

Child safeguarding in Cash Transfer Programming

It is important to recognise that Cash Transfers present increased and specific risks for beneficiaries versus other forms of emergency assistance. Given children's greater vulnerability, the impact of CTP on their wellbeing must be considered at all stages of the project cycle. This tool provides personnel using Cash Transfer Programming (CTP) with advice on the child protection issues to consider during preparation, planning, implementation and monitoring of their programmes. This checklist enables staff to prevent and respond to child protection incidents more effectively thus making their CTP more accountable to children.

- Child Protection or Safeguarding must be considered in all CTP irrespective of the sector in which it is being used
- This tool covers all forms of CTP: conditional and unconditional cash grants, vouchers and cash-for-work
- It applies to emergency settings specifically, but may also be applicable to non-emergency settings
- Where Child Protection Specialists are available, it must be noted that this tool does not replace the need to seek their advice on context specific issues that you may encounter

Symbol	Meaning	Symbol	Meaning
	Actions to take		Resource people
	Resource tools		Refer to FSL support for full details
	Websites		Refer to Child Protection support for full details
	Questions to ask yourself		

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Definitions:

- **Cash transfers** are sums of money provided to individuals, households or community groups by government or non-government agencies. This may be for emergency relief to meet basic needs for food, non-food items or services or to buy assets essential for the recovery of livelihoods or they can be used in longer-term social protection programmes.
- **Cash Transfer Programming (CTP)** is the use of cash or vouchers as a means of enabling households to have access to their basic needs for food and non-food items or services, or

- to buy assets essential for recovery. CTP includes conditional or unconditional cash grants, cash-for-work and vouchers.¹
- A **Child** is any individual under the age of 18, irrespective of local cultural or country legal definitions of when a child reaches adulthood.
 - **Child Protection (CP) in Emergencies** is the prevention of and response to abuse, neglect, exploitation of and violence against children. Where an emergency is defined as a situation where lives, physical and mental wellbeing, or development of children are threatened as a result of armed conflict, disaster or the breakdown of social or legal order, and where local capacity to cope is exceeded or inadequate.²
 - **Child Safeguarding:** All agencies working with children, young people and their families taking all reasonable measures to ensure that the risks of harm to children's welfare are minimised. Where there are concerns about children and young people's wellbeing or safety, all agencies should take appropriate action to address these concerns, working to agreed local policies, procedures and humanitarian standards in full partnership with other local agencies.³
 - **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. It refers to work that:
 - Is mentally, physically, socially or morally dangerous and harmful to children; and
 - Interferes with their schooling by:
 - Depriving them of the opportunity to attend school;
 - Obliging them to leave school prematurely; or
 - Requiring them to attempt to combine school attendance with excessively long and heavy work.
- For further details of how to define and determine categories of child work, including guidance on setting age limits, see ILO conventions 138 and 182⁴.

Accountability to children

The following needs to be considered throughout the programme cycle, from the pre-emergency, planning and implementation, to the monitoring and evaluation phase of your Cash Transfer Programming.



When working with children it is important that you seek expertise on child participation. There are risks involved in engaging children in participatory activities and children should not be engaged in a tokenistic fashion. For every activity consider carefully if the benefits outweigh the risks.



For information on how to appropriately ensure child participation in your programming see Save the Children's "Practice Standards in Children's Participation"

Participation

- Ensure child participation in all stages of the programme cycle, from assessment and needs identification, programme design and implementation, monitoring and evaluation to programme closure
- Ask children for their inputs on their needs, possible protection risks and programme design. Asking them about their needs can help determine cash grant amounts, asking about different vulnerable groups of children you can identify hidden at-risk groups. This

¹ Definition from Save the Children Draft Cash Transfer programming Emergency Standard Operating Procedures, "Annex 11: Glossary", August 2011

² Definition adapted from that adopted by the Child Protection Working Group at a meeting in July 2010, <http://resourcecentre.savethechildren.se/cpi/march-newsletter/minimum-standards-cpie/child-protection-working-group-aims-set-minimum-standard>

³ http://www.charitycommission.gov.uk/charity_requirements_guidance/charity_governance/managing_risk/protection.aspx

⁴ Links to these ILO Conventions can be found at:

<http://www.ilo.org/ipec/facts/ILOconventionsonchildlabour/lang--en/index.htm>

will help avoid

- problems. It may also increase benefits for children who might otherwise be excluded
- Engage children in M&E in order to identify outcomes, sometimes unplanned, which benefit children. Or to help pinpoint unexpected negative consequences of intervention
 - Ensure that there are parental consent forms for children's involvement in any aspect of the CTP they are engaging in, including having them as beneficiaries.

potential Child Protection

Referral pathways and complaints mechanisms

	<p>In-depth step-by-step guidance on setting up complaints mechanisms is given in the Good Enough Guide and on the Humanitarian Accountability Partnership websites. Sources include references on setting up child friendly systems. Information on useful references is given at the end of this document.</p>
	<p>If there is a Child Protection Team in your programme, or in an agency working in-country, ensure you seek their advice and possibly align any Cash Transfer Programming complaints mechanisms with the referral pathways that have already or are being put in place.</p>
	<p>Human Resources staff should have procedures in place to investigate staff misconduct and should be involved in developing referral pathways and dealing with complaints.</p>

Below is a checklist regarding integrating child safeguarding into these systems.

- Ensure that the complaints mechanism encourages reporting of abuse and exploitation. It should provide a referral pathway that outlines the response necessary and who to contact if child protection cases are identified. Involve communities and children in its design, and keep it regularly up to date. Make sure referral agencies are child friendly. Explain the referral and reporting process to children and other stakeholders
- Raise awareness of what constitutes abuse, exploitation and violence among communities and children. Work with the Protection team and children to develop illustrated posters to be displayed at distribution sites which clearly show acts of abuse during distribution which will not be tolerated
- Ensure that children and communities are aware of who they should report which forms of concern to
- Display the child protection referral pathway in each site (in different locations where programmes are being implemented such as each community, IDP or refugee camp), on a clearly visible notice board
- Ensure staff are aware of the need to keep all complaints highly confidential
- Put in place an anonymous recording system, for example a complaints box or phone line. Ensure you have a secure place to keep files of complaints
- Have in place an investigation protocol (this is typically done with Human Resources and / or Child Protection teams). Do not attempt to investigate complaints yourself
- Ensure feedback is given to those registering complaints on how their complaint is being processed and, once it is concluded, how it was dealt with. This encourages a response from others
- Include contingency budget in grant proposals for follow up on any child protection cases identified during programming. If a child abuse case is identified you may need money for transport and medical or legal fees

Community engagement and information sharing

- Consult and brief communities, including children, on the cash transfer programming
- Ensure that existing community-based child protection mechanisms (CBCPM) and children's groups are consulted to support the set-up and monitoring of CTPs. CBCPMs and children's clubs will be able to share their views regarding beneficiary selection criteria, vulnerable groups and why and how to ensure those who are vulnerable are best supported through effective programme design
- Do not assume that Child Protection Committees are able to impartially identify beneficiaries. As with all Cash Transfer Programming there are risks that those individuals

who select beneficiaries may not be neutral and may try to influence beneficiary lists to favour family or friends. Including them in criteria development does not mean they should be involved in naming beneficiaries. For beneficiary identification purposes it is better to have independent staff or volunteers who are not from the implementing area

- Ensure the whole community agrees with and is clear on beneficiary selection criteria to prevent further stigmatisation of already vulnerable groups
- Ensure communities and households know what their beneficiary entitlements are, so they do not expect to have to give anything (pay cash, give gifts or services) in exchange for services or goods received from the humanitarian community. This includes putting up signs - with pictures, not just text - about the aid available and making announcements on radio and in other media. Include these messages in all community awareness activities

1. Pre-Emergency

	Support in developing and delivering training materials can be sought from CP staff within your agency, CP agencies in-country, the Child Protection sub-Cluster or Child Protection Working Group (when established)
	Training: Using and adapting tools from the Keeping Children Safe toolkit is a good starting point to developing training Assessment: For guidance on identifying CP needs in an emergency and key questions to ask see the Interagency Emergency CP Assessment Toolkit Sep-09. ⁵

- Prepare training modules on child safeguarding for cash transfer programming. This should include:
 - Information on context specific child protection issues
 - Information on child labour laws, relevant to the possibility of having children engage in Cash for Work programming
 - Age verification techniques
- Pre-train staff on safeguarding, complaints mechanisms, child and community participation, child rights programming and working with children
- Gather existing data on social and gender power relations, religion, culture and kinship structures. An understanding of social relations will enable you to better design your Cash Transfer Programming. It may change decision-making on who your beneficiaries should be, as there may be risks for women or children if they are to handle money, or the mechanism for giving funding, for example if you are targeting women and it is not culturally accepted for them to handle cash. It can also help you to identify particularly vulnerable groups in the community.
- Carry out a baseline survey if there is funding available. Including a number of focus group discussions that are with girls and with boys separately.
- It is important that a baseline survey or post-emergency assessment determines what coping strategies families normally use to deal with economic shocks. In an emergency, families often increase the use of existing negative coping strategies such as child labour, early marriage of girls to receive bride-price, withdrawing children from school to work and migration of one or more caretakers to urban areas or neighbouring countries
- Design a context appropriate rapid assessment tool that takes into account the following:
 - It must look at the impact of economic shocks on children and caregivers in the area
 - Ensure it includes indicators of child welfare and children's roles in contributing to household income
 - Include questions on who is working (children as well as adults), who worked before, how different members of the family have dealt with shortfall in the past, who brings money, food and other goods into the home, and how they source these items
 - Ask about family structure pre and post emergency e.g. have family members/children been sent away possibly to work, or are households hosting additional children

⁵ The Emergency CP Assessment Toolkit Sep-09 is available at: <http://resources.cpclearingnetwork.org/>

- Include whether spending on services for children, such as education and health care, are reduced in an emergency due to reduce income

Note: CP related questions carried out during assessment must be tackled in a sensitive and appropriate manner, and require staff with previous training in child protection and interviewing children.

2. Assessment and Early Response

- ❑ **Develop a rapid assessment tool** which considers the impact of the emergency on children and their families, see the notes on Designing a rapid assessment tool in the section “Pre-Emergency” above
- ❑ **Carry out a rapid participatory assessment** to inform beneficiary targeting and programme design based on the current context, even if there is existing data. For example it may be that certain gender roles have changed since the emergency occurred. For who to include in your assessment team see the note on staffing below
- ❑ Ensure assessments on the feasibility of using cash transfers take into account the possible negative and positive impact CTP could have on children
- ❑ Create a **baseline** for monitoring and evaluation purposes:
 - Collect baseline data on child wellbeing, children’s role in meeting household needs, and family coping strategies
 - Review existing baseline and assessment data on social and gender power relations, religion, culture and kinship structures to inform the selection of beneficiaries to input into the needs assessment. This can help identify who is most vulnerable, what puts them at risk and how household decisions on spending and work are made. This can inform the CTP design process. If it is culturally inappropriate for women to handle money, maybe vouchers are better. Cash-for-work options can be influenced by what work is considered suitable for which gender
- ❑ Carry out a **market assessment**:
 - Ensure your Market Assessment considers commodities and services specific to the needs of children, such as costs of education, baby or children’s clothes, foods suitable to young children
 - Include questions regarding children’s role in the market place. What role are children playing in supply to the market? Who in the family is selling and buying goods (children and / or adults)? Are children working or trading in any way? Does this pose risks for them?
 - Look at who within the home does the buying and the risks this poses for them. For example if it is typically children buying rice, is their risk in them carrying heavy bags of rice from the market home, and thus would it be better for agencies to distribute rice closer to the beneficiaries’ homes, providing transport for the goods or in smaller quantities on a more regular basis rather than giving vouchers
- ❑ **Engage girls and boys** in their own, separate, Focus Group Discussions specifically during the assessment phase, only if staff with training on conducting focus groups with children are available

3. Planning and design of your Cash Transfer Programming

Staffing the CTP team

- ❑ Carry out Child Protection reference checks for all staff, volunteers and partners – old and new
- ❑ Include a clause about adherence to a child protection or safeguarding policy and a code of conduct in all staff contracts. Staff should receive an orientation in these policies and sign a separate copy of these policies to be saved in their personnel files
- ❑ Train all staff on Child Protection programming (giving an outline of the core activities and objectives of CP programmes), Child Participation and Safeguarding (identifying, reporting

and referring as

Confidentiality in reporting. Train all staff and volunteers on how to mitigate the risks programmes can pose to children. Make sure training is suitable to the local context and relates to data found through the assessments carried out

- Ensure that the Safeguarding training for all staff involved in CTP distributions' happens within the first week of their employment
- Aim to have a gender-balanced team, with equal numbers of men and women. However, be realistic: in some contexts it is hard to have equal numbers of men and women due to the mobility of women, security concerns or cultural barriers. In this case prioritise recruitment of women for posts and roles that have greater contact with women and children. Where you do have female staff in your team, women should take part in the assessments, co-lead focus groups, and support distributions in order to make programmes more representative of and approachable to the community as a whole
- Clarify the supervisors' responsibilities with regards to ensuring the safety of children, it is their role to ensure all of the above takes place



If your agency does not have Child Protection staff seek the help of other agencies or the Child Protection Sub Cluster in-country to identify a suitable support person or consultant. This work should be done in collaboration with your Human Resources team.

Designing the programmes

All CT programming

- Involve children in discussions around their needs with regards to food, health, education, and shelter. This will help to inform your decision about the size of cash grant needed to meet families' needs.
- Consider carefully the location of cash distribution points or CfW sites. In consultation with women, girls and other community members ensure that:
 - o The routes to be taken to distribution sites do not expose women, men, boys or girls to risk of violence, abuse or exploitation, especially if they will be carrying money
 - o The route is not too far to walk, considering children and their different abilities
 - o The route itself is not hazardous
 - o That there is a place nearby that women/adolescent mothers can breastfeed with privacyAn additional stipend can be added for transportation if necessary to overcome these concerns
- Should you be thinking of having direct child beneficiaries in your programme, see the notes below under the heading, "What to do when children are your beneficiaries"

Cash-for-work programming

- Set age limits and forms of work in line with national legislation and best practice.
Note *it is recommended that 15 YEARS OLD IS THE MINIMUM AGE FOR CASH-FOR-WORK. The ILO typically works with governments to establish the age limit and to elaborate a country-specific list of "hazardous labour".⁶*
- Assess risks for children when selecting sites of work and ensure dangers are addressed. This requires discussions with community and children. If the site is potentially dangerous (e.g. open pits, dangerous machinery and tools) determine proximity to areas frequented by children (i.e. playgrounds, schools). Take appropriate measures to improve safety and prevent access by children during both the day and night. Mitigate potential risks to children by erecting boundaries, covering holes, cordoning off areas, raising awareness of

⁶ The UN convention on the Rights of the Child (UNCRC) specifies the right of the child to be protected from economic exploitation including work likely to be hazardous. The main international standards on child labour are ILO Convention 138, concerning minimum age for admission to employment, and ILO Convention 182, concerning worst forms of child labour. The ILO suggests this includes work with dangerous machinery, underground, in an unhealthy environment, working long hours or at night. Many countries have established nationally specific lists of hazardous work.



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Cash-grants and vouchers

- ❑ Deliver the grants in tranches and tie the delivery mechanism to social-work visits so that you can monitor the well-being of the children in the care of adults more closely

Conditional cash transfers

- ❑ If you are putting in place conditional cash transfers in your CTP you may consider including conditions that benefit children. These could ensure the protection of the beneficiaries' children, for example by monitoring that children are not sent to work, ensuring children are not sent to live with others, ensuring children have access to education and health-care, following-up on the quality of care for foster-children
- ❑ When determining whether or not to use cash transfer programming in support of foster care, analyse the risk of undermining existing care arrangements. Financial incentives may lead guardians and parents to give-up the care of children so that the children can access the extra support. Consider also the sustainability of cash transfer programming, if the intervention is short term, could it cause more harm than good
- ❑ Start by supporting foster carers with non-cash items and then when cash transfers start to be administered break them into tranches. Through case worker visits, assess how they are treating children and what their motivations are. If monitoring outcomes are good, they can then be given on-going tranches of cash. Reference expectations regarding the use of cash transfers in agreements signed with the foster-carers and in training delivered to them

What to do when children are your beneficiaries

	It is generally felt that children should not be direct beneficiaries of CT programming but should receive support via their parents or caregivers. In exceptional circumstances, they may be the recipients of Cash Transfers or even be engaged in Cash for Work. In these cases please confer with staff with expertise in working directly with children, such as child protection or education teams.
	Also seek guidance from the tool "Designing Cash Transfers to Achieve Child Protection in Emergency Outcomes" which explores a number of key factors to consider when having children as direct beneficiaries in your CTP

4. Implementation

All forms of cash transfers

- ❑ Make your programme accessible to the most vulnerable populations, such as child-headed households (where the "head of the family"—the person managing and financially supporting the family unit, is under 18 years old), female-headed households, and children supported by elderly or disabled carers
- ❑ Ensure that programme plans and activities are gender sensitive, and that they take into account the different risks, needs and abilities of girls versus boys
- ❑ Engage diverse groups of community members (including women and girls, marginalised groups) to explain the goals of the CTP and to inform the targeting
- ❑ Ensure that the targeting is not manipulated as part of existing patronage structures to the benefit of local elites or ethnicities
- ❑ Take into account safety concerns at different times of day and adapt the hours of work (for CfW) or times of distribution accordingly. Certain sites are safe in the day, but at dawn, dusk or night they may present a danger. Consider the distances to be walked in conjunction with the timing of your activity to make sure neither you nor the beneficiaries will be in a dangerous area at a dangerous time of day, and that the work or distribution ends with adequate time to reach home before dark



- Ensure appropriate staffing. The staffing and training of the team is important, as described above in “Planning and design of your Cash Transfer Programming,” “Staffing the CTP Team” above
- All suppliers, contractors, traders and/ or financial institutions who are participating in cash-for-work programming or engaged in our cash vouchers schemes must undergo random checks to ensure they are not using worst forms of or hazardous child labour in their supply chain (e.g. building materials such as bricks may be made by children in Bangladesh and India). They should be briefed on Child Protection / Safeguarding and Whistle Blowing Policies. There should be clauses in their contracts or Memorandums of Understanding stating that if it is found that they have used these forms of child labour their contract can be terminated. In addition legal action may ensue when appropriate.
- Ensure that local NGO partner contracts stipulate that staff must abide by child safeguarding or child protection policy and that all partner staff have been briefed on what that entails. Local NGOs are perceived as representing their donors when they are implementing projects

Cash-for-Work

- Brief all staff on child labour and how to identify, prevent and respond to it
- Train all staff to verify the age of beneficiaries selected for livelihoods work. Directly asking the age of a child may lead to them to lie so they can still be included in the cash-for-work programming. Asking indirect questions can allow you to calculate and verify their age yourself. For example ask the following:
 - o Ask the age when they started school, the number of years at school and the number of years since they left school,
 - o Ask the age of their siblings and ask their position in the family, or
 - o Ask about events that occurred the year they were born, or the age they were when a specific memorable event occurred (a drought, a natural disaster, etc)

Note *some children may not know their exact age if they do not have birth registration documents or have been separated from their families, these techniques can also ascertain an estimate for their age*
- Establish a protocol for cases of under-age beneficiaries. The team can identify another member of the family to work in their place or the family can benefit from a grant or voucher
- Ensure childcare arrangements for carers/guardians, including adolescent mothers; otherwise older children may be pulled from school to care for their siblings. Identify the child-care strategies of beneficiary caregivers, to ensure that children are not left uncared for. Providing some kind of childcare or kindergarten arrangement might make the programme more accessible to mothers. If there is a child protection programme with Child Friendly Spaces (CFS), consider locating one of the CFS near the work site. The person running the CFS can also be a beneficiary who is paid for their time or they can take turns volunteering
- Ensure the work is accessible to differing abilities and needs of different groups of people (elderly, adolescent, male, female, pregnant, disabled, etc). Adolescents should be excluded from dangerous or hard labour. Depending on the circumstances, it may be suitable for them to cook and provide child-care for others taking part in the CfW (see the section on Children as Beneficiaries)
- Split the work for different ability groups in different areas of the site, so that women, children and men are working in different zones and can be monitored for wellbeing
- Ensure that groups are not channelled into lower-paid or less desirable forms of work based on their sex, ethnicity or other group identity
- Adapt training on how to do the CfW to the learning ability of any adolescent beneficiaries

Cash Grants or Voucher programming

- Ensure that the distribution takes a ‘client-centred’ approach that is friendly to children, adolescents, girls, women and vulnerable groups, all of who may go to the distribution site even if they are not direct beneficiaries. Consult clients and staff to design a system of orderly distribution that avoids having to resort to even the mildest form of violence to control the crowds. **Note:** *this can be covered in staff training above, but also needs to be supervised*



- Ensure that the most vulnerable beneficiaries are brought to the front of the distribution line so they can go home earlier (pregnant women, elderly, child-headed households, those caring for children)
- Deliver Child Safeguarding / Child Protection Policy training for any police or armed forces supporting distributions. **Note: the choice to use armed security forces to protect distributions should be a last resort**
- Ensure that any training or information given with regards to entitlements is also delivered in a child-friendly way
- Ensure there is financial literacy training, which is accessible to children and delivered in a child-friendly manner. Seek advice from colleagues who are experience in working with children on how to adapt the training you are delivering to others

5. Monitoring and evaluation

- Include children (especially adolescents, 14-17 years old, and child heads of households) in all monitoring and evaluation activities, such as post-distribution monitoring, evaluations for donors, etc. Child-friendly methods should be used for including children in these processes, for example children's FGDs, with separate boys and girls, younger and older children. For detailed guidance, see references below
- Ensure that all those who are entitled are reached
- Ensure that regular random monitoring includes household-level data on how the CTP intervention is affecting the lives of both boys and girls
- Ensure that those in supervisory positions carry out regular checks to monitor compliance to programme policies and procedures. For example:
 - o Ask programme staff if child abuse and exploitation cases have been reported, what happened to them, how they are documented
 - o When on a supervisory visit to a site ask what age verification techniques are used
 - o Ask how staff respond when a mother is at a site with several of her young children

Suggested Child Protection Outcome indicators

Indicators of children's wellbeing:

- # children in agency's operational areas removed from residential care and reintegrated into a family placement receiving Cash Transfer Support
- # and % children whose families are receiving CTP assistance who are accessing basic education who were not attending school before the emergency
- # or % of beneficiaries receiving CTP who are fostering children (or # or % children being fostered by a household receiving CTP support)
- % of children self-reporting increase in happiness, level of hope and positive attitude toward the future as indicators of wellbeing

Red flag indicators to be measured at outset and at intervals through the life of your CTP

- # children dropping out of school to enable parents or caregivers to access CTP
- # children receiving cash transfers dropping out of school to carry out income generating activities
- # of reported incidence of adult carers taking funds from children in their care
- # of children whose cash has been stolen
- # of foster carers reporting that continued care is dependent on continued receipt of CT beyond the end of the CPT timeframe

NOTE:

- Additional data collection methods would need to be designed to gather information regarding progress towards these indicators, such as surveys or focus groups for children and their caregivers

- Further indicators can be found in the resource “*Designing Cash Transfer Programming to achieve Child Protection Outcomes in Emergencies*”

6. Programme handover or closure

- Communicate from the outset the planned timeframe for the CTP. Ensure that all beneficiaries, including the young, have understood when and why your CTP will end
- Ensure that handover plans are in place to address any outstanding child protection issues such as the continued need for foster care
- Carry out a final meeting with the child protection committee, children’s clubs or a sample of children to invite concluding feedback
- Ensure that any final complaints have been wrapped up and feedback given to the community
- If your operations are closing in that area, inform the community of the process for how they can share any complaints that come to light after you are gone and how these will be dealt with
- If the government or another NGO is taking over the CTP, ensure the referral pathways and complaints mechanism are adjusted, and that the community is aware of the new arrangements and any changes made

Reference material

Complaints mechanisms

- For further information on setting up and running complaints mechanisms see: Impact Measurement and Accountability in Emergencies: **The Good Enough Guide**: Tool 12: How to set up a complaints and response mechanism. Available for free at: <http://www.ecbproject.org/download-pdf/download-pdf>
- See also tools for developing and running complaints handling mechanisms on the **Humanitarian Accountability Partnership (HAP) website**, in particular “Guide to a child friendly complaints system. Lesson learnt from Dadaab Refugee Camps” (Save the Children, 2011).” This case study highlights how children and care-givers have responded to the system set up. <http://www.hapinternational.org/case-studies-and-tools/handling-complaints.aspx>.

Child Protection / Safeguarding tools and training materials

- **UK Charity Commission** gives guidance on what Child Safeguarding is, what expectations are of different UK charities and how to go about ensuring your organisation prevents exploitation and abuse of children. http://www.charitycommission.gov.uk/charity_requirements_guidance/charity_governance/managing_risk/protection.aspx
- **Keeping Children Safe**: The toolkit provides practical guidance, tools, support materials and a DVD. The standards and exercises provide a good basis for the development of effective measures to prevent and respond to violence. They help to improve quality and professionalism of those working with children and help achieve a greater impact for children. <http://www.keepingchildrensafe.org.uk/toolkit>
- **Building Safer Organisations**: helps organisations apply principles of good complaints handling and gives guidance on preventing and responding to sexual exploitation and abuse. “Building Safer Organisations Guidelines: Receiving and investigating allegations of abuse and exploitation by humanitarian workers” by the International Council of Voluntary Agencies. <http://www.hapinternational.org/projects/complaints-handling/building-safer-organizations.aspx>
- **Child-Safe Organisations: Training toolkit and safe study manual**: helps local organisations working with children to develop and apply effective child protection policies

<http://www.savethechildren.org.uk/resources/online-library/child-safe-organisations-training-toolkit-and-safe-study-manual>

Working with children, ensuring Child participation

- For information on how to appropriately ensure child participation in your programming see Save the Children's "Practice Standards in Children's Participation"
<http://resourcecentre.savethechildren.se/content/library/documents/practice-standards-childrens-participation>
- UNICEF's guidance "The Participation of Children and Young People in Emergencies"
http://www.unicef.org/adolescence/cypguide/resourceguide_emergencies.html

Training on Child rights

- **Action on the Rights of the Child (ARC)** Resource pack provides a collection of information and training material to strengthen people's capacity on the following: to tackle root causes of children's vulnerabilities, to build effective child protection systems and to ensure that no activities inadvertently compromise children's rights or safety.
<http://www.savethechildren.net/arc/using/index.html>

Child labour

- Questions and answers on children in hazardous labour are discussed by the **International Labour Organisation**:
http://www.ilo.org/ipec/Informationresources/WCMS_155246/lang--en/index.htm
- See also the International Programme on the Elimination of Child Labour (IPEC) country-specific "Child labour data country briefs":
<http://www.ilo.org/ipec/Regionsandcountries/lang--en/index.htm>