CHILD **SAFEGUARDING** IN CASH TRANSFER PROGRAMMING

A PRACTICAL TOOL

CaLP

WOMEN'S REFUGEE COMMISSION

Child Protection in Crisis
Network for Research, Learning & Action

Save the Children

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Cover photo: Life has been tough for Bachan and her family since they lost their home in the 2010 floods in Pakistan. She and her husband got some limited support in the form of a cash transfer. (Photo: Ayesha Vellani/Save the Children)

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| INTRODUCTION

While cash transfers have become a key intervention in emergencies, they also pose increased and additional risks for beneficiaries, compared with other forms of assistance.

Children are particularly vulnerable, and even more so in emergencies. The impact of cash transfer programming on children's well-being must, therefore, be considered at all stages of the project cycle. Child protection or child safeguarding must be considered in all cash transfer programming, irrespective of the sector in which it is being used.

This practical tool enables you to make your cash transfer programming more accountable to children, by giving you guidance on how to prevent and respond to child protection incidents more effectively. It covers the full programme cycle:
*   preparation
*   planning
*   implementation
*   monitoring.

KEY POINTS ABOUT THIS TOOL

*   This tool covers all forms of cash transfer programming: conditional and unconditional cash grants, vouchers and cash-for-work.
*   While this tool applies specifically to emergency settings, it's also applicable to non-emergency settings.
*   Where child protection specialists are available, this tool does not replace the need to seek their advice on context-specific issues that you may encounter.

KEY TO SYMBOLS

➡️ Action point

@ Resources

  Refer to child protection specialist for full details

  Other specialist support

2 DEFINITIONS

Cash transfers are sums of money provided to individuals, households or community groups by government or non-government agencies. They may be for emergency relief – to meet basic needs for food, non-food items and services – or to buy assets essential for the recovery of livelihoods. Or they are used in longer-term social protection programmes.

Cash transfer programming is the use of cash or vouchers to enable households to access food, non-food items and services, or to buy assets essential for recovery. It includes conditional or unconditional cash grants, cash-for-work and vouchers.[1]

A **child** is any individual under the age of 18, irrespective of a country's legal definition of the minimum age of adulthood, or local cultural attitudes to when a child reaches adulthood.

Child protection in emergencies means preventing and responding to child abuse, neglect, and exploitation, and to violence against children. An emergency is defined as a situation where people's lives, their physical and mental well-being, and children's development are threatened as a result of armed conflict, disaster or the breakdown of social or legal order, and where local capacity to cope is exceeded or inadequate.[2]

Child safeguarding is where agencies working with children, young people and their families take all reasonable measures to ensure that the risks of harm to children's welfare are minimised. Where there are concerns about children and young people's well-being or safety, all agencies should take appropriate action to address these concerns, working to agreed local policies, procedures and humanitarian standards in full partnership with other local agencies.[3]

Child labour is work that deprives children of their childhood, their potential and their dignity. It refers to work that is mentally, physically, socially or morally dangerous and harmful to children and that interferes with their schooling by:
• depriving them of the opportunity to attend school
• obliging them to leave school prematurely
• requiring them to attempt to combine school attendance with excessively long working hours and heavy work.

For further details of how to define and determine categories of child work, including guidance on setting age limits, see ILO conventions 138 and 182.[4]

3 CHILD SAFEGUARDING ACTION POINTS

ACCOUNTABILITY TO CHILDREN

You need to consider your programme's accountability to children throughout the programme cycle, from the pre-emergency, planning and implementation stages, to the monitoring and evaluation phase.

When you're working with children it's important to seek expertise on child participation. There are risks involved in engaging children in participatory activities. For every activity, consider carefully whether the benefits outweigh the risks. You also need to ensure that children's engagement isn't tokenistic.

@ For information on how to ensure children's participation in your programming, see Save the Children's 'Practice Standards in Children's Participation' (see page 16).

PARTICIPATION

→ **Ensure children's participation in all stages of the programme cycle**: assessment and needs identification; programme design and implementation; monitoring and evaluation; and programme closure.

→ **Ask children for their input into determining their needs and the risks they face, and into the design of the programme.** Asking them about their needs can help determine the amounts of cash grants. By asking about different vulnerable groups of children, you can identify hidden at-risk groups. This will help avoid potential child protection problems and may increase benefits for children who might otherwise be excluded.

→ **Engage children in M&E** in order to identify outcomes, sometimes unplanned, that benefit children, or to help pinpoint unexpected negative consequences of an intervention.

→ **Ensure that there are parental consent forms** for children's involvement in any aspect of the programme they are engaging in, including where children are direct beneficiaries.

COMPLAINTS MECHANISMS AND REFERRAL PATHWAYS

@ In-depth step-by-step guidance on setting up complaints mechanisms is given in the *Good Enough Guide* and on the Humanitarian Accountability Partnership websites (see page 15).

If there is a child protection team in your programme, or in an agency working in-country, ensure you seek their advice. Consider aligning complaints mechanisms for your cash transfer programme with other referral pathways that are already in place.

Your colleagues in the human resources team should have procedures in place to investigate staff misconduct. They should also be involved in developing referral pathways and dealing with complaints.

Below is a checklist regarding integrating child safeguarding into complaints mechanisms and referral pathways.

➡ **Ensure that the complaints mechanism encourages people to report abuse, neglect, exploitation and violence against children.** Involve communities and children in designing it. Ensure it has a 'referral pathway' that explains who to contact when a child protection case is identified and outlines the required response. Update this regularly. Make sure referral agencies are child-friendly. Explain the referral and reporting process to children and other stakeholders.

➡ **Raise awareness of what constitutes abuse, neglect, exploitation and violence among communities and children.** Work with the protection team and children to develop illustrated posters – to be displayed at distribution sites – that make it clear that acts of abuse during distribution will not be tolerated.

➡ **Ensure that children and adults are aware of who they should report any matters of concern to.**

➡ **Display the child protection referral pathway** on a clearly visible noticeboard at each site where programmes are being implemented – eg, within villages, or in IDP or refugee camps.

➡ **Ensure staff are aware of the need to keep all complaints highly confidential.**

➡ **Put in place an anonymous recording system** – for example, a complaints box or phone line. Ensure you have a secure place to keep files of complaints.

➡ **Put in place an investigation protocol** (this is typically done with the human resources team and/or the child protection teams). Don't attempt to investigate complaints yourself.

➡ **Ensure feedback is given to those registering complaints** on how their complaint is being processed and, once it is concluded, how it was dealt with. This encourages a response from others.

➡ **Include a contingency budget in grant proposals for following up any child protection cases that are identified during programming.** If a child abuse case is identified, you may need money for transport and for medical and legal fees.

ENGAGING COMMUNITIES AND SHARING INFORMATION

➡️ **Consult and brief communities, including children**, on the cash transfer programming.

➡️ **Ensure that existing community-based child protection mechanisms and children's groups are consulted** to support the set-up and monitoring of your cash transfer programme. They will be able to contribute their views on what criteria should be used to select beneficiaries, and on which groups are most vulnerable and the best way to support them.

➡️ **Do not assume that child protection committees are able to impartially identify beneficiaries.** As with all cash transfer programming, there are risks that those individuals who select beneficiaries may not be neutral and may try to influence beneficiary lists to favour family or friends. Including child protection committees in criteria development does not mean they should be involved in naming beneficiaries – it's better to have independent staff or volunteers who are not from the implementing area.

➡️ **Ensure the whole community is clear about and agrees with the criteria for selecting beneficiaries**, in order to prevent further stigmatisation of already vulnerable groups.

➡️ **Ensure communities and households know what their beneficiary entitlements are**, so they do not expect to have to give anything (cash, gifts or services) in exchange for services or goods received from the humanitarian community. This includes putting up signs – that include pictures, not just text – about the aid available and making announcements on radio and in other media. Include these messages in all community-awareness activities.

BEFORE AN EMERGENCY

Support in developing and delivering training materials can be sought from child protection staff within your agency, child protection agencies in-country, and the Child Protection Sub-Cluster or Child Protection Working Group (when established).

Training: Using and adapting tools from the Keeping Children Safe toolkit (see page 15) is a good starting point for developing training.

Assessment: For guidance on identifying child protection needs in an emergency and key questions to ask, see the Interagency Emergency Child Protection Assessment Toolkit, September 09.[5]

➡️ **Prepare training modules on child safeguarding for cash transfer programming.** This should include:
- information on context-specific child protection issues
- information on child labour laws, given the possibility of children engaging in cash-for-work
- age-verification techniques.

➡️ **Pre-train staff** on safeguarding, complaints mechanisms, child and community participation, child rights programming and working with children.

➡ **Gather existing data on social and gender power relations, religion, culture and kinship structures.** An understanding of social relations will help when you design your cash transfer programming. It may change decision-making on who your beneficiaries should be, as there may be risks for women or children if they are to handle money. Or it may influence your decision on the mechanism for giving funding – for example, if you're targeting women and it's not culturally acceptable for them to handle cash. It can also help you to identify particularly vulnerable groups in the community.

➡ **Carry out a baseline survey** if there is funding available. Include a number of focus group discussions separately with girls and with boys.

➡ **Make sure the baseline survey or post-emergency assessment determines what coping strategies families normally use to deal with economic shocks.** In an emergency, families often make more use of damaging coping strategies such as child labour; early marriage of girls (in order to receive the bride price); withdrawing children from school so they can work; and migration by one or more carers to urban areas or neighbouring countries.

➡ **Design a context-appropriate rapid-assessment tool** that:
  • looks at the impact of economic shocks on children and caregivers
  • includes indicators of child welfare and children's roles in contributing to household income
  • asks questions to find out who is working (including children as well as adults); who worked before; how different members of the family have dealt with shortfalls in income or food in the past; who brings money, food and other goods into the home; and how they source these items
  • enquires about family structure both before and after the emergency – eg, have children or other family members been sent away to work? Are households hosting additional children?
  • includes questions to establish whether spending on services for children – such as education and healthcare – is reduced in an emergency due to lower income.

Note: during assessment, child-protection-related questions must be asked in a sensitive manner; this should be undertaken by staff who have been trained in child protection and in interviewing children.

ASSESSMENT AND EARLY RESPONSE

➡ **Develop a rapid assessment tool** that considers the impact of the emergency on children and their families – see the notes immediately above on designing a rapid assessment tool.

➡ **Carry out a rapid participatory assessment** to inform beneficiary targeting and programme design based on the current context, even if there is existing data. For example, it may be that certain gender roles have changed since the emergency occurred. For guidance on who to include in your assessment team, see the note on staffing below.

➡ **Ensure assessments on the feasibility of using cash transfers take into account the possible negative and positive impact they could have on children.**

➡ **Create a baseline for monitoring and evaluation purposes**:
- Collect baseline data on children's well-being, their roles in meeting household needs, and family coping strategies.
- Review existing baseline and assessment data on social and gender power relations, religion, culture and kinship structures, to inform the selection of beneficiaries to input into the needs assessment. This can help identify who is most vulnerable, what puts them at risk and how household decisions on spending and work are made. It should inform the design process of cash transfer programming. If it is culturally inappropriate for women to handle money, vouchers may be better. Cash-for-work options can be influenced by what work is considered suitable for men and for women.

➡ **Carry out a market assessment**:
- Ensure your market assessment considers commodities and services specific to the needs of children, such as the cost of education, of babies' and children's clothes, and of different types of food that are suitable for young children.
- Include questions regarding children's role in the marketplace. What role are children playing in supplying goods to the market? Who in the family is selling and buying goods? And are children involved? Are children working or trading in any way? if so, does this pose risks for them?
- Look at who, from within the home, does the buying. Find out if this poses risks for them. For example, if children typically buy the rice, is there a risk to them from carrying heavy bags of rice? Would it be better for agencies to distribute rice closer to beneficiaries' homes? Or to provide transport for the goods? Or to provide goods in smaller quantities on a more regular basis, rather than giving vouchers?

➡ **Engage girls and boys** separately in focus group discussions during the assessment phase – but only if staff trained in conducting focus groups with children are available.

PLANNING AND DESIGNING YOUR CASH TRANSFER PROGRAMMING

STAFFING THE TEAM

➡ **Carry out child protection reference checks** for all staff, volunteers and partners – those who are established as well as those who are new.

➡ **Include a clause in all staff contracts about adherence to a child protection or safeguarding policy** and a code of conduct. Staff should be given training in these policies. They should sign a separate copy of the policies to be saved in their personnel file.

➡ **Train all staff** on:
- child protection programming – giving an outline of the core activities and objectives
- child participation and safeguarding – identifying, reporting and referring, as well as agency policies
- confidentiality in reporting.

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

➡ **Ensure that the safeguarding training for all staff involved in cash transfer distributions happens within their first week of employment.**

➡ **Aim to have a gender-balanced team**, with equal numbers of men and women. However, be realistic: in some contexts it is hard to have equal numbers of men and women due to the women's lack of mobility, or because of security concerns or cultural barriers. In these cases, prioritise women's recruitment for roles that have most contact with women and children. If you do have female staff in your team, they should take part in the assessments, co-lead focus groups, and support distributions in order to make programmes more representative of the community as a whole – and, as a result, more approachable.

➡ **Clarify the supervisors' responsibilities with regards to ensuring the safety of children.** It's their role to ensure all of the previous action points in this section take place.

If your agency does not have child protection staff, seek help from other agencies or from the Child Protection Sub-Cluster in-country, to identify a suitable support person or consultant. This should be done in collaboration with your human resources team.

DESIGNING THE PROGRAMMES

ALL CASH TRANSFER PROGRAMMING

➡ **Involve children in discussions around their needs** for food, healthcare, education and shelter. This will help to inform your decision about the size of cash grant needed to meet families' needs.

➡ **Carefully consider the location of cash distribution points or cash-for-work sites.** In consultation with women, girls and other community members, ensure that:
- The routes to be taken to distribution sites do not expose girls, boys, women or men to the risk of abuse, exploitation or violence, especially if they will be carrying money.
- The route is not too far to walk, including for children at different stages of development.
- The route itself is not hazardous.
- There is a place nearby where women and adolescent mothers can breastfeed in privacy.

If necessary, an additional stipend can be added for transportation to overcome these concerns.

➡ **If you are considering having direct child beneficiaries in your programme**, see the notes below under the subsection on 'What to do when children are your beneficiaries' (page 10).

CASH-FOR-WORK PROGRAMMING

➡ **Set age limits and forms of work in line with national legislation and best practice.**

*Note: **15 years is the recommended minimum age for cash-for-work.** The ILO works with governments to establish the age limit and to elaborate a country-specific list of hazardous labour.*[6]

➡ **Assess risks for children when selecting sites of work and ensure dangers are addressed.** This requires discussions with community and children. If the site is potentially dangerous (eg, open pits, dangerous machinery and tools), work out its proximity to areas frequented by children (ie, playgrounds, schools). Take appropriate measures to improve safety and prevent children accessing the site both during the day and at night. Mitigate potential risks to children by erecting boundaries, covering holes, cordoning off areas, or raising awareness of risks amongst children. Or relocate. Planning with the logistics team is essential to make sure the safety equipment is received before work scheme starts.

CASH GRANTS AND VOUCHERS

➡ **Deliver the grants in tranches and tie the delivery mechanism to social work visits**, so that you can monitor more closely the well-being of children who are in the care of adults.

CONDITIONAL CASH TRANSFERS

➡ **If you are introducing conditional cash transfers, consider including conditions that benefit children.** These could ensure the protection of beneficiaries' children – for example, by ensuring that children are not sent to work or to live with others, and that they have access to education and healthcare; and following up on the quality of care for foster children.

➡ **Analyse the risk of undermining existing care arrangements** when deciding whether or not to use cash transfer programming in support of foster care. Financial incentives may lead guardians and parents to give up the care of children so that the children can access the extra support. Consider also the sustainability of cash transfer programming – if the intervention is short term, could it cause more harm than good?

➡ **Start by supporting foster carers with non-cash items** and then, when cash transfers start to be administered, break them into tranches. Through case worker visits, assess how they are treating children and what their motivations are. If monitoring outcomes are good, they can then be given ongoing tranches of cash. Reference expectations regarding the use of cash transfers in agreements signed with the foster carers and in training delivered to them.

WHAT TO DO WHEN CHILDREN ARE YOUR BENEFICIARIES

It's generally felt that children should not be direct beneficiaries of cash transfer programming, but should receive support via their parents or caregivers. In exceptional circumstances they may be the recipients of cash transfers or even be engaged in cash-for-work. In these cases please confer with staff who have expertise in working directly with children, such as child protection or education teams.

Also, seek guidance from the tool 'Designing Cash Transfers to Achieve Child Protection Outcomes in Emergencies', which explores a number of key factors to consider when you have children who are direct beneficiaries of your cash transfer programming.

IMPLEMENTATION

ALL FORMS OF CASH TRANSFERS

➡ **Make your programme accessible to the most vulnerable populations**, such as child-headed households (where the head of the family – the person managing and financially supporting the family unit – is under 18 years old), female-headed households, and children supported by elderly or disabled carers.

➡ **Ensure that programme plans and activities are gender-sensitive**, and that they take into account the different risks, needs and abilities of girls and of boys.

➡ **Engage diverse groups of community members** (including women and girls, and marginalised groups) to explain the goals of the cash transfer programming and to inform the targeting.

➡ **Ensure that the targeting is not manipulated as part of existing patronage structures to benefit of local elites or particular ethnic groups.**

➡ **Take into account safety concerns at different times of day** and adapt the hours of work (for cash-for-work) or times of distribution accordingly. Certain sites are safe in the day, but at dawn, dusk or night they may present a danger. Consider the distances to be walked in conjunction with the timing of your activity, to make sure neither you nor the beneficiaries will be in a dangerous area at a dangerous time of day, and that the work or distribution ends with adequate time to reach home before dark.

➡ **Ensure appropriate staffing.** The staffing and training of the team is important, as described above in the sections on 'Planning and design of your Cash Transfer Programming' and 'Staffing the team'.

➡ **Ensure all suppliers, contractors, traders and/or financial institutions undergo random checks** if they're participating in cash-for-work programming or engaged in our cash vouchers schemes, to ensure they're not using worst forms of or hazardous child labour in their supply chain (eg, building materials such as bricks may be made by children in Bangladesh and India). They should be briefed on child protection, child safeguarding and whistle-blowing policies. There should be clauses in their contracts or memorandums of understanding stating that if it is found that they have used these forms of child labour, their contracts can be terminated. In addition, legal action may ensue when appropriate.

➡ **Ensure that local NGO partner contracts stipulate that staff must abide by the child safeguarding or child protection policy**, and that all partner staff have been briefed on what that entails. Local NGOs are perceived as representing their donors when they are implementing projects.

CASH-FOR-WORK

➡ **Brief all staff on child labour and how to identify, prevent and respond to it.**

➡ **Train all staff to verify the age of beneficiaries selected for livelihoods work.**
Directly asking the age of a child may lead them to lie so that they can still be included in the cash-for-work programming. Asking indirect questions can allow you to calculate and verify their age yourself. For example, ask:
- What age did you start school? How many years were you at school? How many years ago did you leave school?
- What ages are your siblings? What's your position in the family?

- What events occurred in the year you were born? What age were you when…?
  (Eg, when a memorable event occurred, such as a drought or a natural disaster.)

Note: some children may not know their exact age if they do not have birth registration documents or have been separated from their families. These questions can also ascertain an estimate for their age.

➡ **Establish a protocol for cases of under-age beneficiaries.** The team can identify another member of the family to work in their place, or the family can benefit from a grant or voucher.

➡ **Ensure childcare arrangements for carers/guardians, including adolescent mothers**; otherwise older children may be taken out of school to care for their siblings. Identify the childcare strategies of beneficiary caregivers, to ensure that children are not left uncared for. Providing some kind of childcare or kindergarten arrangement might make the programme more accessible to mothers. If there is a child protection programme with child-friendly spaces, consider locating one of the spaces near the work site. The person running the child-friendly space can also be a beneficiary who is paid for their time or they can take turns volunteering.

➡ **Ensure the work is accessible to the differing abilities and needs of different groups of people** (elderly, adolescent, male, female, pregnant, disabled, etc). Adolescents should be excluded from dangerous or hard labour. Depending on the circumstances, it may be suitable for them to cook and provide child-care for others taking part in the cash-for-work (see the section on 'Children as beneficiaries' on page 10).

➡ **Split the work for different ability groups in different areas of the site**, so that women, children and men are working in different zones and can be monitored against well-being indicators.

➡ **Ensure that groups are not channelled into lower-paid or less desirable forms of work based on their sex, ethnicity or other group identity.**

➡ **Adapt training** on how to do the cash-for-work to the learning ability of any adolescent beneficiaries.

CASH GRANTS OR VOUCHER PROGRAMMING

➡ **Ensure that the distribution takes a 'client-centred' approach that is friendly to children, adolescents, girls, women and vulnerable groups**, all of who may ago to the distribution site even if they are not direct beneficiaries. Consult clients and staff to design a system of orderly distribution that avoids having to resort to even the mildest form of violence to control the crowds.

Note: this can be covered in staff training above, but also needs to be supervised.

➡ **Ensure that the most vulnerable beneficiaries are brought to the front of the distribution line so they can go home earlier** – pregnant women, elderly, child-headed households, those caring for children.

➡ Deliver child safeguarding/child protection policy training for any police or armed forces supporting distributions.

Note: the choice to use armed security forces to protect distributions should be a last resort.

➡ **Ensure that any training or information given with regards to entitlements is delivered in a child-friendly way.**

➡ **Ensure there is financial literacy training** that is accessible to children and delivered in a child-friendly manner. Seek advice from colleagues who are experienced in working with children on how to adapt the training you are delivering to others.

MONITORING AND EVALUATION

➡ **Include children – especially adolescents, 14–17 year olds, and child heads of households – in all monitoring and evaluation activities**, such as post-distribution monitoring, evaluations for donors, etc. Child-friendly methods should be used for including children in these processes – for example, focus group discussions with children, with separate groups for boys and girls, and for younger and older children. For detailed guidance, see reference materials below.

➡ **Ensure that all those who are entitled are reached.**

➡ **Ensure that regular random monitoring includes household-level data on how the cash transfer intervention is affecting the lives of both boys and girls.**

➡ **Ensure that those in supervisory positions carry out regular checks** to monitor compliance to programme policies and procedures. For example:
  * Ask programme staff if child abuse and exploitation cases have been reported, what happened to them, and how they are documented.
  * When on a supervisory visit to a site, ask what age-verification techniques are used.
  * Ask how staff respond when a mother is at a site with several of her young children.

SUGGESTED CHILD PROTECTION OUTCOME INDICATORS

INDICATORS OF CHILDREN'S WELL-BEING

* The number of children in agency's operational areas removed from residential care and reintegrated into a family placement receiving cash transfer support.
* The number and percentage of children whose families are receiving cash transfer assistance, who are accessing basic education, and who were not attending school before the emergency.
* The number or percentage of beneficiaries receiving cash transfers who are fostering children (or of children being fostered by households receiving cash transfer support).
* The percentage of children self-reporting increase in happiness, level of hope and positive attitude toward the future as indicators of well-being.

RED FLAG INDICATORS TO BE MEASURED AT OUTSET AND AT INTERVALS THROUGH THE LIFE OF YOUR CASH TRANSFER PROGRAMMING

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

Note:
* *Additional data collection methods would need to be designed to gather information regarding progress towards these indicators, such as surveys or focus groups for children and their caregivers.*
* *Further indicators can be found in the resource 'Designing Cash Transfer Programming to achieve Child Protection Outcomes in Emergencies'.*

PROGRAMME HANDOVER OR CLOSURE

➡ **Communicate from the outset the planned timeframe for the cash transfer programming.** Ensure that all beneficiaries, including the young, have understood when and why your CTP will end.

➡ **Ensure that handover plans are in place to address any outstanding child protection issues**, such as the continued need for foster care.

➡ **Carry out a final meeting with the child protection committee, children's clubs or a sample of children, to invite concluding feedback.**

➡ **Ensure that any final complaints have been wrapped up** and feedback given to the community.

➡ **If your operations are closing in that area, inform the community of the process for how they can share any complaints** that come to light after you are gone and how these will be dealt with.

➡ **Ensure the referral pathways and complaints mechanisms are adjusted** if the government or another NGO is taking over the cash transfer programming. Make sure the community is aware of the new arrangements and any changes made.

4 REFERENCE MATERIAL

COMPLAINTS MECHANISMS

@ For further information on setting up and running complaints mechanisms see: *Impact Measurement and Accountability in Emergencies: The Good Enough Guide*, Tool 12: How to set up a complaints and response mechanism.

Available free at: http://www.ecbproject.org/download-pdf/download-pdf

@ See also tools for developing and running complaints handling mechanisms on the **Humanitarian Accountability Partnership (HAP) website**; in particular, 'Guide to a child friendly complaints system. Lessons learnt from Dadaab Refugee Camps' (Save the Children, 2011). This case study highlights how children and caregivers have responded to the system set-up.

http://www.hapinternational.org/case-studies-and-tools/handling-complaints.aspx.

CHILD PROTECTION/SAFEGUARDING TOOLS AND TRAINING MATERIALS

@ **The UK Charity Commission** gives guidance on what child safeguarding is, what expectations are of different UK charities, and how to go about ensuring your organisation prevents exploitation and abuse of children:

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

@ *Keeping Children Safe*: This toolkit provides practical guidance, tools, support materials and a DVD. The standards and exercises provide a good basis for the development of effective measures to prevent and respond to violence. They help to improve the quality and professionalism of those working with children, and help to achieve a greater impact for children:

http://www.keepingchildrensafe.org.uk/toolkit

@ **Building Safer Organisations**: This initiative helps organisations apply principles of good complaints handling and gives guidance on preventing and responding to sexual exploitation and abuse. "Building Safer Organisations Guidelines: Receiving and investigating allegations of abuse and exploitation by humanitarian workers", by the International Council of Voluntary Agencies:

http://www.hapinternational.org/projects/complaints-handling/building-safer-organizations.aspx

@ *Child-Safe Organisations: Training toolkit and safe study manual*: This toolkit helps local organisations working with children to develop and apply effective child protection policies:

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

WORKING WITH CHILDREN AND ENSURING CHILD PARTICIPATION

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

http://resourcecentre.savethechildren.se/content/library/documents/practice-standards-childrens-participation

@ UNICEF's guidance 'The Participation of Children and Young People in Emergencies':

http://www.unicef.org/adolescence/cypguide/resourceguide_emergencies.html

TRAINING ON CHILDREN'S RIGHTS

@ The *Action on the Rights of the Child (ARC)* resource pack provides a collection of information and training material to strengthen people's capacity on the following: to tackle root causes of children's vulnerabilities, to build effective child protection systems and to ensure that no activities inadvertently compromise children's rights or safety:

http://www.savethechildren.net/arc/using/index.html

CHILD LABOUR

@ Questions and answers on children in hazardous labour are discussed by the **International Labour Organization**:

http://www.ilo.org/ipec/Informationresources/WCMS_155246/lang--en/index.htm

@ See also the International Programme on the Elimination of Child Labour (IPEC) country-specific 'Child labour data country briefs':

http://www.ilo.org/ipec/Regionsandcountries/lang--en/index.htm

ENDNOTES

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

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

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

[4] Links to these ILO conventions can be found at: http://www.ilo.org/ipec/facts/ILOconventionsonchildlabour/lang--en/index.htm

[5] The Emergency CP Assessment Toolkit, September 2009, is available at: http://oneresponse.info/GlobalClusters/Protection/CP/Pages/Resources.aspx

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

CHILD **SAFEGUARDING** IN CASH TRANSFER PROGRAMMING

A PRACTICAL TOOL

While cash transfers have become a key intervention in emergencies, they also pose increased and additional risks for beneficiaries, compared with other forms of assistance.

This practical tool enables you to make your cash transfer programming more accountable to children, by giving you guidance on how to prevent and respond to child protection incidents more effectively. It covers the full programme cycle:

- preparation
- planning
- implementation
- monitoring.

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