

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

BOOK 1

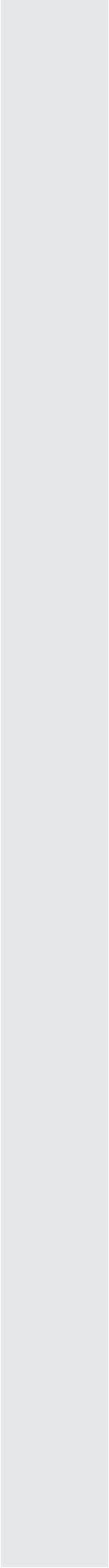
A TRAINER'S GUIDE



International
Labour
Organization



International
Programme on
the Elimination
of Child Labour



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

September 2005

International Labour Organisation
International Programme for the Elimination of Child Labour

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

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Contents

Page

- Acknowledgements v

ABOUT THIS TRAINING RESOURCE PACK

- Introduction vi
- Aims of the Training Resource Pack. vi
- How to use the Training Resource Pack. vii
- Overview of the Training Resource Pack ix
- Other resources and ideas x
- Opportunities for using the Training Course Activities. x

BOOK 1: A TRAINER'S GUIDE

Section 1: Setting the scene – child labour

- Basic facts about child labour 1
- Other terminology associated with the use of the word “child” 4
- Child labour – the scale of the problem 6
- Hazardous child labour in all types of work 7
- Hazardous child labour in agriculture. 8
- Why are children at greater risk than adults? 14
- Examples of child labour in different countries 18
- Strategies for the elimination of child labour. 21

Section 2: A trainer’s guide to using the materials in Book 2

- Introduction. 25
- Using the ILO (IPEC) Training Resource Pack in a “course” 25
- Step by step guide to the materials in Book 2 27

Section 3: Checklists on educational methods

- Key principles 62
- A trainer’s role 64
- Small group activity 65
- Active participation 66
- Planning and preparation 68
- Training techniques 70
- Course evaluation 72
- Useful sources of information 73
-

BOOK 2: TRAINING COURSE ACTIVITIES FOR FARMERS

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

■ Future strategy.	19
■ Course evaluation.	20

BOOK 3: ADDITIONAL RESOURCES FOR FARMER TRAINERS

Section 1: Risk management

■ Tackling OS&H by strengthening risk management	1
■ Risk assessment	2
■ Specific hazards and risks to child labourers in agriculture.	10
● Long hours of work, fatigue and sleep needs of adolescents.	10
● Strenuous labour, heavy loads and musculoskeletal disorders	11
● Ergonomics.	13
● Extreme temperatures and climatic conditions	14
● Cutting tools	15
● Falls.	16
● Falling objects	16
● Farm machinery	16
● Noise	19
● Pesticides and other chemicals in agriculture.	20
● Dusts	25
● Diseases (Biological hazards)	26
● Livestock	28
● Venomous/wild animals	29
● Psychosocial hazards	29
● Violence including harassment	30
● Drug addiction and agricultural child labour.	30
● Poor sanitation and hygiene	31
● Substandard housing	31
● Lack of child care facilities.	32
● HIV/AIDS	32
● Malnutrition/poverty.	33

Section 2: ILO and IPEC

- International Labour Organisation (ILO) 35
- International Programme on the Elimination of
Child Labour (IPEC) 35

Section 3: Key text from ILO Conventions

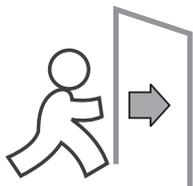
- C138: Minimum Age Convention 1973 38
- C182: Worst Forms of Child Labour
Convention 1999 43
- C184: Safety and Health in Agriculture
Convention 2001 46

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ABOUT THIS TRAINING RESOURCE PACK



Introduction

This Training Resource Pack for trainers on the Elimination of Hazardous Child Labour on cocoa /agricultural farms has been developed by the International Programme on the Elimination of Child Labour (IPEC) of the United Nations International Labour Organisation (ILO). You will find more details about the ILO and child labour programmes in Books 1 and 3.

We have designed this Training Resource Pack for farmer trainers to run training courses for their fellow farmers on hazardous (dangerous) child labour. The training courses will help farmers to learn about hazardous (dangerous) child labour as a basis for taking action to eliminate such labour on their farms and in their villages and communities.

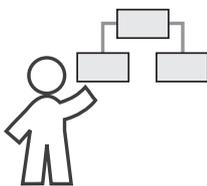


Aims of the Training Resource Pack

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

- plan and run training activities with farmers
- raise the awareness of farmers and their communities about the problem of child labour and why it is an issue they have to deal with
- provide essential information to farmers and their communities on the elimination of the worst forms of child labour, particularly hazardous child labour
- help farmers improve occupational safety and health (OS&H) conditions on their farms
- promote implementation of ILO Convention No. 182 concerning the prohibition and immediate action for elimination of the worst forms of child labour, 1999 and its accompanying Recommendation (No. 190)

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 farmers. It is divided into three books.

BOOK 1: A TRAINER'S GUIDE

Book 1 is for farmer trainers who run training courses for their fellow farmers on hazardous child labour as a basis for them taking action to eliminate such labour. It contains the essential materials that farmer trainers will need to run effective courses/study circles in their villages and communities. 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 in agriculture – with background information for you as a trainer which you need to read and absorb before preparing training activities with farmers and others
- **Section 2:** Providing a Trainer's guide to using the Training Activities for farmers 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 farmers 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 FARMERS

- Book 2 comprises of a number of training activities to help farmers to learn about hazardous child labour as a basis for them taking action to eliminate such labour on their farms, and in their villages and communities. The ILO-IPEC strategies for elimination of hazardous child labour can be reinforced based upon the hierarchy of Prevention, Withdrawal, and Protection. Book 2 is the material that the farmer trainers should use for training purposes with farmers. Once translated into the local language(s), these are the activities that you will give out and use with the farmers and others to whom you are providing training.

BOOK 3: ADDITIONAL RESOURCES FOR FARMER TRAINERS

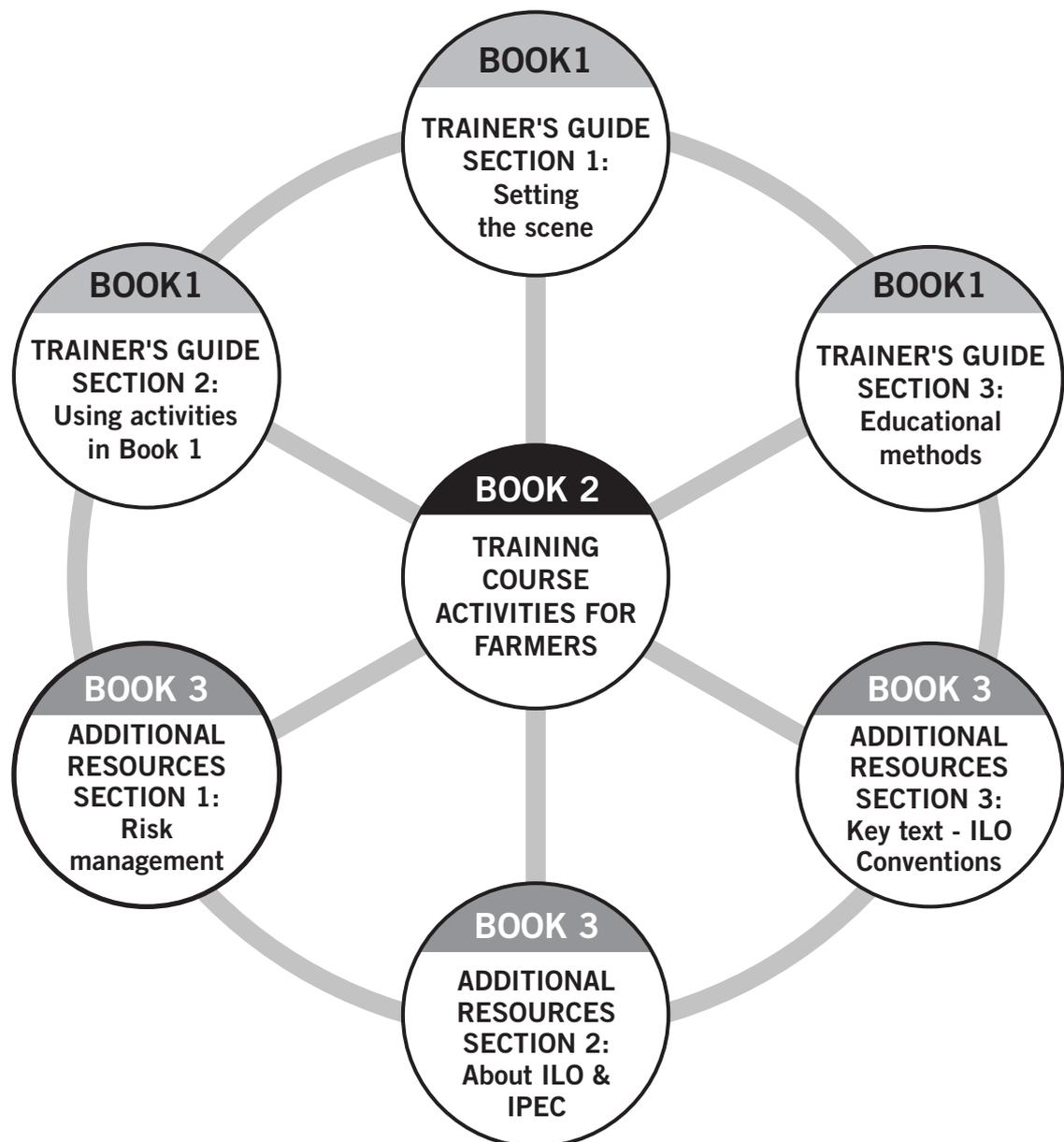
Book 3 contains additional resources for farmer trainers. This will provide background materials and additional sources of information to draw upon.

Book 3 is divided into three sections:

- **Section 1:** Risk management – tackling occupational safety and health (OS&H) by strengthening risk management; plus looking at some of the main hazards and risks faced by child labourers
- **Section 2:** ILO and IPEC
- **Section 3:** Key text from ILO Conventions No.138; 182 and 184

A pictorial representation of the Structure of the Training Resource Pack is provided overleaf.

Overview of the Training Resource Pack



Other resources and ideas

This Training Resource Pack contains basic resources and materials for trainers. However:

- participants on training courses should be encouraged to bring in ideas and experiences from their own communities
- trainers should ensure that other essential resources are provided. For example: information on child labour in their own country/region and occupational health and safety (OS&H) laws in their own country
- participants and trainers will contribute a wealth of their own ideas and experience to each educational activity

Opportunities for using the Training Course Activities

Book 2 contains basic training activities for farmers. There are numerous opportunities where the training activities can be used:

- study circles with groups of farmers and workers
- “Farmer Field Schools”
- study circles with farmers’ co-operatives
- joint training with non-Governmental organisations (NGO’s); trades unions and other bodies on issues of common interest

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BOOK 1

A TRAINER'S GUIDE

BOOK 1: SECTION 1 SETTING THE SCENE – HAZARDOUS CHILD LABOUR

Basic facts about child labour

What is child labour?

Child labour is a worldwide phenomenon. Millions of children around the world carry out work that harms their well being, their safety and health and hinders their education, development and future livelihoods. Child labour is work which, by its nature and/or the way it is carried out, harms, abuses and exploits the child or deprives the child of an education¹.

Child labour takes many different forms but a priority is to eliminate without delay the worst forms of child labour.

What is a child?

Article 2 of ILO Convention 182 on the Worst Forms of Child Labour, states that “the term child shall apply to all persons under the age of 18.” There is other terminology associated with the word “child” which is described below. But for the purposes of this Training Resource Pack, we are focusing upon this definition of “child” as used in connection with the “Worst Forms of Child Labour”, which includes hazardous child labour.

(See Section 3 of Book 3 for the full text of relevant ILO Conventions)

¹ Trade Unions and Child Labour Pack, ILO ACTRAV, Geneva, 2000, Booklet No. 2: Union policies to combat child labour, p 3

Worst forms of child labour

Whilst child labour takes many different forms, a priority is to eliminate without delay the worst forms of child labour as defined by Article 3 of ILO Convention 182:

- (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.*

(See Section 3 of Book 3 for the full text of relevant ILO Conventions)

Labour that jeopardises the physical, mental or moral well-being of a child, either because of its nature or because of the conditions in which it is carried out, is known as “hazardous work”².

Guidance for governments on some hazardous child labour activities which should be prohibited is given in the accompanying Recommendation 190 Concerning the Prohibition and Immediate Action for the Elimination Worst Forms of Child Labour 1999:

- 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;*

² A future without child labour Global Report under the follow-up to the ILO Declaration on Fundamental Principles and Rights at Work 2002 Para 26 Page 9

(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.

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
- consult with relevant government institutions and employers' and workers' organisations, taking into consideration the views of other concerned groups as appropriate.

The Convention 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 terminology associated with the use of the word “child”

As stated above, for the purposes of the worst forms of child labour, Convention 182, Article 2 states that “the term child shall apply to all persons under the age of 18”. However, trainers need to be aware of other sub-categories, based upon age, which are relevant to action on child labour.

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 Convention No. 138. (See Section 3 of Book 3 for the full text of relevant ILO Conventions) 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, and a number of countries have fixed it at 16. The ILO recommends 16 years as the general minimum age.

But this does not mean that young workers should be engaged in hazardous work. Efforts must be made to ensure that young workers are not engaged in hazardous work. ILO Convention No. 184 on Safety and Health in Agriculture, 2001 makes specific reference to young workers and hazardous work, which is consistent with the two child labour conventions: Convention No. 138 on Minimum Age and Convention 182 on the Worst Forms of Child Labour. Article 16 of Convention 184 states:

“1. The minimum age for assignment to work in agriculture which by its nature or the circumstances in which it is carried out is likely to harm the safety and health of young persons shall not be less than 18 years.” But, in Article 16(3):

“National laws or regulations or the competent authority may, after consultation with the representative organisations of employers and workers concerned, authorise the performance of hazardous work as from 16 years of age on condition that appropriate prior training is given and the safety and health of the young workers are fully protected”.

(See Section 3 of Book 3 for the full text of relevant ILO Conventions)

In general, children aged 13-15 are permitted to carry out “light work” under 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.

(See Section 3 of Book 3 for the full text of relevant ILO Conventions)

So, the term “child labour” does not encompass all work performed by children 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 and learn responsibility. 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 and add to their families’ and their own well-being and income, and they contribute to their countries’ economies.

Child labour – the scale of the problem

In 2000, ILO IPEC reported³ that 352 million children were “economically active” worldwide, that is engaged in some form of economic activity. Of the 352 million, 246 million – one in every six children aged 5 to 17 – are involved in child labour which the ILO says should be abolished. The figure of 246 million is in turn subdivided into:

- 8 million in unconditional worst forms of child labour
- 171 million in hazardous child labour

The report notes⁴ that child labour often assumes serious proportions in commercial agriculture associated with global markets for cocoa, coffee, cotton, rubber, sisal, tea and other commodities. Studies in Brazil, Kenya and Mexico have shown that children under 15 make between 25 and 30 per cent of the total labour force in the production of various commodities. According to the ILO, more than 80 million children between the ages of 5 and 14 are economically active in Africa. Since national economies are predominantly based on agriculture, it is estimated that upwards of seventy per cent of these children are found in agriculture.

³ A Future Without Child Labour, ILO, Geneva, May 2002 p18

⁴ A Future Without Child Labour, ILO, Geneva, May 2002 referred to in ILO/IPEC Project Document 26 September 2002 p4

Hazardous child labour in all types of work

An estimated 171 million children, aged 5-17, work in dangerous, hazardous conditions that could result in them being killed, or injured (often permanently) and/or made ill (often permanently)⁵. 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 children⁶ 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. The risks arising from hazards in the workplace are much greater for children.

Hazard and risk

When discussing hazards it is important to understand the distinction between hazard and risk. A “hazard” is anything with the potential to do harm. A “risk” is the likelihood of potential harm from that hazard being realised. For example, the hazard associated with 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.

⁵ Every Child Counts: New Global Estimates on Child Labour. ILO International Programme for the Elimination of Child Labour, Geneva, 2002, Summary)

⁶ Cited in IPEC Safety and Health Fact Sheet “HCL in Agriculture: an Overview”

Hazardous child labour in agriculture

Introduction

IPEC's publication, *Tackling Hazardous Child Labour: Guidance on Policy and Practice*. Extracts are reproduced below⁷.

Over seventy per cent of all child labourers work in agriculture – an industry with a very poor record of safety and health. The number of child labourers⁸ 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.

From tending cattle, harvesting crops, to handling machinery or holding flags to guide planes spraying pesticides, over 173 million girls and boys 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 173 million 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

⁷ IPEC Tackling Hazardous Child Labour in Agriculture: Guidance on Policy and Practice Guide Book 3”

⁸ Article 2 of ILO Convention concerning the Prohibition and Immediate Action for the Elimination of 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 reinforced by Article 16.1 of ILO Convention on Safety and Health in Agriculture, 2001 (No 184) which states that “The minimum age for assignment to work in agriculture which by its nature or the circumstances in which it is carried out is likely to harm the safety and health of young persons shall not be less than 18 years.”

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.⁹

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 discussed in pages 14 to 17 below. 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.

⁹ The other two sectors are construction and mining.

How dangerous is agriculture for child labourers?

Childhood is a critical time for safe and healthy human 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 safety and health hazards and risks of a rural environment as well as those inherent in the specific work processes involved. Child labour in a 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 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. These 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

Child labourers 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.

(Adapted from Forastieri, V. Children at work: health and safety risks. ILO Geneva, 2002).

(Many of the hazards mentioned above are dealt with in detail in Section 1 of Book 3)

Why are children at greater risk than adults?

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.

Some main developmental differences for child workers compared to adults workers are listed below.

General

- Tissues and organs mature at different rates, and therefore there is not a specific vulnerable age in general. It depends on the hazard and the degree of risk as to what age the child is most vulnerable
- 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
- Small physical size, and being asked to do tasks beyond their physical strength may pose additional risks

Skin

- A child's skin area is 2.5 times greater than adults (per unit of body weight) which can result in greater skin absorption of toxics. Skin structure is only fully developed after puberty
- Children have thinner skin so toxics are more easily absorbed

Respiratory

- Children have deeper/more frequent breathing and so can breathe in more substances hazardous to 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)

Gastro-intestinal, endocrine & reproductive systems & 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

- Immature in childhood, resulting in poorer detoxification of hazardous substances

Energy requirements

- Greater energy consumption because they are growing, and this can result in increased susceptibility to toxins

Fluid requirements

- More likely to dehydrate as they lose more water per kg of body weight through:
 - lungs – greater passage of air through them
 - skin – larger surface area
 - kidneys – inability to concentrate urine

Sleep requirements

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

Temperature

- Increased sensitivity to heat and cold as the sweat glands and thermo-regulatory system 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 deformation and disabilities

Cognitive and behavioural development

- Another key factor is the ability of child labourers to recognise and assess potential safety and health risks at work and to make decisions about them. For younger children this ability is weak

Children are vulnerable

- Other factors which increase levels of risk include:
 - Lack work experience – are unable to make informed judgements
 - Want to perform well – are willing to do extra without realising the risks
 - Learn wrong health and safety behaviour from adults
 - Have no safety or health training
 - At risk from inadequate, even harsh, supervision
 - Are powerless in terms of organisation and rights

Reduced life expectancy

- This concept is difficult to quantify. But the earlier a person starts work, the more premature the ageing that will follow

Examples of child labour in different countries

The boxes on the next two pages show experiences of children in Ghana. If possible, try to obtain similar information in your own country for use in the training sessions that you are running.

Hazardous child labour in cocoa production in Ghana

Source: Health and safety risks of children involved in cocoa farming in Ghana. ILO: IPEC West Africa cocoa agriculture project (WACAP). Draft report, 2005. pp 30-34.

Child labourers' farm activities and possible hazards

Activities	Role of children	Dangers/ Hazards	Protective measures in place	Suggested protective measures
(i) Clearing of land/felling of trees	Cutting of trees, burning	Cutlass (machete) cuts, lack of boots, snakebites, burns, trapping by falling trees, cuts may result in tetanus, and thorn pricks		Introduction of new methods of land clearing, protective clothing, Wellington boots
(ii) Preparation of seedlings	Transport seedlings to farm through head portorage	Carrying heavy loads over long distance, fungal infection		Use of power tillers to cart load
(iii) Planting of cocoa seedlings	Use earth chisel for planting	Cuts from chisel, worm infestation, thorn pricks		Wear Wellington boots
(iv) Weeding of farm	Weeding	Cutlass cuts on legs & hands, insect & snake bites, cuts may result in tetanus		Wear Wellington boots

Activities	Role of children	Dangers/ Hazards	Protective measures in place	Suggested protective measures
(v) Fertiliser application	Carrying, spreading of fertilizer	Corrosion of hands, chemical burns, allergic reactions		Wear hand gloves, training on fertilizer application, sensitisation
(vi) Spraying with pesticides	Fetch water & assist in mixing pesticides	Poisoning, long term health effects		Use trained spraying gangs. With proper personal protective equipment
(vii) Harvesting of pods	Plucking pods, gathering pods	Eye & head injuries from falling insect & snake bites, exhaustion, cuts may result in tetanus		Should be avoided by children, wear gloves, use less sharp tools
(viii) Breaking of pods/ fermentation	Breaking pods, fermentation	Lacerations, cuts on hands		Children should be excluded, use leather gloves
(ix) Carting of beans for drying	Carrying on head	Neck & backbone ailments, exhaustion, deformities impairment of normal physical development		Reduce weight of load
(x) Drying of beans	Spreading beans, stirring	Pricks from palm fronds		Wear hand gloves, use rake for spreading
(xi) Bagging of beans	Collect beans in to bags, sealing bags	Inhale dust, eye injuries, allergies from dust.		Use sunshade, respirators
(xii) Carting of beans for sale	Carrying load on head, walking long distances	Neck & backbone ailments, deformities, exhaustion, tiredness		Reduce weight of loads

Other risks children are exposed to

Source: Health and safety risks of children involved in cocoa farming in Ghana. ILO: IPEC West Africa cocoa agriculture project (WACAP). Draft report, 2005. pp 30-34.

Risk	Explanation
Violence	Occurs in instances where children are unable to execute task assigned to them as expected, refuse to participate in farm work or complain about inadequate remuneration for work done.
Sexual abuse	Especially for girls aged 15yrs+ out in the field with men.
Commercial Sex Workers (CSW)	CSW's invade cocoa growing areas with the view to taking advantage of the cocoa harvest season. Child workers on cocoa farms are lured by these CSW's resulting in sexually transmitted infections being spread among them.
Indulgence in drugs	Children on cocoa farms in several instances live under the illusion that drugs like (cannabis) have the potential to enhance their capacity to work.
Children caught by traps set for game	Unsuspecting children on cocoa farms fall prey to traps under cocoa and other fruit trees set for game. In the process children suffer injuries to their lower limbs and other parts of their bodies. Tetanus infections can set in. Physical deformities may occur from this. A pupil who was still nursing wounds from one of such traps showed the research team a trap into which he fell at 'Kwanfinfin' in the Atwima District of the Ashanti Region.
Deprivation from food and adequate nutrition	Deprivation from food occurs in instances where children are unable to execute tasks assigned to them as expected or refuse to participate in farm work. It was also mentioned that not enough attention is given to the right nutrition of these children. This leads to malnutrition in several instances.

Strategies for the elimination of child labour

Introduction

Parents and families, who are given a viable choice, prefer to keep children out of the workplace and use other options. The issue of child labour cannot be resolved overnight, but as one of the top priorities we should be preventing and eliminating the participation of children in hazardous work. This is a complex task and will often involve Government policies aimed at promoting adult employment, raising incomes and improving living standards. ILO's strategies are putting increasing emphasis on poverty alleviation as well as on expanding and improving institutional mechanisms for education and law enforcement.

IPEC's work and cooperative/partnership efforts to eliminate child labour, and particularly hazardous child labour in agriculture, are based upon the hierarchy of prevention, withdrawal, protection which are all outlined below.

Prevention

Prevention is the long-term aim. It is based on identifying children at potential risk and stopping them from starting hazardous work, and from entering the workplace. Investment in the prevention of child labour is the most cost-effective approach in the long run:

- Systems of prevention need to be carefully designed by the State or non-state agencies
- Families need income security and social benefits, such as health insurance, in order to survive the short-term and long-term crises
- Parents must be able to see investment in schooling as a viable option for their children
- Micro-insurance schemes organised by civil society groups at the local level can be linked into larger structures, such as banks and credit schemes
- The State can help by providing start-up funds, matching workers' contributions and developing supportive laws

- Self-help groups can provide assistance through co-operatives, mutual benefit societies and so on, that are usually financed by beneficiary contributions
- The educational system also plays a critical role in preventive policies and actions by ensuring places in schools, adequate numbers of trained teachers, and good standards of education.

Withdrawal

Withdrawal (and rehabilitation) 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

Children in the worst forms of child labour need urgent action for rescue and rehabilitation. Measures used to withdraw children from hazardous work range include:

- persuasion, through dialogue with parents, children, employers or law enforcement authorities
- rapid response measures (including rescue operations)

Experience shows that community-based, integrated solutions tailored to the specific needs of each target group, with close community participation are the most effective. Alongside rapid response action to rescue child victims of the worst forms child labour, a holistic approach is needed that attacks underlying family poverty through long term solutions, including access to land, housing and economic opportunities.

There is also a need to match interventions to the age of the child removed. There should always be a strong link between transitional education programmes (rehabilitation programmes) and the formal education system, since basic education will ensure opportunities for further education and employment. Forging close links between interventions with the aim of rehabilitating existing child labourers and those that aim to prevent children from being drawn into child labour is central to IPEC's education strategy.

Educational interventions for children removed from hazardous work are related to the approximate age of the child and depend on the level of her/his literacy and psychosocial development, as well as the age brackets defined by the child labour conventions. Experience has shown that transitional education in isolation has not necessarily ensured opportunities for further education or employment for former working children, which is why swift reintegration into formal schools or vocational training is vital.

The child labourers' jobs should be given to their adult relatives so the family as a whole does not suffer. Unemployment and underemployment in rural areas are major causes of poverty among waged agricultural workers and are regular and significant features of their lives.

Withdrawal in the context of family farms has a special meaning, in that whilst the children are withdrawn from dangerous work situations, they continue of course to live on the farm as it is their home.

Protection

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 working age in their country (14-17 years, depending on national legislation)

These children remain at risk. So, there is a need to protect them whilst at work by improving occupational safety and health (OS&H) and working conditions and arrangements in the workplace. The basis for improving OS&H standards and protection is by strengthening risk management in the agricultural undertaking. A key operational aspect of management is commonly called risk assessment and has three closely-interlinked stages:

1. Identifying the **hazard** which we can define as:
“the potential to cause harm” – which can include such things as transport, machinery, long hours, chemicals, tools, and processes

2. Assessing or evaluating the **risk** which we can define as:
“the likelihood that the harm from a particular hazard is realised.” As we have already seen, the risks for children are often greater
3. Adopting risk prevention or control measures to ensure the safety and health of workers, and ensuring compliance with health and safety standards

The concepts of risk management and risk assessment are dealt with in detail in Section 1 of Book 3.

Breaking the rural tradition of hazardous child labour

In this regard, community education and mobilisation are essential with the recognition that agricultural child labour is hazardous. Work on the farm often demands too much of children, requiring them to labour long hours that keeps them from school and takes too great a toll on their developing bodies. Such work can prevent children from exercising their rights and developing to their full potential.

Rural communities must have alternatives to child work, in particular education facilities for all children. Extending and improving schooling for the poor – especially for girls – is the single most effective way to stem the flow of children into abusive forms of work. But rural communities face the worst educational services. Special efforts therefore need to be made to ensure adequate school provision, allied to improvements in the quality, flexibility and relevance of education, so as to improve the demand for education from poor parents. Incentives must be found to break the rural tradition of child labour at the expense of child development.

Child labour cannot be tackled in isolation from rural poverty, particularly that of agricultural and plantation workers and small farmers. Measures have to be taken to improve the incomes/livelihoods of adult workers so children are not obliged to work to try to get the family a living wage.

BOOK 1: SECTION 2

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 farmers 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.

Using the ILO (IPEC) 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 farmer 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
- 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 guide 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 consider 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 farmer 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 2.

DAY	AM	PM	WORKPLACE ACTIVITY
1	STARTING THE COURSE <ul style="list-style-type: none"> • Introduction and aims • Paired introductions • How the course will work WHAT IS CHILD LABOUR? WHAT CAUSES CHILDREN TO WORK?	ELIMINATING CHILD LABOUR – CASE STUDY MYTHS AND FACTS ABOUT CHILD LABOUR – A QUIZ	<ul style="list-style-type: none"> • Obtaining information about ill health
2	INJURIES AND ILL HEALTH – BODY MAPPING IDENTIFYING HAZARDS – CROPPING CALENDAR	LAW AND THE ILO – COMPARISON ACTIVITY TACKLING CHILD LABOUR – CASE STUDY FUTURE STRATEGY COURSE EVALUATION	<ul style="list-style-type: none"> • Action on the farm & community • Further training

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



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 the International Programme on the Elimination of Child Labour (IPEC) (See Book 3, Section 2)

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 that they have come on the training programme 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 19. 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 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
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TRAINING ACTIVITY 2: What is child labour? (Book 2, page 5)



This activity allows participants to have a discussion about important definitions, including:

- child
- child labour
- hazardous child labour

“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. Whilst the ILO recommends 16 years as the general minimum age, the minimum age is determined by national legislation and can be set at 14, 15 or 16 years. But, this does *not* mean that young workers should be engaged in hazardous work.

Child labour

Child labour is work which, by its nature and/or the way it is carried out, harms, abuses and exploits the child or deprives the child of an education. 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.

Hazardous child labour

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

Hazardous child labour can result in a child being killed, being injured or falling ill as a result of work. Worldwide, some 22,000 children are killed at work every year.

Guidance for governments on some hazardous child labour activities which should be prohibited is given in the accompanying Recommendation 190 Concerning the Prohibition and Immediate Action for the Elimination Worst Forms of Child Labour 1999:

(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.

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

The term “child labour” does not encompass all work 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, they 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”.

Your concluding comments should emphasise that “*Decent Work*” for all women and men cannot be achieved until child labour is abolished.

TRAINING ACTIVITY 3:

What causes children to work? (Book 2, page 6)



This exercise is ideal for raising awareness about the various causes of child labour.

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.

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.

These are visible and obvious, acting directly at the level of the family and child. Key factors 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.

These are also causes at the level of the national and worldwide economy. They influence the environment where child labour either flourishes or is controlled. National poverty operates at this level.

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, education too costly	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	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 farm 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 experiences above. 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.

TRAINING ACTIVITY 4:**Eliminating child labour
(Book 2, page 7)****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 rural poverty, particularly that of agricultural and plantation workers and small farmers. 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 the elimination of child labour on pages 21-24 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
- **Withdrawal** (and rehabilitation) 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 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 50 kilos, because this is one of “the worst forms of child labour” under Convention No. 182. Kolawole should not carry out work which involves the manual handling of heavy loads. At thirteen years of age, Kolawole 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 the 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 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 70 per cent of all child labourers 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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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.
----------------	---

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.
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TRAINING ACTIVITY 6:**Injuries and ill health – “body mapping” (Book 2, page 12)****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 farmers’ health, such as:

- diseases
- illnesses
- injuries
- aches and pains
- stress symptoms
- reproductive problems
- other related problems

It provides a way of identifying common patterns of health problems amongst farmers, normally doing the same or a similar job. Identifying common 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 farmers 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 farmers in the small group to do the body mapping at the same time
- Let the farmers know that they can stay after the session ends, to add any information they may not wish to share with the group
- After the farmers 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 health problems, beside the relevant marks
- Ask the farmers for any observations they have regarding common patterns of health problems and record these comments as well
- Encourage a discussion about these observations

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

Some of the well known causes of injuries and ill health include:

- **Injuries**
 - cuts and wounds, for example, from knives, machetes, crop stubble, and plant stumps
 - being struck by a moving vehicle, for example, a tractor, harvester, or forklift truck
 - being trapped by something falling, collapsing, or overturning, for example, bales, crates, and shelving

- falls from a height – from working platforms, ladders, bales, and trees
 - slips, trips or falls on the same level, including falling under moving vehicles or trailers
 - contact with, or entanglement in, unguarded or poorly guarded machinery
 - contact with electricity – due to defective fixed installations or portable tools, extension cables, plugs and so on – resulting in electrocution and/or burns
 - asphyxiation in, for example, water, grain, or animal slurry
 - injuries from farm animals, including being bitten, butted, gored, or trampled
 - musculoskeletal injuries and disorders (aches, pains, sprains or strains), due to handling, lifting and carrying heavy and/or awkward loads and tools; repeated movements such as cutting crops resulting in repetitive strain injuries; poorly designed tools and machinery; vibration and jolting when working on tractors or other self-propelled machinery
 - being bitten by snakes or other poisonous insects, and even attacks by wild animals
- **III health/disease – immediate and long-term**
- death, poisoning, work-related cancers, and reproductive and behavioural problems arising from exposure to pesticides and other agrochemicals
 - diseases passed from animals to humans, such as bovine tuberculosis
 - hearing damage/loss from noisy machinery
 - crop and animal dusts, fibres, mists, fumes, gases and vapours, and micro-organisms can cause respiratory and/or skin or eye problems; agricultural workers are frequently affected by asthma at rates usually above national averages
 - ill health caused by poor hygiene and welfare conditions, for example, lack of drinking water, washing and toilet facilities, and sub-standard accommodation

- thermal stress and fatigue caused by high temperatures, or by low temperatures when working outdoors, in poorly heated or unheated packing/processing areas, or in cold stores
- work-related stress
- violence at work
- sexual harassment
- long working hours, lack of days off, or in adequate rest periods
- risks from drugs, alcohol and tobacco
- risk of infection with HIV/AIDS

Linking the farmers' experience with child labour

The “talking points” which follow Activity 6 in Book 2 on page 12 will enable you to move on from the farmers' experience to their thoughts about children and ill health. Text on why children are more at risk than adults is provided on pages 14-17 above.

TRAINING ACTIVITY 7:**Identifying hazards and assessing risks (Book 2, page 13)**

You should again explain the concepts of “hazard” and “risk” before participants start this activity. A “hazard” is anything with the potential to do harm. A “risk” is the likelihood of potential harm from that hazard being realised. For example, the hazard associated with 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

You should have blank “cropping calendars” drawn for each of the small groups in advance. Ask participants to:

- Select five farming activities when growing a crop of their choice and list them under Column 1 in their cropping calendar
- In Column 2 list the person or groups of people (women, children or men) who undertake these activities
- In Column 3 list the tools, equipment, materials, substances, effort and attention required
- Identify the hazards in Column 4 from the tools, equipment, materials, substances, effort and attention required
- In Column 5 identify the person or group of people that are most at risk (women, children, men)

A whole range of hazards will be mentioned by participants during this activity, and if this activity is facilitated well, it should show that children are most at risk during farm work. Children working in agriculture are exposed to broadly the same hazards as adult workers that are shown below. However, the risks of them having fatal or non-fatal accidents or suffering ill health are much greater (for more detail on why children are at greater risk, see pages 14-17 above). A checklist of key points is provided at the end of the summaries below.

Hazards in agriculture (for full details see Section 1 of Book 3 below)

Children working in agriculture are exposed to broadly the same hazards as adult workers that are listed below. But the risks of them having fatal or non-fatal accidents or suffering ill health are much greater. As a result of their large number and their hazardous working conditions, children who experience injuries and illnesses in agriculture also account for a very high proportion (70%) of all working children who suffer impairments.

Mechanical hazards

Poorly designed and/or guarded agricultural machinery is a major cause of fatalities and accidents. Hazards from farm transport also cause many deaths and injuries.

Physical hazards

Agricultural workers face a wide range of physical hazards:

- noisy machinery, and noisy working environments such as intensive livestock houses
- excessive vibration from tractors, chainsaws and so on
- deaths and injuries from falls
- asphyxiation in grain silos, wells and so on
- solar radiation resulting in skin cancers
- extreme temperatures when working outside and in glass houses
- deaths and injuries from working with livestock

Biological hazards (Diseases)

Agricultural workers are at risk from a wide range of work related diseases and disorders. These range from diseases caught from birds and animals to asthma and other lung diseases from biologically contaminated dusts

Psychosocial hazards

These include problems that can cause ill health such as low pay, sexual and other harassment, job insecurity, delay in payment of salaries.

Work organisation hazards

These include hazards that are caused by poor work organisation such as badly organised shift work and working hours, excessive overtime, lone working, lack of control over work.

Ergonomic hazards

These include hazards associated with the failure to make the job fit the worker and can cause permanent injuries and disablement. For example:

- badly designed machinery
- prolonged static working positions
- heavy lifting
- repetitive work
- unsuitable tools used by workers
- poor seating

Chemical hazards

Chemicals such as pesticides and solvents can result in health hazards ranging from poisoning to long term effects on female and male reproduction, cancers and so on.

Environmental hazards

Agricultural work can also create environmental hazards beyond the immediate workplace. For example, workers and their families, local communities, and the environment can become contaminated by pesticides in spray drift, polluted water and soil, as well as through consuming local crops, meat and fish containing pesticide residues. This additional exposure greatly increases the risks of ill health especially when this is linked to poor diet and malnutrition.

CHECKLIST



Some problems faced by children in agriculture

- Farm machinery and vehicles are the most common causes of accidents. They are not designed for operation or use by children
- Children are more vulnerable to heat-related illnesses and injuries than adults
- Cutting tools designed for adults are especially dangerous for children
- Children are more susceptible to fatigue than adults, putting them at further risk of accidents
- Children's immature physiological systems make the risks of exposure to pesticides, fertilisers, crop dust, toxic chemicals and exhaust fumes even more acute than for adults
- Heavy lifting, awkward postures, such as stooping and kneeling, and repetitive work can injure and damage growing spines and limbs
- Children are at higher risk of injury, illness and death from biological hazards associated with farm animals, wild animals, reptiles, insects and certain plants
- Poor housing and sanitation in migrant labour camps adds an additional health risk for children

AIDS and child labour

The impact of HIV/AIDS should be referred to in discussions following the group work. There is increasing pressure for AIDS orphans to be allowed to work in agriculture and there is a very real and immediate danger that these children will be exploited. AIDS and HIV are having a devastating effect across the world. This epidemic has affected millions of workers and their families, wiping out breadwinners and thus increasing poverty and leaving many children orphaned.

Consequently there is increasing pressure for AIDS orphans to be allowed to work in agriculture to cover the costs of their remaining on the farm/plantation and to pay school fees. There is a very real and immediate danger that these children will be exploited and their health put further at risk by exposure to occupational health and safety hazards.

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



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:

- point out 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:**Tackling hazardous child labour
(Book 2, Page 18)**

This activity should consolidate previous work that has been done on Prevention and Elimination. The children referred to in the case study should not be involved in spraying pesticides. This is one of “the worst forms of child labour” under Convention No. 182 – “*work in an unhealthy environment which may, for example, expose children to hazardous substances*”. The use of Personal Protective Equipment is irrelevant. They should be removed from work which involves spraying pesticides.

The really important part of this Activity should be about the way that child labour can be tackled by:

- Government
- Employers, trade unions and civil society organisations
- Parents and Family
- Children

ILO – IPEC tables are provided below that may give ideas to participants regarding:

- education and training
- social protection and welfare
- rescue and rehabilitation
- protection of under 18's
- monitoring and enforcement
- advocacy and social mobilisation recognising that agricultural child labour is hazardous and not acceptable

You can also refer to practical action being taken. An example of practical action by a trade union in Ghana is reproduced below.

Inevitably there may be views from participants that in the short term children will remain at risk doing jobs like the ones from the case studies. Discussion may arise on how children should be protected against the risks from these hazards. It should be made clear that a discussion and ideas about occupational health and safety (OS&H) does not mean that hazardous child labour is being condoned or accepted by IPEC. OS&H resources on the hazards of pesticides are provided in Section 1 of Book 3.

Intervention	Children	Family	Employers, trade unions and civil society organisations	Government
1. Education and training	<ul style="list-style-type: none"> • Access to appropriate schooling • Non-formal education • Vocational training • Training in rights • School meals 	<ul style="list-style-type: none"> • Educating parents on value of education, hazards of child labour and needs and rights of children • Vocational/skills training • Income replacement • Parent-teacher links 	<ul style="list-style-type: none"> • Formal and non-formal education • Vocational training • Community-based training in rights • Community-based monitoring of delivery and quality of education services 	<ul style="list-style-type: none"> • Expansion of education • Compulsory education • Education free or with costs offset for destitute families • Improved access for girls and excluded groups • National vocational training strategy
2. Social protection and welfare	<ul style="list-style-type: none"> • Health monitoring • Access to health care • Counselling • Children's clubs 	<ul style="list-style-type: none"> • Accessible social protection • Welfare support 	<ul style="list-style-type: none"> • Community health centres • Drop-in centres • Advice on social protection • Social dialogue and collective bargaining 	<ul style="list-style-type: none"> • Community health care • Decentralisation • Social protection strategy for marginalised groups • Poverty reduction strategies
3. Rescue and rehabilitation	<ul style="list-style-type: none"> • Removal from the worst forms of child labour • Rehabilitation, including family reintegration where possible 	<ul style="list-style-type: none"> • Economic alternatives, micro-credit, small business support • Family counselling 	<ul style="list-style-type: none"> • Volunteer support • Reducing stigma • Community awareness of children's rights • Community alternatives to institutional rehabilitation 	<ul style="list-style-type: none"> • Provision of rehabilitation facilities • Support for community livelihood alternatives • Capacity building in counselling and other relevant professional skills
4. Working conditions (protected work for under 18's)	<ul style="list-style-type: none"> • Alternatives to hazardous work • Safe working environment • Work placement schemes • Apprenticeship schemes 	<ul style="list-style-type: none"> • Economic alternatives: information about hazards and safety 	<ul style="list-style-type: none"> • Protected work schemes • Volunteer support • Involvement in skills training • Social dialogue and collective bargaining 	<ul style="list-style-type: none"> • Support for community-based initiatives • Labour inspection • School to work transition programmes

Intervention	Children	Family	Employers, trade unions and civil society organisations	Government
<p>5. Monitoring and enforcement</p>	<ul style="list-style-type: none"> • Raising awareness of labour standards and national legislation • Reporting and monitoring violations 	<ul style="list-style-type: none"> • Education on children's rights, labour standards and national legislation • Reporting and monitoring violations 	<ul style="list-style-type: none"> • Independent monitoring system • Self-monitoring by employers • Mobilising trade unions on behalf of unorganised and marginal workers • Raising awareness among employers • Community based organisations for pressure and enforcement • Organising and involving women's groups 	<ul style="list-style-type: none"> • New or revised legislation • Implementing time-bound programmes • Expanding and enhancing labour inspection • Birth registration • Training of enforcers (police, customs, border guards, lawyers, judges) • Creating children-friendly courts and legal processes
<p>6. Advocacy and social mobilisation</p>	<ul style="list-style-type: none"> • Peer recruitment • Developing awareness of children's rights • Child-to-child approach • Involvement in campaigns • Democratic involvement • Targeting of mass media and use of media by children 	<ul style="list-style-type: none"> • Targeting by mass media involvement in campaigns • Awareness of rights and obligations 	<ul style="list-style-type: none"> • Citizen's groups • Community theatre • Sporting and other events • Campaigns around local child labour issues • Mobilisation of teachers, women, religious groups, community based organisations, employers' groups and trade unions 	<ul style="list-style-type: none"> • Expansion of education • Using state-owned media • Including rights and child labour in high-level political statements • Widespread high-profile hoardings and posters throughout national transport systems

Ghana – practical action at a national level

In Ghana, the General Agricultural Workers Union has been able to negotiate a collective bargaining agreement (CBA) with the Ghana Oil Palm Development Company which contains the following clause:

“The management is committed to the eradication of child labour in and around the plantations, and within the country as a whole. The management shall, in conjunction with the Union take necessary action to ensure that child labour is absent from within and around the plantation.”

The General Agricultural Workers Union of Ghana TUC believes that their CBA allows them the chance to:

- 1) Share information with management on child labour issues:
 - at and around the plantation
 - in the agricultural sector
 - within the country
- 2) Undertake joint research/studies on child labour
- 3) Conduct training and education
- 4) Institute rewards and sanction schemes with particular reference to casual, small holders and outgrowers
- 5) Deepen awareness about child labour and its manifold linkages with:
 - the rights of children
 - the rights of women
 - workers' rights
 - human rights
 - sustainable development

- 6) Unearth the causal linkages between child labour and cost-saving production and management methods:
 - casualisation
 - contracting and sub-contracting
 - non-payment of social security on behalf of casual and contract workers and care for the aged
 - piece rate system of remuneration
 - depressing wages
- 7) Campaign and advocate for national legislation and policy formulation.

TRAINING ACTIVITY 10: Future strategy (Book 2, page 19)

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 farm 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 Farmers' Child Labour community group which can network with other community groups concerned with education, income generation, poverty alleviation etc
- Publicise the various forms of agricultural 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 farmers'/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 IPEC 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 20)**

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 IPEC.

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 your IPEC contact.

BOOK 1: SECTION 3

CHECKLISTS ON EDUCATIONAL METHODS

In Section 2 above we mentioned “active learning methods” and have given hints on the use of the Activities for farmers in Book 2. The ILO has produced a CD Rom entitled *Your health and safety at work – instructor’s guide* which elaborates further. We have selected some important elements from this CD and reproduced them along with other ideas in a series of checklists below. The checklists 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 Manual. 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 is 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.
- 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 in Section 2 above) 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 groups in adult education.

<p>CHECKLIST</p> 	<p>Small group work</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 content 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

- before your course, 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
- 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 1 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

- Asking questions**
Questions can be used to stimulate discussion, but should not be used in a threatening way
- 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
- 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
- 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
- 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
- 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 2 of this Training Resource Pack and guidelines on its use are provided 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 2 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.

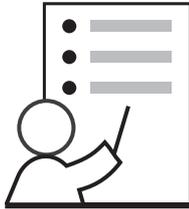
CHECKLIST



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.

National

- Your own national Child Labour Department, National Child Labour Steering Committee, OS&H authority or department

International

- International Programme on the Elimination of Child Labour (IPEC)
<http://www.ilo.org/public/english/standards/ipec/index.htm>
- A future without child labour – Global Report on the Follow-up to the ILO Declaration on Fundamental Principles and Rights at Work 2002
- Every Child Counts – New Global Estimates on Child Labour ILO (IPEC) 2002
- Children at Work – Health and safety risks ILO 2002
- IPEC Fact Sheets on Child Labour issues
<http://www.ilo.org/public/english/standards/ipec/about/factsheet/index.htm>
- ILO Safework
(www.ilo.org/public/english/protection/safework/index.htm)
- ILO ACTRAV Booklets on Trade Unions and Child Labour
<http://www.ilo.org/ACTRAV>
- ILO/IUF Series of Trade Union Education Manuals on Health, Safety and Environment for Agricultural Workers, 2005

Specialist institutes

- International Institute of Tropical Agriculture
<http://www.iita.org/>
- International Agency for Research on Cancer
(<http://www.iarc.fr/>)

Trade union organisations

- International Union of Food, Agricultural, Hotel, Restaurant, Catering, Tobacco and Allied Workers' Associations (IUF)
<http://www.iuf.org/>
- International Confederation of Free Trade Unions
<http://www.icftu.org/focus.asp?Issue=childlabour&Language=EN>

Non-governmental institutions (NGO's)

- Pesticide Action Network Pesticide Database
(www.pesticideinfo.org/)
- Fields of Hope – an interactive web site developed with US Department of Labour grant funds and maintained by The Child Labour Coalition (comprised of NGOs)
<http://www.fieldsofhope.org/index.html>

Industry

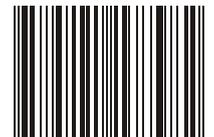
- World Cocoa Foundation
<http://www.chocolateandcocoa.org/index.htm>
- Federation of Cocoa Commerce
<http://www.calcocoa.com/issues/stcp/>
- Sustainable Tree Crops Programme (STCP)
<http://www.treecrops.org/>
- Crop Data Management Systems : Ag Product Label and Material Safety Data Sheets Service
(<http://www.cdms.net/manuf/manuf.asp>)

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