



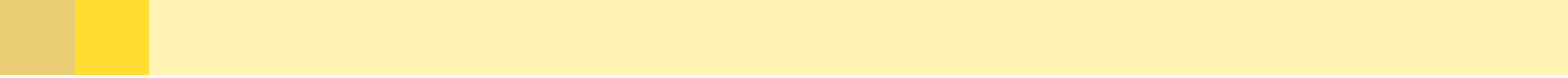
Food and Agriculture
Organization of the
United Nations

Tackling **child labour** in livestock keeping



BACKGROUND PAPER





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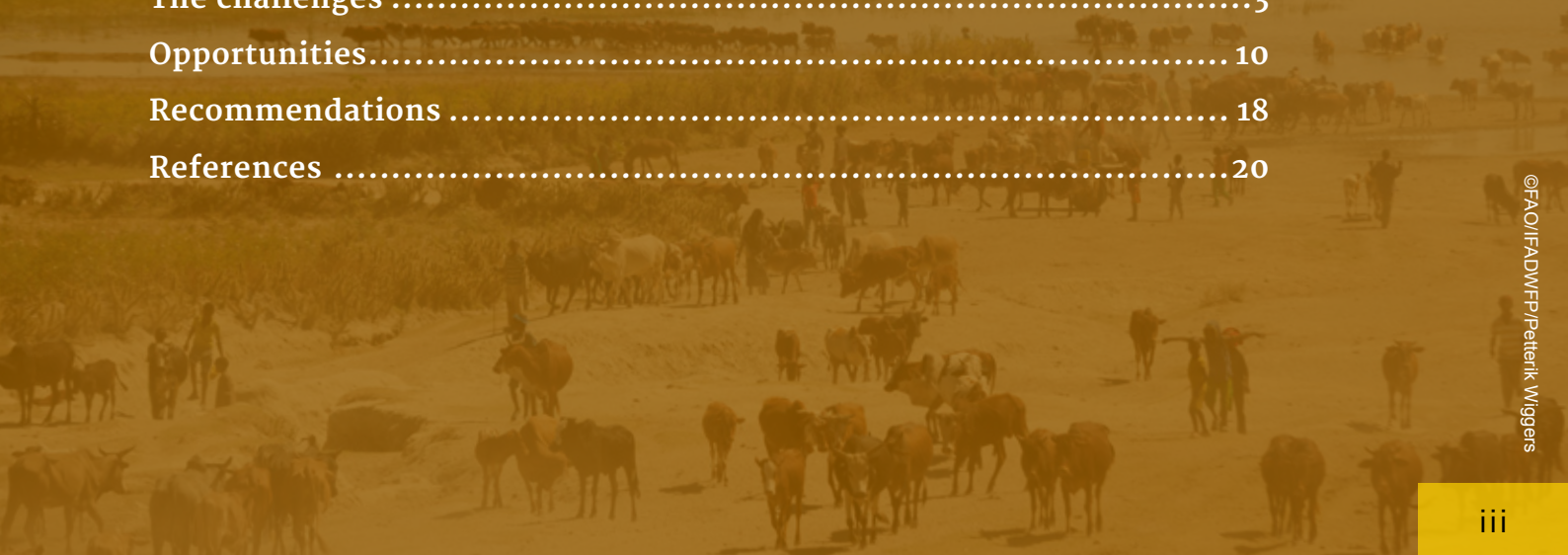
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For the first time in a decade, **child labour is on the increase**, severely threatening the realization of the SDGs.

Of the estimated 160 million child labourers in the world in 2020, **70 percent are engaged in agriculture, forestry, fisheries and aquaculture**, most in family operations, and there will be no elimination of child labour if small-scale farmers and fishers are not mobilized and supported.

Agricultural work is often an entry point into child labour, and **children working in agriculture are generally very young**. Agriculture accounts for 76.6 percent of all child labour in the 5- to 11-year-old age group and for 75.8 percent in the 12- to 14-year-old age group.

Young people between 15 and 17 years of age are particularly vulnerable to hazardous work though they may legally join the work force in non-hazardous work. **Stepping up the protection of young workers in fisheries, aquaculture and aquatic food processing** must be an urgent priority if the world is to realize the Sustainable Development target 8.7.

For younger children below the age of 14 to 15 years, ensuring that alternatives to child labour are in place for the children and their families is essential. This includes first and foremost **ensuring that all children, including children in remote rural areas and children on the move, have access to free, good quality compulsory education**.



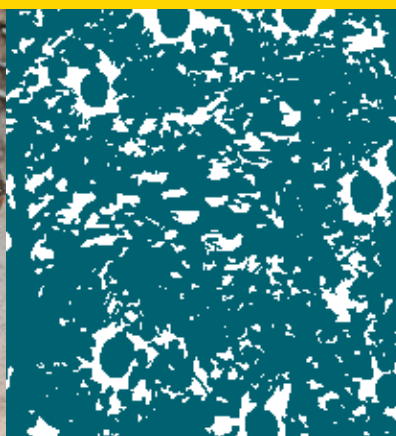
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This includes **increased attention to protection of young workers in the livestock sector**. This in turn requires the mobilization of livestock farmers and herders to assess the risks and identify solutions that are suitable to the farming families' way of life while respecting children's right to protection.

Prevention and elimination of child labour and protection of young workers in livestock keeping also requires putting in place the right policy mix that creates a conducive environment that allows families and communities not to rely on child labour. Hence, it is critically important that policy makers ensure adoption and implementation of comprehensive policies on education, poverty reduction, social protection and others.

To **find durable solutions** based on evidence, more research is needed, both in-depth studies of root causes and more fine-grained statistical estimates that allow for an understanding of nuances and differences within the wider agricultural sector.





What is at stake?

Keeping livestock is an integral part of farming operations across the world. It is also a very heterogeneous sector, spanning very small-scale family agriculture to large-scale production involving hundreds or even thousands of animals. The sector operates in production systems ranking from nature-based to intensive production in artificialized environments. Similarly, it involves multiple types and species of animals (e.g. poultry, sheep, goats, llamas, cattle and camels). In other words, the sector ranges from keeping chicken in the back yard to industrialized pig production and large-scale cattle ranching.

Production systems are widely diverse. Livestock may be kept alongside crop farming (e.g. mixed farming) or livestock keeping may form the backbone of the household's economic base in pastoral communities. Often keeping livestock is more than just the economic base for family incomes and well-being. It is also a livelihood, shaping many other aspects of the social fabric of the community, including values and non-written rules on adulthood's responsibilities, labour division and what constitutes appropriate activities for girls and boys.

Livestock farming often takes place in remote rural areas where farmers and their families have limited access to infrastructure and basic social services,



notably education, health, access to clean water and social protection. Moreover, farming practices are under pressure by, for example, climate change induced changes to weather patterns and urbanisation. Therefore, many livestock dependent families, especially small scale farmers and pastoralists, are generally vulnerable and face different types of risks and shocks. Their children may end up leaving their home areas to nearby towns and cities working rather than going to school, often performing hazardous work (for example in street work). This may fuel a downward spiral, depriving tomorrow's herders and farmers of their health and education, increasing environmental degradation and perpetuating intergenerational poverty as families opt for child labour as part of short term survival strategies.

Hence, ensuring changes to land tenure system, agricultural practices, labour divisions and protecting children from hazardous work, while respecting the cultural rights of children, their families and communities, is essential to engage livestock farming communities on sustainable pathways.

This paper seeks to analyse the dynamics underpinning child labour in livestock farming and identify the strategies that governments, farmers, private sector, international organizations and other duty bearers may pursue to prevent and eliminate child labour in livestock keeping.

This paper focuses on child labour in livestock keeping operations, but it is also important to note that child labour may also be present in the wider livestock value chains, e.g. in abattoirs, packaging, transport and so forth.



The challenges

Evidence on children's involvement in livestock keeping is scarce. Most child labour statistics do not break down participation in agricultural activities further. In overall terms, the 2021 global estimates on child labour (ILO and UNICEF, 2021) indicate that of the 160 million child labourers globally, 70 percent work in agriculture and are more likely to live in rural areas. Agriculture covers farming, livestock keeping, forestry, fisheries, and aquaculture as well as post-harvest handling of crops. These are all lumped together under "agriculture", and the estimate does not provide further information on the prevalence of child labour in livestock keeping.

In 2020, 70 percent of the world's child labourers worked in agriculture and of them, 60.8 percent performed hazardous work. The prevalence of hazardous work is particularly high among the 15 to 17-year-old age group.

Hazards associated with child labour in the livestock sector include hazards related to the proximity to animals and animal carcasses, zoonotic and parasitic diseases. Herding animals over long distances exposes children to wild animal attacks, snakebites and injuries from sharp vegetation stumps in grazing areas. Herding animals also exposes children to high risk of being at a cross fire during livestock raids or cattle rustling. Handling larger animals, especially in bigger herds, brings with it the risk of trampling and injuries from unexpected kicks and so on. In addition, livestock keeping, especially herding, may expose children to natural elements (heat, etc.) (FAO, 2013a). The risks and hazards in livestock keeping are hence significant, and it is safe to assume that a substantial number of the children engaged in hazardous work are engaged in livestock keeping. In addition to the hazards that children face, livestock keeping is time demanding and may prevent children from attending education.

Understanding the **gendered** allocation of work roles is crucial when looking at the situation in the livestock sector. Girls are typically engaged in feeding and milking animals otherwise tending to smaller livestock, often in combination with what are considered domestic chores such as fetching water for the animals and for other household uses. Those tasks are

carried out in closer proximity to the family home (whether permanent or mobile) while boys are more likely to be tasked with caring for larger animals, further from home, like cattle. This becomes more and more pronounced with age as boys grow into young men and are increasingly expected to perform male work duties. Younger boys are more likely to join girls in tending to smaller livestock (FAO, 2013a).

According to the 2021 Global estimates on child labour (ILO and UNICEF, 2021), children who work are significantly less likely to participate in and complete **education** than other children. Hence, child labour in livestock not only exposes children to significant risks and hazards. It may also jeopardize children's education and perpetuate an intergenerational cycle of poverty. Children working in livestock are often challenged when it comes to access to education. They live in rural areas that are often under-served in terms of basic services, such as health and education facilities. Some children may find access to education even more challenging. Pastoralist's families often have difficulties merging their livelihood with children's education, especially where schools are few and far between and where school calendars are not in sync with the seasonal mobility of the herd and family. In addition, pastoralist communities may have mixed experiences with the quality of formal education. While parents and children see value in education in principle, the actual contents and delivery methods may be of poor quality and irrelevant to the context that children live in. This may mean that

children and families consider formal education irrelevant altogether and opt for skills transfer through participation in the family's livestock keeping activities (ILO 2013; Kenea 2019; Schelling, Weibel and Bonfoh, 2008). This may interplay with limited access to alternative livelihoods in pastoralist communities, including when communities' life forms are under pressure, and perpetuate intergenerational vulnerabilities.

Ensuring that education, including vocational training, is relevant to pastoralist (and other livestock keeping) families, providing skills that young people need to transition to the labour market and making sure that schools are in fact (physically) accessible,¹ especially when children and families are mobile, are thus key elements of addressing child labour in livestock keeping.

¹ In this same series, for more information on school-to-work transition, see the background paper on youth employment and child labour.

Moreover, ensuring that children can participate in family livestock keeping activities, without being exposed to risks and hazards, is essential to ensure buy-in to the idea of elimination of child labour among children and families. It is important to bear in mind that initiatives to tackle child labour in livestock keeping not only seek to alter the economic base and activities of the family. They also touch on social norms and life-form narratives that are centred around the livestock and the wealth (both in terms of economic wealth and safety and in terms of social status and identity) that the livestock brings. This is illustrated very clearly in a study from Ethiopia (Shumetie and Mamo, 2019) that shows how an increased number of livestock (and therefore higher economic wealth) does not impact children's school attendance and labour participation rate unless there is also unhindered access to quality education. If education is not freely available, more livestock and/or land tend to increase children's workload in farming. An exception to the higher workload was the introduction of draught animals that lowered the workload in farming families through reducing the demand for labour for, e.g. ploughing. Hence, improved farming practices and technologies through appropriate use of livestock may also contribute to a reduction in child labour in agriculture.

Livestock keepers' **incomes** vary significantly across different geographical areas, herd sizes and proximity to market or towns. Livestock keepers and their families face the risk of poverty. In some parts of the world, economic shocks

induced by illnesses, natural disasters and other shock events that may diminish the herd, may lead to farmer families descending into poverty.

Cases of largescale loss of livestock (for example, shrimp in Bangladesh due to disease and horses in Mongolia due to extreme weather) show how such loss pushes farmers and farmers' families into severe economic difficulty, impacting their lifestyle and well-being, for example, causing ruralurban migration and indebtedness (Begum and Alam, 2002; Save the Children, 2016). Such economic shocks can be significant drivers of child labour in some communities as the **economic shocks** interplay with narratives and social norms that may cause families to decide to send children to work rather than to school in times of economic hardship (Bandera, Dehejia and LavieRouse 2014; Kane, 2009). It is worth noting that some children, for example, children growing up with their grandparents or in child-headed households, are often at increased risk of povertyinduced child labour (Whetten *et al.*, 2011).

Building economic resilience, in a manner that does not involve reliance on child labour as a coping strategy and in line with the relevant ILO conventions on child labour (see below), may be needed. Building economic resilience through social protection and other opportunities to prevent and eliminate child labour in livestock keeping will be discussed in the following section.

Opportunities

To adequately prevent and eliminate child labour in the livestock sector, **fundamental protections** must be in place. **International Labour Organization (ILO) Convention 182 on elimination of the Worst Forms of Child Labour (WFCL)** achieved universal ratification in 2020 (ILO, 2020). This means that all countries are bound by the requirements under the convention to put in place measures to protect children against the WFCL, including hazardous labour. This in turn takes putting in place legal protections, such as **national regulations on hazardous work** prohibited below the age of 18 years. Ensuring that hazardous tasks in livestock keeping are included in national regulations is essential to protect children and young people engaged in livestock rearing and herding activities. Specifying explicitly that no one below the age of 18 should perform hazardous work (for example, handling sick animals or carcasses with infection risks) will help define what young people can – and should – do in livestock operations. In addition, **national and regional action plans and roadmaps** towards elimination of child labour often include child labour in agriculture as a priority. Ensuring that these plans and roadmaps do not only target crop farming, but also livestock rearing, is essential. These plans and roadmaps are often developed through multistakeholder consultations (ILO, 2017) and ensuring that livestock farming communities are represented and that different production systems are reflected in the plans is equally important.





National and regional action plans and roadmaps towards elimination of child labour often include child labour in agriculture as a priority.

For policy, and other initiatives to comprehensively address child labour in the livestock sector,² it is essential to **strengthen the knowledge base**, which is currently relatively weak (FAO, 2013a). This would entail both the production of statistical data on child labour that is broken down further than the current statistical classification of “agriculture”, encompassing livestock rearing, crop farming, forestry and agro-forestry as well as fishing and aquaculture. The differences in production systems, social norms, economic base and so on are

significant, and more detailed statistics would enhance understanding of the nature and extent of child labour in agriculture in general as well as in the different agricultural sectors.

The generation of more fine-grained statistical data needs to be combined with mixed-methods and qualitative research into the underlying root causes and drivers of child labour in livestock rearing and assessment of the risks associated with children’s tasks in livestock farming (FAO, 2013a). This is especially true for nonpastoral production systems where the causes, nature and extent of child labour are particularly under-researched as evident in the bibliography of this paper.

An improved knowledge base will not only facilitate development of appropriate legal and policy frameworks. It will also contribute to the **social mobilization, awareness raising and**

² In addition to the topics discussed in this paper, the need for more and better agricultural investments overall (in livestock as well as other types of agriculture), allowing for child labour safe guards and full implementation of adopted policies to create a conducive environment is an important topic. In this same series, see the background paper on the role of international financial institutions and development banks in eliminating child labour in agriculture through rural development for more information.



negotiation of narratives that are needed to prevent and eliminate child labour in livestock keeping. As described above, child labour is often an ingrained element of farming families' way of life.

Children are not only expected to contribute to family production for economic reasons. Participation in livestock rearing is seen as skills transfer and training that will allow children to make a living as livestock farmers and continue the family and community's way of life when they grow up. Therefore, mere prohibitions of child labour, or even hazardous child labour, in livestock keeping is unlikely to have an effect.

Children, parents and other key stakeholders, such as education services and social security providers, need to understand why a prohibition is in place and receive support to identify alternative practices, technologies and so on that may diminish the need for children's labour. This means engaging in a dialogue with livestock farming communities to understand their views on children and children's work in the family's operations.

Essentially, the protection of children from (hazardous) child labour must go hand-in-hand with livestock farming communities' right to cultural expression and preservation. It must also go hand-in-hand with the adoption and implementation of a policy mix that is conducive to elimination of child labour, notably strong education policies. This in turn requires a social contract in which the government not only adopts, but also delivers on social protection, education, agricultural development and so on, and

citizens participate in society in returns, for example through tax payments (see below).

The Food and Agriculture Organization of the United Nations (FAO) (Agro) Pastoralist Field Schools programme across Africa is an example of how farmers engage in conversation about sustainable livestock practices in a way that takes into account the specific logistical and social characteristics of pastoralism (FAO, 2013b). The Pastoralist farmer field schools (see also box 1 on page 17) can be a vehicle for introducing child labour and protection of young workers as a key strategy towards sustainability of agro-pastoralist farming. Essentially, they allow for a conversation with farmers on the advantages of education and good health to agricultural productivity and longevity. Moreover, the farmer field schools allow for identification of particular child labour challenges in a given community and for identification of solutions, both those that require adaptations to farming practices that are within the farmers' own sphere of agency, and those that require the involvement of other duty bearers, such as local governments. It should also be noted that investing in parents' education is likely to have a positive impact on children's school attendance in and of itself as children whose parents are well-educated are less likely to drop out of school (Huismans and Smits, 2015).

Limited access and low quality of education will interplay with cultural norms and narratives and make it more likely that children drop out of school or never enrol.

(FAO 2013a; Schelling, Weibel and Bonfoh, 2008)



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Ensuring that children and young people in livestock farming communities have **access to good quality, relevant education and training** requires the involvement of other duty bearers, notably the government. Children are unlikely to attend school if schools are far away and if education quality is low.³ Limited access and low quality of education will interplay with cultural norms and narratives and make it more likely that children drop out of school or never enrol (FAO 2013a; Schelling, Weibel and Bonfoh, 2008). Ensuring access to education requires taking education to where children are. In the case of children from nomadic pastoral

communities, this may entail, for example, the establishment of **mobile schools**, such as the tent school that has operated in Iran for over 50 years. These schools move with the communities between summer and winter pastures, teaching children where they reside. The schools are formal government schools, but they include elements of particular relevance to the pastoralist communities, and many of the teachers are from pastoralists communities themselves. This system has helped overcome mistrust of formal education as well as ensuring communities' cultural heritage (Schelling, Weibel and Bonfoh, 2008).

While experiences from mobile schools are positive, there can be challenges such as reluctance, in some communities, to enrol girls. The resistance may be smaller than it would be in communities where girls have to walk long distances to schools or attend

³ In addition, access to decent work at the end of an education cycle is important to decision making on education vs. child labour. In this same series, for more information on decent work, see the background paper on youth employment and child labour.

boarding schools, and parents fear for their safety. Nevertheless, special attention to girls' (or other groups of children's) participation in education may be needed. In Mali and Niger, local "Animatrices" (women mobilizers) encourage families to enrol girls in education and ensure that they attend by tackling with parents such issues as household workloads and early marriage. The Animatrices also serve as positive role models for girls, being relatively well educated and economically secure women with a voice (Oxfam GB, 2005).

Distance learning has also been an effective vehicle for taking education to children in remote rural areas in many parts of the world. Mostly via radio broadcasts, such as the government run programmes for children in mobile pastoralist communities in Mongolia, set up in the 1990s (Schelling, Weibel and Bonfoh, 2008). With the developments in Information and Communication Technologies (ICT) in the last decade, the opportunities for distance education programmes are expanding. The COVID-19 pandemic and the resulting school closures may have sped up the development of new distance learning platforms and formats considerably, but it is yet too early to conclude on whether the opportunities will reach children in the most remote rural areas. This will depend, amongst other things, on increased connectivity in underserved rural areas and the extent to which platforms, tools and contents are (or can be) made relevant to the children and their families and communities.

Ensuring the quality and relevance of education takes developing and delivering coherent, contemporary curricula and learning methods. This entails the

inclusion of life skills in basic education, and the FAO supported **junior farmer field and life schools** (JFFLS) have proven to be an effective tool for including life skills, relevant to children's lives and context, and for introducing (new) agricultural practices. In addition to the basic literacy and numeracy skills that children must obtain through basic education, the JFFLS introduction to agricultural practices is also an important tool for channelling young people's interest in agri-based technical and vocational training and careers (FAO, 2020). Increased access to **formal vocational training** will enable young farmers to become more productive and resilient and allow young farmers to increasingly apply new, more sustainable agricultural practices. Strengthening vocational training in farming, including livestock keeping, as part of a wider movement towards increased attention to vocational skills training, is therefore an important opportunity. However, this is challenged by social norms that value academic training over vocational training and limited capacity to provide relevant, good quality vocational training in many countries.⁴

Preventing child labour (not least through ensuring access to quality basic education and vocational training), putting in place systems and structures to withdraw children from the worst forms of child labour and protecting young workers from hazardous work are all strategies, equally recognized by ILO Convention 182 on the WFCL.

⁴ For more discussion on the role of vocational training in the protection of young workers and elimination of child labour, see the background paper on youth employment and child labour in this same series.

Investing in **social protection schemes** that cover self-employed, small-scale farmers and herders may be a valuable investment in their **children's health and education** and in national poverty reduction and productivity.

(FAO, 2020).



However, the **protection of young workers** has, in practice, received less attention, and the scaling up of access to vocational training is an opportunity to implement protection measures. Livestock farmers don't want their children to get hurt any more than other parents, and they value relevant education just as much.

Education and training alone will not, however, be sufficient to protect young workers in livestock keeping. This also takes adjustment to **farming practices, risk assessments and monitoring of working conditions**. Agricultural extension officers must be able to guide farmers, including livestock farmers, in risk assessment and mitigation measures. These can include a range of measures. In livestock keeping it is essential to ensure that young workers do not come into contact with toxic substances (e.g. pesticides) and pathogens and that they are not exposed to adverse climate, weather impact and heavy work. Herding and other livestock keeping invariably involves contact with, often, large animals, and therefore protection measures must also include mitigation measures that lower the risk of injury from contact with the animals. Many of these measures will require adaptation of agricultural practices. For example, one way to ensure protection of children is to build animal handling structures such as crushes (for cattle and small animals) to diminish the risk of being kicked or rough handled by large animals, especially. It can also ensure that farmers are able to check on their animals closely and perform treatment easily when needed.

In the Lao People's Democratic Republic, the Ministry of Agriculture has trained agricultural extension officers on child labour and developed guiding materials on what constitutes child labour and how to protect children from hazards. The FAO supported Farmer Field Schools is another possible vehicle for support to farmers towards protection of young workers.

The monitoring of young workers' conditions and compliance with national laws generally falls within the remit of the labour inspectorate, provided agriculture is not excluded from coverage under the labour legislation, as is the case in some countries (Yashenew, 2018). Moreover, agricultural extension officers, labour inspectors and other duty bearers must be able to communicate and collaborate. This in turn takes **coordination and communication systems** and structures at the national and local levels. National child labour action plans and roadmaps, with clear livestock components and priorities may help forge the cross-sectoral, multi-partner collaboration and communication that is needed.

Efforts to promote education and vocational training and to protect young workers also need to go hand in hand with efforts that address the underlying **economic drivers of child labour**, such as the loss of livestock and other shocks discussed above. Therefore, investing in social protection schemes that cover self-employed, small-scale farmers and herders may be a valuable

investment in their children's health and education and in national poverty reduction and productivity (FAO, 2020).

Social protection approaches with a demonstrated impact on child labour include cash transfer schemes targeting vulnerable families with children, notably those tied to education attendance.⁵ Such child grants are increasingly becoming part of social protection floors.

⁵ Other social protection mechanisms, such as social insurance schemes that provide, for example, retirement and unemployment benefits, are also important to livestock farming communities' wellbeing. However, this paper focuses specifically on child and education grant schemes as the body of evidence on their direct impact on child labour is stronger than the evidence on social insurance schemes' direct impact on child labour.

It is also important to accompany social protection grants with information and mobilization of child labour elimination in rural settings as the influx of cash may otherwise have detrimental effects.

The influx of cash could lead to an increase in the demand for children's labour with increasing economic activity in the family (FAO, 2020), or the additional cash may be allocated along gendered lines. For example, a study in Lesotho found that cash grants benefitted older boys significantly less than other children as they were expected to herd cattle and continue the family way of life. Therefore, their schooling was not prioritized, even with the added income (FAO, 2017). When discussing social protection in the context of child labour in livestock keeping, it is important to bear in mind that many livestock farming communities have very informal safety nets



in place that are usually based on informal networks within the communities. They are able to support vulnerable community members with animals, funds and so on during times of crisis.

When defining and designing social protection schemes, communities/experts/governments need to take into consideration these informal social safety nets that often vary between different communities, into consideration (Teka and Weldu, 2018).

In addition to social protection, **livestock insurance schemes** have shown some potential in improving resilience, including among small holders. Government-backed insurance schemes in Mongolia, for example, allowed pastoralist farmers to re-establish their herds after they were decimated during severe winters, which are

a recurring phenomenon in Mongolia. In Kenya and Ethiopia, government-backed index-based livestock insurance saved several pastoralist households during drought). Such insurance schemes are, however, complex and often need government backing to reach the most vulnerable farmers. (Fernandez-Gimenez, Batjav and Baival, 2012). Moreover, there is no guarantee that receiving an insurance premium will translate into protection of young workers and children's education attendance.

Increasing protection of young workers and children's education attendance may require dedicated information sharing and awareness raising alongside the strengthening of the farming family's economic resilience.



Tackling child labour in livestock keeping thus requires multiple duty bearers to work with livestock keeping farmers and families and, not least, with children and young people, to comprehensively address the issue.

There is need for multiple partners with distinct mandates and expertise in agricultural practices and production systems, education, labour law, social mobilization, poverty reduction, and so on to join forces in a coordinated way.

Moreover, there is need for the multiple stakeholders to work together to put in place a policy mix that is conducive to the elimination of child labour: ensuring access to education and training for children in remote rural areas and mobile communities, expanding social protection services and other measures to improve resilience to economic shocks and strengthening poverty reduction and decent work policies overall.





Box 1 – The Zonal Effort for Agricultural Transformation – Bahr elGhazal Effort for Agricultural Development project

With support from the European Union (UE), FAO, the United Nations Educational, Scientific and Cultural Organization (UNESCO) and the Ministries of education, livestock and agriculture in South Sudan co-implements the project **Zonal Effort for Agricultural Transformation – Bahr elGhazal Effort for Agricultural Development**. The project focuses on strengthening the resilience of pastoralist families and communities in the Lake States. This will contribute to sustainable pastoralist practices and livelihoods in the face of climate change and other challenges that may undermine livelihoods, food security and so on.

It is recognized that education is a key component in ensuring sustainable pastoralism. It is also very clear that education in this context means both literacy, numeracy and other subjects typically taught in classrooms, as well as livestock-rearing skills and knowledge. Using the tried and tested approach from FAO farmer field schools, the project partners have set up (Agro)Pastoralist Field Schools (APFS) that bring new skills and knowledge to the farmers where they are. The classroom moves with the herd and the herders. The project developed three curricula: one for adult farmers, one for young people and one for children. Under the project, children and young people can attend education and learn literacy, numeracy and so on under an accelerated curriculum where they are not able to attend formal schools. The teaching is combined with training on sustainable pastoralist practices enabling children and young people to continue family traditions and economic activities, but with the resilience that a formal school education brings. The integration of formal education with pastoralist skills training ensures that the education opportunity is relevant to the concerned communities and the flexible and mobile nature of the training ensures access for many more children and young people.

The pastoralist field schools have proven successful not just in South Sudan, but in multiple countries across Africa, including several countries in West Africa and in the Horn of Africa.

Sources: FAO, (2018); FAO, (2016); FAO, (2013c).

Recommendations

- ▶ **Build out the knowledge base on child labour in livestock keeping.** This entails producing more fine-grained statistical data and estimates on child labour in different agricultural sectors, including livestock keeping, participatory mapping of the nature of children's work in livestock keeping and assessment of risks, and in-depth research on the underlying root causes and drivers of child labour in livestock keeping, particularly in non-pastoralist communities and production systems. The **50x2030 Initiative to Close the Agricultural Data Gap** or the **Living Standards Measurement Study** programme of the World Bank may provide a starting point for defining the units of more fine-grained child labour data.
- ▶ **Increase the attention to the protection of young workers,** rather than aiming to remove anyone below 18 years of age from livestock keeping operations. Using existing systems and programmes, such as agricultural extension systems, pastoralists and farmer field schools appears to be an effective way of reaching out to farmers with information and other support to protect young workers. This must be done in collaboration with other duty bearers, such as labour inspectorates, and in a way that respects livestock farming cultural heritage.
- ▶ **Ensure access to relevant education of good quality** that builds the skills of future farmers and that is responsive to life forms and traditions while in line with the internationally agreed framework on children's rights. This is an essential contribution

to ensuring the long-term productivity and sustainability of livestock keeping. Examples of good practices in providing education to pastoralist and livestock farming communities include the FAO Junior Farmer Field Schools, and distance learning and (mobile) satellite schools, operating under an accelerated curriculum.

- ▶ **Strengthen resilience and extend social protection in livestock keeping communities**, especially among small holders who are prone to economic and climate shocks. Expansion of tax-financed social protection schemes is an opportunity to invest in children's education and in the resilience of families and communities. Other opportunities include livestock insurance schemes that will allow farmers to re-establish their operations and livelihoods in the event of disasters that lead to loss of livestock. Initiatives to improve resilience could however have unintended impacts on children's workloads and must therefore be accompanied by efforts to promote education and protect children from hazardous or excessive work.
- ▶ **Design the programmes and initiatives to promote resilience, ensure access to education and so forth with the concerned communities to ensure their relevance**. Dynamics in the communities, for example gender dynamics, vary and may impact the implementation of schemes and therefore need to be taken into account.

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