Building back better after COVID-19 –
together with children as protagonists

Terre des Hommes
International Federation

List of Acronyms

COVID-19	Coronavirus disease of 2019
ICTs	Information Communication Technologies
IDO's	Infectious Disease Outbreaks
ILO	International Labour Organization
INEI	Instituto Nacional de Estadística e Informática (Peru)
MANTHOC	The Movimiento de Adolescentes y Niños Trabajadores Hijos de Obreros Cristianos
MDM	Mid-Day-Meals
MIMPV	Ministry of Women and Vulnerable Populations (Peru)
NGO	Non-governmental organization
NNATs	Child and Adolescent Workers – Niños, Niñas y Adolescentes Trabajadores
NPEGL	National Programme for Education of Girls at Elementary Level (India)
SHG	Self Help Groups
SMCs	School Management Committee
TDHIF	Terre des Hommes International Federation
TdH NL	Terre des Hommes Netherlands
VHSNCs	Village Health, Sanitation and Nutrition Committee

Acknowledgements

Figure 1: Flower of Support developed by children (Peru)

Preface

While this study focused on the Peruvian and Indian context, this preface is written by Cute, a 17 year old girl from Zimbabwe to shed additional light on the situation in Africa. Cute is an active member of the Terre des Hommes International Youth Network, which was founded in 2011 to bring the voices and ideas of the children and youths from our projects into the work of Terre des Hommes. With this preface, she aims to introduce the reader to the strong impact of COVID-19 on children's lives and children's work in a very personal way.

Hello World!

I'm Cute. Yes, that is my name! I am 17 years old and live in a small rural community in Zimbabwe. I live with my mom and my little sister. First of all, my mom is not formally employed like most people in my community. When the authorities told us everyone had to stay indoors during the first COVID-19 lockdown our stall at the local market place was closed. That meant we had no more money coming in and could only afford two small meals per day. As I write we never recovered our stall and things are even more difficult for my family.

I sat for my Ordinary Level exams last year and right now I am at home waiting for the results so I can continue with my education. With no money coming in we have used up all our savings and need to make some money every day. My mother now sells second hand clothing to rural, farming and mining communities around the country. So many people are doing the same and sales are very low. Most of the time we can only afford 2 meals per day just like during the COVID-19 lockdown.

To help support the family, I am now working for an old lady who sells vegetables at the local shops. She was lucky enough to keep her stall after the lockdown. I begin work at 8am and we only close after sunset when most customers have gone into their homes. She gives me a dollar a day. It is enough at least to buy bread so we have breakfast as a family the next morning.

Before I go to work, I have to go to the borehole to fetch water. There are always long queues there with a lot of corrupt activities going on. The borehole marshalls ask for sexual favours from you if you want to jump the queue. So sometimes we are forced to buy water from those with private boreholes in their homes. That means you decide whether to buy water or food with the little money you have.

Most young people in my community have given up hope and now indulge in prostitution and drugs. To pass the time I write songs and sing about these hard times. I hold on to the hope that if I concentrate on my education and do well in my studies then one day, I can get a good career and get my family out of this life of poverty.

Special thanks to the CITIZEN CHILD YOUTH MEDIA PROJECT who came into our community and showed us how to use the media to be heard as children. I still cannot believe that the world is listening to me, a simple girl from rural Zimbabwe! As always, a big hug to every girl child struggling every day to keep hope of a better future alive.

The future is ours!

Cute, 17 years, Member of the
Terre des Hommes International Youth Network

Executive Summary

The COVID-19 pandemic has severely changed the lives of millions of people around the globe. During the pandemic, there has been an increase in the number of children involved in the worst forms of child labour. Public health restrictions, and the closure of public markets and other economic sectors has also left many child workers and their caregivers with less income or unemployed.

In this report, Terre des Hommes was interested to hear more about the views of children on what can be done to improve their situation during and after the pandemic by collective action of all relevant stakeholders. Two case studies were purposefully selected:

· To understand more deeply the impact of COVID-19 on children's wellbeing and

· To develop and share recommendations on how to Build Back Better for a sustainable and more equitable recovery from the pandemic together with children and communities affected by child labour.

Case Study 1

Peru

Case study 2

India

	Peru	India
Who	Working children who are mostly engaged in informal work, such as small-scale vendors, and the majority attend school (when it is not closed due to the pandemic).	Children from India affected by mica mining, a hazardous and exploitative form of child labour, that adversely affects children's education, moral and physical development.
Important Notes	The working children identify as NNATs (Niños, Niñas y Adolescentes Trabajadores, i.e. Children and Adolescent Workers)	Mica mining, or Dhibra collection, is the collection of mica scrap or waste mica available in the dumpsites of the mica belts.
Implementing Partners	The Movimiento de Adolescentes y Niños Trabajadores Hijos de Obreros Cristianos, (MANTHOC)	Terre des Hommes Netherlands and Jago Foundation

Methodology

What and when? The project was carried out in two phases: 1) the participatory research (December 2021) and 2) policy dialogues (February 2022) with children and adults.

Who? 23 children in Peru and 24 children in India; Adults: 14 total in Peru and 33 total in India – caregivers, educators, NGO and other child support workers, government and other duty bearers.

How? Research: Participatory and creative group methods with children, focus group discussions and key informant interviews with adults; Policy dialogues: participatory and creative group methods with children and adults together.

Ethical protocols and considerations, ensuring children's safety and protection and participant's voluntary and informed participation, guided the process.

KEY FINDINGS: The Impact of COVID-19 on various dimensions of children's wellbeing

Before COVID-19		During the pandemic
• More regular employment for family members • Children regularly earned an income and took pride in their work (Peru)	**Livelihood, food security and migration**	• Due to rules and fears there is less employment and income generation • Many migrant workers returned home and faced quarantine (India) • Families struggling with poverty and food shortages • Children face risks of engaging in exploitative and hazardous work, including engagement in mica mining in India
• Most children regularly going to school • Children were able to progress in their learning • Challenges for girls to access secondary school (India)	**Education**	• Long school closures • Digital divide – lack of access to smart phones or internet for online lessons • Reduced quality education and lost learning • Increased school dropout • Continued challenges for girls secondary education
• Children engaged in informal work and studied at the same time (Peru) • Children were removed from mica mining. A few children doing casual work, but most were studying and not working (India)	**Protection**	• Children, especially older siblings work more to earn an income and some find new jobs • Due to poverty, some children engage in mica mining in India • In Peru, adults reported increased violence in homes and child neglect, due to family stress • In India, there are increased concerns about child marriage
• Children had more freedom to play and meet with friends and extended family. • Children were more involved in rights and protection activities through child groups	**Mental health and relationships**	• Missed their friends • Appreciated having more time and improved communication within family • Many children and adults feel more sad, isolated and worried • Caregivers and children face increased stress • Family members and community members support one another
• Ate more regular nutritious meals • Before school closure children had a free mid day meal in school (India)	**Health and nutrition**	• Eat less regularly and/or they eat less nutritious food • Less access to health services and fear they may get COVID-19 at health centre • Challenges accessing water and electricity

**KEY RECOMMENDATIONS
for Actions to Build Back Better**

Children's and Stakeholders VISION to "Build Back Better"

- Improved livelihoods, savings and stable family economy
- Access to quality education for all and recovery of lost learning
- Access to vocational training for skill training for young people and caregivers
- Protection from exploitation and an end to the worst forms of child labour
- Good living conditions
- Access to health services and nutritious food
- Safe, caring, inclusive and active communities
- Children's participation and organizing
- Good governance

Children

- Have regular children's group meetings and actions to protect our rights

Parents

- Prioritise children's education, protect children and respect their rights

Teachers/Schools

- Provide quality joyful teaching to all without discrimination, including digital education
- Teach child rights and be flexible to working children's needs

Communities

- Promote children's rights, participation, better basic services and help hold the government accountable

Government

- Allocate proper resources to ALL communities for quality basic services (education, health, protection etc)
- Prioritise economic recovery, create decent work for parents and provide scholarships for children's education
- Properly implement existing laws and policies to protect children's rights, including protection from exploitation and the worst forms of child labour.
- Share information and involve citizens (adults and children) in decision-making

Civil Society

- Mobilise to discuss and find solutions to community problems, to protect children's rights and support vulnerable families

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"I am dreaming that all the children working as child labourers are admitted to schools and they continue their education. Schools for all the children should open now or as soon as possible."
(Village chief, India)

"We hope for people to see the two approaches as well, talking about valuing work … We are against exploited work and that is clear, but it should also be clear that we are working children."
(16 year old female, small-scale vendor, Peru)

"I imagine a world with many actors. Where the main actor is the child and we all work putting at the center of our intervention what the child wants, the rights of children, not my rights. A world where if we want their rights to be guaranteed we have to get rid of any adult-centric vision of "I want, I think, from my adult perspective", and for this I must involve children in this design of the world of what I want."
(Representative of the Office of the Ombudsperson in Peru)

1. Introduction

1.1 Background to the report

The COVID-19 pandemic has severely changed the lives of millions of people around the globe. Many have been infected, suffer from long-COVID symptoms, or have even died. Many have lost their jobs resulting in economic hardship or developed mental health problems due to isolation during periods of lockdown (Gloster et al, 2020). Children have been adversely affected, as many have lost access to education and were not able to connect virtually due to lack of technical equipment (Kindernothilfe, 2021). There have also been reports of increasing levels of violence in family or community environments, often hidden and unnoticed during curfews (Pereda & Díaz-Faes, 2020).

Studies have shown that there has been an increase in the number of children involved in the worst forms of child labour during the pandemic, as caregivers have lost jobs, become sick and as the pandemic has exacerbated inequalities, causing vulnerable families to fall deeper into poverty (Human Rights Watch 2021, UNICEF/ILO 2020, The Alliance 2020). A six-country exploratory study involving working children and caregivers found that public health restrictions, and the closure of public markets and other economic sectors left many child workers and their caregivers with less income or unemployed (Kindernothilfe, 2021). Terre des Hommes NGO partners report developments like these from all parts of the world and are concerned to see the increasing number of children that experience harm through labour. In addition, stories are shared about how proud children and young people are when they are able to support their families in times of crises and how flexible they adapt to changes in their environment, which may strengthen their capacities and their resilience. Terre des Hommes was interested to hear more about the views of these children on what can be done to improve their situation during and after the pandemic by collective action of all relevant stakeholders.

With this report Terre des Hommes aims to shed light on the impact of COVID-19 and develop and share recommendations on how to Build Back Better for a sustainable and more equitable recovery from the pandemic together with children and communities affected by child labour. As elaborated in the methodology section, in this research, two contrasting case study contexts were purposefully selected to shed light on the nuances of children's work and labour, during and following the pandemic. The case studies include collaboration with:

- Working children from Peru who identify themselves as NNATs (Niños, Niñas y Adolescentes Trabajadores, i.e. Children and Adolescent Workers) and place value on their work. These children are mostly engaged in informal work, such as small-scale vendors, and the majority attend school (when it is not closed due to the pandemic).
- Children from India affected by mica mining, a hazardous and exploitative form of child labour, that adversely affects children's education, moral and physical development.

This report is part of a series of Child Labour Reports that is regularly published by Terre des Hommes. With this series, it is intended to explore and analyze contemporary characteristics of child labour, new phenomena and patterns and to shed light on hidden forms of children's work and labour. It is intended to raise attention to the situation of working children around the globe, the nuances and complexities in different socio-political cultural contexts, and to identify pathways for action jointly with them to improve their lives in a sustainable way.

1.2 Definitions

Finding the right words to define the situation of children engaged in paid or unpaid economic activities both in the formal or informal economy with varying degrees of choice, time investment, different occupations and conditions is more complex than one may think.

Commonly, the Minimum Age Convention 138 (1973) and the Worst Forms of Child Labour Convention 182 (1999) of the ILO are referred to when defining child labour. Terre des Hommes acknowledges this framework

and distinguishes between child work and child labour **(SEE POSITION ON CHILD LABOUR).** Child work is used to describe the participation of children in any paid or unpaid economic activity, or activities to support families and family caregivers, which is not detrimental to their health and mental and physical development. It is light or dignified work for a limited amount of hours, according to their age and abilities, that doesn't interfere with a child's education or leisure activities. This work can even be seen as beneficial for the child's development. On the contrary, child labour refers to the worst forms of child labour in line with ILO Convention 182 and thus all kinds of labour which jeopardize a child's physical, mental, educational or social development. Child labour in dangerous jobs, such as with toxics and dangerous substances, and criminal jobs such as bonded labour or sexual exploitation should be directly eliminated.

However, the individual situation and working conditions of a child are often more nuanced than these binary categories can display. Many scholars thus criticise the current legal framework as being too narrow and understand the term 'labour' as covering only negative and harmful activities which ignore the potential benefits of any type of light and dignified work for the individual child (Hungerland et al 2007, p. 11, Boyden et al 1998, p. 19). A suggestion is made by White (1996) to place existing forms along a continuum between beneficial and intolerable forms of child labour to do justice to the complexity of the issue (White 1996, pp. 10–11). Others have created a "Balance model" recognising that good and bad co-exist, so that a balance model is needed to explore the costs and benefits of work (jointly with children) (Hobbs & McKechnie, 2007). Particularly working children's movements criticize that many of the worst forms as listed in Convention 182 should be treated as criminal acts rather than labour (ProNATs e.v., 1998). They further critique ILO Convention 138 as children under the legal age of work are criminalized, even in situations where their work is light and beneficial (ProNATS e.v., 2011).

Terre des Hommes herewith acknowledges the complexity of the debate around the terminology. The differentiation between "work" and "labour" as described above will be used throughout this report but contrasted and complemented with insights from the two case studies conducted for this report to do justice to the complexity of the issue.

Figure 2: Adults and children discussing the Body Map (India)

1.3 Research Questions

The following questions have been identified at the beginning as guiding research questions for the workshops with children and adults and the accompanying policy dialogues:

1. **How has the COVID-19 pandemic affected children's lives – their social relationships, protection, education, work, food security, nutrition, (mental and physical) health and wellbeing including their future aspirations?**

2. **What is the vision and suggestions of children (including children affected by the worst forms of child labour) and other relevant stakeholders and duty bearers to Build Back Better to improve the lives of working children and their families?**
   - What is their vision of an improved community / family / school / workplace / country / 'post COVID-19' world where the rights of children and families are respected and protected?

3. **What are the most relevant policy and practice recommendations to Build Back Better with working children?**
   - What is needed to reach their vision?
   - Who has the responsibility to act? What should they do? What roles can working children play in their implementation?

4. **How are working children speaking up and taking action to address their concerns and priority issues?**

5. **To what extent are concerned duty bearers listening to and acting upon working children's suggestions? Why?**
   - What adult-child power relations are at play? How can they be addressed?

2. Methodology

2.1 Overview of methodology

The research is qualitative, focusing on in-depth case studies of children's and families experience of COVID-19 and their views on 'building back better' in two diverse socio-political cultural contexts: communities in Jharkhand, India and Lima, Peru. The project was carried out in two phases: 1) the participatory research and 2) policy dialogues with children and adults. The study aims to support dialogue among representatives of children affected by labour or work, concerned duty bearers and other stakeholders (e.g. parents/caregivers, teachers, employers, local government officials, NGO staff etc.). The dialogues enabled space to consider different perspectives and recommendations for a sustainable and more equitable recovery from the COVID-19 crisis, and to encourage collaborative work on agreed prioritised policy and practice issues.

The research design is based on a child rights-based approach and a belief in children's capacities and role as social and political actors (Lundy & McEvoy, 2012a, 2012b). It is also informed by an understanding of the diversity of children's experiences in different socio-political contexts and the social construction of childhood experiences (James & Prout, 1990, 1997; Morrow, 2008). Critical paradigms focusing on power-relations and social justice inform the research design and the analysis process to better understand and address unequal power relations which impact upon children's rights (O'Kane & Barros, 2019; Scotland, 2012; Spyrou, 2018).

Using a variety of research tools with groups of children and adults in two case study countries answered the research questions **(SEE SECTION 1.3)**, yielding a deep understanding of children's lived realities and visions for Build Back Better. While the two contexts are different and are not representative of children's situation globally, the comparison of these divergent case studies provides rich insights and learning that is relevant to broader policy and practice developments affecting working children, child labourers and their families. Comparative analysis of findings and recommendations from children, stakeholders and duty bearers across the two contexts helps to identify similar experiences and common Build Back Better advocacy messages, as well as being attuned to differences arising in each specific socio-cultural political context.

Research Team

The research and policy dialogues were carried out jointly by Terre des Hommes International Federation (TDHIF) with The Movimiento de Adolescentes y Niños Trabajadores Hijos de Obreros Cristianos, (MANTHOC), in four urban areas in Peru and with Terre des Hommes Netherlands and Jago Foundation in four rural villages India. Practical guidance was developed by the TDHIF project team consultants and shared with the country-level teams to support NGO partners to prepare for, facilitate and document participatory research and dialogues with children and relevant stakeholders, encompassing guidance and tools for face-to-face consultations, and adapted for online use if required (this was not needed). Online trainings were held in English

Figure 3: Body Map by a boys group, Peru

Table 1: Summary description of creative visual tools used in research and policy dialogues

	Tool	Brief description
Research	**Body Mapping: Before COVID-19 and during the pandemic**	Working in separate gender and age groups, girls/boys draw a body map and draw a line down the middle, such that the left-hand side focused on their life before COVID-19, and the right-hand side on life during the pandemic. The body parts were used as prompts to share their experiences. *For example, head: what were children learning in school before the pandemic and what are they learning now? Eyes: who did children and young people see and spend time with before the pandemic and who are they seeing now? Etc.*
	Draw and write	Individual children and caregivers had opportunities to draw and write to share their experiences of life before and during the pandemic, changes in their feelings and activities, and ways they had adapted.
	Building back better visioning	Children and adults were encouraged to dream about and to draw their vision of what their community / family / school / workplace would look like if governments Build Back Better. Rather than just address the gaps and challenges caused by the pandemic, children and adults were encouraged to think about ways to Build Back Better so that the situation of children, families and communities is better than what it was before the pandemic.
	Flowers of Support	Children prepared a petal with key messages for each group of people they want to share messages with to improve their lives and to Build Back Better.
Policy dialogues	**Gallery display**	During the policy dialogue, children's representatives were able to present and respond to queries relating to a Gallery display of their body maps, draw and write, flower of support etc.
	Creative expression (e.g. Drama, Story)	Children's representatives developed and presented a creative expression (a drama, story or poem) to share key concerns and proposed solutions to concerned duty bearers and stakeholders about how the pandemic has affected their lives, and key messages to improve their lives and Build Back Better
	Peace making circle	Circles were formed with children and adults in each group (max. 12) in each circle. A speaking stick was introduced and each person in turn had up to 2 minutes to share their views without interruption about *"how governments, schools and communities can Build Back Better to improve the lives of working children and their families after the pandemic?"*
	Problem tree analysis	A tree image was used in mixed groups of children and adults to analyse immediate, underlying and root causes of the prioritised problems
	Visioning tree	Another tree image was used to explore how to reach people's visions to improve the lives of children and families. a) *The fruit* was their individual vision of communities that are Built Back Better, b) *The roots* were identified strengths and existing efforts by individuals and agencies, and c) *The trunk* allowed them to develop an action plan, building upon their strengths to reach their Build Back Better vision.

and Spanish. Each NGO partner was encouraged to put together a team of four individuals to carry out the project: two facilitators/ researchers (one male and one female), one notetaker/documenter, and a child safeguarding focal point.[1]

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1 The child safeguarding focal point works to ensure the protection and wellbeing of children engaged in the study through implementation of ethical principles and processes. They are from the child's community and responsible to follow up with children if any safeguarding needs arise during or following the research.

Methods

Methods for the research carried out with children were participatory group workshops that included reflective creative participatory activities, such as body mapping, creative expression, the flower of support, and visioning about 'building back better' together after COVID-19 (SEE TABLE 1). Sessions were disaggregated by age and where appropriate, by gender. Semi-structured interviews with child leaders were also done. For adults, focus group discussions with parents, teachers and social workers or NGO workers, that included the opportunity for creative expression were carried out.
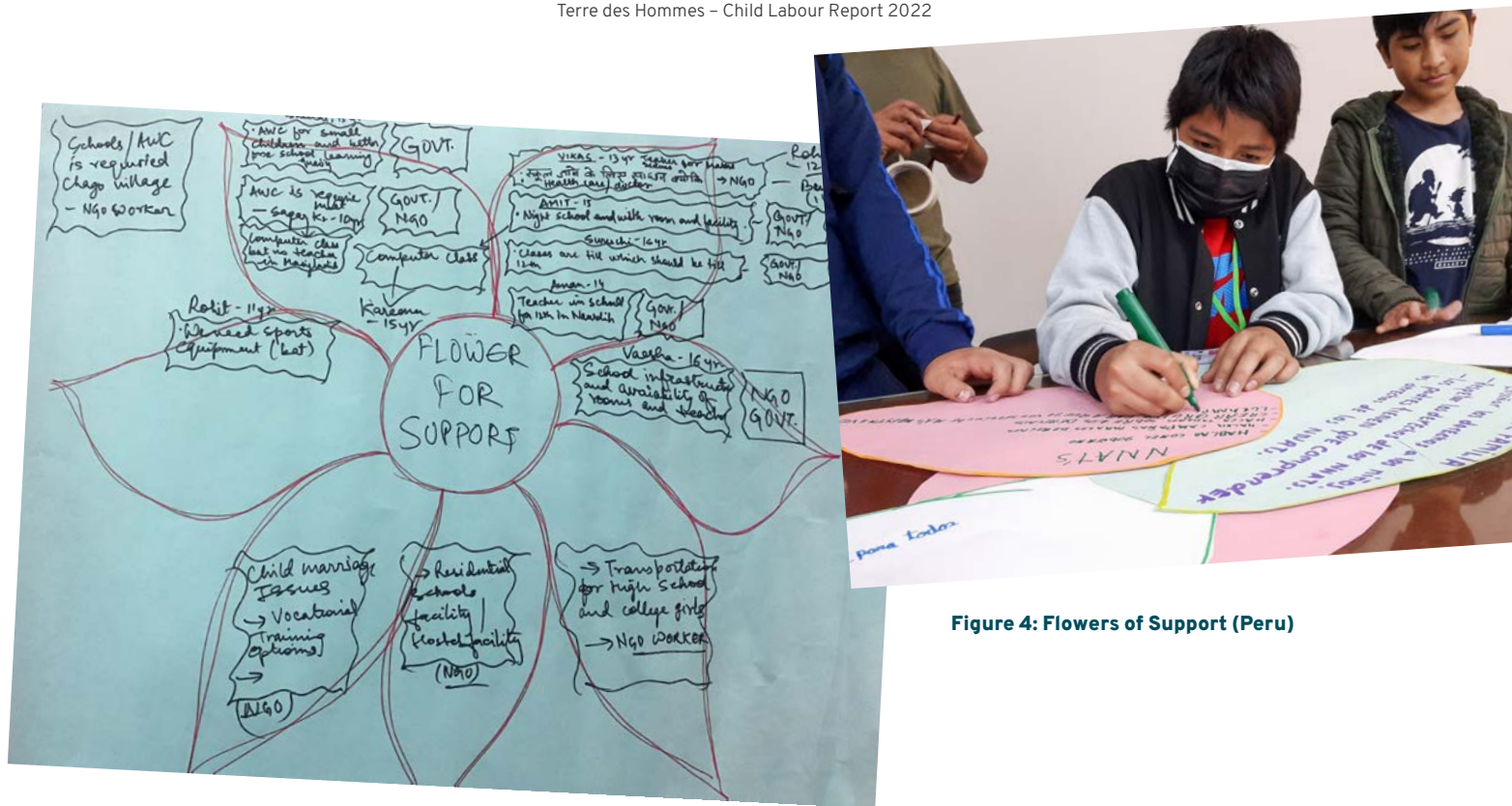
Figure 4: Flowers of Support (Peru)

In addition, there were key informant interviews with duty bearers, such as local government and school administrators. In the policy dialogues, a sub-set of child and adult participants was brought together to carry out participatory group workshops with creative activities. Children led the adults in a gallery display of their creative expressions and they carried out activities together such as the peace-making circle and visioning tree to share their visions, strengths, and suggestions for key actions.

Participants

Research was conducted in November – December 2021 and the Policy Dialogues were carried out in February 2022 (these were delayed from January due to COVID-19, Omicron variant) with a total of 23 children aged 8 through 17 years in Peru and 24 in India **(SEE TABLE 2).** Additionally, in the research phase, individual interviews with one male and one female child leader from the workshop groups were carried out in India.

Table 2. Participatory Workshops with Children in each country

		Research		Policy Dialogues*	
	Participant Group – Children	Number Female	Number Male	Number Female	Number Male
Peru	Age 8-12 years	5	6	3	3
	Age 13-17 years	6	6	3	4
	Total Children	11	12	6	7
India	Age 8-12 years	6	6	4	4
	Age 13-17 years	6	6	4	4
	Total Children	12	12	8	8

Sub-groups

* The children participating in the dialogues were a sub-group from the research sample.

Table 3: Summary of Adult Participants in the research in each Country

Participant Group – Adult	Peru		India	
	Female	Male	Female	Male
Caregivers	4	2	9	9
Educators	2	1	0	4
NGO and other child support workers	0	0	6	1
Government and other key Duty bearers	4	1	2	2
Total Adults	10	4	17	16

* Out of the total number of adults from the research: three female and one male in Peru and four female and six male participated in the policy dialogues phase.

A total of 14 adults in Peru and 33 adults in India participated in the research (SEE TABLE 3). For the policy dialogues with children, in Peru, of these participants, two female caregivers, one male teacher and two representatives from State institutions participated (one female, one male). In India, two male teachers, five NGO workers (two female and three male) and three government officials (two female and one male) participated in the policy dialogues with children.

Limitations

This was an in-depth qualitative study, thus though the findings may not be generalizable to every setting they do show key trends in two contexts, highlighting both the impact of COVID-19 and the how communities envision to Build Back Better. The methodology was effective in eliciting the views of children and adults in both settings. Due to COVID-19 restrictions, some sessions were delayed – for example, the policy dialogues were delayed in both countries due to the Omicron variant. There were some challenges in carrying out group methods, such as traffic delays, however both teams selected venues where participants could safely gather. One limitation of the study is that due to the time pressure, the children were not trained to facilitate the workshops themselves. In follow-up work it is recommended that this is considered.

2.2 Peru: Recruitment, Participants and Methods

Background and Context

Peru is a country located in western South America, and Lima, its largest city, is home to 9.7 million people.[2] The estimated population of Peru at 33, 807, 970 (INEI, 2020). 24.4% of the total population are aged 5–17 years old (INEI, 2020). According to the same survey, 22% of the population between 5 and 17 years old carried out a job for which they received some type of remuneration. Out of the total of children and adolescents who worked in 2020, 96.4% were in child labour, that is, 21.2% of children and adolescents (INEI, 2020). The data available do not include the migration flows of Venezuelan migrants that have significantly affected the number of children at risk of exploitation in Peru.

The four settlements in Lima where this project took place are characterized by a high level of formal and informal commerce. Nearby is the Wholesale Fruit Market, the Wholesale Vegetable Market "La Parada", as well as the Yerbateros Land Terminal, a point of arrival for people coming from the central part of the country. Most of the children work in the markets or stores in the area with their parents or relatives, as traders (selling food, clothes, cleaning products, etc.), both formally and informally (on the street). The economic

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2   Wikipedia, 'Lima' accessed March 22, 2022 at https://en.wikipedia.org/wiki/Lima

Figure 5: Children selling fruits at the market (Peru)

situation of the families of the NNATs (Child and Adolescent Workers) is precarious, and worsened with the COVID-19 pandemic, where many parents and children lost their jobs or stopped working due to the restrictions.

In the country, schools were closed from 15 March 2020 to March 2022. Remote learning was available since May 2020 and it included online learning, and TV and radio learning made available through the program 'Aprendo en Casa' (I Learn from Home). Currently, access to education is a hybrid model between in-person and remote learning (according to MANTHOC staff).

Partner and participant overview

MANTHOC is an organization of NNATs (Child and Adolescent Workers – Niños, Niñas y Adolescentes Trabajadores) that was born in the neighborhoods of southern Lima in 1976. Since then, it has been promoting the social, political, economic and legal recognition of the rights of working and non-working children and adolescents in Peru. MANTHOC is currently made up of more than 1,500 child and adolescent workers (or NNATs, from here on to be referred to as 'children') organized in 16 bases across the country and supported by terre des hommes Germany. Groups carry out educational actions, promotion of rights, aimed at improving the working and living conditions of children through social and political advocacy at the local and national level. MANTHOC's actions are based on the concrete life experience of the NNATs. With an ethical spirit and sense of social responsibility based on human rights, it seeks to transform and build a dignified society, strengthening the social action of the NNATs to contribute to social policies that benefit children's lives.

Out of the twenty-three children who participated in this research and dialogue initiative, all of the children were actively working, across both the formal and informal sector, doing work such as selling fruit or clothes in the market, working in a shop with the family, in a hotel, and removing feathers from chickens. All of the children in the research study are enrolled in the Peruvian school system.

The children participating in the research come from the city of Lima from four settlements: Asentamiento Humano 07 de octubre of the district of El Agustino, Asentamiento Humano Cerro El Pino of the district of La Victoria, Urbanización Valdivieso of the district of Ate and the urbanization Jorge Chávez of the district

Figure 6: Maps of research locations, Peru

of San Luis. The Casa Franco Macedo "Yerbateros" of MANTHOC is centrally situated to these four settlements and offers a place where the children meet after work to reinforce their studies, eat, plan and develop their activities as organized NNATs (working children and adolescents).

A focus group discussion was carried out with caregivers and teachers. The parents who participated in the research live in the city of Lima, although most of them come from the Andean region of the country and later settled in Lima, specifically in the districts of El Agustino and Ate, where they live with their children. The teachers involved in the study work in the districts of El Agustino and Chosica and have a high social commitment to attend to children and adolescents whose rights are vulnerable. Five key informants were interviewed – one from a school administration and four from government – the National Family Welfare Programme, the Office of the Ombudsperson and the Municipal Ombud's Office for Children and Adolescents. In the policy dialogues, a parent, teacher and two staff from State Institutions- the Municipal Ombudsperson Office and the Ministry of Women – participated, who have been working in the State sector for more than 10 years.

2.3 India: Recruitment, Participants and Methods

Background and Context

The second case study took place in Jharkhand State India. A 2016 study of Terre des Hommes Netherlands estimated that approximately 22,000 children are engaged in mica collection in the states of Jharkhand and Bihar in India (TdH, 2016). Mica is a reflective mineral group essential to create many industrial and consumer goods, including electronics, automobiles, plastics, and cosmetics. The resulting products make their way into the hands and homes of an international consumer base, giving the resource a global reach. The global demand for mica is expected to grow in the coming years, in line with the growth of the market for electrical vehicles.

Most mica is mined informally by families, and in some Indian states, like Jharkhand, illegally. As a result, domestic mica mining operations pose substantial risks to local children, particularly by perpetuating child labour and exploitation of vulnerable households. Children engaged in mica mining face harsh, unhealthy and unsafe working conditions and may earn just enough to afford one meal a day. Some of them develop respiratory problems and experience back pains from carrying heavy loads. They often do not have the chance to go to school, play or rest. Children in mica mining communities in India furthermore lack access to basic services such as water, education and health care and are exposed to risks such as sexual exploitation and child marriage.

In 2016 Terre des Hommes Netherlands launched its program in India to address child labour in mica mining through activities at different levels (community, regional, local, global) with a variety of stakeholders. From 2018–2020 Terre des Hommes Netherlands implemented the three-year project, Elimination of worst forms of child labor in the Mica mining belt of Jharkand, India (Tdh 2020). The project sought to address the root causes of worst forms of child labour through prevention, rescue, improved child protection and rehabilitation through the education of children and economic empowerment of children's families in 42 villages in the districts of Koderma and Giridih districts of Jharkhand, including the four villages that are a part of the research.

The four rural villages involved in the research – Gondiya, Kajaldama, Ghanghra jara and Besratanr[3] (Jharkhand State) are all surrounded by Mica mines as well as small hillocks and forest. The villages have limited access to basic services, with no education beyond primary school for girls and no drinking water facilities, except a recently installed supply in one village. Very few employment opportunities exist in the villages and many families are employed in the mica mines, or dhibra collection[4] or migrate to cities to find work. Most families engaged in the research had a family member working as a migrant worker in cities prior to the COVID-19 pandemic.

In these villages, schools were closed due to the COVID-19 pandemic from April 2020 and re-opened briefly in April 2021 for children of class/grades 8 and above. They were closed again at the end of April and

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3   To protect the identity of participants, the names of villages and participants are pseudonyms.
4   Dhibra collection is the collection of mica scrap or waste mica available in the dumpsites of the mica belts.

Figure 7: Children collecting mica (India)

only re-opened for children in class 6 to 8 in December 2021 and class 1 to 5 in February 2022.

Partner and participant overview

Founded in 1997 Jago Foundation, a development NGO working in various blocks of the district, India, worked initially with communities on issues related to the conservation of water, forest, and land and started its work with children in the mica mining area of Tisri block in 2018 in collaboration with Terre des Hommes. Through various projects, the organisation aims to support children's education and work on issues related to child labour, child marriage, livelihoods and migration.

The research activities with child representatives from the four villages were implemented through organising a research workshop with children in Ghanghra jara village. Separate focus group discussions and use of the creative tools were facilitated with gender and age separate groups (8–12 year old girls, 8–12 year old boys, 13–17 year old girls, 13–17 year old boys).

Focus group discussions were carried out with women caregivers, male caregivers and with teachers. These were carried out in common and public places with minimal disturbance. Child support workers from the government programs, Anganwadi[5] and Tejwasini[6], also engaged in key informant interviews as well as duty bearers from the district level and local leaders[7].

The policy dialogue involving representatives of children, caregivers, teachers, NGO representatives and local government officials was organised in-person at the district level, over a 2 day period in February 2022. While 4 out 14 of the adults were from urban locations in Giridh town and the block headquarter, the majority of the adults and all the child representatives were from tribal and disadvantaged rural communities.

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5   An Anganwadi Centre is a government institution managed and run by the department of social welfare of the state government, as part of the Integrated Child Development Scheme. Anganwadi Workers run programs for children 6 years and less in Anganwadi Centres located at the village level – health and nutrition programs for children, mother child health programs and pre-school education for children 3 to 6 years.
6   Tejaswini is a program launched by the Government of India, run in partnership with NGOs, for adolescent girls to help them continue their education, learn life skills, train them to take care of their health and nutrition through peer groups formed for the program and also helps them to earn by imparting income generation training.
7   Mukhiya is the elected head of the Panchayat, and Panchayat Samiti, one of the three-tier committees of the Panchayati raj institution.

3. The Impact of COVID-19 on various dimensions of Children's wellbeing

Figure 8: Body Map –
Summary of key impacts of COVID-19 on children

Before COVID-19

HEAD:
- Children were able to progress in their learning

EYES, EARS & MOUTH:
- Meet with friends and extended family
- See regular life

HEART:
- Children had more freedom to play and enjoyed time with friends

HANDS & ARMS:
- More regular employment for family members
- Peru: Children engaged in informal work and studied at the same time. They took pride in their work
- India: Children removed from mica mining. A few children doing casual work, but most were studying and not working

STOMACH:
- Ate more regular nutritious meals
- India: Before school closure children had a free mid day meal in school

LEGS & FEET:
- Most children regularly going to school
- India: Challenges for girls to access secondary school
- Children were more involved in rights and protection activities through child groups

18
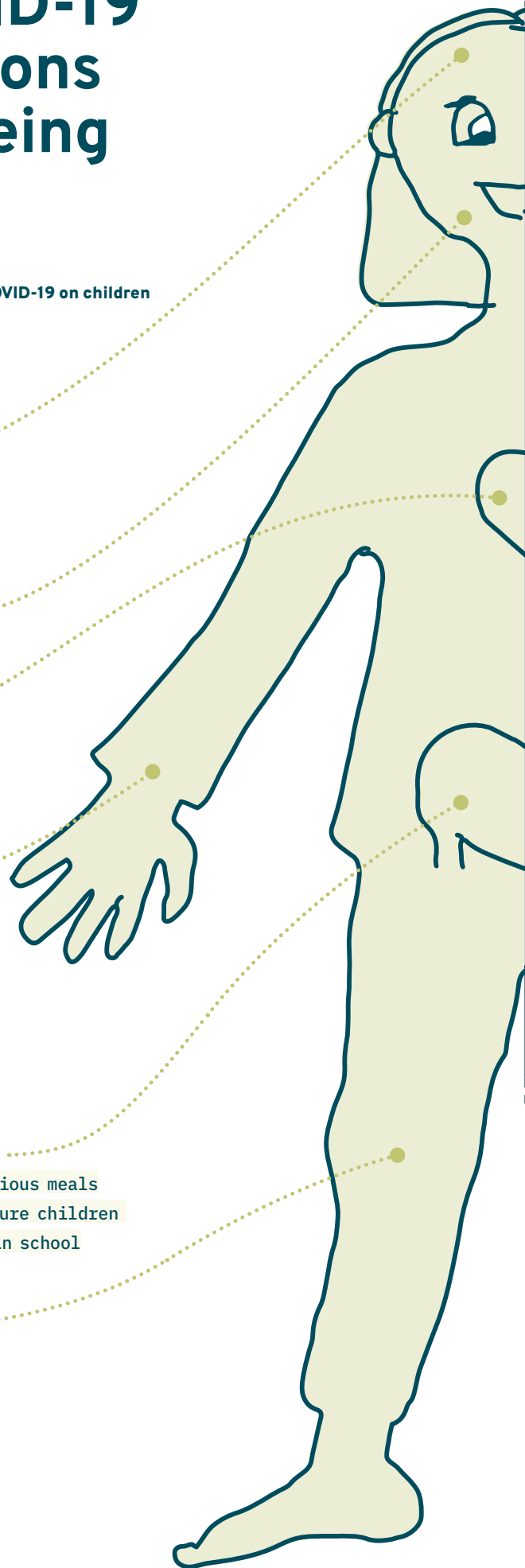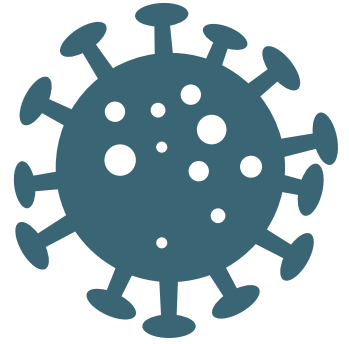
During the pandemic
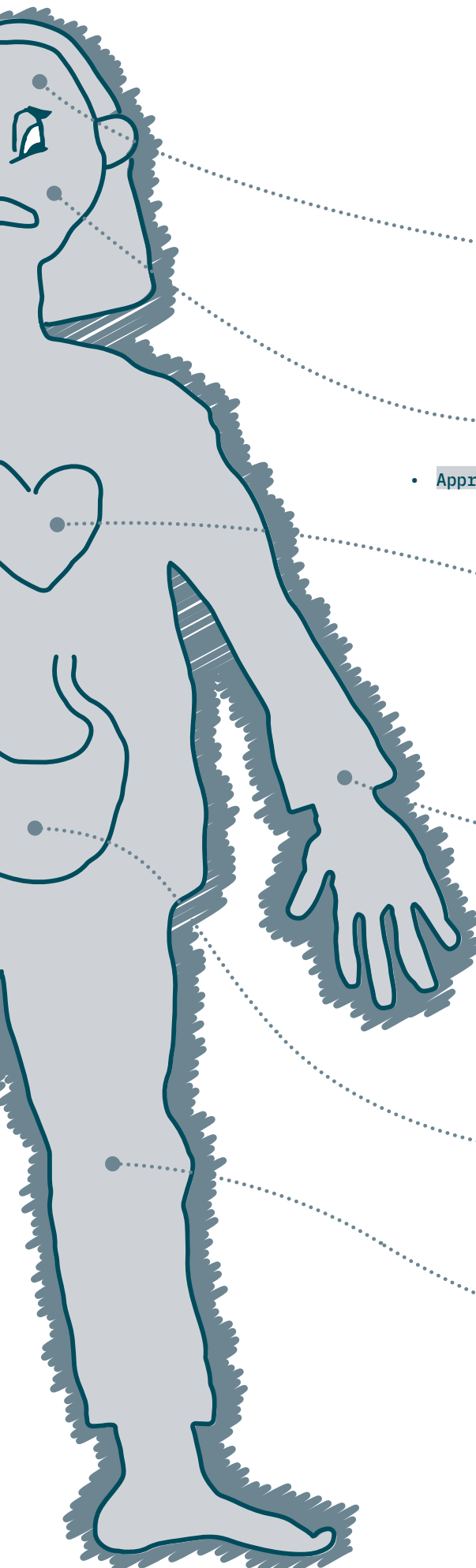
HEAD:
- Reduced quality education and lost learning
- Digital divide – lack of access to smart phones or internet for online lessons.

EYES, EARS & MOUTH:
- Missed their friends
- Appreciate having more time and improved communication within family
- See people living in fear

HEART:
- Many children and adults feel more sad, isolated and worried
- Caregivers and children face increased stress
- Family members and community members support one another
- Increased risks of violence in homes and child neglect
- India: Increased concerns about child marriage

HANDS & ARMS:
- Due to rules and fears there is less employment and income generation
- Families struggling with poverty
- Children, especially older siblings work more to earn an income and some find new jobs
- India: Children face more risks of engaging in exploitative and hazardous work. Some children engage in mica mining

STOMACH & OVERALL BODY:
- Eat less regularly and/or they eat less nutritious food
- Less access to health services and fear to catch COVID-19 at health centre
- Challenges accessing water and electricity

LEGS & FEET:
- India: Many migrant workers returned home and faced quarantine
- Increased school dropout
- India: Continued challenges for girls secondary education

3.1 Livelihoods, food security and migration

"Before the lockdown everything was fine. We were living normally. Our studies were going on well. We were playing. During COVID, I went to mica mining for work. There was a food shortage at home. We used to eat only "maad bhaat" [rice with its water]. Income of my family was drastically reduced. We were struggling. A lot of migrant workers came back to the village. This had created fear. We were scared. There was havoc in the village."

(12-year-old boy, India)

The most prominent theme that affected all areas of life was the decrease in employment and income-generation opportunities for families during COVID-19. The specialist on the strategy on family strengthening in Peru shared about the impact of the pandemic[8], "What is evident is that many children have fallen into poverty, as their families have also fallen into poverty, as their parents have lost their jobs, as they have been orphaned because their parents have passed away."

Caregivers in India and Peru explained how prior to COVID-19, livelihoods were still somewhat unstable, but most families had found ways to support their daily needs. Adults reflected that before the pandemic, "There were employment opportunities and some sources of income" (NGO worker, India). Female caregivers in India expressed that the major sources of income were the wages of their husbands, many of whom were migrating into town for work. Other sources of income for Indian families were agriculture, mica mining, animal rearing and receiving wages from jobs in the villages. Landless families were largely dependent on weaving bamboo baskets to sustain themselves.

"There was a regular flow of income with minimal fluctuation. Income status was more or less stable with slight up and down but there was no stress as it is now. Job and income opportunities were available for all of us. We were able to look for more jobs. Some alternatives were available. Something was available there. Lifestyle of peo-ple was normal and it was not a big challenge to maintain like today. It was slightly difficult to run the family, but we were able to maintain it."

(Male caregiver, India)

Children in India were also helping their parents in local income generating activities, while some young people 18 years and older were migrating to towns to work. A young boy in India shared that "We were helping our parents in doing work such as going to market and bringing something from local shops."

The pandemic affected livelihoods significantly, impacting all areas of family life and forcing families to look for alternative sources of income. In India, children started working in agriculture, markets, mica mines, and caring for livestock.

In Peru, children compared their ability to work and earn income to contribute to their family prior to COVID-19, describing their ability to "work without fear" (9–12 year old boy)[9]. They could depend on "Constant work for both NNATs and adults. More job opportunities, therefore, higher income." (plenary). When children reflected on life before the pandemic, they shared that they used to work more often and get "more sales" (7–12 year old female, Peru). There was less work for children due to restrictions, such as children not allowed in shopping malls or markets, and lower family incomes. Some children also did not work due to fear of infection. Younger girls aged 7 to 12 years said that "people are against jobs" and "the jobs are more risky". At the time of the study, children faced restrictions to work, and the municipal police took away the merchandise or products they sell.

Children also reflected on the importance of having "Parents with stable employment" (14–17 year old girl, Peru). During the pandemic, a group of girls aged 14 to 17 years shared their concerns that "the parents were laid off and became unemployed." A seventeen-year-old girl in Peru shared about her father's job loss:

"Our parents have lost their jobs and do various things to be able to bring something home, in my case my dad used to work in clothing and they closed gamarra [a stadium] and he had to change

8   All quotes from Peru were translated from Spanish into English.

9   For the research sessions carried out in groups, the children's age range is recorded. It is also noted if the session was girls, boys or both.

jobs, now he works in the municipality in the area of transportation."

A fifteen-year-old boy in India described the employment challenges of his father:

"My father is a daily wage worker. During the COVID period he was not able to earn. He lost the job and came back home… My father again went back to work. He says, now he is getting less payment for his work."

The challenges were heightened with reduced pay in mica mines, as well as in other places of employment:

"In our local area the mica rate went down as there was no sale of mica. Labourers were not paid the full wages."

(Teacher, India)

Most of the families in Peru were involved in the informal job market. A representative from the Ombud's Office described the shift at the outset of the COVID-19 pandemic, including job loss and change in order to survive: "With the pandemic, the problems worsen in families. Businesses were closed. Before the pandemic, most of the families were engaged in street vending: selling quail eggs, selling mazamorra, papita, or in house cleaning, or the parents in construction. With the pandemic, everything closed down."

In India, with a large number of families having members migrate to cities to work, the pandemic and associated restrictions caused loss of employment and income for migrant workers who now had to find their way back home. Children spoke of their parents, older siblings and other family members returning. Participants described the chaotic situation with so much unknown about the virus. A female caregiver describes the quarantine processes at the time:

"A large number of migrant workers and others working elsewhere in cities were returning to villages. They were put in isolation centers set up by the government – in schools and in Panchayat Bhawans [Village Council Office]. The atmosphere at that time was creating havoc in the villages. Those returned from cities (migrants) were even not allowed to return to their homes. The lockdown had forced the village to almost get locked in their boundaries."

An Anganwadi worker shared that "people who had migrated and returned back were asking us not to write their names as they would be quarantined." One of the male caregivers also described the return of migrant workers to the village and how it led to income loss and food insecurity: "…Initially life was normal for the migrants but as days passed there was shortage of food at home. And then the concern for food and employment came up on the surface." Teachers also noted the impact on children's education, as migrants returned back and lost their jobs in cities and towns, there was no money left for tuitions and "this resulted in withdrawing their children's studies."

The government workers interviewed shared about their efforts to protect and serve the population during COVID-19. This included setting up quarantine centres and trying to meet the needs of families who were dealing with food insecurity **(SEE SECTION 3.5).** The Block Development Officer (local government official) recounted 'sleepless nights' and lacking capacity to meet all the needs:

"When we remember the days when migrants were coming, and now thinking, I myself am surprised at how we did this. I was not able to sleep for a long time. Arranging food and everything for the returned migrants, the poor and others who were struggling for food."

(Block Development Officer)

People in all types of informal employment struggled. In India, some families sold their land, and others, especially landless families, entered into debt. A teacher in India explained:

"In most of the cases they took loans. Presently they are in a state of debt and poor financial situation."

(Teacher, India)

Across genders, children's level of responsibility in the home also shifted during COVID-19. Boys in Peru shared that during COVID-19, they were at home more, so "[w]e learned to be more responsible at home" (M 9–12, Peru). Girls shared, "I support my family in housework" (F 14–17), and older children also spoke of the need to take care of younger siblings, and to help them with their homework. During the pandemic, the household work increased for the children, as well as accompanying parents to work, or engaging in work on

their own. A young girl (F 8–12) in India shared, "We had lots of work at home during this period. We were helping parents in the field and in other activities."

3.2 Education

"At the educational level, it will already be 2 years of the pandemic. Children have left the space of living in classrooms with their classmates and teachers, and now they are interacting a lot with technology."

(Female, Strategy on family strengthening –
National Family Welfare Programme, Peru)

COVID-19 and school closures due to public health mitigation measures seriously impacted children's lives in both Peru and India. It affected their learning, social wellbeing and in some situations, caused them to drop out of school. The children involved in this study from Peru were working in various types of work prior to the pandemic, and were also all in school, studying at primary or secondary level. Similarly in India, most children were enrolled in schools, except for girls once they completed class 8, as there were no local secondary schools available for them. In all government schools in the four communities in India, children were also receiving the Mid-Day Meal (MDM), providing a good source of food and nutrition for children.

Before COVID-19, children in both settings were able to carry out their regular activities including playing sports, playing with friends, visiting relatives, and participating in local festivals, events and protests. An under 12-year old boy in India shared, "Before COVID, we were regularly going to school. We were able to play football and other games in schools." When children in India reflected on life before COVID-19, they shared how "normal" it was and how their life and mindset was centered around their education, saying, "Before the lockdown everything was fine. We were living normally. Our studies were going on well." (12-year old girl, India). One child from Peru emphasised that in-person support from teachers was important: "The classes were conducted face-to-face, which generated a greater understanding of the topics addressed. There was more support from teachers."

Box 1:

Draw and write by a teacher in Peru

Life before COVID-19: Before the pandemic, children went to school, parents went to work. Household chores were distributed. Lunch was not a group meal, as some had lunch earlier because of classes or because of their parents' work schedules. The children and adolescent workers went to the market to work with their mothers.

Life during COVID-19: In the pandemic many of us did not have internet at home and it was very frustrating for both the children and for us. Job layoffs have also affected the household, and we have had to rationalize food in order to survive. Children supporting their parents at home, taking care of a sick person, caring for younger siblings.

> "But as soon as the corona [pandemic] spread and lockdowns were announced, my school was closed. The markets etc. were also closed. There has been great loss of education to us… After few months there has been online classes but we couldn't join that due to mobile and network issues."
>
> (17-year old female, India)

When the pandemic hit, life changed for the children. A young girl in India shared, "The schools were closed. We stopped reading and writing. There was nothing to learn new. No one was guiding us." Children expressed anxiety about the missed learning and feelings of sadness due to missing friends, play, and in India, also missing the mid-day meal. Girls and boys in Peru expressed how they struggled to learn in virtual classes and that technology was a barrier to accessing remote learning. Challenges included charging cell phones, sharing one device between parents and siblings, and lacking internet access. Peruvian children shared: "We do not understand anything. They don't explain it well. [There is] Not much internet." (Female, 7–12 year old). Teachers in India also tried to use Whatsapp to communicate with students, but shared that this was difficult as the phones were with the parents. Some children were unable to continue in their studies due to limited access to remote learning or they simply "Dropped out of school due to payment issues," (Female, 14–17 years old, India).

Government and school duty bearers recognised the difficulties remote learning created for families without means, especially for families with a number of children.

"The biggest difficulty is the technological equipment, which they did not have and still do not have. …And the cell phone is for family use. Three or four children have to share this cell phone. How do I do everything they are demanding from us?… For these families this is a lot of money. If there are 3 children at home, it is 15 soles for internet recharge. If you don't have a good cell phone you can't continue with the classes."

(Male, School Administration, Peru)

Across both countries, access to remote learning was highly inequitable, with some populations entirely unable to access the technology necessary for the children to learn. Further when families were dealing with socioeconomic challenges or domestic violence, with children now at home, this not only impacted their learning, but their overall wellbeing.

"The problem begins with the closing of schools. The poorest people, who are in the hills, do not have cell phones, and very few have computers… Only some mothers who had tranquility and harmony, coordinated with the teachers so that their children could have different schedules. In other cases, where the families had violence, poverty and no work, the mothers did not have the head space to look for a solution."

(Female, Municipal Ombud's Office for Children and Adolescents, Peru)

Despite the challenges, there were some benefits to virtual learning. As one key informant described, "Virtuality allows you to see the individuality of the student" (Male, School Administration, Peru), and one can exchange ideas back and forth with the child. However, this was limited, as children could only spend a certain amount of time on the phone, and the letters are very small. Furthermore, parental support for home learning was essential, and this was not always possible due to time limitations – time spent caring for the younger children, taking care of household needs, literacy and varying levels of parental stress.

Key informants in both countries spoke of the interruptions and declined quality of learning during the pandemic, and the challenge of children now being behind in their studies. Government teachers in India spoke about lost learning during the pandemic, and explained how students have missed examinations, forgotten key material, and that many have failed to return to studying upon school reopening. As one teacher shared, "Corona and lockdown have forced students to go out of track. The teachers went door to door after school, but still they have not returned back to school."

Box 2:

Child labour and lost education: 11 year old boy, Gondiya village, India

Before COVID-19, Syamal[1] was studying in Gondiya primary school. Syamal reflected on key changes in his life as a result of the pandemic. In his words:

Before that I was getting food in school. Everything was fine that time. Now I roam around and take care of village animals. I used to play Gilli Danda [a traditional game] and football. But now we don't play anymore. In school, the teacher used to be in class, and then leave. All the children would make noise after he left the class. Before lockdown we were getting Rice, Dal and Vegetables in school. Now we are not getting food. I want to go to school again.

During lockdown, I was collecting dhibra in mica mines with my father. I used to go inside the mine- some 8–10 feet using steps. I was scared of going inside the mine. I was working there from

8 o'clock in the morning to 6 o'clock in the evening. Playing stopped. We usually return back by night from the mines. We go after having food at home and also take tiffin. Normally we have bhat and ghatha [rice and liquid form of maize] as food. Some 20–30 children like me also were working there on top of the hills in mica mining. I used to fall many times while going to work in mica mines. Last year, I was not feeling good. I also had a fever.

Now I do animal grazing. My father has gone to work in a village in MGNREGA [a rural employment scheme], working on guard wall work. Now my parents are not allowing me to go to school. During lockdown, we had no food and we were not getting food regularly. I want to study. I said at home that I will go to school, but father said for me to work, not to go to school now.

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1   This name, and all names used in the document, are pseudonyms.

Female caregivers in India echoed the fear of lost learning of their children and explained that many of them still fear COVID-19 and have hesitated to send children back to school since reopening. Some children in India who started to work during COVID-19 said that their parents were not allowing them to return to school now that they were contributing to the family income **(SEE CASE STUDY BOX 2).**

3.3 Protection from the worst forms of child labour, violence and marriage

The worst forms of child labour

One of the main drivers for children to engage in paid work in both case studies was poverty, and the need for children's income to help the family meet their basic needs. It was difficult for children in both settings to see their parents lose employment and there was increased stress and anxiety among family members. Children in Peru were all working, mostly casual jobs,

prior to COVID-19 (but not engaged in the worst forms of child labour), as well as studying. During confinement, the Peruvian children were innovative, and many found ways to make an income during COVID-19 (i.e. selling masks, etc.). The children took pride in their work and shared how they looked for creative ways to help the family during COVID-19.

Some children in India were engaged in casual work prior to COVID-19, but most were studying. Several of the children had formerly been involved in the worst forms of child labour in the mica mines, but were removed from working in the mines before the pandemic through interventions supported by TdH and local NGOs (Jago Foundation and Rastriya Jharkhand Seva Sansthan). During COVID-19, families became desperate. A teacher in India explained that the need to eat became of primary concern, "We saw people were struggling for food and other needs. There was a situation from 'hand to mouth'. Nobody was asking for teaching, rather they were asking for mid-day meals." Adult and child participants described the pressures on families and the need for children to earn an income to contribute to basic family needs during COVID-19. Female caregivers shared that children were engaged in income generation activities, like look-

Figure 9: Children involved in mica mining (India)

ing after shops, animal rearing, agriculture, and other forms of work. Some children did not return to school, and continue to work casual jobs (agriculture, animal rearing, etc.). Other families resorted to bringing their children with them to the mica mines in order to survive. A duty-bearer in India shared about the increase of child labour in the mica mines, and related this to the challenging educational situation:

"Education of children has been affected badly. Many children of my village started to work on collecting dhibra (mica mines) as a child labourer. We are helpless at this moment."

A teacher echoed this, saying, "Many children who were enrolled in school are engaged in dhibra [mica] collection." Children also shared about children's engagement in the mica mines. A seventeen year old girl shared, "My mother's earnings have also stopped. Nowadays vegetables are not coming to our home… Children were going to mica mines for dhibra collection." An under 12-year old boy added, "Some of us have had to go for dhibra (mica mining) collection with parents for a few days as there was no money at home."

Violence

Adult informants in Peru reported an increased level of violence in the home, with families dealing with multiple stressors. Where violence existed already, this was exacerbated, while other factors, such as stress, led to physical punishment and violence against children. A specialist on family strengthening attributed increased family violence "to the loss of employment and the difficulties in communication."

"Those who lived with their aggressors at home were put at risk. Because of their confinement with their aggressors and the lack of mechanisms to file a complaint, they have continued to suffer violence…"

(Female, Office of the Ombudsperson, Peru)

Further, protection for those experiencing violence was inefficient and ineffective during the pandemic, particularly during periods of confinement:

"Violence was dealt with only through telephone calls. This prevented the rapid and efficient protection of child victims of violence, espe-

cially those living in remote areas. The same happened with food and other services related to children's identity. The registry offices closed. If we adults had no access, let alone children."

(Female, Office of the Ombudsperson, Peru)

According to a director in the child protection unit in Peru, there has also been an increase in child begging and children on the streets: "Child begging has grown exponentially. And this is due to factors such as poverty, family violence and COVID… There was no money, so parents would take the kids out to beg."

Adolescents and early marriage

Another issue that arose in both contexts was that adolescents are often overlooked, at family level and in terms of funding allocation for programmes. The representative from the Municipal Ombud's Office for Children's and Adolescents in Peru explained that parents "always worry about kids under 10", but that adolescents' needs are often abandoned, leading to problems. She explained that "[t]here has been an increase in the number of pregnant teenagers. The number of calls to MIMPV (Ministry of Women and Vulnerable Populations) has been quite high due to violence. We have realized that inside the home there is the victim and the victimizer. That worries us. He is not an outsider, but is inside the home."

Adolescents who have access to the internet, faced risks of online exploitation. As the specialist on family strengthening in Peru shared, "parents leave them, but they do not know if they are accessing other pages or other networks." In addition, older children often felt particularly responsible to contribute financially to the family needs with the worsening situation during the pandemic. They either continued the work they had previously carried out or found new ways to earn income during the pandemic.

During COVID-19, female adolescents in both contexts raised concerns about early pregnancy. In India, children, parents, teachers, and other duty-bearers shared that child marriage became an issue due to financial strain, school closures, and especially a lack of educational opportunities for adolescent girls. A duty bearer admitted that "child marriages have increased

during this period (COVID-19)," and attributed it partly to family decision-making to protect the family's reputation – that they will be questioned if their daughter is not studying and not married.

3.4 Mental health and social relationships

"[Before COVID-19] life was better and normal and happier than now."

(Female caregiver, India)

Both children and adults in Peru and India recounted with fondness the joy of social relationships and general fun and enjoyment of life in their pre-pan-demic reality. A young girl shared: "We used to play and meet friends. There was a lot of freedom…" Young boys in India also shared about the sense of normalcy and joy before the pandemic – about seeing "family members, relatives, friends and teachers in schools", enjoying "dances and parties in marriages in village" and even just seeing "shops and crowd in villages, people going to markets in bicycles."

The children in Peru highlighted differences in their emotional wellbeing, social and family lives before and during COVID-19 **(SEE FIGURE 10)**. They shared that before COVID-19, they not only had active social lives, but were engaged in more social justice and protection-oriented activities. They spent very little time with their parents and families, however, which changed during COVID-19 when they had to stay at home. They missed their friends and going out but commented that they

Figure 10: Children's perceptions of social relationships before and during COVID-19 in Peru

Before COVID-19	During COVID-19
Emotional wellbeing: • **We used to feel emotions and we were better off (*13–16 years)** • **The fear was not to pass the year, and to fail courses (fears) (14–17)** **Social interactions:** • **We used to be able to hug and greet people; free to go out everywhere (13–16)** • **Participation in protests, meetings, parades. (14–17)** • **Before, people used to go to the park, school, parties, meetings, theaters, cinemas, restaurants, mall plaza, downtown Lima, MANTHOC (14–17)** • **We used to be able to go to the beach, to the movies, to the park. We were walking. We had more free time (F 7–12)** **Family:** • **Before, I was not affected by being at home. (13–16)** • **There was no dialogue between parents and children (14–17)** • **There was little conversation. There was not much communication (F 7–12)**	**Emotional wellbeing:** • **Now we are sad and worried (13–16 years)** • **Now if it affects me to be at home (13–16)** **Social interactions:** • **Now we keep our distance from people. Now we can't go almost anywhere (13–16)** • **We no longer go out to play in the street, now we are on our cell phones (F 7–12)** • **We can't go to the beach. We cannot leave the house. We can go out to the park for a couple of hours (F 7–12)** **Family:** • **The cries of parents. (F 14–17)** • **We are afraid that something will happen to our family (F 7–12)** • **Spending time with parents (F 14–17)** • **There is a lot of conversation. There is more communication with parents (M 9–12)** • **In the dining room we are now the whole family (F 7–12)**

* In brackets, the age group is shared. If it was a mixed group it is left general. Otherwise, 'F' for a Female group, and 'M' for a Male group

"We were not able to meet and see our relatives, school friends and teachers. The crowd we used to see in villages, chowks (village main places or roads crossing each other) was entirely absent. Movement of people from one place to another place, people with cycle etc. were not there. Feriwala (vendors) and other local vendors were not there. Buses were also not there. The crowd in marriages etc. was not there which we used to enjoy. Parents were scared. Other people near our houses were also talking something. All of them were sad and scared."

(17-year old female, India)

had more communication and time with their parents and families. Echoing the children's accounts, a representative from the National Family Welfare Programme also shared some of the positive family-level impacts of confinement: "The pandemic has forced them to be together, to share the table, the living room space, the kitchen. Seeing other ways of being together as a family....Many families have strengthened their family ties."

Participants naturally made comparisons to life today as they recalled the 'good' times before the COVID-19 pandemic.

A sense of worry and uncertainty now painted the reality for participants, both young and old. Not knowing when the end of COVID-19 would be or when the next wave of the virus will come, mixed with the economic challenges, has affected everyone. As the Child Protection specialist in Peru shared, "As far as families are concerned, there is a great recession, a great level of poverty, a third wave is coming and possibly a confinement, as is happening in Europe. In reality it is quite uncertain." Children in Peru shared in plenary, "We feel much more worried, afraid that someone in the family is going to get sick. We have spent more time at home and in the hospital helping in case someone has been infected."

As children experienced restriction in movement, they also felt new fears, isolation and loneliness during the pandemic. Young boys in India shared that, "[t]here was fear of deaths" (Male 13–17 year olds). Children

missed their friends and opportunities to play. A young girl under 12 years old in India revealed, "[w]e had a little opportunity to talk to others and were missing the way we used to talk in school and play with friends."

Duty-bearers were deeply concerned with the mental and social wellbeing of the children and their families and commented on the grave need to provide psychosocial support, especially for children living in families affected by stress, anxiety, violence and/or death of a family member. As shared by the specialist working on the National Family Welfare Programme from Peru: "There is a lot of stress, depression, anger, aggressiveness. In most homes they have had the loss of a family member. It has affected them emotionally a lot."

NGO workers in India described the depression that children experienced, as well as their own fears and feelings of helplessness about the situation, saying, "We had a life of just like a 'life in prison'. We were feeling suffocated. We were not able to meet anyone. We were even scared of meeting with relatives. If someone had a fever, we were in a dilemma whether to take them to a doctor or not. There was fear."

Amidst the weakened social environment and the fears that individuals experienced, kindness, concern and solidarity was also experienced. A female caregiver in India shared, "It was also seen that people helped each other with great concern. There were families who had nothing to eat in the

family. In such cases neighbors and villagers used to collect small amount of money or food to help the people in need."

Key informants in Peru also commented on the strength of the Andean cultures and the resilience of families and communities:

"All these experiences were generated by the settler's own experience, not by the State, the State was absent… solidarity works well. They have little but like to share. I have found these characteristics in the families of Puente Piedra. That must come from an Andean culture. When these needs arise, the Andean traditions of sharing come to the surface. This makes it possible to survive. The children have it too."

(Male, School Administration, Peru)

3.5 Health, nutrition and sanitary conditions

Children in India and Peru shared how before COVID-19, they had less concerns about having food to eat, and about washing their hands and sanitizing so often. As shared by a girl under 12 years old in Peru, they were very active: "We used to go out to play volleyball, games, ropes, and the 'chapadas'." Now during the pandemic, children shared that they have to protect themselves: "… we are now more concerned about food, … we now do less physical activity" (13–16 years old, Peru). Children described how they are now used to wearing masks, keeping distance, and disinfecting to stay safe. One under 12-year-old girl in Peru shared that despite this, "[w]e got infected by COVID-19 and stopped working for a while."

In India, the impact on children's health and nutrition depended on the parents' ability to access income and food, both of which became difficult during COVID-19. Girls and boys of different ages described how they struggled to eat regular nutritious meals.

"Food has been limited. Three times meal was difficult for us to get. [There was] no variety of items like vegetables and dahl etc. in food. Mostly rice was the staple food. Sometimes food was not available. No eggs or no-vegs."

(8–12 year old boys, India)

Participants in both countries shared about the difficulty accessing basic services such as water, sewage and electricity that made hygiene practices difficult. Teachers and staff in Peru who work with the working children shared their concerns about the nutrition of the families, as well as their inability to access health services: "In the first year, the level of feeding in many of the NNATs dropped, as conditions in many homes were not good. Malnutrition." Another teacher shared that there has been "Deepening of malnutrition, anemia and tuberculosis. Weight gain in some cases, due to the high consumption of carbohydrates and sugars. Little or no physical activity to balance body and spirit."

In both India and Peru, Government and other health services became very difficult to access, with health sites being turned into COVID-19 testing and treatment facilities, other medical conditions affecting children were neglected and routine health activities such as vaccination of children were postponed. For example, the family strengthening specialist at the National Family Welfare Programme in Peru shared that community programs where health workers would visit families to vaccinate them and check for malnutrition, and anemia, were also halted.

Figure 11: Boy creating vision of food and health for all (Peru)

Moreover, people were avoiding visiting the health care centre in fear of catching COVID-19, or testing positive for COVID-19 and being sent to quarantine centres. Many were not able to afford the costs of health services, or the transport to reach health services. As a female caregiver in India shared,

"Health services were in a very bad and scary situation during the corona period. Especially during the lockdown period it was pathetic. We were scared. Even for emergency cases we were not visiting the hospital. There was fear that we would be tested positive and will be sent to quarantine centers. There were serious cases of maternal health services, where patients needed to be hospitalized, but no vehicles were available to take the patient to hospital. We know one or two cases where the pregnant women's condition was very bad. In one of the cases, the mother died."

A representative from the Ombud's Office in Peru emphasized the gravity of the disease itself, particularly as essential services and medical equipment were scarce: "You heard families say that "to go to the hospital with Covid was to die". A School Administrator shared about the inequitable access of health services and the "mismanagement of the State" with a lack of information and communication about COVID-19 prevention, testing and response. He shared that "[t]he people most affected were low-income" who could not access health services or obtain information about the virus or disease. He explained that "[t]he families resorted to their grandfather's herbs or traditional recipes from the Andean world." These traditional practices helped families to cope with the pandemic but also lead to hesitancy to get vaccinated as, he explained, many believe that it is "a created disease."

Though the wellbeing of children, families and communities was seriously impacted by COVID-19, children and adults had clear ideas as to how they could work together with leaders to ensure that society builds back better.

Figure 12: Group of girls developing a body map (Peru)

4. Building Back Better to address underlying problems

The COVID-19 pandemic has clearly affected multiple dimensions of children and families lives, negatively affecting their education, protection, nutrition, health and wellbeing. While children and adults describe how families were more economically stable, healthy, educated and protected prior to the pandemic, it is also important to recognise that barriers to non-discriminatory quality basic services (education, protection, health, water and sanitation), as well as decent work for family members were present prior to the health pandemic. Challenges associated with poverty, discrimination (based on ethnicity, caste, social class) and poor governance were pre-existing. For instance, children and families in study areas in India, are from socially disadvantaged caste and ethnic groups that face layers of discrimination when accessing basic services and job opportunities. The villages are poorly connected by roads and public transport, factors which contributed to ongoing family struggles for decent work prior to COVID-19, and widespread migration of family members for income-generation.

Similarly, in Peru the lower parental educational level as a result of existing inequality gaps has increasingly prompted parents' involvement in cheap labour, forcing family members to contribute to the family economy, and preventing them from accessing opportunities like education to escape the poverty cycle. Other structural root causes are associated with inappropriate infrastructure and distant educational services and facilities.

Thus, the focus on "Building Back Better" is crucial. Rather than just trying to get back to "normal", it was necessary to identify a common vision for children, families and communities, and to bring children and adults together to dialogue and navigate ways forward to achieve their common vision. Analysis and understanding of the underlying and root causes of existing problems facing children and families has also been important to inform strategies to Build Back Better.
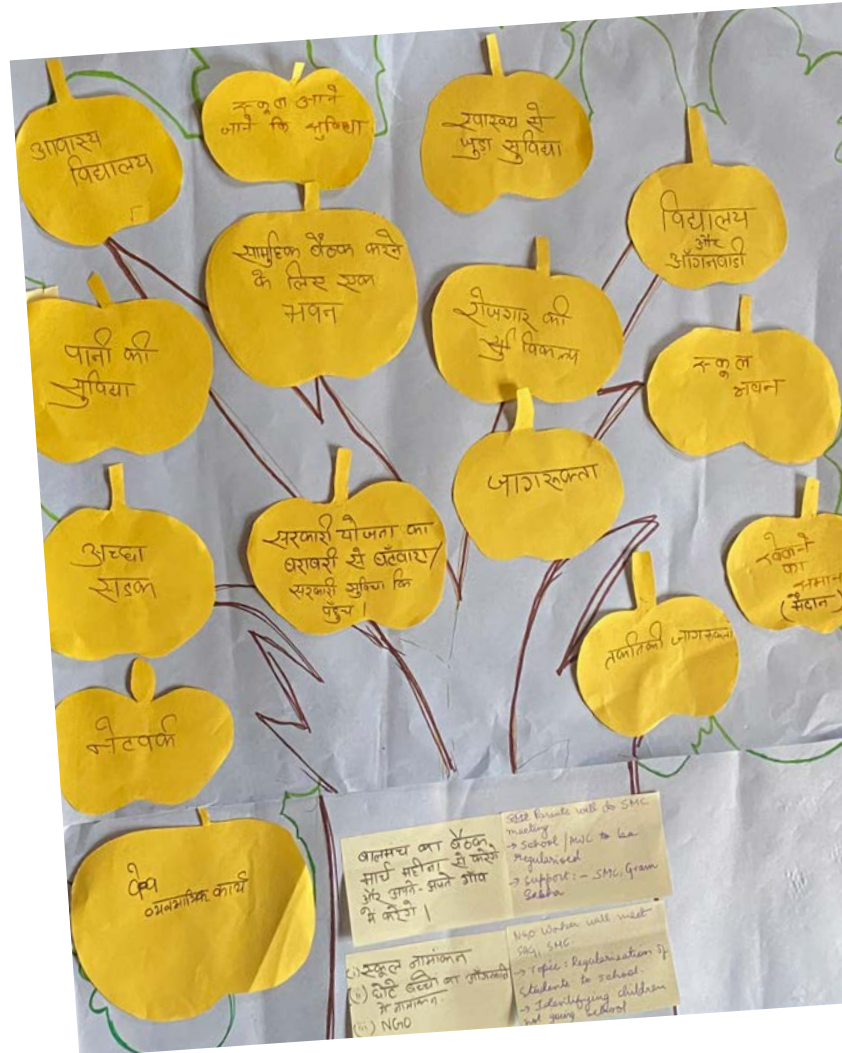
Figure 13: Vision tree (India)

Box 3:

Underlying and root causes of common challenges faced in India

During the policy dialogue in India, children and adults jointly prioritised six key issues, namely: i) poor access to quality education (especially for girls), ii) lack of internet connection, iii) Anganwadis (early childhood services), malnutrition and children's issues, iv) lack of water (drinking and for agriculture), v) poor road connectivity, and vi) poor health services. These six problems existed before but were exacerbated by COVID-19. For each of the six issues, a separate mixed group formed to undertake a "problem tree" to explore the immediate, underlying and root causes of the problem, as well as the impact.

Common underlying and root causes are shared here:

Recurring underlying causes

- **Lack of provision of basic services (education, health, water and sanitation) in villages:** Even prior to COVID-19, children faced challenges to access quality education, as some villages had no pre-school (Anganwadis) or primary schools, and even where they existed, they often had limited infrastructure. Moreover, the secondary schools were located long distances from the villages, and there was no provision of free public transport to get to and from school. There was also poor healthcare services in the villages (and even at block level), with insufficient availability of medicines and doctors, as well as a lack of drinking water and water for irrigation which adversely affected agricultural production and raising livestock. Furthermore, women and girls spent time walking to fetch water, and had to travel long distances in search of water during the summer seasons when there was acute scarcity. Lack of decent water also contributed to water borne diseases like diarrhoea, jaundice etc.
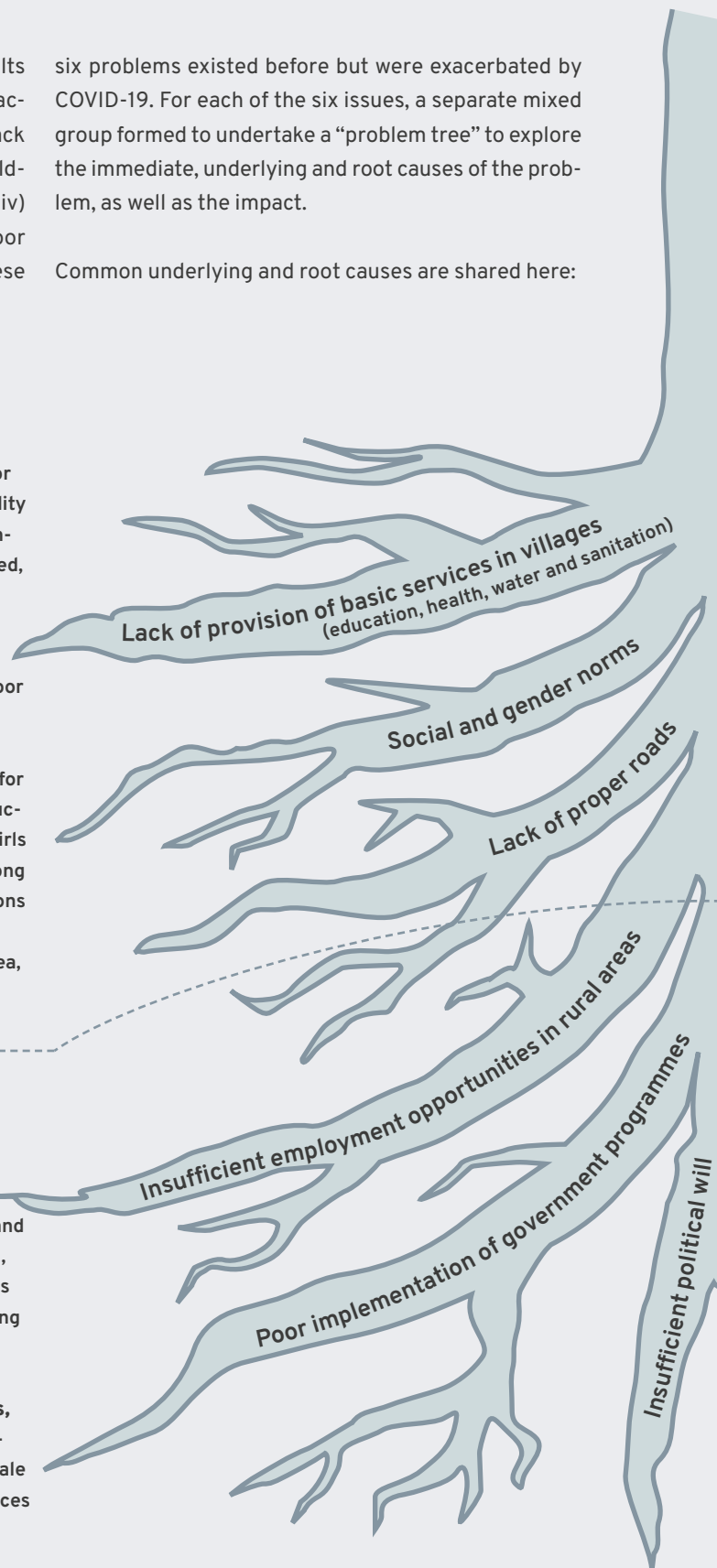
Recurring root causes

- **Insufficient employment opportunities in rural areas** contributes to family poverty. Due to poverty and insufficient opportunities for decent work for parents, there is not enough family income to meet the family's basic needs. This contributes to some parents resorting to difficult choices, such as sending their children to labour in the mica mines.
- **Poor implementation of government programmes,** contributes to poor access to quality services. For example, qualified personnel (e.g., Anganwadi staff, female teachers, doctors) are often not available to run services that should be provided.

Lack of provision of basic services in villages (education, health, water and sanitation)

Social and gender norms

Lack of proper roads

Insufficient employment opportunities in rural areas

Poor implementation of government programmes

Insufficient political will

Poor internet connectivity

Low levels of adult literacy and lack of information and awareness

Family poverty

Tree cutting

Lack of proper allocation of resources by government

Insufficient community mobilization to hold the government accountable

- **Social and gender norms** also contributed to concerns about girls travelling long distances to reach school, and contributed to reduced school enrolment and school attendance of girls.
- **Lack of proper roads:** The villages exist in a hilly terrain and there are no proper roads. As mentioned, long distances and lack of public transport contribute to challenges to access basic services for education and health, as well as restricting options for decent work in the local area, as distances are too far for family members to commute on a daily basis.
- **Poor internet connectivity:** The geographical conditions, hilly with lack of proper roads, has made it hard to provide internet service.
- **Low levels of adult literacy and lack of information and awareness** on the importance of education among parents and community people has contributed to irregular school attendance and school dropout. Furthermore, lack of information about available government schemes prevents community members (adults and children) demanding relevant schemes and services that they are entitled to. Furthermore, there is insufficient awareness and information about: healthy nutrition, rainwater harvesting and other topics.
- **Family poverty** and poor financial conditions of the families have contributed to children working out of necessity, especially during the COVID-19 pandemic and lockdowns, when families struggled to arrange food and meet other basic needs. Family poverty also creates barriers to pay for costs associated with health care and education.
- **Tree cutting** and depletion of forest coverage for mica mining also contributes to poor soil quality and lack of water.

- **Insufficient political will** by elected local leaders to pay attention to their needs, especially as the villagers primarily include people from socially disadvantaged caste and ethnic groups. Once the elected political leaders win the election, they rarely return to the village and the villagers' needs and requests are neglected.
- **Lack of proper allocation of resources by government** especially due to the remoteness of the area, underlying discrimination and lack of political will by the elected leaders.
- **Insufficient community mobilization to hold the government accountable.** Villagers do not regularly sit and discuss issues affecting them, and there is no collective pressure put on politicians to be more accountable. As a result, their needs remain neglected.

5. Building Back Better Vision and the importance of dialogue

As children and adults reflected on the impact of COVID-19, they were also encouraged to think about, to express, and in the policy dialogues to share their perspectives on what Building Back Better would look like in their context. It became evident that inter-sectoral and inter-generational efforts are required to Build Back Better, necessitating active listening and empathy to understand different perspectives, and commitment to collaborate towards a common vision and agreed goals. The policy dialogues offered a milestone to Build Back Better with children as protagonists. It provided children and adults with an opportunity to share their concerns and their vision for a better future, to identify concrete actions to Build Back Better, and to reflect on the value added of doing it together.

Key elements of children and adults' vision are shared in this section. In addition, box **(3 AND 4)**, provide fragments of the dialogue from India **(RIGHT)** and from Peru **(P. 44)**, illustrating how children, caregivers, teachers, NGO collaborators, and government officials reflected about children and family realities during the pandemic and solutions to improve their situation.

How do children, caregivers, civil society organisations, and government authorities envision building back better?

5.1 Improved livelihoods and economic stability

A strong vision by adults and children in each country was to have regular and sustained employment and income generation activities for families in their locality. In India, village based small-scale industries and income opportunities from agriculture, dairy, animal and poultry rearing were suggested, as well as technical training and financial support to start and run small businesses. In addition, there was interest to establish factories in each block to scale-up employment generation.

"For employment there are a lot of things to do, such as small-scale industries or activities which can provide employment to people at local level. Further development in agriculture, dairy etc. can also help people raise their income."

(Local government official, India)

Similarly, in Peru adults envisioned a society with entrepreneurial families able to generate an income to cover their basic needs and a work-life-balance to spend quality time with their children.

"More entrepreneurial families by generating more economic resources … I see parents happy when they see their children being happy. Accompanying their children. Working, with a job, who are not desperate not knowing what to wear. Stable dads, who can give time to their children."

(Female, Strategy on family strengthening, National Family Welfare Programme, Peru)

In India, children and adults envisioned decent work opportunities and economic stability for parents, caregivers, and young people in their local areas, providing alternatives to hazardous mica mining, and preventing

Box 4:

Policy dialogue (extracts) among children and adults in India

Near the start of the policy dialogue children's representatives shared a story to illustrate how the pandemic affected the life of a family residing in the village and plans to overcome this.

Ramu's family was residing in the village. Ramu's father was working in a cloth mill in the city. His monthly income was Rs. 8000 [~ just under €100] which was adequate for the family to live a good life in the village. Due to government's orders for a sudden lockdown of 21 days Ramu's father came back to the village as everything was closed. After returning they were using the savings to meet their daily needs using less money than before. After some time, his father was diagnosed with COVID-19, which led the family to face financial problems. As a result the mother started to work as a daily wage labor. While working she got to know that a local NGO named Jago Foundation was providing monetary help worth Rs. 10,000 [~€1321]. She told her problem to the NGO staff and was immediately provided with a fund for goat rearing. They raised and sold the goat to earn an income in order to start living their normal life again. After recovering from COVID and once the lockdown was over, Ramu's father went back to the city for work. They started to live their normal life again.

After hearing the story, adults shared their reflections, including (but not limited to):

- *The story from the eyes of children helped us see how a family was struggling during the COVID pandemic, how they felt, what was the effect of COVID on families livelihood, health, income, education and so on.*
- *The creative expression clearly shows that in this area, similar situation is being faced by many families. The good thing is that, in this story, there is an option of livelihood, which is an indicative help to overcome from the existing situation.*

- *The story depicted that families like Ramu can come out with the help of village organisation, Self Help Groups (SHGs) and support from close relatives. It also helps to understand that savings are very important.*
- *Many families could be helped to come out from the existing distressed situation. Such and similar activities could be promoted.*

In the latter stage of the policy dialogue, children and adults used a visioning tree to discuss different aspects of their vision to Build Back Better (SEE P. 36–44) and key recommended actions (SEE P. 46–48). Building upon such discussions, participants described their collective priority actions as follows:

First action we think should be to restart the schools and Anganwadi activities with the mid day meal. The school teachers, SMCs [School Management Committee], and VHSNCs [Village Health, Sanitation and Nutrition Committee] need to provide support. All the committees will be activated. The NGOs will facilitate and help them.

Second most important aspect we think will be to resume the agriculture and other economic activities and build confidence that we will be able to find out ways to overcome them. Any help from government or NGOs or anywhere, if we get that will be good in this critical time. The Government and NGOs can help us connect with all the agencies. If guidance and support on how to go ahead will be provided to us with the help in organising meetings at villages, Bal Manch [Children's Group], SMCs, VHSNCs.

migration for work, which contributes to family separation. Decent work for parents and caregivers helps to prevent children's engagement in mica mining.

"Small scale industries or work near the village, so that father can come back every day after work. Some job guarantee for adults. We get jobs and support our parents."

(Girls aged 13–17 years, India)

"This can help us avoid migration towards towns and cities. We want to lead a dignified life in the villages itself."

(Female caregiver, India)

"There is a need to have employment opportunities and income sources. This will help prevent children from going for mica mining."

(NGO Worker, India)

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Children and adults also highlighted the importance of families having savings to pay education and health costs of their family members, including during times of adversity.

In Peru, children and caregivers wish for an inclusive and flexible job market that considers the needs of the most vulnerable and prioritises job opportunities for women victims of violence. Children hope for a society that considers and recognises the dignifying aspect of work in their lives.

"We hope for people to see the two approaches as well, talking about valuing work, which is what we talk about as MANTHOC. We are against exploited work and that is clear, but it should also be clear that we are working children."

(16 year old female, small-scale vendor, Peru)

5.2 Access to quality education for all and recovery of lost learning

In both countries, children and adults dream of communities where every child has access to free, quality education in their local area. People spoke about the importance of quality education for girls and boys across different ages, including pre-school, primary, secondary, and high school. Caregivers and children dreamed of quality education so that their children could lead a better life.

"I want to become something. I also want to study more. If there had been a high school and college nearby, then it would have been good."

(15 year old boy, India)

In India, participants wanted schools with good infrastructure (school building, classrooms, text books, sanitation and separate toilets for girls and boys, drinking water, provision of mid-day meals, play and sport facilities, as well as laboratories in secondary and high schools), as well the availability of well trained teachers of both genders, including biology, science and computer teachers.

"Well-equipped Anganwadi [rural child care centre] with building, toilet and bathrooms facility and equipment and regular supply of supplementary nutrition (food) and funds."

(Adult, India)

"Teachers are trained and should apply joyful learning methods, non-discrimination."

(Adult, India)

To recover from the pandemic, school opening was prioritised, with particular efforts to identify, reach and re-enrol every child, with opportunities for students to catch up and recover lost learning. In India, people suggested extra tuition facilities, night schools and bridge courses, requiring trained teachers.

"I am dreaming that all the children working as child labourers are admitted to schools and they continue their education. Schools for all the children should open now or as soon as possible."

(Village chief, India)

For accessible education, children and adults envisioned Government provision of scholarships, uniform, stationary and bicycles to girls and boys from vulnerable households, as well as free transport for students who travel to a school outside of their village. For higher education, a teacher in India, also proposed options of interest-free loans: "Some small intervention in transport and infrastructure can add more value and increase the number of children studying more. For poor students, books and pens and other expenses are a major concern which forces many students to discontinue education."

In Peru, school personnel and government officials envisioned an education system that provides the necessary technological resources to ensure children's access to learning even during future crises. Furthermore, they wish for an education that takes into consideration the soft skills and mental health support needed for children to thrive.

"I see a lot of schools full of kids, running around, getting back to a normalcy, interacting, which is what has been lost. Working a lot on soft skills."

(Female, Child protection unit –
National Family Welfare Programme, Peru)

Figure 14:

Girls in a school (India)

"I can imagine that the school would have personnel trained to attend to the children and their parents, trained in health issues, teachers trained in emotional support management, adequate infrastructure, that we are not overcrowded in the classroom, that the children have a large playground. The issue of virtuality must be strengthened. Teachers should be trained in the use of ICTs [Information Communication Technologies]."

(Male, School Administration, Peru)

In India, especially due to the rural hilly terrain, children and adults wanted residential secondary schools and high schools in each block, especially for girls. Male caregivers expressed the need to ensure quality accessible educational facilities for girls, especially considering girls safety. Easy access to quality education and regular school attendance was also emphasised as a key strategy to prevent children's hazardous work in the mica mines, and to prevent child marriage. The importance of inclusive education of children with disabilities was also highlighted.

"We want a residential school for all girl children"

(13–17 year old girls, India)

"We wish to have secondary and higher secondary schools in this locality as after 8th class education is very difficult in this area, especially for girl children."

(NGO Worker, India)

5.3 Access to vocational training

In India, children's vision included vocational training opportunities, so that they could learn technical skills that could provide an income. Boys and girls wished for local vocational training centres, providing skill training in IT, computers, sewing, and other technical skills. Adult participants echoed these ideas both for young people and for adults, suggesting training on organic farming and other skills:

"Some vocational training where we can do something and earn also and learn skills…. coaching services are available to us and there is no gender discrimination."

(13–17 girls, India)

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"Developmental activities including income generation would be of great help to help continue children's education. This includes construction of check dams for agriculture, promoting fishery and dairy activity etc."

(Teacher, India)

"People should be given training that can help them earn for livelihood and they also need not to go far away for work and the earnings are enough to keep their families well."

(Adult, India)

In India, some participants wanted to re-start of National Programme for Education of Girls at Elementary Level (NPEGL) centres to provide education and skill training to empower "hard to reach" girls, especially out of school girls.

5.4 Protection from exploitation and an end to hazardous child labour

Children and adults in India hoped for an end to child labour, especially the worst forms such as mica mining. In their vision, communities are aware of the dangers of child labour, and mobilised to protect children. Adult participants also highlighted the importance of rehabilitation of children engaged in mica mining, with government provision of support to the child and the family.

"Family needs to be restored to ensure that children are at school and do not go for child labour."

(Adult, India)

"I also wish that the child labor issue from the mica area is completely resolved."

(District Child Protection Officer, India)

Decent work opportunities for family members, free quality education and access to vocational training were identified as critical to ending hazardous forms of child labor. While children emphasised the importance of stopping the worst forms of labour, particularly mica mining, they expressed their interest to engage in safe forms of paid work in order to earn money and to contribute to their families. In the Build Back Better vision

activity in the policy dialogues **(SEE BOX 4)**, a boy in India shared:

"We are educated and doing jobs. No child is working in mica mines as child labourers. We go to cities for jobs, earn money and support our parents."

(Boys aged 13–17 years, India)

In addition to protection from the worst forms of child labour, girls and boys in India, as well as teachers, NGO workers and government officials also emphasised the need to prevent child marriage.

In Peru, children and adults paid special attention to the nuances of children's work and labour. Children and adults envision a society that protects children against exploitation and hazardous work, while also supporting working children. Adults and children highlighted the importance of recognizing the realities of children who work, their motivation to work, and the impact of stigmatizing who they are based on what they do.

"We have to differentiate between two things, one thing is child labour and another thing is working children. These are two very different conceptions, because one stigmatizes children and adolescents who work as it focuses on 'work', whilst the other puts the subject (children) first. It is a complex issue. All the children who are here are working children and adolescents and they do not complain about being workers, they complain because of the conditions of work and because the State does not invest. Since the laws are repressive for many children, they work selling and then are prosecuted for it as if they were criminals and authorities take away their merchandise. This has generated impotence, some of us can speak from the conception that we have from above, but are we seeing the situation that they live in? How many of them have helped their families? There are even children who have stopped studying not because they wanted to but because it was a matter of health or education, and they chose health. They worked so that the father could overcome COVID-19. Yet, some passed away to COVID-19. It has been quite a difficult situation. However, here children are saying their suggestions to move forward, hoping for the State to support them so that they can thrive because they all have goals and dreams."

(Female, NGO collaborator, Peru)

Understanding children's views about their work contributes to increased political interest and willingness to address children's needs and to support their aspirations. In children and adults' vision of their society, it represents an opportunity to protect children while also empowering children in the exercise of their rights.

"Dangerous work cannot be allowed. However, in the case of working children, much more diligence must be exercised due to the special situation in which they find themselves. They are children who should be studying and not working, but there are situations in which they themselves want to work, because they consider it to be a formative job. On one occasion we made a report on child labor in the Ombudsperson Office. Focus groups were held with working children and adolescents. The vision they had was different from how the State saw the issue. It opened our eyes; they have another way of valuing work. And in some cases, they feel that their work gives them more autonomy, that it allows them to exercise other rights, to help their families."

(Female, Ombudsperson Office, Peru)

5.5 Good living conditions and improved infrastructure to meet basic needs

In India and Peru, participants desired an improvement in basic living conditions, such as houses, good roads, and access to quality 24 hour electricity, safe drinking water, sewage and latrines. Beyond meeting their basic needs and living in peaceful communities, parents in Peru also wished that their children would "have the opportunity to make the most of their childhood."

"To live in a neighborhood where little by little they have hope, where they see progress, both in terms of infrastructure and interaction of neighbors and the State's concern for them. … Those who may lack basic services such as water or sewage can obtain them without so much paperwork."

(Female, Municipal Ombud's Office for Children and Adolescents, Peru)

Considering the remoteness of their villages, adults and children in India dreamed of roads and improved transport, as well as internet access, so that they could be better connected to more easily access job opportunities and basic services (health, education, water and sanitation etc.). In the visioning activity, children shared,

"We wish we could have a house to live in, and a bicycle which I can use to go to school. I wish I could do tuition for my studies. And we have a hand pump near our house for safe drinking water."

(12-year-old boy, India)

"Roads and electricity in good condition with drinking water like the one with supplied water in towns"

(13–17 year old girls, India)

Access to the internet and roads was identified as a means to access information, knowledge and opportunities to progress in life. Caregivers emphasized the importance of communication and connectivity that became even more critical during COVID-19.

"This time we understood how important the vehicles and communication are. We could have been in great trouble to reach the village, if roads and small vehicles were not there. On the way back home all the shops were closed. COVID did show us how important connectivity, logistics and communication related issues are in our life. In spite of these, we did spend most of our money on transportation to reach our homes."

(Male caregiver, India)

5.6 Access to health services and nutritious food

Adults and children in both countries dreamed of families with good health, regularly eating nutritious food, and with easy access to health services. In India, caregivers in the villages wish for an accessible health facility near their villages, and regular visits from nurses and doctors to the local Health Sub-center. A teacher envisioned the promotion of local herbal medicines and doctors to find local solutions for health issues. Ongo-

ing provision of free mid-day meals in primary schools was also part of their vision.

"There is easy availability and accessibility of public health care services within reach, i.e., at the village or panchayat or even at the block level… Doctors visit in health centres at least once a week"

(Adult, India)

In Peru, children, caregivers, and government officials wish to have functioning health centers that are accessible and without the amount of bureaucracy that currently exists. Teachers envisioned the re-opening of childcare centers that prior to the pandemic were taking care of children's routine health check-ups and vaccination. They hope for the re-activation of community programs where health workers would visit families to check and respond to cases of malnutrition and anemia.

"If they are sick, they go to the health center and are properly cared for, without so much mistreatment or "teasing". If they have to be referred to a larger center, it can be done without so much bureaucratic paperwork."

(Staff, Municipal Ombudsperson Office, Peru)

Similarly, in India, well functioning Anganwadis – early child care centres – were also integral to the vision, as they provide a crucial service to caregivers (especially mothers) and young children, supporting integrated child care, development, health and nutrition.

"Anganwadi is considered as the top priority by us because we have realised that children are the most important in one's family life. It is the Anganwadi which can support the children for their early development and growth… We have seen the Auxiliary nurse midwife sometimes visits, immunisation takes place, pregnant women and lactating mothers receive supplementary food, and small children get their snacks and food and health services."

(Adult, India)

"We wish to have well equipped health centres in the area. We wish to see that mid-day meal is regularized. A lot of children are dependent on this."

(NGO Worker, India)

5.7 Safe, caring, inclusive and active communities

In Peru, children and adults wish for a safe and inclusive society where children have a hopeful future and are able to enjoy their childhood. Parents were committed to teaching good values to their children and hoped schools could also do this. Teachers also felt that life after the pandemic may positively be more filled with "life, family, humanity. Building and living. Enjoying life". As articulated by a staff from the Municipal Ombud's Office for Children and Adolescents,

"I imagine children living in their safe neighborhood or community. Where adults respect and value them. In a community where there are parks or recreation centers for children to play and socialize."

Children and adults in Peru further envisioned a safe, loving and caring environment for children. One that is free from violence against children and risks associated with poverty, unemployment, and migration. Children want to have a happy life in peaceful and protecting families and communities.

For participants, a society where rights are valued also means strengthening accessibility to people with disabilities.

"I see an accessible city, with ramps, people with disabilities working."

(Female, Strategy on family strengthening – National Family Welfare Programme, Peru)

As part of their vision in India, community members were mobilised, aware and responsible to prioritise children's needs. Community members were organising meetings to discuss village issues, problems and solutions, especially to improve the children's situation. Existing Self Help Groups and government supported local committees must be activated and functioning including: School Management Committees (SMCs), Village Health Sanitation and Nutrition Committee (VHSNC), and Village Level Child Protection Committee (VLCPCs). SHGs and local religious groups can also support communities to look after one another and to take care of the most vulnerable.

Figure 15: MANTHOC staff exchanging with working children (Peru)

"Villagers present their issues, problems and requests for support to the local government (at block and district level) e.g. through regular meetings, letters."

(Adult, India)

The Gram Sabha (village parliament) and Ward Sabha (ward council) should also be active, ensuring that villagers are informed about relevant government schemes and policies, and that the villagers' needs are discussed and raised with the concerned authorities as per their prioritised needs.

Local NGOs were working actively to support community mobilisation and children's participation to improve their situation, including opportunities for adults and children to meet and directly raise issues with the concerned authorities. NGOs also supported improved delivery of quality basic services (education, health, protection), as well as vocational skill training and employment opportunities.

"The NGO workers will establish and create a link between the Community members, the Bal Manch, local panchayats and the block officials."

(Adults, India)

Similarly in Peru, participants envisioned opportunities and platforms that promote multi-stakeholder collaboration through strengthening of children and community-based groups and movements. They wish for increased synergies between civil society organisations and government institutions and other key stakeholders. The representative of the Office of the Ombudsperson in Peru emphasized the need to consider the child as the main actor and the center of interventions:

"In the world that I imagine, I imagine it with State officials who, in addition to being really sensitive to the welfare of children, who want the best for children, also want to achieve all that welfare based on the Rights of Children, who work for the rights of children."

(Female, Office of the Ombudsperson, Peru)

5.8 Children's participation and organizing

Children and young people see themselves as positive agents of change, working to defend their rights, and to contribute to their families, communities, schools and broader society. Building upon their existing strengths,

skills and participation platforms, children and young people in India, envisioned a proactive role for children individually and collectively through their "Bal Manch" – Children's forum. In their vision, Bal Manch children's group members were raising awareness among parents, caregivers, children and wider community members about the importance of school enrolment and regular school attendance for every child; as well as the dangers of child marriage. It was also suggested that children could carry out vaccination drives, supported by the teachers and NGO Workers.

Participants also envision that children are active through school-based children's parliaments, and hope for collaboration with the School Management Committee to support school enrolment, to monitor school attendance, and to reduce hazardous child labour and child marriage.

Children in Peru dream of a just society that values equality and in which their agency is recognised. As illustrated above, adults agreed with children about the importance of building child-centred communities in which the State provides the mechanism needed for multi-stakeholder and multi-sectoral collaboration.

"The problem is how all this participation is converted into public policy. That is the problem. Children's participation is nice, but that's all it is. It remains there because adults think that children should participate only up to that point. Whose responsibility is it to translate this into public policy? The child's? No, because the child is not governing. It has to be the authorities, the mayor, councilors of the municipality, the president, or the different levels of the State."

(Male, Subdirector of School, Peru)

Building upon multiple platforms in which children can participate, children wanted increased power and influence. Their vision of meaningful participation was not limited to having a 'space'. Rather, participants stressed the importance of making these spaces relevant for both children and adults while prioritizing action and accountability upon children's views and requests.

"There are several spaces for children's participation, but what do they get out of the CCO-NNAs [Children's Advisory Committees], and has this changed any policy or program? We have a fabulous regulation, but in practice it does not happen. What is needed is an attitude of change. Not just listening to them, not just meetings, but what are we going to do with these requests made by children? This is at the Ministry level."

(Female, Child Protection Unit,
National Programme for Family Welfare, Peru)

5.9 Good governance

Children and adults in both Peru and India want effective local and national governance, with committed, transparent, and accountable government representatives at each level (local, district, and up to higher levels). In their vision in India, there are regular panchayat

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Box 5:

Bal Manch = Children's Forum, India

The Bal Manch, or children's forum, is an innovative strategy to enhance child participation that has proved to be effective in India. A Bal Manch is composed of children aged 10–17 years organized and trained as agents of change to protect their rights collectively, address and raise their concerns in coordination with the existing protection mechanisms and relevant duty bearers.

Terre des Hommes' Mica Consortium Project (2018–2020) established a Bal Manch in 42 villages with approximately 1800 children. The endline report of the project shared that during COVID-19, these groups volunteered to mobilise children and families for enrolment in school, played a role in reporting and stopping child marriages, and encouraged peer learning by conducting remedial classes for younger children. Finally, they *"[i]ncreased community level accountability by collectively demanding a better life for themselves and their peers."* (Tdh 2020, p. 29)

meetings (local governance meetings), with representatives seeing and responding to the issues of children, families and communities. Moreover, government officials clearly inform community members about government services and entitlements of children and families. In addition, there is proper allocation of budgets to rural villages to support local employment, and to ensure proper delivery of government schemes, laws, policies and quality basic services.

"The Government activate the Committee to stop child labour (Bal Shram)… they focus on the causes of child marriage and child labour, and the Government to better implement existing laws to protect children from hazardous work and from child marriage."

(Adults, India)

Similarly in Peru, children and adults want local and national governance that prioritises economic recovery and access to quality health and educational services. They want government institutions that are ready to collaborate with civil society organisations and other institutions to invest in children's rights and well-being.

"The role of the State should be to generate inclusive policies for the benefit of people such as children and adolescents or victims of violence. See the regulations and see the budget. Without a budget we cannot do anything. It is a pity that the Ministry of Women and Vulnerable Population is the penultimate sector that has a budget; it is more important to build a road or a bridge or other constructions than the health and integrity of the people."

(Female, Child Protection Unit,
National Programme for Family Welfare, Peru)

For participants, good governance is also reflected in the State's presence and diligence to reach the most vulnerable. It is represented by government officials that have the knowledge, skills, and experience needed to work for and with children and their families through a respectful approach to their realities.

"The State is the most responsible. There are also NGOs and church. Through the church, you have a good organization. The leaders of the community trust the father, because he is there. Who should be there? An authority, but who always goes up the hill, it's the father."

(Female, Municipal Ombudsperson Office, Peru)

"We do not need officials of good will, with very nice speeches, we need officials who really know public management, who are suitable and who in this suitability know about the rights of children so that we do not fall into policies or programs designed to have a paternalistic approach to children."

(Female, Ombudsperson Office, Peru)

Figure 16: Boys presenting body map (Peru)

Figure 17: Gallery display of Body Maps (Peru)

Box 6:

Policy dialogue (extract) among children and adults in Peru

Children presented one of the "Flowers of Support" they developed during the consultation phase for this report: *"In the flower of support, we have collected ideas and we have identified five groups of people who will help us fulfill our dreams and goals, these are: civil society, teachers, State, parents and the NNATs."* **SEE FIGURE 4, THE FLOWER OF SUPPORT, TO SEE THE SUGGESTED ACTIONS.**

- **Civil society:** that we are the citizens, the most important thing is to monitor the fulfillment of our rights, that is, to be aware that the authorities take us into account and do not ignore us.
- **Teachers:** provide a better education and with a better methodology because each NNAT has a different way of learning and see how each boy and each girl is and see how it would be the best way for them to learn.
- **State:** invest in childhood and involve children in decision-making. For example, include NNATs' views at a Parliament level.
- **Parents:** to be part of our life project, that is, to accompany their children and that they can be good people and with values.
- **Children:** *"we can promote our rights through raising awareness and campaigning. Let our rights be heard, but first learn about them so that we can go to the authorities and claim them."*

Teacher: *"It would be good for children and adolescents to recognize which institutions within the State promote protection and in some way prevention so that the tragic thing that happened with the pandemic does not happen again. Which institutions should be present, can be the Ministry of Women, the Municipality, the DEMUNA [The Ombudsperson Office]. To say only 'State' covers a lot, we must recognize what institutions there are in the community for us to resort to."*

Municipal Ombudsperson Office: *"Congratulations to the whole group, to the person who leads the workshop, to the children and adolescents who are participating. I am glad that they have been able to identify their rights in everything that was presented. We must make them respected and hold the State accountable for the rights of children; as the teacher says, the State, but who? Congress, local governments? Did you know that there is the Code of Children and Adolescents that explains everything about the rights of adolescent work-*

ers and what must be fulfilled? I am not in favour of children's work, but the truth is that it is also a reality in our country. If, at some point, there are better conditions for everyone, including decent jobs for parents, what you should do is study and play."
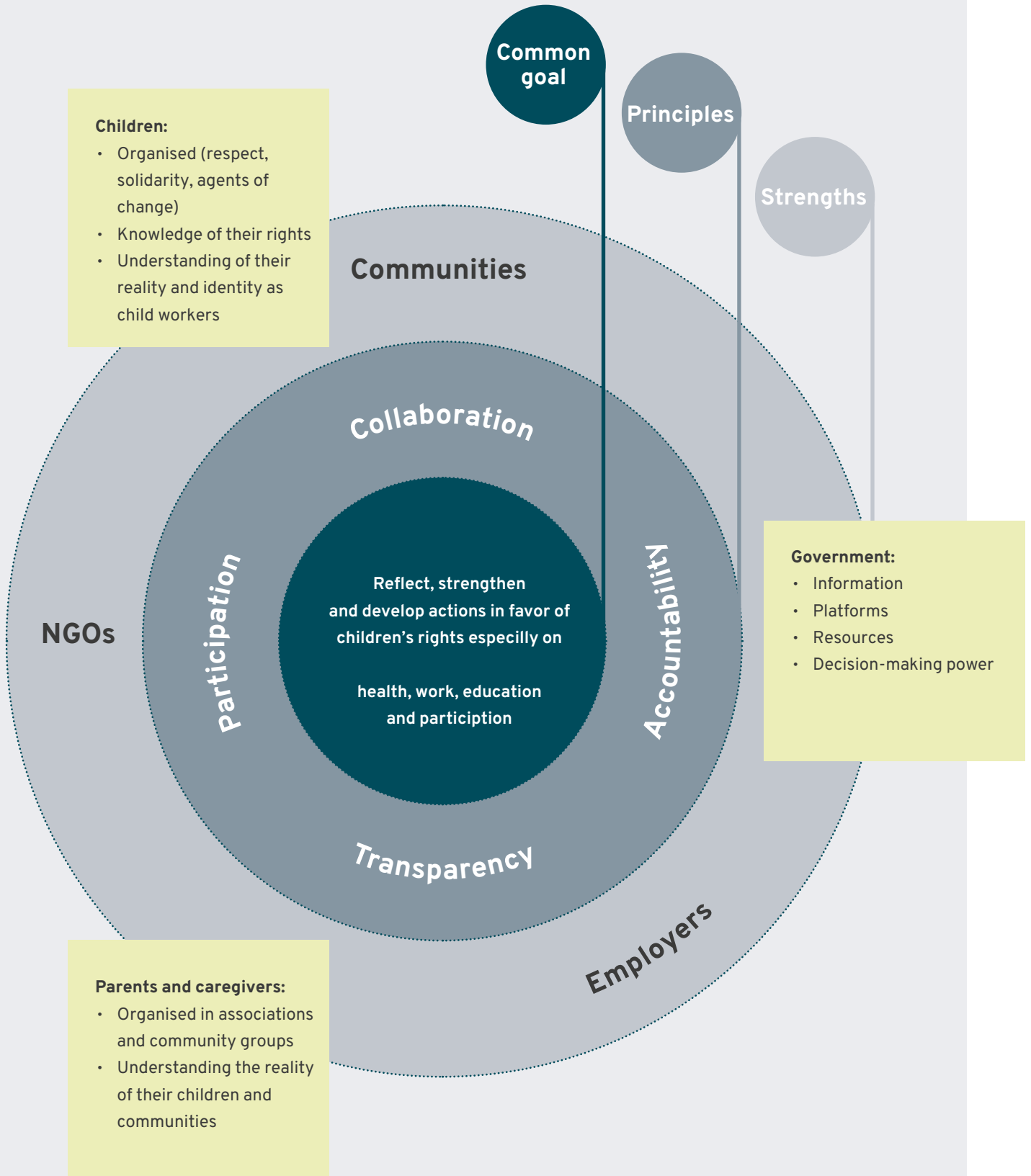
NGO collaborator: *"The contributions made by the NNATs must challenge all of us, including the employees of public institutions and government. We should reflect and review our practices, to see if in fact what we do contributes to change their reality. Unlike ordinary citizens, on foot, the authorities have the power, they are in a place with decision-making power. What we can contribute is to transform the cultural practices and identify more specifically where we should make these changes, who we should influence, etc."*

Priority joint actions that resulted from the dialogue:
- Promote the creation of a space for dialogue among working children, Ministry of Women, Ministry of Labour, Ministry of Education, Municipalities, DEMUNA, parents, teachers, and NGOs to reflect, strengthen and develop joint actions to address issues related to health, work, education and participation of children.
- Awareness-raising campaign for authorities and civil society to promote and strengthen the rights of working children and adolescents.

Participants identified strengths of their groups that could significantly contribute to the achievement of their common goal to promote dialogue and action for and with children. Some of these strengths are presented in the visual right. Throughout the dialogue in Peru, children and adults underlined key conditions that need to happen in order to build back better. These include meaningful participation of children; increased synergies and collaboration between state's institutions and between state's institutions and civil society; commitment to transparency and access to information; and increased accountability of duty bearers.

Figure 18: Visual summary of goal, principles and strengths from Peru (visual created by report authors)

Common goal

Principles

Strengths

Children:
- Organised (respect, solidarity, agents of change)
- Knowledge of their rights
- Understanding of their reality and identity as child workers

Communities

Collaboration

NGOs

Participation

Reflect, strengthen and develop actions in favor of children's rights especially on

health, work, education and participation

Accountability

Government:
- Information
- Platforms
- Resources
- Decision-making power

Transparency

Employers

Parents and caregivers:
- Organised in associations and community groups
- Understanding the reality of their children and communities

6. Recommended actions to Build Back Better with children as protagonists

6.1 Recommendations for specific stakeholders to Build Back Better

Table 4: Recommendations for specific stakeholders to Build Back Better

Children and young people

India

Encourage children's self-organisation, participation and children's rights education
- Have regular Bal Manch (children's group) meetings
- Bal Manch in collaboration with NGO, organize house to house visits to raise awareness on the importance of school enrolment and attendance for every child

Engage children in awareness raising activities to promote children's protection
- Raise awareness among parents, caregivers, and community members to prevent child labour and child marriage

Peru

Encourage children's self-organisation, participation and children's rights education
- Strengthen working children's groups and movements and collaborate with others to advocate for their rights and protection
- Learn about their rights

Engage children in awareness raising activities to promote children's and environmental rights
- Raise awareness among children, parents, caregivers, employers, government authorities, and civil society organisations about the situation of working children and their rights
- Protect each other, protect the environment, and follow the sanitary rules

Parents and caregivers

India

Protect children's rights including to education, and being free from worst forms of child labour
- Prioritise children's education, regularly send girls and boys to school
- Encourage girls and boys to continue with secondary and higher education.
- Re-start School Management Committees to help enrol and monitor school attendance
- Do not send children to engage in hazardous labour

Peru

Protect children's rights, including to education and play and participation
- Educate children
- Ensure play and leisure time for children
- Protect children and respect their rights
- Advocate for consultation and meaningful participation of children in social programs

Encourage equitable family level responsibilities
- Share tasks and responsibilities within the family

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Communities

India

Support community structures that promote children's rights and access to services
- Organise meetings to discuss issues, problems and solutions, especially to improve children's situation
- Present village problems and requests for support to the local and district government
- Use Child Helpline 1098 to share concerns about child labour and child marriage
- Mobilise to support vulnerable families
- Monitor school attendance

Support formation and implementation of community income generation initiatives
- Organise themselves in Self Help Groups

Peru

Mobilize communities to support working children's rights
- Learn about children's rights
- Mobilise community groups and associations to support working children and advocate for their rights

Teachers and Schools

India

Encourage teachers to promote joyful and inclusive learning Train teachers to apply joyful learning methods and non-discrimination
- Encourage all children to study and monitor school attendance
- Teachers should be dedicated to teaching and should not need to do other jobs at the same time

Peru

Support safe reopening of schools
- Resume in-person learning
- Ensure enough number of teachers per grade
- Strengthen sanitary protocols upon school re-opening
- Increase admission and provide scholarships

Encourage teachers to promote flexible, participatory learning that respects working children's needs and rights
- Train teachers on children's rights
- Understand working children's realities and be patient upon their return to in-person education
- Provide a flexible learning model that is adapted to working children's needs
- Promote participatory citizenship education

NGOs

India

Support safe re-opening of schools and community services
- Help re-start the Schools, the Anganwadi Centres, the School Management Committees
- Mobilise communities to support school enrolment and regular attendance

Work with children to promote children's rights and child protection
- Establish a link between the community members, the Bal Manch, local panchayats and the block officials
- With Bal Manch organise dialogue and actions to reduce child labour and child marriage

Support family income generation activities
- Support families to resume agriculture and other economic activities
- Revive quality education and vocational training for migrants with the mobile library

Increase awareness of services and programmes to communities
- Raise awareness among community members about government programmes and schemes
- Ensure regular follow ups and data collectionation about laws, policies and government schemes

Peru

Promote working children's rights, including to participation
- Support children and parents' knowledge and application of children's rights
- Support children's groups and movements
- Promote respect for working children

Work with governments to develop and implement policies to protect working children
- Hold government institutions accountable for the protection of working children

Provide vocational training and life skills to working children
- Provide life-skills and vocational training

Governments

India

Prioritise economic recovery and support decent livelihoods and agricultural initiatives
- Support agriculture in the villages
- Help establish cottage industries in every village, as well as factories in the each block

Ensure quality accessible education for all children
- Ensure systematic enrolment of girls and boys in Anganwadi (pre-school), and in primary and secondary school
- Provide sufficient resources for accessible quality education and infrastructure (including sufficient classrooms, water and sanitation, play area and sports equipment, text books).
- Provide scholarships, school uniform, school stationary and bicycles to girls and boys from vulnerable households
- Provide transport facility of buses from village to school/ high school
- Provide mid-day meals (MDMs) in schools
- Establish residential secondary school for children in each block, especially for girls
- Establish degree colleges in every block

Protect children from the worst forms of child labour and child marriage
- Activate the Committee to stop the worst forms of child labour (Bal Shram) and better implement existing laws to protect children from hazardous work and from child marriage

Improve infrastructure and access to information
- Ensure proper allocation of government resources for villages
- Arrange safe drinking water in each village
- Increase good connectivity of roads and transport facilities
- Ensure all villagers have access to information about laws, policies and government schemes

Peru

Prioritise economic recovery and support decent work for caregivers
- Prioritise economic recovery and creation of decent and dignified jobs for parents and caregivers

Ensure implementation of laws to promote the realization of children's rights, including to education, heath and play
- Ensure enforcement of existing laws that protect children and grant access to rights including health and education
- Allocate sufficient financial and human resources across government institutions working on children's access to quality health services, education, and play – including higher investment in infrastructure, personnel, health supplies, school materials, and technology needed to increase the system's readiness to respond to crisis like COVID-19

Protect working children from exploitation and support dignified work
- Formalize the status of working children as a way to monitor their work engagement and protect them against exploitation

Strengthen children's participation in decision-making
- Strengthen spaces for democratic citizenship, participatory budgets, and children's participation in policymaking processes
- Promote intergenerational dialogue and overcome adult-centred approaches that prevent meaningful participation of children in decision-making

Strengthen good governance
- Increase synergies between government institutions
- Fight corruption
- Ensure continuity of government-led programs including food security and nutrition, entrepreneurship, and violence prevention

6.2 Concluding Remarks

In the face of serious socioeconomic and educational challenges, social isolation and uncertainty, children are taking action to support their survival and wellbeing, and the wellbeing of their families and communities. During the pandemic children have found ways to contribute to family income, to care for siblings and help them with schoolwork and to take action to raise awareness about COVID-19, child marriage and child labour. As the Sub-Director of the School in Peru shared, the children have been innovative and resilient during the pandemic.

"The children were able to come up with productive projects according to the pandemic and their context. One child said that here we needed to sell fruit, because at that time we could not go to the market. Another said, an opportunity to sell face masks. Others said to sell water. Because there was a shortage in their area. The children saw an opportunity for entrepreneurship and we have to take advantage of that in a positive way. The pandemic has given them new ways of thinking to move forward."

Furthermore, this participatory initiative has demonstrated the value of research and dialogue among children, caregivers, community members and government duty bearers. Through dialogue with children, adults have increased understanding of children's realities, as well as greater appreciation of the benefits of collaborating with children as agents of change who can defend their rights and contribute to community development. Adults in India, for example promised to continue their efforts: "NGO workers together with Bal Manch will dialogue and take actions to reduce or stop child labour and child marriage."

Listening to children's perspectives and collaborative analysis and visioning by adults and children has resulted in a more comprehensive understanding of children's situation and the indivisibility of their rights. For instance, it is evident that to protect children from the worst forms of labour, requires an integrated approach to address family poverty, to ensure access to decent work for family members, and to ensure non-discriminatory access to quality education and other basic services for girls and boys, even in the face of a pandemic. Furthermore, building back better necessitates strategic efforts to address underlying and root causes of rights violations, including insufficient decent work opportunities for families, discriminatory social and gender norms, inadequate budget allocations for basic quality services, poor implementation of government programmes, and insufficient community mobilisation to hold the government accountable.

In order to Build Back Better and to realise children's rights, it is crucial to promote and support participatory governance and accountability to children and families. It is imperative to recognize and work to break down the barriers to children's meaningful engagement in each setting, reducing power dynamics and working to create space for children's voices. As articulated by the representative of the Office of the Ombudsperson in Peru: "I imagine a world with many actors. Where the main actor is the child and we all work putting at the center of our intervention what the child wants, the rights of children, not my rights. A world where if we want their rights to be guaranteed we have to get rid of any adult-centric vision of "I want, I think, from my adult perspective", and for this I must involve children in this design of the world of what I want."

Figure 19:
Group of NNATs after research workshop (Peru)

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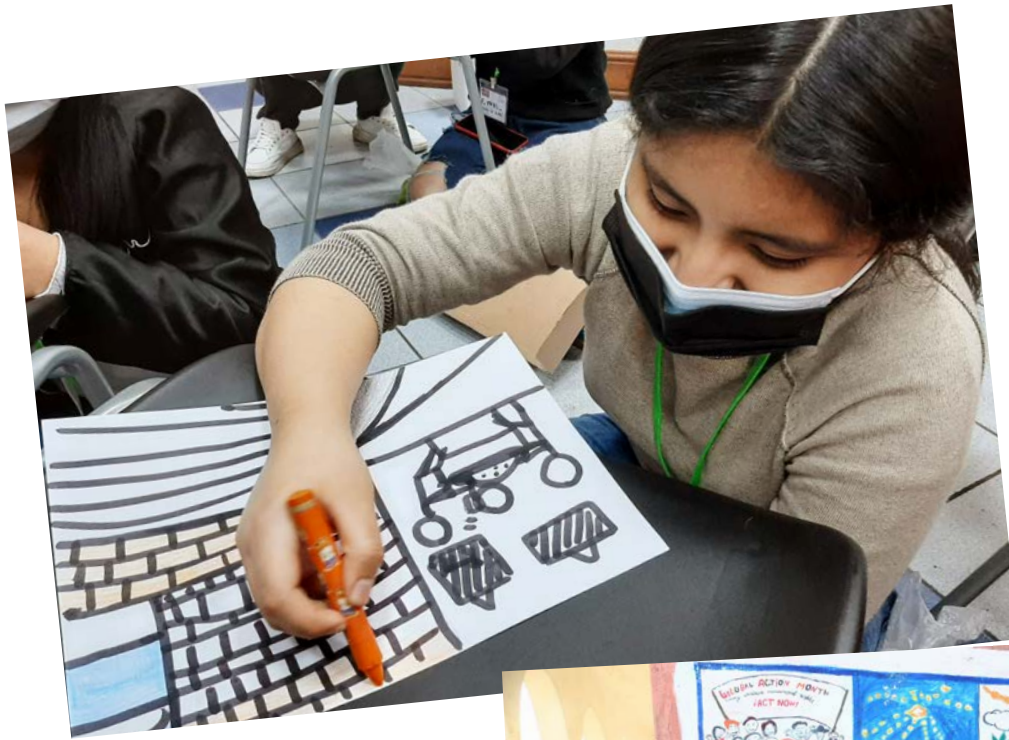White, B. (1996). White 1996 – Globalization and the Child Labour Problem.pdf (No. 221). Retrieved from: **LINK**

Figure 20:
Vision of children

Terre des Hommes
International Federation

www.terredeshommes.org