful.

Vocational / technical skills training & Work placements – when young people (14-17) are involved in / at risk of hazardous child labor or the worst forms of child labor	
What is it?	Vocational or technical skills training builds the technical skills of young children to help them access decent work opportunities. An alternative to school-based training is on the job trainings / work placements. It is key to ensure their vocational skills are marketable and lead to real jobs and/or income, and that work placements can become exploitable if they don't pay any stipends.
When to use this?	These can be used when young people are in hazardous forms of child labor and do not have the skills to access decent work opportunities; vocational training can be a good way to provide new opportunities.
What preparation and resources are needed?	<ul style="list-style-type: none"> • Existing, government run vocational training centres are often under resourced and don't always teach marketable skills; as such it is important to research courses carefully. • On the job training / job placements is a cheaper alternative but needs to be safe, offer real learning opportunities and job and income prospects.
Who to partner with?	<ul style="list-style-type: none"> • Department of education / vocational training or department of labor for government run vocational trainings. • Local businesses and NGOs can also be good partners to establish courses where they don't exist. • Also, supply chain actors who have a keen interest in younger generation's continued involvement in the crop, are often keen partners in establishing farming schools that improve farming



	<p>practices to be more sustainable and productive.</p> <ul style="list-style-type: none"> • Vocational training requires a significant investment in each individual which might be prohibitive when lower costs alternatives are available.
Example	<p><i>By building youth's capacity for leadership opportunities, increased civic engagement, and education on the local environment, Rainforest Alliance supported youth become more personally invested in their communities and in creating a future there.</i></p>

Youth Clubs / Youth centres / working with youth in secondary school	
What is it?	<p>Youth clubs are meant to empower young people.</p> <ul style="list-style-type: none"> • They can take many forms; groups with whom they can meet up, discuss issues that matter to them, where they can access courses, play sports and get other assistance. • Special clubs for girls can be useful in locations where gender segregation is the norm or where girls are discriminated, underrepresented in education and work, as these groups can help empower girls
When to use this?	<p>When child labor mostly affects young people involved in hazardous work and no schools/vocational training are available, youth clubs and centres can be an alternative location:</p> <ul style="list-style-type: none"> • where youth can provide peer to peer support • can access help with skills development and knowledge on where to access work and training. • Youth clubs can be good places for awareness raising, including on gender, employment and education issues.
What preparation and resources are needed?	<ul style="list-style-type: none"> • Identifying which youth to target, boys and girls separately or joint, identify locations where they can meet, develop training for the youth themselves and recruit youth workers. • To ensure sustainability, it is important that local youth can volunteer and help develop and lead the youth clubs. • Establishing youth clubs requires funding for skills training / sports activities, locations to meet, organise meetings.



Who to partner with?	Ministry for youth and sports; community organisations; supply chain actors and youth/child protection NGOs for funding and advise
Example	<i>Save the Children in Cambodia is working in partnership with local NGOs in providing financial and technical support to build the capacity of local authorities and children in the community. The establishment of children's clubs allows children of the community to discuss issues and concerns which are then presented to the Commune Council so that local authorities can address their needs.</i>

Improving your legal operating context

When local by-laws or national law are not aligned with the RA Standard – either too strict or not strict enough, it is important to make sure all farmers in the cooperative are aware of the difference and know exactly what type of child work and what tasks exactly are allowed and which ones aren't. You can do this through awareness raising, and training which are described in this module . Other possible interventions include advocacy at different levels:

Advocacy – can be used to change local by-laws and regional / national policies of government, businesses or other stakeholders	
What is it?	<p>Advocacy is the act or process of supporting a cause or proposal, through lobbying and influencing and targeted information campaigns. It is important that your advocacy:</p> <ol style="list-style-type: none"> 1. has a very key outcome and goal (e.g. change the law) 2. is based on facts 3. is clear and concise 4. is done working together with the person you are trying to influence not against them as you want to change their view
When to use this?	<ul style="list-style-type: none"> • If you need local support to improve education and services for the communities you work in; • if local / national laws are not aligned with international legislation, <p>Report this to UTZ country office and see if they can link up with national advocacy campaigns, e.g. through crop representational groups, chambers of commerce etc, to change the local / national laws to be aligned with the ILO Conventions. (e.g. minimum age of work is different, no hazardous labour list, not signatory to ILO Conventions)</p>
What preparation and resources are needed?	Local level advocacy to change local by-laws should involve local representatives, e.g. political



	<p>leaders, farmers and workers' representatives. So, collaboration to agree what change is required is key.</p> <ul style="list-style-type: none">• National level advocacy requires expert advice and expert lobbying, so it is important that you work with legal / policy specialists, with industry experts and with people who know the political system you are trying to influence
Who to partner with?	<p>Advocacy works better when it comes from a significant group of people who have influence, both local and national, e.g. local representatives, policy makers, business chambers, trade unions, UN Agencies – so choose your partners strategically</p>
Example	<p><i>In Colombia, no one under 18 can work in agriculture, resulting in child labor going underground. The National Coffee Growers Organisation works with the Ministry of Labor to encourage the Colombian government to implement a regulation that condemns child labor in the coffee sector while allowing children to be part of the family traditions and processes inherent to Colombian coffee growing.</i></p>