

Training resource pack on
the elimination of hazardous
child labour in agriculture

BOOK 2

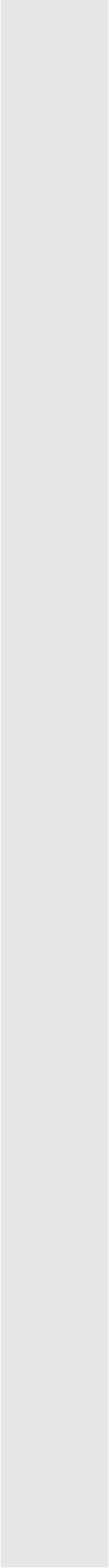
TRAINING COURSE ACTIVITIES FOR FARMERS



International
Labour
Organization



International
Programme on
the Elimination
of Child Labour



**Training resource pack on
the elimination of hazardous
child labour in agriculture**

September 2005

International Labour Organisation
International Programme for the Elimination of Child Labour

Copyright © 2005 International Labour Organization

Publications of the International Labour Office enjoy copyright under Protocol 2 of the Universal Copyright Convention. Nevertheless, short excerpts from them may be reproduced without authorization, on condition that the source is indicated. For rights of reproduction or translation, application should be made to the Publications Bureau (Rights and Permissions), International Labour Office, CH-1211 Geneva 22, Switzerland. The International Labour Office welcomes such applications.

Libraries, institutions and other users registered in the United Kingdom with the Copyright Licensing Agency, 90 Tottenham Court Road, London W1P 9HE (Fax: + 44 171 436 3986), in the United States with the Copyright Clearance Center, 222 Rosewood Drive, Danvers, MA 01923 (Fax: + 1 508 750 4470) or in other countries with associated Reproduction Rights Organizations, may make photocopies in accordance with the licences issued to them for this purpose.

TRAINING RESOURCE PACK ON
THE ELIMINATION OF HAZARDOUS CHILD LABOUR IN AGRICULTURE

ISBN 92-2-117798-X (print)

92-2-117799-8 (web pdf)

Funding for this publication was provided by the United States Department of Labor and the Norwegian Government. This publication does not necessarily reflect the views or policies of the donors, nor does mention of trade names, commercial products, or organizations imply endorsement by them.

The designations employed in ILO publications, which are in conformity with United Nations practice, and the presentation of material therein do not imply the expression of any opinion whatsoever on the part of the International Labour Office concerning the legal status of any country, area or territory or of its authorities, or concerning the delimitation of its frontiers.

The responsibility for opinions expressed in signed articles, studies and other contributions rests solely with their authors, and publication does not constitute an endorsement by the International Labour Office of the opinions expressed in them.

Reference to names of firms and commercial products and processes does not imply their endorsement by the International Labour Office, and any failure to mention a particular firm, commercial product or process is not a sign of disapproval.

ILO publications can be obtained through major booksellers or ILO local offices in many countries, or direct from ILO Publications, International Labour Office, CH-1211 Geneva 22, Switzerland. A catalogue or list of new publications will be sent free of charge from the above address.

Printed in Italy by the International Training Centre of the ILO, Turin

**Training resource pack on
the elimination of hazardous
child labour in agriculture**

BOOK 2

**TRAINING COURSE ACTIVITIES
FOR FARMERS**

Contents

■ Aims for this course	3
■ Introductions	4
■ What is child labour?	5
■ What causes children to work?	6
■ Eliminating child labour	7
■ Myths and facts about child labour: Quiz	8
■ Injuries and ill health in agriculture: Body mapping.	12
■ Identifying hazards and assessing risks	13
■ Law and the ILO	15
■ Tackling child labour	18
■ Future strategy.	19
■ Course evaluation.	20



Aims for this course

The training course activities which follow are a set of easy-to-use and comprehensible course materials for you and other farmers. The materials will help you to:

- raise your awareness about the problem of child labour and why it is an issue you have to deal with
- prevent and eliminate the worst forms of child labour, particularly hazardous child labour
- improve occupational safety and health conditions (OS&H) on your farms
- promote implementation of ILO Convention No. 182 concerning the prohibition and immediate action for elimination of the worst forms of child labour, 1999 and its accompanying Recommendation (no. 190)
- develop a strategy for your community

Introductions

TRAINING ACTIVITY 1:

<p>AIMS</p> 	<p>To help us to:</p> <ul style="list-style-type: none"> → find out who is on the course → agree our aims for the course
<p>TASK</p> 	<p>Talk to another person and make notes, so that you can introduce her or him to the other people on the course. Your partner will introduce you. Use these headings for your discussion:</p> <ul style="list-style-type: none"> → Your name → Your work and your place of work → The type of farm → The number of workers at your workplace → The number of children working – Are they your children, or children of relatives, or others? → Are all school age children attending school? If not, why not? → Are you a member of a farmers' organisation or farmers' cooperative? → Have you attended any courses about child labour before? → What would you like to do on this course?

What is child labour?

TRAINING ACTIVITY 2:

<p>AIMS</p> 	<p>To help us to:</p> <ul style="list-style-type: none"> → identify what is child labour → identify the types of work that should not be carried out by children, especially hazardous child labour
<p>TASK</p> 	<p>In your small group:</p> <ol style="list-style-type: none"> 1. Discuss and agree at what age you think a person ceases to be a “child”. 2. Discuss what you think the term “child labour” means and agree a definition. 3. Discuss and agree some of the jobs on your farms which you think could be described as “hazardous child labour”. <p>Elect a spokesperson to report back with your group’s views</p>

What causes children to work?

TRAINING ACTIVITY 3:

<p>AIMS</p> 	<p>To help us to:</p> <ul style="list-style-type: none">→ discuss hazardous child labour in agriculture→ establish the causes of child labour in agriculture
<p>TASK</p> 	<p>In your small group:</p> <ol style="list-style-type: none">1. Discuss the different types of hazardous work that children do in agriculture.2. Identify what you think the causes of child labour are. <p>Elect a spokesperson to report back with your group's views on Task 2</p>

Eliminating child labour

TRAINING ACTIVITY 4: Carrying heavy loads

<p>AIMS</p> 	<p>To help us to:</p> <ul style="list-style-type: none"> ➔ identify risks to children ➔ consider ways of eliminating child labour
<p>TASK</p>  <p>Case study</p>	<p>In your small group, look at the case study below and then discuss the questions.</p> <p><i>There was a cocoa farmer named Adeniyi who had a 13-year-old son named Kolawole. Adeniyi went farming to harvest his cocoa accompanied by his son. After harvesting and breaking the pods, Adeniyi loaded cocoa beans into bags weighing approximately 50 kilograms each. Adeniyi carried these bags himself and also expected Kolawole to carry them. Although the cocoa was too heavy for Kolawole, he did not complain since his father carried bags himself. He also felt he should obey his father out of respect. After some time, one day while carrying a load, Kolawole collapsed. Adeniyi picked the boy up and rushed him to the clinic. The doctor examined Kolawole and found that he had sustained a spinal injury.</i></p> <ol style="list-style-type: none"> 1. Discuss the risks that children face when moving or carrying heavy loads 2. Who do you think is responsible for the injury to Kolawole? 3. How can we eliminate such forms of hazardous child labour in our own communities? <p>Elect a spokesperson to report back with your group's views</p>

Myths and facts about child labour

TRAINING ACTIVITY 5:

Child labour quiz

<p>AIMS</p> 	<p>To help us to:</p> <ul style="list-style-type: none">→ explore some myths and facts about child labour
<p>TASK</p> 	<p>You will be divided into pairs. In your pair, look at the multiple-choice quiz below. Discuss which answer you think is the correct one and write it down in the spaces provided.</p> <p>When you have finished, the whole group will discuss their answers together. You can count up your scores for a bit of fun!</p>

Child labour – multiple choice quiz



The ILO would like to acknowledge the use of the quiz devised by the Child Labour Coalition, USA (www.fieldsofhope.org)

What is the most common type of child labour?

- A. Sewing clothing in sweatshops
- B. Making rugs
- C. Doing farmwork and other types of agricultural work
- D. Working at restaurants or fast food shops

Your Answer:

How does working in agriculture often affect the lives of children?

- A. Millions of children around the world work in agriculture instead of going to school
- B. Children working on farms are sometimes exposed to pesticides that cause skin rashes, intestinal problems and other illnesses
- C. Children are sometimes hurt, or even killed, while operating heavy machinery they have not been trained to use
- D. All of the above

Your Answer:

Where do child labourers work in agriculture?

- A. In poor, developing countries
- B. In rich, industrialised countries
- C. In rich, industrialised countries as well as poor, developing countries

Your Answer:

Farm/Plantation owners hire children because:

- A. They know that they can pay them lower wages and that the children are too vulnerable to protest
- B. Because of their shorter height children are more suitable (than adults) for performing activities adults would have to bend over to do
- C. They believe that farm work is good for children because they can be outdoors in the fresh air

Your Answer:

Many children agricultural workers work for as long as:

- A. 3 hours each day
- B. 16 hours each day
- C. 10 hours each day

Your Answer:

In most countries, adult agricultural workers are:

- A. Paid a living wage
- B. Poorly paid
- C. Paid an annual salary

Your Answer:

Which of the following is an example of child labour?

- A. A 13 year old girl cleans her room and does other household chores
- B. A 9 year old boy helps his parents rake leaves on a Saturday afternoon

- C. 12 year-old children pick oranges for eight hours a day, six days a week in the spring

Your Answer:

Why are so many of the world's children not attending school?

- A. Many countries do not have compulsory, free education for all
B. They prefer to be working
C. Their parents are too poor to give them pocket money

Your Answer:

Injuries and ill health in agriculture

TRAINING ACTIVITY 6: Body mapping

<p>AIMS</p> 	<p>To help us to:</p> <ul style="list-style-type: none"> → use body mapping to identify symptoms of ill health
<p>TASK</p> 	<p>Your trainer will draw some body maps on posters, and will arrange for small groups of participants who do similar agricultural work to be formed.</p> <p>In your small group:</p> <ol style="list-style-type: none"> 1. Each participant should place marks (X) on to the body map to show any symptoms of ill health that they or others have at the farm/plantation. 2. You can use different colours to identify different symptoms. For example: <ul style="list-style-type: none"> X aches and pains – blue X breathing difficulties, coughing – black X stress related disorders – green X any other problems such as skin rashes, runny eyes and nose, dizziness, reproductive disorders and so on – red 3. As you apply the X, explain briefly why you placed the X in the particular place 4. Make sure that there is someone in your small group that briefly notes down what is said around the body map and can report back your views <p>Your trainer will organise a short discussion afterwards to share your ideas</p>

Talking points

1. Do children who work on the farm/plantation experience similar symptoms of ill health?
2. Could you organise a body mapping session with children working on the farm/plantation to find out if they have symptoms of ill health?
3. Why are children more at risk than adults?

Identifying hazards and assessing risks

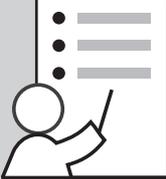
TRAINING ACTIVITY 7:

<p>AIMS</p> 	<p>To help us to:</p> <ul style="list-style-type: none"> ➔ identify work activities and hazards ➔ decide who is most at risk
<p>TASK</p> 	<p>Your trainer will draw cropping calendars on posters, and will arrange for small groups of participants who do similar work to be formed.</p> <p>In your small group:</p> <ol style="list-style-type: none"> 1. Select five farming activities when growing a particular crop and list them under Column 1 in your cropping calendar 2. In Column 2 list the person or groups of people (women, children or men) who undertake these activities 3. In Column 3 list the tools, equipment, materials, substances, effort and attention required 4. Identify the hazards in Column 4 from the tools, equipment, materials, substances, effort and attention required 5. In Column 5 identify the person or group of people that are most at risk (women, children, men) <p>Elect a spokesperson to report back on your group's findings</p>

Cropping calendar				
Crop and work activity	Person or labour group – women, men or children involved	Tools, equipment, materials, substances, effort, attention	Hazards?	Labour group most at risk
Column 1	Column 2	Column 3	Column 4	Column 5
Work Activity 1				
Work Activity 2				
Work Activity 3				
Work Activity 4				
Work Activity 5				

Law and the ILO

TRAINING ACTIVITY 8:

<p>AIMS</p> 	<p>To help us to:</p> <ul style="list-style-type: none"> → identify relevant national laws on child labour → compare your laws with ILO Convention No. 182
<p>TASK</p> 	<p>Your trainer will have provided you with a short summary of your country's laws for this activity.</p> <p>Use the worksheet on the following pages to:</p> <ul style="list-style-type: none"> → identify relevant parts of your national law on child labour → compare those laws with ILO Convention No. 182 → identify any questions you have about the laws or ILO Convention No. 182 <p>Elect a spokesperson to report back with your key questions/observations</p>
<p>RESOURCES</p> 	<ul style="list-style-type: none"> → A summary of your national legislation → Key text from ILO Convention No. 182 reproduced on the Worksheets below

WORKSHEET: Law and comparison with ILO Convention No. 182

	Your country's law	ILO Convention No 182
DEFINITION OF A CHILD		Article 2: For the purposes of this Convention, the term <i>child</i> shall apply to all persons under the age of 18.
DUTY ON THE STATE		Article 1: Each Member which ratifies this Convention shall take immediate and effective measures to secure the prohibition and elimination of the worst forms of child labour as a matter of urgency.
WORST FORMS OF CHILD LABOUR		<p>Article 3: For the purposes of this Convention, the term <i>the worst forms of child labour</i> comprises:</p> <p>(a) all forms of slavery or practices similar to slavery, such as the sale and trafficking of children, debt bondage and serfdom and forced or compulsory labour, including forced or compulsory recruitment of children for use in armed conflict;</p> <p>(b) the use, procuring or offering of a child for prostitution, for the production of pornography or for pornographic performances;</p> <p>(c) the use, procuring or offering of a child for illicit activities, in particular for the production and trafficking of drugs as defined in the relevant international treaties;</p> <p>(d) work which, by its nature or the circumstances in which it is carried out, is likely to harm the health, safety or morals of children.</p>
TYPES OF HAZARDOUS WORK		<p>Article 4: 1. The types of work referred to under Article 3(d) shall be determined by national laws or regulations or by the competent authority, after consultation with the organizations of employers and workers concerned, taking into consideration relevant international standards, in particular Paragraphs 3 and 4 of the Worst Forms of Child Labour Recommendation, 1999.</p> <p>2. The competent authority, after consultation with the organizations of employers and workers concerned, shall identify where the types of work so determined exist.</p> <p>3. The list of the types of work determined under paragraph 1 of this Article shall be periodically examined and revised as necessary, in consultation with the organizations of employers and workers concerned.</p>

	Your country's law	ILO Convention No 182
MONITORING & PROGRAMMES OF ACTION		<p>Article 5: Each Member shall, after consultation with employers' and workers' organizations, establish or designate appropriate mechanisms to monitor the implementation of the provisions giving effect to this Convention.</p> <p>Article 6: 1. Each Member shall design and implement programmes of action to eliminate as a priority the worst forms of child labour.</p> <p>2. Such programmes of action shall be designed and implemented in consultation with relevant government institutions and employers' and workers' organizations, & other concerned groups</p>
ENFORCEMENT		<p>Article 7: 1. Each Member shall take all necessary measures to ensure the effective implementation and enforcement of the provisions giving effect to this Convention including the provision and application of penal sanctions or, as appropriate, other sanctions.</p>
STEPS TO BE TAKEN TO ELIMINATE CHILD LABOUR		<p>Article 7: 2. Each Member shall, taking into account the importance of education in eliminating child labour, take effective and time-bound measures to:</p> <p>(a) prevent the engagement of children in the worst forms of child labour;</p> <p>(b) provide the necessary and appropriate direct assistance for the removal of children from the worst forms of child labour and for their rehabilitation and social integration;</p> <p>(c) ensure access to free basic education, and, wherever possible and appropriate, vocational training, for all children removed from the worst forms of child labour;</p> <p>(d) identify and reach out to children at special risk; and</p> <p>(e) take account of the special situation of girls.</p> <p>3. Each Member shall designate the competent authority responsible for the implementation of the provisions giving effect to this Convention.</p>

Tackling hazardous child labour

TRAINING ACTIVITY 9:

<p>AIMS</p> 	<p>To help us to identify:</p> <ul style="list-style-type: none"> → the responsibilities of employers and workers → our own feelings about hazardous child labour → ways that child labour can be tackled
<p>TASK</p>  <p>Case study</p>	<p>1. Read the short case study below:</p> <p><i>On a commercial plantation, there are three 16 year old workers who have recently been supplied with personal protective equipment (PPE) for use when they are spraying pesticides. Management did not consult the workers on the choice of PPE. The 16 year old workers do not wear the equipment because it does not fit properly and is uncomfortable. The manager takes no notice as he says that it is their choice.</i></p> <p>2. In your small group, look at the statements below and agree which one you most agree with and the reasons why.</p> <ul style="list-style-type: none"> → “The 16 year old workers should be withdrawn immediately from the plantation. No child should work with pesticides whether they have PPE provided or not.” → “The workers should wear the PPE, because any form of protection is better than none.” → “The 16 year old workers should be disciplined for not wearing safety equipment.” → “Management are criminally responsible for this situation and should be fined by the courts.” <p>3. What can be done to prevent the type of child labour identified in the case study?</p> <p>Elect a spokesperson to report back on Tasks 2 & 3</p>

Future strategy

TRAINING ACTIVITY10: Your next steps

<p>AIMS</p> 	<p>To help us to:</p> <ul style="list-style-type: none"> ➔ work out a plan for future activity on hazardous child labour ➔ identify the steps that we can take
<p>TASK</p> 	<p>Identify three things that you will do in relation to hazardous child labour in your workplace/community as a result of this course, and when you will do them. Think particularly about how you can work together with other farmers, trade unions and community groups.</p> <p>Prepare a report back to the rest of the course with your plan</p>

Course evaluation

TRAINING ACTIVITY 11:

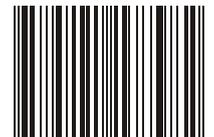
AIMS 	To help us to: <ul style="list-style-type: none">→ find out to what extent the aims of the course have been achieved→ decide how the course could be improved
TASK 	In your small group discuss the following questions: <ul style="list-style-type: none">→ Taking the course as a whole, did the different sessions meet your needs and interests?→ Which sessions or parts of the course were most valuable to you and why?→ Which sessions or parts of the course were of less or no interest to you and why?→ What suggestions would you want to make to improve future courses?→ Is there any other comment you would like to make? <p>Elect a spokesperson to report back</p>

For further information:

ILO-IPEC
International Labour Organization
4 route des Morillons
CH-1211 Geneva 22
Switzerland

Tel: (+41) (0) 22 799 8181
Fax: (+41) (0) 22 799 8771
e-mail: ipec@ilo.org
Web: www.ilo.org/childlabour

ISBN: 92-2-117798-X



9 789221 177982