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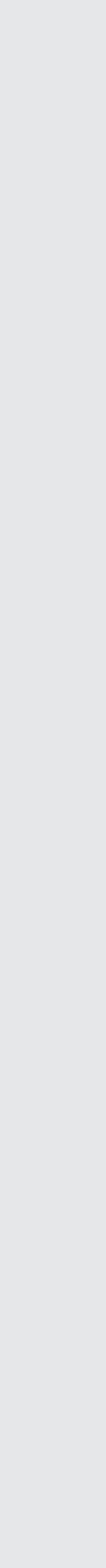
Training resource pack for
agricultural cooperatives
on the elimination of
hazardous child labour



Book 1

TRAINER'S GUIDE

International Labour Organization • Cooperative Programme
International Programme on the Elimination of Child Labour
International Co-operative Alliance



Training resource pack for agricultural cooperatives on the elimination of hazardous child labour

International Labour Organization
International Programme on the Elimination of Child Labour
ILO Cooperative Programme
and
International Co-operative Alliance

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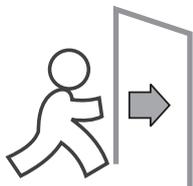
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- the Sustainable Tree Crop Programme for ideas for training activities in Book 1, on page 42
- Peter Hurst, ILO, who developed this Training Resource Pack for Cooperatives

ABOUT THIS TRAINING RESOURCE PACK



Introduction

This Training resource pack for trainers on cooperatives on the elimination of hazardous child labour has been developed by has been developed by two organizations:

- **International Labour Organization** - COOP Programme and the International Programme on the Elimination of Child Labour (IPEC);
- **International Co-operative Alliance** (ICA)

We have designed this Training Resource Pack for cooperatives trainers run training courses for their fellow cooperative leaders and members on hazardous (dangerous) child labour. The training courses will help cooperatives to learn about hazardous child labour as a basis for taking action to eliminate such labour in their business activities, their supply/value chains, and in the local areas and communities where they are based.

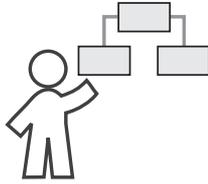


Aims of the Training Resource Pack

This Training Resource Pack is designed to help cooperative trainers to:

- plan and run training activities with cooperatives
- raise the awareness of cooperatives, their leaders, members and communities about the problem of child labour and why it is an issue they have to deal with
- provide essential information to cooperatives, their leaders, members and communities on the elimination of the worst forms of child labour, particularly hazardous child labour
- help cooperatives businesses improve their occupational safety and health (OS&H) conditions
- 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)

How to use the Training Resource Pack



Structure

We have tried to develop the Training Resource Pack in a structured and logical way so that it is easy for you to use in your training work with cooperatives. It is divided into two books.

BOOK 1: A TRAINER'S GUIDE

Book 1 is for cooperative trainers who run training courses for their fellow cooperative leaders and members on hazardous child labour as a basis for them taking action to eliminate such labour. It contains the essential materials that cooperative trainers will need to run effective courses/study circles in cooperatives as well as in the local areas and communities where cooperatives are based. Book 1 is designed specifically to support you in your work as a trainer.

Book 1 is divided into three sections:

- **Section 1:** Setting the scene on the elimination of hazardous child labour for the cooperative sector – with background information for you as a trainer which you need to read and absorb before preparing training activities with cooperatives and others
- **Section 2:** Providing a Trainer's guide to using the Training Activities for cooperatives in Book 2. This section provides notes for you as trainers on each training activity, why this training activity is important, tips on how to carry it out, key points that the participants from cooperatives should have learnt at the end of the session etc. If you have the time, you could translate some of these key points into the local language(s) and provide them as handouts to the participants after each activity has finished
- **Section 3:** Checklists on educational methods – providing you with brief guidance on the learning process

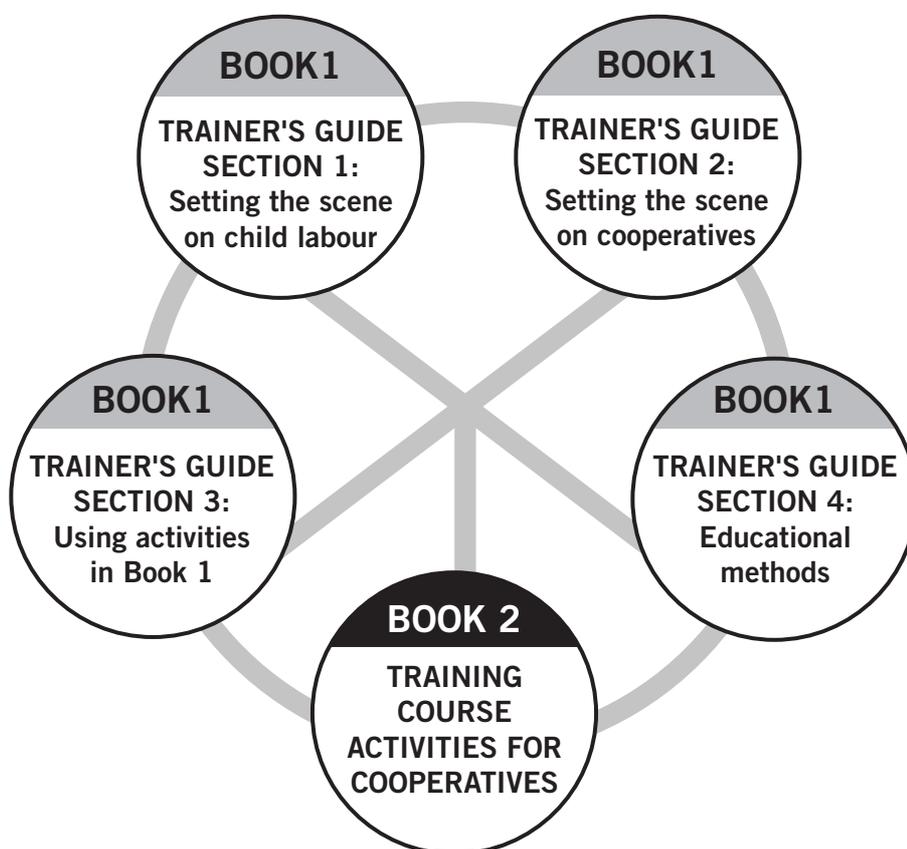
BOOK 2: TRAINING COURSE ACTIVITIES FOR COOPERATIVES

Book 2 is the material that the cooperative trainers should use for training purposes with cooperative leaders and members and others. It comprises of a number of training activities to help cooperatives to learn about hazardous child labour as a basis for them taking action to eliminate such labour in their work, and in their local areas and communities where cooperatives are based. The ILO-IPEC strategies for elimination of hazardous child labour can be reinforced based upon the hierarchy of Prevention, Removal, and Protection.

Once translated into the local language(s), these are the activities that you as a trainer will give out and use with cooperatives and others to whom you are providing training.

Book 3 contains additional resources for cooperative trainers. This will provide background materials and additional sources of information to draw upon.

Overview of the Training Resource Pack



**Training resource pack for
agricultural cooperatives on the
elimination of hazardous child labour**

BOOK 1

TRAINER'S GUIDE

BOOK 1: SECTION 1

SETTING THE SCENE – HAZARDOUS CHILD LABOUR

Child labour is a global phenomenon and is found in all regions of the world, in both developing and industrialised countries. Globally, an estimated 218 million children – defined as persons under 18 years of age - carry out economic activities which harms, abuses and exploits them or hinders their education, development and future livelihoods.

It must be stressed that not all work that children undertake is bad for them or would qualify as work to be eliminated under the ILO Minimum Age Convention No. 138 or the Worst Forms of Child Labour Convention No. 182. Age-appropriate tasks that are of lower risk and do not interfere with a child's schooling and right to leisure time can be a normal part of growing up. Indeed, many types of work experience for children can be positive, providing them with practical and social skills for work as adults. Improved self-confidence, self-esteem and work skills are attributes often found in young people engaged in some aspects of work. Promoting decent youth employment should be a goal in many economic sectors where child labour is found.

Child labour is another matter, however, and given the inherently hazardous nature of many types of work, the line between what is acceptable work and what is not is easily crossed. This problem is not restricted to developing countries and can occur in industrial countries as well. Whether child labourers work on their parents' boats, are hired to work on the boats or fish processing facilities of others, or accompany their migrant worker parents, the hazards and levels of risk they face can be worse than those for adult workers. Because children's bodies and minds are still growing and developing, exposure to workplace hazards can be more devastating and long lasting for them, resulting in lifelong disabilities.

In order to deal with child labour effectively, it is important for cooperatives to have some background information on the nature, extent and characteristics of child labour. This section, therefore, explains the principal terms and concepts and conventions that are essential to understanding child labour

issues, with a special focus on hazardous child labour as this is the form of child labour where cooperatives can play a most effective role. The general characteristics of child labour are then outlined. Information is given on why children are at greater risk than adult workers from occupational health and safety hazards in the workplace. Agriculture is then used as an example to provide more specific information of the types of hazards and levels of risk faced by child labourers in this sector. Many of the agricultural hazards and risks illustrated apply to child labourers in other occupations and economic sectors.

Part 1

Basic facts and terminology on child labour

This Report is based on the legal framework for child labour provided by ILO Convention No. 138 Concerning Minimum Age for Admission to Employment, 1973, and ILO Convention No. 182 Concerning the Prohibition and Immediate Action for the Worst Forms of Child Labour, 1999. (Convention 138 was the first child labour convention and its provisions are complemented by C 182.

What is “child labour”?

The term “child labour” reflects the engagement of children in prohibited work and activities, that is, work and activities by children to be eliminated as socially and morally undesirable.

Who is “a child”?

Article 2 of the ILO convention on the Worst Forms of Child Labour, 1999 (No.182) states that “the term ‘child’ shall apply to all persons under the age of 18.” This is also the definition used in the UN Convention on the Human Rights of the Child.

What are “the worst forms of child labour”?

Whilst child labour of both boys and girls takes many different forms, the elimination of the ‘worst forms of child labour’ as defined by Article 3 of ILO Convention No. 182 is a priority. These are:

- (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;
- (b) the use, procuring or offering of a child for prostitution, for the production of pornography or for pornographic performances;
- (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;
- (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.

What is “hazardous child labour”?

Subparagraph (d) of Article 3 cited above describes what is popularly referred to as “hazardous child labour (HCL)”. HCL is work in dangerous or unhealthy conditions that could result in a child being killed, or injured (often permanently) and/or made ill (often permanently) as a consequence of poor safety and health standards and working arrangements.¹

Hazardous child labour is the largest category of child labour with an estimated 126 million children out of 218 million child labourers in this category. *This is the type of child labour where cooperatives can be most effective in terms of their business operations and so this report gives especial prominence to this category.*

Both ILO Conventions 138 and 182 state that hazardous work should **not** be carried out by anyone under 18 with certain reservations (see the minimum age and young workers sub section below)

Hazardous child labour lists

An important instrument that policy-makers can use as part of their strategy to tackle hazardous child labour is a legally-binding list of hazardous work activities and sectors that are prohibited for children. Countries that have ratified ILO Convention No.182 are obligated to do this under Article 4.

In drawing up a national list, countries must also identify where such hazardous work is found and devise measures to implement the prohibitions or restrictions included in their list. Because this list is critical to subsequent efforts to eliminate hazardous child labour, the Convention emphasizes the importance of a proper consultative process, especially with workers’ and employers’ organizations, in drawing up, implementing it, and periodically revising it.

Advice for governments and the social partners on some hazardous child labour activities which should be prohibited is given in the ILO Worst Forms of Child Labour Recommendation, 1999 (No 190), which accompanies Convention No. 182:

¹ IPEC: *Training resource pack on elimination of hazardous child labour in agriculture* (Geneva, ILO, 2005).

“Recommendation 190, Paragraph 3. In determining the types of work referred to under Article 3(d) of the Convention, and in identifying where they exist, consideration should be given, inter alia, to:

(a) work which exposes children to physical, psychological or sexual abuse;

(b) work underground, under water, at dangerous heights or in confined spaces;

(c) work with dangerous machinery, equipment and tools, or which involves the manual handling or transport of heavy loads;

(d) work in an unhealthy environment which may, for example, expose children to hazardous substances, agents or processes, or to temperatures, noise levels, or vibrations damaging to their health;

(e) work under particularly difficult conditions such as work for long hours or during the night or work where the child is unreasonably confined to the premises of the employer.”

National action programmes on child labour

Under Article 6 of Convention No. 182, governments are required to:

- design and implement programmes of action to eliminate as a priority the worst forms of child labour; and
- consult with relevant government institutions and employers' and workers' organizations, taking into consideration the views of other concerned groups as appropriate.

Convention No. 182 calls for international cooperation and assistance for putting an immediate end to the worst forms of child labour through (i) priority action to determine which hazards bring work into the category of the worst forms; (ii) the establishment of monitoring mechanisms and the implementation of programmes of action; (iii) the adoption of measures for prevention, rehabilitation and reintegration; and (iv) particular attention to children at special risk and the situation of girls.

Other worst forms of child labour

Subparagraphs (a) to (c) of Article 3 of ILO Convention No. 182 on WFCL describe what is popularly referred to as “unconditional worst forms of child labour”. The activities covered by this term – slavery, forced and bonded labour, trafficking of children, child soldiers, commercial sexual exploitation (child prostitution and pornography), the use of children in illicit activities (peddling drugs, pickpocketing, shoplifting, breaking and entering, hiding stolen goods etc.) – are criminal activities where there is clear consensus that they must be banned. As they are not directly relevant to cooperatives in terms of their business operations, they are *not* covered extensively in this Report.

Other terminology associated with the use of the word “child”

As noted in Section 1.1, Convention No. 182 states that “the term ‘child’ shall apply to all persons under the age of 18”. However, there are other sub-categories, based upon age, which are relevant to action on child labour.

Minimum age for employment and Young workers

Young workers are female and male adolescents below age 18 who have attained the minimum legal age for admission to employment and are therefore legally authorised to work under certain conditions. The ILO Minimum Age Convention, 1973 (No.138) stipulates that ratifying States fix a minimum age for admission to employment or work. Under this Convention, the minimum age for employment or work should not be less than 15 years, but developing countries may fix it at 14. A number of countries have fixed it at 16.

Young workers must *not* be engaged in hazardous work. If they are involved in hazardous work then they would be classed as child labourers, and not as young workers, and their employment under such hazardous conditions would be in breach of the law. Efforts must be made to ensure that young workers labour under decent conditions of work which means good health, safety and working conditions.

Light work

In general, girls and boys aged 13-15 are permitted to carry out “light work” under the ILO Minimum Age Convention No. 138. Article 7 states that:

1. National laws or regulations may permit the employment or work of persons 13 to 15 years of age on light work which is:
 - (a) *not likely to be harmful to their health or development;*
and
 - (b) *not such as to prejudice their attendance at school, their participation in vocational orientation or training programmes approved by the competent authority or their capacity to benefit from the instruction received.*

Article 7, Paragraph 4 of the same Convention allows developing countries to substitute the ages of 12 and 14 for 13 and 15 in Paragraph 1 above.

Clearly, the term “child labour” does not encompass all work performed by girls and boys under the age of 18. Child labour is not children doing small tasks around the house, nor is it children participating in work appropriate to their level of development and which allows them to acquire practical skills. Millions of young people legitimately undertake work, paid or unpaid, that is appropriate for their age and level of maturity. By so doing, they learn to take responsibility, they gain skills, they add to their families’ and their own well-being and income, and they contribute to their countries’ economies.

Children’s rights with regard to work

All adults and children are entitled to certain rights by virtue of being human, and it is recognized that children have rights of their own.² Children need to know their rights, including the right to work in a safe and healthful workplace environment where hazards have been identified, risks assessed and appropriate prevention or control measures put in place. This includes a right to know about the dangers and risks to their own health and safety and the consequences of working on their education and futures. They need to learn how to protect themselves and which

² IPEC and the Inter-parliamentary Union: *Eliminating the WFCL. Handbook for Parliamentarians* No. 3, (Geneva, ILO, 2002), p 29.

laws exist specifically for their protection and whom they can turn to for help.³ Young workers should also have the right to refuse dangerous work tasks and conditions and should receive workers' compensation in the event of work injury or illness.

Children's participation

ILO Recommendation No. 190 associated with ILO Convention No. 182 states: "The programmes of action referred to ... in the Convention should be designed and implemented ... in consultation ... taking into consideration the views of the children directly affected by the worst forms of child labour ...". In other words, within the context of the work of IPEC, children constitute one of the stakeholder groups of its programmes and therefore are consulted as such. Children's participation in designing and implementing programmes affecting their occupational safety and health and well-being should be fully encouraged.

The international community is currently highlighting the need for greater and more meaningful child participation within the framework of a number of global initiatives, including Education For All, the elimination of child labour, HIV/AIDS, follow-up to the "World fit for children" initiative, the International Partnership for Cooperation on Child Labour in Agriculture and so on. It is important that means and methodologies are elaborated and improved to ensure that this significant group of stakeholders define their own ways of contributing to global efforts to help and support them in their development and fulfilment.

The ILO fully endorses the need for meaningful child participation and IPEC has developed its own methodology for facilitating this through the SCREAM Stop Child Labour programme (www.ilo.org/scream), which is an interactive programme based on the use of the visual, literary and performing arts, the media and campaigning and community mobilization.⁴

³ IPEC: *Action against child labour* (Geneva, ILO, 2000), p 150.

⁴ This resource material for SCREAM (*Securing Children's Rights through Education, the Arts and the Media*) is available from www.ilo.org/scream or by contacting ILO-IPEC directly.

Strategies for the elimination of hazardous child labour

ILO's strategies for elimination of hazardous child labour can be classified under three general headings: prevention, withdrawal and rehabilitation, and protection.

Prevention

Prevention is the primary long-term aim. It means identifying children at potential risk, and stopping them from becoming child labourers in the first place by keeping them out of unsuitable work, especially hazardous labour. To ensure that parents see schooling as the best option for their children, families need, among other things, income security and social benefits, like health insurance, to survive short and long-term crises.

Investment in the prevention of child labour is the most cost-effective approach to ending child labour in the long run. Systems of prevention need to be carefully designed by the government or non-state agencies. Micro-insurance schemes organized by civil society groups at the local level are one example. These can be linked into larger structures, such as banks and credit schemes. The government can help by providing start-up funds, matching workers' contributions and developing supportive laws. Self-help groups can provide assistance through cooperatives, mutual benefit societies and so on, which are usually financed by beneficiary contributions.

Removal

ILO's experience has shown that parents and families who are given a viable choice prefer to keep children out of the workplace. The simple removal of children from the workplace does not have a significant impact unless it is carried out in the context of a national policy that promotes the rights, welfare and sound development of children and encourages their participation in finding solutions to the problem of child labour.

The removal and subsequent rehabilitation of children already at work includes:

- identifying those children in unsuitable work, especially hazardous child labour;
- removing them from workplaces;
- getting them into school and/or skills training;
- Monitoring to ensure that they do not return to the same workplace or move to a new workplace.

Children in the worst forms of child labour need urgent action for rescue and rehabilitation. Measures to withdraw children from may rely on persuasion through dialogue with parents, children, employers or law enforcement authorities or radical “rescue” operations. Community-based, integrated initiatives tailored to the specific needs of each target group, with close community participation, have proven to be the most effective solutions.

Protection (Young workers)

Wherever possible, ILO promotes youth employment under decent conditions of work. However, many children who have achieved the current minimum legal employment age in their country (14-17 years depending on the country) continue to be at risk and need to be better protected. This requires improving occupational safety and health (OSH) and working conditions and arrangements in the workplace. Strengthening risk management in the undertaking is considered to be a basis for these types of initiative.

If these young workers are *not* better protected and continue to work under hazardous conditions then they are classed as child labourers. As no child under 18 is allowed to carry out hazardous work, failure to improve OSH standards means they must be removed from dangerous workplaces.

Protection is *not* a viable option in certain sectors. For example, small-scale mining – whether surface or underground – is considered so hazardous and the general working conditions so harsh, that prevention or removal are the only options.

Part 2

General characteristics of child labour

General characteristics of child labour, with a particular focus on hazardous child labour, include:

1. Worldwide, the number of child labourers is very large. An estimated 218 million children⁵ (under 18 years of age) carry out economic activities which qualify as child labour across occupational sectors as diverse as:
 - primary sectors such as agriculture, fishing, mining, quarrying and stone breaking;
 - construction, and associated industries such as brick making;
 - manufacturing/industry - textiles and garments, sports goods, carpet weaving, tanneries and leather workshops, woodworking, paints, metal working, ceramics, glassware, surgical instruments, fireworks, handicrafts - to name but a few;
 - services - hotels, bars, restaurants, fast food establishments, tourism and domestic service;
 - of all child labourers work in agriculture. Over 132 million girls and boys aged 5 to 14 years old work in crop and livestock production, helping supply some of the food and drink we consume and the fibres and raw materials we use to make other products.⁶ Agriculture is a sector where cooperatives are economically very important
2. Children often start working young ages, from 5, 6 or 7 years of age, in both urban and rural areas. The work of these very young children is often characterised as “helping out” but begins at about the age that a child should be entering primary school.
3. An estimated 126 million children carry out hazardous child labour.⁷ These children work in jobs where they risk being killed, injured or suffer work-related ill health, though precise data is invariably lacking due to under-reporting of

⁵ ILO: *The end of child labour - Within reach. Global report, 2006*, page xi..

⁶ This figure includes working children in fisheries and forestry.

⁷ ILO: *The end of child labour - Within reach. Global report, 2006*, op cit.

occupational accidents and ill health. The ILO estimates that as many as 22,000 children are killed at work each year.⁸

Well over 70% of child labourers work in the most dangerous sectors from a health and safety point of view; namely, agriculture, construction, mining and fishing.⁹

Long-term health problems due to work as a child labourer may not develop, show up, or become disabling until the child is an adult. Permanent health problems can include musculoskeletal disabilities due to carrying heavy loads; lung diseases from exposure to dusts; cancers and reproductive disorders due to exposure to pesticides and industrial chemicals. The effects on health of long hours, poor sanitation, stress, sexual harassment, and violence at work also need to be considered.

While child and adult workers in the same situation face similar hazards, children are greater risk from these dangers as their minds, bodies and emotions are growing and developing, and they are not able to protect themselves. See Part 3 of this Chapter for a fuller explanation.

4. Girl child labour often forms a significant part of the workforce in many sectors such as, for example, child domestic labour, hotels and restaurants, and agriculture. Girl child labourers are particularly disadvantaged as they usually undertake domestic chores - morning, evening, weekends – before and after their work. Their access to education is often less than for boys.
5. Child labour laws – if they exist – are often less stringent than for other types of work. Regulations are often lacking, or are only poorly applied and enforced, and there are sectors where categories of children are legally exempted from their coverage.

Much child labour remains hidden from view. The real extent of the child labour problem may be invisible to policy and decision-makers as much of the work these children do is considered as “helping out” and is seldom recognized in official statistics. It is often the head of the household who is registered as working, especially where migrant workers and their families are found.

⁸ ILO Safework: *Facts on safe work*, fact sheet (Geneva, 2005).

⁹ ILO Sfework: *Facts on safe work*, fact sheet (Geneva, 2005).

Child labour may also go unnoticed when underage workers are supplied through labour contractors and sub-contractors; a practice which is increasingly common.

6. Supply chains and child labour – many child labourers work in small enterprises, which may include cooperatives, that supply products under contract to large national and multinational enterprises and companies. So there is a need to examine the supply chain for a particular product in order to ascertain the true extent and nature of child labour involved in its production.
7. Child labour can impede children's access to education and/or skills training and limit their possibilities of economic and social mobility and advancement in later life. Even when working children attend school they may be too tired to concentrate properly and so their educational performance suffers and they fall behind.

Families often can't afford to send their children to school, especially where there is no universal free primary education.

There are often no schools, insufficient numbers of teachers, poorly trained teachers, poorly paid teachers, a lack of textbooks and equipment, and children often have to walk long distances to school. The situation is even worse for secondary education in terms of access and affordability for poor households.

8. Poor skills and vocational training also help to keep children as child labourers. Skills and vocational training should be incorporated in school curricula to prepare and equip children from an early age for their entry into the world of work. Skills and vocational training are especially vital for children who have reached the minimum legal age for employment in their country (14- 17 years of age depending on the country) to ensure that these youths can find decent employment and not end as child labourers working in poor and hazardous conditions.
9. Many child labourers come from poor families and households. For example, 75% of the world's core poor – surviving on less than 1 USD per day – live in rural areas, including fishing communities, where over 70% of the child labour is found.¹⁰

¹⁰ IPEC: *Tackling hazardous child labour in agriculture – Guidance on policy and practice*. Guidebook 2, Chapter 2, 2.1, p 19.

The prevalence of child labour reinforces poverty and undermines decent work and sustainable livelihoods as it perpetuates a cycle where household income for the self-employed or waged workers is insufficient to meet their families' economic needs. Breaking that cycle, therefore, involves tackling poverty. For example, helping parents and families to engage in new income generating activities, to earn better wages, plus helping with job creation measures, skills retraining, micro-finance and so on.

10. The “family” element that is often associated with child labour – for example, in agriculture and home-based small-scale production - which is bound-up with culture and tradition, can make it both difficult to acknowledge that children can be exploited and that action needs to be taken.

Part 3

Why are children at greater risk than adults from health and safety hazards in the workplace?

Child labourers are susceptible to all the dangers faced by adult workers when placed in the same situation. However, the work hazards and risks that affect adult workers can affect child labourers even more strongly. The results of lack of safety and health protection can often be more devastating and lasting for them. It can result in permanent disabilities, and they can also suffer psychological damage from working and living in an environment where they are denigrated, harassed or experience violence.

When speaking of child labourers it is important to go beyond the concepts of work hazard and risk as applied to adult workers and to expand them to include the developmental aspects of childhood. Because children are still growing they have special characteristics and needs that must be taken into consideration when determining workplace hazards and the risks associated with them, in terms of physical, cognitive (thought/learning) and behavioural development and emotional growth. The World Health Organization's definition of 'child health' is a complete physical, mental and social well-being of a child and not merely the absence of disease or infirmity.

It is also important to bear in mind that the consequences of some health and safety problems do not develop, show up, or become disabling until the child is an adult. So this aspect of permanent long-term disability or incurable disease must be factored in when considering the long term effects of working as a child labourer. Examples would be carrying heavy loads as a child resulting in long term musculoskeletal problems in later life; or cancer or reproductive effects developing in adulthood resulting from exposure to pesticides, industrial chemicals or heavy metals as a child worker.

Children's greater vulnerability than adults to workplace hazards and the risks arising from them are numerous and complex. Some of these are:

General

- Per kilogram of body weight, children breathe more air, drink more water, eat more food and use more energy than adults. These higher rates of intake result, for example, in greater exposure to diseases (pathogens) and toxic substances/pollutants.¹¹ They also need more sleep than adults.
 - They drink two and a half times more water than adults per kilogram of body weight.
 - They eat three to four times more food per kilogram of body weight.
- Their small physical size and being asked to do tasks beyond their physical strength may pose additional risks.
- As children's tissues and organs mature at different rates, it is not possible to specify precise ages of vulnerability for children to specific workplace hazards and risks.

Skin

- A child's skin area is 2.5 times greater than an adult's (per unit body weight), which can result in greater skin absorption of toxics. Skin structure is only fully developed after puberty.

Respiratory

- Children have deeper and more frequent breathing and thus can breathe in more substances that are hazardous to their health.
- A resting infant has twice the volume of air passing through the lungs compared to a resting adult (per unit of body weight) over the same time period.

Brain

- Maturation can be hindered by exposure to toxic substances.
- Metals are retained in the brain more readily in childhood and absorption is greater (e.g. lead and methyl mercury).

¹¹ UNEP, UNICEF, WHO: *Children in the new millennium: Environmental impact on health* (Geneva, WHO, 2002), p 32.

Gastro-intestinal, endocrine and reproductive systems and renal function

- The gastro-intestinal, endocrine and reproductive systems and renal function are immature at birth and mature during childhood and adolescence, thus the elimination of hazardous agents is less efficient. Exposure to toxic substances in the workplace can hinder the process of maturation.
- The endocrine system and the hormones it generates and controls play a key role in growth and development. The endocrine system may be especially vulnerable to disruption by chemicals during childhood and adolescence.

Enzyme system

- The enzyme system is immature in childhood, resulting in poorer detoxification of hazardous substances.

Energy requirements

- Children require greater energy consumption because they are growing, and this can result in increased susceptibility to toxins.

Fluid requirements

- Children are more likely to dehydrate because they lose more water per kilogram of body weight through the greater passage of air through their lungs, the larger surface area of their skin, and their inability to concentrate urine in their kidneys.

Sleep requirements

- 10-18 year-olds require about 9.5 hours sleep per night for proper development.

Temperature

- Children have increased sensitivity to heat and cold, as their sweat glands and thermo-regulatory systems are not fully developed.

Physical strain/repetitive movements

Physical strain, especially combined with repetitive movements, on growing bones and joints can cause stunting, spinal injury and other life-long deformations and disabilities.

Auditory/Noise

In principle, the effects of excessive noise apply to children as well as adults, though at present it is not unequivocally clear whether children are more vulnerable to noise than adults.¹²

Cognitive and behavioural development

A child's capacity to recognize and assess potential safety and health risks at work and make decisions about them is less mature than that of adults. For younger children this ability is particularly weak. The ability to generate options, to look at a situation from a variety of perspectives, to anticipate consequences and to evaluate the credibility of sources increases throughout adolescence. By mid-adolescence, most youngsters make decisions in similar ways to adults.¹³

Children are vulnerable

Other factors that increase levels of risk include:

- lack work experience – children are unable to make informed judgements;

¹² *Environmental health risks. What are the differences between children and adults? Umwelt Bundes Amt Für Mensch and Umwelt, Action Programme Environment and Health, Berlin, Germany.*
www.apug.de7archiv/pdf/brochure_children_suscept.pdf

¹³ D.P. Keating: "Adolescent thinking" in S.S. Feldman et al (eds): *At The Threshold: The Developing Adolescent* (Cambridge, Mass, 1990), pp. 54-89.

- a desire to perform well – children are willing to go the extra mile without realizing the risks;
- learning unsafe health and safety behaviour from adults;
- lack of safety or health training;
- inadequate, even harsh, supervision; and
- lack of power terms of organization and rights.

Children may be reluctant to let others know when they do not understand something. They want to show superiors and others that they are big enough, strong enough or old enough to do the job. They may fear dismissal if they fail. Children often are unfamiliar with hazards and risks and not trained to avoid them.

Reduced life expectancy

This concept is difficult to quantify. But the earlier a person starts work, the more premature the ageing that will follow. A study based on a nationally cross-representative survey of 18-60 year-old Brazilian adults found that, after controlling for age, education, (potential/latent) wealth, housing conditions, unemployment status and race, their entry into the labour force at or below the age of 9 years old had a statistically significant and substantial negative effect on health in adulthood.¹⁴ The magnitude of the effect for women is roughly twice that for men. On average, a 40-year-old woman who started work at or below 9 years of age is estimated to have the health status of a 45-year-old woman who did not work before the age of 9.¹⁵

Part 4

Hazardous child labour in agricultura

An estimated 126 million children aged 5-17 are estimated to work in dangerous, hazardous conditions that could result in

¹⁴ A. Guiffrida, et al.: *Health and Poverty in Brazil*, cited in *Understanding Children's Work: Child labour and health: Evidence and research issues* (Washington, DC, Mimeo, Inter-American Development Bank, 2002), p 16.

¹⁵ A. Guiffrida, et al.: *Health and Poverty in Brazil*, cited in *Understanding Children's Work: Child labour and health: Evidence and research issues* (Washington, DC, Mimeo, Inter-American Development Bank, 2002), p 16. Chapter 3

them being killed, or injured (often permanently) and/or made ill (often permanently)¹⁶. Work which results in children being killed, injured or made ill as a consequence of poor safety and health standards and working conditions/arrangements is called hazardous child labour.

Hazardous child labour is by far the largest category of worst forms of child labour. The aim is elimination of hazardous child labour with no child (defined as under 18 for this purpose) undertaking hazardous work (with very limited exemptions for young workers, aged 16-17).

An estimated 22,000 children¹⁷ are killed every year at work. No figures for child accidents or ill health due to work are currently available. But every year there are 270 million work accidents and 160 million cases of ill health due to work, and child labourers figure amongst these statistics. As previously discussed in Book 1, Section 1, Part 3, the risks arising from hazards in the workplace are much greater for children.

The dangers of agriculture for children

Extracts from IPEC's publication, *Tackling Hazardous Child Labour in Agriculture: Guidance on Policy and Practice*, are reproduced below.

Seventy per cent of all child labourers work in agriculture - an industry with a very poor record of safety and health. Irrespective of age, agriculture is one of the three most dangerous sectors in which to work in terms of the numbers of work-related fatalities, non-fatal accidents, and cases of occupational diseases. The number of child labourers working in agriculture is nearly ten times that of children involved in factory work such as garment manufacturing, carpet-weaving, or soccer-ball stitching. Yet despite their numbers and the difficult nature of their work, children working in agriculture have received relatively little attention compared to child labour in manufacturing for export or children involved in commercial sexual exploitation.

¹⁶ *Every Child Counts: New Global Estimates on Child Labour*. ILO International Programme for the Elimination of Child Labour, Geneva, 2002, Summary)

¹⁷ Cited in *IPEC Safety and Health Fact Sheet "HCL in Agriculture: an Overview"*

From tending cattle, harvesting crops, to handling machinery or holding flags to guide planes spraying pesticides, 132 million girls and boys aged 5-14 years old help produce much of the food and drink we consume, and the fibres and primary agricultural materials that we use. The numbers of course vary from country to country but it is estimated that at least 90 per cent of economically active children in rural areas in developing countries are working in agriculture. Child labour in agriculture is not confined to developing countries; it is also a serious problem in industrialised countries.

A large, though uncertain, number of these girls and boys carry out hazardous child labour, which is work that can threaten their lives, limbs, health, and general well-being. On farms and plantations of all types and sizes, these child labourers carry out jobs or tasks which put their safety and health at risk. Many of them toil in poor to appalling conditions, are harshly exploited to perform dangerous jobs with little or no pay, and consequently suffer physical and mental hardship, and even loss of life. Irrespective of age, agriculture is one of the three most dangerous sectors in which to work in terms of the numbers of work-related fatalities, non-fatal accidents, and cases of occupational diseases.

There is no reason why girls or boys working in agriculture will avoid work-related accidents and ill health as they carry out virtually the same work as adults. Whether child labourers are working on their parents' farm, are hired to work on the farms or plantations of others, or are accompanying their migrant farm worker parents, many of the hazards and risks they face are similar to those faced by adult workers. Any child working in agriculture could incur a traumatic injury or chronic disease. In fact, child workers are at even greater risk than adult workers for reasons already discussed in Part 3 above. Also, a unique feature of agriculture is that these child labourers also usually live as well as work on the farms or plantations, which exposes them to additional risks.

The work that children undertake in agriculture is often invisible and unacknowledged because they assist their parents or relatives on the family farm or in "piece work" or a "quota system" on larger farms or plantations, often as part of migrant worker families. In these situations it is assumed that children work, though they are not formally hired. They are often classed as "helpers" though they do similar and as strenuous work as

adults. Equally, they may be “hired” through contractors, sub-contractors, or team leaders, thus enabling farm and plantation owners to deny responsibility for knowing the ages of the children or the terms under which they were hired. In other instances, children are hired directly by the farm or plantation owner.

Because child work is not recognised, nor easily recorded in statistics, it goes largely unnoticed. Similarly, the accidents and ill health that child labourers suffer at work often go unrecorded and unreported. In addition, as certain work-related physical disabilities and health problems only develop, or become fully apparent or debilitating, in adult life, they too go unrecorded and unreported, and the connection with work exposure as a child labourer is not made.

How dangerous is agriculture for child labourers?

Childhood is a critical time for safe and healthy human growth and development. An accurate profile of the safety and health of child workers must go beyond mortality and disease/illness (morbidity) data. It must also consider emotional, psychological and learning problems, the social and environmental risks to which they are related, and the total costs to countries and society. It is useful to bear in mind the World Health Organisation’s definition of child health as a complete physical, mental and social well being of a child and not merely the absence of disease or infirmity.

The rural environment

As most agricultural work is carried out in the countryside, it is subject to the health hazards of a rural environment as well as those inherent in the specific work processes involved. Child labour in rural setting is directly conditioned by the variety and characteristics and of local climate and geography; all the more so as they usually live where they work. Most agricultural work is carried out in the open air and consequently agricultural workers are dependent on changes in the weather in performing their tasks. This factor influences working conditions, often making them difficult and dangerous (e.g. working in extreme heat or cold, wind-chill, sudden rainstorms while harvesting etc).

Also, one of the most distinguishing characteristics of agricultural work is that it is carried out in a rural environment where there is no clear boundary between working and living conditions. As a result, agricultural workers and their families, and other child workers face extra dangers such as exposure to pesticides from spray drift, as well as pesticide-contaminated water and food.

A wide range of hazards and risks

Child labourers are at risk from a wide variety of machinery, biological, physical, chemical, dust, ergonomic, welfare/hygiene and psychosocial hazards, as well as long hours of work and poor living conditions. Although technological change has brought about a reduction in the physical drudgery of agricultural work in some areas, it has introduced new risks, notably associated with the use of sophisticated machinery and the intensive use of chemicals, especially pesticides, without appropriate safety and health measures, information and training. The risk of accidents is increased by poorly designed tools, difficult terrain, exposure to the elements, combined with fatigue and, often, malnutrition. Unsurprisingly, the levels of fatal and serious accidents and illnesses are high. Poor general health and malnutrition may be contributory factors.

Hours of work

Hours of work tend to be extremely long during planting and harvesting. Especially during rush periods, field work can go from dawn to dusk, with transport time to and from the fields in addition. The intensity of the work offers little chance for rest breaks and the length of the working day offers insufficient time for recuperation, or for leisure time.

Physically demanding heavy work

Much agricultural work is by its nature physically demanding and strenuous, involving long periods of standing, stooping, bending, repetitive and forceful movements in awkward body positions (see cutting tools below), and carrying heavy or awkward loads - baskets, bundles of crops, water containers etc. - often over long distances. These types of activities can harm children's musculoskeletal development, and may result in permanent impairment/disability.

Extreme temperatures

Children often work in extreme temperatures - ranging from hot sun to cold, wet conditions without suitable clothing or protective equipment. In high level tea plantations in the tropics the weather can be often cold and wet and frequently the children lack suitable warm clothing or footwear. In hot conditions, they may get dizzy from dehydration because they do not have access to drinking water.

Cutting tools

Child labourers use cutting tools - machetes, knives, scythes, sickles etc - to cut crops, hay, weeds, and brushwood. Cuts are frequent, and even more serious injuries can be sustained such as amputations. Repetitive and forceful actions associated with cutting can also harm their musculoskeletal development. The machete is the tool that is most commonly used by less skilled workers on the farm or plantation.

Harvesting hazards

Child labourers are especially used to harvest crops, and they may fall off ladders, or even out of trees, while picking high-growing fruit. They may also be injured by fruit pods falling from trees. Many of the crops they work with are abrasive, prickly or irritant and they can suffer skin problems - allergies, rashes, blistering etc.

Transport

Child labourers are at risk of being killed by a tractor overturning, or being hit by tractors, trailers, trucks and heavy wagons used to transport the farm produce from the fields. In Australia and the USA, for example, boys are driving tractors on farms as young as the age of 7-9 years old, and by those ages many more are already riding on tractors as passengers. In other cases child labourers are killed or injured by climbing on or off trailers or other machines whilst these are still in motion, slipping or missing their footing, and falling under them and being crushed or run over.

Machinery

In many countries, child labourers can be working around, or even operating, powered machinery and equipment such as power take-off shafts, grain augurs, balers, slurry tankers and other large farm machinery, and are at risk of being entangled or dragged into such machinery. Noisy machinery may also be a problem for child labourers, and excessive exposure to noise can lead to hearing problems in later life.

Hazardous substances

Many child labourers also mix, load and apply pesticides which are toxic products, some of which are extremely poisonous and potentially cancer-causing (carcinogenic) or can harm both female and male reproduction later in life. Some children stand in the fields where pesticides are being aerially sprayed, holding flags to guide the spray planes as they swoop low over the fields. Contamination is virtually inevitable. Lack of proper pesticide

storage facilities or systems for disposal of empty pesticide containers can result in child poisonings or even deaths when containers are used for other purposes, e.g. to hold drinking/cooking water, or when children play with the empty, unwashed drums and bottles. Similarly they often apply chemical fertilisers with their bare hands or using a spoon.

Child labourers are often exposed to high levels of organic dust when harvesting crops or preparing feed for farm animals, and this can result in them developing allergic respiratory diseases such as occupational asthma and hypersensitivity pneumonia (alveolitis).

Child labourers are at risk of catching diseases from farm animals, or from wild animals/micro-organisms (zoonoses), e.g. rats commonly associated with farm yards, livestock houses/enclosures, and ditches.

Animals

They herd and shepherd farm animals, and/or milk them. Child labourers are frequently injured by being jostled, butted, or stamped on by farm animals, especially as many child labourers work barefoot. Children in pastoral communities may spend many months in remote, isolated areas looking after the herds, and involving heavy work such as watering livestock.

Cuts, bites and diseases

Working barefoot in fields or around livestock also exposes them to cuts, bruises, thorn injuries, skin disorders, or even catching water-borne diseases, especially where soils are wet and sticky, or deliberately flooded as in the case of rice cultivation. They are also vulnerable to snake and insect bites, and in some cases, attacks by wild animals.

Welfare

Frequently, there is a lack of clean drinking water, of decent washing facilities and toilets. Often their clothes are very dirty due to lack of cleaning facilities. Often the farm or plantation accommodation in which they live is extremely basic and makeshift - built of pieces of plastic, wood or cardboard, or other forms of unheated dwelling.

Psychosocial hazards: stress, violence, harassment, harsh supervision

Child labour damages children's mental health. Because of their premature incorporation into the workforce, children often have to perform tasks that are unsuited to their physical and mental abilities and needs.

Stress is not just another word for anxiety: it also implies a range of behavioural changes. Unhealthy levels of stress at work (and in the family) may lead to a number of disorders and illnesses including chronic fatigue, depressions, insomnia, anxiety, migraines, headaches, emotional problems, allergies. It can result in abuse of alcohol, drugs and tobacco. Stress can also contribute to hypertension, heart and cerebrovascular disease, as well as to peptic ulcers, inflammatory bowel diseases and musculoskeletal problems. It may also alter immune functions, which can in turn facilitate the development of cancer.

Child labourers face violence at work, including physical, mental and sexual harassment. Violence can include systematic harassment by managers and supervisors, harsh supervision, being ganged up on by fellow workers and violence against workers by clients and members of the public. Sexual harassment is unwelcome conduct of a sexual nature that detrimentally affects the individual concerned and the work environment.

The many types of hazard and risk for child labourers in agriculture are described below.¹⁸

Hours of work tend to be extremely long during planting and harvesting. During these high-activity periods, work in the fields can last from dawn to dusk, excluding the transport time to and from the fields (see box X). The intensity of the work offers little chance for rest breaks, and the length of the working day offers insufficient time for recuperation or leisure.

¹⁸ See also V. Forastieri: *Children at work: health and safety risks* (Geneva, ILO, 2nd edition, 2002).

Box X: Long hours in the fields

In the Philippines, children working on sugar plantations have been reported to work 10 hours per day from Monday through Saturday with only short breaks and half a day on Sunday. The children earn less than one US dollar daily. They weed, cultivate, turn soil, cut cane, fix canals, harvest, and apply fertilizers and pesticides. Sometimes, child labourers are as young as 7-8 years old and begin to cut the cane at age 12. Children are injured from using sharp knives and are poisoned from the use of dangerous fertilizers.¹

A 2000 South African Broadcasting Corporation news story described several cases of child labour in agriculture that illustrate the long hours and harsh conditions many children face. In one example, an unemployed and poor woman sent her three granddaughters aged between 13 and 15 to fend for themselves on a farm. Hungry and tired, the girls picked chillies and tended groundnut farms for more than eight hours a day. Another group of children was spotted by government officials working in a farm in Rooigrond. They earned R13 (approximately US\$ 2) a day. "We start working from 06:00 until 18:00. At about 09:00 we are fed porridge and milk," said the child labourers.²

¹ ILO Bureau of Workers' Activities: *Bitter Harvest: Child Labour in Agriculture* (Geneva, ILO, 2002).

² South African Broadcasting Corporation: "Twelve hours a day for 13 rand", News24.com/News24/South_Africa/News/0,,2-7-1442_1321053,00.html

Much agricultural work is physically demanding and strenuous.

It can involve long periods of standing, stooping, bending, repetitive and forceful movements in awkward body positions (see cutting tools below), and carrying heavy or awkward loads – baskets, bundles of crops, water containers, etc. – often over long distances. These types of activities can harm children's musculoskeletal development and may result in permanent disability.

Children must often work in extreme temperatures. They may work in the hot sun or in cold, wet conditions without suitable clothing or protective equipment. In high-altitude tea plantations in the tropics, the weather can be cold and wet, and the children frequently lack suitable warm clothing or footwear. In hot conditions, they may get dizzy from dehydration because they do not have access to drinking water.

Child labourers use dangerous cutting tools. These include machetes, knives, scythes, sickles, etc. to cut crops, hay, weeds,

and brushwood. Cuts are frequent and even more serious injuries can be sustained, such as amputations.¹⁹ Repetitive and forceful actions associated with cutting can also harm their musculoskeletal development. The machete is the tool that is most commonly used by less skilled workers on farms or plantations.

Children risk falling and injuries from falling objects. Child labourers are especially used to help harvest crops. They may fall off ladders or even out of trees while picking high-growing fruit. They may also be injured by fruit pods falling from trees.

Skin problems are common. Many of the crops children work with are abrasive, prickly or contain skin irritants that can provoke allergies, rashes, blistering, etc.

Child labourers are at risk of being injured or killed by farm vehicles and heavy machinery. This includes tractor overturns and being hit by tractors, trailers, trucks and heavy wagons used to transport the farm produce from the fields. In Australia and the USA, for example, boys are driving tractors on farms as young as the age of 7, and by that age many more are already riding on tractors as passengers.

Child labourers are also injured or killed or by climbing on or off trailers or other machines whilst these are still in motion, slipping or missing their footing, and falling under them and being crushed or run over.

In many countries, child labourers may work around, or even operate, powerful machinery and equipment, such as power take-off shafts, grain augurs, balers, slurry tankers and other large farm machinery and are at risk of being entangled or dragged into such machinery.

Exposure to loud noise can harm hearing. Excessive exposure to noisy machinery can lead to hearing problems in later life.

Many child labourers also mix, load and apply toxic pesticides. Some of these are extremely poisonous and potentially cancer-causing, some may adversely affect brain function, behaviour and mental health, or can harm both female and male reproduction later in life. Some children stand in the fields

¹⁹ ILO: *Encyclopaedia of occupational health and safety* (Geneva, ILO, 4th edition (revised), 1998), Vol. III, 64.36, Column 1.

where pesticides are being aerially sprayed, holding flags to guide the spray planes as they swoop low over the fields. Contamination is virtually inevitable. Lack of proper pesticide storage facilities or systems for disposal of empty pesticide containers can result in child poisonings or even deaths when containers are used for other purposes, e.g. to hold drinking/cooking water, or when children play with the empty, unwashed drums and bottles. They may also apply chemical fertilizers with their bare hands or using a spoon.

Child labourers are often exposed to high levels of organic dust.

This generally occurs while harvesting crops or preparing feed for farm animals. Breathing organic dust can result in allergic respiratory diseases, such as occupational asthma and hypersensitivity pneumonia (alveolitis).

Child labourers are at risk of injury and diseases from livestock and wild animals.

Herding, shepherding and milking farm animals can be risky. Child labourers are frequently injured by being jostled, butted, or stamped on by farm animals, especially as many child labourers work barefoot. Children in pastoral communities may spend many months in remote, isolated areas looking after the herds or involved in heavy work, such as watering livestock.

Working barefoot in fields or around livestock also exposes them to cuts, bruises, thorn injuries, skin disorders, or even catching water-borne diseases, especially where soils are wet and sticky, or deliberately flooded as in the case of rice cultivation. They are also vulnerable to snake and insect bites, and in some cases, attacks by wild animals. Wild animals can also be disease carriers (vectors).

BOOK 1: SECTION 2

SETTING THE SCENE - COOPERATIVES

A cooperative is both an enterprise and, as a membership based and membership driven organisation, part of civil society. The prime purpose of all cooperatives is to meet the needs of their members rather than to make a profit for shareholders as is the case in many other forms of enterprises. Part of the surplus earned by cooperative enterprises may be used for social purposes. Cooperatives are governed on the principle of one member, one vote. Worldwide, at least 800 million people are members of cooperatives.²⁰

The cooperative sector is large and diverse. Cooperatives are found around the world in both highly industrialised countries as well as in least developed countries and can range from the very small in terms of number of members and employees to very large. Similarly the range of economic impact can be modest as it can be highly significant both in terms of local economies as well as to national GDP.

In many countries individual cooperatives are organised into unions, federations, and even sometimes into apex organisations which bring together cooperatives from all sectors. These cooperative integrative structures provide services, scale and voice to cooperative activities and their members.

Cooperatives take a variety of forms including and they operate in a wide range of economic sectors. Although it is difficult to define precisely the types of cooperatives that exist, the majority would fit into the following groups – agricultural (including livestock, fishery and forestry) cooperatives, consumer cooperatives, financial cooperatives (insurance, savings and credit), housing cooperatives, transport, health and social services, and worker- industrial - producer cooperatives. They are sometimes also more simply regrouped in to producer or consumer cooperatives, but cover a wide range of sectors, products and services.

²⁰ *Promoting cooperatives: A guide to ILO Recommendation 193. ILO, ICA, The Cooperative College, p 19, 2004.*

Though the list of types of cooperatives is a very long one, there are farmers' and agricultural cooperatives in just about every country. Credit unions or saving and credit cooperatives provide over 123 million people with access to safe savings, affordable credits, and a chance to plan for the future. The cooperative form of business has also easily adapted to economic activities that range from the retail sector, tourism, fisheries, forestry, small-scale mining, manufacturing (e.g. carpet and textile production) to transportation. Cooperatives can also provide housing and even internet access for members as well as providing health care and other social services for communities. In many countries, cooperatives also provide utilities such as water and electricity.²¹

Cooperatives vary in size from very small to very large businesses. For example, at the global level, the top 300 cooperatives are responsible for 1 trillion USD in turnover, the equivalent of the Gross Domestic Product (GDP) of the 10th largest economy in the world, that of Canada, and are found in the agricultural, consumer-retail and financial sectors.²² In many countries, revenues generated by cooperatives contribute significantly to national wealth/GDP. For example, Kenya – 45% of GDP comes from cooperatives²³, 22% in New Zealand, 8.6% in Vietnam and 5.25% in Colombia.²⁴ They are also market leaders.

Cooperatives are also important for job creation, livelihoods promotion and economic development. Cooperatives in many countries are significant employers. The ILO has estimated that cooperatives provide over 100 million jobs²⁵, 20% more than multinational enterprises, and many of them in rural areas, where 75% of the world's extreme poor are found. The United Nations estimated in 1994 that the livelihood of nearly 3 billion people, or half of the world's population, was made secure by cooperative enterprises.

Many of the jobs provided are in agriculture – production, processing, marketing and sales – as well as in other sectors, such as financial services, health, electricity and water, housing and

²¹ *Cooperatives at work. United Nations 60 – A Time for Renewal. United Nations Department of Public Information, 2005.*

²² *International Cooperative Alliance: Global 300 list, 2007 – The world's major cooperatives and mutual businesses.*

²³ *Minister of Cooperatives – meeting with International Cooperative alliance, 2007.*

²⁴ *International Cooperative Alliance website – Coop Stats* <http://www.ica.coop/coop/statistics.html>.

²⁵ ILO, ICA, *The Cooperative College: Promoting cooperatives: A guide to ILO Recommendation 193*, p 19 (Geneva, 2004)

tourism to name only a few. In addition, cooperatives tend to be stable employers, especially in rural areas, when their members live in the community where the cooperative is located.

As well as being direct providers of jobs, cooperatives stimulate further employment by providing goods and services that enable other enterprises to thrive and thus keep money circulating within the community. For example, where savings and credit cooperatives exist in rural communities, they tend to be the sole provider of secure financial services and an important conduit for remittances from migrants. So, too, with rural electricity cooperatives or cooperatives of renewable energy that supply energy to local communities and family farms where commercial companies might find it too costly or insufficiently profitable to invest.²⁶

Aside from economic benefits, cooperatives can empower individuals and communities. Often referred to as “schools for democracy”, cooperatives offer members the opportunity to more fully develop their knowledge of economic issues and democratic procedures and to hone their leadership and negotiation skills. Cooperative enterprises allow people to have a voice in economic and policy matters.

The success of cooperatives in providing people with self-help opportunities for economic and social advancement has also been a key element in the recognition of the role of the cooperative enterprise in addressing poverty. They have tools of invaluable scope and effectiveness for improving the social, economic and cultural conditions of populations and thus for combating poverty.

“Cooperatives empower people by enabling even the poorest segments of the population to participate in economic progress; they can create job opportunities for those who have skills but little or no capital and they provide (social) protection by organising self help in communities.”

*Juan Somavia, Director-General,
International Labour Organization²⁷*

²⁶ ILO: *Promotion of rural employment for poverty reduction, Report IV*, para 326. (International Labour Conference, 97th Session, 2008, Geneva).

²⁷ *Cooperatives at work. United Nations 60 – A Time for Renewal*. United Nations Department of Public Information, 2005.

Call to action to the world cooperative movement to join hands in fighting child labour. How cooperatives can tackle child labour

1. In their business operations, cooperatives can use their influence and economic leverage to:
 - Help cooperative members who are using child labour to move to child labour free production, through awareness raising, information, technical, and even financial services.
 - Ensure that their product supply chains are child labour free. Especially larger cooperative enterprises marketing to the consumer, and who are supplied by producers under contract
 - Ending child labour makes good business sense for cooperatives. Otherwise, with the growing worldwide pressure to end child labour, their markets will remain highly vulnerable to consumers demanding child labour free products.
2. General awareness raising role on child labour among their members and in the communities where they operate/are located
3. In communities, cooperatives can work with citizens, groups, local government etc. to eradicate all forms of child labour
4. As part of a cooperative movement and as civil society organisations, cooperatives can work for elimination of child labour at national, regional, and international levels. They can incorporate child labour elimination in, for example, their poverty eradication campaigns, and educational initiatives and so on.

Cooperative values, principles and philosophy and how they link to the elimination of child labour

“The cooperative movement's identity is founded on our history and values. Words like 'freedom' and 'democracy' have a strong symbolic meaning for us, but actions speak louder than words. As cooperative enterprises we have a responsibility to show how we put our values into practice. We need to promote the fact that our products are not produced from child labour nor do they cause environmental destruction. Our idea is to contribute to fair globalisation.”

Ivano Barberini, ICA President²⁸

Cooperatives are founded and run on a set of cooperative values and principles as enshrined in the Cooperative Identity Statement of the International Cooperative Alliance which is cited in the ILO Recommendation No. 193 of 2002 (Promotion of Cooperatives) as well as in the UN Guidelines aimed at creating a supportive environment for the development of cooperatives adopted by the General Assembly of the United Nations in 2001²⁹.

The ILO Recommendation No. 193 mentioned above provides guidance on promoting and strengthening of cooperatives. The goal is, inter alia, to: create and develop income-generating activities and sustainable decent employment; develop human resource capacities and knowledge of the values, advantages and benefits of the cooperative movement through education and training; improve social and economic well-being, taking into account the need to eliminate all forms of discrimination; contribute to sustainable human development; establish and expand a viable and dynamic distinctive sector of the economy, which includes cooperatives, that responds to the social and economic needs of the community.

As Juan Somavia, Director-General, International Labour Organization, has pointed out, “Recommendation 193 is the only policy framework for cooperative development that has the added value of being adopted by governments, employers’

²⁸ Interview with Ivano Barberini, President of the International Cooperative Alliance, Regional Assembly for Europe, Warsaw, 23-24 September 2004 „Building a Cooperative Europe – Thriving in a competitive Economy“. Retrieved from <http://www.accord.org.au/social/profiles/ivanobarbelini.html>.

²⁹ <http://www.un.org/documents/ecosoc/docs/2001/e2001-68.pdf>

organisations and trade unions, and supported by relevant civil society organisations.”³⁰

Recommendation 193 reiterates the definition of a cooperative and key terms associated with cooperatives as included in the ICA Identity Statement, notably

«*Cooperative*» means: «An autonomous association of persons united voluntarily to meet their common economic, social and cultural needs and aspirations through a jointly owned and democratically controlled enterprise». (Paragraph 1, point 2)

“*Cooperative values*” (Paragraph 1, point 3 (a)) are:

- self-help;
- self-responsibility;
- democracy;
- equality;
- equity;
- solidarity.

As well as ethical values of:

- honesty;
- openness;
- social responsibility;
- caring for others.

“*Cooperative principles*” (Paragraph 1, point 3 (b)) are:

- voluntary and open membership;
- democratic member control member;
- economic participation;
- autonomy and independence;
- education, training and information;
- cooperation among cooperatives;
- concern for community.

³⁰ ILO, ICA, *The Cooperative College: Promoting cooperatives: A guide to ILO Recommendation 193*, p 19 (Geneva, 2004)

Extract from the Statement on the Cooperative Identity, adopted by the General Assembly of the International Cooperative Alliance in 1995

The cooperative principles are guidelines by which cooperatives put their values into practice.

Voluntary and open membership

Cooperatives are voluntary organizations, open to all persons able to use their services and willing to accept the responsibilities of membership, without gender, social, racial, political or religious discrimination.

Democratic member control

Cooperatives are democratic organizations controlled by their members, who actively participate in setting their policies and making decisions. Men and women serving as elected representatives are accountable to the membership. In primary cooperatives members have equal voting rights (one member, one vote) and cooperatives at other levels are also organized in a democratic manner.

Member economic participation

Members contribute equitably to, and democratically control, the capital of their cooperative. At least part of that capital is usually the common property of the cooperative. Members usually receive limited compensation, if any, on capital subscribed as a condition of membership. Members allocate surpluses for any or all of the following purposes: developing their cooperative, possibly by setting up reserves, part of which at least would be indivisible; benefiting members in proportion to their transactions with the cooperative; and supporting other activities approved by the membership.

Autonomy and independence

Cooperatives are autonomous, self-help organizations controlled by their members. If they enter into agreements with other organizations, including governments, or raise capital from external sources, they do so on terms that ensure democratic control by their members and maintain their cooperative autonomy.³¹

³¹ In several developing countries, governments used to finance agricultural cooperatives to deliver essential agricultural services. Such cooperatives were important but they were quasi-government agencies that controlled rather than empowered farmers. They were neither ruled nor managed by farmers, were sometimes misused and often benefited the middle class and not the rural poor. As a result, the term “cooperative” acquired a negative connotation. *Sustainable agriculture and rural development (SARD) and farmers’ organisations. Fact sheet, FAO Rome 2007;* <ftp://ftp.fao.org/SD/SDA/SDAR/sard/SARD-farmers-orgs%20-%20english.pdf>

Education, training and information

Cooperatives provide education and training for their members, elected representatives, managers, and employees so they can contribute effectively to the development of their cooperatives. They inform the general public – particularly young people and opinion leaders – about the nature and benefits of cooperation.

Cooperation among cooperatives

Cooperatives serve their members most effectively and strengthen the cooperative movement by working together through local, national, regional and international structures.

Concern for community

Cooperatives work for the sustainable development of their communities through policies approved by their members.

The cooperative movement and child labour

Cooperative values, principles and philosophy lend themselves naturally to elimination of all forms of child labour. It is clear that child labour is neither ethical nor socially responsible; it challenges the cooperative value of caring for others and conflicts with the ambitions of building sustainable enterprises. However, child labour continues to a tolerated practice in many countries to ensure economic gain and economic competitiveness and as a strategy to combat poverty.

Therefore, one of the major contributions that cooperatives can make to eliminating child labour is improving the livelihoods of their members and those in the communities that they serve. By making contributions to reducing poverty and coupling this with the promotion of cooperative values in all business operations, awareness raising on the issue of child labour to members, consumers suppliers, and the general community, cooperatives can make significant headway in reducing the incident of child labour.

Indeed cooperatives must see the elimination of child labour as part of the adherence to cooperative values and principles, a recognition of the rights of children, and as a socially responsible action.

However ending child labour is not only the right thing to do, it also makes good business sense.

Trends in the business world show that striving for economic gain is not a sufficient condition for economic success. Society increasingly expects businesses to take a much more active role in environmental, social, and political issues than it did five years ago.³² Increasingly enterprises are judged on their behaviour in areas such as health and safety, environmental protection, human rights, human resource management practices, corporate governance, community development, and consumer protection, labour protection, supplier relations, business ethics, stakeholder rights, and respect for the law and people's cultural values. The judgement comes from a wide spectrum of stakeholders including consumers, suppliers, potential employees, public authorities, citizen groups and the general public and can have economic repercussions of reward or punishment of enterprises for their activities.

This trend towards corporate social responsibility (CSR) can be an advantage for cooperatives as cooperatives who through their values and principles have been practicing CSR since their inception.

“The cooperative movement has a 150-year old commitment to social responsibility, pursuing practical programmes for social justice. It is actively engaged in advancing the ILO's Decent Work Agenda, improving the lives of women and men, their families and communities, opening up pathways out of the informal economy. The movement is in the vanguard of the contemporary quest for globalization with a human face and it is not surprising that cooperatives have shown leadership in realizing the values of good corporate citizenship. It has practiced corporate social responsibility since long before the term was invented.”

*Juan Somavia, ILO DG statement
13th UN International Day of Cooperative, 2007.*

Cooperatives are demonstrating corporate social responsibility by operating transparently and accountably or by voluntarily exceeding minimum legal requirements and obligations, for example in their support to, engagement with and requests from suppliers and other stakeholders. They exhibit corporate social responsibility by engaging in or supporting socially responsible schemes such as fair-trade, pro-equity education programmes,

³² Committee Encouraging Corporate Philanthropy.

pro-equity savings and credit programmes, fairer conditions of employment, poverty alleviation, livelihoods promotion, and labelling of healthy food and non-toxic chemicals, awareness campaigns on child labour practices, and promotion of human and labour rights.³³

CSR is important to cooperatives to enhance their visibility and reputation, to build new business partnerships, improve employee and member recruitment and retention, inform areas of innovation, manage risk, build new market knowledge, and meet industry norms.

Acting against child labour and communicating about activities that combat child labour can bring improved economic success while promoting the cooperative form of business.

³³ Excerpt: Message of the Food and Agriculture Organization of the United Nations (FAO) for 13th UN International Day of Cooperatives – 07 July 2007.

BOOK 1: SECTION 3

A TRAINER'S GUIDE TO USING THE MATERIALS IN BOOK 2

Introduction

We have designed the training activities in Book 2 to be used flexibly with cooperatives to suit a variety of circumstances. It is possible to use them all together as an integrated package, or to use selected activities backed up by other resources to suit particular needs.

The “Step by Step” guide below is designed to assist you to make the most of the training programme. Book 2 is based upon “active learning methods” and the checklists in Book 1, Section 3 below will also help you.

A trainer's role

Your role includes:

- being aware of group dynamics and promoting equal participation particularly in terms of gender
- helping to organise the work, by suggesting tasks and ways of working
- helping participants to agree course guidelines
- ensuring that different opinions are respected
- organising resources, including basic information, handouts, publications, and copying facilities (where possible), to help the course work
- translating to local language(s) and adapting course materials to suit the needs of the participants
- giving advice and support
- facilitating discussions
- leading some discussions and summarising key points
- arranging for external resource persons where this is felt necessary

Small group activity

Small group work is the main training method that should be used with the Training Activities in Book 2. There are several good reasons for using small group work in adult education:

- it is an active method
- it encourages co-operative working
- it encourages less confident participants to become involved in discussions
- it allows participants to work without feeling they are always being watched by the trainer
- it provides an effective way of structuring discussion
- it will enable participants to investigate, discuss and respond to situations relating to child labour

Ideally groups should consist of three to four participants. However, with Training Activities no 1 and No 5 you will need to use the option of asking participants to work in pairs.

Using the Training Resource Pack in a “course”

In this Pack we have referred to participants attending a “course”. A “course” may also be referred to by other names such as a field school, workshop, study circle, training session and so on. The Training Resource Pack is applicable to all types of learning experiences.

Adapt Book 2 to the needs of the participants

In order to make the course as relevant as possible, you should ensure that the needs of the participants are properly addressed. Try to integrate your country's laws/regulations, and the specific needs or problems identified by the participants. Here are some suggestions on ways to adapt the materials:

- use examples from the participants' own experiences of child labour
- obtain information about child labour in your country/locality and then devise an activity about it
- if possible, adapt activities and handouts into the local language(s), prior to the course. If you have the time you could translate some of the key points from the Pack to each activity (in the "Step by Step" guide below) and provide them as handouts to the participants after each activity has finished

Literacy

Because the training activities in Book 2 are based upon written material, it is recommended that you assess the general literacy level of the course participants. It is good practice to read aloud the instructions for activities to the group, explaining the different tasks for each activity. Since literacy is sometimes a sensitive subject for people, it is important that you do not identify to the other participants those who may have limited literacy skills. Try to make use of the variety of skills available in the whole group. This is recommended for any field school/course/study circle and is particularly helpful if literacy is a problem in the group.

Step by step guide to the materials in Book 2

The two day course programme which is shown below gives an example of how the materials can be used in a logical sequence.

Sample two day course programme The sample programme below is based upon a series of activities that can be found in Book 1.

DAY	AM	PM	WORKPLACE ACTIVITY
1	<p>STARTING THE COURSE</p> <ul style="list-style-type: none"> • Introduction and Aims • Paired Introductions • How the course will work <p>WHAT IS CHILD LABOUR?</p> <p>WHAT CAUSES CHILDREN TO WORK?</p> <p>TYPES OF CHILD LABOUR</p>	<p>ELIMINATING CHILD LABOUR – CASE STUDY</p> <p>MYTHS AND FACTS ABOUT CHILD LABOUR – A QUIZ</p>	<ul style="list-style-type: none"> • Obtaining information about ill health
2	<p>INJURIES AND ILL HEALTH – BODY MAPPING</p> <p>IDENTIFYING HAZARDS & ASSESSING RISKS – HEALTH & SAFETY RISK ASSESSMENT FORM</p>	<p>LAW AND THE ILO – COMPARISON ACTIVITY</p> <p>TACKLING CHILD LABOUR – CASE STUDY</p> <p>FUTURE STRATEGY</p> <p>COURSE EVALUATION</p>	<ul style="list-style-type: none"> • Action In the workplace, cooperative, and community • Further training

TRAINING ACTIVITY 1: Introductions
(Book 2, page 4)**AIMS**

To help us to:

- find out who is on the course
- agree our aims for the course

TASK

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:

- Your name
- Your work and your place of work
- The type of workplace or cooperative where you are employed
- The number of workers at your workplace
- The number of children working - Are they your children, or children of relatives, or others?
- Are you a member of a cooperative?
- Have you attended any courses about child labour before?
- What would you like to do on this course?

Divide participants into pairs. If this is not numerically possible, ask a group of three people to work together (such a group will need longer to complete the task).

- Ensure participants are asked to interview and talk to someone they do not already know well
- Remind participants that an important part of the training programme will be developing skills, as well as knowledge, and that this process will begin with this Activity

- Ask them to take notes and to listen to what is being said by their partner so they are able to report afterwards what they have learnt
- The number of children working and child labour are referred to in this Activity. But do not enter into discussion about terminology yet – there is an opportunity to do this in the next Activity
- You could use a flipchart to note down the key reasons for participants coming on the course. Ensure that you link these reasons to the course aims
- Briefly mention the role of the ILO and ICA

After the introductions you can outline how the course will work. Some of the key points are listed below.

Welcome and arrangements

Welcome the group again and introduce yourself briefly. Outline the aims of the training programme and explain briefly what is going to be covered, taking into account what participants say they have come on the training course for. Explain the domestic arrangements such as break times, toilets, and so on. The training programme is intensive so keeping to time on the course is important if all parts of the course are to be covered. Impress upon participants the need to be punctual.

Put up a Jargon Sheet and refer participants to it. Encourage them to note down any initials, abbreviations, long words or technical words that are used which they do not understand. Advise them that the group collectively will endeavour to find out the meaning of items written on the Jargon Sheet.

Finally remind participants to keep notes of the key issues that arise from each of the activities and discussions. This will be essential for the Future Strategy Activity in Book 2, page x. Participants will draw upon these notes to develop an action plan.

Course guidelines and a working together agreement

The starting point for learning activities should be a set of shared values and attitudes. The knowledge, experience and skills that each participant brings to the course should be valued. Everyone has something to contribute and no one should feel excluded from doing so. At the beginning of the course, participants and the trainer should agree course guidelines that reflect ILO and ICA principles of equality. You can use the example of an agreement for working and learning together below to start the discussion off.

EXAMPLE AGREEMENT FOR LEARNING TOGETHER (add other agreed items in the spaces below)

- listen what others have to say and avoid being dismissive of their contribution
- wait until a speaker has finished, and do not interrupt their train of thought
- use language that will not offend others
- stick to the agreed starting and finishing times
- avoid sexist language or behaviour
- try not to use “jargon” and if you do always explain what it means

TRAINING ACTIVITY 2: What is child labour? (Book 2, page 5)



AIMS

To help us to:

- identify what is child labour
- identify at what age a child can be legally employed in your country
- discuss what are the main causes of child labour

TASK

In your small group:

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 what is the minimum legal age for employment in your country and how this links the school leaving age
4. What are some of the main causes of child labour?

Elect a spokesperson to report back with your group’s views

This activity allows participants to have a discussion about important definitions, including child, child labour, and the minimum legal age for employment (linked to the school leaving age)

“Child”

This can be a confusing area, but it is important to let the participants share their own views in groups and report back. There may be differing views about the definition of a child, but it is crucial that participants are clear that for the purposes of the ILO and IPEC, a “child” is defined as an individual under the age of 18 years. This is based upon the 1989 United Nations Convention on the Rights of the Child and the ILO Convention on the Worst Forms of Child Labour, 1999 (No. 182).

“Young workers” are persons under the age of 18 who have attained the minimum legal age for admission to employment or work in their country and are therefore legally authorised to work under certain conditions. The minimum age is determined by national legislation and can be set at 14, 15 or 16 years. *But, no child under 18, even if referred to as a “young worker”, must carry out hazardous work.*

Child labour

The term “child labour ” reflects the engagement of children in prohibited work and activities, that is, work activities by children to be eliminated as socially and morally undesirable. Child labour takes many different forms but a priority is to eliminate without delay the worst forms of child labour as defined in the ILO Convention 182, Article 3:

(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;

(b) the use, procuring or offering of a child for prostitution, for the production of pornography or for pornographic performances;

(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;

(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

Why do children work?

Children work because their parents are poor; they have to supplement the family income or provide unpaid labour. Child labour in agriculture cannot be tackled in isolation from one of its main causes – rural poverty. Trade unions can work to eliminate child labour but the main priority has to be improving the living and working conditions of adult workers and through this eliminating the need for children to work. Cheap child labour undermines or weakens the possibility of negotiating a fair and decent wage for adult workers. We must work to eliminate child labour in order to help break the cycle of rural poverty.

Ron Oswald

General Secretary, International Union of Food, Agricultural, Hotel, Restaurant, Catering, Tobacco and Allied Workers' Associations (IUF)

Why do certain children or groups of children become involved in certain kinds of child labour, especially its worst forms? The fact that child labour and poverty are linked is widely acknowledged and undeniable. But we need to look at the different aspects of poverty and the other causes of child labour so that we can devise measures to combat child labour.

There are visible and obvious causes acting directly at the level of the family and child. Key factors here include:

- when income does not meet cash needs for subsistence, and
- cash flow crises to the household economy, such as a sick mother, an absent father, and no food

There are also situations and values that may predispose a family or community to accept or even encourage child labour. Perceptions of poverty are relevant at this level. For example, children and parents alike may be driven to seek to earn more money to buy consumer goods.

There are also causes at the level of the larger economy, national and worldwide economy. They influence the environment where child labour either flourishes or is controlled. National poverty operates at this level as do the food and energy crises.

Causes of child labour

Limited or no cash or food stocks; increase in basic price of basic goods	Breakdown of extended family and informal social protection systems	Low/declining national income
Family indebtedness	Uneducated parents; high fertility rates	Inequalities between nations and regions; adverse terms of trade
Household shocks, for example, death or illness of income earner, crop failure	Cultural expectations regarding children, work and education	Societal shocks, for example, war, financial and economic crises, transition, HIV/AIDS
No schools; or schools of poor quality	Discriminatory attitudes based on gender; caste; ethnicity; national origin	Insufficient financial or political commitment for education, basic services and social protection; "bad" governance
Demand for cheap labour in informal micro-enterprises	Perceived poverty: desire for consumer goods and better living standards	Social exclusion of marginal groups and/or lack of legislation and/or effective enforcement
Family businesses cannot afford hired labour	Sense of obligation of children to their families	Lack of "decent work" for adults

The groups will come up with all sorts of ideas – but try to provide a summary at the end of this activity that pulls together their ideas and incorporates ILO and ICA experiences. Explain that it necessary to look at the causes so that we can devise measures to combat child labour at a local, national and international level.

Note: Your concluding comments should emphasise that "*Decent Work*" and true cooperativism for all women and men cannot be achieved until child labour is abolished.

TRAINING ACTIVITY 3: Types of child labour (Book 2, page 6)



AIMS

To help us to:

- discuss and list the categories of the “worst forms of child labour” that you are aware
- which category(ies) of “worst forms of child labour” do you think cooperatives can be most effective in tackling?

TASK

In your small group:

1. Identify and describe the main types of child labour in [ECONOMIC SECTOR], e.g. agriculture.
2. In your group, discuss the following:
 - a) family unit child labour
 - b) migrant family child labour
 - c) children employed through labour contractors or sub contractors
 - d) illegal employment of children
3. Identify jobs in [ECONOMIC SECTOR] that you think could be classed as “hazardous child labour”.
4. No child under 18 years of age shall carry out hazardous child labour. Are there any exemptions?

Elect a spokesperson to report back with your group’s views

In terms of “worst forms of child labour”, distinguish between “hazardous child labour” (Article 3 (d), ILO Convention No. 182 WFCL), and worst forms of child labour other than hazardous work (Article 3(a), (b), and (c)).

Emphasise that cooperatives business operations lend themselves to tackling hazardous child labour.

Hazardous child labour

Work that is likely to harm the health, safety or morals of children, either because of its nature or the circumstances in which it is carried out, is generally known as “*hazardous child labour*”.

As there is going to be an early discussion about “hazards”, it is important that participants are aware of the distinction between hazard and risk.

Hazard and risk

A “hazard” is anything with the potential to do harm, whereas a “risk” is the likelihood of potential harm from that hazard being realised. For example, the hazard associated with power-driven agricultural machinery might be getting trapped or entangled by moving parts. The risk may be high if guards are not fitted and workers are in close proximity to the machine. If however, the machine is properly guarded, regularly maintained and repaired by competent staff, then the risk will be lower.

“Appropriate” forms of work

Also emphasise to participants that the term “child labour” does not encompass all economic activities performed by children under the age of eighteen years. Millions of children legitimately undertake work, paid or underpaid, that is appropriate for their age and level of maturity. By so doing, they learn to take responsibility, gain skills and add to their families’ and their own well-being and income.

Children aged 13-15 are permitted to carry out “light work” as per the ILO Convention No. 138 on Minimum Age. Article 7 states that

1. National laws or regulations may permit the employment or work of persons 13 to 15 years of age on light work which is:
 - (a) *not likely to be harmful to their health or development; and*
 - (b) *not such as to prejudice their attendance at school, their participation in vocational orientation or training programmes approved by the competent authority or their capacity to benefit from the instruction received.*

Article 7, Paragraph 4 of the same Convention allows developing countries to substitute the ages of 12 and 14 for 13 and 15 in Paragraph 1 above.

Child labour does not include activities such as helping out after school is over and schoolwork has been done. Such “work” could include light household or garden chores, childcare or other “light work”.

TRAINING ACTIVITY 4: Hazardous child labour (Book 2, page 7)



AIMS

To help us to:

- identify risks to children
- consider ways of eliminating hazardous child labour and the role of cooperatives

TASK

In your small group, look at the case study below and then discuss the questions.

Case study

A cocoa farmer named Adeniyi was member of the Onkalang Farmers' Cocoa Cooperative. When Adeniyi went to harvest his cocoa, he was accompanied by his 13-year-old son named Kolawole. After harvesting and breaking the pods, Adeniyi loaded cocoa beans into bags weighing approximately 40 kgs 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.

1. Discuss the risks that children face when moving or carrying heavy loads, both immediate and long term
2. Who do you think is responsible for the injury to Kolawole?
3. How can we eliminate such forms of hazardous child labour in cooperatives, cooperative supply chains, and in our own communities?

Elect a spokesperson to report back with your group's views

Carrying heavy loads case study

This activity is crucial in helping participants to think about solutions to hazardous child labour and understanding the approach of the ILO. Solutions to child labour are inevitably complex and cannot be tackled in isolation from poverty. ILO experience shows that no single action can have a significant impact unless it is developed in the context of a national policy promoting the welfare and sound development of children. The issue of child labour cannot be resolved overnight, but as one of the top priorities, participants should be thinking hard about what they can do in **preventing and eliminating** the participation of children in hazardous work.

You should refer beforehand to the ILO strategies for tackling child labour on pages 10-12 above. Participants will need guidance on the following:

Prevention is the long-term aim: - based upon identifying children at potential risk and stopping them from starting hazardous work, and from entering the workplace

Removal of children already carrying out hazardous work is another central strategy: - by identifying those children in hazardous work; removing them from workplaces; and getting them into school and/or skills training. This is likely to provoke a lot of discussion, but ask participants to consider the option in their groups and come back with a considered view as to whether this is feasible

Protection is based upon the reality that many children remain in the workplace in the short term, whilst prevention and withdrawal strategies are pursued, or because they have achieved the current minimum legal working age in their country (14-17 years).

In this case study, it is clear that a thirteen year old child should not be engaged in the hazardous activity of carrying loads of 40 kilos, because this is one of “the worst forms of child labour” under Convention No. 182. This child, Kolawole, should be “removed” from work which involves the manual handling of heavy loads. At thirteen years of age, he should be restricted to “light work” activities after school is over and schoolwork has been done.

TRAINING ACTIVITY 5: Myths and facts about child labour (Book 2, page 8)

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

It should be a quick activity that should be tackled in pairs. It should be fun and definitely not be treated as a test/exam. The aim is to ensure that some basic facts associated with child labour are understood. It will again build awareness amongst the participants. The “answers” to this quiz are reproduced on below.

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

Answer:	The answer is C. The ILO estimates that more than half of all children working in the world work in fields, on farms, or in fishing.
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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

Answer:	The answer is D. All of the above. Many children working in agriculture do not have the time or ability to go to school, and they suffer from diseases and injuries related to farm work that they are not educated about or protected from.
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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

Answer:	The answer is C. Children work in the fields all over the world, including in many wealthy countries. For example, young migrant farm-workers plant and harvest crops in the United States.
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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

Answer:	The answer is A. Farm owners, who have authority over the children, know that they can pay them lower wages than adults and that the children are too vulnerable to protest. Other children are hired along with their families because the owner does not pay a person a daily or monthly wage, but by the amount/weight picked per day. This encourages parents to bring their families to the fields in order to earn more money by picking as much as possible each day.
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Many children agricultural workers work for as long as:

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

Answer:	The answer is C. The most common work day is about 8 to 10 hours long, although some children will work more and others less. This is the average work day.
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Trade Unions around the world work to end child labour and improve the lives of working families.

'True'

'False'

Answer:	The answer is True. Trade unionism is grounded in the principles of solidarity and social and economic justice. In today's globally integrated economy, children working anywhere for low wages and under hazardous conditions undermine the rights of all workers and the strength of trade unions everywhere.
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In most countries, adult agricultural workers are:

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

Answer:	The answer is B. If adult agricultural workers were paid a living wage, they would be more able to provide for their family and send their children to school rather than work.
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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.

Answer:	The answer is C. These children are prevented from going to school because they work all day for six days a week. Also, the children are too young to work full-time in any industry.
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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

Answer:

The answer is A. Many countries do not have compulsory, free education for all, which is an obstacle to sending working children to school. There are of course many reasons why many working children do not go to school. Some of these reasons are: there are no local schools, they cannot afford the cost of school fees, uniforms or supplies, or the schools do not provide quality education.

TRAINING ACTIVITY 6:

Injuries and ill health at work – Body mapping (Book 2, page 12)



AIMS

To help us to:

- use body mapping to identify injuries and symptoms of ill health

TASK

Your trainer will draw some body maps on posters, and will arrange for small groups of participants who do similar types of work to be formed.

In your small group:

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:
 - for aches and pains – **blue X**
 - for breathing difficulties, coughing – **black X**
 - for chemical related disorders – **green X**
 - for any other problems such as stress, skin rashes, runny eyes and nose, dizziness, reproductive disorders and so on – **red X**
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

Your trainer will organise a short discussion afterwards to share your ideas

What is body mapping and why use it?

It is important that participants have an opportunity to talk about symptoms of ill health and injuries. These may or may not be related to work. "Mapping" is a good visual way of doing this. "Body mapping" can be used to collect information about workers' safety and health, such as diseases; illnesses; injuries; aches and pains; stress symptoms; reproductive problems etc

It provides a way of identifying common patterns of safety and health problems amongst workers in a particular occupational sector and/or activity, normally doing the same or a similar job. Identifying common safety and health complaints does not mean you can say with certainty that the causes are all work-related. Body mapping is an excellent tool to help highlight areas for direct action or for further investigation.

Preparing for a body mapping session

- Draw two large outlines of the human body on flip chart or craft paper
- Label the separate images "Front" and "Back" and title the overall map, "BODY MAP"
- Use some tape to stick the images to the wall
- Provide marker pens (different colours if you can, but not essential), so that participants can mark any symptoms that they have on to the body map

Conducting a body mapping session

- Explain what you are proposing to do, and make it very clear to everyone that information from individuals is confidential
- Ask the participants to make a mark (X) on the body map to show any areas of the body which they believe are affected by their work
- If there is enough space on the body images you have drawn, you can ask all the participants in the small group to do the body mapping at the same time
- Let the participants know that they can stay after the session ends, to add any information they may not wish to share with the group

- After the participants have finished marking the front and back of the bodies, ask them to describe, one at a time, what health problems their marks represent
- You can make a note of the nature of the safety and health problems, beside the relevant marks
- Ask the participants for any observations they have regarding common patterns of safety and health problems in the sectors where they work and record these comments as well
- Encourage a discussion about these observations

Some of the well known causes of injury and ill health are documented in Book 1, Part 4 above.

Linking the cooperative experience with child labour

Collectively draw some initial conclusions and action points from the Body Mapping activity. Be sure to make detailed notes of comments and conclusions.

The **“talking points”** which follow Activity 6 will enable you to move on from the experience of the cooperative participants to their thoughts about children and injury and ill health. Text on why children are more at risk than adults is provided on pages 16-21.

TRAINING ACTIVITY 7: Using health and safety risk assessment on the farm or plantation (Book 2, page 13)**AIMS**

To help us to:

- identify work activities, the associated hazards, and the likely injuries or ill health problems
- decide who is most at risk
- learn how to carry out a simple risk assessment so as to be able to help train employers, and their workers, on this technique with a view to preventing farm accidents and ill health

TASK

Your trainer will distribute the health and safety risk assessment forms, and will arrange for small groups of participants who do similar work to be formed.

In your small group:

1. Select a major crop of your choice which is grown in your country or region
2. Select 2-3 work activities involved in growing this crop and list them under Column 1 in your health and safety risk assessment form. E.g. land preparation, planting, weeding, harvesting etc
3. In Step 1 of the risk assessment, Column 2, list the two main hazards for each work activity selected and give details of possible injuries or health effects
4. In Step 2 of the risk assessment, Column 3, give details of the number of workers - distinguishing between gender and age - at risk for each hazard identified, and some details of the work they do. This includes details of any children who are involved in the various work activities
5. Step 3 of the risk assessment, Column 4, identifies the health and safety measures to be assessed and put in place by the employer to prevent or reduce the risks to the workers from the hazards identified. The health and safety measures should be assessed and put into place in the following order:

1. Elimination of risk
2. Substitution
3. Technology measures
4. Work organisation, information and training
5. Medical/health control measures
6. Personal protective equipment

Elect a spokesperson to report back on your group's findings.

Trainer's notes

The key point to emphasise in this exercise is the use of the list of risk reduction measures - in the order they are written - as outlined above.

IT IS SUGGESTED THAT THE TRAINER STARTS BY GOING THROUGH THE WORKED EXAMPLE OF RISK ASSESSMENT ON PESTICIDES ON PAGE 64 WITH THE PARTICIPANTS. ONCE THE PARTICIPANTS HAVE UNDERSTOOD THE BASIC IDEA, THEY CAN BE DIVIDED INTO GROUPS TO CARRY OUT THEIR OWN RISK ASSESSMENT AS OUTLINED ABOVE.

Health and Safety Risk Assessment is a widely used health and safety technique in industry and agriculture. Risk assessment is designed to help those in charge of workplaces - the employer and her/his representative(s) - to systematically assess their workplace activities with a view to preventing and reducing fatal accidents, injuries, and ill health at work. Risk assessment can be used by companies/enterprises/farms of all sizes - small, medium and large. Risk assessments for larger scale undertakings will inevitably be more complex than for small businesses.

Farmers (self-employed or employers), and their farm workers, can be trained how to carry out risk assessments in their own business/farm undertakings, and to implement the risk reduction measures identified by them in their assessment **before** workers are exposed to danger. *The ILO conventions on health and safety in agriculture and mining require employers to carry out a risk assessment **before** exposing workers to danger.*

What is a risk assessment?

Workplace risk assessments are specific to an enterprise, company, farm, and often to a particular workplace in the undertaking. A "workplace" can be anything from a farm field or farm yard, a small workshop, to a large machine shop in a factory. Risk assessments vary according to whether the whole "undertaking" (made up of a series of workplaces) is being assessed, or whether the assessment is of a more limited nature - only looking at specific work activities or specific workplaces on the farm.

A risk assessment involves **three** steps.

Step 1. The first step is identifying the **hazard(s)**, defined as the potential to cause harm. Hazards (dangers) can include machinery, tools, transport, processes, substances such as chemicals, dust, noise, disease, poor work organisation etc. The aim is to spot the hazards that could result in harm to the safety or health of the workers **before** anyone is harmed.

An "employer" should:

- identify which work activities and processes are the most dangerous
- learn from experience of previous accidents and work-related ill health
- note how many workers are at risk for each hazardous activity, recording whether they are adult female and/or young female and male workers. Are any children involved?
- ask the workers for their views on the dangers of the job(s) they carry out and how workplace accidents and ill health can be prevented
- think about the potential for harm for each work activity or process and the health and safety measures that should be put in place to prevent accidents or ill health

Step 2. The employer then has to evaluate the type and degree of **risk** for **EACH HAZARD** identified, and which workers are specifically at risk from each of the hazards. Different risk reduction measures will be required for each hazard.

For each hazard, the employer needs to identify which workers are at the greatest risk of being injured or made ill, how they may be harmed, whether female or young workers are especially at risk and so on

Step 3. For each hazard, the "employer" should work out the health and safety measures she/he needs to put in place to prevent or reduce the risk of her/his workers being killed, injured or made ill.

The health and safety measures to be assessed and put in place by the employer should always follow this order:

Health and safety measure 1: Eliminating the risk is always the best solution. For example, eliminating the risk by not using a toxic pesticide by using organic farming methods, or by replacing a noisy machine with a quiet one.

Health and safety measure 2: Substitution is the next risk reduction option. For example, substituting a less toxic pesticide or chemical for the more toxic one previously used.

Health and safety measure 3: Using simple **Equipment** or **Technology** to reduce the risk. For example, soundproofing a noisy machine, using dust extracting equipment, or something as simple as a wheelbarrow or hand cart to carry heavy loads.

Health and safety measure 4: Using **Safe work practices, procedures** and methods, linked to **appropriate information and training** for managers, supervisors and workers. This means the employer or her/his manager(s) has to clear instructions and procedures to the workers - written down if necessary - on how to carry out a dangerous task in a safe manner. This means that the employer or her/his manager(s) has to ensure the enterprise and its different workplaces are well organised and run, and supervisors and general workers are properly trained.

Health and safety measure 5: The employer's risk assessment may determine that certain **Health testing/medical surveillance measures** may help prevent workers from falling ill when carrying out dangerous tasks. For example, regular lung function tests for workers exposed to potentially harmful levels of dust

Health and safety measure 6: Provision by the employer, at no cost of the worker, of **Personal protective equipment (PPE - a**

term which includes clothing). Except in a few cases (e.g. chain saw use) PPE should never be the first way in which to protect workers. The employer should provide PPE to supplement the other health and safety measures above which she/he has already put in place. PPE has to be of good quality - providing genuine health and safety protection - and the employer should ensure it is well maintained and regularly replaced. The idea is to keep use of PPE to a minimum

Farm health and safety risk assessment form

Name of the employer and farm address			
CROP + WORK ACTIVITY/WORKPLACE BEING ASSESSES	STEP 1 IDENTIFY THE MAIN WORK HAZARDS + likely INJURIES or HEALTH PROBLEMS for each hazard	STEP 2 IDENTIFY THE WORKERS MOST AT RISK (for each hazard)	STEP 3 RISK REDUCTION MEASURES TO BE PUT INTO PLACE/OPERATION BY THE EMPLOYER For each hazard use, the risk reduction measures identified should be put into place/operation by the employer in the following order
	List the main hazard(s), i.e., dangers for each work activity or workplace + Likely safety or health problems resulting from the work activity/workplace	Adult female workers Adult male workers Young female workers Young male workers	<ol style="list-style-type: none"> 1. Elimination of risk 2. Substitution 3. Equipment/technology measures 4. Work organisation, information, training and instruction 5. Medical/health testing/surveillance measures 6. Personal protective equipment
Activity/Workplace 1.			
<p>Signed by: the employer, or the employer's representative and that person's job title: Name (in capital letters) of the employer, or the employer's representative and that person's job title: Date - day, month, year Place: add Address and LOCATION OF THE WORKPLACE(S), or DETAILS OF THE WORK ACTIVITY, ASSESSED</p>			

Note: It may **not** be necessary to use all the risk reduction measures to control a particular hazard. If, for example, the employer's risk assessment has concluded that it is possible to totally eliminate the risk to the workers, then other risk reduction measures will obviously **not** be needed. So the employer will not need to carry out the rest of the risk

Table 1: An example of farm health and safety risk assessment

<p>NAME OF THE EMPLOYER & FARM ADDRESS Ms Takaru, Valley Farm, [LOCATION]</p>
<p>CROP & WORKPLACE OR WORK ACTIVITY BEING ASSESSED Cotton: Spraying a chemical insecticide (a category of pesticide) which is classified as "highly toxic" under national pesticide regulations.</p>
<p>STEP 1: IDENTIFY THE MAIN HAZARDS <i>Using information on the pesticide label and from the pesticide safety data sheet, the employers' risk assessment identifies the main hazard as the risk of pesticide poisoning, as a highly toxic insecticide is being used, for:</i></p> <p>a) Spray team operators applying the insecticide</p> <p style="text-align: center;">+</p> <p>b) Field gang workers from:</p> <ul style="list-style-type: none"> • spray drift contamination if working too near the crop spraying and/or • handling or brushing against wet, insecticide-sprayed cotton vegetation if they go back into treated fields too soon
<p>STEP 2: IDENTIFY WORKERS MOST AT RISK (for EACH hazard)</p> <p>a) The three person spray team - all adult males - are the workers who have the highest risk of being poisoned as they are directly handling and spraying the insecticide, and cleaning spray equipment</p> <p>b) Field gang - usually comprising 15 adult female and male workers - are the second group most at risk of pesticide poisoning from:</p> <p>(i) insecticide spray drift if working in fields too close to where the insecticide is being sprayed and/or</p> <p>(ii) handling or coming into contact with insecticide-treated crop vegetation in sprayed fields if the pesticide manufacturer's recommended re-entry period for the insecticide is not followed.</p>
<p>STEP 3: RISK REDUCTION MEASURES TO BE PUT IN PLACE BY THE EMPLOYER</p> <p>For each hazard, the risk reduction measures are to be put into place/operation by the employer in the following order:</p> <p>To reduce the risk of pesticide poisoning for both the spray operator team and the field worker gang, the farm employer's risk assessment has decided that she [Ms Takatlu], must ensure that the following health and safety measures are put into place/operation:</p> <p>Measure 1. Elimination of risk</p> <p>The employer's risk assessment starts by considering whether it is possible to totally eliminate any danger in this instance by not using chemical control methods. However, the employer's risk assessment concludes that the chemical insecticide has to be used as there are no adequate, non-chemical measures available to adequately control the cotton insect pest. So in this instance, total elimination of risk is not possible, and so the employer's risk assessment moves on to consider the next risk reduction measure</p> <p>Measure 2. Substitution</p> <p>The employer's risk assessment next considers the possibility of substituting use of the highly toxic insecticide by a less toxic insecticide. However, the employer' risk assessment concludes the highly toxic insecticide will have to be used as it is the most effective one for dealing with the particular cotton pest problem. So the employer's risk assessment moves on to consider the next risk reduction measure</p>

Measure 3. Use of technology

The employer's risk assessment next considers what simple **equipment** or **technology** can help reduce the risks to both the spray operator team and the field gang workers. The employer's risk assessment states that the knapsack sprayers have been thoroughly checked, and do not leak, new spray nozzles have been fitted, and the sprayers properly calibrated. So in this instance, ensuring good quality, calibrated and well **maintained spray equipment** will help protect the spray operators and lessen the chance of spray drift (new, efficient nozzles). So the employer's risk assessment moves on to consider the next risk reduction measure.

Measure 4. Workplace organisation, instructions, information & training

There are whole series of practical, **organisational, information, training measures** and **official instructions** that the employer will put into place based on the risk assessment, **before** spraying takes place:

training and information

4.1 The employer's risk assessment states that the **spray team is professionally trained** (including regular refresher training) and has been provided with the following **information (in the local language)** on both correct use of the pesticide and health and safety measures:

(i) the (government-approved) pesticide label on the spray container;

(ii) the pesticide manufacturer's health and safety data sheet for the insecticide being sprayed (provided for free to the employer or his/her representative by the pesticide distributor when delivering the insecticide to the farm)

4.2 The spray team is provided with, and is trained in use of, first aid equipment . Plus water is available to use in case of pesticide contamination of skin or eyes. Adequate washing facilities are also available in the main farm building so the operators can clean up properly after spraying

workplace organisation

4.3 Both the **farm manager** and the **spray team supervisor** (one of the 3 persons doing the spraying) will ensure on a day to day basis that the supervisor of the field gang is informed (i) which field(s) is/are to be sprayed; and (ii) the length of time which must pass (re-entry interval) as per the pesticide label or health and safety data sheet before workers can work again in the sprayed field

4.4 The **field gang supervisor will then inform the field gang workers of where the spraying will take place on a given day** and ensure: (i) that the field gang workers are working in fields at a safe distance away from the spraying; and (ii) that the workers do not start working in pesticide-treated fields until it is safe to do so

4.5 Both the **field supervisor and field gang** have been **given training on pesticides health and safety** as part of general health and safety training

4.6 The **spray gang** is under clear instruction from the employer/management to **IMMEDIATELY stop spraying** if they suddenly find they are working too close to the field gang workers, or if an unexpected change of wind direction means that the workers are suddenly in danger of being contaminated by spray drift. *The employer/management has also informed the field gang workers their supervisor of this instruction*

4.7 The **field gang supervisor** is under clear instruction from the employer/management to **IMMEDIATELY remove the field workers away from danger** if she/he unexpectedly finds they are working too close to the spray team or contamination from spray drift suddenly occurs due to an unexpected change in wind direction. *The employer/management has also informed the field gang workers their supervisor of this instruction*

So having ensured that insecticide spraying is being carried efficiently and safely, the employer's risk assessment moves on to consider the next risk reduction measure

Measure 5. Medical/health control measures

In taking advice from the pesticide supplier's representative and government agricultural extension officer, the employer's risk assessment has concluded that in respect of use of this particular insecticide, there are no preventive health tests which can be used. So in this instance the employer's risk assessment has concluded that there are no suitable tests to detect early signs of pesticide poisoning.

However, the employer has ensured that, in addition to the spray team, the field gang workers have **first aid equipment** available (and field gang workers trained in its use), and **water**, in case of skin or eye contamination.

Measure 6. Personal protective equipment

Finally, the employer' risk assessment assesses what personal protective equipment (PPE) should be provided and used to boost the levels of worker protection provided by the other risk reduction measures listed above:

6.1 Spray team workers

The employer's risk assessment concludes that the spray team operators, as they are the group most at risk of pesticide poisoning, will need to wear or use the following personal *protective equipment*. The information on which PPE should be used was obtained by the employer by reading both the insecticide label, and the pesticide manufacturer's health and safety data sheet which she obtained fro her pesticide supplier) the following personal protective equipment

PPE to be worn or used

- a protective coverall; rubber gloves coming above the wrist of the coverall; rubber boots
- half-mask chemical respirator, fitted with charcoal filters, when mixing and spraying the pesticide, and rinsing and washing out empty containers and cleaning spray equipment;
- safety goggles when mixing or spraying the insecticide, or cleaning the knapsack sprayers or washing out empty containers.

6.2 Field gang workers

The employer's risk assessment has concluded that **no extra** personal protective equipment for the field gang is required to protect them from the insecticide spraying (the workers are provided with overalls, boots, and rubber gloves as standard work items). The employer's decision that no extra PPE is based on the assessment that the risk reduction measures 3 and 4 above will ensure that the field gang workers are protected being kept at a safe distance from the spray operations; and (ii) not handling, or coming into contact with, wet insecticide-sprayed cotton vegetation by observing re-entry intervals. In these circumstances, extra PPE would not increase levels of health and safety protection for the field gang workers.

Signed by: *Ms Takaru*, or the employer's representative, including that person's job title

Name (in capital letters) of the employer or the employer's representative including that person's job title

Date - day, month, year

Place: add Address and LOCATION OF THE WORKPLACE(S), or DETAILS OF THE WORK ACTIVITY, ASSESSED

TRAINING ACTIVITY 8: Law and the ILO (Book 2, page 15)



AIMS

To help us to:

- identify relevant national laws on child labour
- compare your laws with ILO Convention No. 182

TASK

Your trainer will have provided you with a short summary of your country's laws for this activity.

Use the worksheet on the following pages to:

- 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

Elect a spokesperson to report back with your key questions/ observations

RESOURCES

- A summary of your national legislation

Key text from ILO Convention No 182 reproduced on the Worksheets below

Before this activity begins, you should briefly describe the work of the ILO (see Book 3, Section 2) and its tripartite nature. This Activity is designed to help participants to become familiar with the laws on child labour in their countries and to compare their laws with ILO Convention No 182.

You should prepare a simple summary of the laws in your country (and whether the Convention has been ratified), to either post on a flip chart or to hand around to participants. The small groups should then enter brief details of the law in their country in the appropriate spaces on their worksheets. The key Articles of Convention No. 182 have been summarised already on the

worksheet. To save time, you could allocate one or two different headings for each group to consider (for example, Group 1 looks at Definition of a child; duty on the state; Group 2 looks at Worst forms of child labour and so on).

Groups should be encouraged to discuss the laws and Convention and compare them. It is likely that groups will have several questions, so time should be allocated in the reports back for their questions and clarification from you. It is important to:

- note the types of work referred to under Article 3 (d) should have been specified following consultation with workers organisations and employers
- restate the hierarchy of steps that need to be taken to eliminate child labour under Article 7 (2)

TRAINING ACTIVITY 9: Developing cooperative policies, interventions and strategies on child labour (Book 2, page 18)



AIMS

To help us to:

- think about cooperative's policies and interventions on child labour, nationally and locally
- build cooperative strategies for eliminating child labour especially hazardous work

TASK

In your small group:

1. List the key policies and interventions by cooperatives that are essential ones
2. What steps need to be taken by cooperatives to ensure that their policies and interventions are successful?

Elect a spokesperson to report back with your group's views.

IPEC Tackling hazardous child labour in agriculture: Guidance on policy and practice

Guidebook 3, section 3.2.9 Agricultural/rural cooperatives

Cooperatives play a significant role in agriculture around the world. More than 50 per cent of global agricultural output is marketed through cooperatives. In addition, a large share of the markets for agricultural commodities is handled by cooperatives.

Agricultural cooperatives could be encouraged to work with the ILO social partners on elimination of child labour in agriculture. Use could also be made of cooperative training facilities and trainers to train cooperative members on elimination of child labour in agriculture.

Other suggestions from the ILO Cooperative Branch include ensuring that cooperative members be sensitized on the child

law regulating the minimum age for seasonal agricultural employment. Increased educational opportunities for children should be provided from the farm cooperatives. Besides, training programmes for farmers may in time result in a significant reduction of the safety and health hazards faced by children. Additional measures addressing both the cooperative's employment practices and the underlying economic factors contributing to the children's employment are necessary if children are to enjoy their rights under the Child Law and the Convention.

TRAINING ACTIVITY 10: Future strategy
(Book 2, page 20)



AIMS

To help us to:

- work out a plan for future activity on hazardous child labour
- identify the steps that we can take

TASK

Identify three things that you will do in relation to hazardous child labour in your cooperative and in your community as a result of this course, and when you will do them. Think particularly about how you can work together with other cooperatives, trade unions and community groups.

Prepare a report back to the rest of the course with your plan.

This final activity is a crucial element of the training programme. It provides participants with the opportunity to pull together key points from the course and to think through the practical steps that they can take when they return to their cooperative activities and community. It is important to refer participants to:

- their action points to remind them of earlier parts of the training programme and any follow-up ideas they may have noted down, and
- charts that have been developed during the training programme

The checklist below identifies some action points that may be appropriate if you want to stimulate initial ideas.

CHECKLIST**Ideas for action at a local level**

- Find out the facts about child labour at a local level
- Establish a Cooperative's Child Labour community group which can network with other community groups concerned with education, income generation, poverty alleviation etc
- Publicise the various forms of child labour and those which put children at most risk
- Ensure in (collective bargaining) agreements that there is a commitment not to employ/use child labour and to work to ensure its elimination
- Raise awareness through cooperative/workers' education and public information activities
- Form alliances with others, to press for improved child protection measures and to advocate children's right to education
- Use ILO and ICA resources to help you achieve your goals

Individual participants should be asked to give a brief report back.

TRAINING ACTIVITY 11: Course evaluation (Book 2, page 21)



AIMS

To help us to:

- 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:

- 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?

Elect a spokesperson to report back

Ensure that the Jargon Sheet is complete and that there are no outstanding queries from participants. Ensure that there are small group discussions to evaluate the course. It is most important to obtain participants' views and make a note of them for you to consider and to give feedback to ILO and ICA.

Report back on the training programme

Please prepare a brief summary of the way that you have used these materials in your training programme and your observations and the observations of participants in the evaluation activity. Send your report to: **xx**

BOOK 1: SECTION 4

CHECKLISTS ON EDUCATIONAL METHODS

In Section 2 above we have emphasised the importance of active learning methods and given hints on the use of the Activities for farmers in Book 1. The ILO has produced a CD Rom entitled *Your health and safety at work – instructor's guide* which elaborates further. We have selected some of the most important elements and reproduced them in a series of checklists below. These should provide trainers with further information that will help in planning, conducting and evaluating training activities.

Key principles

There are some key principles upon which we have based the training activities in Book 2 of this Pack. They are identified in the checklist below.

CHECKLIST



Key principles

- learning by doing, participants learn far more by doing something themselves
- collective work, educational activities work best by involving everyone and pooling knowledge, experience and skills. Work in small groups with regular reporting back, makes this possible on a training course/ training session/farmer field school/study circle
- work on the problems associated with child labour, hazards and problems faced by children in agriculture are the best starting point to help everyone understand what is involved and what action to take
- workplace/community activities, can help to ensure that the training course/ training session/farmer field school/study circle is relevant and based upon the actual situations that the participants are facing
- activities, are specific tasks helping course participants to learn, and to be relevant to the situation they face. You should translate the activities into the local language(s)
- handouts, If you have the time you could translate some of the key points from the guide to each activity (in the Step by Step Guide below) and provide them as handouts to the participants after each activity has finished
- course reviews, throughout any training course/ training session/farmer field school/study circle there should be formal and informal ways of reviewing work done, and giving trainers and participants the opportunity to adjust the course programme to meet identified priorities

A trainer's role

CHECKLIST



Trainer's role

Your role includes:

- being aware of group dynamics and promoting equal participation particularly in terms of gender
- helping to organise the work, by suggesting tasks and ways of working
- helping participants to agree course guidelines
- ensuring that different opinions are respected
- organising resources, including basic information, handouts, publications, and copying facilities (where possible), to help the course work
- translating to local language(s) and adapting course materials to suit the needs of the participants
- giving advice and support
- facilitating discussions
- leading some discussions and summarising key points
- arranging for external resource persons where this is felt necessary

Small group activity

Small group work is the main training method that should be used with the Training Activities in Book 2. There are several good reasons for using small group work in adult education:

<p>CHECKLIST</p> 	<p>Small group activity</p> <ul style="list-style-type: none"><input checked="" type="checkbox"/> it is an active method<input checked="" type="checkbox"/> it encourages co-operative working<input checked="" type="checkbox"/> it encourages less confident participants to become involved in discussions<input checked="" type="checkbox"/> it allows participants to work without feeling they are always being watched by the trainer<input checked="" type="checkbox"/> it provides an effective way of structuring discussion<input checked="" type="checkbox"/> it will enable participants to investigate, discuss and respond to situations relating to child labour
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Ideally groups should consist of three to four participants. However, with Training Activities no 1 and No 5 in Book 2 you will need to use the option of asking participants to work in pairs.

Active participation

Adults learn best when they are actively involved in the learning process and when they are encouraged to discuss their own experiences in the course. This type of learning is generally called “participatory” or “student-centred learning”. Advantages of this approach include:

- the learning process starts from and builds on the experience of course participants
- course participants learn through co-operative group activity and discussion
- course participants are given an opportunity to think out issues for themselves and develop a range of skills

Participatory learning asks the participants to give information as well as receive it. In this way, participants are encouraged to learn from one another based upon their own experiences. Using the experiences of participants helps them to learn and retain important information.

CHECKLIST



Active participation

- Give the participants regular opportunities to discuss their ideas for prevention, withdrawal and protection of child labour
- Recognise the important contributions participants can make, based upon their personal experiences of child labour and accept that they bring valuable information with them
- Use a lecture format of teaching as little as possible. Divide the content of the Sections into logical sub-sections, creating activities and stimulating discussions as a way for participants to learn
- Be democratic in your tutoring practice and be willing to give up some control of a session to allow participants to lead
- Facilitate and guide participants through the learning process by providing direction and structure
- Encourage the use of songs, dance and drama
- Use practical but structured field visits to supplement classroom activity
- Keep participants focused on the different tasks of the course
- Help participants to learn from one another
- Try to make sure that no one dominates the sessions
- Encourage quiet participants to speak up and participate in all sessions

Planning and preparation

It is important that trainers plan and prepare thoroughly.

CHECKLIST



Planning and preparation

- Carefully read over each activity in Book 2 and Sections 1-2 of Book 1 above
- Develop lesson plans (see example below) or a training outline prior to your course. Include in your lesson plan objectives, introduction, core of the text, points to remember, summary and activities
- You should translate the activities into the local language(s). If you have the time you could translate some of the key points from the guide to each activity (in the Step by Step Guide provided in Section 2 of Book 2 above) and provide them as handouts to the participants after each activity has finished
- Remember items such as a flipchart, markers and paper
- For some activities, it is recommended that you make copies of materials ahead of time if you have access to copying facilities. For example, ILO Convention No. 182 on the Worst Forms of Child Labour
- Use the different participatory methods and try to come up with your own participatory methods as well
- Build upon the Training Resource Pack by developing new materials or new training methods

Sample planning sheet

1. Name of session: _____

2. Target group: _____

3. Time available: _____

4. Requirements: _____

CONTENT	TRAINING TECHNIQUES	TRAINING AIDS (materials, equipment, legal standards)
Aims		
Introduction		
Core points of the text		
Points to remember		
Summary		
Activities		

Training techniques

The checklist below provides brief explanations and guidelines for using a variety of training techniques.

CHECKLIST 	Training techniques
	<ul style="list-style-type: none"><li data-bbox="608 640 1382 763"><input checked="" type="checkbox"/> Asking questions Questions can be used to stimulate discussion, but should not be used in a threatening way<li data-bbox="608 797 1366 965"><input checked="" type="checkbox"/> Using a checklist A checklist is a useful prompt for participants and you can provide checklists or help participants to develop their own, preferably in groups<li data-bbox="608 999 1366 1200"><input checked="" type="checkbox"/> Instant ideas A technique used to encourage participants to generate a wide variety of ideas. Participants offer the first ideas that come into their head about the topic to be discussed<li data-bbox="608 1234 1382 1480"><input checked="" type="checkbox"/> Action planning Action plans can be developed individually or as a group activity. Participants will need to think about and develop a strategy for taking positive action to prevent or withdraw child labour, or to improve working conditions<li data-bbox="608 1514 1414 1715"><input checked="" type="checkbox"/> Workplace or community activities Where there is an opportunity to do workplace or community activities, they provide a link between the course, the participants and their agricultural workplace/community<li data-bbox="608 1749 1414 1917"><input checked="" type="checkbox"/> Course meetings Course meetings are a democratic way of helping participants to influence the content and structure of the course

CHECKLIST



Training techniques

- Small group activity**
Small group work is the main training method used in Book 1 of this Training Resource Pack and guidelines on its use are provided in Section 2 of Book 2 above
- Group discussions**
It is most important that trainers promote, stimulate and sustain group discussion as part of participatory learning
- Using case-studies**
Case studies can be used effectively by trainers. The case studies in Activity 4 and Activity 9 of Book 1 should enable participants to look at issues relating to child labour, without feeling they have a personal position to defend or attack
- Role-play**
Role-play is a participatory method that can generate considerable activity and interaction amongst course participants. Types of role-play include interviewing, negotiating and taking part in a meeting

Course evaluation

Just as the training course will have been based upon group-working, active participation and involvement, evaluation also should be a collective process. Evaluation means that collectively and individually everyone reflects upon the course in which they have been involved. They ask questions about its relevance, what has been gained from it, its weaknesses and its successes. It should take place as an ongoing feature of the course.

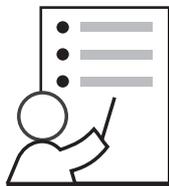
CHECKLIST



Evaluation

- Before the start, set your course aims
- During the first or second course session, find out what the participants want from the course and agree the aims
- Use course meetings to assist the training process. A daily review could be built into the course meeting agenda
- For each session/activity, check that the participants understand the aims and what they are expected to do
- Review progress with the participants midway through the course
- Carry out a final evaluation at the end of the course
- Where possible, follow up a sample of participants a few weeks/months after the course has finished to monitor the impact of the training upon their subsequent activities

USEFUL SOURCES OF INFORMATION



Some of the sources of information listed below will be useful to look at before your training course begins.

Cooperatives

- ILO COOP Programme-ICA-IPEC. Cooperating out of child labour: Harnessing the untapped potential of cooperatives and the cooperative movement to tackle child labour. (Geneva, 2008).
- International Co-operative Alliance web site: www.ica.coop
- ILO Coop Programme (Branch) web site:
- ILO-ICA Memorandum of Understanding, 2004
- ILO and ICA: Cooperating out of poverty; <http://outofpoverty.coop/>
- Cooperatives and child labour. ILO IPEC and ICA fact sheet, 2007.
- **ILO: Cooperative Facility for Africa (COOP^{AFRICA})**, Kazi House, Maktaba Street P.O. Box 9212, Dar-es-Salaam, Tanzania. Tel: +255.22.212.6821/24/26 Fax: +255.22.212.6697; E-mail: coopafrica@ilo.org; www.ilo.org/coopafrica
- **MATCOM – Materials and techniques for cooperative management training**; www.ilo.org/coop. A CD ROM can be requested from: coop@ilo.org

International

- International Programme on the Elimination of Child Labour (IPEC); <http://www.ilo.org/ipec/lang--en/index.htm>
- ILO: *A future without child labour - Global Report on the Follow-up to the ILO Declaration on Fundamental Principles and Rights at Work* (Geneva 2002)
- ILO *The end of child labour: Within reach.* (Geneva, 2006)

- ILO Tackling hazardous child labour in agriculture: Guidance on policy and practice (Geneva 2006)
- ILO training resource pack on the elimination of hazardous child labour in agriculture (Geneva, 2005)
- ILO Children at Work - Health and safety risks (Geneva, 2002)
- ILO-IUF A Series of Trade Union Education Manuals for Agricultural Workers (Geneva 2004)
- ILO Safework
(www.ilo.org/public/english/protection/safework/index.htm)
- ILO ACTEMP & IoE: Eliminating child labour - Guides for employers. (Geneva 2007).

For further information:

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International Labour Office
4 route des Morillons
CH-1211 Geneva 22
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