



International
Labour
Organization

Prevention of child recruitment
and reintegration of children
associated with armed forces and groups

Strategic framework for addressing the economic gap



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IPEC

*Prevention of child recruitment and reintegration of children associated with armed forces and groups:
Strategic framework for addressing the economic gap*

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Preface

The use of children in armed conflict touches the heart of the ILO's mandate. ILO Convention No. 182 on the Worst Forms of Child Labour recognizes the use of child soldiers as a slavery-like practice that should be prohibited and eliminated as a matter of urgency. The ILO's concern is not limited to the cases where children are used as combatants, but extends to the use of children for auxiliary activities for armed groups (e.g. cooks, porters, or sexual services). Additionally, children who live in conflict or post-conflict situations, many of them orphans, internally displaced children and other vulnerable children, particularly girls, are at high risk of being trapped in other worst forms of child labour in order to survive, such as commercial sexual exploitation, involvement in illicit activities or hazardous work.

Convention No.182 has been ratified by 165 ILO member States, more than 90% of the membership. These countries are required to promptly prohibit the forced or compulsory recruitment of children for use in armed conflict, make sure that this prohibition is backed up by credible sanctions and take effective and time-bound measures to ensure that children are no longer recruited for use in armed conflict. Importantly, the Convention also requires countries to take urgent measures to withdraw children from soldiering and to ensure their rehabilitation and social integration. In other words, countries where child soldiers are found have the obligation to pursue an effective release, protection and reintegration programme for these children.

The ILO, primarily through its International Programme on the Elimination of Child Labour – IPEC – works in facilitating the reintegration of former child soldiers at country and local level. The ILO does not intervene in the whole field of Disarmament, Demobilization, and Reintegration (DDR), but concentrates on the socio-economic reintegration of former child soldiers, as well as the prevention of the recruitment of children.

From 2003 to May 2007, together with ILO constituents – governments, employers' and workers' organizations – IPEC implemented an inter-regional project to prevent the recruitment of children as soldiers and support the reintegration of former child soldiers in Burundi, Colombia, Congo, Democratic Republic of Congo, Rwanda, Philippines and Sri Lanka. This publication brings together the considerable knowledge, lessons learned and good practices gained from the project. It provides a Strategic Framework on the economic aspects of the prevention of child recruitment and reintegration of children associated with armed forces and groups that was developed, tested and validated during the implementation of the inter-regional project by IPEC staff, implementing partners and stakeholders at country and interregional levels.

This Framework is intended for designers and practitioners of projects aimed at preventing the recruitment of children in armed conflict and supporting the economic reintegration of children associated with armed forces and groups. It is hoped that the rich resource provided in this guide will be a practical tool in the design of responsive and effective strategies and interventions to address the needs of these most vulnerable children – children involved in armed conflict as well as those living in conflict areas.



Michele Jankanish
Director

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Finally, ILO-IPEC would like to thank the United States Department of Labor for the generous financial contribution that enabled the implementation of the Programme and development of this *Strategic Framework*.

Abbreviations

APROPOL	Association pour la Promotion des Potentialités Locales (Rwanda)
AFESA	Action de la Femme pour l'Education et la Santé (Democratic Republic of Congo)
CBO	Community-based organization
CONSEDI	Conseil pour le Développement Intégré (Burundi)
COOPEC	Coopérative d'Epargne et de Crédit (Burundi)
COSUCECO	Cotabato Sugar Central Corporation (The Philippines)
DDR	disarmament, demobilization and reintegration
DMI	DMI Consultants, Experts et Conseil (Republic of Congo)
DOLE	Department of Labour and Employment (The Philippines)
FSH	Fondation Solidarité des Hommes (Democratic Republic of Congo)
GAV	Groupe d'Appui aux Personnes Vulnérables (Democratic Republic of Congo)
HIV-AIDS	Human immunodeficiency virus – acquired immunodeficiency syndrome
IDDRS	Integrated Disarmament, Demobilization and Reintegration Standards
ILO-IPEC	International Labour Organization – International Programme on the Elimination of Child Labour
INS-GD	Institute of Nursery Studies and Gender Development (Sri Lanka)
NGO	Non-governmental organization
ONEMO	Office National de l'Emploi et de la Main d'Oeuvre (Republic of Congo)
PADRO	Pattipalai Area Development and Rehabilitation Organization (Sri Lanka)
PPDRO	Poraithivu Pathththu Development and Rehabilitation Organization (Sri Lanka)
SIYB	Start and Improve Your Business
TPO	Transcultural Psychosocial Organization (Burundi)
UN	United Nations
UNICEF	United Nations Children's Fund
WFP	World Food Programme

1. Introduction

The International Programme on the Elimination of Child Labour (IPEC) and several inter-governmental, governmental and non-governmental organizations have been working to stop the recruitment and use of children by armed forces and groups since the late 1980s. The common efforts have led to a comprehensive body of international and national legal instruments where:

- the recruitment and use of children by armed forces and groups are considered illegal and among the worst forms of child labour (see Box 1); and
- the recruitment and use of children under 15 years are considered war crimes.

Box 1: ILO Worst Forms of Child Labour Convention, 1999 (No. 182)

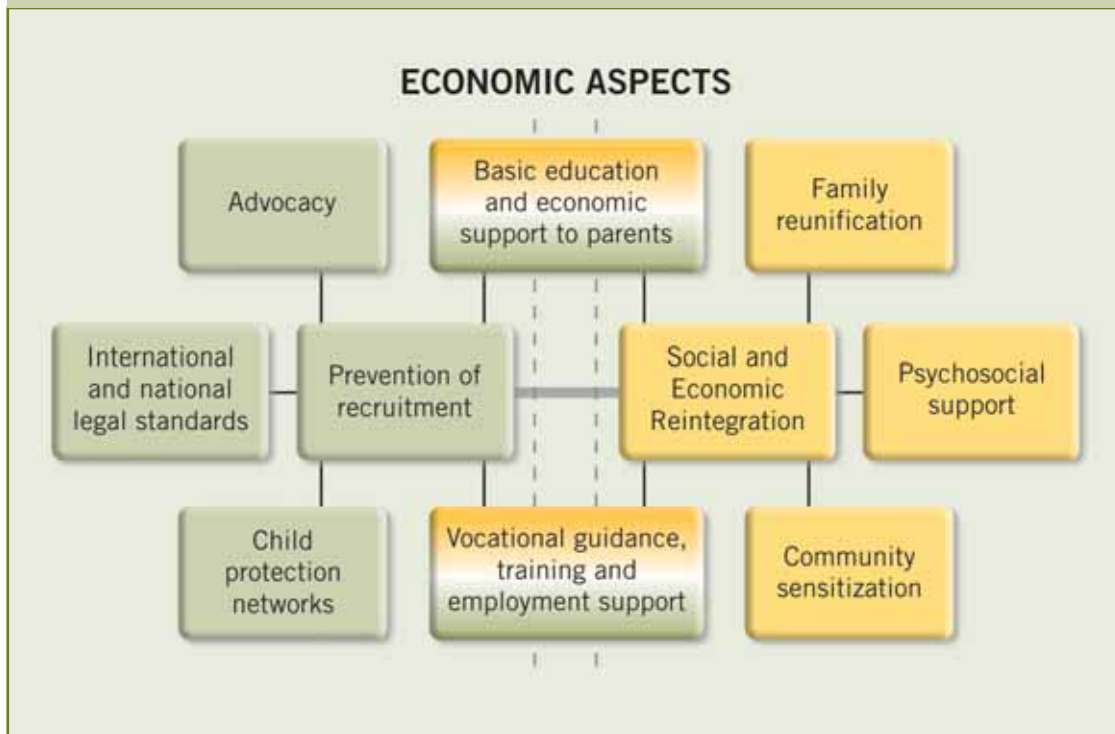
The ILO Convention 182 adopted in 1999 considers “*forced or compulsory recruitment*” of children under 18 in armed conflicts as one of the Unconditional Worst Forms of Child Labour to be eliminated as a matter of urgency. The Convention mandates immediate action to eliminate forced recruitment and calls for effective enforcement measures. It also calls upon member States to help one another in giving effect to the provision of the Convention through international cooperation or assistance. Therefore, by ratifying the Convention, a country becomes bound to secure the prohibition and elimination of forced recruitment as a matter of urgency.

These agencies have also endeavoured for these standards to be effectively applied in practice. As a result, concrete strategies, programmes and plans of action have been developed to:

- prevent the unlawful recruitment of children by armed forces and groups;
- seek their unconditional release from armed forces and groups; and
- support their reintegration into society.

Addressing the multiple dimensions of the use of children by armed forces and groups is a highly complex undertaking. It requires an integrated response from specialized agencies across a range of areas. Based on its mandate to eliminate the worst forms of child labour as a matter of urgency and expertise in advancing opportunities for decent and productive work, ILO has focused on addressing the *economic* aspects of the prevention and reintegration.

Figure 1:
Multiple dimensions of prevention and reintegration
with particular emphasis on common economic aspects



1.1 The aim of this *Strategic Framework*

This *Strategic Framework* aims to provide guidance to those involved in addressing the economic aspects of prevention of child recruitment and reintegration of children associated with armed forces. It brings together knowledge, experience, lessons and good practice on a wide range of issues, from vocational training and employment services in support of reintegration to credit schemes and other types of economic support as a means of promoting schooling and preventing recruitment.

1.2 Why was this *Strategic Framework* developed?

ILO-IPEC has developed this *Strategic Framework* to help improve the track record of agencies involved in prevention of child recruitment and reintegration of children associated with armed forces and groups. Although principles and guidelines, such as the Paris Principles and the Integrated Disarmament, Demobilization and Reintegration Standards (IDDRS), recognize the fundamental role of prevention and reintegration, agencies have often lacked a strategic framework to address these issues from an economic perspective. This has often resulted in prevention efforts that were only partially effective and in disarmament, demobilization and reintegration (DDR) processes with weak economic reintegration components.

Governments have requested ILO to draw on its employment-creation expertise and pragmatic approach to eliminating child labour to help them fill the *economic* gap in prevention of child recruitment and reintegration of children formerly associated with armed forces and groups. Despite the presence of a multitude of child protection agencies in their countries, these have often worked on prevention through advocacy and have invariably found themselves too overwhelmed by the colossal tasks involved in the release and transit activities.

With little time and resources to plan and implement economic reintegration, release cannot be sustainable in the long run. Social reintegration achievements are lost; children are again thrown into a cycle of poverty and frustration; and they become again vulnerable to criminality and re-recruitment.

1.3 How was this *Strategic Framework* developed?

This IPEC's *Strategic Framework* was developed on the basis of knowledge and experience gained during the implementation of the Inter-Regional Programme on Prevention and Reintegration of Children Involved in Armed Conflict (see Box 2).

Box 2: Inter-Regional Programme on Prevention and Reintegration of Children Involved in Armed Conflict

Executing agency: ILO- IPEC

Duration: November 2003 to May 2007

Countries: Burundi, Colombia, Democratic Republic of Congo, the Philippines, Republic of Congo, Rwanda and Sri Lanka.

Donor contribution: US\$ 7 million from the United States Department of Labor

Total participants: 8,895 children and youth: 4,560 (2,216 boys and 2,344 girls) prevented from military recruitment; and 4,335 (3,398 boys and 937 girls) received economic reintegration assistance.

Source: ILO-IPEC, 2007

Aware that the Programme's impact could only be marginal in light of the magnitude of the problem both in terms of prevention and reintegration, ILO-IPEC aimed to maximize the results of the Programme by encouraging country teams to develop and test the validity of a variety of strategies under different circumstances. This experimental function of the Programme has generated a very rich environment for learning lessons and identifying good practices.

Towards the end of the Programme, IPEC staff, implementing partners and key stakeholders were challenged to reflect on what works, under which circumstances and why, both individually and collectively. IPEC also created opportunities for them to meet and compare experiences in a series of workshops at country and inter-regional levels. This process has culminated with the development of this *Strategic Framework*.

1.4 Who should use this *Strategic Framework*?

This *Strategic Framework* is relevant to all those engaged in prevention of child recruitment and in reintegration of children associated with armed forces and groups, independently from the establishment of a formal DDR process, whether as part of a UN programme or not.

Staff of and consultants to inter-governmental, governmental and non-governmental agencies working at headquarters and country levels, national and local levels, will benefit from this *Strategic Framework* to develop, plan, implement and evaluate national policies, strategies, programmes and plans of action on prevention and reintegration. Trainers will also find this *Strategic Framework* a useful resource for training.

1.5 Boxes, tables and icons used in the *Strategic Framework*

Apart from the usual explanatory boxes and figures used to provide more detailed information about a topic or issue, the *Strategic Framework* will include lessons learned, good practices and strategy options identified during the implementation of the “Inter-Regional Programme on Prevention and Reintegration of Children Involved in Armed Conflict”.

Lessons learned will be presented through case studies in boxes as follows:

Case study #	
Country: Title	
Description	Briefly sets the context and explains the issues that led to learning lessons.
Lessons learned	Summarizes the key lessons that should be learned from the experience describe above.

Good practices will be presented in tables as follows:

Good practice #	
Title & Country	Captures the essence of the good practice and indicates the country where it was implemented
What	Describes briefly the good practice
When	Indicates the conditions under which the good practice was implemented and can be replicated
How	Explains the steps used to implement the good practice
Achievements	Shows some results obtained from implementing the good practice
Remarks	Provides useful advice

Strategy options will be presented as follows:

Strategy options	Option 1	Option 2	Option 3
What	Describes each option		
When	Shows under what circumstances each option can be used		
Strengths	Highlights strong points of the option in question		
Weaknesses	Highlights weak points and difficulties		

The *Strategic Framework* will use two icons, i.e. Tool Icon and Caution Icon:



indicates that a tool can be found in the annex of the Strategic Framework, in another document or on the internet.



indicates an issue that requires particular attention or caution from practitioners.



2. The economic gap in prevention and reintegration

While there are several reasons why children join armed forces and groups, poor living conditions are increasingly recognized as being at the heart of the problem. Children's testimonies often refer to their enrolment as a strategy to ensure immediate survival and to earn a living. Too often their desire when enrolling is to satisfy material needs and to leave the family either to search for a better life or to alleviate the family burden.

This clearly shows that effective prevention and reintegration are dependent on addressing the economic dimensions of child recruitment.

Work, or the absence of it, is at the heart of enrolment and prevention. Work, or the absence of it, makes or breaks the release of children from armed forces and groups. Yet, child protection agencies have found it extremely challenging to address the economic dimensions of recruitment for many reasons, among them are:

- The risk of child recruitment is higher when conflict is escalating and ongoing. Reducing the household poverty that often pushes children into armed forces and groups is particularly difficult under such circumstances.

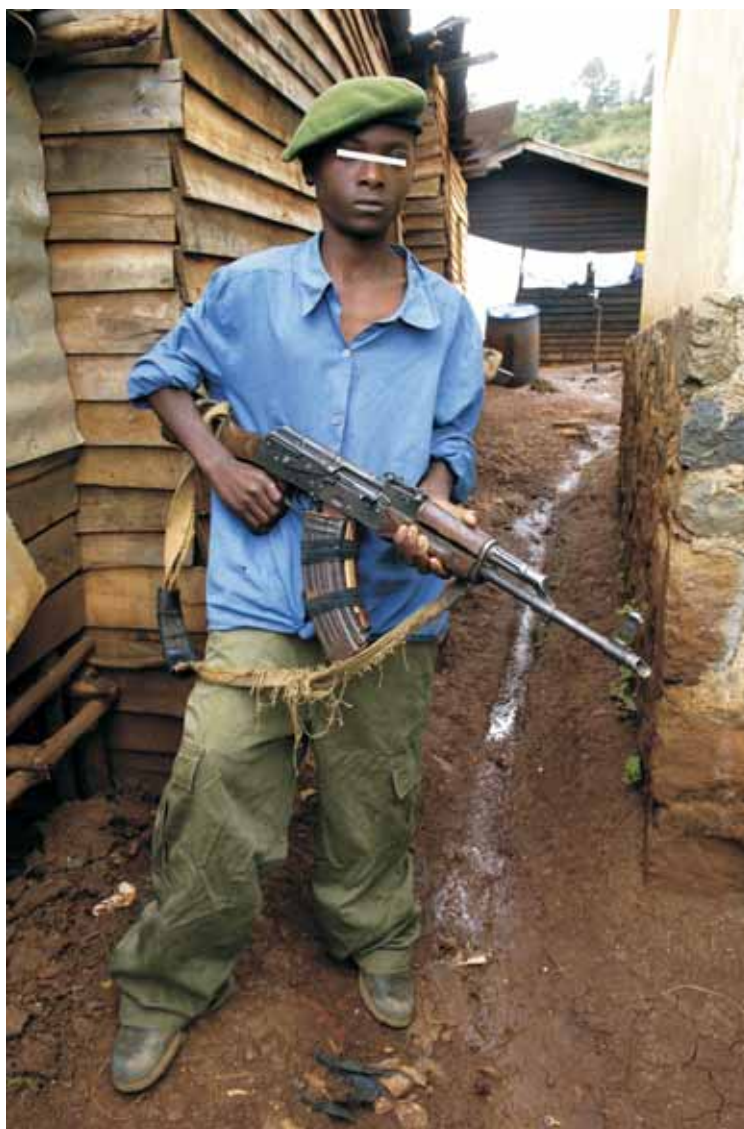
Figure 2:
Children's motivations for joining armed forces and groups
in Congo, DRC and Rwanda



Source: ILO-IPEC, *Wounded childhood – The use of children in armed conflict in central Africa (2003)* p. 29.

- Mechanisms for release and reintegration of children are often set up before a formal peace agreement is signed and an adult DDR programme is agreed upon. This means that child DDR is often “*breaking new ground*”: simple referrals to other initiatives are not possible and reintegration opportunities have to be created.
- Addressing household poverty and creating economic reintegration opportunities are far more costly than putting together an advocacy campaign or a dialogue initiative to promote social reconciliation and reintegration. Funding is often insufficient and available for the short term, making it extremely difficult to address needs holistically and ensuring interventions are sustainable.
- Supporting economic strategies also requires a different set of expertise and skills than those child protection agencies usually have at their disposal.
- Child protection agencies often find themselves overwhelmed with the magnitude of the release and transit process. Little time and resources are left to address the economic aspects of prevention and reintegration.

Together, these challenges often result in an economic gap in prevention and reintegration. Addressing this economic gap is urgent, if agencies are serious about tackling the underlying causes of recruitment and ensuring that release and reintegration are sustainable.



Case study 1

Work makes or breaks prevention and reintegration – The stories of two children from Eastern Democratic Republic of Congo

Sebastien is 17 and is benefiting from economic reintegration assistance

At 11, Sebastien helps his family grow vegetables. They live a modest life: their small income is enough to pay the plot monthly rent and to buy other food and clothes.

At 12, his family's living conditions deteriorate. Frequent incursions by armed groups in and around their village make farming increasingly difficult and dangerous.

At 13, he joins an armed group after being promised a monthly payment. His mother, other family members and neighbors disagree with his departure, but they have very little to offer him instead.

At 15, he listens on the radio about the DDR programme for those below 18. The idea pleases him as he also wants to quit. Payments are more than irregular, living conditions are poor and he feels bad about killing and looting. He runs away.

At 16, he is no longer a *kadogo*¹. He has been demobilized and supported to return to his family. He is learning how to make soap with other children. He is also learning how to become self-employed.

At 17, he has become a member of soap making association together with other adolescents. They are the only soap makers in the village and get regular orders from an Agronomic Institute nearby. His mother is able to buy food and other necessities. Neighbors are no longer suspicious and even come for buying soap. Sebastian has made new friends and is going out with a girl.

¹Term used in the area to designate a child associated with armed forces and groups.

Jean is 16, but is still waiting for economic reintegration assistance

At 10, Jean lives with his mother and three other younger brothers. He works as a luggage porter at a small airport not too far from his home. His small income buys food for him and his brothers.

At 11, he is making less and less money at the airport. Flights start to decrease when the airport became a target for armed groups operating in the area. His mother has to sell their few possessions to buy food.

At 12, he accepts to enroll in the armed forces. He wants to become a fisherman like his deceased father but he does not see how his dream can come true. He sees the army as the only solution to become less of a burden for his mother and perhaps even to bring some money home.

At 16, he is told by his commander that those below 18 will be demobilized. He would like to quit the army, but he is very worried about the future. What will he do for a living?

At 17, he is transferred to a transit and orientation centre where he receives a return-home kit to go back to his family. He is also told he will be supported to find a job in his community. Upon return, his neighbors make an effort to welcome him and other former *kadogo*. Months go by and he does not receive any support and fails to find a job. He starts hanging around with other young demobilized. They wander in the local market looking for an opportunity to steal cash and other valuables. Neighbors become suspicious of him. He does not miss the armed forces, but would be tempted to rejoin if called back. His family realizes the danger but feels powerless.

Reflections

- Sebastien and Jean were both child labourers. At 10 and 11, they should have been in school, but they were already working.
- Poverty and conflict have driven both of them to enroll in armed forces and groups. The two boys went from the situation of child labour to that of one of the worst forms of child labour. While, they were with the armed forces and groups, they did not learn any marketable skills.
- At one point in their lives, both of them were demobilized and supported to return to their families and communities. Their lives were very similar until Sebastien started receiving economic reintegration assistance.
- Sebastien has become a soap maker and earns regular income. His successful economic reintegration has a positive impact on his social reintegration.
- Jean does not have an occupation that generates him regular income. Efforts to facilitate his social reintegration have been failed. He has become a youth gang member and a petty criminal. He is at high risk of being re-recruited.
- Parents and family members do not want to see their children joining armed forces and groups, but they feel powerless amidst the destitution that surrounds their lives.

3. Guiding principles

Apart from the general principles of non-discrimination and best interest of the child, as well as the operational principles shown in Box 3, there are **specific principles** that should be taken into account when addressing prevention and reintegration through economic measures.

Box 3: General and operational principles on children associated with armed forces and groups

General

- **Non-discrimination** on the basis of sex, ethnicity, religion, disability or caste.
- **Best interests of the child** in accordance with wishes and feelings in light of age and understanding as well as physical, emotional and educational needs and development.

Operational

- **Accountability and transparency** in accordance with codes of conduct, standards and mechanisms for monitoring and reporting.
- **Context-specific programming** based on comprehensive analysis.
- **Capacity strengthening** to build on support and develop national, local and community efforts.
- **Coordination, collaboration and cooperation** between among all those involved.

Source: Adapted from: *The Paris Principles – The principles and guidelines on children associated with armed forces and groups*, February 2007, p. 8-10.

Principle 1: Target groups composed of children formerly associated with armed forces and groups and children vulnerable to recruitment

Being interdependent and indivisible, economic prevention and reintegration can be tackled simultaneously and more effectively if direct beneficiaries are:

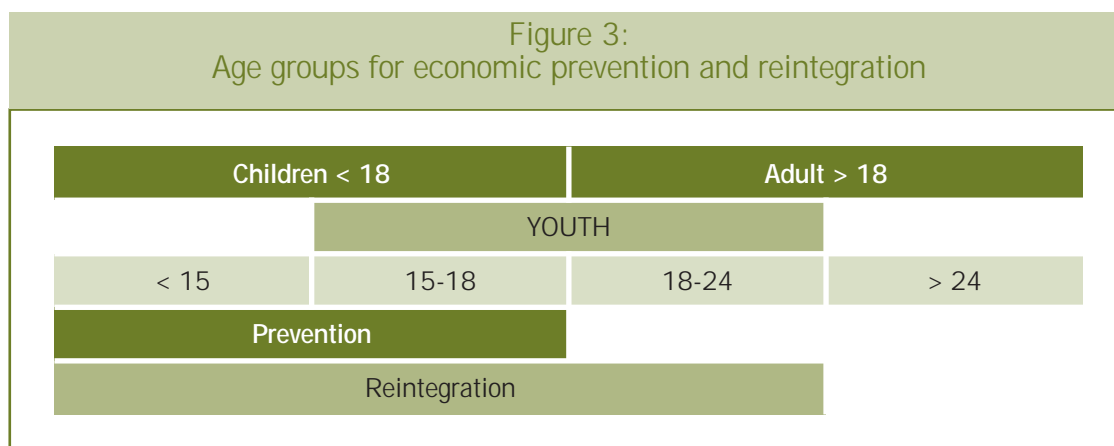
- children associated with armed forces and groups; and
- vulnerable children who are at risk of being recruited by armed forces and groups.

This means that similar economic measures, such as vocational training and employment services for those having minimum working age or economic support to families of school-age children, should be planned, designed and implemented for both groups. The advantage is two-fold:

- prevention from recruitment is addressed in a more pragmatic and concrete way and will more effectively drive children away from the conflict-poverty cycle; and
- reintegration does not stigmatize children associated with armed forces and groups by turning them into a privileged group in the eyes of community members.

Principle 2: Target groups composed of children and youth

While vulnerable children at risk of being recruited should be less than 18 years old, “children” associated with armed forces and groups may be above 18 at the time they benefit from economic reintegration assistance. They fall under the category of youth, which the UN identifies as those between 15 and 24 years of age.



There are several reasons why those between 18 and 24 should be assisted alongside with those between 15 and 18 as a single youth category:

- Children associated with armed forces and groups may achieve majority while economic reintegration strategies, programmes and plans of action are being designed and implemented. They should not be prevented from accessing economic reintegration opportunities simply because they passed their 18 birthday.
- Those between 15 and 24, both boys and girls, share similar characteristics and needs. They are neither children nor adults, although those under 18 fall in the legal category of children. They are more vulnerable to violence, criminality, sexually-transmitted diseases and recruitment, which justify treating them as a category for targeted interventions.
- Integrating those between 18 and 24 in child DDR facilitates economic reintegration. Several trades and occupations presuppose accomplishing tasks that may be considered hazardous for those below 18. Having youth above 18 in the group gives the flexibility to organize training and professional practice without exposing those below 18 to child labour (See Box 4).

Box 4: Hazardous child labour

Hazardous child labour is defined by Article 3 (d) of ILO Convention 182 as: work which, by its nature or the circumstances in which it is carried out, is likely to harm the health, safety or morals of children.

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

Source: <http://www.ilo.org/ipecc/facts/Hazardouschildlabour/lang—en/index.htm>

Principle 3: Economic prevention and reintegration adapted to needs

Prevention and reintegration programmes should be designed to meet the specific economic needs of the different age groups so their basic human needs are secured. In general, these programmes have tended to ignore that simply sending those below 18 to school is neither sufficient nor sustainable. It is of utmost importance to consider that:

- parents and guardians may need economic support to keep their children below 15 at school; and
- boys and girls between 15 and 18 might already have responsibilities as providers and caregivers and therefore have to generate regular income.

Moreover, measures to facilitate prevention of child recruitment and reintegration of children and youth associated with armed forces and groups will vary depending on the age group, as Table 1 shows:

Children < 15	Children/Youth > 15 < 24	Adults > 24
<ul style="list-style-type: none"> ■ Schooling/Catch up education. ■ Life skills adapted to age range. ■ Economic support to parents or guardians. 	<ul style="list-style-type: none"> ■ Little or no interest in schooling, but need catch up education. ■ Vocational guidance and training. ■ Employment services, including access to micro-credit schemes. ■ Basic management skills. ■ Life skills adapted to the age range. ■ Work experience. ■ Gradual independence, stability and responsibility. 	<ul style="list-style-type: none"> ■ Vocational guidance. ■ Relatively short period of vocational training may be sufficient. ■ Usually have some work experience. ■ Employment services, including access to micro-credit schemes. ■ Basic management skills. ■ Life skills adapted to age range.



Principle 4: A mix of individually-focused and community-based approaches

There are two fundamentally different approaches to prevention of child recruitment and reintegration of children and youth associated with armed forces and groups. The first is individually focused and the second community based, as Table 2 shows:

Table 2: Different approaches to prevention and reintegration		
Approach	Individually focused	Community based
What	<ul style="list-style-type: none"> Measures designed to improve the skills and capacities of each individual child and young women or men. 	<ul style="list-style-type: none"> Measures designed to provide communities with tools and capacities to support prevention and reintegration.
Examples	<ul style="list-style-type: none"> Offering education, training and employment services exclusively for children and youth to be prevented from recruitment and/or who have been associated with armed forces and groups. 	<ul style="list-style-type: none"> Rehabilitating and building schools and training centres Creating employment and business development services.
Strengths	<ul style="list-style-type: none"> Is very effective in preventing recruitment and reintegrating children and youth. Prevents children and youth from becoming security threats to the communities. 	<ul style="list-style-type: none"> Deals with economic concerns of the community as a whole. Contributes to local economic development.

The individually-focused and community-based approaches should be combined to maximize their strengths and minimize their weaknesses taking into account the country context and local realities, as Table 3 shows:

Table 3:
Mixed approaches to prevention and reintegration

Approach	Key weaknesses are...	Address them by mixing both approaches...
Individually focused	<ul style="list-style-type: none"> ■ Children/youth who receive individual assistance are singled out from the rest. ■ Risk of leaving behind girls who do not want to be identified as former child soldiers. ■ May give the impression that violence is being rewarded. ■ May create feelings of unfairness within the community. 	<ul style="list-style-type: none"> ■ Create special training and employment opportunities tailored to needs of boys, girls and male and female youth targeted by the prevention and reintegration components, but allow other children and youth in the community to benefit from these opportunities. ■ Provide education and vocational training to children/youth through existing schools and training centres, build the capacity of the latter to provide training services to others. ■ Create employment and business development services to children/youth targeted by the prevention and reintegration components; and then gradually open these services to other children/youth in the community. ■ Create employment and business development opportunities that correspond to the needs of the community. ■ Place children/youth in emergency public employment programmes (symbolic restitution and reparation)
Community based	<ul style="list-style-type: none"> ■ May not deal with children/youth concerns directly and immediately. ■ The relationship between prevention and reintegration on the one hand and community services on the other may not be visible to community members. 	

Mixed approaches to economic prevention and reintegration help increase effectiveness and impact of programmes and plans of action. Children and youth have their needs directly addressed and the communities become beneficiaries and key stakeholders in the process.

Principle 5: Access to sustainable livelihoods and decent work

How to prevent child recruitment and reintegrate children associated with armed forces and groups through economic measures depend largely on how conflict affects the economy at national and local levels. While armed conflict has adverse effects on national economies, different parts of the country will be affected by armed conflict in different ways:

- Some may still face continued or sporadic violence, while others may have regained or be regaining stability.
- Parts of the country that have not been directly affected by armed conflict may be grappling with pressures to absorb returnees in local economies.

While undertaking economic measures in the situations described above is extremely challenging, it is important to acknowledge that:

- where opportunities are limited, fewer types of economic measures will be possible;

- where opportunities are greater, the types of economic measures can be more varied;

and these regardless of whether economic measures are undertaken in rural or urban environments, or in formal or informal sectors. In brief, economic measures will be constrained by the degree of economic development found in the geographic area in question.

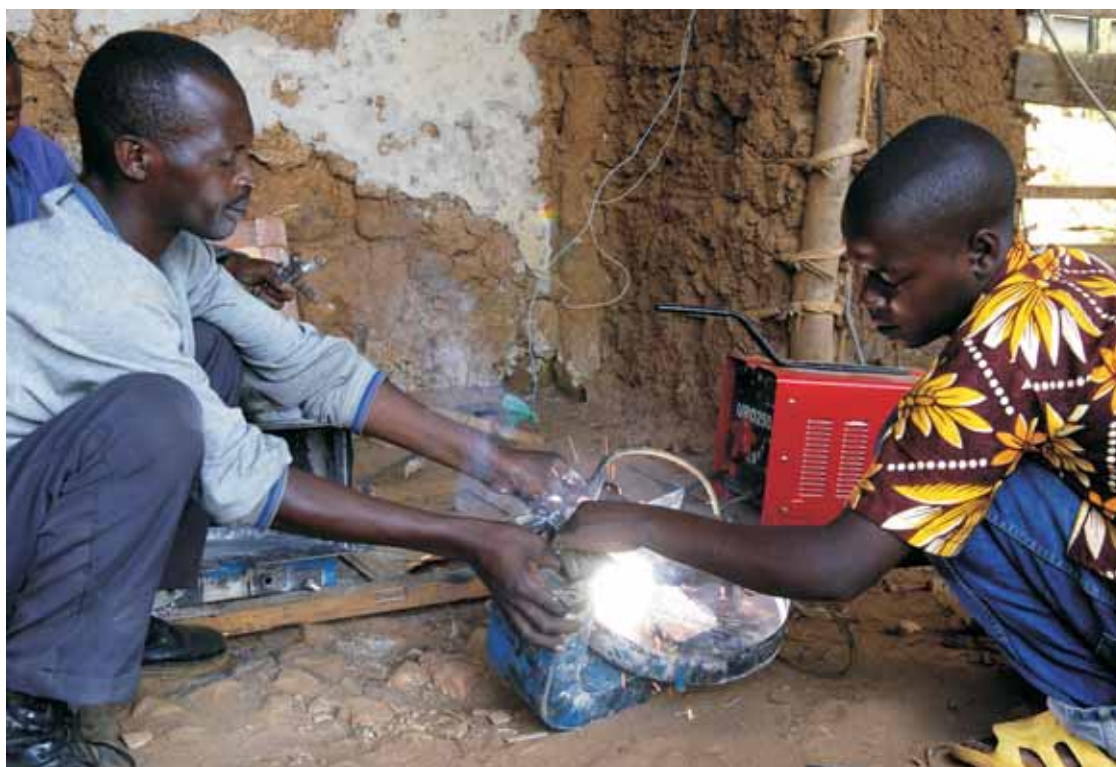
Where macro and micro-economic constraints compel programmes and plans of action to work to achieve sustainable livelihoods, efforts should always be undertaken to pave the way for decent work. Addressing the economic aspects of prevention and reintegration should go beyond placing programme participants in survival occupations and trades. They should not lead girls or boys, young women or men, into other forms of hazardous work.

Box 5: Sustainable livelihoods and decent work

Sustainable livelihoods is an approach that tries to ensure that households can cope with and recover from stresses and shocks, and maintain and improve their capabilities and assets now and in the future. (IDDRS, 2006)

Decent work involves opportunities for work that is productive and delivers a fair income; provides security in the workplace and social protection for workers and their families; offers better prospects for personal development and encourages social integration; gives people the freedom to express their concerns, to organize and to participate in decisions that affect their lives; and guarantees equal opportunities and equal treatment for all.

(United Nations System Chief Executives Board for Coordination (CEB) Toolkit for Mainstreaming Employment and Decent Work, 2007)



Principle 6: Gender responsiveness in economic prevention and reintegration

Prevention and reintegration through economic measures should be planned and implemented in a gender-responsive manner to meet the different interests, needs and priorities of male and female children and youth. Particular attention should be taken to avoid reinforcing existing inequalities between them or making economic hardship worse for girls, young women and adult women. Female-specific interventions are often necessary to correct gender imbalances and to ensure that girls and young women benefit from prevention and reintegration to the same extent as boys and young men.

Table 4:
Gender responsiveness in economic prevention and reintegration

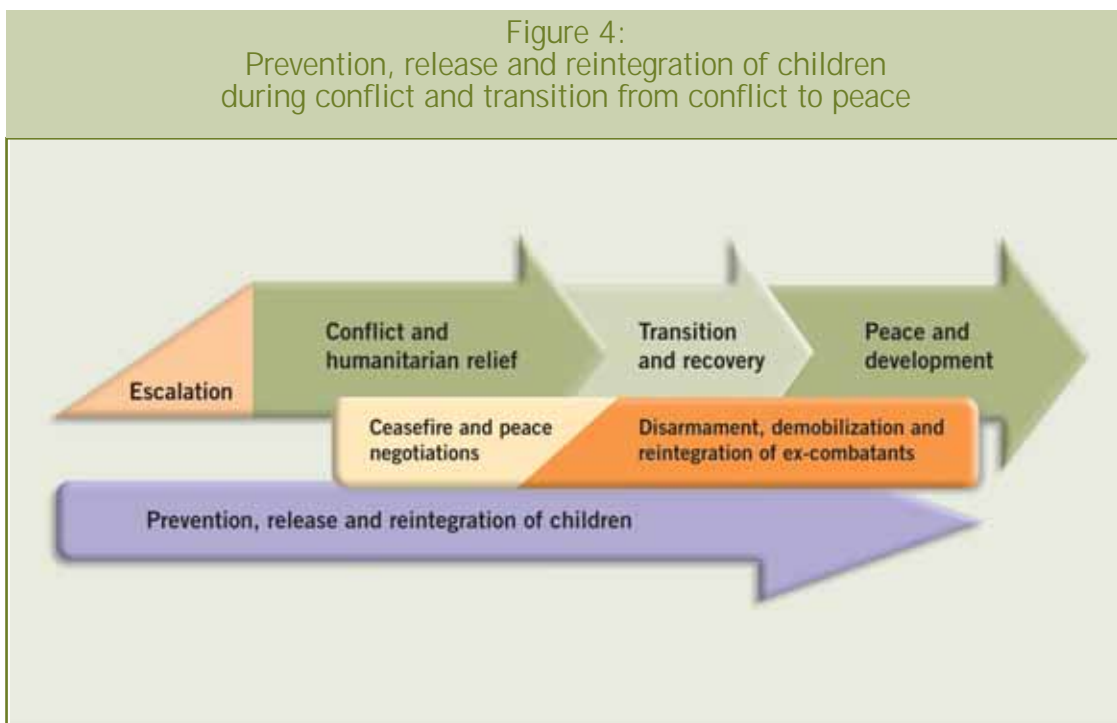
Gender-aware interventions	Female-specific interventions
<ul style="list-style-type: none"> ■ Ensure language in strategies, programmes, plans of action, training material and other documents is gender sensitive, and accurately reflects the different experiences of female and male children and youth. ■ Achieve representational numbers of women and men among staff to increase operational capacity on issues related to female children and youth. ■ Ensure the collection and analysis of sex-disaggregated information and data. ■ Ensure that male and female adults, youth and children receive information and counseling about prevention and reintegration opportunities equally and adequately. ■ Pay attention to unnecessary gendered division of labour and break them whenever possible. ■ Sensitize male and female members of families and communities about the importance of allowing and encouraging male and female children and youth to benefit from economic reintegration opportunities. ■ Ensure that information and sensitization messages are free from gender bias. 	<ul style="list-style-type: none"> ■ Take pro-active measures to ensure girls and young women are included and participate effectively in prevention and reintegration programmes. ■ Exercise extreme sensitivity when identifying and assisting girls and young women to avoid bringing back or increasing the stigma attached to their past association with armed forces and groups. ■ Ensure information and counseling are provided to girls and young women by female staff if the former would prefer this. ■ Ensure education and training are designed to fulfill the specific needs of girls and young women. ■ Make the necessary child care arrangements for girls and young mothers to be able to participate in training effectively. ■ Include where appropriate female-only components into life skills training to help girls and young women live a life free from violence and sexual exploitation. ■ Ensure girls and young women have access to employment and self-employment opportunities. ■ Encourage female household members to have access to credit since they have an established record of high rates of return.

4. A strategy adapted to the country context

The planning of intervention strategies should take into consideration the climate of conflict and peace restoration within the country. Priority should be given to efforts toward the elimination of child labour, with priority given to its worst forms. It is possible to devise a strategy to prevent recruitment of children and reintegrate those involved in armed conflict before, during and after the DDR programme.

4.1 Conflict and transition environments

Prevention and reintegration through economic measures take place in complex environments, before and during conflict, as well as during transitions from conflict to peace. However, these phases often do not occur neatly one after the other: each phase overlaps and runs parallel to others, while setbacks and reversals may also occur.



Prevention of child recruitment should take place continuously where a conflict is likely to escalate or is escalating, and while conflict is ongoing. Prevention of child re-recruitment should take place during DDR programmes, and should continue after they end.

Release and reintegration of children associated with armed forces and groups should take place while conflict is escalating and ongoing, as well as during the transition from conflict to peace.

It is important to note that release and reintegration are not dependent on any political negotiation. Therefore, they can take place even before a ceasefire and/or peace agreement has been agreed upon by the parties to the conflict.

Conflict and transition environments can be characterized as follows:

Environments	Conflict	Transition from conflict to peace
Security	<ul style="list-style-type: none"> ■ Armed conflict is ongoing in most or some parts of the country. ■ Civilian police and other law enforcement institutions may not be functioning throughout the territory. ■ Violations of international human rights and humanitarian law. 	<ul style="list-style-type: none"> ■ Violence in many forms may continue in most or some parts of the country. ■ Peace support operations start filling the security vacuum where needed. ■ Violations of human rights start diminishing.
Political	<ul style="list-style-type: none"> ■ War mentality and effort prevail. ■ Armed forces and groups are powerful. ■ State institutions are weak. 	<ul style="list-style-type: none"> ■ "No war no peace" situation. ■ Politicization of armed forces and groups start; they begin to familiarize with democratic governance. ■ State institutions start becoming more legitimate and effective.
Social	<ul style="list-style-type: none"> ■ Loss of human capital and population displacement. ■ Disruption of community networks and traditions. ■ Public social services are often unavailable. 	<ul style="list-style-type: none"> ■ Rebuilding of human fabric begins. ■ Individuals start overcoming trauma; communities start rebuilding social cohesion. ■ Essential social services start being restored (education, health, water and sanitation).
Economic	<ul style="list-style-type: none"> ■ Infrastructure is often damaged. ■ Markets collapse and unemployment is widespread. ■ Local communities and civil society develop alternative coping mechanisms to fulfill basic needs. ■ Informal sector economy grows. 	<ul style="list-style-type: none"> ■ Infrastructure rehabilitation begins. ■ Local and national economic recovery begins.

Supporting prevention and reintegration through economic measures during conflicts and transitions poses distinct challenges. Where conflict prevails, more emphasis should be placed on supporting sustainable livelihoods. The latter is a viable strategy even where economic growth is slow or negative, which is often the case in conflict environments.

During transitions from conflict to peace, supporting sustainable livelihoods remains a valid approach, but emphasis should gradually shift towards improving employability through higher quality vocational training, as well as creating employment and self-employment opportunities. This will contribute to economic recovery and pave the way for achieving decent work.

4.2 Elimination of child labour, especially in its worst forms

Prevention and reintegration through economic measures should underpin national efforts to eliminate child labour, especially in its worst forms. ILO Conventions No.138 on the minimum working age and No.182 on the worst forms of child labour set the boundaries of the types of child labour proscribed under international law. Accordingly, child labour falls under three categories:

- the unconditional worst forms of child labour, which are internationally defined as slavery, trafficking, debt bondage and other forms of forced labour, **including forced recruitment of children for use in armed conflict;**
- labour performed by a child who is under the minimum age specified for that kind of work as defined by national legislation, in accordance with international standards, and that is thus likely to impede the child's education and full development;
- labour that jeopardizes the physical, mental or moral well-being of a child, either because of its nature or because of its hazardous conditions.

To the international community, not all work performed by children under 18 years of age falls into the category of child labour. Work that falls within the legal age limits and does not interfere with the children's health and development or prejudice their schooling is considered to be positive.

Box 6: Other international instruments forbidding the use of children in armed conflict

The Optional Protocol to the Convention on the Rights of the Child (2000) raises the age of prohibition for direct participation in hostilities from 15 to 18 years.

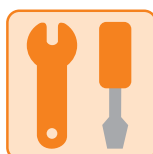
The Rome Statute establishing the International Criminal Court considers war crimes the recruitment and use of children under 15 in armed forces and groups.



For more detailed information on how countries define the Lists of Hazardous child labour, see *"Eliminating hazardous child labour step by step", 2003* and *"Step by step: Examples of how countries determine hazardous child labour", 2004*.

Good practice 1 below shows how ILO-IPEC prevention and reintegration efforts in Rwanda underpinned other initiatives to end child labour.

Good practice 1	
Country & Title	Rwanda: Promoting coherent linkages between prevention of child recruitment and reintegration of children associated with armed forces and groups with other initiatives to end child labour
What	In Rwanda, IPEC has succeeded in coherently linking the project with other in-country child labour initiatives. These linkages were promoted through the Project Steering Committee established by the Rwanda Ministry of Labour in August 2004. Initially charged with guiding and supporting the work of the ILO-IPEC National Coordinator, which focused on prevention of child recruitment and reintegration of children associated with armed forces and groups, the membership and mandate of the Project Steering Committee have been gradually enlarged to address larger issues related to the elimination of other forms of child labour. These included monitoring activities related to combating child labour implemented by partners of the Ministry of Labour.
When	Linking the project with other child labour related initiatives is easier when: <ul style="list-style-type: none"> ■ there is political commitment at the government level to work towards the elimination of child labour; ■ the national labour legislation provides reasonable protection against underage labour and the worst forms of child labour; and ■ the government ministries to be represented at the Steering Committee are basically the same for the different initiatives that are to be linked.
How	The Rwanda Ministry of Labour has designated the Project Steering Committee as the steering committee for other child labour initiatives, such as the KURET (Kenya, Uganda, Rwanda, Ethiopia Together) Combating Child Labour through Education, funded by the United States Department of Labor and implemented by World Vision.
Achievements	<ul style="list-style-type: none"> ■ Awareness about national and international standards regarding minimum employment age and worst forms of child labour increased at the government level as well as among the private sector and population in general. ■ National Plan of Action Against Child Labour adopted at the end of 2006. ■ Child labour policy review under process.
Remarks	<ul style="list-style-type: none"> ■ Linking concurring initiatives requires flexibility and vision. ■ Linking concurring initiatives helps to improve coordination and to avoid duplication.



For more detail on how to design interventions at country level, see also Time Bound Programme Manual for Action Planning (TBP-MAP), which is a collection of documents designed to orient policy makers and programme designers on Time-Bound Programmes, and consists of five Guide Books and numerous informative Papers detailing matters covered in the Guide Books. Go to <http://www.ilo.org/ipec/Actiononchildlabour/Time-BoundProgrammes/TBPManualforActionPlanningMAP/lang—en/index.htm>

4.3 Disarmament, demobilization and reintegration context

The reintegration of children associated with armed forces and groups may take place:

- where an “adult” DDR programme has not started yet; or
- during an ongoing DDR programme; or
- after a DDR programme has been completed.

Each case poses a different set of challenges as shown below.

Where an “adult” DDR programme has not started yet

The growing international consensus that the recruitment of children and their use in hostilities are illegal and among the worst forms of child labour puts pressure on armed forces and groups to release children in combatant and non-combatant roles, even during conflict and independently of any political negotiation.

This leads child protection agencies to carry out child-specific DDR programmes even before a formal peace agreement is signed and an adult DDR programme is agreed upon. However, setting up a child DDR programme and pioneering economic reintegration while conflict is ongoing is particularly challenging.

Box 7: Child economic reintegration in the absence of an ‘adult’ DDR programme

Need to pioneer economic reintegration activities, often under very challenging circumstances

KEY CHALLENGES

POSSIBLE SOLUTIONS

Ongoing conflict



Promote economic reintegration in areas that have been spared from conflict.

First to arrive



Link with early recovery initiatives that begin in humanitarian settings.

Market collapse, high unemployment



Draw on local livelihood and income generation initiatives and work to make them more sustainable.

During an ongoing DDR programme

DDR operations are increasingly complex and their success depends on the joint efforts of a multitude of actors. To avoid confusion, duplication and waste of resources, there should be **one common DDR programme and implementation framework**, which usually are the national DDR programme and the national DDR commission.

Child-specific DDR programmes should be one component of the national DDR programme and child protection agencies should work in close collaboration with the national DDR commission. However, being one component of a larger programme does not necessarily mean that the economic reintegration of adults and children should be supported within the same timeframe and in an identical manner.

- The DDR timeframes of adult and child programmes are often different. Legal and humanitarian imperatives often allow proceeding with child DDR faster than with adult DDR. The implication is that child DDR ends up paving the way for adult DDR to take place.
- Children have special needs, which are generally different from those of adults. The children below 15 need to be supported to return to school, whereas those above 15 need a combination of catch-up education and vocational training to increase their employability.

Box 8 shows some of the challenges involved in supporting the economic reintegration of children who have been associated with armed forces and groups where an adult DDR programme is ongoing.

Box 8: Child economic reintegration where a DDR programme is ongoing

Important to work within one common DDR programme and implementation framework, while taking into account different timeframes and needs

KEY CHALLENGES

Those between 18 and 24 who have been associated with armed forces and groups as a child have needs that are similar to those between 15 and 18.

Those between 15 and 24 years shop around for the most advantageous economic reintegration package.

POSSIBLE SOLUTIONS

Allow those between 18 and 24 who have been associated with armed forces and groups to be demobilized and reintegrated together with those between 15 and 18.

Address youth as a category and make sure their specific needs are fulfilled.

Align economic reintegration opportunities within the children component and between adult and children components as much as possible.

Past DDR programme

Support to the economic reintegration of children associated with armed forces and groups may also occur after adult DDR programmes have been completed. This is often the case when:

- child-specific DDR programmes or components have focused mainly on social aspects of reintegration or have been unable to address the economic dimensions of reintegration; and
- DDR programmes have overlooked or were unable to reach out to children associated with armed forces and groups, either because armed forces and groups have refused to accept the existence of children in their ranks or because most children have self-demobilized.

Box 9 shows key challenges in supporting the economic reintegration of children who have been associated with armed forces and groups after DDR programmes have already closed.

Box 9: Child economic reintegration after DDR programmes are completed

Need to reach out to children who have been associated with armed forces and groups and still require economic reintegration assistance

KEY CHALLENGES

POSSIBLE SOLUTIONS

Linkages between demobilized children and the child-specific DDR programme no longer exist.



Consult child protection agencies which worked in the child-specific DDR programmes to identify potential participants.

Self-demobilized children, and girls in particular, did not go through an official DDR process.



Consult local authorities, community leaders and women's organizations to ensure effective identification and selection of beneficiaries.

Self-demobilized children, and girls in particular, do not want to disclose their past association with armed forces and groups.



Do not force them to disclose publicly their past. Allow them to benefit from economic reintegration assistance as a vulnerable child.

Children who have been associated with armed forces and groups and need economic reintegration assistance are older than 18 now.



Include those between 18 and 24 who have been associated with armed forces and groups as a child in the programme.



For more information on UN guidelines on DDR, go to <http://unddr.org> for the Integrated Disarmament, Demobilization and Reintegration Standards (IDDRS) and the Operational Guide to the IDDRS, which explains the key guidance contained in each IDDRS document module.

5. Linking prevention and reintegration to national and sectoral frameworks and policies

Economic aspects of prevention of child recruitment and reintegration of children associated with armed forces and groups should be linked coherently and as early as possible to national and sectoral frameworks and policies for peace-building, recovery and development where they exist at the country level.

Linkages may be “up-streamed” or “down-streamed”. “Up-streaming” linkages requires a good understanding of the issues at the local level and regular networking and participation in planning meetings of national and sectoral frameworks and policies. “Down-streaming” linkages requires understanding these frameworks and policies and identifying how economic prevention and reintegration measures can contribute to the function of national and sectoral frameworks and policies at the local level.

Potential benefits in linking economic aspects of prevention and reintegration with peace-building, recovery and development frameworks and policies are:

- placement of the economic dimensions of prevention and reintegration on the peace-building, recovery and development agenda of national and international agencies;
- increased chances of securing funding in the medium and long term;
- greater sustainability of economic measures; and
- more coherent and efficient exit strategy.

Establishing linkages to national and sectoral frameworks and policies does not happen naturally or easily; it requires willingness coupled with an investment of time and resources. Table 6 briefly explains key national and sectoral frameworks and policies, and provides suggestions of how economic aspects of prevention and reintegration may be linked to them.

Table 6:
Linking prevention and reintegration to national and sectoral frameworks
and policies

Frameworks and policies (duration)	What it is
Early recovery cluster or network (12 months)	UN system's efforts to support recovery that begins in a humanitarian setting, but should be guided by development principles
National recovery plans (2-5 years) / National development plans (5-10 years timeframe)	A government framework for macro-policy and investment priorities, sometimes supported by sector-wide approaches and district recovery/development plans
Poverty Reduction Strategy Papers (PRSPs) / Interim PRSPs (3 years or longer timeframe)	A World Bank/International Monetary Fund (IMF) led framework for macro-economic, structural and social policies to promote growth and reduce poverty. Interim PRSPs lay the ground work for the development of full PRSPs
Post-Conflict Needs Assessment (PCNA) (12-24 months timeframe)	A national authority-led process supported by the international community to identify short-term recovery priorities taking into account medium to long-term planning
Common Country Assessment (CCA) / United Nations Development Assistance Framework (UNDAF)	CCA is the UN system's common instrument for identifying major development issues, with a focus on Millennium Development Goals UNDAF is the common strategic framework for the operational activities of the UN system at the country level
Local Economic Development (LED) initiatives	LED is a participatory development process that encourages partnerships between private and public stakeholders in a defined territory, enabling the joint design and implementation of a common development strategy, by making use of local resources to create decent jobs and stimulate economic activity
Plans of action for children affected by conflict and National Plans for the elimination of the Worst Forms of Child Labour	A multi-sectoral framework to improve the living conditions for children affected by war and eliminate the WFCL led by national authorities and supported by the international community
National reviews and action plans on youth employment	A government-led critical review of past national policies on youth employment and identification of priorities to enhance youth employability, entrepreneurship, equal opportunities and employment creation

How to promote linkages

If national and sectoral frameworks and policies are at the planning stage:

- Network with coordinating and participating agencies.
- Participate and provide inputs in planning meetings and assessment missions.
- Ensure that economic aspects of prevention and reintegration are adequately reflected in key national and sectoral frameworks and policy documents.



If national and sectoral frameworks and policies are at the implementation stage:

- Continue to network with coordinating and participating agencies to identify areas for collaboration and partnerships.
- Place the activities of programmes and plans of action within relevant national and sectoral frameworks and policies.
- Turn programmes and plans of action activities into concrete contributions towards the implementation of national and sectoral frameworks and policies.

6. Key issues in planning

Conducting assessments, selecting priority economic measures and building the capacity of implementing partners are key aspects to consider during planning. Without them, it is impossible to design and implement coherent and adequate economic prevention and reintegration programmes and action plans. However, these activities do not happen overnight: they require investment of time and resources.



It is not usually necessary to produce a conflict and security analysis! By the time economic reintegration is being planned, this analysis has usually already been undertaken by other agencies.

6.1 Assessments

Assessments provide a foundation for selecting priorities and partners, defining their commitments and preparing programme activities. The economic prevention and reintegration should be based on two fundamental assessments: a pre-registration profile survey and opportunities and services mapping.

- The pre-registration profile survey focuses on an inclusive, reliable and representative sample of children associated with armed forces and groups to gather indicative information about general characteristics and expectations of the target group. This survey is also crucial to identify key measures needed to prevent child recruitment.
- The opportunities and services mapping captures all necessary information about the current state of the local economic and employment situation, training providers and institutions, business development services and their respective potentials.

These assessments are usually undertaken in the geographical areas that have already been identified by conflict and security analysis (Box 10). Geographical areas where prevention is most needed usually coincide with those areas where economic reintegration assistance will also take place.

Box 10: Conflict and security analysis

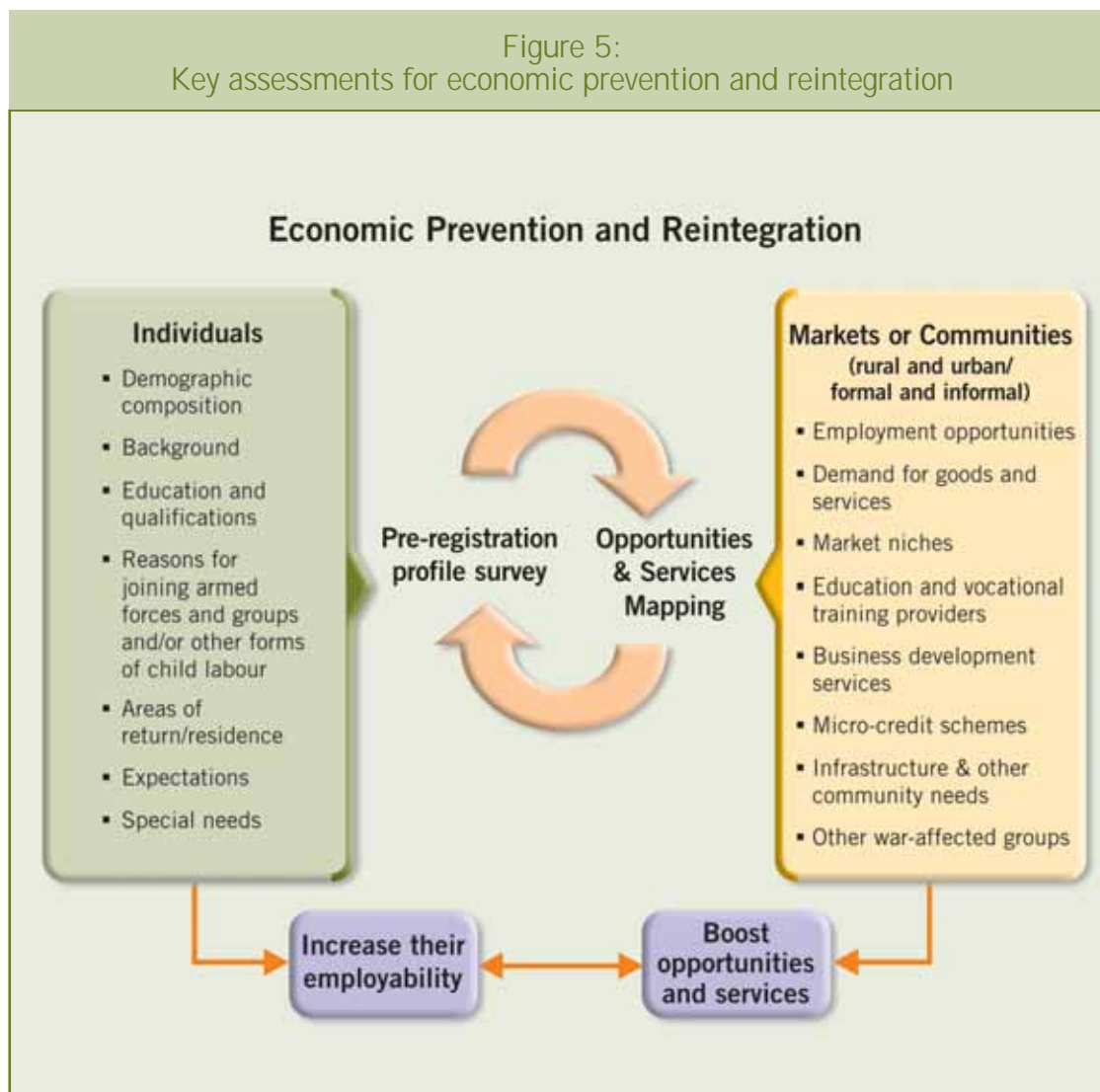
The quality of the economic assistance will also depend on a thorough understanding of the conflict and security dynamics. This analysis will help to:

- clarify the nature and root causes of the conflict;
- show the geographical areas which were affected by conflict;
- identify sectors which will more likely need international assistance;
- indicate appropriate roles for national and international stakeholders; and
- design conflict sensitive programs or plans of action.

Because of the adverse market conditions that usually prevail in conflict and transition situations and the disadvantaged position of children at risk of recruitment or associated with armed forces and groups, the challenge for prevention and reintegration goes far beyond simply matching individual skills and expectations with market opportunities and services. The most important is to:

- increase employability prospects of children through education and vocational training; and
- boost employment and entrepreneurship opportunities through incentives to employers, business development services and access to micro-credit schemes.

Figure 5:
Key assessments for economic prevention and reintegration



If assessments are not prepared timely and are not taken seriously, it will be impossible to support economic prevention and reintegration efficiently and effectively. Economic prevention and reintegration that do not take into account the characteristics, expectations and needs of beneficiaries on the one hand, and the potentials and limitations of local labour markets on the other, are prone to failure.

Pre-registration profile survey

Extensive and thorough individual socio-economic profiling is usually carried out during registration. However, by the time registration takes place, it is already too late to begin economic prevention and reintegration planning. A **pre-registration profile survey with significant numbers of potential beneficiaries** should therefore be organized at very early stages to allow adequate planning. These pre-registration profile surveys should be carried out as rapidly as possible to be valuable for planning.

The socio-economic profiling/pre-registration profile survey should attempt to provide answers to the following questions:

Table 7: Children/youth pre-registration survey and socio-economic profiling – Key questions	
Demographic composition	<ul style="list-style-type: none"> ■ What is the age, gender, ethnicity of the group to be economically reintegrated? ■ What is the general state of health (including disability profiling, psycho-social support needed and voluntary HIV/AIDS testing and counselling)? ■ What languages do they speak?
Background	<ul style="list-style-type: none"> ■ What is their marital status? ■ Who do they live with? ■ Are they dependents or do they have dependents? How many? Other relevant household details?
Education and qualifications	<ul style="list-style-type: none"> ■ What is their level of education? ■ What are the reasons for not attending school/vocational training? ■ What skills and work experience do they have?
Reasons for joining armed forces and groups/other forms of child labour	<ul style="list-style-type: none"> ■ What was their rank/grade in the armed forces and groups? ■ What were the reasons for joining armed forces and groups? ■ How long did they remain in the armed forces and groups? ■ What living conditions did they experience while in the armed forces and groups? ■ What kind of work did they perform in the armed forces and groups? ■ Were/Are they involved in other forms of child labour? What were/are the hazardous working conditions? ■ What were the reasons for entering into child labour? ■ Are there indications that girls and young women have been subjected to gender-based violence?
Areas of return/residence	<ul style="list-style-type: none"> ■ What are their communities of return/residence? ■ Are they located in urban or local areas? ■ Do they plan to be/have they already been reunited with their families? ■ Do they have or do their families have property or other possessions?
Expectations	<ul style="list-style-type: none"> ■ What are their expectations, ambitions, frustrations and concerns? ■ What are the expectations and concerns of the community?
Special needs	<ul style="list-style-type: none"> ■ What are the special needs of girls and boys, and young women and men? ■ What are the special needs of disabled children/youth?



Particular attention should be paid to collecting sex and age disaggregated data to be able to identify and cater for the specific needs of girls and boys as well as young women and men.

Opportunities and services mapping

An assessment should be made of the economic and social potential of the areas of return/residence. This is crucial to identify what the programme and plan of action will be able to accomplish within the timeframe available and to avoid creating unrealistic expectations among beneficiaries and other stakeholders.

If a countrywide or region-wide mapping is being conducted, information should be as localized as possible to make the assessment relevant to planning. Furthermore, the mapping should adequately cover both urban and rural environments, formal and informal sectors of the economy.

The opportunities and services mapping should attempt to answer the following questions:

Table 8: Opportunities and services mapping – Key questions	
Employment opportunities	<ul style="list-style-type: none"> ■ Which sectors are promising in terms of job creation? ■ Which trades and occupations are in demand? What is their respective absorption capacity? ■ Which ones are saturated and should be avoided? ■ Are there cultural or social labour norms relating to sex divisions or sex-specific restrictions in the local market? ■ Have social labour norms changed during conflict? ■ Can minimum working age children enter the labour market safely? ■ Are legislation and enforcing mechanisms in place to protect children from child labour, especially its worst forms?
Demand for goods and services	<ul style="list-style-type: none"> ■ What is the local demand for goods and services according to producers, traders and consumers? ■ How different is the demand for goods and services in urban and rural areas? ■ What raw materials are available locally?
Market niches	<ul style="list-style-type: none"> ■ What are the potential areas for market growth and development? ■ Are there already skilled jobless in these areas? ■ Which new trades and occupations should be developed?
Education and vocational training providers	<ul style="list-style-type: none"> ■ What education and training providers and institutions exist (including apprenticeships and on-the-job training)? ■ What human, material and financial resources do they have to provide training? ■ What trades and occupations do they provide training in? What is the duration of each course? Do they have training courses designed to fulfill the specific needs of girls and young women? What are the costs? Are the courses officially recognized/certified? ■ Do they have experience training disadvantaged youth? ■ Would they be interested in training children released from armed forces and groups? ■ Are they able to flexibly adapt the training curriculum to the needs of this group? ■ Do they operate within educational and vocational training systems? ■ Are they accredited with relevant line ministries or other public bodies?
Business development services	<ul style="list-style-type: none"> ■ What business development services are available? ■ What obstacles do low-income groups face to have access to existing business development services? ■ What services could be developed with minimal support? ■ What human, material and financial resources do they have? ■ Do they operate within public or private systems? ■ Are these services available to males and females equally?



Micro-credit schemes	<ul style="list-style-type: none"> ■ What micro-credit schemes are available? ■ What obstacles do low-income groups face to have access to micro-credit? ■ How could micro-credit schemes be made available with minimal support? ■ Are micro-credit schemes gender-neutral?
Infrastructure and other community needs	<ul style="list-style-type: none"> ■ What infrastructure exists to allow economic activity to take place? ■ What are the priorities in terms of infrastructure rehabilitation?
Other recovery/development initiatives	<ul style="list-style-type: none"> ■ What other recovery and development initiatives are being planned or implemented? ■ How can the prevention and reintegration programme coherently link to them and build on their efforts?
Other war-affected groups	<ul style="list-style-type: none"> ■ Are there other war-affected children/youth present in the area, or who will be returning to the area? ■ What types of assistance do they or will they receive? ■ How can the prevention and reintegration programme coherently link to them and build on their efforts?

Case study 2

Republic of Congo – The value of assessments

Description

ONEMO was one of the implementing agencies selected by ILO-IPEC in the Republic of Congo to provide vocational training to children/youth associated with armed forces and groups and to assist them with employment placement. Because ONEMO was considered an experienced national employment agency operating under the Ministry of Labour, time was not spent assessing employment opportunities in the Owando area. ONEMO was convinced of the need to encourage the young men and women participating in the programme to go into farming and had already embarked on a series of preparations to offer them agricultural training.

To everyone's surprise, the large majority of the young men selected to participate in the programme insisted on acquiring skills in construction-related occupations, such as masonry, electricity and welding, whereas the few young women decided to go into tailoring. The young boys were keen to seize the opportunity to find 'modern' jobs in the upcoming Owando *municipality*, a local economic development initiative that had been created three years earlier by the national government. This initiative had been successfully associating infrastructure development with the country's independence day celebrations by selecting each year a new beneficiary locality on a rotational basis.

As ONEMO could not convince any of the young men and women to acquire skills in agriculture, the time and resources spent on preparing agricultural training ended up being wasted. Preparations to offer construction training had to be initiated late in the process. Fortunately, ONEMO was able to put together a six- to nine-month training programme in collaboration with the Coeducational Technical School based in Owando, followed by a three- to four-month internship with building companies established in the area.

Upon the successful completion of their training and internship, most young men found employment in construction companies working in the Owando *municipality*. They were full of enthusiasm: not only were they going to make a contribution to the country's modernization, they would also have a chance to live and work in different parts of the country, following the path of the *municipality* initiative.

Lessons learned

- Assessing market opportunities on the one hand and understanding the expectations of young men and women on the other are crucial to programme planning. The fact that neither a market opportunities assessment nor a pre-registration beneficiary survey had been conducted prior to initiating preparations for vocational guidance and training hampered ONEMO's capacity to offer these services timely and effectively.
- Fortunately, the *municipality* (1) represented a realistic market opportunity, (2) matched to a great extent the capacities and aspirations of programme participants and (3) had received enough media coverage to grab their attention.
- Nonetheless, had a rapid assessment of market opportunities been conducted, ONEMO would have learned in advance about the *municipality* and could have explored construction and related employment opportunities at an earlier stage. Had a pre-registration beneficiary survey been conducted, ONEMO would have also known in advance that programme participants were not interested in agriculture.
- Although in this case interests and expectations matched market opportunities, it is not unusual that young men and women face constraints to make realistic decisions as they do not necessarily have access to reliable information sources.
- Fortunately, ONEMO was able to enter into an agreement with the Coeducational Technical School in Owando to offer a special training programme for the young men in construction-related occupations. Programme participants received training and found gainful employment. However, taking such a high risk should be avoided by carrying out proper assessments.

6.2 Selection of priorities and identification of partners

Information gathered during assessments should be analyzed and findings compiled in the form of a report. This will form the basis for selecting priorities and identifying partners.

Key priorities and partners

Some of the key priorities and partnerships that need to be decided upon are mentioned below.

- **Trades and occupations on which training will be provided:** these should not only reflect individual capacity, potential and ambitions, but should also respond to local labour market demand, business opportunities and economic potential.
- **New trades and occupations that could be developed:** Because children/youth at risk of recruitment or associated with armed forces and groups are generally disadvantaged in accessing the very few existing or new jobs, opportunities should be explored to lead them into new trades and occupations that are not yet existent and that will make them more competitive on the labour market.
- **Providers that are best positioned to offer training services:** it is important to establish implementing partnerships with training providers that are best positioned to offer training on selected trades and occupations. These may be training institutes, NGOs and master craftsmen willing to offer apprenticeships and on-the-job training.
- **Employment placement opportunities in the private sector:** if trades and occupations selected for training are in high demand, opportunities should be explored early on to establish partnerships with private enterprises operating in these areas, both in the formal and informal economy.
- **Providers that are best positioned to offer business development services:** implementing partnerships should be established with existing business development services providers. These services may be offered by business development centres, chambers of commerce, credit unions and NGOs.



See also the "Business Development Services for Small Enterprises: Guiding Principles for Donor Intervention", 2001, which provides more detailed information and guidance on how to support and set up business development services. Go to <http://www.ilo.org/public/english/employment/ent/papers/guide.htm>.

Participatory selection process

A broad range of stakeholders from national and local authorities, community leaders to civil society and women's organizations should participate in the selection of priorities and partnerships. This may be done by holding a strategic planning workshop where participants will have the opportunity to collectively agree on these priorities and potential partnerships needed to achieve the results intended by the programme or plan of action. This will contribute to a shared vision, ownership and team-building for all those involved in the programme or plan of action.

Good practice 2 explains how the selection of trades and occupations for vocational guidance and training took place in the Democratic Republic of Congo.

Good practice 2	
Country & Title	Democratic Republic of Congo: Workshop on the Selection of Trades and Occupations for Vocational Guidance and Training
What	<p>IPEC in South Kivu supported FSH (Fondation Solidarité des Hommes) in the organization of a workshop on the selection of trades and occupations for vocational guidance and training. This workshop was prepared on the basis of two studies: (1) a comprehensive analysis of employment and self-employment opportunities and (2) the identification and assessment of training services available in the areas of reintegration. The workshop brought together representatives from the government charged with employment and economic development, trade unions, employers' organizations, child protection agencies and training centres. Together and in a participatory and transparent manner, workshop participants:</p> <ul style="list-style-type: none"> ■ selected relevant trades and occupations for vocational guidance and training; ■ classified them in accordance with the expected profitability in the short-term; ■ identified and selected unexplored and new trades and occupations to be developed.
When	Organizing a workshop for the selection of trades and occupations is more relevant in urban and semi-urban environments where a variety of trades and occupations are practiced and taught.
How	<ol style="list-style-type: none"> 1. Define workshop objectives. 2. Mobilize key stakeholders. 3. Make market opportunity analysis and training services assessment available.
Achievements	<ul style="list-style-type: none"> ■ Vocational guidance and training on relevant trades and occupations ensured. ■ Confidence in the economic reintegration of children associated with armed forces and groups increased among key stakeholders.
Remarks	<ul style="list-style-type: none"> ■ The selection of trades and occupations on which training will be offered is also limited by the overall funding/capital available for training and start up.

Criteria for selecting partners

Partners may be selected from a number of agencies, such as specialized government departments, United Nations programmes, agencies and funds, international and national non-governmental organizations (NGOs) and private firms. Although the distinction is blurred sometimes, it is important to understand that there are basically two types of partnerships.

- **Operational partners** work in close collaboration with the programme or plan of action, but do not receive direct funding. These are often UN agencies and specialized government agencies, such as departments in the Ministry of Labour, in the Ministry of Social Affairs and in national DDR Commissions.
- **Implementing partners** sign an implementation agreement and receive funding from the programme or plan of action. These are often training institutes and business development services which are public institutions, NGOs or private firms.

Developing partnerships requires understanding capacities and strengths of potential partners. Whereas operational partners are not necessarily identified through a selection process, a number of factors should be considered to identify, analyze and select implementing partners:

- **Technical capacity:** they must have experience in supporting the economic reintegration of vulnerable groups and youth, by raising their employability through vocational training and creating income generating activities.
- **Analytical capacity:** they must be able to identify, interpret and prioritize beneficiaries' needs, taking into account gender and empowerment.
- **Planning and implementing capacity:** they must be able to manage and develop human, material and financial resources needed to plan and implement programmes and plans of actions.
- **Economic and financial capacity:** they must be economically viable and have the capacity to process financial transactions clearly and transparently.



Case study 3 below shows the experiences and lessons learned during the ILO-IPEC Inter-Regional Programme on operational and implementing partnerships.

Case study 3		
IPEC Interregional Programme – Comparative experience on operational and implementing partnerships		
Description		
Operational partnerships		
<p>The IPEC Interregional Programme has entered into operational partnerships with the United Nations Children’s Fund (UNICEF) and the World Food Programme (WFP). The operational partnership with UNICEF was more developed in Sri Lanka, within the framework of the Action Plan for Children Affected by War. UNICEF was charged with the identification of programme participants, in addition to the provision of other services. Those in need of vocational training were then referred to IPEC. The partnership can be considered successful: action plan results were achieved more effectively as each partner was able to focus on providing services in areas it had better capacity and expertise.</p> <p>The operational partnership with WFP was more developed in the Central African countries. Memoranda of understanding for the provision of food for training were signed between ILO and WFP in each country. Food for training was made available by WFP to IPEC in some countries, while in others food could not be made available because emergencies elsewhere caused shortages. Where food for training was available, participants were more satisfied and attendance and performance rates were higher.</p>		
Implementing partnerships		
<p>The Programme has developed implementing partnerships with different types of local actors. This approach has helped to identify the strengths and weakness of each type when it comes to supporting the economic dimensions of prevention and reintegration.</p>		
Implementing agency	Strengths	Weaknesses
Government agency (e.g. ONEMO in the Republic of Congo)	<ul style="list-style-type: none"> ■ Direct linkage with perennial institution which has responsibility for promoting employment. ■ Vocational training offered is in principle officially recognized. 	<ul style="list-style-type: none"> ■ Often does not have the capacity to offer good quality vocational guidance and training ■ Vocational training offered is not necessarily adapted to children/youth
Child protection NGO (e.g. INS-GD in Sri Lanka)	<ul style="list-style-type: none"> ■ More familiar with the specific needs of vulnerable children/children associated with armed forces and groups. ■ Familiarity with the broad definition of children associated with armed forces and groups 	<ul style="list-style-type: none"> ■ Does not usually possess the expertise to offer good quality vocational guidance and training ■ Does not usually offer vocational training that is officially recognized/certified
Vocational training institute (e.g. St. John’s Vocational Training Centre)	<ul style="list-style-type: none"> ■ Usually stronger capacity to offer vocational guidance and training 	<ul style="list-style-type: none"> ■ Not necessarily familiar with the specific needs of children/youth at risk of recruitment/associated with armed forces and groups

Case study 3

IPEC Interregional Programme –
Comparative experience on operational and implementing partnerships

Business development service (e.g. NGO Group One in DRC)	<ul style="list-style-type: none"> ■ Usually stronger capacity to offer business development services, such as Start and Improve Your Business (SIYB). 	<ul style="list-style-type: none"> ■ Not necessarily familiar with the specific needs of children/youth. ■ Often needs to adapt business services to children/youth.
Consultancy agency (e.g. DMI in the Republic of Congo)	<ul style="list-style-type: none"> ■ Usually stronger capacity to prepare project documents, plans of action, reports and budgets. 	<ul style="list-style-type: none"> ■ Usually weaker capacity to work at the grass-roots level and use participatory approaches.

Lessons learned

- *Operational partnerships* have proved to be useful for broadening expertise, capacity and resources. They allow the different partners to focus on their respective areas of expertise and help programmes and plans of action to achieve better results. However, there should always be some form of contingency planning to quickly fill a gap in case operational partners fail to deliver on their promises.
- Regarding *implementation partnerships*, it has often been more effective to work through vocational training/business services agencies than through agencies specialized in child protection matters.
- Capacitating vocational training centres/business services in child protection matters is easier than building the capacity of child protection agencies in vocational training/business services.
- Working through local implementation partners whether from public, private or non-profit sectors has required investing considerable time and resources on building their capacity. This should always be factored in plans of action and budgets.
- There is no perfect implementation partner! Usually each one has its own area of comparative advantage. Therefore, establishing a system for continuous exchange and learning among implementing partners can help improve the capacity of each implementing partner to deliver on roles and responsibilities.

6.3 Capacity building

Conflict and transition situations have a devastating effect on education, vocation training, employment and business development service providers and systems. Qualified individuals have often fled, organizations have often lost their capacity and resources and the systems within which they work have often been totally disrupted.

Often programmes and plans of action have no alternative but to work towards (re)building the capacity of those who remained or have returned. New organizations that have no track record also spring up if adequately supported and empowered. Systems have also to be restored where they have been disrupted or created from scratch where they did not exist before the outbreak of conflict.

Capacity building should take place at three different levels:

1. **Individual:** individuals must possess the skills they need to perform the tasks and functions assigned to them. They must also receive adequate salary, incentives and recognition.
2. **Institution:** individuals often work within an institution that has an organizational structure with a mission, clear goals, functions and resources, such as a public body, an NGO or community-based organization and a private business.
3. **System:** organizations with a common purpose form systems. For example, a vocational training system often includes vocational training centres, NGOs offering vocational training services and relevant line ministries and offices at national and provincial levels.

An assessment of education, vocational training, employment and business development services should be conducted as early as possible at these three levels (see Table 8 – Opportunities and Services Mapping – Key Questions above), as it takes several months to upgrade their capacities. Without such an assessment, it will be impossible to build the capacity of individuals, organizations and systems to provide the services that are necessary to support the economic aspects of prevention and reintegration.

Case study 4 shows examples of capacity building measures that are likely to be necessary to support the economic dimensions of prevention and reintegration.



It is crucial to find the right balance between recovering capacities at the individual, organizational and systemic levels so that education, training, employment and business development services become available and respond to individual and community-based training needs in the short-term. Although the capacity-building efforts produce more effective and sustainable results in the medium- to long-term, opportunities must also be created to address immediate and short-term education, training, employment and business development services needs.

Sri Lanka – Rebuilding the training system in the North-East

Description

ILO-IPEC has worked under the framework of the Action Plan for Children Affected by War – a multi-stakeholder process established to address the needs of children in the North and East of Sri Lanka following the commitment by the Liberation Tigers of Tamil Eelan (LTTE) during the Oslo and Berlin peace talks in 2002-03 to stop the recruitment of children and to release underage recruits from their ranks.

Under the leadership of UNICEF, different international agencies were given the responsibility for the implementation of the various components of the Action Plan, such as child rights awareness campaign and training, monitoring and reporting of violations, release and reintegration of underage recruits, basic education and health services, vocational training and access to micro-credit. ILO-IPEC was charged with the vocational training component of the Action Plan.

IPEC focused its efforts on restoring the training system in the North and East by building the capacity of some 18 training centres and non-governmental NGOs offering training, most of them located in Batticaloa, Jaffna, Killinochchi and Trincomalee districts (five training centres in the East and two training centres in the North were rebuilt with funding from the United States Department of Labor).

The capacity of training centres was strengthened through the following:

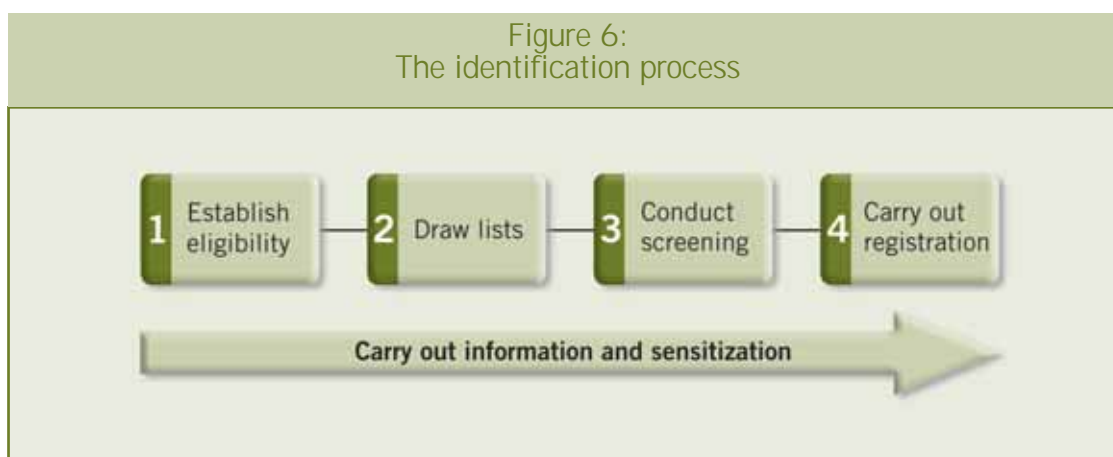
- infrastructure development and acquisition of equipment and tools needed to provide quality training in different trades and occupations;
- training of career counselors, trainers and managers, including on child rights and child labour (managers were also trained on project management, budget development and financial reporting);
- upgrading of existing courses (curriculum development) and establishment of new ones in different trades and occupations in accordance with national vocational standards;
- introduction of life skills and “start your own business” training; and
- assistance with course certification and training institute accreditation within the national vocational training system.

Lessons learned

- The capacity of training institutions cannot be built overnight. Capacity building is a time and resource-consuming endeavor. Where immediate training is needed, it is important to invest in other types of training, such as apprenticeships or livelihoods solutions, even if the quality of training is initially lower.
- It is crucial to combine centre-based training with apprenticeships and other forms of on-the-job training. This not only improves the quality of training, but also opens doors and opportunities for employment.
- Centre-based training is often insufficient to meet the needs of the large numbers of released underage recruits and other vulnerable children. It is therefore important to offer community-based training and other training options, such as mobile training, that will cater for the specific training needs of underage recruits and vulnerable children from rural areas.
- Livelihood options should be more family oriented particularly when conflict is ongoing and children are younger. Under such circumstances, children often prefer to work in a home-based family business.
- In child-DDR processes, released children are most often referred to training on an individual and on-going basis. Where training is offered in group and has fixed start and end dates, it is particularly difficult to quickly integrate released children in training. Flexible solutions must be sought not to discourage children and to prevent re-recruitment.
- It is crucial to promote linkages between vocational training and access to micro-credit. These two options are mutually dependent: micro-credit access depends on being able to use certain skills that children usually lack; vocational training without access to micro-credit does not necessarily lead to sustainable income generation.

7. Identifying programme participants

The identification of programme participants is a complex and time-consuming process, usually composed of several inter-dependent phases. Whether for prevention or reintegration, it is necessary to clearly define the age group and the eligibility criteria that will be adopted. Once lists of potential participants are drawn, screening or verification of potential participants should take place. Only then will it be possible to officially admit candidates into the programme or plan of action.



A successful identification process depends upon involving local authorities, community leaders, civil society organizations and women's associations and groups and other stakeholders through information, sensitization and participatory activities.

7.1 Eligibility criteria

Prevention and reintegration programmes should develop transparent, easily understood and unambiguous eligibility criteria at the beginning of the planning process, taking into account local contexts and realities.

Eligibility criteria for **prevention** should be based on:

- **Age range:** prevention should target children – girls and boys under the age of 18; and
- **Vulnerability to recruitment:** prevention should target children vulnerable to recruitment. Children under the minimum age specified for employment by the country concerned should be supported to attend school through economic assistance to their parents or guardians, whereas children above the minimum age should receive work assistance.

Vulnerability to recruitment may vary from one country situation to another. It depends upon:

- the characteristics of the conflict;
- the reasons why children join armed forces and groups; and
- the reasons why armed forces and groups recruit children.

Table 9 shows possible indicators of vulnerability to recruitment:

Table 9: Possible indicators of vulnerability to recruitment	
Degree of exposure to armed forces and groups	<ul style="list-style-type: none"> ■ Residence in a conflict area. ■ Residence bordering conflict area with frequent military incursions. ■ Parent or other family member in armed forces or groups. ■ Incidence of war propaganda and other forms of pressure to join armed forces and groups.
Level of poverty	<ul style="list-style-type: none"> ■ Household without income generating activity. ■ Poor living conditions. ■ Food insecurity.
Fragmented family background	<ul style="list-style-type: none"> ■ Child separated from family members. ■ Orphan children. ■ Older brothers and sisters separated from family. ■ Exposure to domestic violence.
Non school attendance and involvement in child labour	<ul style="list-style-type: none"> ■ Child dropped out of school. ■ Older brothers and sisters dropped out of school. ■ Child involvement in child labour. ■ Older brothers and sisters were child labourers.

Eligibility criteria for **economic reintegration** should be based on:

- **Past association with armed forces and groups:** economic reintegration should target children/youth that have been associated with armed forces and groups as a child, whether they were officially demobilized or they chose to self-demobilize. Association with armed forces and groups should be understood as use by armed forces and groups in any capacity, included but not limited to fighters, cooks, porters, messengers, spies or for sexual purposes.
- **Age range:** economic reintegration within the framework of a child DDR programme should target children/youth under the age of 24. Several factors can influence the decision about the age upper limit for an individual to be targeted under a 'child' programme. These may be the date of the cease-fire, peace agreement or end of armed conflict, the age of recruitment and release or self-demobilization, and the existence or not of a formal DDR process, in which case those above 18 would normally be also eligible for the 'adult' DDR programme.



- **Need of assistance:** economic reintegration should benefit children/youth in need of such assistance. Children under the minimum age specified by for employment by the country concerned should be assisted to attend school through economic assistance to their parents or guardians, whereas children above the minimum age specified by the country should receive work assistance.

Table 10:
Factors indicating need of assistance

Age group	Factors	Reasons
School age children	<ul style="list-style-type: none"> ■ Non school attendance. ■ Irregular school attendance. 	<ul style="list-style-type: none"> ■ Elevated cost of school fees. ■ Elevated cost of school material and uniform. ■ Long distance between home and school. ■ Need to work to support family.
Minimum working age children/youth	<ul style="list-style-type: none"> ■ Lack of employable skills. ■ No attendance to a school centre. ■ Absence of income generating activity. ■ Involvement in other forms of child labour. 	<ul style="list-style-type: none"> ■ Not competitive in the labour market. ■ No start up capital to initiate an income-generating activity. ■ Found a job, but hazardous work. ■ Head of household or expected to contribute to household income.
Both groups	<ul style="list-style-type: none"> ■ High level of poverty. 	<ul style="list-style-type: none"> ■ Homelessness. ■ Poor housing conditions. ■ Food insecurity. ■ No property or possessions.



Where programmes and plans of action are incapable of providing economic assistance to all those who are potentially eligible, it is important to design a vulnerability classification or score system that will enable the transparent selection of those who are most vulnerable to recruitment as well as those who need most economic reintegration assistance.

7.2 Drawing lists

Preventing recruitment or supporting reintegration through economic measures is only one aspect of the multidimensional support that children vulnerable to recruitment or who have been associated with armed forces and groups should receive. This means that other actors – most often child protection agencies and local authorities, but also national DDR commissions where they exist – will be in position to provide pre-established lists of demobilized children who need to receive economic assistance.

Where pre-established lists do not exist and referrals to economic prevention and reintegration are not likely to be made by other agencies, the programme or plan of action should rely on an information and sensitization campaign to encourage eligible children and youth to come forward to participate. Apart from holding meetings at the community level, a variety of media may be used depending on the country context, from radio to print media, from visual media to interactive means, such as theatre, music and arts.



Consult also IPEC education pack SCREAM (Supporting Children's Rights through Education, the Arts and the Media), which forms the basis of the SCREAM programme, and is made up of 14 educational modules and a User's Guide. The SCREAM modules enable young people to express themselves through different forms of artistic media and in a manner specific to their culture and traditions. Go to http://learning.itcilo.org/ilo/ipec/scream/pack_en/

Whether pre-established lists exist or not, it is crucial to ensure that girls and young women vulnerable to recruitment or associated with armed forces and groups come forward confidently to participate in the programme or plan of action. Although an information and sensitization campaign may also help, another effective way of reaching girls and young women is to work through women's associations and groups. Girls and young women have generally less access to communication sources than boys and young men.

7.3 Screening

The programme or plan of action should include a screening or verification process. This is the way to ensure that only those eligible will be registered to receive economic assistance. Moreover, eligibility criteria to benefit from economic reintegration do not always coincide with eligibility criteria to be released or demobilized from armed forces and groups. It is therefore important to assess eligibility on an individual basis.

What screening methodology should be used?

Interviews with pre-identified children/youth are the most common way to check whether they are eligible to receive economic assistance. They should be planned in close cooperation with local authorities, representatives of national DDR commissions, community and religious leaders and women's organizations and groups and conducted in accordance with the Paris Principles (see Box 11).

Box 11: The Paris Principles on interviewing children

- Interviewing personnel should be clear about their purpose and should concentrate on information required for these purposes only.
- Interviews should be carried out by personnel who are trained in interviewing children.
- Children should be interviewed by adults of the same sex wherever possible.
- Multiple interviews should be avoided.
- Sensitive issues should be raised with children only when essential and in their best interests.
- Additional support should be provided as necessary to children during and after the interview.
- In all cases, psychological support should be available to children before, during and after interviews.
- Interviews should be conducted in private where they cannot be overheard and confidentiality should be respected at all times by the organization collecting the information.



Where a jury or panel of interviewers is formed, particular attention should be taken not to create an environment that is intimidating for children/youth, including girls and young women, for example by limiting the number of interviewers, by taking the time to create a friendly and relaxing atmosphere, etc.

Who should carry out the screening?

Screening should be carried out by trained male and female staff. Children/youth should be interviewed by adults of the same sex wherever possible. Particular attention should be taken not to intimidate children/youth, in particular girls and young women.

What are the challenges to screening/verification?

- **Determining the age of a child.** Exact ages of children at risk of recruitment or associated with armed forces and groups are not usually known. Few children in conflict-affected countries have official identification documents attesting their age. Local administration, schools and hospitals may sometimes have records indicating the age of the child. Parents determine age in relation to local events having occurred at the time of their child's birth. Children usually explain their age in relation to what year he or she was at school at the time of abduction or joining. In case of doubt, the assumption should be that the person is below 18.
- **Determining past association with armed forces and groups.** This is required mainly for those who have self-demobilized as participation in an official DDR process will suffice to prove past association with armed forces and groups. Cross-examination of knowledge of key battles, commanders, armed force or group structure have been often used to confirm association with armed forces and groups. Respected community leaders and former military commanders may also be asked to confirm past association a particular child with an armed force or group.



- **Ranking vulnerability to recruitment and need of reintegration assistance.** The most challenging is not only to identify those vulnerable to recruitment or those in need of reintegration assistance, but to reliably classify candidates through a scoring system based on pre-identified contributing factors. This method allows for the objective and transparent selection of those who are effectively the most vulnerable to recruitment and who need most economic reintegration assistance.
- **Girls and young women do not want to uncover their past association with armed forces and groups.** Girls and young women should not be forced to publicly disclose their past association with armed forces or groups to access economic reintegration assistance. Their preference for confidentiality should be respected, for example, by allowing them to receive economic assistance as girls or young women vulnerable to recruitment (see Good practice 3).

Good practice 3	
Country & Title	Burundi and Democratic Republic of Congo: Access to economic assistance by girls and young women without having to uncover their past association with armed forces and groups.
What	IPEC and implementing agencies devised a strategy to enable girls and young women to access economic assistance without having to uncover publicly their past association with armed forces and groups. This strategy consisted of mixing prevention and reintegration target groups and providing them equal access to economic assistance without discrimination.
When	<ul style="list-style-type: none"> ■ Girls and young women were subjected to sexual and other gender-based violence while associated with armed forces and groups. ■ Girls and young women's association with armed forces and groups are often stigmatized by community members. ■ Girls and young women associated with armed forces and groups are less likely to get married and set up a family (due also to reasons above).
How	<ol style="list-style-type: none"> 1. Provide equal support to a single target group composed of children vulnerable to recruitment and children/youth associated with armed forces and groups. 2. Respect the confidentiality of all information gathered from girls and young women associated with armed forces and groups. 3. Allow girls and young women associated with armed forces and groups to access the programme as girls and young women vulnerable to recruitment.
Achievements	<ul style="list-style-type: none"> ■ Girls and young women associated with armed forces and groups participated confidently in the programme. ■ Girls and young women were able to access economic assistance without having to sacrifice social reintegration achievements. ■ Stigmatization by community members was successfully avoided.
Remarks	<ul style="list-style-type: none"> ■ This strategy works remarkably well and can be easily replicated in other contexts and countries.

7.4 Registration/profiling

Those admitted into the programme should be registered and their personal information should be collected and stored with the support of a management and informational system. Detailed individual profiling will be necessary in order to ascertain individual aptitudes and potential. The collection of this information is essential to identify the most appropriate form of economic assistance for each individual or family and to follow up each child on an individual basis.



In accordance with the Paris Principles, all necessary measures should be undertaken to ensure the safety and confidentiality of the information gathered.



How should registration be carried out?

Registration should be carried out through one-to-one interviews. The interviewer should register the data collected on a pre-established form. Registration personnel should comprise women and men who are sensitive to cultural and religious constraint, receive adequate training and be encouraged to respect the Paris Principles (see Box 7 above). Multiple and repetitive interviews should be avoided. Information that has been previously collected by other agencies should be simply transferred to the registration form whenever possible.

What are the challenges to registration/profiling?

- **Dealing with disillusioned children.** Some children have been disappointed by previous broken promises and may display lack of confidence in the programme. Honesty and transparency in revealing what the programme will be able to offer or not are essential. Information and sensitization can be also helpful to motivate children to participate, but particular care should be taken not to raise participants' expectations beyond the programme's capacity.
- **Developing an adequate management and information system.** A management and information system should be set up to store, organize, monitor and analyze data collected throughout the programme and plan of action. An option may be to use generic DDR software DREAM developed by UNDP, which is available free of charge. This software meets in principle the requirements of economic prevention and reintegration programmes and can be localized at reasonable costs.



It is vital to establish a common and reliable database, or at least a common trunk, to be used by all partners. This requires promoting coordination among partners and overcoming logistical problems. Partners should agree on what information will be collected and stored, how it will be transferred from individual partners to the common database and how it will be updated and used. Linkages should be also promoted between the child DDR database and the adult DDR database where appropriate.

Description

The number of children in need of economic prevention and reintegration assistance was much larger than the number of children IPEC had planned to assist through its programme and plans of action. This led IPEC to put in place a thorough identification process to select not only children who were at higher risk of recruitment, but also children in greatest need of economic reintegration among the large number of children/youth eligible for economic reintegration assistance.

Implementing partners found it difficult to gain access to the Pool region, where economic prevention and reintegration were most needed. It was in this area that large numbers of children associated with armed forces and groups were located. It is also in this area that children were most vulnerable to recruitment and re-recruitment. However, access to the region was not granted and security conditions were not conducive to work.

Economic prevention and reintegration assistance was therefore limited to areas bordering the Pool region. The Ninjas led by Pasteur Ntoumi were often penetrating these areas and children living there were often found to be acquainted with them. The silence of complicity among the population was another sign of the intermittent presence of the armed group in these areas and an indication that prevention and reintegration activities were relevant in them.

IPEC decided to establish a rigorous screening/verification mechanism to ensure participants had actually been associated with armed forces and groups and were in need of economic reintegration assistance. This mechanism comprised requiring children to undergo an interview with a three to four member panel charged with selecting programme participants.

This mechanism was found to be particularly ill-adapted to select girls and young women to participate in the programme. Although they may wish to gain access to the programme, girls and young women were not willing to reveal their past association with armed forces and groups, which has been forgotten by them, their families, friends and neighbours. It was felt for many of them the price was too high to reveal their past for the benefits of the economic reintegration assistance.

Lessons learned

- It was evident that gaining access to the Pool region required building on a larger, higher profile initiative capable of creating the space to work in conflict areas. Such an initiative did not exist in the Republic of Congo. The national DDR commission charged with planning and implementing the DDR process was not in position to play such a role.
- A screening/verification process is needed but should be set up in accordance with the guidelines on interviewing children found in the Paris Principles.
- Admitting children at risk of recruitment into the programme side by side with children associated with armed forces and groups will dissuade candidates from pretending to have been associated with armed forces and groups.
- Interviews with girls should be kept strictly confidential. Girls should not be constrained to reveal their past association with armed forces and groups. They should be allowed to receive economic assistance as “vulnerable girls and young women”.
- Families of participants are also key stakeholders in the programme. Information and sensitization should also be designed to reach them and gain their support.

8. Economic prevention and reintegration for minimum working age children and young persons

Access to sustainable livelihoods and decent work should be one of the pillars of prevention and reintegration assistance to minimum working age children. In spite of international consensus and good intentions, there has been a persistent economic gap in the prevention and reintegration of children of minimum working age. Programmes and plans of action have often ignored the responsibilities that children above the age of 14/15 may have as providers and caregivers and their need to find gainful employment or develop an income-generating activity.

Because minimum working age children at risk of recruitment or associated with armed forces and groups are disadvantaged in relation to more knowledgeable, experienced and mature adults, it is important to provide them with better integrated economic support. Figure 7 shows the three main stages of support.



8.1 Vocational guidance

Vocational guidance is fundamental to the success of economic prevention and reintegration of minimum working age children and young persons. It should be planned and designed to provide them with all the necessary information for choosing a vocational training in light of their aptitudes, abilities and interest and of employment opportunities in the community where he or she resides.

Box 12: C 142/R150 Human Resources Development Convention and Recommendation, 1975

Article 3.2: Vocational guidance "... shall cover the:

- the choice of an occupation;
- vocational training and related educational opportunities;
- the employment situation and employment prospects;
- conditions of work;
- safety and hygiene at work; and
- other aspects of working life in the various sectors of economic, social and cultural activity and at all levels of responsibility."

Vocational guidance should always take into account the individual's right to make his/her own choice on the basis of relevant information on as broad a range of occupations as possible and on employment opportunities in these occupations. Girls and young women in particular should be assisted to overcome traditional restrictions on their free choice of education, vocational training and occupation.



Particular attention should be taken to provide girls and young women with vocational guidance on the same broad range of educational, vocational training and employment opportunities as boys and young men. Girls and young women should also be encouraged to take full advantage of opportunities offered, including by creating the conditions required for them to do so.



See also, the International Standard Classification of Occupations (ISCO-88) which provides detailed occupational descriptions of particular interest for vocational guidance and for all those who want to know about the tasks, duties and working conditions of different trades and occupations. Go to <http://www.ilo.org/public/english/bureau/stat/isco/index.htm>.



Box 13: Vocational guidance – Key questions

- What are the young woman or man's aptitudes, abilities and interests?
- What employment opportunities exist where he or she lives?
- Has s/he received information on a sufficiently broad range of occupations?
- Has s/he received relevant information on the employment opportunities in these occupations?
- Has s/he received information about training on these occupations?
- Has s/he received all the information needed to make an informed decision?

How should vocational guidance be conducted?

Information dissemination should be undertaken by trained staff both through individual counseling and group vocational guidance activities. The latter may include discussions as well as direct exposure to career choices to develop the capacity of children/youth to make an informed choice (see Good practice 4).

Good practice 4	
Country & Title	Democratic Republic of Congo: Jobs and career fair for children released from armed forces and groups
What	IPEC in South Kivu supported FSH (Fondation Solidarité des Hommes) in the organization of a jobs and career fair for children released from armed forces and groups as part of vocational guidance activities. The jobs and career fair has proved to be very useful for exposing children released from armed forces and groups to selected trades and occupations on which training can be made available. This was achieved through presentations by professionals and guided tours to different workplaces. By interacting with professionals and watching them to practice their trades and occupations, these children were in better position to make decisions about their future.
When	Jobs and career fairs are an excellent way to expose children to the world of trades and occupations. They can be organized in both urban and rural environments, although they tend to be larger in urban environments, where trades and occupations are more diversified.
How	<ol style="list-style-type: none"> 1. Invite professionals to present the trades and occupations they practice and organize guided tours in their workplaces. 2. Ensure the logistics for the event are in place, noting that urban and rural environment pose different types of challenges. 3. Raise awareness among children about the opportunity to participate in a jobs and career fair.
Achievements	<ul style="list-style-type: none"> ■ Exposure of children/youth to selected trades and occupations increased. ■ More informed and realistic decision-making achieved by children/youth for their economic reintegration. ■ Gender barriers related to trades and occupations traditionally reserved for males or females were broken (e.g. young women actually chose to become mechanics and carpenters). ■ More knowledge among professionals about the advantages of offering internships and apprenticeships to programme participants.
Remarks	<ul style="list-style-type: none"> ■ Excellent opportunity for potential employers to meet with children and a good occasion to dissipate any prejudices that they might have in relation to this disadvantaged group. ■ Important to ensure that trades and occupations are presented to children without any gender discrimination.

What are the challenges to vocational guidance?

- **Making the best use of pre-registration surveys and opportunities and services mapping.** Pre-registration surveys and opportunities and services mapping should form the basis for planning and preparing vocational guidance. These assessments should therefore become available timely to ensure findings can be adequately factored into programmes and plans of action. See section 6.1 of this *Strategic Framework* on assessments for more detailed information.
- **Ensuring the programme or plan of action devotes enough time and resources for vocational guidance.** Providing quality vocational guidance takes time and resources. The following needs to be put in place: i) training opportunities

that are in line with market needs have to be identified and/or created; ii) vocational counselors have to be recruited and trained; iii) vocational counselors need to get acquainted with programme participants' abilities and expectations; iv) programme participants need to receive all necessary information about trades and occupation on which training can be offered and so on. All this cannot be planned and implemented overnight, particularly in conflict-affected countries where logistic support, such as transportation and information technology, is more complex.

- **Bringing a young woman or man to accept the reality of local economic conditions and making an informed decision.** It will take a lot of effort and patience from vocational counselors to bring a young woman or man to understand that s/he needs to choose a trade or occupation in light of market conditions, her or his level of education and abilities, training opportunities that are available, and her/his responsibilities as caretakers and providers within the family. To avoid situations where a young woman or man is stuck on an inappropriate trade or occupation, programmes should endeavor to: (i) offer vocational training on an as large selection of trades and occupations as possible and (ii) ask young women and men to choose at least three trades and occupations they are interested in according to order of preference as this helps opening up their minds to choosing more than one type of trade or occupation.

Box 14: R 150 Human Resources Development Recommendation, 1975

Article 18: Programmes of initial training for young persons with little or no work experience should include in particular:

- (a) general education which is co-coordinated with practical training and related theoretical instruction;
- (b) basic training in knowledge and skills common to several related occupations which could be given by an educational or vocational training institution or in an undertaking whether on or off the job;
- (c) specialisation in directly usable knowledge and skills for employment opportunities which already exist or are to be created;
- (d) supervised initiation into a real work situation.



For more information on career guidance services, country examples, practical tools and web-sites, see Career Guidance: A Resource Handbook for Low- and Middle-Income Countries, 2006.
Go to <http://www.ilo.org/public/english/employment/skills/career/index.htm>

8.2 Vocational training

Vocational training should be designed to assist children and young persons to develop the skills necessary to increase their employability and enhance and sustain their productivity. Vocational training does not create employment, but should lead to regular income generation and sustainable livelihoods.

What should be the content of vocational training?

Vocational training should be conceived to promote full use and development of the capacities of each child/young person. It should take into account not only the technical skills inherent to an occupation or trade, but also basic education, life and business or entrepreneurial skills needed to become competitive in the labour market. Skills should be adapted to current market needs and potentials.

Figure 8:
The pillars of vocational training for children/youth associated with armed forces and groups

Vocational Training			
Technical skills <ul style="list-style-type: none"> ■ Acquisition of new skills. ■ Upgrading and modernizing skills previously acquired. ■ Working conditions ■ Labour law and social security schemes. 	Basic education <ul style="list-style-type: none"> ■ Verbal expression. ■ Reading and writing. ■ Arithmetic. ■ Problem solving. 	Life skills <ul style="list-style-type: none"> ■ Civilian social behavior within family and community. ■ Professional behavior as expected by employers, customers and producers. ■ Reproductive health and HIV/AIDS transmission and prevention. ■ Non-violent conflict resolution. 	Business skills <ul style="list-style-type: none"> ■ Taking initiative and assessing risk. ■ Getting ready for business. ■ Business planning ■ Marketing and selling. ■ Managing a business. ■ Accounting



Every effort should be made to promote equality of access for girls and young women to vocational training on all types of occupations, including those which have been traditionally accessible only to boys and men.

Vocational training should contribute as much as possible to upgrade and modernize skills needed in existing occupations and trades, as well as to broaden the range of occupations and trades available. It is crucial to make a disadvantaged group, such as children at risk of recruitment and who have been associated with armed forces and groups, competitive in the labour market.



Vocational training should not be offered in occupations and trades that are already saturated or that are likely to become saturated in the future. This will only create disillusionment and aggravate the economic and security situation. It is critical to remember that many different agencies are or will be involved in supporting the economic reintegration of other disadvantaged groups during transitions from conflict to peace. Coordination between and among agencies is therefore necessary to ensure that vocational training remains relevant and actually contribute to economic development.

Good practice 5	
Country & Title	Democratic Republic of Congo: Life skills for girls and young women separate from boys and young men
What	To ensure the special needs of girls and young women formerly associated with armed forces and groups in South Kivu were properly addressed, GAV entered into a partnership with AFESA, a women's association specialized in supporting vulnerable girls, female youth and women to live a life free from sexual exploitation and violence. AFESA developed and offered life skills training for more than 90 girls and young women selected for economic reintegration assistance separate from boys and young men participants.
When	Life skills counseling and training for girls and young women separate from the boys and young men is particularly important when girls and young women: <ul style="list-style-type: none"> ■ have transitioned into puberty while with armed forces and groups; ■ have been subject to sexual abuse and violence; ■ have not received adequate and reliable information about their sexuality, reproduction and womanhood; ■ have been forced into marriage; and ■ have become young mothers.
How	<ol style="list-style-type: none"> 1. Define counseling and training objectives. 2. Identify partners among specialized women's associations or female trainers. 3. Develop training modules and contents (hygiene, puberty, sexuality, HIV-AIDS, inter-personal and professional relationships, gender equality, etc). 4. Raise awareness among girls and young women about the need to acquire life skills that are specific to them.
Achievements	<ul style="list-style-type: none"> ■ More than 90 girls and young women supported to recover their womanhood, self-esteem, confidence and dignity. ■ More than 90 girls and young women supported to become respected professionals in their new trades and occupations.
Remarks	<ul style="list-style-type: none"> ■ Life skills for girls and young women should be taught by specialized female trainers.

What should be the duration of vocational training?

Experience shows that the duration of training required for achieving sustainable livelihoods and decent work varies according to occupations and trades as well as local realities. Vocational training may be offered in the short, medium and long term as follows:

Strategy option 1: Possible vocational training duration			
	Short term*	Medium term	Long term
Duration	2 weeks to 3 months	3 to 6 months	6 to 12 months
Applicable occupations and trades	Selected handicrafts and food processing, cement block making, candle making, hair dressing, fabric painting.	Minimum skills in: sewing, carpentry, agriculture, motor mechanics, welding, electrical wiring, computer training, appliance repair, plumbing, food processing.	Higher skills competency in: sewing, carpentry, agriculture, motor mechanics, welding, electrical wiring, computer training, appliance repair, plumbing, food processing, secretarial work.
Trainee entry-level requirements	In principle none (degree of disability to be taken into account).	Basic reading, writing and arithmetic.	Primary to secondary level of education.
Strengths	<ul style="list-style-type: none"> ■ Almost no drop-outs. ■ Immediate income. ■ More can be trained within a certain period of time. ■ Least expensive. ■ Opportunity for training while in other activities (economic/ domestic tasks). ■ Flexible delivery. 	<ul style="list-style-type: none"> ■ Less drop-outs. ■ Possibility of on-the-job training and production and income generation during training. ■ Moderate costs. 	<ul style="list-style-type: none"> ■ Can lead to decent work and better jobs and opportunities.
Weaknesses	<ul style="list-style-type: none"> ■ Risk of compromising on quality. ■ It may not lead to decent work or career. 	<ul style="list-style-type: none"> ■ Graduates may still need to work under supervision. 	<ul style="list-style-type: none"> ■ The most expensive.

* Short-term should not be confused with intensive course

How should training be offered?

Training offered by nationally accredited training centres usually leads not only to sustainable livelihoods but also to better job opportunities, a career and decent work. Therefore, preference should be given to providing training through these training centres whenever possible and appropriate.

What	Training offered in a permanent training centre, based either in a government/private institution or NGO, usually leading not only to sustainable livelihoods but also a career and decent work.
When	Where training centres exist, fulfill criteria or could be supported to fulfill criteria in a reasonable period of time and agree to accept young people at risk of recruitment or who have been associated with armed forces and groups as trainees.
Strengths	<ul style="list-style-type: none"> ■ Quality of training is higher. ■ Training institution is accredited (or should be). ■ Training curriculum follows national standards (or should follow). ■ Training leads to certification that is officially recognized (or should lead). ■ Training discipline is easier to achieve. ■ Additional services such as clothing, health are easier to organize.
Weaknesses	<ul style="list-style-type: none"> ■ Is more expensive. ■ Resistance from training centres to train disadvantaged groups or informal economic workers. ■ Longer training duration. ■ Drop out rates are higher if residential facilities are not available. ■ May have not yet been accredited, curriculum does not follow national standards yet, does not lead to recognized certification.



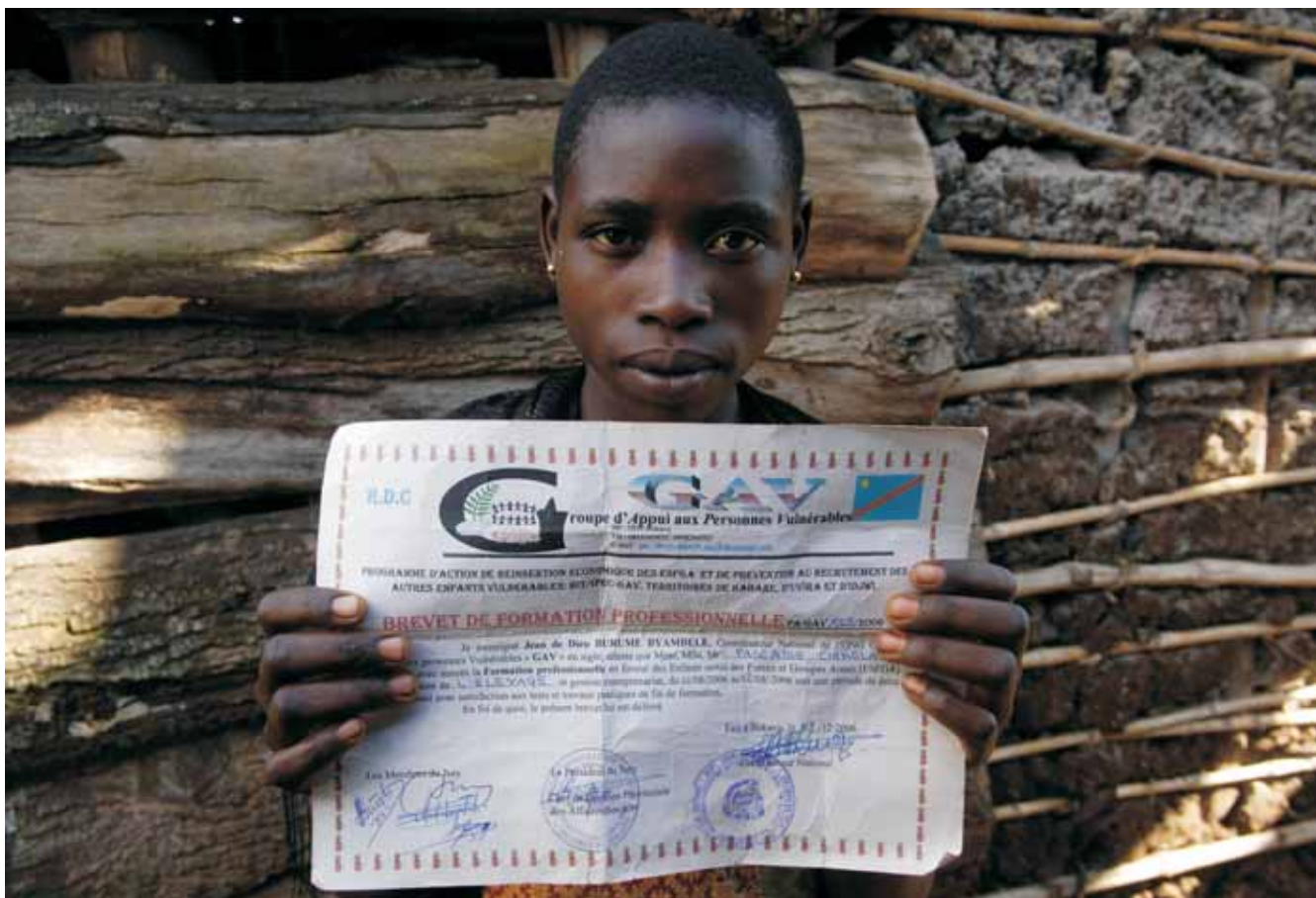
Vocational training offered by training institutions should balance theoretical and practical courses or modules to ensure that training remains related to the real work situation. Training in institutions should as much as possible be combined with on-the-job training or internships.

Where training centres do not exist or cannot be revamped in a reasonable period of time, the following options may be considered:

Strategy option 2: Types of vocation training other than centre-based training			
	Apprenticeships	Community-based training	Mobile training
What	Training offered by an employer who undertakes by contract to employ a young person and to train him/her for a period fixed in advance and in the course of which the apprentice is bound to work in the employer's service.	Training offered at the community level by a training institution or NGO either directly or through a CBO, local authorities or cooperatives on the basis of local needs/demand and material resources, usually leading to sustainable livelihoods.	Training offered by mobile units for limited periods of time with light equipment, from village to village on the basis of local needs usually leading to sustainable livelihoods.
When	<ul style="list-style-type: none"> ■ Training centres: <ul style="list-style-type: none"> - Are not available - Are unwilling to train disadvantaged groups - Refuse to offer short and medium term training ■ Small numbers of trainees 	<ul style="list-style-type: none"> ■ Training centres are not available at the community level ■ There is not enough demand to open a training centre or resources to justify opening a training centre ■ Material resources are locally available 	<ul style="list-style-type: none"> ■ Training centres are not available or are inaccessible by beneficiaries ■ Beneficiaries are scattered across vast rural areas ■ Material resources are locally available
Strengths	<ul style="list-style-type: none"> ■ Costs of training are kept relatively low ■ High motivation of apprentices due to involvement in the production 	<ul style="list-style-type: none"> ■ Helps local economic development and brings new services and technology to the community ■ Is more easily accessible by providers and beneficiaries ■ Is the least expensive ■ Income generation in short-period ■ Very welcomed by the community 	<ul style="list-style-type: none"> ■ No entry level qualifications ■ Immediate income generation ■ Can return to location for follow up ■ Is less expensive ■ Very welcomed by the community ■ Brings new services and technologies for the locality
Weaknesses	<ul style="list-style-type: none"> ■ Low quality of training and skills ■ Perpetuation of traditional skills ■ Lack of recognition in formal labour markets and training systems ■ Inequitable access and gender bias ■ Poor safety and health conditions 	<ul style="list-style-type: none"> ■ Limited facilities and shortage of trainers ■ More difficult to achieve discipline ■ Risk of irregular attendance 	<ul style="list-style-type: none"> ■ Can only be used to train basic skills ■ Can only be conducted on selected trades and occupations ■ Only for short-term training ■ It has to be planned in function of the seasonal calendar

What are the challenges to offering vocational training?

- **Programme participants are dispersed over large geographical areas.** From the logistic support perspective, it is infinitely more challenging to assist programme participants who are dispersed over large geographical areas than programme participants who are concentrated in urban areas. Young women and men should not be left out of programmes because they are more difficult to reach and assist. Programmes and plans of action should devise appropriate strategies to reach them, taking into account that these geographical areas are also rural areas, where training and employment opportunities are scarcer. Where programme participants are dispersed over larger geographical areas, vocational training may be offered through apprenticeships or through mobile training teams.
- **Lack of interest in basic education.** Young women and men do not realize the importance of basic education that is offered to them through remedial or catch up courses until they are confronted with the need to express themselves properly, to use reading and writing skills and to use basic arithmetic. For this reason, remedial and catch up courses work best when they are integrated into technical training or taught concomitantly with technical training. Offering remedial and catch up courses before technical training usually discourages trainees and leads to low levels of attendance or higher drop off rates from the programme.
- **Developing awareness about working conditions and knowledge of labour law and social security schemes.** Because programmes and plans of action usually operate in informal environments, awareness about working conditions and knowledge of labour law and social security schemes have often been neglected. However, decent work is relevant for both formal and informal sectors and should be promoted under all circumstances.
- **Ensuring quality training.** It is often challenging to offer quality training in conflict-affected countries. Special measures such as capacity development for programme staff and forging operational and implementation partnerships are crucial to ensure quality training. Programmes and plans of action should always seek to offer the best possible training under the circumstances and conditions available.
- **Subsistence and health during training and early start up of occupation or trade.** Young women and men cannot fully benefit from training when worried about their own as well as their families' subsistence and health. Programmes and plans of action should as much as possible find ways of catering for these needs. This can be done through operational partnerships, by facilitating access to existing health facilities or through small income-generation during training (for example by enabling trainees to sell the goods they produce during training).
- **Lack of family support for young women and men to take part in vocational training.** Some family members of young women and men may be against their participation in vocational training. Family members are most often worried about fulfilling daily needs and may not necessarily see the benefits of investing in their children's training. Programmes and plans of action need to allocate time and resources to awareness- raising and sensitization activities to ensure the support of family members.



- **Recognition of qualifications or official training certification.** In conflict-affected countries, programmes and plans of action often have no choice but to rely on training providers that are not formally accredited by a nationally recognized accrediting agency. As a consequence, the qualifications, diplomas and certificates delivered by these training providers are not officially recognized and do not constitute legal entitlements to practice an occupation or trade. Programmes and plans of action should work with national agencies as much as possible to obtain the official recognition of qualifications, diplomas and certificates delivered to girls and boys/young women and men.
- **Linking with the private sector for training, on-the-job training and internships.** Linking with the private sector for training, on-the-job training and internships is particularly challenging in conflict-affected countries. Private companies are rarely willing to venture in conflict-affected areas and are generally averse to hiring former combatants. However, linking with the private sector is possible if programmes and plans of action invest time and resources exploring common interests and creating incentives. Case study 6 below shows how a successful public-private partnership was formed for technical training in The Philippines.

Case study 6

The Philippines – A public-private partnership for technical training on sugar cane farming (Sala'am Programme)

Description

IPEC worked through a government agency in the Philippines, the Department of Labor and Employment – Regional Office no. XII (DOLE), and a private company, the Cotabato Sugar Central Corporation (COSUCECO), to offer vocational training on sugar cane farming to minimum working age children at risk of recruitment or who have been associated with armed forces and groups.

A total of 115 working age children have benefited from this public-private partnership during 2005-2006. In several 30-day training courses organized in COSUCECO's facilities, they learned about suitable technologies for planting and harvesting sugar cane as well as how to maintain and manage a sugar cane farm. The training has also included modules on life skills and peace education. These modules were designed to raise the trainees' awareness about the illegal character of the recruitment of children under 18 years of age in armed forces and groups.

This initiative helped increase the employability of these disadvantaged children, mostly coming from villages in Maguindanao Province in the Autonomous Region in Muslim Mindanao (ARMM). Previous vocational skills training conducted in the area were found to be disconnected from the few economic agricultural opportunities that existed. As a result, not many were able to generate income linked to the skills acquired during vocational training.

The partnership builds on COSUCECO's strategic goal of promoting the expansion of sugar plantations in Maguindanao Province. This area had been until then inaccessible to the company due to instability and despite the series of peace agreements signed between the Government of the Philippines and the Moro National Liberation Front. Furthermore, the company did not want to venture in this area without explicit government support.

In the partnership, COSUCECO provided the technical/agricultural training and the DOLE ensured trainees had accommodation, meals, farm tools, equipment and access to life skills and peace education. The demand for improved technology from local sugar cane producers in Maguindanao Province was such that by 2006-2007 all 115 graduates were working as sugar cane service technicians for sugar cane producers in their areas of origin. Their services are enabling producers in the area to sell sugar cane in larger quantities and of better quality to COSUCECO.

The 115 graduates have acquired skills to work in a wide range of farming tasks, such as operating tools and equipments, coaching/training workers, planning plantation and harvesting operations, controlling budgets and stocks and communicating with sugar industry organizations, suppliers and contractors. These skills are valuable in Maguindanao Province, where the economy relies mainly on farming and other agricultural activities.

This partnership has allowed children at risk of recruitment or who have been associated with armed forces and groups to gain access to wage employment. The sugar cane farming skills can also lead to self employment as these service technicians together with their families also qualify for financial assistance that COSUCECO is extending to sugar cane planters in the area.

Finally, an important component of the training and employment was to ensure that these children were not reintegrated in other forms of child labour. Local chief executives deployed by DOLE to the sugar cane plantation areas were charged with monitoring the activities of these service technicians to ensure they and other minimum working age children working in the sugar cane industry were not exposed to hazardous work.

Case study 6

The Philippines – A public-private partnership for technical training on sugar cane farming (Sala'am Programme)

Lessons learned

- Partnerships with the private sector are crucial to ensure that vocational training effectively leads to employment and income generation. However, forging such partnerships pose enormous challenges. Private companies are rarely willing to venture in conflict-affected areas: they do not want to risk the lives of their staff; they do not want to be seen as associated with armed groups; and they are afraid of extortion which was common in the area.
- Providing vocational training to working age children already living in Maguindanao identified by DOLE in COSUCECO's own facilities proved to be an excellent means to promote employment in sugar cane farming in Maguindanao and to open the access of local sugar cane producers to markets outside Maguindanao.
- COSUCECO found it more acceptable to provide training to former members of armed groups with governmental support. Not only has this enabled the identification of trainees, it has also opened the access of COSUCECO to local government units and authorities in Maguindanao. This has paved the way for future public-private cooperation through community-based projects, including the extension of COSUCECO's micro-finance services to those willing to start or develop sugar cane farming in the area.
- DOLE has also realized that partnerships with the private sector are possible and worth exploring. However, they have to be cost-effective and relevant for the private sector. In other words, such partnerships have to be designed to contribute directly to the profitability of private companies, either in terms of increased revenues, reduced costs or improved quality.
- Partnerships with the private sector can also help improve the overall quality of vocational training and employment services provided by government agencies. The Sala'am Programme had only allocated enough funds to cover training, food and accommodation. There was no fund allocation for the acquisition of tools and equipment. The partnership with COSUCECO allowed the Sala'am Programme to reallocate some of the funds that had been reserved for training to the acquisition of tools and equipments. This allowed vocational training to link more coherently and effectively with employment services.
- The quality of training also increased as trainers were specialized staff from the COSUCECO, fully acquainted with quality control and other requirements by this company and other sugar industries. The partnership also freed funds to introduce life skills and peace education, which were not originally part of training.

8.3 Employment placement and self-employment

Employment placement and self-employment are critical areas of support for young persons from disadvantaged groups, such as children at risk of recruitment or who have been associated with armed forces and groups. Without such support, these young girls and boys/women and men are unlikely to gain access to employment and find it impossible to start their own income-generating activities. Employment placement and self-employment support requires differentiated strategies in formal and informal sectors on the one hand, and rural and urban environments on the other.

Employment placement and self-employment should take place in the formal sectors of the economy whenever possible. However, because conflict and transition countries and their economies have large informal sectors, it may be necessary to provide support to informal employment placement and self-employment. Table 12 highlights differences between economic reintegration in formal and informal sectors of the economy:



Table 12:
Formal and informal sectors of the economy

Formal sector	Informal sector
<ul style="list-style-type: none"> ■ Barriers to entry. ■ Uses foreign capital. ■ Capitalist enterprise. ■ Important technology. ■ Formal training. ■ Regulated markets. ■ Within government policy and control. ■ Often unionized. 	<ul style="list-style-type: none"> ■ Ease of entry. ■ Reliance on indigenous resources. ■ Family/group ownership. ■ Adaptable technology/labour intensive. ■ Skills acquired outside formal education. ■ Unregulated markets. ■ Outside government control. ■ Often non-unionized.

Supporting employment placement and self-employment should also take into account the differences between urban and rural environments. Each one presents its own challenges: employment services are logistically easier to organize in urban areas, but competition is fierce and requires more efforts to upgrade and develop new skills and occupations. The dispersion of beneficiaries over large geographical areas makes it difficult to offer employment services, but it usually costs less to live and set up a business in rural areas.

Table 13:
Economic reintegration in rural and urban environments

Rural economic reintegration	Urban economic reintegration
<ul style="list-style-type: none"> ■ Dispersal of beneficiaries over extensive rural areas. ■ Fewer training opportunities. ■ Non-existent employment support, <p>BUT</p> <ul style="list-style-type: none"> ■ Less expensive. 	<ul style="list-style-type: none"> ■ Concentration of beneficiaries. ■ More training opportunities. ■ More employment support opportunities, <p>BUT</p> <ul style="list-style-type: none"> ■ Fierce competition. ■ More expensive.

How should employment placement be supported?

Employment placement achieves greater success when opportunities for on-the-job training and internships are created. Employers become more inclined to offer jobs once they become acquainted with the skills and personal qualities of the young people participating in on-the-job training and internship opportunities they offer. Incentives such as the payment of a contribution towards the young person's salary for a given period in return for the awarding of an employment contract for a minimum period should also be used.

Placing young women and men in the formal economy largely depends on seizing market opportunities as good practice 6 illustrates.

Good practice 6	
Country & Title	Rwanda: Seizing market opportunities for placing children and youth released from armed forces and groups in the private formal sector
What	APROPOL (Association pour la Promotion des Potentialités Locales) was one of the implementing agencies selected by IPEC to provide vocational training and employment services to children/youth associated with armed forces and groups in the area of catering and food processing. Taking into account the rapid development of the tourist industry and the lack of qualified workforce for hotels and restaurants, APROPOL seized the opportunity to enter into partnerships with the private formal sector for the placement of children/youth.
When	Partnerships leading to employment in the private formal sector for children/youth are easier to forge when: <ul style="list-style-type: none"> ■ demand is higher than the offer and results in a market niche; ■ vocational training offered is of high quality; ■ advantages are articulated in terms of lower costs and higher benefits rather than in terms of social responsibility; and ■ specific strategies are developed to counter prejudice that might exist against children/youth.

Good practice 6	
How	<ol style="list-style-type: none"> 1. Identify potential partners among restaurants and hotels in the private sector. 2. Schedule meetings with potential partners to explain the benefits of making available internships positions to children/youth. 3. Negotiate a model tripartite internship agreement (training agency, restaurant or hotel and trainee). 4. Increase awareness among children/youth about the key role internships play to gain full employment.
Achievements	<ul style="list-style-type: none"> ■ Prejudice against children/youth countered. ■ Internship positions in the private formal sector created for all children/youth. ■ 10 out of 38 children/youth hired by restaurants and hotels (others were supported with self-employment options).
Remarks	<ul style="list-style-type: none"> ■ Forging partnerships with the private sector depends on building gradual confidence between and among all parties.



See also, *Eliminating Child Labour – Guides for Employers*, which is a toolkit designed to help employers to identify child labour and take action against it. The kit is composed of three guides, i.e. Guide One on introduction to the issue of child labour; Guide Two on how employers can eliminate child labour; and Guide Three on the role of employers' organizations in combating child labour. Go to <http://www.ilo.org/public/english/dialogue/actemp/projects/cl/guides.htm>.

Placing young women and men in the informal economy usually takes place through an association arrangement with an artisan. This arrangement should be formalized by an employment contract establishing among other things the type of remuneration and should be monitored closely by the implementing agency as there is a serious danger of economic exploitation of the young person by the artisan master.

How should employment be supported?

Self-employment is the most widespread economic reintegration option because conflict-affected economies have very few employment opportunities both in the formal and informal sectors. This means that the majority of young women and men will have no choice but to start their own businesses. Programmes and plans of action should include the provision of the following assistance:

- **Drawing up a business plan.** Assistance should be offered to prepare the business plan. This document describes the business that will be set up (vision, goal, structure, name, location and resources) and demonstrates its financial viability (costs, income, time necessary to reach breakeven operating levels). Moreover, business plans are also useful to secure external funding and to measure success overtime.
- **Setting up a business and assembling start-up kits.** Assistance should be offered to set up the business. This will include providing assistance to find a location, purchase equipment and materials, organize human resources and production and start basic bookkeeping.



- Managing a business.** Assistance should be also offered to manage a business as part of follow up activities to ensure business remain viable and become profitable. Advice should be offered on sales and marketing, dealing with suppliers and customer, expanding a business and so on for as long as possible and necessary.
- Access to credit schemes.** Start-up kits should be supplemented with access to credit to enhance the prospects of business success. Programmes and plans of action should therefore facilitate access of businesses to credit schemes (see Good practice table 9 in section 9.1 of this Strategic Framework as an example of how access to credit can be promoted).



Consult also, the ILO Start and Improve your Business programme and materials for training of trainers and training of entrepreneurs, which includes handbooks, workbooks, and a booklet on feasibility study with blank forms and trainers' guides). Go to http://www.ilo.org/dyn/empent/empent.portal?p_docid=BDSIYB&p_prog=S&p_subprog=BD.

Self-employment may be supported individually, with the family or in a grouping or cooperative:

Strategy option 3: Types of self-employment			
	Individual	Family	Association/ cooperative
What	Occupation or trade is carried out on an individual basis.	Occupation or trade is carried out together with the family.	Occupation or trade is carried out in a group, association or cooperative.
When	<ul style="list-style-type: none"> ■ Young people feel more secure working from home ■ Young people are confident in the skills they acquired. ■ Qualifications are recognized through official certification. 	<ul style="list-style-type: none"> ■ Young people feel more secure working from home. ■ Family is supportive and ready to offer human and material resources. ■ Traditional skills available by family. 	<ul style="list-style-type: none"> ■ Higher capital investment needed. ■ Costly equipment is needed. ■ Premises are available or can be found.
Strengths	<ul style="list-style-type: none"> ■ Decision-making rests with the young woman or man alone. 	<ul style="list-style-type: none"> ■ Higher income. ■ Safety. ■ Family support. ■ Parents' guidance. 	<ul style="list-style-type: none"> ■ Pooling of resources for larger investment. ■ Team building. ■ Higher income. ■ Better marketing opportunities. ■ Better integrated within community.
Weaknesses	<ul style="list-style-type: none"> ■ No regular income. ■ Higher risks to safety and health at work. ■ Community acceptance and recognition takes longer. 	<ul style="list-style-type: none"> ■ Parent may be authoritative. ■ Children might be led to take less initiative. 	<ul style="list-style-type: none"> ■ Longer and more complicated decision-making process.

As member-owned and controlled enterprises guided in their activities by a series of universally recognized cooperative principles and values, cooperatives lend themselves particularly well to support the economic reintegration of children/youth associated with armed forces and groups. They have therefore an important potential to tackle child labour, especially in its worst forms in a wide variety of economic activities, by providing jobs, income and reasonably priced goods and services for their members.

Table 14:
Cooperative societies and employment creation

Economies of scale	The cooperative organizational form enables independent entrepreneurs and workers in the informal sector to carry out joint economic activities at reduced costs.
Economies of scope	The joint production of goods and services facilitates division of labour and specialization and therefore enhances productivity.
Increased bargaining power	Cooperatives combine the supply and demand of their members and thus increase their bargaining power.
Active member participation	The active participation of members in the management of a cooperative reduces costs, enhances cost-effectiveness, and facilitates capital mobilization.
Membership value	Cooperatives aim at boosting the self-employment opportunities of their members and therefore favour labour intensive production processes.
Representation of interests	Cooperative members can much better defend their interests than individual producers and consumers, in particular when the cooperative society is integrated into a vertical structure.
Stability	Due to risk sharing between members, cooperatives are generally more stable than individual enterprises.
Innovation	Cooperative members learn from each other and innovate together.
Legal protection	Joining a cooperative helps small-scale producers to obtain legal protection and to limit their personal liability to the amount fixed in the by-laws.

Source: Adapted from ILO, *How Cooperatives Create Jobs*,
http://www.ilo.org/dyn/empent/empent.portal?p_docid=CREATION&p_prog=C&p_subprog=MS.



Where individual or family types of self-employment are more appropriate, programmes and plans of action should look into supporting the establishment of sales centres where several production units can market their products as Good practice 7 shows:

Good practice 7	
Country & Title	Sri Lanka: Establishing sales centres where several production units can market their products
What	<p>INSGD was a pioneer in the creation of a sales centre, where some 14 production units (family, individual, grouping) could market their products. Creating sales centres has multiple advantages:</p> <ul style="list-style-type: none"> ■ production units can concentrate their efforts on the production; ■ production and marketing locations do not have to coincide (production can continue to be home-based); ■ sales centres can market a variety of products from different production units; and ■ sales centres attract more customers than shops marketing fewer types of products.
When	<p>Sales centres are particularly useful when:</p> <ul style="list-style-type: none"> ■ for security reasons most production units are home-based (these are usually in locations that do not necessarily provide good access to markets); ■ members of production units are young and come from disadvantaged groups (strength in marketing products together, rather than having each production unit to market their products alone); ■ financial resources are scarce (pooling together financial resources to open up a sales centre will result in a more attractive location for customers and better profits prospects); ■ few monitors/coaches are available to provide technical support to sales centres (follow up will be centralized rather than decentralized; less time will be spent on transportation and logistics; overall quality of support will be higher).
How	<ol style="list-style-type: none"> 1. Hold a discussion with programme participants about the advantages of establishing a sales centre rather than having each production unit trying to market its products in isolation. 2. Obtain financial resources to pay for rent and equipment (pool resources from participants, carry out a fundraising campaign, or apply for a micro-credit). 3. Find a location that provides good access to markets (try also to obtain authorization to use public buildings free of charge or with subsidized rent). 4. Provide organizational and management support. 5. Seek official registration whenever possible.
Achievements	<ul style="list-style-type: none"> ■ Access to markets and customers secured. ■ More products sold; more income generated. ■ Sales centre experience successfully replicated by other training centres (PPDRO, PADRO, St. John's, Patrician Institute).
Remarks	<ul style="list-style-type: none"> ■ Follow up and technical support for organization and management are necessary for at least six months or until sales centres become autonomous. ■ Regulations on registration and ownership vary from country to country; implementing agency may have to legally own sales centre until participants reach the legal age to undertake such business activities.

Where associations or cooperatives are more appropriate, programmes and plans of action should look into promoting inter-linkages between and among them as Good practice 8 illustrates:

Good practice 8	
Country & Title	Burundi: Promoting inter-linkages between and among youth trade associations
What	<p>CONSEDI has promoted inter-linkages between and among some 30 youth trade associations. These inter-linkages have proved to be very useful for:</p> <ul style="list-style-type: none"> ■ experience sharing and know-how exchange; ■ widening markets for products and services; and ■ protecting common rights and interests.
When	<p>Inter-linkages are more easily created when:</p> <ul style="list-style-type: none"> ■ associations are relatively near one another; ■ their products and services are complementary rather than competitive; and ■ production is on-going, so there are products to exchange and distribute.
How	<ol style="list-style-type: none"> 1. Assess complementarities between and among associations. 2. Organize meeting with the associations' members to explain purpose of activity, build interest and plan visits. 3. Promote visits between and among matching associations.
Achievements	<ul style="list-style-type: none"> ■ Access to new markets and customers increased. ■ Activity became more diversified and generated more income. ■ Members of different associations transferred experience and knowledge to each other.
Remarks	<ul style="list-style-type: none"> ■ Inter-linking a high performance association with a low performance association has proved to help strengthen the capacity of the latter. ■ After having experienced inter-linkages opportunities, the associations started organizing exchanges and visits at their own initiative.



It is crucial for programmes and plans of action to encourage young women and men to take a pragmatic approach to cooperatives. Grouping young women and men into trade cooperatives or associations helps to maximize the chances of success.



For more detailed information about cooperatives, see *The Role of Cooperatives and other Self-Help Organizations in Crisis Resolution and Socio-Economic Recovery* (2001) at <http://www.ilo.org/dyn/empent/docs/F1853251229/Coopcri1.PDF>.

What are the challenges involved in offering self-employment support?

- **Dealing with family pressure.** Given their young age and developing maturity, young women and men are more vulnerable to family pressure than adults. Family pressure may materialize in different ways depending on the prevailing culture and traditions. For example, young women and men starting up a business may be constrained to use up capital that was going to be reinvested in their business to pay for sudden needs of extended family members or may be forced to sell their business equipment to contribute to funeral expenses of a deceased family member and so on. Programmes and plans of action should not spare efforts to raise awareness among family members about the fragility of start ups and the need to preserve them from family pressures to give them a chance to get established and become profitable.
- **Coping with beliefs in witchcraft.** Programmes and plans of action may have to identify ways of coping with beliefs in witchcraft and other types of magical powers among young women and men, particularly in rural areas. Young women and men often recur to witchcraft and the influence of magical powers to explain business failures. It is crucial to show them that it is their behavior and some identifiable externalities that may lead to the success or failure of their businesses.
- **Ensuring safety and healthy working conditions.** Programmes and plans of action should seize every opportunity to ensure safety and health working conditions in accordance with international standards whether they function in formal or informal sectors of the economy. This is challenging because of the poor working conditions that usually prevail in conflict-affected countries.



See also ILO Encyclopedia of Occupational Safety and Health which provides comprehensive and accurate coverage of safety and health at work at <http://www.ilocis.org>.

- **Health and accident insurance during training and business start up.** Programmes and plans of action should acquire health and accident insurance coverage to protect programme participants from unforeseen risks during the lifetime of the programme. Programme participants should also be sensitized about the importance of keeping health and accident insurance or similar mechanisms after the programme closes down.
- **Taking into account the special needs of girls and young women.** Specific interventions are usually necessary to make easier the access of girls and young women to self-employment on an equal basis with boys and young men. Girls and women usually shoulder the burden of caring for family members and others, and therefore tend to be less available than boys and young men to take advantage of self-employment opportunities. Given their sense of responsibility and endurance, women supported to become entrepreneurs greatly increase the chances of success of small businesses.



See also the ILO GET Ahead for Women in Enterprise Training Package and Resource Kit, which is available on-line in English at <http://www.ilo.org/public/english/region/asro/bangkok/library/pub4c.htm>

9. Economic prevention and reintegration assistance for school-age children

Access to basic education for children under the minimum working age is one of the central pillars of prevention of child recruitment and reintegration of children associated with armed forces and groups. Where schools are effective, they constitute an efficient integrator into community and a gateway to future gainful employment and other income generating activities. Schools play therefore a special supportive role for children who have experienced adversity, such as those vulnerable to recruitment and who have been associated with armed forces and groups.

Generally, there is no reluctance from parents to allow their children to attend school, provided that affordable, effective and safe schooling opportunities exist. Economic prevention and reintegration assistance can play an instrumental role in helping to overcome these three critical obstacles to schooling.

Cash payments to parents and assistance with school registration may constitute an important incentive to schooling, but are generally not sustainable in the medium- to long-term. They need to be complemented with economic interventions that will enable parents to keep their children in school until they complete at least their basic education.

9.1 Overcoming the affordability obstacle

Overcoming the affordability obstacle depends upon raising the families' income to enable them to pay school fees and other school-related expenses. Various strategies may help achieve this goal, the choice being conditioned to the country context and local realities. In conflict and transition countries, where formal sector markets have collapsed and unemployment is widespread, successful strategies have usually evolved around improving parent's livelihoods and making them more sustainable.

Strategy option 4 explains three different strategies used by the ILO/IPEC Inter-Regional Programme, which are sustainable, contribute to the revitalization of the economy and effectively generate additional income.



It is critical to formalize the relationship between the agency and programme beneficiaries through a contract whereby the latter will receive economic support in return for sending and keeping their children in school.

Strategy option 4: Improving livelihoods of families or groups of families with school-age children at risk of recruitment or in need of economic reintegration				
	Support to income-generating activity	Resource-sharing centre	Micro-credit scheme	Livestock credit scheme
What	Support to the creation or reinforcement of an income-generating activity through training, equipment and business services.	Pooling and sharing of occupational and safety equipments, tools and other resources among community members for a variety of trades and occupations in an accessible location.	Small loan made at interest with some amount of non-credit assistance ranging from skills training to marketing assistance through a credit union or NGO.	Distribution of pairs of livestock (cattle, sheep, goats, pigs) on the condition that two similar offspring will be passed on to the next beneficiary or group of beneficiaries on the list.
When	<ul style="list-style-type: none"> Income-generating activity needs to be created or reinforced in both rural and urban areas. 	<ul style="list-style-type: none"> There is lack of occupational and safety equipments and instruments in both urban and rural environments. 	<ul style="list-style-type: none"> Income-generating activity needs to be created or reinforced in both rural and urban areas. Credit unions or similar institutions exist and are willing to forge a partnership. 	<ul style="list-style-type: none"> There is lack of animals in rural or semi-urban areas. Animal health monitoring and veterinary services are available or may be made available.
Strengths	<ul style="list-style-type: none"> Is flexible and can be undertaken almost anywhere, with any group of beneficiaries. 	<ul style="list-style-type: none"> Increases availability of equipments and tools. Improves work productivity and efficiency. Promotes occupational safety. May benefit also other community members. 	<ul style="list-style-type: none"> May also have a multiplier effect if repayments are used to provide micro credit to other families. Breaks barriers between credit institutions and very-low income families or groups of families. 	<ul style="list-style-type: none"> Has a multiplier effect Helps country-wide restocking effort Helps improve agricultural farming (e.g. manure). Increases food security.
Weaknesses		<ul style="list-style-type: none"> Difficulty to manage and keep collective property. 	<ul style="list-style-type: none"> Absence of credit institutions, mainly in rural areas Requires some form of guarantee or caution. 	<ul style="list-style-type: none"> Lack of experience or aptitude for livestock-keeping. Animals are less adapted to the local environment if procured abroad (often the case due to insufficient livestock and/or unacceptably high prices in the local market). Distribution may lead to overstocking making the activity generate less income than originally expected.

A common weakness of these strategies is that they take some time to generate regular additional income, usually from 3 weeks to 6 months depending on the strategy and income-generating activity selected. If the main goal is to ensure children return or are kept in school in the short-term, these strategies may have to be combined with some financial support to cover the period during which additional income is not yet being generated or is generated irregularly.

In conflict-affected countries, women and women-headed households should be prioritized and specifically targeted given that they are usually the ones charged with the children's education and welfare.

Good practice 9 shows the strategy a local NGO developed to break barriers between credit unions and low-income families with children at risk of recruitment.

Good practice 9	
Country & Title	Burundi: Facilitating access of low-income/vulnerable families to micro-credit to promote schooling and to prevent child recruitment.
What	<p>TPO has facilitated the access to micro-credit by very low income families having at least one school-age child (below 15 years of age) living in areas considered to be at risk of military recruitment. Access to micro-credit by these families became possible after TPO made a security deposit with the credit union COOPEC. COOPEC used this capital to make micro-credits available to low income families pre-selected by TPO in collaboration with local authorities. This initiative has helped to:</p> <ul style="list-style-type: none"> ■ break barriers between the credit union and the very low-income families; ■ raise income of these families to help them send or keep children at school; and ■ benefit successively and indefinitely other low-income/vulnerable families as repayment of principal sums are made.
When	<p>Facilitating access to micro-credit is easier when:</p> <ul style="list-style-type: none"> ■ credit unions are already established and operational (this is usually the case in urban areas, but credit unions could also be encouraged through a similar scheme to reach rural areas); ■ market conditions are judged conducive to the development of the income-generating activity/business in question; and ■ family members are grouped into trade associations to increase the size and scale of their income-generating activity or business.
How	<ol style="list-style-type: none"> 1. Approach the credit union to negotiate the set up of a security deposit. 2. Inform the pre-selected families or trade associations about the opportunity to access micro-credit as well as the responsibilities involved in using micro-credits. 3. Offer basic training in micro-credit and business management. 4. Introduce the pre-selected members of families and trade associations to credit union representatives. 5. Provide assistance in opening necessary bank account and other formalities. 6. Provide micro-credit and business management support as necessary.

Achievements	<ul style="list-style-type: none"> ■ Some 50 very low income families grouped into 5 trade associations were able to generate more income after they were given access to micro-credit. ■ Some 50 families were in better position to send and keep their children at school.
Remarks	<ul style="list-style-type: none"> ■ Working through a credit union helped ensure repayment (beneficiaries would be less inclined to make repayments to an NGO). ■ Working through a credit union helped ensure the intervention is more sustainable (NGOs' projects and funds are time-bound, whereas offering micro-credits is a credit union's day-to-day business). ■ This approach works best when direct beneficiaries are women as they are more often responsible for the schooling and well-being of their children.

9.2 Overcoming the effectiveness and safety obstacles

Economic measures may also help overcome effectiveness and safety obstacles. Schools in conflict-affected countries are often reduced to rubble. There is a lack of qualified teachers as many were killed or left to escape the violence. School materials and teachers' salaries do not reach schools.

Where communities manage to put schools back together, national curricula are not followed and diplomas lack recognition. The quality of education is adversely affected. Sometimes even corporal punishments and harsh discipline are enforced. All this discourages parents and children. Safety is also hampered where there are no roads to reach schools and children have to cut across forests and inhabited areas. Girls' access to school is often harder than boys due to their domestic burdens and family perception on value of education for girls.

School rebuilding and rehabilitation and ensuring safe access of girls and boys may take place through labour-based infrastructure reconstruction and community contracting. The advantage of these options is that they also create short-term employment. Linkages can therefore be established between economic measures to support schooling and economic measures to integrate minimum working age children in the labour market.

Strategy option 5: Rehabilitating schools and ensuring safe access		
	Labour-based infrastructure reconstruction	Community contracting
What	<ul style="list-style-type: none"> ■ Short- and medium-term infrastructure works that generate employment and income by maximizing the use of unskilled labour. 	<ul style="list-style-type: none"> ■ Agreement between a community-based organization and an external funding or support agency to implement a development project for the benefit of the community. ■ The community has a significant role in deciding on the type of infrastructure improvements to be adopted, according to its perceived needs.
When	<ul style="list-style-type: none"> ■ Major construction works are necessary (e.g. numbers of schools and other infrastructure in need of construction or rehabilitation are large within a given area). ■ Sufficient financial resources are available 	<ul style="list-style-type: none"> ■ Only minor construction works are necessary. ■ Community members are willing to participate and assume responsibility for the development project. ■ Community is capable of providing a fair and balanced representation of interests.
Strengths	<ul style="list-style-type: none"> ■ Use of local human and material resources. ■ Contributes to local economy rehabilitation. ■ Can also contribute to skills development. 	<ul style="list-style-type: none"> ■ Community develops a stronger sense of ownership and increase their involvement and interest in subsequent maintenance.
Weaknesses	<ul style="list-style-type: none"> ■ Complex negotiation process involving government and private sector, where compromises must be achieved on expected timeframe, costs, quality and level of employment generation. 	<ul style="list-style-type: none"> ■ The community may not be familiar with formal contracts. ■ Lack of control over wages and occupational and safety measures. ■ Difficulties related to quality control.



It is critical to constantly inform and sensitize communities about the reasons why such community support is being given. Communities do not always perceive a link between the community support and the objective of keeping children in school to prevent their recruitment or to support their economic reintegration.

10. Economic prevention and reintegration: a checklist

When supporting prevention of child recruitment and reintegration of children associated with armed forces and groups, it is recommended to revisit the check list below which summarizes the guidance, lessons learned and good practices outlined in this *Strategic Framework*.

Table 15:
Economic prevention and reintegration: a checklist

Goal	<ul style="list-style-type: none"> ■ Ensure that the programme proposes efficient and effective economic measures to support prevention of child recruitment and reintegration of children associated with armed forces and groups.
Target group	<ul style="list-style-type: none"> ■ Provide the same assistance to both children at risk of recruitment and children associated with armed forces and groups. ■ Support both children and youth as overlapping categories.
Approach	<ul style="list-style-type: none"> ■ Combine individually focused and community-based approaches.
Gender	<ul style="list-style-type: none"> ■ Ensure that economic measures to support of prevention and reintegration are gender-responsive.
Context	<ul style="list-style-type: none"> ■ Take into account the conflict and transition situation. ■ Promote access to sustainable livelihoods and decent work. ■ Use a strategy that is adapted to the DDR context.
Linkage and integration	<ul style="list-style-type: none"> ■ Ensure that economic measures in support of prevention and reintegration are coherently linked and integrated into policies and frameworks.
Assessments	<ul style="list-style-type: none"> ■ Conduct pre-registration beneficiary surveys and opportunities and services mapping before designing a programme.
Capacity building	<ul style="list-style-type: none"> ■ Use every opportunity to build the capacity of individuals, institutions and systems.
Identification	<ul style="list-style-type: none"> ■ Prepare and carry out inclusive, transparent and thorough identification processes.
Employability	<ul style="list-style-type: none"> ■ Increase employability through education and vocational training.
Employment opportunities	<ul style="list-style-type: none"> ■ Create employment opportunities by forging partnerships with the private sector.
Entrepreneurship	<ul style="list-style-type: none"> ■ Encourage entrepreneurship by ensuring business development services are available.

Annex I: Definitions

Apprenticeship: Any system by which an employer undertakes by contract to employ a young person and to train him or have him trained systematically for a trade for a period of which the duration has been fixed in advance and in the course of which the apprentice is bound to work in the employer's service. (*ILO Apprenticeship Recommendation no. 60, 1939*)

Business development services: Services that improve the performance of the enterprise, its access to markets, and its ability to compete. The definition of "business development services" (...) includes a wide array of business services, both strategic and operational. Business development services are designed to serve individual businesses, as opposed to larger business community. (*Business Development Services for Small Enterprises: Guiding Principles for Donor Intervention, 2001*)

Child: Any person less than 18 years of age in accordance with the Convention on the Rights of the Child. (*The Paris Principles, 2007*)

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.

The term "child labour" is often 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.

Child reintegration:	The process through which children transition into civil society and enter meaningful roles and identities as civilians who are accepted by their families and communities in a context of local and national reconciliation. Sustainable reintegration is achieved when the political, legal, economic and social conditions needed for children to maintain life, livelihood and dignity have been secured. This process aims to ensure that children can access their rights, including formal and non-formal education, family unity, dignified livelihoods and safety from harm. (<i>The Paris Principles</i> , 2007)
Children associated with armed forces and groups:	Those below 18 years of age who are or have been recruited or used by armed forces and groups in any capacity, including but not limited to children, boys and girls, used as fighters, cooks, porters, messengers, spies or for sexual purposes. The term does not only refer to a child who is taking or has taken a direct part of hostilities. (<i>The Paris Principles</i> , 2007)
Cooperatives:	Autonomous association of persons united voluntarily to meet common economic, social and cultural needs and aspirations through a jointly owned and democratically controlled enterprise. A cooperative is essentially a vehicle for self-help and mutual aid. Many cooperatives throughout the world have a commitment to a distinctive statement of identity formulated by the International Cooperative Alliance (ICA). (ILO, <i>The Role of Cooperatives and Other Self-Help Organizations in Crisis Resolution and Socio-Economic Recovery</i> , 2001)
Decent work:	Productive work for women and men in conditions of freedom, equity, security and human dignity. Decent work involves opportunities for work that is productive and delivers a fair income; provides security in the workplace and social protection for workers and their families; offers better prospects for personal development and encourages social integration; gives people the freedom to express their concerns, to organize and to participate in decisions that affect their lives; and guarantees equal opportunities and equal treatment for all. (<i>CEB Toolkit for Mainstreaming Employment and Decent Work</i> , 2007)
Disarmament and demobilization and reintegration:	<p>Disarmament is the collection, documentation, control and disposal of small arms, ammunition, explosives and light and heavy weapons of combatants and often also of the civilian population. Disarmament also includes the development of responsible arms management programmes. (<i>UN Secretary-General, Note to the General Assembly, A/C.5/59/31</i>, 2005)</p> <p>Demobilization is the formal and controlled discharge of active combatants from armed forces or other armed groups. The first stage of demobilization may extend from the processing of individual combatants in temporary centres to the massing of troops in camps designated for this purpose (cantonment sites, encampments, assembly areas or barracks). The second stage of demobilization encompasses the support package provided to the demobilized, which is called reinsertion.</p>

Reinsertion is the assistance offered to ex-combatants during demobilization but prior to the longer-term process of reintegration. Reinsertion is a form of transitional assistance to help cover the basic needs of ex-combatants and their families and can include transitional safety allowances, food, clothes, shelter, medical services, short-term education, training, employment and tools. While reintegration is a long-term, continuous social and economic process of development, reinsertion is short-term material and/or financial assistance to meet immediate needs, and can last up to one year. (*UN Secretary-General, Note to the General Assembly, A/C.5/59/31, 2005*)

Reintegration is the process by which ex-combatants acquire civilian status and gain sustainable employment and income. Reintegration is essentially a social and economic process with an open time-frame, primarily taking place in communities at the local level. It is part of the general development of a country and a national responsibility, and often necessitates long-term external assistance. (*UN Secretary-General, Note to the General Assembly, A/C.5/59/31, 2005*)

Employment:

The employed comprise all persons about a specified age who during the reference period were either (i) at work or (ii) with a job or enterprise but not at work (i.e.) persons temporarily absent from work). Persons at work are defined as persons who during the reference period performed work for a wage or a salary, or for profit or family gain, in cash or in kind, for at least an hour. (*The Thirteenth International Conference of Labour Statisticians, 1982*)

Gender equality:

The equal rights, responsibilities and opportunities of women and men and girls and boys. Equality does not mean that women and men will become the same, but that women's and men's rights, responsibilities and opportunities will not depend on whether they are born male or female. Gender equality implies that the interests, needs and priorities of both women and men are taken into consideration, while recognizing the diversity of different groups of women and men. Gender equality is not a women's issue, but should concern and fully engage men as well as women. Equality between women and men is seen both as a human rights issue and as a precondition for, and indicator of, sustainable people-centred development. (*IDDRS, 2006*)

Minimum working age:

The Minimum Age Convention defines a range of minimum ages below which no child should be allowed to work and stipulates that: (a) the minimum age for employment should normally not be less than 15 years, but exemptions can be made for developing countries which may fix it at 14; (b) the minimum age for permitting light work should be not less than 13 years, but developing countries may fix it at 12; c) the minimum age for admission to hazardous work should not be less than 18 years, but under strict conditions may be permitted at 16. (*ILO Minimum Age Convention 138, 1973*)

Recruitment:	Compulsory, forced and voluntary conscription or enlistment of children into any kind of armed force or group. (<i>The Paris Principles, 2007</i>)
Release:	The process of formal and controlled disarmament and demobilization of children from an armed force or group as well as the informal ways in which children leave by escaping, being captured or by any other means. It implies a disassociation from the armed force and group and the beginning of the transition from military to civilian life. Release can take place during a situation of armed conflict; it is not dependent on the temporary or permanent cessation of hostilities. Release is not dependent on children having weapons to forfeit. (<i>The Paris Principles, 2007</i>)
Sustainable livelihoods approach:	Approach that tries to ensure that households can cope with and recover from stresses and shocks, and maintain and improve their capabilities and assets now and in the future. (<i>IDDRS, 2006</i>)
Vocational (career) guidance:	The OECD Career Guidance Policy Review defines it as “services and activities intended to assist individuals, of any age and at any point throughout their lives, to make educational, training and occupational choices and to manage their careers”. This definition includes making information about the labour market and about educational and employment opportunities more accessible by organizing it, systematizing it and having it available when and where people need it. It also includes assisting people to reflect on their aspirations, interests, competencies, personal attributes, qualifications and abilities and to match these with available training and employment opportunities. The term career guidance is replacing the term vocational guidance in high-income countries. Vocational guidance is focused upon the choice of occupation and is distinguished from educational guidance, which focuses upon choices of courses of study. Career guidance brings the two together and stresses the interaction between learning and work. (<i>Career Guidance – A Resource Handbook for Low- and Middle-Income Countries, 2006</i>)
Vocational training:	<p>The expression vocational training means any form of training by means of which technical or trade knowledge can be acquired or developed, whether the training is given at school or at the place of work. (<i>ILO Recommendation 57, 1939</i>)</p> <p>Training is not an end in itself, but a means of developing a person’s occupational capacities, due account being taken of the employment opportunities, and of enabling him to use his abilities to the greatest advantage of himself and of the community; it should be designed to develop personality, particularly where young persons are concerned. (<i>ILO Recommendation 117, 1962</i>)</p> <p>For the purpose of this Recommendation, the qualification of the terms guidance and training by the term vocational means that guidance and training are directed to identify and developing human</p>

capabilities for a productive and satisfying working life and, in conjunction with the different forms of education, to improve the ability of the individual to understand and, individually or collectively, to influence working conditions and the social environment. (*ILO Recommendation 150, 1975*)

Youth:

Within the UN system, young people are identified as those between 15 and 24 years of age. However, this can vary considerably between one context and another. Social, economic and cultural systems define the age limits for the specific roles and responsibilities of children, youth and adults. Conflicts and violence often force youth to assume adult roles such as being parents, breadwinners, caregivers or fighters. Cultural expectations of girls and boys also affect the perception of them as adults, such as the age of marriage, circumcision practices and motherhood. Such expectations can be disturbed by conflict. (*IDDRS, 2006*)

Worst forms of child labour:

Article 3 of ILO Convention 182 defines the worst forms of child labour as: (a) all forms of slavery or practices similar to slavery, such as the sale and trafficking of children, debt bondage and serfdom and forced or compulsory labour, including forced or compulsory recruitment of children for use in armed conflict; (b) the use, procuring or offering of a child for prostitution, for the production of pornography or for pornographic performances; (c) the use, procuring or offering of a child for illicit activities, in particular for the production and trafficking of drugs as defined in the relevant international treaties; (d) work which, by its nature or the circumstances in which it is carried out, is likely to harm the health, safety or morals of children.

Annex II: Relevant ILO Conventions and Recommendations

- Minimum Age Convention, 1973 (No. 138).
- Minimum Age Recommendation, 1973 (No. 146).
- Human Resources Development Convention, 1975 (N. 142), (also covers vocational guidance and training).
- Human Resources Development Recommendation, 1975 (No. 150), (also covers vocational guidance and training).
- Worst Forms of Child Labour Convention, 1999 (No. 182).
- Worst Forms of Child Labour Recommendation, 1999 (No. 190).

Annex III: List of tools

- Lists of hazardous child labour (national lists).
- Integrated Disarmament, Demobilization and Reintegration Standards (IDDRS) and the Operational Guide to the IDDRS, <http://www.unddr.org/iddrs/framework.php>.
- Business Development Services for Small Enterprises: Guiding Principles for Donor Intervention, 2001, <http://www.ilo.org/public/english/employment/ent/papers/guide.htm>.
- IPEC education pack SCREAM (Supporting Children's Rights through Education, the Arts and the Media), http://learning.itcilo.org/ilo/ippec/scream/pack_en/.
- Career Guidance: A Resource Handbook for Low- and Middle-Income Countries, 2006, <http://www.ilo.org/public/english/employment/skills/career/>.
- Eliminating Child Labour – Guides for Employers, <http://www.ilo.org/public/english/dialogue/actemp/projects/cl/guides.htm>.
- ILO Start and Improve your Business programme and materials and trainers' guides, http://www.ilo.org/dyn/empent/empent.portal?p_docid=SIYBHEAD&p_prog=S&p_subprog=BD.
- The Role of Cooperatives and other Self-Help Organizations in Crisis Resolution and Socio-Economic Recovery, 2001, <http://www.ilo.org/dyn/empent/docs/F1853251229/Coopcri1.PDF>.
- ILO Encyclopedia of Occupational Safety and Health, <http://www.ilocis.org/en/default.html>.
- ILO GET Ahead for Women in Enterprise Training Package and Resource Kit, <http://www.ilo.org/public/english/region/asro/bangkok/library/pub4c.htm>.

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