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# ► Ethical & Quality Reporting on Child labour

A training manual for media professionals in Pakistan



## ETHICAL AND QUALITY REPORTING ON CHILD LABOUR

A training manual for media professionals in Pakistan

This toolkit was originally developed by Charles Autheman, Kevin Burden, Jane Colombini and it was adapted for Pakistan by the REFRAME project by Maria Gallotti and Lou Tessier.

The present training manual has jointly been adapted by Group Development Pakistan and ILO Office for Pakistan for building the capacity of media in ethical, evidence-based and quality reporting on child labour in Pakistan.

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First published in 2022

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Ethical and quality reporting on child labour: A Training Manual for media professionals in Pakistan

ISBN (print-9789220373552)

ISBN (web PDF-9789220373569)

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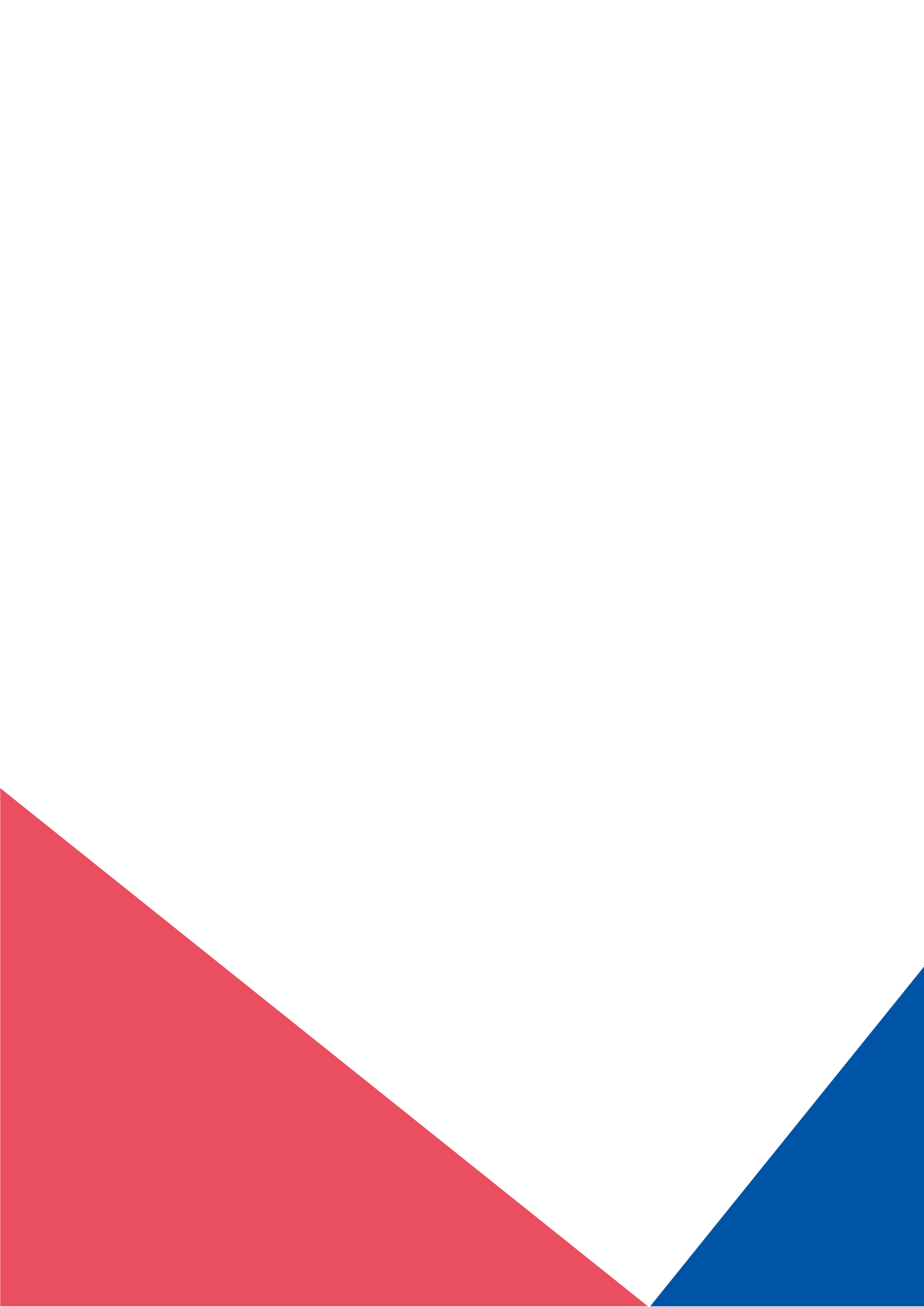
- 1) Toolkit for Media Persons. Reporting on Forced Labour and Fair Recruitment. Geneva (2019) ISBN: 978-92-2-133006-6 (print); 978-92-2-133007-3 (web pdf)

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# ▶ **Ethical & Quality Reporting on Child labour**

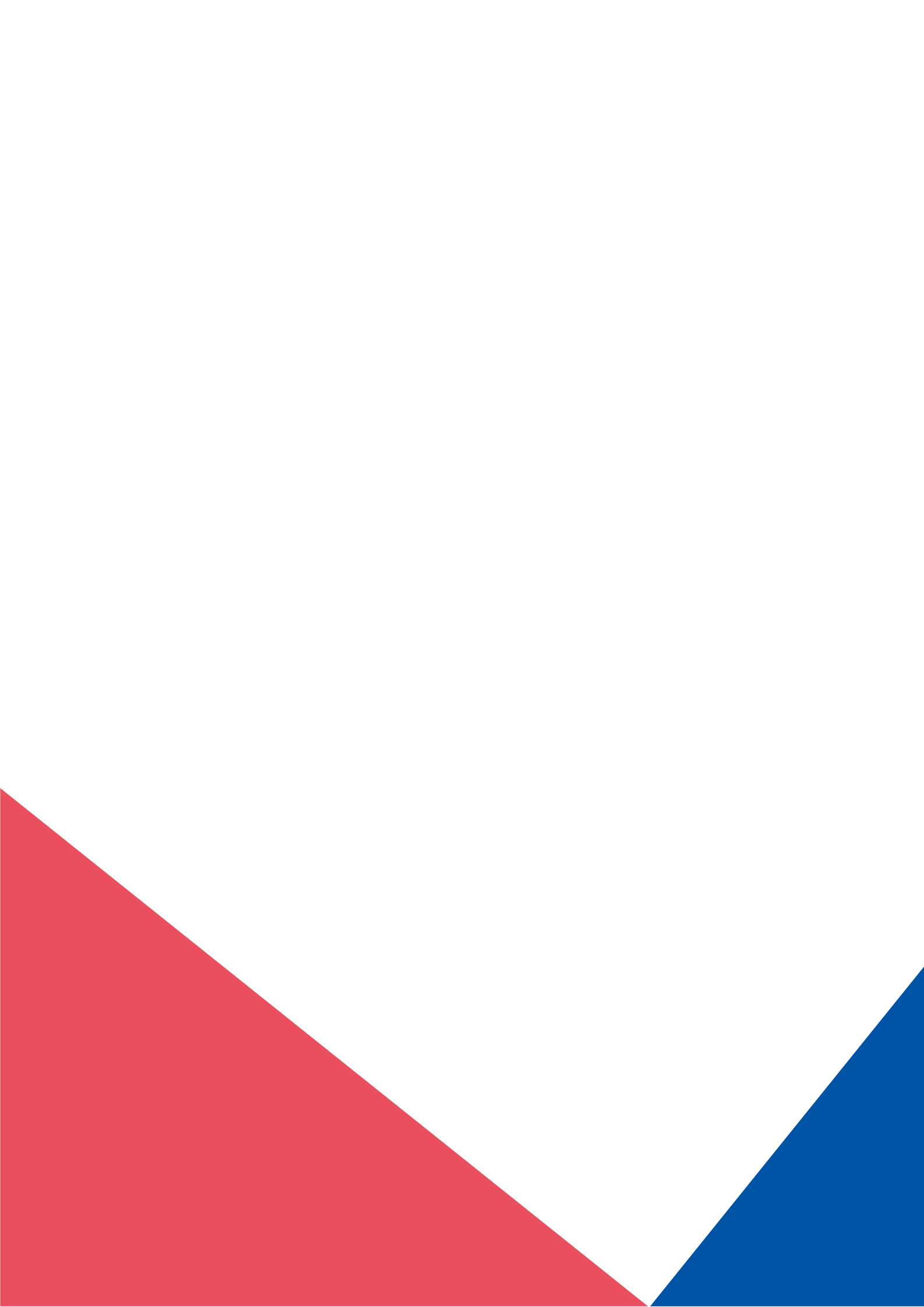
A training manual for media professionals in Pakistan



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# Acknowledgements

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This training manual has jointly been developed by the International Labour Organization (ILO) and Group Development Pakistan (GDP). The ILO is a specialized agency of the United Nations which, since 1919, has brought together governments, employers and workers of 187 member States to set labour standards, develop policies and devise programmes promoting decent work for all women and men. The Group Development Pakistan (GDP) is a non-profit organization focusing on the promotion and enforcement of child rights in Pakistan, as per the Convention on the Rights of the Child ratified by the country.

This training manual has been adapted for Pakistan under the ILO's Asia Regional Child Labour (ARC) Project, funded by the Foreign Commonwealth and Development Office (FCDO). The ARC project aims to reduce vulnerability to child labour and enhance protection against exploitation through developing a knowledge base on causes and drivers of child labour, aligning and enforcing legislations and policies with international conventions on child labour, forced labour and trafficking in persons, and developing and applying a holistic approach to eliminate child labour, particularly worst forms of child labour in selected sectors and regions of Pakistan.

The manual has been developed to design and deliver training to media professionals on ethical, evidencebased, and quality reporting on child labour in Pakistan. This manual contributes to Alliance 8.7, the global partnership committed to achieving Target 8.7 of the Sustainable Development Goals on eradicating forced labour, modern slavery, human trafficking, and child labour around the world.

The manual includes information extracted from "Pakistan's journey towards elimination of child labour: A timeline", produced by the ILO-ARC Project, providing a summary of relevant legislations, policies, and programmes on child labour in Pakistan.

The present training manual has been developed by Ms. Valerie Khan, Ms. Saima Qadeer, Mr. Ali Abbas, Ms. Laiba Qayyum, Mr. Syed Midqad Mehdi and Ms. NoorEva S.Khan with the technical support of Ms. Munawar Sultana, National Project Coordinator, Asia Regional Child Labour (ARC) Project, ILO Office for Pakistan. The toolkit was originally developed by Charles Autheman, Kevin Burden, Jane Colombini, Maria Gallotti, and Lou Tessier based on the lessons learned from several media engagement programmes of the ILO and other agencies as well as building on the wealth of experience of the International Federation of Journalists (IFJ).

The authors of the training manual and the authors of the various examples of reporting provided in this manual are respectively and solely responsible for the content and any opinions expressed within this publication, which does not reflect any official position of the ILO.

# Acronyms and abbreviations

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<b>ARC</b>	Asia Regional Child Labour Project
<b>GDP</b>	Group Development Pakistan
<b>ILO</b>	International Labour Organization
<b>MoHR</b>	Ministry of Human Rights
<b>NCRC</b>	National Commission on the Rights of the Child
<b>UNCRC</b>	United Nations Convention on the Rights of the Child
<b>WCJWC</b>	World Congress on Justice With Children
<b>PPC</b>	Pakistan Penal Code
<b>PEMRA</b>	Pakistan Electronic Media Regulatory Authority



# Meet the Team!

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This manual was adapted by the following experts:

## Valerie Khan

A development professional with 26 years of experience in the SAARC region (especially Pakistan) in the field of gender and child justice, child protection, and the rule of law. She specializes in creative and evidence-based legal and policy reform, capacity-building engineering, program evaluation, and crosscultural communication.



## Saima Qadeer

Saima Qadeer is the Executive Director of Group Development Pakistan with a career spanning over 20 years in the development industry. She specializes in the capacity-building of social and justice actors, early childhood education, and safe learning. Moreover, she is widely acknowledged for her expertise in the development, planning, and execution of programs funded by institutional stakeholders.



## Ali Abbas

A communication, outreach, and visibility expert well-versed in designing and implementing communication strategies, program performance reporting, designing, and executing social and electronic media campaigns, handling digital platforms, and arranging large-scale showcasing events.



## Laiba Qayyum

Advocate Laiba Qayyum is a legal consultant. She obtained her law degree from the University of London. This young lawyer has proven abilities in legal research, legal drafting, review, and development of training manuals, policy briefs, and IEC material for mass media consumption. She is presently working as a legal counsel with Pakistan telecommunication company- PTCL. She writes for Courting The Law.



**Syed Miqdad Mehdi**

Syed Miqdad Mehdi is a law practitioner in Lahore. He is a High Court Advocate and Child Rights Activist with significant experience in working with national and international organizations for the promotion and protection of children's rights.

He has worked as a lead trainer for training on child justice and child protection in Punjab Judicial Academy, Federal Judicial Academy, KP Judicial Academy, and in Sindh and has also facilitated training for Police, Lawyers, Prosecutors, and media personnel on child rights issues. He worked as a National Coordinator for the "Working Group against Child Sexual Abuse and Exploitations" 2007-2009, during this period he worked closely on the National Plan of Action against child sexual abuse and exploitation. He was the founding member of the Child Rights Movement and worked as a focal person for the Child Rights Movement, Punjab for the year 2012-2013. He has contributed to the enactment of different child protection laws including the recent Zainab Alert Response and Recovery Act 2020. He writes on human rights and particularly on child rights issues in different newspapers. He is a member of the Child Care Commission (judicial) established in 2018 by the Chief Justice Lahore High Court. He is the co-author/translator of civil and criminal Major Acts published in 2013 and one of the compilers of the famous book "The Rights of Children in Pakistani Law". He is also the co-author of the book "Medical Evaluation of Child Sexual Abuse" Pakistan edition published by the American Academy of Pediatrics.



# Introduction

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## Objectives of the training manual

This manual is part of a capacity-building program aiming to equip media personnel, journalists, and communication experts with the relevant skills and knowledge to report on child labour in a more evidencebased, quality-oriented, child/gender-sensitive, and ethical manner. This training manual aims to make the media professional cognizant of the International Conventions, recommendations, national, sub-national laws, and policies related to child rights and child labour.

The manual intends to effectively aid media personnel in drawing up realistic and practical approaches to the issues related to child labour, exploitation and abuse.

## About the manual

The manual contains five modules and tailor-made practical exercises.

## Training methodology

The training methodology follows an inclusive, participatory, and cognitive approach.

Pre- and post-assessment sheets are provided along with a glossary, and a complaints and referral mechanism

**Enjoy the learning experience!**

## Build the team

It is always easier and more pleasant to learn in a healthy, safe, dignified, and inclusive environment. To this end, a set of introductory activities is proposed.



### Introductory exercise:

*Material: notebooks, pencils, a large sheet of paper and a marker.*

- Facilitator 1 will inform participants about the organization he/she/they represent(s) and explain(s) that before initiating any activity, it would be nice “to get to know each other better, since we are going to spend some time together”;
- Facilitator 1 will divide the groups into pairs and request each pair to ask his/her/their neighbour about his/her/their name, place of origin and strength, and will write it down in their notebook. After 5 minutes, A will present B, B will present A, C will present D, D will present C, etc. Meanwhile facilitator 2 will write down the list of strengths present in the group on a paper displayed on the wall;
- At the end of this exercise, facilitator 1 reads all the identified strengths and encourages everybody to clap for such a fantastic group;



When specific skills or ground situations are later discussed in the training with the group, it is important to refer/go back to those strengths, to boost participants' self-confidence and/or help them devise adequate reporting options, solutions.



### **In-house rules:**

- *Material: large paper sheet placed on the wall and a marker;*
- Facilitator 1 will request participants to list the DOs and DON'T which should be followed by all group members to ensure a smooth, dignified, and fruitful training session. Use encouraging statements such as "I am sure you have plenty of ideas!";
- Facilitator 2 will write those rules on the big paper sheet. In case of a transgression, any facilitator can go back to the displayed paper sheet and physically point out what rule has been trespassed and politely remind participants that such rules are important for a productive session;
- At the end of the activity, thank all participants for their input.

### **Activity 1 (10 minutes)**

**Step 1:** Ask the group to share the first word that comes to their mind when they hear the word "child." All mentioned words will be noted down by a co-facilitator on a board.

**Step 2:** Ask participants to close their eyes for two (2) minutes and think of a bad memory from their childhood. After two (2) minutes, participants will be asked if they want to share their story & explain how they felt.

**Step 3:** Repeat step 2 for a good memory of something they did well: how did they feel?

**Step 4:** Ask, "what is the difference between an adult and a child? Between you then and you now?"

**Take-away:** The facilitator will conclude with the fact that we tend to forget that children are not adults and that we must always keep their uniqueness and specificities in mind and that a child's experiences shape him/her as an adult.

This exercise is important to make participants realize that the child is the focus of the discussion, a fact that must always be remembered when reporting. This connection with the child we once were supposed to create empathy towards children engaged in child labour and remind us all that the child's best interest must always be kept in mind when we report a story



### Distribution of roles:

- *Material: large paper sheet placed on the wall and a marker;*
- Facilitator 1 will write 3 roles (the shepherd, the rapporteur for feedback) with X days and ask who wants to be what for which day.
- Each role will be explained before participants decide. The shepherd must ensure the time management and call all participants on time at the right place; the rapporteur collects daily feedback from participants before the session ends and shares it with the facilitation team.

In certain contexts, you may need to double the roles to ensure gender-sensitivity.



### Expectations:

- *Material: large paper sheet placed on the wall and a marker;*
- Facilitator 1 will ask participants what they expect from this training
- Facilitator 2 will write these expectations down on the sheet of paper and at the end of the training, facilitator 1 will ask participants, going back to those expectations, if they think that their expectations have been addressed. If not, it is important to ask and record why to improve the next training sessions.



### Pre-training-assessment:

- *Pre-Training-Assessment formats.*
- Facilitator 1 will explain that for the participants to assess what they know to date, whether they have learnt anything thanks to this training, and to which extent, it is important to take this pre-test, which is not an exam.
- Facilitator 2 will distribute the formats to participants whilst facilitator 1 will indicate that it is also a way of assessing whether trainers have adequately performed their duties.

Inform participants that the same test will be re-given at the end of the training for a comparative exercise.

# Module 1:

## Understanding the story

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### ▶ 1.1. Common terminology

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While telling stories of child labour, it is important to know that some words are legally defined while others are not. Understanding the definitions and interpretations is part of the preparatory work that should be done before any reporting. If you do not have a clear understanding of the meaning(s) of the words you use, your capacity to report accurately and to challenge the discourse of your sources of information is weakened. Dictionaries, glossaries, and media-style books are key resources to gain expertise and improve the quality of media productions. Drawing from the media review exercise, Group Development Pakistan has developed a glossary of common terminologies (in Urdu) for journalists and other stakeholders, working/writing on child labour in Pakistan. This glossary is included at the end of the manual and has been amended to ensure that all alternative expressions have been updated.

### ▶ 1.2. Child labour

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#### Who is a child?

##### Activity 2 - Brain Storming (5-10 mins)

Ask participants to introduce themselves with their name, designation, the district they belong to and mention the following information on the flash card.

1. How many children do they have in their family (not necessarily their own biological children but may be the children of their siblings)?
2. How old is the youngest child?
3. How old is the eldest child among them?

The United Nations Convention on the Rights of the Child (UNCRC) was ratified by Pakistan in 1990. Article 1 of the UNCRC defines a child as “every human being below the age of eighteen years unless under the law applicable to the child, majority is attained earlier”. In Pakistan, children are largely defined as persons below the age of 18 years. However, in several laws pertaining to child marriage or child labour, the definition of the child varies. These legal inconsistencies regarding the definition of the child in Pakistan's domestic laws have been highlighted by several child rights experts, as well as policy and law makers.

▶▶  
UNCRC defines a child as “every human being below the age of eighteen years”

## What is child labour?

According to the ILO, child labour is work that deprives children of their childhood, their potential and their dignity, and that is harmful to their physical and mental development. The term refers to work that is mentally, physically, socially, or morally dangerous and harmful to children; and/or interferes with their schooling by depriving children 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. While child labour takes many different forms, a priority is to eliminate – without delay – the worst forms of child labour, as *defined by Article 3 of the ILO Convention No. 182*.

The facilitators can then ask media persons if they have seen any child engaged in child labour, what type of work they were doing, if they considered their work hazardous, dangerous for their health, safety and morality.

## What is light work?

Light work is defined by the ILO Convention No.138 in Article 7 as work that should,

- a) not harmful to a child's health and development
- b) not such as to prejudice their attendance at school, their participation in vocational orientation or training programmes approved by the competent authority or their capacity to benefit from the instruction received.

According to Punjab Domestic Workers Act 2019; “Light work” means domestic work which is part-time in nature and is not likely to harm the health, safety and education of a domestic worker.

## What is decent work?

Essentially, decent work is the opposite of child labour. According to the ILO, it sums up the aspirations of people in their working lives. It involves opportunities for work which are productive and deliver a fair income, security in the workplace and social protection for families, better prospects for personal development and social integration, freedom for people to express their concerns, organize and participate in the decisions that affect their lives and equality of opportunity and treatment for all women and men.



Child labour refers to work that is mentally, physically, socially, or morally dangerous and harmful to children; and/or interferes with their schooling



According to Punjab Domestic Workers Act 2019; “Light work” means domestic work which is part-time in nature and is not likely to harm the health, safety and education of a domestic worker

### Facilitator's Box

The facilitators can then ask media persons if they have seen any child engaged in child labour, what type of work they were doing, if they considered their work hazardous, dangerous for their health, safety and morality”

## What are the worst forms of child labour?

According to Article 3 of the ILO Convention No.182, the worst forms of child labour comprise:

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;

Using, procuring or offering a child for prostitution, for the production of pornography or for pornographic performances;

Using, procuring or offering a child for illicit activities, in particular for the production and trafficking of drugs as defined in the relevant international treaties;

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.

## What is hazardous work for children?

Guidance for governments on some hazardous work activities which should be prohibited is given in Article 3 of ILO Recommendation No.190:

Work which exposes children to physical, psychological or sexual abuse.

Work carried out underground, at dangerous heights, or in confined spaces.

Work involving dangerous machinery, equipment, and tools, or which involves the manual handling or transport of heavy loads;

Work in an unhealthy environment which may, for example, expose children to hazardous substances, agents, or processes, or to temperatures, noise levels, or vibrations damaging to their health;

Work under particularly difficult conditions such as work for long hours or during the night or work where the child is unreasonably confined to the premises of the employer.

More specifically, hazardous child labour is work in dangerous or unhealthy conditions that could result in a child being killed, or injured, or made ill because of poor safety and health standards and working arrangements. It can result in permanent disability, ill health and psychological damage. Health problems caused by being engaged in child labour often fail to develop or manifest themselves until the child is an adult.

## What is child domestic work?

The ILO Convention No. 189 on domestic work defines “domestic work” as work performed in or for a household or households; and “domestic worker” as a person engaged in domestic work within an employment relationship. Domestic work covers a wide range of tasks and services which can vary from country to country. It can differ

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3 Hazardous work refers to 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

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“domestic work” as work performed in or for a household or households; and “domestic worker” as a person engaged in domestic work within an employment relationship



depending on the age, gender, ethnic background, and migration status of the workers concerned, and the cultural and economic context in which they work. It can include cleaning, cooking, washing and ironing clothes, taking care of children, the elderly, or persons with disabilities, driving, guarding the home, or gardening. What distinguishes domestic work from any other type of work is that workers are employed by, and provide services for, households that are not their own.

This general concept covers situations that are permissible (allowed by law) as well as non-permissible (not allowed by law). Permissible situations are those which:

Respect the legal minimum age for the type and conditions of work performed by children.

Do not interfere with children's education.

Do not endanger the physical, mental, or moral well-being of a child, either because of the nature of the work or because of the conditions in which it is carried out.



Child domestic work is the common term for children's work in the home of an employer

### Islamic Jurisprudence

"The best of men for you to hire is the strong (competent) and the trustworthy" al-quran (28:26)

"Allah loves those who act justly and do justice with others" al-quran (05:42)

"Those who don't show mercy to the young ones and do not realise the right of our elders are not from us" sunan abi daud (9443)

"All of you are guardians and responsible for your wards and the things under your care" sahih bukhari (893)

### Activity - Understanding attitudes and behaviors towards child domestic labour

- a) The trainer will explain the aim of the activity before dividing the participants into two groups;
- b) S/he will then provide each group with the same list of 10 different statements and let them brainstorm on each statement and come up with a group point of view;
- c) After ten minutes, each group representative will read aloud a statement, and then all participants will decide whether they, as a group, agree or disagree with it, and discuss different points of view if any;
- d) The co-facilitator will note the key points of the discussion;
- e) The facilitator will elaborate upon the statement whenever needed

## Sample statements

Group 1	Agree/Disagree
1. Child domestic workers are better off living with their employers as their living conditions are better than those of their own home.	
2. Child domestic labour is a form of modern slavery.	
3. Domestic work is vastly undervalued as it is considered low-skilled and mostly done by women and girls and persons from the lower castes/ classes, and/or minorities (racial, tribal, ethnic, religious, etc.).	
4. Child workers should have time to go to school.	
5. Most children belonging to rural areas consider domestic work easier than work in their home.	
6. Working as a domestic worker is safe for children as they are under the protection of their family employers.	
7. Adult workers should protect and look after the children who are working with them.	
8. It is good for children to go out to work at an early age so that they are better prepared for adult life.	
9. Almost all provinces have laws to deal with child labour.	
10. Most child domestic workers are cared for by their employers who treat them as family members. So CDL is not harmful as such.	




Group 1	Agree/Disagree
1. Going to school is not necessarily a guarantee of a better life, especially for a child of a poor family.	
2. Children engaged in child labour provide financial assistance to their family.	
3. Working in a car workshop is considered light work.	
4. Children generally have fewer workplace accidents because they do lighter work.	
5. Making a child work is an easy solution for poor parents.	
6. Children from the age of 5 can work as domestic workers in other people's houses if they do only light work.	
7. Community members do not have the legal right to report cases of child labour.	
8. Working in a shop or a small restaurant can have positive effects on a child.	
9. Children working in others' homes are not really engaged in child labour if they are going to school.	
10. Child domestic workers should be paid the same as adult domestic workers.	

**Framework for identification of child labour**

**Table 1. Framework for Statistical Identification of Child Labour**

Age group	Light work	Regular work	Worst forms of child labour (WFCL)	
			Hazardous work	WFCL other than hazardous work
Children below the minimum age specified for light work: 5-12 years	Employment below the minimum age for light work	Employment below the general minimum working age	Employment in industries and occupations designated as hazardous, or work for long hours and/or at night industries and occupations not designated as hazardous	Children trafficked for work; forced and bonded child labour; commercial sexual exploitation of children; use of children for illicit activities and armed conflict
Children within the age range specified for light work: 13-14 years				
Children at or above the general minimum working age: 15-17 years				

Source: Statistics Indonesia and ILO (2010:17)

-  = denotes child labour as defined by the 18<sup>th</sup> ICLS resolution
-  = denotes activities not considered child labour, and is permissible work by children
-  = denotes children in employment/working children/children’s work/child at work

<https://www.ilo.org/global/topics/decent-work/lang--en/index.htm>

**International instruments:**

**Gallery Walk**

Activity Gallery Walk on the international framework related to child labour and to protect the rights of children. To familiarize them with the international labour regime on child labour.

**Materials required**

- Printed material (summaries of each law on charts) on 2.5x 3.5 feet chart/flex.
- These charts will be displayed in the hall at four different locations.
- The facilitator will briefly share the laws from this module (possibly through a PowerPoint presentation).After the brief presentation,the facilitator will divide the participants into 4 groups for the Gallery Walk.
- S/he will then assign topics to each group and make them stand before 1 chart/flex.
- Specific Information on Minimum Age Convention,1973 (No.138)
- Specific Information on Convention on the Rights of the Child,1989
- Specific Information on Worst Forms of Child Labour Convention,1999 (No.182)
- Specific Information on Abolition of Forced Labour Convention, 1957 (No. 105): and Domestic Workers Convention,2011 (No.189)
- Ask each group to read the chart/flex carefully and note key points in five to six minutes.

- After five or six minutes each group will be asked to move to the next chart/flex in a clockwise direction.
- Each group will once again be asked to read the chart/flex carefully and note key points in five to six minutes.
- After five or six minutes, each group will be asked to move to the next chart/flex in a clockwise direction.
- This process will be repeated till all 4 groups have gone through all 4 charts/flex.

Sharing by participants (15 minutes)

Invite each group and ask them to give a presentation on the information gathered. The facilitator will randomly decide which topic each group has to provide information on.

The facilitator will give feedback if they miss any important information.



### ► 1.3. Child labour

#### International instruments

##### 1930 **Forced Labour Convention, 1930 (No.29)**

Pakistan ratified ILO Convention No.29 in 1957 which requires ratifying states to suppress all forms of forced or compulsory labour (Article 1(1)).As the first Convention on this subject, it provides the definition of 'forced or compulsory labour' (Article 2(1)) and lists five possible exceptions. It also requires countries to ensure that the use of forced labour is a punishable penal offence and that penalties are "really adequate and strictly enforced" (Article 25).

##### 1957 **Abolition of Forced Labour Convention 1957 (No.105)**

Pakistan ratified ILO Convention No. 105 in 1960 which explicitly prohibits five types of forced labour imposed by state authorities: forced labour as a punishment for the expression of political views, for the purposes of economic development, for participation in strikes, as a means of racial or other discrimination, or as a form of labour-related discipline.

##### 1958 **Discrimination (Employment and Occupation) Convention,1958 (No.111)**

Pakistan ratified ILO Convention No. 111 in 1961 which requires states to enact legislation that prohibits all forms of discrimination and exclusion on any basis.

##### 1973 **Minimum Age Convention,1973 (No.138)**

Pakistan ratified ILO Convention No. 138 in 2006 which defines the minimum age for admission to employment as not less than 15,or not less than 14 in countries with inadequate educational facilities. The Convention requires each ratifying state to pursue a national policy to ensure the effective abolition of child labour. They should progressively raise the minimum age for admission to employment to a level consistent with the fullest physical and mental development of young persons.States must also notify the minimum age for children's entry into employment, which should not be less than the age of completion of compulsory schooling. The Convention permits 'light work' by children and prohibits the employment of any person under the age of 18 in occupations that pose a risk to their health and safety.



**1989**

**Convention on the Rights of the Child**

**1989 Convention on the Rights of the Child, 1989**

Pakistan ratified the United Nations Convention on the Rights of the Child (CRC) in 1990. The Convention sets out the civil, political, economic, social, health and cultural rights of children, affirming that children are individual human beings with their own rights. It recognizes that childhood is separate from adulthood and lasts until the age of 18. Childhood is a special, protected time in which children must be allowed to grow, learn, play, develop and flourish with dignity. The Convention promotes four key principles: non-discrimination, devotion to the best interests of the child, the right to life, survival and development.

**1998 Declaration on Fundamental Principles of Rights at Work, 1998**

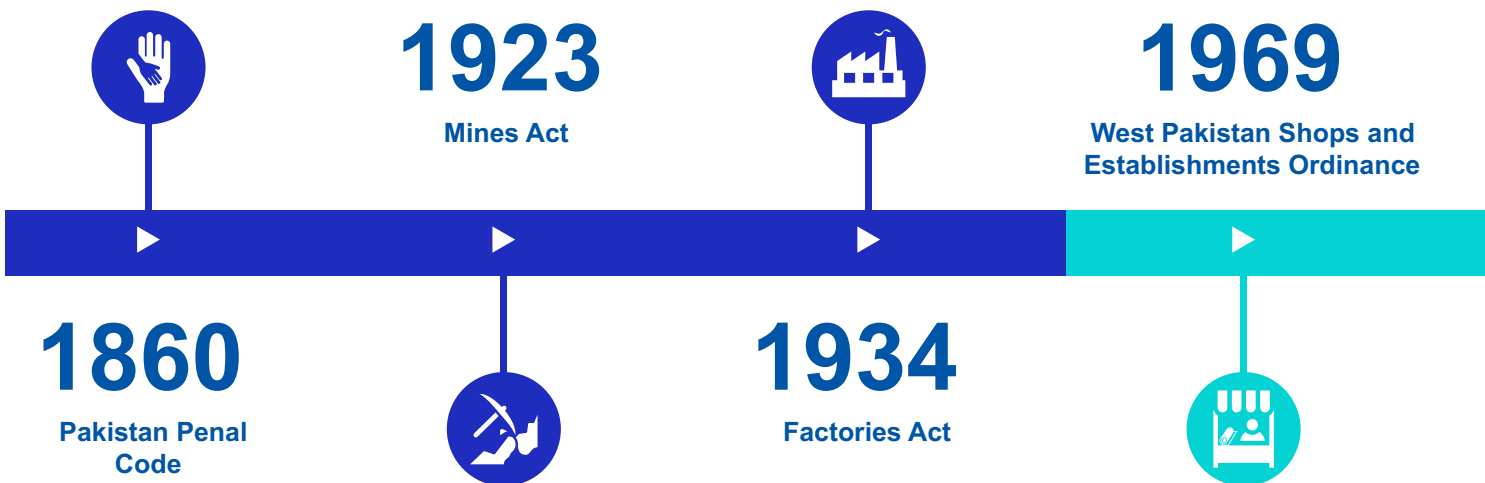
Pakistan, like all ILO Member States, adopted this Declaration in 1998. It defines the four core labour standards that all Member States must “respect, promote and realize”, whether or not they have ratified relevant ILO Conventions. These principles are: freedom of association and the right to collective bargaining, and the elimination of forced labour, child labour and discrimination.

**1999 Worst Forms of Child Labour Convention, 1999 (No. 182)**

Pakistan ratified ILO Convention No. 182 in 2001, which calls for the prohibition and elimination of the worst forms of child labour. These include all types of slavery, the sale and trafficking of children, forced labour to pay off debts, any other types of forced labour, using children in war or armed conflict, the sexual exploitation of children, the involvement of children in illicit activities, and work which is likely to harm the health, safety or morals of children.

**The Constitution of the Islamic Republic of Pakistan**

- Article 11 of Pakistan's Constitution prohibits slavery, all forms of forced labour, trafficking in human beings, and child labour.
- Article 25-A requires the state to provide free and compulsory education for all the children between 5 and 16 years old.
- Article 37(e) lays out the provisions for secure and humane conditions of work, specifying that children and women must not be employed in vocations 'unsuited to their age or sex'



## National and Federal Laws

### 1860 Pakistan Penal Code 1860

Sections 370,371A,371B,and 374 of the Penal Code 1860 govern the prohibition of forced labour.

Sections 292(B) and (C),366A,366B,371A, and 371B of the Penal Code 1860 govern the prohibition of the commercial sexual exploitation of children.

### 1923 Mines Act,1923

Article 26 of the Mines Act prohibits child labour in mining. It unequivocally states that "No child shall be employed in a mine, or be allowed to be present in any part of a mine which is below ground." The Act appears to be derived from earlier legislation passed by the British colonial government in the Indian subcontinent, inspired by restrictions on child labour introduced in the United Kingdom in the 19th century.

### 1934 Factories Act,1934

The Act consolidates and amends the law regulating labour in factories that have employed 10 workers or more in the past 12 months. Provincial governments can extend the Act's provisions to factories with as few as five workers. Chapter V, 'Special Provisions for Adolescents and Children', Section 50 prohibits the employment of children under the age of 14 in factories, unless the child has a 'certificate of fitness' and is in the custody of the factory manager. In such cases, the child must carry a token that refers to the certificate while they are at work. The Act also specifies that women and children are not allowed "to clean, lubricate or adjust any part of machinery while that part is in motion, or to work between moving parts or between fixed and moving parts of any machinery which is in motion."

### 1969 West Pakistan Shops and Establishments Ordinance,1969

The Act amends and consolidates the law on hours and other conditions of work of persons employed in shops and commercial, industrial, and other establishments. It prohibits the employment of children (defined as a person under the age of 14) in any establishment. Pakistan's provinces and regions have adapted the Ordinance through the following amendments: X the Punjab Shops and Establishments



Ordinance, 2014, which adapted the Federal Act and replaced all mentions of 'West Pakistan' with 'Punjab'; X the Sindh Shops and Commercial Establishment Act, 2015; X the Khyber Pakhtunkhwa Shops and Establishments Act, 2015; and X the Azad Jammu and Kashmir Shops and Establishment (Amendment) Act, 2017.

### 1991 Pakistan Employment of Children Act, 1991

The Act defines any person under the age of 14 as a child, and any person who is between 14 years old (inclusive) and under the age of 18 as an adolescent. It specifies that children cannot be employed in any occupation, establishment or process defined as hazardous for children, except when the process is carried out by their family as a business, or in any (training) school that is set up, assisted or recognized by the Government (Section 3). Violations are punishable by imprisonment for a term of up to one year, a fine of up to PKR 20,000, or both.

### 1992 Pakistan Bonded Labour System (Abolition) Act, 1992

The Act prohibits bonded labour, abolishes the system and practices of bonded labour, and ends the practice of 'advances' (money paid in advance to brick kiln workers as a form of loan, which bonds the worker to provide services until they pay back the advance). It is enforced through District Vigilance Committees (DVCs) which are mandated to: advise the district administration on the law's effective implementation and to ensure its proper implementation; support the rehabilitation of freed bonded labourers; and monitor the law's workings. Violations are punishable by imprisonment of a term of up to one year, or a fine of up to PKR 5,000. This federal law still holds in Balochistan, which has not yet promulgated its own.

### 2018 Prevention of Trafficking in Persons Act, 2018

The Act's provisions seek to protect survivors of trafficking, ensure that victims are not criminalized, establish grave punishments for offenders – especially for the trafficking of women and children – and raise awareness among stakeholders and the public. Anyone who recruits, harbours, transports, provides or obtains another person, or attempts to do so, for the purposes of 'compelled labour' or commercial sex acts through the use of force' fraud or coercion commits the offence of trafficking in persons. This is punishable by imprisonment for a term of up to seven



years, a fine of up to PKR 1 million, or both. Trafficking a woman or child is punishable by imprisonment for 2–10 years, and the offence is deemed 'cognizable' and non-bailable.

### **Juvenile Justice System Act 2018**

The Act classifies criminal offences into three categories. First, minor criminal offences, for which the maximum punishment under the Pakistan Penal Code of 1860 is imprisonment for a term of up to three years, with or without a fine. A juvenile is entitled to bail in the case of minor offences, with or without surety bonds issued by a Juvenile Court. Second, major criminal offences, which are subject to punishment under the Penal Code of more than three years and up to seven years, with or without fine. Bail can also be granted in the case of major offences, with or without surety bonds issued by a Juvenile Court.

### **Activity**

- Organize participants into 3 teams. After a brief presentation on the topic of Juvenile Justice and how to protect the victims of exploitation or children who come in conflict with law, give the handout/material to read.
- Each team will be asked a question one by one. If a group fails to answer within the time limit or gives the wrong answer, the question will be given to the next group (whose turn is next) as a bonus question. The same group will answer its own question as well. If this group gives a wrong answer or fails to answer its own question or the bonus question, it will be shifted to the next team following the same principle.
- Each question will be asked once and will be repeated, after asking the first time, to allow participants to understand the question. After that, the question will not be repeated even if the question is carried forward as a bonus question.
- For each correct answer, write "1" point for that team on a flip chart to keep score.
- Continue till the end of the questions (five to six rounds).
- The co-facilitator will keep the time and mark the score on a flip chart placed on the notice board.
- At the end, announce the winning group.
- After five or six minutes, each group will be asked to move to the next chart/flex in a clockwise direction.
- This process will be repeated till all 4 groups have gone through all 4 charts/flex.



## National/Federal laws

### 2017 National Commission on the Rights of Child Act, 2017

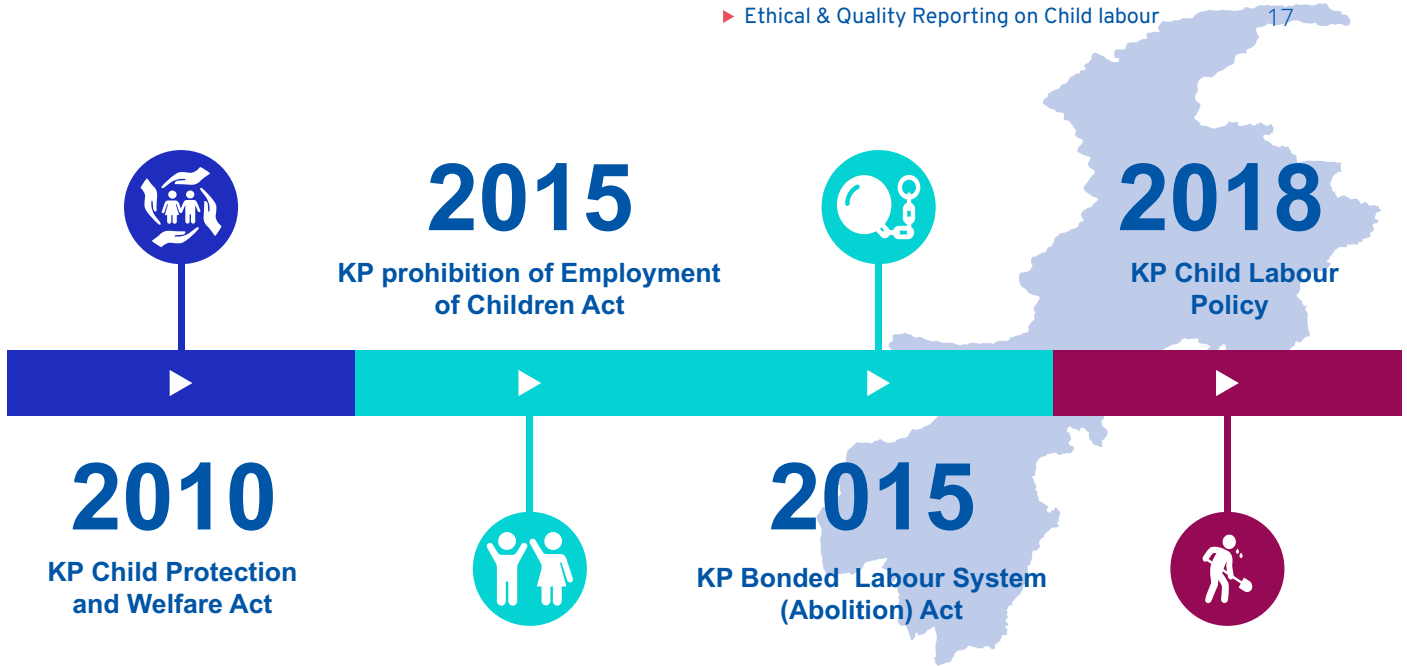
The Act aims to protect child rights, in line with the Convention on the Rights of the Child, by establishing a National Commission. This body is required to examine international instruments, periodically review existing policies and programmes on child rights, propose recommendations for their effective implementation and raise awareness on child rights.

### 2018 Islamabad Child Protection Act 2018

The Act provides for the protection and care of children from all forms of violence. A Child Protection Institute.

### 2020 Zainab Alert Response and Recovery Act, 2020

This Act was introduced by the Government of Pakistan to guide the state's response, alerts about, and recovery of missing, abducted, abused or kidnapped children. Based on the Act, the 'Zainab Alert' system was introduced.



## Khyber Pakhtunkhwa Laws

### 2010 Khyber Pakhtunkhwa Child Protection and Welfare Act, 2010 and Amendments, 2018

The Act provides for the care, protection, maintenance, and welfare of children, in the 'best interests of the child'. It established the Child Protection and Welfare Commission to supervise and coordinate child rights issues at the provincial and local levels. It is also responsible for developing and coordinating activities, programmes and plans for the development, protection, survival, participation and rehabilitation of children who are at risk, as well as coordinating with the National Commission on the Rights of Children (NCRC). In addition, the Commission is meant to review all provincial laws, rules and regulations that affect the status and rights of children, and to propose new laws, wherever necessary, to safeguard and promote children's interests in line with Pakistan's Constitution and international covenants and commitments.

### 2015 Khyber Pakhtunkhwa Prohibition of Employment of Children Act, 2015

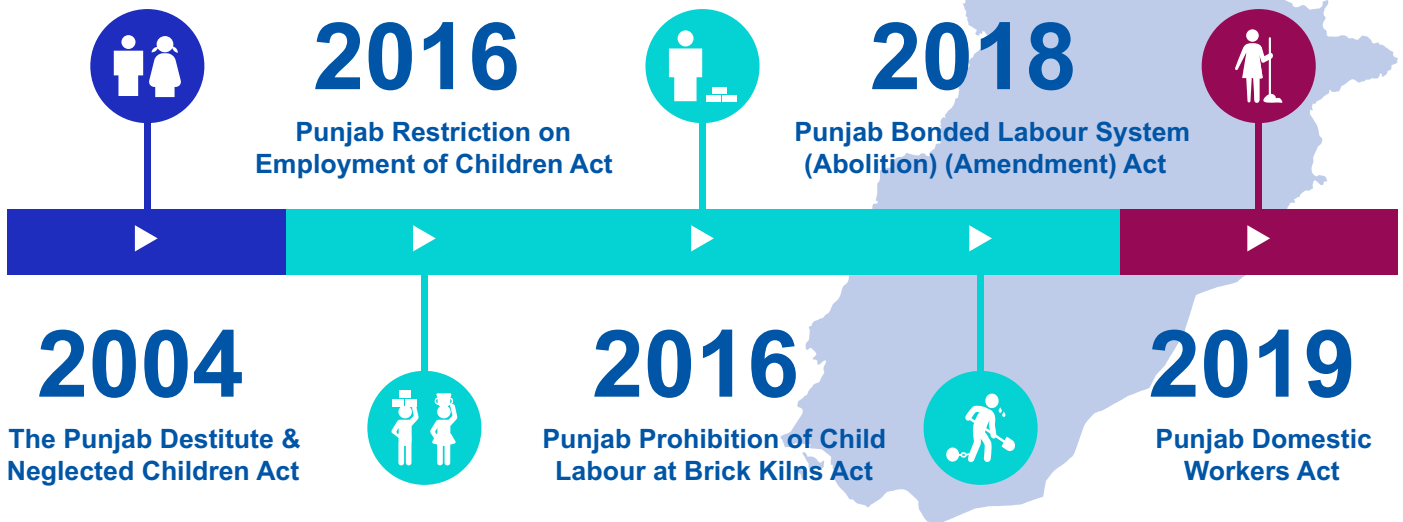
The Act prohibits the employment of persons under 14 years of age (who are defined as 'children')

### 2015 Khyber Pakhtunkhwa Bonded Labour System (Abolition) Act, 2015

The Act outlaws the bonded labour system and 'extinguishes all monetary advances outstanding due to the bonded labour system'. The law does not cover forced labour. It allows advances up to three times the prescribed minimum wage, and specifies that no second advance can be extended or taken until the first advance is fulfilled. It states that payments in installments to return an advance cannot exceed one-fourth of a worker's wages, and requires employers to maintain a proper record of advances taken by every worker. Violations of this law are punishable by imprisonment for a term of 2-5 years, a fine ranging from PKR 50,000 to 200,000, or both.

## **2018** **Khyber Pakhtunkhwa Child Labour Policy 2018**

The KP Child Labour Policy was introduced in 2018, it focuses on the eradication of child labour, particularly of its worst forms and the gradual elimination of all forms of child labour from all the sectors of the KP economy with the intention to declare KP a child labour free province. The policy ensures that all children of school-going age are in schools rather than at the workplace. The KP Child Labour Policy aims to guide and plan actions to eradicate the child labour issues through coordinated efforts, maximum utilization of the available resources, additional resource allocation, and mobilization of funds through policy mainstreaming and active involvement of the private sector. This policy document has been initiated to address these gaps and realign the efforts in a concerted way so that the menace of child labour can be eliminated from the province in a sustained manner. It also suggests putting in place a robust and vibrant inspection system that, along with conducting inspections, also takes penal action against the violators of the law. The policy plans a mechanism to facilitate the rehabilitation, development, protection, and welfare of children involved in labour through a central referral system with proper follow-up



## Punjab Laws

### 2004 The Punjab Destitute & Neglected Children Act 2004

The Act provides for the rescue, custody, care, protection, and rehabilitation of destitute and neglected children. These functions are administered through the establishment of the Child Protection and Welfare Bureau (CPWB) that provides gatekeeping and services through district-based child protection units with designated child protection officers, drop-in centers, and child protection institutions. The Bureau has also established a Child Helpline - 1121 that provides prompt assistance and support to children subjected to violence, exploitation, abuse, and neglect. The CPWB is also responsible for the registration and monitoring of child protection institutions in Punjab.

### 2016 Punjab Restriction on Employment of Children Act, 2016

The Act defines a child as a person under the age of 15 and prohibits the employment of children in any establishment. It also prohibits the employment of adolescents (persons between 14 years old (inclusive) and under 18 years old) in any form of hazardous work. The penalties for violations range from imprisonment of no less than seven days and up to six months, and a fine of no less than PKR 10,000 and up to PKR 50,000. Penalties are more severe if children are engaged in slavery, forced labour, debt bondage, or trafficking. In such cases, prison sentences range from no less than three years and up to seven years, and a fine of no less than PKR 200,000 and up to PKR 1 million. Penalties are extended if an offence is repeated. Under Section 14 of the Act, a labour inspector may close an establishment that violates the Act's provisions.

### 2016 Punjab Prohibition of Child Labour at Brick Kilns Act, 2016

The Act regulates child labour by requiring written contracts (Section 3), which must specify the amount of wages, advanced pay and the payback schedule for any monetary advance.

## **2018 Punjab Bonded Labour System (Abolition) (Amendment) Act,2018**

The Act prohibits bonded labour, abolishes the bonded labour system and associated practices, extinguishes the practice of monetary advances, and addresses forced labour. It contains provisions for the recovery of advances in a prescribed manner. Compelling anyone into bonded labour is punishable by imprisonment for a term of 2–5 years, a fine of PKR 50,000–200,000, or both. Any ritual or custom leading to bonded labour by any worker or their family is punishable by imprisonment for a term of 2–5 years and a fine of up to PKR 100,000.

## **2019 Punjab Domestic Workers Act,2019**

The Act defines domestic work as any work that takes place within, or for, a household. This includes childcare, caring for the elderly or the sick, natal/post-natal care, and related work. It sets 15 years as the minimum age for domestic employment. Children over the age of 15 and under the age of 18 can be legally engaged in 'light work' or part-time work that does not negatively impact their health, security, or education. The Act prohibits the engagement of domestic workers in forced labour. It affirms their right to safe and dignified working conditions, freedom from all forms of discrimination, medical care, compensation for accidents, disability payments, and survivors' pensions, in line with the provisions of the Punjab Social Security Ordinance,1965. It requires domestic workers to be provided with an employment contract that specifies their terms of employment, working hours, wages and benefits. Domestic workers' wages should not be less than the minimum wage specified by the Government. A copy of each domestic worker's contract must be sent to the labour inspector of the area where the worker is employed.



**2016**  
Balochistan Child  
Protection Act (No. VII)

**2021**  
Balochistan Prohibition of Child Labour Act  
Balochistan Forced and Bonded Labour System (Abolition) Act

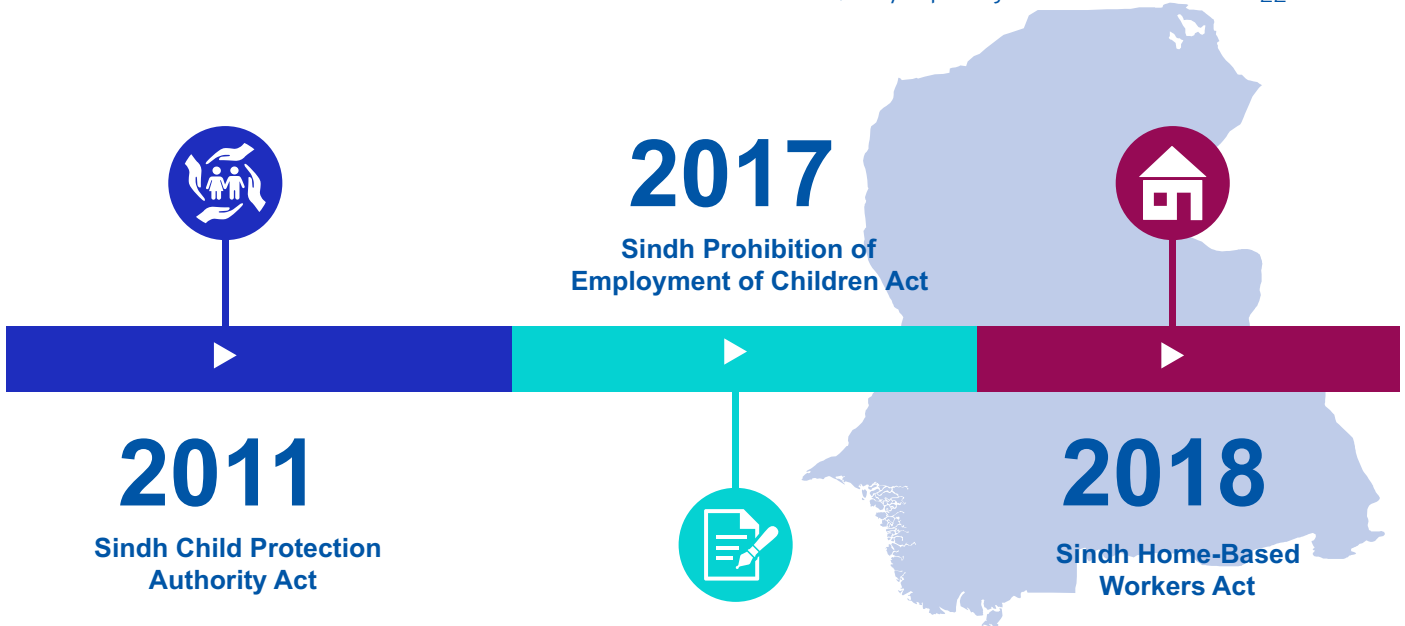
## Balochistan Laws

### **2016** Balochistan Child Protection Act (No.VII),2016

The Act provides for the protection of children in Balochistan from all forms of physical or mental violence, injury, neglect, negligent treatment, maltreatment or exploitation, including sexual abuse and related matters.

### **2021** Balochistan Prohibition of Child Labour Act,2021

The Government notified it on 05 May 2021 following the consent of the Governor. The law has defined a child labourer as a person who has not attained the age of 14 years and prohibits the involvement of children in 4 occupations and approximately 38 processes, including child domestic labour. Any person, Police Officer or Inspector may file a complaint regarding the commission of an offence under this law. Balochistan Forced and Bonded Labour System (Abolition) Act,2021 This law was introduced to abolish forced labour and the bonded labour system with the intention to prevent the economic and physical exploitation of workers in the Province and other intersecting issues. According to this Act, if someone compels any person to perform any bonded and forced labour, the act shall be punishable with imprisonment for a term which may extend to five years but shall not be less than two years, or with a fine which may extend to two hundred thousand rupees but shall not be less than fifty thousand rupees or with both.



## Sindh Laws

### 2011 Sindh Child Protection Authority Act, 2011 (Act No. XIV)

In 2010, the 18th Amendment to the Constitution of Pakistan devolved responsibilities for social sectors (including child rights) to provincial governments. The Government of Sindh fulfilled its commitment by enacting the Sindh Child Protection Authority Act of 2011 to address cases of child abuse and violence against children.

### 2017 Sindh Prohibition of Employment of Children Act, 2017

The Act defines a 'child' as a person under the age of 14 and prohibits their employment in any establishment. It also prohibits the employment of adolescents in any form of hazardous work. Violations of the Act are punishable by imprisonment for a term of six months, a fine of up to PKR 50,000, or both.

### 2018 Sindh Home-Based Workers Act, 2018

The Act commits the Government to protect the rights of home-based workers. It makes it mandatory for home-base workers to be registered in order to access the same benefits available to other workers under labour laws, including social, medical and maternity benefits, compensation, and marriage and death grants. The Act specifies that home-based workers are entitled to the same minimum wage as any other worker. It discourages child labour and urges the provincial government to allocate funds, conduct a survey of homebased workers, and establish district based mobile health counters to provide health facilities to home-based workers at their doorsteps





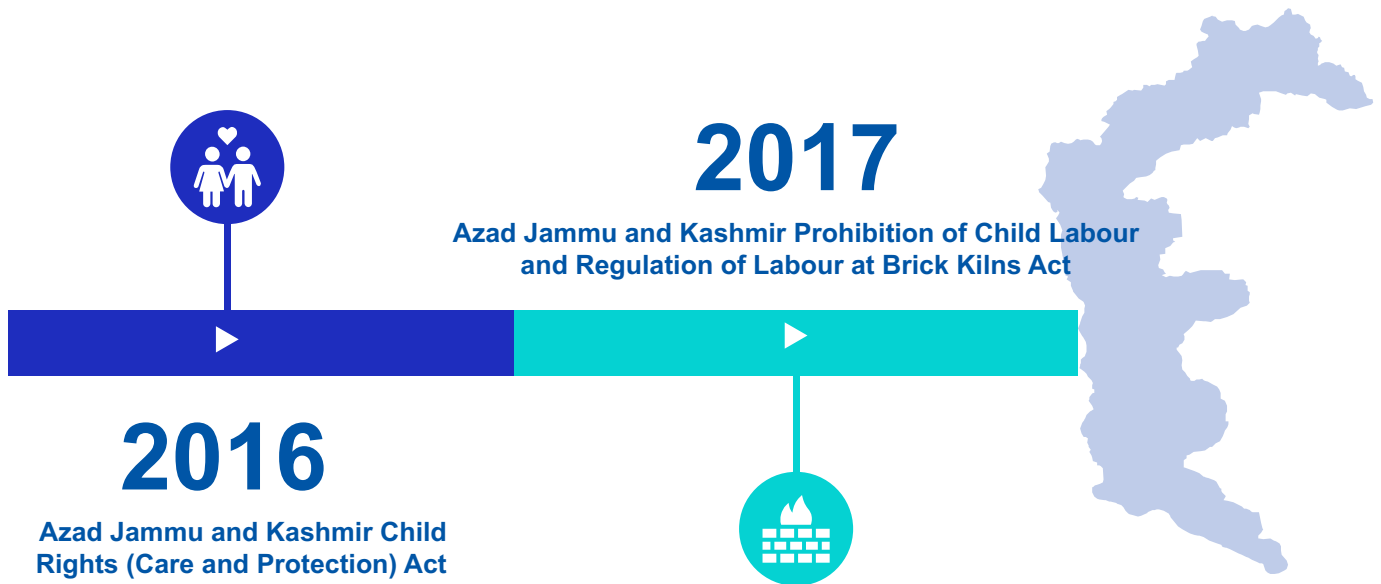
## Gilgit-Baltistan Laws

### **2013** Gilgit-Baltistan Child Protection And Welfare Act,2013

This Act provides for the protection of children from violence, harm, injury, abuse, neglect or negligent treatment, maltreatment, and exploitation in Gilgit-Baltistan. It also provides for the care, maintenance, welfare, training, education, reintegration and rehabilitation of concerned children to the maximum extent possible to ensure their survival and development. The law envisages a Child Protection Commission headed by Chief Child Protection Officer. The Child Protection Commission is responsible to supervise, monitor and coordinate the matters of child rights within GB area and ensure the safeguard and appropriate services for children at risk.

### **2021** Gilgit-Baltistan Prohibition of Employment of Children Act,2019

The Act prohibits children under 14 years old from working in factories, mines or any other form of hazardous employment. Light work is permitted for adolescents who are between 14 years old and under 18 years old, as long as it takes place alongside a family member, lasts for a maximum of two hours per day, and is undertaken for the purpose of acquiring skills in a private or government school. Adolescents cannot be engaged in any form of hazardous work. They cannot work for more than 48 hours per week, work overtime, or work at night. Violations are punishable by imprisonment for a term of 7–10 days, a fine of PKR.15,000–30,000, or both. Anyone who procures or offers a child or adolescent for the purposes of prostitution, the production of pornography, pornographic performance, or illicit activities such as the production of drugs, narcotics trafficking, or use in armed conflicts is to be punished with a prison term of 3–12 months. Anyone who employs a child or adolescent in any form of hazardous work, slavery, or practice similar to slavery, such as debt bondage or forced labour, is to be punished with imprisonment for 15–30 days, a fine of PKR 20,000–40,000, or both.



## Azad and Jammu Kashmir Laws

### **2016** Azad Jammu and Kashmir Child Rights (Care and Protection) Act, 2016

The Act commits to provide for the care, protection, welfare and rights of all children. It requires the creation of a Commission for Child Welfare and Development to monitor, promote and protect child rights, as well as to advocate for changes in administrative and legislative frameworks to make them more child-friendly. The Act specifies the need to provide an environment for children that is free from violence, abuse and exploitation, in line with the Convention on the Rights of the Child.

### **2017** Azad Jammu and Kashmir Prohibition of Child Labour and Regulation of Labour at Brick Kilns Act, 2017

The Act prohibits child labour and regulates child labour at brick kilns, whose hazardous environment can adversely affect children's growth, health and education. If a child (under 14 years old) is employed, engaged or permitted to work at a brick kiln, the occupier is responsible for this contravention of the Act. In such cases, a labour inspector may close the brick kiln for up to seven days. Violations of the Act are punishable by imprisonment for a term of between seven days and six months, and a fine ranging from PKR 50,000 to PKR 500,000.

## Ambassadors' Game

Print the information and provide the handbooks/copies of laws enlisted related to legal and policy framework regarding child labour. The facilitator will divide participants into five groups (each is named as a province; Punjab, KP, Sindh, Balochistan, and ICT).

### 1. Punjab: The Punjab Destitute and Neglected Act 2004

Legislation related to child labour in Punjab:

Punjab Restriction on Employment of Children Act, 2016, Punjab Prohibition of Child Labour at Brick Kilns Act,2016,Punjab bonded labour system (Abolition) (Amendment) Act,2018,Punjab domestic workers Act,2019.

### 2. Sindh: Sindh Child Protection Authority Act,2011 (Act No.XIV)

Legislation related to child labour in Sindh: Sindh Prohibition of Employment of Children Act, 2017,Sindh Home-Based Workers Act,2018.

### 3. Balochistan Child Protection Act (No.VII),2016

Legislation related to child labour in Balochistan:

Balochistan employment of children (prohibition and regulation) Act,2021 - X11 and Balochistan Forced and Bonded Labour System (Abolition) Act,2021.

### 4. Khyber Pakhtunkhwa Child Protection and Welfare Act,2010 and Amendments,2018

Khyber Pakhtunkhwa Prohibition of Employment of Children Act, 2015, Khyber Pakhtunkhuwa bonded labour system ( Abolition Act,2015).

### 5. ICT - Child Protection Act ,2018

Legislation related to child protection in ICT: Child Domestic Labour, The Islamabad Capital Territory Domestic Worker Act,2021, Zainab Alert Response and Recovery Act,2020,National Commission on the Rights of Child Act,2017.

Allow groups 15 minutes to read about their respective (abstracts) provincial laws and make a summary of the major points on the page/Chart. Ask groups to nominate an Ambassador and co-Ambassador who will travel to the other provinces to teach them about the laws that exist in their territory. Ask the Ambassadors to go clockwise to visit the next province. Give Ambassadors 5-7 minutes to teach the key points about his/her provincial law, and to learn the key points of the laws of the province he/she is visiting. Ask all Ambassadors to move again to the next province for 5-7 minutes, and again exchange the information, until they return home. In this process, each ambassador will visit the other three provinces and will learn about their local laws and share the laws that exist in their own province. Now assign each group to present on one topic (not their original topic) for 3-5 minutes with all the participants.

When the activity is over clap for all successful and talented ambassadors.

Assess your gender dynamics and the possibilities of movement for differently abled persons when you organize this activity. Ensure that you provide the necessary assistance and build the group in a conducive manner.

## National policies and action plan

### **National Policy and Plan of Action for the Abolition of Bonded Labour,2001**

The policy aims to eliminate bonded and forced labour practices wherever these exist. It affirms Pakistan's commitment to upholding all international instruments, covenants, conventions, and protocols – whether ratified or not – which protect fundamental human rights. It commits to concerted efforts to transform traditional socio-economic structures and reduce poverty through an integrated, coordinated approach.

### **National Policy and Action Plan to Combat Child Labour,2001**

This policy emphasizes the need for the gradual eradication of child labour, starting with the immediate withdrawal of children from hazardous and exploitative situations and the rehabilitation of vulnerable children.

### **National Strategy to Eliminate Child and Bonded Labour in Pakistan,2016**

This strategy provides a framework for the coordination of efforts to eliminate child labour and bonded labour. This is to be achieved through capacity development, policy integration, mainstreaming child and bonded labour issues, strengthening law enforcement, and enhancing the system of data collection, analysis, and use on child and bonded labour. It involves partnerships, resource mobilization, information, education, and communication. The strategy was developed by the Ministry of Overseas Pakistanis and Human Resource Development through a consultative process.

### **National Labour Protection Framework,2018**

This framework was developed by the Ministry of Overseas Pakistanis and Human Resource Development with the ILO's technical support. This time-bound document covers seven thematic areas: child labour, forced labour, labour inspection, freedom of association, non-discrimination, occupational safety and health (OSH), and social dialogue. For each area, it addresses legislative, institutional, coverage and capacity building-related issues. The framework consists of Provincial Implementation Plans (PIPs), which highlight promising legislative and policy initiatives, address specific provincial measures, and provide timelines on child and bonded labour.

### **National Action Plan on Business and Human Rights 2021**

Pakistan has launched its first five-year National Plan on Business and Human Rights. The plan classifies child labour as a priority area. It aims to bring various reforms to combat child labour. A few are enumerated below:

- The aim is to establish child protection courts in all districts and review the existing framework of child protection courts to include the authority to direct training and rehabilitation of victims of child labour.
- The plan also aims to amend Bonded Labour (Abolition) Act 1992 to provide more stringent punishments for violating the law and incorporate provisions on Government aid or rehabilitation programs for bonded/forced labour victims.
- It further aims to amend Section 374 of the Pakistan Penal Code (unlawful compulsory labour) to increase the current one-year sentence up to a maximum of life imprisonment for severe violations.

- Amend the Children (Pledging of Labour) Act 1993 to raise penalties payable by parents and guardians and employers for the pledging and employment of children.
- Amend and Ensure Implementation of Employment Act to raise the age of a child, as defined under the legislation, to compulsory school-going age of sixteen years as envisaged under Article 25A of the Constitution of Pakistan, 1973. (2) Prohibit hazardous work under the age of eighteen (3) raise penalties for payable violations (4) Include domestic work against a schedule of hazardous occupation.
- Conduct a national study to ascertain the progress made against the elimination of child labour in all its forms by 2025 in line with UN SDG 8.7 and provide recommendations to rectify gaps
- Conduct nationwide awareness and advocacy campaigns for children's fundamental right to education and elimination of child labour.

## Social and development programmes

The Memorandum of Understanding on the National Programme for the Progressive Elimination of Child Labour in Pakistan.

Under the framework of the ILO's International Programme for the Elimination of Child Labour (IPEC), the Government of Pakistan and the ILO signed a Memorandum of Understanding (MoU) in June 1994 for the progressive elimination of child labour. By 1997, IPEC Pakistan was the largest of more than 20 IPEC national programmes worldwide. The programme successfully completed initiatives in Pakistan's export sector (related to football production, carpet weaving and surgical equipment) and at the local level (linked to deep sea fishing, leather tanneries, domestic work, coal mines, rag-picking, automotive-workshops, glass bangles, and brick kilns). It contributed to the Government of Pakistan's ownership of the agenda on eliminating child labour. It enriched federal statistics by collaborating with the Ministry Labour on the country's first national survey on child labour in 1996. It also supported the Ministry of Labour to establish five Child Labour Units at the federal and provincial levels to holistically address child labour. With the programme's assistance, the Ministry of Education ensured that the National Education Policy of 2009 effectively responded to, and rehabilitated, thousands of children engaged in child labour through the provision of formal and non-formal education. The programme also encouraged the private sector (industries) to start various initiatives to eliminate child labour from their work processes and supply chains. It sought to prevent their entry into the sector and to provide appropriate rehabilitation, prevention and protection services to targeted children and their families. It also strengthened the capacity of social partners (employers' and workers' organizations) to prevent and progressively eliminate child labour in surgical instrument manufacturing.

### **Bait-ul-Mal child support programme**

Since 1995, Pakistan Bait-ul-Mal National Centres for the Rehabilitation of Child Labour have been established nationwide. These aim to remove children from engagement in child labour, including its worst forms, and increase vulnerable children's access to education. Bait-ul-Mal initiatives also include a pioneering Child Support Programme.

### **Elimination of Child Labour in the Soccer Ball Industry in Sialkot, Pakistan**

Under the Atlanta agreement of February 1997, the ILO and UNICEF implemented a project to eliminate child labour in Pakistan's football production sector, with the financial support of the

United States Department of Labour and the Sialkot Chamber of Commerce. The ILO promoted a workplace monitoring system (focusing on prevention and removal) and social protection (for prevention and rehabilitation). UNICEF focused on prevention through awareness-raising and primary school enrolment. Save the Children undertook social monitoring and rehabilitated adult workers through women's employment, paired with a savings and credit scheme.

### **Combating Hazardous and Exploitative Child Labour in Surgical Instrument Manufacturing**

The project aimed to withdraw children from the manufacturing of surgical instruments through integrated efforts including rehabilitating freed bonded labourers, education for vulnerable children, networking and coordination, strengthening legislation, training to increase the capacity of law enforcement and service providers, and increasing the knowledge on issues of child and bonded labour.

### **National Time-Bound Programme on the Elimination of the Worst Forms of Child Labour in Pakistan (Phase I-II)**

Funded by the United States Department of Labour and the Danish International Development Agency, the project facilitated the withdrawal of 10,217 child workers, and prevented the entry of 1,834 children into various sectors. These included surgical instrument manufacturing, leather tanneries, coal mines, glass bangle production, rag-picking, and deep-sea fishing. The project trained 52 school teachers on the consequences of the worst forms of child labour and addressing children's needs in the classroom. It also supported the establishment of Child Labour Monitoring Cells.

### **Combating Abusive Child Labour II Project**

With funding from the European Union, ILO-IPEC implemented the Combating Abusive Child Labour II Project (CACL II) which formed part of the National Policy and Plan of Action to Combat Child Labour. The project supported the establishment of federal and provincial Child Labour Units to monitor the implementation of programmes for the elimination of child labour. It contributed to the immediate and phased withdrawal, prevention, and rehabilitation of children involved in the worst forms of child labour. At the district, provincial and national levels, it strengthened institutional capacities and the knowledge base on child labour. At the grassroots and district levels, it developed a model for addressing child labour. It mobilized the print and electronic media to raise public awareness and lobby for action against violators. As a result of its capacity building initiatives, the Government of Punjab launched a 5-year project to replicate interventions in four districts, earmarking PKR 180 million in funding. The Government of Khyber Pakhtunkhwa initiated a similar programme in the district of Haripur, with a financial outlay of PKR 14 million for the 2012–13 fiscal year. These efforts led to Pakistan's reconsideration for the supply of footballs for the FIFA World Cup in 2014 (Brazzucca, Brazil) and in 2018 (Telstar, Russia).

### **Elimination of Bonded Labour in Brick Kilns (EBLIK-I) and EBLIK-4D23**

This ILO project supported brick kiln workers in obtaining Computerized National Identity Cards (CNICs) – identity documents required to access basic services and protection. It delivered non-formal education to brick kiln workers and their children, conducted research studies, provided legal aid and linked families to micro-credit. X Promotion of Decent Work for Vulnerable Workers through the Elimination of Child Labour and Bonded Labour Project the Government of Punjab, through its Annual Development Programme budget, supported this project to eliminate child labour and bonded labour from brick kilns.

### **Strengthening the Capacity of Constituents to Address Unacceptable Forms of Work**

Focusing on Child Labour, Bonded Labour and Informal Economy Workers Funded by Governments of Sweden and Denmark, the project strengthened the capacity of tripartite constituents to progressively eliminate child labour, bonded labour and other unacceptable forms of work. It enhanced knowledge on these issues through research, surveys, data collection, and awareness-raising. It enhanced institutional capacities and coordination to improve the implementation of international labour standards through effective monitoring and reporting. It also enhanced government capacities to design effective interventions for the prevention and elimination of unacceptable forms of work. Elimination of Child Labour and Promotion of Decent Work in the Stora Enso Value Chain in Pakistan To strengthen its global efforts to promote decent work and progressively eliminate child labour in its value chain in Pakistan, Stora Enso – a leading paper, biomaterials, wood products and packaging company – entered into a public-private partnership agreement with the ILO. The project involved global and local components. The global component aligned company policies and practices with international labour standards, while strengthening the company's knowledge of child labour and labour rights. The local component promoted decent work and combatted child labour in the value chain of Bulleh Shah Packaging, Stora Enso's joint venture in Pakistan.

### **Strengthening the Labour Inspection System for Promoting Labour Standards and Ensuring Workplace Compliance in Pakistan**

The ILO and the Government of the Netherlands embarked on a partnership in 2015 to revitalize Pakistan's labour inspection machinery. This project helped to strengthen the regulatory frameworks and institutional capacities of the labour inspection apparatus to advance the implementation of labour laws, including those on child labour.

### **Punjab Crash Programme for Children and Brick Kiln Workers**

This project by Punjab's Labour and Human Resource Department, School Education Department and Social Protection Authority identified 80,000 working children and brick kiln workers. It sought to enroll these children in education and link their families with the Punjab Social Protection Authority to receive assistance (stipends) if they could provide school attendance certificates. The programme could not be continued due to a lack of regular government support and coordination between departments.

### **Promoting Fundamental Principles and Rights at Work in the Cotton Supply Chain Funded by INDITEX**

This ILO project fosters partnerships among stakeholders on fundamental principles and rights at work in order to make the cotton supply chain sustainable. It focuses on improving the knowledge base, enhancing respect for fundamental principles and work rights in the cotton supply chain, a meaningful social dialogue platform and promoting engagement at the industry level. Through awareness-raising, training, the use of information, education, and communications materials, the project enhanced the knowledge of 1,860 direct and 5,000 indirect beneficiaries on workers' rights and protection against COVID-19 (as of May 2021).

### **Mazdoor ka Ehsaas ('Compassion for Workers')**

Part of the national Ehsaas Programme, this initiative aims to develop social protection measures for workers in the informal economy. It seeks to extend a monthly unconditional cash transfer of PKR 4,000 to these workers as an incentive to keep their children in school. This approach is intended to address child labour, especially in the brick kiln sector. The Government



of Pakistan is also issuing Insaaf Health Cards to secure medical treatment of up to PKR 1 million for 'deserving' families.

### **CLEAR Cotton – Eliminating Child Labour and Forced Labour in the Cotton, Textile and Garment Value Chains: An Integrated Approach**

Co-funded by the European Union, this project contributes to eliminating all forms of child labour and forced labour in the cotton, textile and garment value chains. It combines integrated area-based and value chain approaches to collaborate with governments, social partners, farmers, communities and industries. It has contributed to: (i) research, knowledge and policy development, (ii) capacity building and awarenessraising, (iii) the implementation of laws on child and forced labour, (iv) the development of monitoring and remedial mechanisms, (v) the direct withdrawal of child labourers and the prevention of child labour, (vi) improving children's access to education, and (vii) strengthening alternative skills in cotton producing communities.

### **Promotion of Decent Work Opportunities for the Economic Empowerment of Vulnerable Segments of Society**

This innovative project supports job creation, social protection and decent work in Pakistan. It consists of three main components: (i) strengthening national capacities to effectively eliminate exploitative labour practices (child labour and bonded labour), (ii) promoting a coordinated social protection system, based on the concept of social protection floors, and (iii) engaging the Pakistani diaspora in Italy to create jobs and promote entrepreneurship in Pakistan. The project will build on past work conducted by the ILO and key stakeholders on the elimination of child and bonded labour in Pakistan, consolidating and replicating previous efforts to ensure sustainability.

## **Institutional Mechanisms**

### **Madadgaar National Helpline 111-911-922**

Established in 2001, Pakistan's first helpline provides referral, rehabilitation and reintegration services telephonically and face-to-face for women and children in cases of sexual or physical abuse, violence, exploitation, trafficking, kidnapping, domestic violence, missing children, honour killings, and custodial abuse, among other offences.

### **Punjab Child Protection and Welfare Bureau**

In order to provide care, rehabilitation, education and training to destitute and neglected children, the Government of the Punjab established the Child Protection and Welfare Bureau in March 2004. One of its objectives is to protect vulnerable children from criminals. In addition to providing food and shelter, it provides education and skill development opportunities for children, while seeking to reunite them with their families. The bureau's child psychologists support children's mental development and rehabilitation. A Child Protection Court has been established to address custody issues, and the legal reunification of children with their parents. A child helpline has been set up to provide guidance, support and coordination for rescuing and protecting children in vulnerable situations.

### **Zamung Kor The Government of Khyber Pakhtunkhwa's child protection institute**

Zamung Kor was established in 2015 to address the needs of children engaged in child labour and street children who are vulnerable to abuse. It aims to provide them with safe, respectable and comfortable shelter, alongside educational, health, recreational and sports facilities, as well as psychological and career counseling to help children become engaged citizens.



### **Sindh Child Protection Authority In line with the Sindh Child Protection Authority Act of 2011**

Three Child Protection Units (CPUs) were initially established in Karachi, Hyderabad and Sukkur. By 2014-2015, 15 Child Protection Units were fully operationalized, in collaboration with the Social Welfare Department, UNICEF, and international and national NGOs. The Sindh Child Protection Authority was fully operationalized in 2017 to strengthen the provincial child protection system by establishing Child Protection Units in all of Sindh's 29 districts, create District Coordination Committees for Child Protection under the supervision of the Deputy Commissioner of each district, and launch a 24-hour Sindh Child Helpline (1122).

### **Khyber Pakhtunkhwa Juvenile Justice Committees**

The Government of Khyber Pakhtunkhwa, in collaboration with the Peshawar High Court, notified and established six Juvenile Justice Committees in Abbottabad, Bajaur, Mohmand, Peshawar, Mardan, and Chitral to exercise the diversion process under the Juvenile Justice System Act of 2018.

### **Balochistan Child Protection Unit**

Under the Balochistan Child Protection Act of 2016, the province established its first Child Protection Unit in the provincial capital, Quetta. The unit works to enhance the enforcement of the Juvenile Justice System Ordinance. It has developed a child protection case referral model, provides services for children, and addresses cases of abuse through Child Protection Officers, case referrals, a management information system and a helpline. The Government of Pakistan launched the Tele-school television channel in 2020 to deliver education to children at home during the COVID-19 pandemic.

### **National Commission on the Rights of the Child**

The Federal Government constituted a National Commission on the Rights of Child in line with Section 3(1) of the National Commission on the Rights of Child Act of 2017, through a notification issued on 28 February 2020. The commission has started working with provincial members. Its mandate is to ensure child protection across Pakistan.

### **Zainab Alert System**

In the wake of the Zainab Alert Response and Recovery Act, the Zainab Alert System was launched on the Pakistan Citizen's Portal, making it instantly available to 3 million registered users. This is a strong move in the unification and strengthening efforts for the tracking and tracing of missing children, and addressing cases of child abuse in Pakistan. The Zainab Alert System will activate state machinery at the provincial and district levels for an effective emergency response and the recovery of missing children.

## **► 1.4. Child labour and child protection**

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### **Explaining the intersection**

Children engaged in child labour are often put in situations that are harmful for their health, development, or dignity.

Several cases of abuse and violence faced by children engaged in child labour, have been

reported by Pakistani media. When those children are victimized, it is not only the labour department but also child protection authorities and the criminal justice system that must respond to the child's needs and ensure that s/he is treated with dignity, and that s/he has access to justice.

Child labour is a complex issue because it entails a multi-sectoral and coordinated approach. The labour department inspects the workplaces, ensures that no child is illegally employed, reports any violations of the applicable labour laws, and takes action against the employer/exploiter. Additionally, the labour department must contact relevant child protection authorities. In cases of alleged abuse or violence they should report to the police so that legal action can be initiated against the accused. Moreover, a child protection order may also be notified by child protection courts to guarantee the safety of the child engaged in child labour. A follow up by child protection officers may be ordered by the court.

Hence, it is essential to understand that the working conditions may expose the child engaged in child labour to various forms of violence, abuse and discrimination, which require the labour department, police and the child protection authorities to intervene. This is why the legal framework described in this training manual includes labour as well as child protection and criminal laws. These laws are interconnected and play an important role in addressing the child labour issues.

### Case study

A 10-year-old child domestic worker from Southern Punjab was let go by her “employer” in the middle of the night in Lahore and rescued by a male citizen walking by. The male citizen called the Police, explaining the situation. The police officer reached the spot and then called the Child Protection Welfare Bureau (CPWB) to come and rescue the little girl. The little girl spent the night in the CPWB and was later repatriated with her father. Discuss the case with participants.

### Way forward

The facilitator will ask the trainees to prepare a list of solutions that are adjusted to Pakistan to end child labour.

The solutions will then be discussed and listed on a paper sheet titled: Way Forward.

The facilitator will ensure that the discussion includes the role of the trainees as media persons, in this way forward.

# Module 2: Finding the story

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## ► 2.1. Getting prepared

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Being fair to the story is a challenging task. It requires good preparation, understanding of the subject matter, and hard work as well as long-term dedication. According to photojournalist and documentary filmmaker Mimi Chakarova, the biggest preparation is mental. Beyond the mental preparation, Ms. Chakarova also suggests that quality reporting comes from extensive research. In doing so, you should bear in mind the following do's and don'ts:

Group 1	Agree/Disagree
Read what is currently being reported by the media and look for stories that are poorly covered: decent work deficits or even abuses in some sectors, gaps in legislation, victim protection, and discrimination in services provided to victims.	Look for stories that are sensational or try to fit into an existing narrative by distorting the reality.
Reach out to relevant experts: civil society organizations, academia, and professionals working on forced labour.	Overlook that you are dealing with vulnerable persons. Rushing, even if you are working on tight deadlines, can have dramatic consequences.
Assess the feasibility of possible stories (time, format, legal and personal risk, resources) and potential consequences for you and your sources of information.	Forget that your responsibility is to inform your audience and not to advocate.

## ► 2.2. Identifying the story

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In this section, there are examples of reporting on situations of child labour, with an emphasis on going beyond the superficial discussion of child engaged in child labour. These conversations delve into brass track level of nuance where powerful, data-driven, human centered pieces can inform readers of not only the realities of children engaged in child labour but also exposes the factors. By engaging in these deeper conversations, journalists can provide tailored and evocative narratives which can push for structural change in policies and laws, as well as personal and business practices. This section is organized thematically with brief introductions, examples of reporting, and where relevant, questions that can be the starting point of a story.

## Human stories

The most compelling stories are those where people tell their own stories. There is no need to sensationalize these accounts: you can just let the facts and the personal testimonies speak for themselves, adding any required information that is missing. Support groups may be able to put you in touch with someone, for example, who has escaped. You must protect their identity if they request it. Human interest stories are often widely shared and can raise awareness about the issues and create social pressure for change.

### Key questions:

- How old is the child and when did s/he start working?
- Why did s/he start working?
- Did anyone specifically push her/him to work?
- What is the nature of the work s/he does?
- What kind of hazards does her/his work entail, frequency of accidents, etc.?
- What kind of physical changes have happened since she/he started working?
- Does s/he study/attend school alongside work?
- Was there an option to study instead of work, if so, why wasn't it availed?
- What are her/his living conditions at home (meals, sleep, wage, etc)?
- What is her/his family structure?
- What is her/his relationship like with their employer/how are they treated?
- Who keeps and spends the money s/he earns?
- Is this a recurrent trend within the family or community, where children are expected to work?

### Example of human stories

- Kermani,S.(2018).Tayyaba abuse case shines light on Pakistan's child maids.[Online].Available at: <https://www.bbc.co.uk/news/world-asia-44397432>
- <https://www.dawn.com/news/1683213>

## Policy and legal reform

In some cases, the story focuses on a legal or policy reform, but it is often backed by a human story.

### Examples of policy and legal reform

- <https://www.thenews.com.pk/print/696798-child-domestic-labour-prohibited-under-childemployment-act-1991>
- <https://www.app.com.pk/national/mohr-launches-first-ever-nap-on-business-hrs/>
- <https://www.geo.tv/latest/402176-pakistan-needs-to-concentrate-on-human-rights-eu>

It is important that the rationale and context of these legal and policy reforms are highlighted and ideally, it should present a legal analysis: what was there before, what is the change, and

what are the consequences for employers and children from a legal perspective?

## Business and economics

An ILO study found that over 152 million children worldwide are victims of child labour, generating approximately \$150 billion in annual, illegal profits. Given their strategic positioning, news reports can spotlight these practices on a greater scale than civil society activists can, holding employers and businesses accountable for valuing profits over children's fundamental rights. Whether it is the harsh agricultural and brick-kiln industries, panhandling mafias, or even child domestic workers within the household, there is ample opportunity to question concerned stakeholders' business decisions and ethics.

### Key questions:

- Are children working in your household/business, and if so, why?
- What is the proportion of children to adults employed by you?
- How do the roles and work of children differ from those of adults?
- How do you integrate your Corporate Social Responsibility (CSR) into actual, tangible business actions?
- Accountability practices to prevent your agents from hiring children?

### Examples of article:

<https://tribune.com.pk/story/2349733/underage-children-working-as-conductors-on-the-rise>

## Law enforcement and crime

Pakistan's justice system has progressive and stringent laws. However, where children slip through the cracks is in the lack of enforcement. Maintaining communication between state authorities such as the police and civil society organizations is of paramount importance in the awareness and accountability process. Oftentimes, it is difficult to apprehend a single culprit due to how systematic and pervasive the system is. In these times, trying to determine how best to initiate proceedings, what mechanisms are relevant to enforcement, and what factors impede their success is critical:

### Key questions:

- What are the relevant laws in place for child labour?
- Who enforces them and how?
- What can be done to increase enforcement?
- What accountability mechanisms are in place within the police force to ensure enforcement?
- What factors prevent better enforcement?

### Example of article:

<https://www.dawn.com/news/1680687/legal-proceedings-initiated-against-brick-kiln-owneremploying>

## Information, education and stakeholders' management

A key component in conversations regarding child labour is specifically identifying stakeholders

and to help the general community recognize that they are all stakeholders. To this end, raising awareness regarding cultural and structural factors which lead to child labour, such as lack of schooling opportunities, is essential to countering child labour.

**Key questions:**

- Who benefits on a societal level from child labour?
- Beyond the children, who is impacted the most?
- What avenues are there for children to avoid being engaged in child labour?
- What is being done to combat child labour on a cultural level?
- What is the role of parents and society in preventing child labour?

**Examples of article:**

<https://www.aninews.in/news/world/asia/feudal-classes-in-pakistan-usurping-benefits-of-gsp-meantfor-weaker-sections20220404215652/>

<https://www.dawn.com/news/1683213>

## ▶ 2.3. Getting support

### Group Work

**Material:** Charts and color markers/ crayons.

The participants will be divided into 4 groups and each group will be given one topic to list down their points.

1. Gaining Support: Highlight various required support mechanisms such as technical (human resource) financial, logistical assistance, etc...to produce a high-quality report/ story.
2. FUNDING: Identify various external funding sources/ avenues which can be availed at the time of need/ develop investigative story.
3. COLLABORATING WITH OTHER MEDIA OUTLETS: give a list!
4. The participants will discuss within their group, identify and list down possible collaboration with other media outlets/houses.
5. External Support: the participants will identify stakeholders, institutions to strengthen the story/case and how they will their support?

Each group will share its findings and once done, a “clap for everybody” will be ensured by the facilitator.

## Gaining support

If you are a reporter aiming to tell a story that will take time and resources and which may attract hostile attention, you will probably face a tough task in convincing your editors to let you do so. The only option is to persuade editors that the work is important and adds value to the news organization. You might remind your superiors that:

- Investigations are at the heart of journalism.
- Strong investigative reports will raise the profile of the news organization, improve its standing and potentially increase its revenue.
- The report/s will be of uniquely high quality and will bring attention and kudos.
- Your organization can 'own' the subject – that is to say, become the natural home of coverage of the subject. Other people will come forward with related stories.
- There may be the chance to enter the report(s) for awards.

## Funding

When looking for extra time and resources, it helps to budget likely costs, including staff time, travel and accommodation, and other expenses. Look for external funding for a story; an international nongovernmental organization might agree to pay the costs of a reporter travelling to another city to cover and produce an interesting report/story on child labour. Sometimes grants are made to the winners of a competition. Beware of the risks of the report becoming one-sided and only reporting what the funder wants. It is important that the news organization retains its editorial control and remains in charge of what is ultimately published.

Here is a list of potential funding opportunities:

- Pakistan Press Foundation:  
<https://www.pakistanpressfoundation.org/category/opportunities/scholarshipsfellowships/page/2/>
- IDEA Berth Fund: <https://www.idfa.nl/en/info/idfa-bertha-fund>
- Filmmakers with Borders: <http://filmmakerswithoutborders.org/grants/>
- DOC Society: <https://docsociety.org/funds/>
- Tribeca Film Institute: <https://www.tfiny.org/program/filmmaker>

## Collaborating with other media outlets

Collaboration with other agencies can significantly expand reach, increase impact, and reduce costs. Given the pervasiveness of child labour globally, international news channels regularly partner with local organizations to collaborate across borders, especially given the ILO's global reach. Simultaneously launching stories across media platforms in multiple countries can yield a significantly greater impact and catalyze change. There is a non-exhaustive list of actors in this field, but they can include the agencies that the International Labour Organization recognizes on its website, or vice-versa.

Journalists can contact BBC, Agence France Press (AFP), All Pakistan Press Association & UNICEF or NGOs working against child labour that can be identified through the online service directory mentioned at the end of the manual.

Journalists can also contact UKs research center: <https://uksresearch.com.pk>

Media Matters for Democracy: <https://mediamatters.pk>

Trust for Democratic Education and Accountability: <https://tdea.pk>

## **External support**

Ensure that your reporting has strong support within your media house. Possible candidates include:

- Elected politicians
- Business leaders
- Law enforcement officials
- Leaders of NGOs and campaign groups
- Experts such as academics
- Celebrities: you may brief them about your story and seek their support. Publish a few words of support alongside their picture. This will demonstrate to those who would wish you ill that you have support in the community.



# Module 3:

## Getting the story

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### ▶ 3.1. Resources

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Facts are the basis of all investigative journalism. Facts are generally nothing more than dry numbers on a page but with proper understanding and interpretation, they can reveal stories of real interest. Look for highly credible documents such as official statistics, research reports, legal and regulatory frameworks, court documents, company publications, newspaper and articles.

#### Facilitator's Box

Ask participants to share an example of a report quoting huge figures, which could not be verified and discuss the impact of such reporting.

### Photographs and videos

While photographs and videos are a vital part of modern storytelling, child labour in domestic work usually takes place behind closed doors, making it difficult to document. Both perpetrators and victims may not be willing to be identified for fear of consequences. If someone does agree to be photographed or filmed, but not identified, it is far safer and more ethical to take every measure to protect their identity during filming. This can be done by photographing their silhouettes, filming only their hands, both of which are safer than postproduction techniques such as pixelating, which can be reversed and retains the original source with the subject's identity.

What can you do if you can't get original images?

- You could use stock images from a picture library, but the image may not match your story.
- You can illustrate your story with visual arts such as drawings, cartoons, and paintings.
- You might even leave the story without illustration and explain to your reader why that is your choice. Images play an important role but lack of professionalism or resources often leads to sloppy photo editing and, in the end, to a major disservice to the audience.

Example of video where victims of worst forms of child labour (trafficking) were featured:

<https://www.youtube.com/watch?v=FT4tmI8YxCU>

## ▶ 3.2. Safety

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### The principles of ethical journalism

Here are some top tips for staying safe in your reporting:

- **Be accurate**

Only report facts that you have checked for authenticity. Everything else is a claim and should be attributed. Take care to report claims accurately. Do not draw conclusions. Report according to the limits of your ability. If you are covering a sensitive issue, report on what you can see, or at least what you are told by those around you. Leave the analysis, interpretation, and speculation to others who have other sources and can see the bigger picture.

- **Be skeptical**

Analyze all information you are given on a situation. Consider recording the conversations you have with anyone involved in a sensitive story you are covering. They may later be pressured to deny your reports, and you may need to present your recordings and transcripts to a court.

- **Be balanced**

Actively seek out the views of all parties. If they won't speak to you, or you can't reach them, look for an authoritative source of their position such as their official website or news agency. If you fail, explain why: "For such reason, it has not been possible to reach the following source of information." Don't act as a judge, advocate or human rights activist. Leave this to the experts who can brief you and give you analyses.

- **Be impartial**

Don't promote the views of only one of the parties. Don't use language (usually adjectives) to describe how good (strong, heroic, determined, rightful) one side is, or how terrible (evil, weak, cowardly) the other side is. Recognize that words used widely and without intended prejudice in one community can cause offence among another. Show respect to other people. Find out how they themselves prefer to be described. Recognize when your own bias appears in your reporting and remove it.

Children engaged in child labour may also face situations which put them in conflict or in contact with the law: for instance, they may be victims of abuse including sexual abuse, rape, and in this case, the law explicitly protects their dignity. Section 26 of the Anti-Rape Act 2021 ordains that no person shall disclose the identity of any victim or victim's family without the victim's or her/his family's prior written permission. If the victim is a minor, written consent could be obtained through the guardian or his family.

It is common for children engaged in child labour to be accused of a crime while they are exploited by their employers: a child domestic worker could very well be accused of committing theft at his/her employer's place. In such a case, the Juvenile Justice System Act 2018 protects the dignity of the child: Section 13 provides that any person who prints, publishes or makes known the identity of any juvenile shall be liable to an imprisonment which may extend to three years and shall also be liable to a fine. However, an exception exists where the printing or publication is by or under the order of the police in charge, or by the investigating police officer acting in good faith, or where the authorization of the juvenile or his next of kin has been

obtained. The authorization of the next of kin shall only be given to the chairman or secretary of a welfare organization.

For children, given their increased vulnerability, the fundamental principle by which any journalist should abide is the “best interest of the child”. Ideally, all the media outlets for which you are working, or prior to receiving your press card, should have signed a child safeguarding policy, and/or all of you should be trained on child safeguarding standards.

The idea is that your investigation and reporting should never put the child in a (potentially) harmful situation. Moreover, a conducive and tangible exercise would be for those of you who work for a media agency to conduct a SEAH (Sexual Abuse and Exploitation and Sexual Harassment) assessment to ensure that all preventive measures and systems are in place in your organization.

### Facilitator’s Box

The facilitator will present an example of “a” child safeguarding policy to participants.

## Personal safety

Journalists who are reporting on issues of child labour and child protection are particularly at risk – even if they do so in a balanced and objective way. You are likely to be exposing criminal organizations or powerful individuals, or even government abuses. Reprisals may range from intimidation and harassment to actual violence, illegal arrest and arbitrary detention. You need to be aware as well as prepared.

### Facilitator’s Box

The facilitator will divide participants in groups and ask them to make list of safety rules. Once the groups present their finding, the facilitator will also share a list of helpline numbers that media persons may use to report abuse, ask for help, etc...

## Resources

- Committee to Protect Journalists. (2012). Journalist security guide. [Online]. Available at: <https://cpj.org/security/guide.pdf> [Accessed 19 November 2018].
- Council of Europe. (n.d.). Platform to promote the protection of journalism and safety of journalists. [Online]. Available at: <https://www.coe.int/en/web/media-freedom> [Accessed 19 November 2018].
- IFJ.(n.d.).Safety. [Online]. Available at: <https://www.ifj.org/what/safety.html> [Accessed 19 November 2018].IFJ.(n.d.).
- Gender Equality. [Online]. Available at: <https://www.ifj.org/what/gender-equality.html> [Accessed 11 December 2018].INSI.(n.d.).INSI Safety Code.[Online].
- Available at: <https://newssafety.org/about-insi/insi-safetycode/> [Accessed 19 November 2018]. UNESCO.(n.d.).
- Basic Texts Related to the Safety of Journal ists. [Onl ine]. Avai lable at: <http://www.unesco.org/new/en/communication-and-information/freedom-of-expression/>

safetyofjournalists/basic-texts/

- UNESCO. (2015). Safety guide for journalists. A handbook for reporters in high-risk environments. Available at: <http://www.unesco.org/new/en/communication-and-information/resources/publications-and-communication-materials/publications/fulllist/safetyguide-for-journalists/>[Accessed 19 November 2018].UNESCO.(n.d.).

## Digital security

- Don't keep contact details of sensitive sources in your handwritten notes,books,in your mobile phone or in computer files.
- Give your sensitive contacts a code name and use this in your notes.
- Protect your mobile phone with a strong PIN code.
- Store the contact details of sensitive sources under an assumed name.
- Delete records of sensitive calls.
- Delete text messages.
- Disguise sensitive numbers in another format.
- Learn how to use higher security for your web browsing.
- Learn how to send encrypted emails.
- Take care with what you post on social media.
- If you feel that you are a victim of any form of abuse or violence online you can contact the FIA cybercrime wing at: 1991,and Digital Rights Foundation: 0800-39393.

## 3.3. Sources

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A diversity of sources must be considered. In the following section you will find tips on addressing particular types of sources.

### Survivors

You must not pressurize survivors, but it is fair to tell victims that speaking out will inform the public about the scale and nature of the problem. It may give others the confidence to speak and it may warn others of the dangers they may face. If you want people to open up to you about traumatic experiences, you need to win their trust. Victims must know that they will not be denigrated or re-victimized by your reporting. The stories that you write about survivors of abuse will also determine whether your interviewees want to talk to you again for follow-up stories. You should always treat victims/survivors and their families with compassion, care, respect and dignity. This does not mean you should stop being a skeptical journalist working to find the truth. Depending on the situation, it is advisable to let the interviewee choose the interview venue. You want them to be in a place where they feel comfortable talking. Victims and survivors may request that you do not publish any information which could lead to their

identification. News organizations are often reluctant to use anonymous sources because it has the effect of weakening the impact of the testimony. There may also be the danger of those accused attempting to punish those who speak out. It is vital that reporters do not allow this to happen. If you promise to protect their anonymity, you must ensure that you do so. Take care that their identity is not revealed, even inadvertently by publishing so much information about the person that someone close to them could work out who you are talking about. In some very sensitive cases, it goes beyond not mentioning their name or identity in pieces that you publish. You must also keep their identity secret in your own notes, in case these fall into hostile hands.



When children are involved, the risk of re-traumatizing the child is very high, hence, no such exchange should take place without any prior assessment by a child mental health specialist, and a thorough safety assessment. Preferably, children should not be interviewed in a direct manner and their adult environment should be the source of information: parents, neighbours, lawyers, employers etc. if it does not put the child in danger.

## Support groups, advocacy organizations, academics

Whereas much of the power and emotional impact of a story will come from testimonies of those directly impacted, it will gain strength with a wider perspective, placing the story of one or more individuals into context. To do this, get information from experts working in the field, such as:

- Support groups for victims and survivors
- Associations
- Trade unions
- Law enforcement agencies
- Social services and other public services
- Academics
- Politicians with a specialist interest in the issue.
- Lawyers
- Global organizations, such as the ILO.

When you meet them, ask them to suggest others for you to speak to. Build up your network of contacts. Follow them on social media; read their published articles. When you are researching your story, be sure to take detailed notes of what each person says to you. If, when you come to write the story, you are unsure of your understanding, you will be able to go back and check with the right person. You will also be able to attribute the opinions to the right people. You will soon lose the trust of anyone you misquote or attribute the wrong opinion to.

## Actors suspected or guilty of abuse

People accused of crimes or anti-social behavior should be the last people you contact in your investigation, and only when you have gathered all the evidence and built a strong case against them. If you contact them too early, they will have the chance to put pressure on witnesses, destroy evidence, and scupper your investigation. However, in the interest of fairness, you do need to give them a chance to respond properly to any allegations of wrongdoing made against them. Many news organizations would consider one or two days a sufficient time for the accused to give a considered response, but not enough for them to take action, whether legal or illegal, to prevent publication. If they agree to meet, consider your own safety:

- Take a colleague along with you.
- Inform your editor of where you are going.
- Have someone check up on you.
- Take detailed notes or make a recording.
- Conduct the discussion professionally and politely.
- Do not permit yourself to become angry or indignant.
- Always make sure that all adult parties understand why they are here and agree to be here. If possible, get a written consent form, always get an informed written/oral consent form for children from their parents for their interview and an informed assent from the child.

If they refuse to meet, you could ask them to answer your questions by phone or email, or any other online tool such as “Zoom” etc. A third option is for them to prepare a written (or recorded) statement for you to use as their response to the allegations against them. You should be persistent in seeking a response, repeating that you want to hear their view of events in the interests of accuracy and fairness. If you receive no reply after repeated contact, you should seek to represent their position as best you can, using publicly available sources. You would then write in your report words to the effect of: always be polite. As a journalist, your role is not to determine guilt, but to set out the facts as far as they can be established in an objective manner so that the public can reach their own conclusions. If you feel you need additional technical expertise to ensure that you understand the facts adequately when you report them, do not hesitate to do so.

# Module 4:

## Telling the story

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### ▶ 4.1. Which medium?

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Media persons have a number of platforms on which they might publish their stories. It is worth considering at an early stage how you might make the best use of the material you have to reach the largest number of people and make the most impact. You don't have to select just one. You can publish your material in different forms on different platforms such as newspapers, the web, television, etc.

#### Web

Almost all news outlets have a website and some of them exist only as a website. However, these websites can as easily carry video or audio reports as they can words and pictures. During the process of building a story, consider taking photos, audio or video recordings that can be published in or alongside an article. A "long read" is a new type of web article, which incorporates pictorial elements such as pictures, Infographics, maps, and even audio and video clips into a long text article. The combination makes the format very engaging. It is especially suited to features and investigations.

#### Social media

Many news organizations make extensive use of social media such as Facebook, Twitter, and Instagram. Often, social media are seen as a way of attracting and serving audiences for their mainstream output, but they can equally be used for storytelling. Some reporters have become very clever at telling complicated stories on Twitter in a series of tweets – short messages of no more than two or three sentences, often accompanied by a picture or even a short piece of video. Instagram is especially good for sharing pictures and short videos. It allows for the publication of a series of images of the people who have provided testimonies –

with their permission, of course. The instantaneity of social media is also quite powerful, notably when looking to produce a concrete reaction from a person or an organization involved in your story. Twitter and Instagram have been particularly effective at showcasing instances of child labour, demanding accountability from perpetrators, and often even mobilizing state actors to respond. In an era where TikTok is considered a convenient source of information, it is important to post well-considered, digestible, and relevant content to retain quality reporting, without resorting to less than honest means of generating hits, such as click-baiting.

#### Radio programmes

Radio programmes can exist as part of a regular schedule, or exist entirely on their own as a podcast, downloadable and playable at any time. When they are held close to the source of the

sound or used with a plug-in microphone, smartphones make good recording devices. Editing can be performed on a smartphone or a computer.

## Video

Lightweight video production techniques such as filming and even editing on a smartphone make it possible for those with even modest resources to make their own video films, which can be shared online, broadcasted on TV, shown in cinemas or played to audiences in cinemas and community halls.

## Animation

Animation is a great way to tell a story where there is a need to protect the identity of those involved. Examples of Animation on CDL: <https://www.youtube.com/watch?v=y0o18StOUMY&list=PL7WXSaphNvP5QezbQVSYkePrBEnjp1TVB>

## Newspapers/print media

Despite technological advancements in the modern-digital era, the importance of newspapers is still unprecedented. A newspaper is a periodical publication containing written information about current events, politics, sports, human rights, and other awareness content about social issues. Some newspapers with high editorial independence, quality journalism and large circulation are viewed as newspapers of record. Newspapers have traditionally been published in print (usually on cheap, low-quality paper, however, some newspapers are also published on websites as online newspapers).

## Telling the story in pictures

As mentioned in the previous chapter, journalists must carefully consider how they portray their subject when reporting on labour issues. Particular attention needs to be paid to preserving the anonymity of sources and protecting victims of labour abuses.

## ► 4.2. Why not a series?

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If you've been working hard on a difficult subject such as child labour, it is likely that you have more material than you need for a single news report. In this case, you could consider a series of reports on the same theme and host it on the web. You might also consider taking the next step and turning your series into a campaign. This is when a news organization goes beyond its usual role of reporting neutrally on an issue and takes sides to support a policy change.

The stories of the campaign may be focused on a single individual and unfold over time or may feature different individuals who face similar problems. Alternatively, a single issue from a number of different angles can be considered. The stories can run over consecutive days, or as an occasional series. Signposting forthcoming stories helps to keep viewers or readers engaged.



### Group Activity: Tea Making

#### Material: Chart, Markers.

Divide participants into 4 groups. The facilitator will explain the following scenario and ask them to write maximum steps involved in Tea making and serving it to guests. The team who will write the maximum steps will be the winner.

The lead facilitator will link the process of tea making with the making of a media campaign mentioned below. (The power point presentation will be used.)

Scenario: You are alone at your home, a few guests suddenly arrive and you have to serve them tea. List down all necessary steps starting from the making of the tea to serving it to friends.

At the end, clap for everybody

#### Step 1: Set out your goal

Campaigns can start off big or start small and grow. They will always benefit from good advance planning. However, your objective must be clear from the outset. Are you calling for a change in the law? Or some other action? For example:

- “We will keep campaigning until we see an end to the permit system.”
- “All trafficked women must be freed and taken care of by the state.”

#### Step 2: Manage your campaign

One person needs to manage the campaign daily to ensure that it keeps momentum and stays on track. This will usually be the reporter who is writing most of the stories. The campaign also needs a champion who is senior in the editorial team such as a deputy editor, head of newsgathering, or somebody similar. The champion will ensure that resources, including time, are allocated. Campaign examples:

- <https://www.facebook.com/GroupDevelopmentPakistan/photos/1560833614080938>
- <https://www.facebook.com/GroupDevelopmentPakistan/photos/1560834627414170>
- [https://www.youtube.com/watch?v=y0o18StOUMY&list=PL7WXSaphNvP5QezbQVSYkePrBEnjp1TVB&ab\\_channel=GroupDevelopmentPakistan](https://www.youtube.com/watch?v=y0o18StOUMY&list=PL7WXSaphNvP5QezbQVSYkePrBEnjp1TVB&ab_channel=GroupDevelopmentPakistan)

#### Step 3: Seek to make a strong initial impact

Try to start the campaign with impact and choose a day when the campaign will not be competing against another planned news event. Make the first campaign story prominent on the front page of a newspaper, or first in a television or radio news bulletin. Support it with side stories, backgrounders, images, and infographics.

#### Step 4: Make it easy for readers to join in

People are increasingly used to having their say on controversial issues by social media. Make the most of this and get them involved. Open up comments on your website and publish the most interesting and supportive ones. However, be aware that comments can also be negative, racist, sexist and else. It is important to set a clear and firm code of conduct for commenting online. Set up a dedicated email account for members of the public to send you their comments and even stories or story ideas. There is a platform for e-petitions where citizens can sign up to

support demands for a certain action such as a change in the law. If this is the case, set up a petition or ask a sympathetic politician to do it. Then encourage readers to sign the petition. You can publish the number of signatories as it rises, as an indication that the campaign has growing support.

#### **Step 5: Do something readers can't do**

Remember the power and the limitations of your news organisation. It can amplify the voice of the readers, ask uncomfortable questions and demand answers from those in the highest authority. Follow up on this sort of action with calls to see if the material was received and read and if there are any comments to be made on your dossier. Keep that pressure up. If they have nothing to say, try a week later and a week after that. Record your efforts to get an answer and publish it in the paper.

#### **Step 6: Keep at it**

There is an old newspaper adage that says that when you are getting tired of a campaign, the readers are only just beginning to notice it. Unless you have opted for a very short, sharp campaign, you are in it for the long run. Keeping campaigns lively, active and interesting is the job of the whole newsroom, not just the handful of people who are directly responsible for it.

## ► 4.3. Be ready

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### **The editing process**

Like any other type of reporting, reporting on child labour requires the use of good editing guidelines and practices. A wide body of resources on editing is available and largely contextualized, which is why the present toolkit cannot mention them all as good editing practices go far beyond our scope.

### **Is everything in place?**

Before you publish your story or series of stories, bring everyone involved in the story together to ensure you have all the information at hand. You must have clear answers to the following questions:

- What are you trying to say or allege?
- Do you have enough information and evidence to say it? What are the implications of your allegations?
- Do you have full confidence in your sources and in your analysis of documents?
- Have you made an extra effort to verify and check all your information?
- Has everyone under criticism been given the opportunity to respond?
- How is the story structured? Work out the beginning, the middle and the end.
- Can you break the story up into manageable parts?
- How will you illustrate the reports? Can you explain the story with pictures, illustrations, tables, or graphics?
- Has a lawyer or experienced editor checked the entire story (including the headlines)? If you can't answer all these questions fully, you are not ready to publish.

# Module 4:

## Following up

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### ▶ 5.1. Impact awards and specializing

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#### Impact

Good journalism makes a difference to people's lives. The practices you report on might not end, but reports you publish might:

- Lead to an individual or individuals being withdrawn from child labour
- Encourage an employer to modify her/his practices and/or encourage her/his business partners to do the same
- Give workers who had her/his rights infringed the confidence and contacts to set up a support group for others
- Encourage authorities to strengthen the laws and enforce the existing laws
- Encourage policymakers to address child labour and its root causes
- Raise awareness on the situation of children engaged in child labour and change public perception.

#### Awards

Prizes and fellowships exist for almost all types of reporting. Child labour regularly features in generic media awards, especially when they involve intensive investigation.

In recent years, some of the most prestigious prizes in different countries have gone to these types of stories:

- Report: 'How industry bodies are using the NCPCR and UNICEF to whitewash accusations of child labour': <https://caravanmagazine.in/labour/industry-bodies-using-ncpcr-unicef-child-labour>
- News Story: 'Coal workers are orphans': the children and slaves mining Pakistan's coal: <https://www.theguardian.com/global-development/2020/feb/19/coal-workers-are-orphans-thechildren-and-slaves-mining-pakistans-coal>
- Documentary: The Almajiri: [https://www.youtube.com/watch?v=VxAezCeMSBg&ab\\_channel=TheScoopNigeria](https://www.youtube.com/watch?v=VxAezCeMSBg&ab_channel=TheScoopNigeria)

These distinctions help increase the initial impact of a story as it brings the attention of other media professionals to the issues and, at times, the attention of the general public as well.

## Specializing

Reporters with specialist skills are sometimes called 'beat' reporters, because they cover a specialized beat. The newsroom benefits from journalists specializing on specific issues.

By becoming proficient on child labour, you can:

- Offer specialist story ideas to the news desk, even when they are not able to report on them,
- Understand and explain complicated stories,
- Know many experts who can be interviewed or provide information,
- Help your colleagues to cover related stories.
- Prepare 'background' pieces, which run alongside a news story, and explain the context,
- Plan ahead, looking for forthcoming news events, and ensure that the newsroom is properly prepared to cover them.

If you specialize you may find your work becomes more interesting and rewarding:

- You will get to know a subject area well.
- It is a different way of working, which may be a refreshing new challenge after years of covering general news.
- You will have a higher public profile in public and at work.
- You will have greater freedom in deciding which stories to cover, and how.
- You may escape reporting on trivial and predictable stories.
- You will be able to better demonstrate your talent, which may earn you the opportunity to tackle more senior editorial roles.

## ▶ 5.2. Final tips

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### Individual Task

#### Material: Paper, Pen

The facilitator will ask the participants to list down the 3 key takeaways which you will be following to further improve your work. Give them 10 minutes to recall all discussions held during 3 days and put together their key learning in 3 points.

Give each participant 2 minutes to share their points and the facilitator will then conclude the session by sharing the below mentioned points.

## Read up

You need to know much more than you will ever regurgitate on the page or on air. Read all you can about the subject. Read the specialist magazines. Follow the relevant blogs. Government bodies and NGOs often publish newsletters about their activities.

## Don't get lost in the subject

Your job is to clearly explain specialist issues to an audience of ordinary, non-specialist, people. That means:

- Translating jargon into everyday language;
- Cutting out irrelevant details;
- Explaining things which are not clear;
- Making your stories relevant to readers, listeners or viewers.

## Don't be alone

Get in touch with others who are covering the same beat. They can provide assistance with information, contacts, story ideas and advice. Consider joining or forming your own local group, or at least having an occasional informal get-together.

## Library

1. [https://www.ilo.org/wcmsp5/groups/public/---asia/---ro-bangkok/---ilo-islamabad/documents/publication/wcms\\_819050.pdf](https://www.ilo.org/wcmsp5/groups/public/---asia/---ro-bangkok/---ilo-islamabad/documents/publication/wcms_819050.pdf)
2. [https://www.ilo.org/wcmsp5/groups/public/---ed\\_protect/---protrav/---migrant/documents/instructionalmaterial/wcms\\_754466.pdf](https://www.ilo.org/wcmsp5/groups/public/---ed_protect/---protrav/---migrant/documents/instructionalmaterial/wcms_754466.pdf)
3. Black Law's Dictionary, Seventh Edition
4. <https://gdpakistan.org/wp-content/uploads/2020/10/CRIMINAL-JUSTICE-MATTERSINVOLVING-CHILDREN.pdf>

## Important information

<https://victimservicedirectory.org/directory/details/73>

# Glossary of key terminologies for media reporting in Pakistan

Sr#	Inappropriate Terms	Alternate Vocabulary
English		
1	Absconding Child	Missing Child
2	Child Prison	Rehabilitation center for children in conflict with the law
3	Juvenile Justice	Child Justice
4	Sexual Harassment Against Children	Child Sexual Abuse
5	Accused Juveniles	Children in conflict with the law
6	Arrested Children	Children in custody
7	Child Pornography	Child Sexual Abuse Material (CSAM)
8	Child Prostitution	Child Sexual Exploitation
9	Child Molester	Child's sexual offender
10	Criminal Child	Child in conflict with the law
11	Child Enslavement/Child Slavery	Child working as slave or in bonded labour
12	Handicapped/Crippled Child	Differently able child
13	Forced Sex	Rape
14	Nonconsensual Sex	Rape
15	Orphanage	Residential care facility for children
16	Shemale/ Ladyboy/ Khusra	Non-binary person/child
17	Stammering Child	Child with Speech impairment
18	The "Poor Child"	Child Victim/Survivor
19	The "Poor Woman/Man"	Victim/Survivor
20	Child Employee (when illegally employed)	Child engaged in child labour

Sr#	Inappropriate Terms	Alternate Vocabulary
English		
21	Child Work	The work that does not harm the health, safety and moral of child and does not interfere with her/his schooling
22	Undeclared Child Labourers	Children working in the informal economy
23	"Stole the Family's Honour"	Committed rape/a crime
24	Blind	Visually impaired
25	Deaf and Dumb	Hearing and speech impaired
26	Child Servant	Child Domestic Worker
27	Servants	Domestic workers
28	Master	Teacher/trainer/employer

## بچوں کے متعلق میڈیا رپورٹنگ کے لئے متبادل لغت

نمبر شمار	بچوں سے متعلق نامناسب اصطلاحات	متبادل الفاظ
<b>اردو</b>		
1	چائلڈ پورنوگرافی	بچوں کے جنسی استحصال پر مبنی مواد
2	بچوں کی جسم فروشی	جنسی استحصال سے متاثر بچے
3	مجرم بچے	خطا کار بچے
4	معذور / اپانج / اندھے / گونگے / بہرے بچے	خصوصی بچے
5	یتیم / بن باپ کے بچے	والدین کی شفقت سے محروم بچے
6	لاوارث بچے	والدین کی شفقت سے محروم بچے
7	بھگوڑے بچے	گمشدہ بچے
8	گرفتار بچے	آزادی سے محروم بچے
9	منشیات فروش بچے	منشیات سے متاثر بچے
10	ریپ	جنسی تشدد / زبرد جنسی
11	بچوں کے ساتھ چھیڑ خانی	بچوں کی ہراسانی
12	نشئی بچے	منشیات کا شکار بچے
13	غلام بچے	متاثر بچے / آزادی سے محروم بچے
14	گھسرا / بھجرا	خواجہ سرا
15	چوٹا / چوڑی	صفائی کی خدمات دینے والے
16	بھکاری بچہ	گداگری سے متاثر بچے
17	بچے بازی / لونڈے بازی	لڑکوں کا جنسی استحصال
18	گھریلو بچہ مزدوری	گھریلو کام کاج کیلئے بچوں کو ملازم رکھنا



This training manual is produced by the ILO Asia Regional Child Labour (ARC) Project in collaboration with Group Development Pakistan (GDP). The ARC Project is supported by the Foreign Commonwealth and Development Office (FCDO). The ARC Project aims to reduce vulnerability to child labour and enhance protection of children against exploitation and contribute to elimination of child labour, particularly its worst forms

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