

Tackling hazardous child labour in agriculture

Guidance on policy and practice

Training resources for use with guidebooks 1-4



International
Labour
Organization



International
Programme on
the Elimination
of Child Labour

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

Guidebook 5

Training resources for use with guidebooks 1-4



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Tackling hazardous child labour in agriculture: Guidance on policy and practice
Training resources for use with guidebooks 1-4

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Tackling hazardous child labour in agriculture

Guidance on policy and practice

Additional information on CDROM

The CD-ROM contains five IPEC Guidebooks:

Guidebook 1: *User guide, including background policy information*

Guidebook 2: *An overview of child labour in agriculture*

Guidebook 3: *Eliminating hazardous child labour in agriculture*

Guidebook 4: *Initiatives to tackle hazardous child labour in agriculture*

Guidebook 5: *Training resources for Guidebooks 1-4.*

To supplement the five Guidebooks, additional information on tackling hazardous child labour in agriculture is provided on the CD-ROM as follows:

■ International Labour Organization (ILO) Conventions and their Recommendations

- Convention concerning the Prohibition and Immediate Action for the Elimination of the Worst Forms of Child Labour, 1999 (No. 182); and Recommendation (No. 190).
- Convention concerning Minimum Age for Admission to Employment, 1973 (No. 138); and Recommendation (No. 146).
- Convention concerning Safety and Health in Agriculture, 2001 (No.184); and Recommendation (No.192).

■ ILO International Programme on the Elimination of Child Labour: Publications

- IPEC: *Training Resource Pack on Elimination of Hazardous Child Labour in Agriculture* (Geneva, ILO, 2005).
- IPEC. *Bolivia - Child labour in sugarcane* (ILO, Geneva), Rapid assessment, 2002.
- IPEC: *Ecuador - Child labour in flower plantations*. (ILO, Geneva), Rapid assessment, 2000.
- IPEC: *El Salvador - Child labour in sugarcane*. (ILO, Geneva), Rapid assessment, 2002.
- IPEC: *Tanzania - Children Working in Commercial Agriculture in Coffee*. (ILO, Geneva), Rapid assessment, 2002.
- IPEC: *Tanzania - Child Labour in the Horticulture Sector in Arumeru District*. (ILO, Geneva), Rapid assessment, 2002.

- IPEC: *Tanzania - Children Working in Commercial Agriculture in Tea*. (ILO, Geneva), Rapid assessment, 2002.
- IPEC: *Tanzania - Children Working in Commercial Agriculture in Tobacco*. (ILO, Geneva), Rapid assessment, 2001.

■ **ILO Bureau for Employers' Activities (ACTEMP)**

- *Rapid assessment on child labour in the horticultural sector in Moldova*. Moldovan National Federation of Employers in Agriculture and Food Industry (FNPAIA) and ILO ACTEMP, Chisnau, Moldova, 2005.
- *Rapid assessment survey report: Child labour in five commercial oil palm and rubber plantations in Ghana*. Ghana Employers' Association and ILO ACTEMP, 2005.

■ **ILO Bureau for Workers' Activities (ACTRAV)**

Bitter Harvest: Child labour in agriculture. ILO ACTRAV, Geneva, 2002.

■ **ILO SAFEWORK/CIS**

Links to *ILO Encyclopaedia on occupational safety & health*.

■ **Internet connection**

<http://www.ilo.org.childlabour>

Chapter 1: Setting the scene

1.1 Introductory Note

To assist policy/decision-makers involved in elimination of hazardous child labour in agriculture, The ILO's International Programme on the Elimination of Child Labour (IPEC) has produced a series of guidebooks entitled *Tackling hazardous child labour in agriculture: Guidance on policy and practice*.

In order to ensure that the IPEC *Guidance on Policy and Practice* is widely understood and applied, it is imperative that policy- and decision-makers go through some form of familiarization process with it and plan how to use it in their particular sphere.

Guidebook 5 has been developed to provide training activities to help experienced trainers with this familiarization process for policy/decision-makers.

1.2 Aims of Guidebook 5

The training resources in Guidebook 5 are designed to help experienced trainers to:

- train policy/decision-makers in their stakeholder organisations;
- assist policy/decision-makers in their organisations to understand and use IPEC *Guidance on Policy and Practice* in IPEC Guidebooks 1-4; and
- provide feedback to IPEC on guidebook usage; successes and challenges; and local examples.

1.3 Who is Guidebook 5 for?

Guidebook 5 has been developed for experienced trainers from stakeholder organisations who have a responsibility for training policy/decision-makers in connection with new developments. Trainers will be able to use the training activities in Guidebook 5 with the target groups identified in the User Guide (Section 3).

1.4 Structure of Guidebook 5

Guidebook 5 is divided into three chapters:

- **Chapter 1: Setting the scene** states the content and purpose of Guidebook 5.
- **Chapter 2: A menu of training activities for key policy/decision-makers** is intended for use by experienced trainers with the target groups that have been outlined in the User Guide (Section 3). The training activities are designed for collective learning experiences to ensure that policy makers

understand and can use IPEC Policy and Practice from Guidebooks 1-4 in their own country or region. The activities are accompanied by a brief trainer's note about the training activity and a reference to key text in the appropriate Guidebook.

- **Chapter 3: Feedback** provides structured worksheets for trainers to feedback to IPEC on: the use of the IPEC Guidebooks; successes and challenges; examples of the situation in their country/region with regard to hazardous child labour and progress towards its elimination.

(Additional information in CD-ROM format is provided for less experienced trainers to help them with educational methods for their training programmes – see the IPEC training resource pack, book1, Section 3).

1.5 How to use the menu of training activities in Chapter 2

IPEC realizes that trainers are busy people who may be given little time to devise educational activities and programmes within their organizations. The training activities provided in Chapter 2 have been devised to provide experienced trainers with a “package” of activities designed for a variety of different situations.

The activities are grouped in five subsections:

- Section 2.1: Background
- Section 2.2: Types of child labour
- Section 2.3: Causes of child labour
- Section 2.4: Hazardous child labour in agriculture
- Section 2.5: Strategies to eliminate hazardous child labour

IPEC recognizes that trainers will have a wide variety of different opportunities to run training activities in their own stakeholder organizations. These will vary considerably in scope and duration depending upon local circumstances. For example:

- a short awareness raising session during an executive meeting of policy/decision-makers – where background activities from Section 2.1 would be appropriate;
- a practical workshop to identify the types of child labour in a country with non-governmental organizations (NGO's); employers; trades unions and other bodies – where activities from Section 2.2 would be appropriate;
- an analytical workshop looking into the causes of child labour in a particular sector of agriculture, such as tea growing – where activities from Section 2.3 would be appropriate;
- a specific seminar on hazardous child labour based upon the new IPEC Guidance on Policy and Practice – where activities from Section 2.4 would be appropriate;

- training contributions to strategic meetings where future action to eliminate hazardous child labour is being planned – where activities from Section 2.5 would be appropriate.

Therefore, to meet these different training needs and opportunities, trainers will be able to select from the menu of training activities in Chapter 2 to suit their circumstances. The activities have been developed in a logical manner and focus upon key policy and practice guidance from Guidebooks 1-4. Each training activity is based upon active learning methods, is cross-referenced to appropriate parts of Guidebooks 1-4, and will last approximately one and a half hours in total in a training environment.

In this way, experienced trainers are provided with flexible training resources that they can use to ensure that IPEC guidance is understood and applied by policy/decision-makers.

1.6 Other resources and ideas

Guidebook 5 contains training activities for experienced trainers. However, participants in training courses should be encouraged to bring in ideas and experiences. 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 (OSH) laws in their own country. Participants and trainers will contribute a wealth of their own ideas and experience to each training activity.

Chapter 2:

A menu of training activities and guidance on their use

As was described in Chapter 1, we have designed the training activities in this Chapter to be used flexibly to suit a variety of circumstances. It is possible to use them all together as an integrated package. Use one activity or a series of selected activities to suit particular aims, needs and available time.

Each activity is based upon “active learning methods”, is cross-referenced to relevant IPEC policy and practice guidance from Guidebooks 1-4 and is followed by a brief trainer’s note about the training activity and a reference to key text in the appropriate Guidebook.

In order to make your training session as relevant as possible, you should ensure that the needs of the participants are addressed. Try to integrate your country’s laws and regulations and the specific needs or problems identified by the participants.

The menu of training activities for use by trainers is listed on the Contents of this Guidebook.

2.1. Background

TRAINING ACTIVITY 1: Introductions

AIMS 	To help us to: ➔ find out who is on the training session ➔ agree our aims for the training session
TASK 	Talk to another person and make notes so that you can introduce her or him to the other people on the course. Your partner will introduce you. Use these headings for your discussion: ➔ Your name ➔ Your place of work ➔ Your job and role in relation to tackling child labour ➔ Have you attended any training sessions about child labour before? ➔ What would you like to do on this training session?

Trainer's note – Training activity 1: Introductions

After the introductions you can outline the aims and how the training session will work. Each participant (policy/decision-maker) should be given a copy of the IPEC series of guidebooks entitled *Tackling hazardous child labour in agriculture: guidance on policy and practice*. Refer participants to the User Guide (Section 3) to explain what the guidance is for; who it is for; and how it can be used. It is important that participants have an initial overview of the IPEC material and how it will be used as a key resource for the training session.

TRAINING ACTIVITY 2: What is child labour?

AIMS 	To help us to: ➔ decide when a person ceases to be a child ➔ agree what child labour means
TASK 	In your small group: 1. Discuss and agree at what age you think a person ceases to be a “child.” 2. Discuss what you think the term “child labour” means and agree a definition. Elect a spokesperson to report back with your group’s views
RESOURCES 	➔ IPEC Guidebook 1 (Section 2)

Trainer’s note – Training activity 2: What is child labour?

Discussing what is a child and what is child labour, plus associated terminology can be a confusing area. There may be differing views about the definitions of a child and child labour, so it is important to let the participants share their own views in groups, report back and compare their responses.

After discussion, it is important to clarify that for the purposes of the ILO and IPEC:

- a “child” is defined as an individual under the age of 18 years (see Guidebook 1, Section 2);
- “child labour” is work that by definition is scheduled for elimination in the longer term (see Guidebook 1, Section 2); and
- some economic activities carried by children do not fall under the heading of child labour.

TRAINING ACTIVITY 3: Worst forms and hazardous child labour

AIMS 	To help us to: ➔ identify what are the worst forms of child labour ➔ give examples of hazardous child labour in agriculture
TASK 	In your small group: 1. Discuss and list categories of the “worst forms of child labour” that you are aware of. 2. Think about the work that children do in agriculture in your country/region. Identify jobs that you think could be classified as “hazardous child labour.” Elect a spokesperson to report back with your group’s views.
RESOURCES 	➔ IPEC Guidebook 1 (Section 2) ➔ IPEC Guidebook 3: <i>Eliminating hazardous child labour in agriculture</i> (Chapter 1, box 3)

**Trainer’s note – Training activity 3:
Worst forms of child labour and hazardous child labour**

Let the participants share their own views in groups, report back and compare their responses. Hazardous child labour is the largest category of the “worst forms of child labour”. After discussion, participants can be directed to Guidebook 1, Section 2 for a definition of hazardous child labour as well as a reference to the other “worst forms of child labour.” In addition, a national list of hazardous child labour is referred to in Guidebook 1, Box 2.

Child labour in agriculture is of particular concern as agriculture is one of the most dangerous and under-regulated sectors, and it is the sector where most child labour is found (see Guidebook 3, Part 1, Section 1). As the term “hazardous” is being discussed, it is important that participants are aware of the distinction between hazard and risk (see Guidebook 3, Chapter 1, Box 3).

TRAINING ACTIVITY 4: Overview of strategies for eliminating hazardous child labour

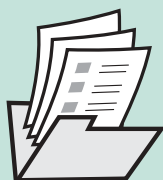
AIMS



To help us to:

- ➔ identify risks to children
- ➔ consider ways of eliminating child labour

TASK



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

Case study

There was a cocoa farmer named Adeniyi who had a 13-year-old son named Kolawole. Adeniyi went to farm to harvest his cocoa accompanied by his son. After harvesting and breaking the pods, Adeniyi loaded cocoa beans into bags weighing approximately 50 kilograms each. Adeniyi carried these bags himself and also expected Kolawole to carry them. Although the cocoa was too heavy for Kolawole, he did not complain since his father carried bags himself. He also felt he should obey his father out of respect. After some time, one day while carrying a load, Kolawole collapsed. Adeniyi picked the boy up and rushed him to the clinic. The doctor examined Kolawole and found that he had sustained a spinal injury.

1. What was the underlying cause of the spinal injury to Kolawole?
2. What steps can be taken to eliminate such forms of hazardous child labour in our own country?

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

RESOURCES



- ➔ IPEC Guidebook 1 (Section 3)
- ➔ IPEC Guidebook 3: *Eliminating hazardous child labour in agriculture* (Chapter 2, Section 2.19)

Trainer's note – Training activity 4: Overview of strategies for eliminating hazardous child labour

Solutions to child labour are inevitably complex and cannot be tackled in isolation from rural poverty. ILO experience shows that no single action can have a significant impact unless it is developed in the context of a national policy promoting the welfare and sound development of children. In the Guidebooks, strategies for eliminating child labour are classed under three headings – prevention, withdrawal, and protection. Which strategy is appropriate in this case study?

As one of the top priorities, participants should be thinking hard about what they can do to prevent the participation of children in hazardous work. In this case study, it is clear that a 13 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 ILO Convention No. 182. Kolawole should be prohibited from work which involves the manual handling of heavy loads. If he still remains in the workplace, he should only be permitted to carry out “light work” which is:

- not likely to be harmful to his health or development,
- not prejudicial to his attendance at school.

Refer participants to the ILO hierarchy for tackling hazardous child labour in Guidebook 1, Section 2. In particular, the type of activity that Kolawole is carrying out could well be prohibited under a national list of hazardous child labour (see Guidebook 1, Box 2). For more technical information about the risks to children from manual handling, participants can be referred to Guidebook 3, Chapter 2, Section 2.19.

TRAINING ACTIVITY 5: Developing policies on child labour

AIMS 	To help us to: ➔ agree the definition of a policy ➔ identify why policies are needed to tackle child labour ➔ identify successes and difficulties ➔ use Guidebooks 1-4 to help develop policies
TASK 	In your small group: 1. Discuss and agree the definition of a “policy.” 2. Identify why policies are needed for tackling hazardous child labour. 3. Discuss existing policies in your country for tackling hazardous child labour and identify successes and difficulties in the implementation of those policies. 4. Consider Guidebook 1 of the IPEC <i>guidance on policy and practice</i>. From the framework that is presented there, develop ideas about how Guidebooks 2-4 can be used to help your organization to develop and improve policies on hazardous child labour. Elect a spokesperson to report back with your group’s views.
RESOURCES 	➔ IPEC Guidebook 1 (Section 3)

Trainer’s note – Training activity 5: Developing policies on child labour

The way that this activity is tackled will depend upon the stakeholder organization. The exact use of Guidebooks 2-4 will vary and Section of the User guide identifies which elements of the different Guidebooks will be helpful to different stakeholders.

2.2 Types of child labour

TRAINING ACTIVITY 6: Types of child labour in agriculture

AIMS 	To help us to: ➔ identify different types of child labour in agriculture ➔ identify why certain types of child labour present particular problems
TASK 	In your small group: 1. Identify and describe the main types of child labour in agriculture. 2. Your group will be asked to select one of the following specific types of child labour: a) Family farm child labour b) Migrant family child labour c) Children employed through labour contractors d) Illegal employment of children Identify why there are particular problems in eliminating hazardous child labour in the category that your group has chosen. Elect a spokesperson to report back with your group's views.
RESOURCES 	➔ IPEC Guidebook 2: <i>Overview of child labour in agriculture</i> (Chapter 1, Section 1.4) ➔ IPEC Guidebook 3: <i>Eliminating hazardous child labour in agriculture</i> (Chapter 1, Section 1.81)

Trainer's note – Training activity 6: Types of child labour in agriculture

There are several types of child labour in agriculture including: child labour on family farms; child labour on commercial farms and plantations; child labour contracted to commercial farms; bonded child labour; and trafficking and forced child labour/slavery (refer participants to a full description of the different types of child labour in Guidebook 2, Chapter 1, Section 1.4).

The “family farm” element in agriculture is universal and often bound-up with culture and tradition. This can make it very difficult for recognition and acknowledgement of the exploitation of children in such a setting. Children working on family farms can be interpreted as “family solidarity” with often incorrect assumptions about “idyllic” rural surroundings. It is a difficult and sensitive area to tackle when children are possibly being exploited by their own family. It is important to penetrate below the surface and critically examine working conditions, many of which may well be hazardous. And the amount of time, particularly for girls, that may be devoted to work and thereby lost to education. There are large numbers of children on family farms working in hazardous situations with even less regulation than there is for other types of child labour (refer participants to Guidebook 2, Chapter 1, Section 1.4.1).

Migrant labour too can pose problems where for example, only the male head of the family is employed, with his wife and children being classed as “helpers”, but in fact carrying out hazardous work (refer participants to Guidebook 2, Chapter 1, Section 1.4.2).

Agricultural labour (including children) is being increasingly hired through labour contractors, and sub-contractors. In many cases this means greater exploitation of the workforce and lower standards of protection such as health and safety protection. Discuss if this is a problem for your policy/decision-makers, as well as solutions (refer participants to Guidebook 2, Chapter 1, Section 1.4.3).

Illegal employment of children – in breach of child protection laws – is often a problem. Discuss if this is the experience of your policy/decision-makers. If so, what solutions can be proposed? (see Guidebook 3, Chapter 1, Section 1.81, point 3, paragraph 5).

TRAINING ACTIVITY 7: Attitudes to hazardous child labour

AIMS 	To help us to: ➔ reflect upon some common attitudes to child labour ➔ develop arguments to support or oppose these attitudes
TASK 	In your small group, look at each of the four statements below. Discuss them and say whether you agree or disagree and state the reasons why. 1. “Families do not expose their children to hazards when they work on the family farm. So family farms should be exempt from child labour laws.” 2. “Gaining work experience on the farm is valuable for the future development of a child.” 3. “It is not possible to eliminate hazardous child labour, so we ought to concentrate upon making the workplace healthy and safe.” 4. “Rather than concentrating upon the withdrawal of children from hazardous work, we should be fining and imprisoning the employers that hire them.” Elect a spokesperson to report back with your group’s views.
RESOURCES 	➔ IPEC Guidebook 1 (Sections 2 and 3) ➔ IPEC Guidebook 2: <i>Overview of child labour in agriculture</i> (Chapter 1, Sections 1.1-1.7)

Trainer's note – Training activity 7: Attitudes to hazardous child labour

This activity is designed to stimulate discussion and provide policy/decision-makers with key arguments for or against some common attitudes. Let the participants share their own views in groups, report back and compare their responses. Whilst there will be many points in the discussion, we should ensure that the following points are made in conclusion:

- **Family farms are just as hazardous as commercial farms and should be regulated accordingly.**
- **Work that is appropriate to a child's level of development and allows them to acquire practical skills and responsibility is beneficial.** But this does not mean that children should be allowed to do hazardous work.
- **It is possible to eliminate hazardous child labour as Guidebooks 1 and 3 show.** Elimination is the priority, but improving risk management can help to make the workplace more healthy and safe for adults and children (14 – 17) who are legitimately at work according to the laws of the country.
- **With the appropriate policies, it is possible to withdraw children from hazardous work as Guidebooks 1, 3 and 4 show.** In addition, tough laws that apply to agriculture and are rigorously enforced can also restrict the demand for child labour in agriculture.

2.3 Causes of child labour

TRAINING ACTIVITY 8: The causes of child labour in agriculture

AIMS 	To help us to: ➔ discuss the factors influencing child labour supply ➔ discuss the factors influencing child labour demand ➔ think about the policy implications
TASK 	In your small group: 1. Discuss and list the different factors that influence the supply of child labour in agriculture. 2. Discuss and list the different factors that influence the demand for child labour in agriculture. 3. What are the policy implications of these factors for your organization? Elect a spokesperson to report back with your group's views.
RESOURCES 	➔ IPEC Guidebook 2: <i>Overview of child labour in agriculture</i> (Chapter 2, Sections 2.1 and 2.2)

Trainer's note – Training activity 8: The causes of child labour in agriculture

Research on the causes of child labour focuses upon supply factors with the preoccupation being poverty and the often dire situation of the children involved. But the demand for child workers also plays a critical role in determining the involvement of children in hazardous work. Recognition of both supply and demand factors are most important for future strategy and policy for eliminating hazardous child labour (refer participants to Guidebook 2, Sections 2.1 and 2.2). Policy/decision-makers should be encouraged to think about how supply and demand factors can be successfully tackled in their own future strategy (See Activity 19 below).

TRAINING ACTIVITY 9: Issues relating to child labour

AIMS 	To help us to: ➔ address some key issues relating to child labour in agriculture ➔ practise research and presentation skills
TASK 	Your group will be asked to select one of the topics below: a) Gender and child labour b) Accessible education and child labour c) Vocational skills training for children above the minimum working age d) HIV/AIDS and child labour In your small group: ➔ discuss and research your chosen topic ➔ identify why the topic is relevant and so important ➔ prepare to address a meeting of Government officials to explain why the Government needs to take action to address the issue Elect a spokesperson who will address a meeting of Government officials with the views of your group.
RESOURCES 	➔ IPEC Guidebook 2: <i>Overview of child labour in agriculture</i> a) Gender and child labour – Chapter 1, Section 1.7 b) Accessible education and child labour – Chapter 2, Section 2.1.3 c) Vocational skills training and child labour – Chapter 2, Section 2.1.4 d) HIV/AIDS and child labour – Chapter 2, Section 2.1.6

Trainer's note – Training activity 9: Issues relating to child labour

This activity gives an opportunity for key policy/decision-makers to examine some key issues relating to child labour:

- the way that work that girls are doing is often “invisible” in the statistics (refer participants to Guidebook 2, Section 1.7);
- the lack of schools in the agricultural sector (refer participants to Guidebook 2, Section 2.1.3);
- vocational skills training for children of minimum age for employment logically follows on from the previous issue (refer participants to Guidebook 2, Sections 2.1.4); and
- the devastating impact of HIV/AIDS and its contribution to increased child labour (refer participants to Guidebook 2, Section 2.1.6).

Participants should give their presentation to a role play meeting with Government officials (the other participants in the larger group). Policy/decision-makers should be encouraged to think about how some of these issues can be successfully tackled in their own future strategy (See Activity 19 below).

2.4 Hazardous child labour in agriculture

TRAINING ACTIVITY 10: How dangerous is agriculture for children?

AIMS 	To help us to: ➔ identify hazards for child labourers in agriculture ➔ decide why children are more at risk from these hazards
TASK 	In your small group: 1. Discuss and list the main hazards that children are exposed to when working in agriculture. 2. Discuss and list any reasons why children are more at risk from these hazards. Elect a spokesperson to report back with your group's views.
RESOURCES 	➔ IPEC Guidebook 3: <i>Eliminating hazardous child labour in agriculture</i> (Chapter 1, Sections 1.2 - 1.5)

Trainer's note – Training activity 10: How dangerous is agriculture for children?

Over 70 per cent of all child labourers work in agriculture, which is one of the three most dangerous sectors to work in. Children are exposed to the same hazards as adults but are at much greater risk for many reasons. It is important to draw out that because children are still growing: physical, cognitive, behavioural, and emotional factors all increase the risks for children (refer participants to Guidebook 3, Chapter 1, Section 1.4).

As the terms “hazard” and “risk” are again being discussed, it is important that participants are clear about the distinction between hazard and risk (see Guidebook 3, Chapter 1, Box 3).

TRAINING ACTIVITY 11: Case studies in the production of selected commodities

AIMS



To help us to:

- ➔ examine evidence of hazardous child labour
- ➔ identify steps that can be taken to eliminate hazardous work

TASK



In your small group, you will be asked to examine research evidence of hazardous child labour in **one** of the following specific types of crop production:

- a) sugar cane
 - b) tea
 - c) tobacco
1. Discuss the research evidence and prepare a summary of the main hazards and types of risks that children are exposed to.
 2. What steps can be taken to eliminate such forms of hazardous child labour in this type of crop production?

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

RESOURCES



- ➔ IPEC Guidebook 2: *Overview of child labour in agriculture*
 - a) sugar cane – Chapter 3, Section 3.5
 - b) tea – Chapter 3, Section 3.6
- ➔ c) tobacco – Chapter 3, Section 3.7

Trainer's note – Training activity 11: Case studies in the production of selected commodities

This activity asks participants to examine the evidence from various studies showing the types of hazards and degree of risks faced by children working in the production of certain commodities. The purpose of this is to show the extent of the problem and to focus policy/decision-makers minds upon the urgent steps that need to be taken (refer participants to the evidence from the studies in Guidebook 2, Chapter 3, Sections 3.5 – 3.7).

Policy/decision-makers need to identify the types of strategies that would be most appropriate to deal with the hazards and the risks that should be managed. Again this will mean linking to the hierarchy of prevention, withdrawal, protection and national lists of hazardous child labour (See Guidebook 1, Section 3 and Box 2).

TRAINING ACTIVITY 12: Hazard mapping

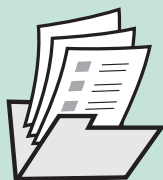
AIMS



To help us to:

- ➔ use a visual approach to identify hazards in agricultural workplaces
- ➔ establish priority hazards for working children

TASK



Your trainer will give you blank posters and will arrange for small groups of participants with knowledge of a similar agricultural workplace to be formed.

In your small group, make a rough drawing/sketch to include:

- 1 An outline of the physical layout of the work area including equipment, machinery, tools, sprayers etc.
- 2 Figures representing adult and child workers (these can be simple stick figures).
- 3 Any hazards which exist and labels and descriptions for each of the hazards, such as chemicals, dusts, extreme temperatures, unguarded machinery, repetitive work and so on.
4. Those hazards which you think are the priorities affecting working children.

Make sure that there is someone in your small group that briefly notes down what is said and can give a report back to the rest of the larger group.

RESOURCES

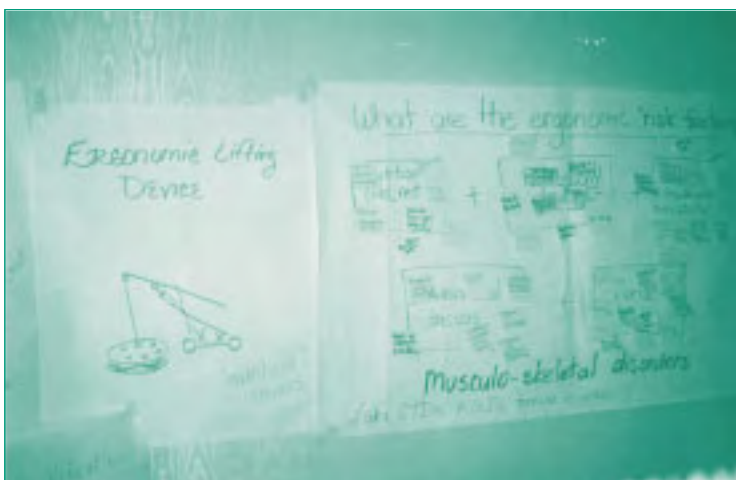


- ➔ IPEC Guidebook 3: *Eliminating hazardous child labour in agriculture* (Chapter 2)

Trainer's note – Training activity 12: Hazard mapping

You can use hazard mapping to collect information regarding hazards at work. Participants can identify workplace hazards, such as:

- noise and vibration
- sexual harassment
- poor welfare facilities
- chemicals
- manual handling
- working alone
- unguarded machinery
- dangerous tools



In addition, it will give a visual picture of those hazards that working children are exposed to and what the priorities should be. These can be compared with the specific hazards that are listed in Guidebook 3, Chapter 2. Trainers who are not familiar with “mapping” training techniques should refer to the ILO CD Rom, *Your health and safety at work – Instructors guide*, which is included with the series of Guidebooks 1-5.

TRAINING ACTIVITY 13: Specific hazards and risks in agriculture

AIMS



To help us to:

- ➔ analyse specific hazards for children working in agriculture and the degree of risks
- ➔ identify the effects upon children

TASK



In your small group, you will be asked to select **one** specific hazard for children working in agriculture from the list below:

a) long hours of work; b) strenuous labour and heavy loads; c) ergonomic hazards; d) extreme temperatures; e) cutting tools; f) falls and falling objects; g) farm machinery; h) noise; i) pesticides, other chemicals and dusts; j) biological hazards; k) livestock and venomous/wild animals; l) psychosocial hazards – stress and violence; m) drug addiction; n) sanitation, housing and childcare; o) HIV/AIDS

1. What are the key features of the hazard and the degree of risk relating to children working in agriculture?
2. What are the likely effects upon children who work with these hazards?

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

RESOURCES



- ➔ IPEC Guidebook 3: *Eliminating hazardous child labour in agriculture* (Chapter 2)

Trainer's note – Training activity 13: Specific hazards and risks in agriculture

This activity provides an opportunity for policy/decision-makers to examine specific hazards in detail, and assess the risks for each of the hazards. Many of the hazards are common to children in different aspects of crop production (refer participants to Guidebook 3, Chapter 2). This activity also acts as a precursor to a later activity that addresses key strategies for eliminating hazardous child labour.

TRAINING ACTIVITY 14: Examining legal standards

AIMS	To help us to: ➔ identify relevant national laws on child labour ➔ compare your laws with ILO Convention No. 182 ➔ propose improvements to national laws
TASK	In your small group: 1. Use the worksheet on the following pages to: ➔ identify relevant parts of your national law on child labour ➔ compare those laws with ILO Convention No. 182 ➔ identify any questions you have about the laws or ILO Convention No. 182 2. What proposals do you have to improve the laws on child labour in your country? 3. What proposals do you have to improve the legally binding national list of hazardous work where children are prohibited from working? Elect a spokesperson to report back with your key points.
RESOURCES	➔ Your national legislation ➔ IPEC Guidebook 3: <i>Eliminating hazardous child labour in agriculture</i> – Chapter 1, Section 1.8, and Chapter 3, Section 3.1 ➔ Guidebook 1, Section 3 and Box 2 ➔ Key text from ILO Convention No. 182 reproduced in the worksheets below

WORKSHEET: Law and comparison with ILO Convention No. 182

	Your country's law	ILO Convention No. 182
DEFINITION OF A CHILD		Article 2: For the purposes of this Convention, the term <i>child</i> shall apply to all persons under the age of 18.
DUTY ON THE STATE		Article 1: Each Member which ratifies this Convention shall take immediate and effective measures to secure the prohibition and elimination of the worst forms of child labour as a matter of urgency.
WORST FORMS OF CHILD LABOUR		Article 3 For the purposes of this Convention, the term <i>the worst forms of child labour</i> comprises: (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.

	Your country's law	ILO Convention No. 182
TYPES OF WORK		Article 4: 1. The types of work referred to under Article 3(d) shall be determined by national laws or regulations or by the competent authority, after consultation with the organizations of employers and workers concerned, taking into consideration relevant international standards, in particular Paragraphs 3 and 4 of the Worst Forms of Child Labour Recommendation, 1999. 2. The competent authority, after consultation with the organizations of employers and workers concerned, shall identify where the types of work so determined exist. 3. The list of the types of work determined under paragraph 1 of this Article shall be periodically examined and revised as necessary, in consultation with the organizations of employers and workers concerned.
TYPES OF HAZARDOUS WORK		Worst Forms of Child Labour Recommendation, 1999. Paragraph 3. In determining the types of work referred to under Article 3(d) of the Convention, and in identifying where they exist, consideration should be given, inter alia, to: (a) work which exposes children to physical, psychological or sexual abuse; (b) work underground, under water, at dangerous heights or in confined spaces; (c) work with dangerous machinery, equipment and tools, or which involves the manual handling or transport of heavy loads; (d) work in an unhealthy environment which may, for example, expose children to hazardous substances, agents or processes, or to temperatures, noise levels, or vibrations damaging to their health; (e) work under particularly difficult conditions such as work for long hours or during the night or work where the child is unreasonably confined to the premises of the employer.

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

Trainer's note – Training activity 14: Examining legal standards

Across the world children are poorly protected by the law when working in hazardous conditions in agriculture. Whilst the law is not the only answer to the problem, it will be part of the answer if it applies to agriculture and is actively enforced. During this activity, policy/decision-makers have an opportunity to critically analyse the legal approach in their country with a view to adapting it and strengthening national laws on child labour.

In the case of hazardous child labour it is also important to refer participants to relevant national health and safety legislation, including:

- pesticide laws (which are often separate laws from general health and safety legislation), and
- the legally binding national list of hazardous work where children are prohibited from working (see Article 4 of ILO Convention No. 182 and Guidebook 1, Section 3, Box 2).

Policy/ decision-makers can identify if health and safety legislation can be improved and made more relevant to dealing with hazardous child labour.

TRAINING ACTIVITY 15: Using hazardous tools

AIMS 	To help us to identify: ➔ the responsibilities of employers ➔ ways that hazardous child labour can be tackled
TASK 	Case study On a commercial plantation, there are many children working who are between 12 and 13 years of age. The child workers use dangerous cutting tools that are designed for adults. They frequently complain of fatigue, cuts and other injuries to their arms and hands. 2. In your small group, look at the statements below and decide which <i>one</i> you <i>most agree with</i> and the reasons why. ➔ “The 12-13 year-old workers should be removed from the plantation where these dangerous activities are taking place. No child should be working with a dangerous cutting tool.” ➔ “The 12-13 year-old workers should be provided with personal protective equipment on their arms and hands, because any form of protection is better than none.” ➔ “The employer should purchase cutting tools that are suitable and designed specifically for 12-13 year-old workers.” Elect a spokesperson to report back.
RESOURCES 	➔ IPEC Guidebook 3: <i>Eliminating hazardous child labour in agriculture</i> – Chapter 2, Sections 2.1 and 2.5, and Chapter 3, Section 3.1

Trainer's note – Training activity 15: Using hazardous tools

The 12-13 year-old children referred to in the case study should not be using dangerous cutting tools. This is one of “the worst forms of child labour” under Convention No. 182 and Recommendation No. 190 – “*work with dangerous machinery, equipment and tools*”. The following points are important:

- the use of personal protective equipment is **not a solution** to the problem;
- tools should **not** be better designed for child workers as this is legitimising hazardous child labour;
- **withdrawal** (and rehabilitation) of children carrying out hazardous work of this nature should be a central strategy;
- new generations of children should be **prevented** from starting hazardous work of this nature in the future; and
- work with dangerous cutting tools could well be prohibited under the legally binding national list of hazardous work.

TRAINING ACTIVITY 16: Protection through risk management

AIMS 	To help us to: ➔ identify basic principles of risk management and risk assessment ➔ decide how these principles may help children in the workplace
TASK 	In your small group: 1. List the basic steps that are involved in a risk assessment. 2. Identify how risk assessments will be helpful to 14 – 17 year-old children who are working legitimately in the workplace. Elect a spokesperson to report back with your group's views.
RESOURCES 	➔ IPEC Guidebook 3: <i>Eliminating hazardous child labour in agriculture</i> – Chapter 3, Section 3.1.3 and Box15

Trainer's note – Training activity 16: Protection through risk management

Some children between the ages of 14 to 17 years old may legitimately be in the workplace according to the country's legislation as they have reached the minimum age for employment. (see Guidebook 1, Section 2.6). Though employed they should not be carrying out hazardous work activities and so improving occupational safety and health (OSH) standards and protection by strengthening risk management can be helpful to these children (refer participants to Guidebook 3, Section 3.1.3, and Box 15).

Protection is also based upon the reality that many children, under the age of 14 years, remain in the workplace in the short term, pending withdrawal and going to school (refer participants to Guidebook 3, Section 3.1.3). This does **not** mean that hazardous child labour involving children of these ages is in any way being condoned or accepted – it is very important that policy-makers understand this point.

2.5 Strategies to eliminate hazardous child labour

TRAINING ACTIVITY 17: Stakeholder initiatives in tackling hazardous child labour

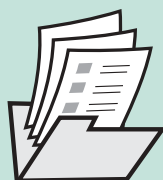
AIMS



To help us to:

- ➔ identify stakeholders
- ➔ examine stakeholder initiatives in tackling hazardous child labour
- ➔ identify strengths and weaknesses of initiatives

TASK



In your small group:

1. Identify the different stakeholders who will be able to contribute to the elimination of hazardous child labour.
2. Your group will then be asked to select **one** stakeholder grouping from the list below:
 - a) trade unions; b) employers; c) cooperatives; d) joint worker and industry initiatives; e) other multi-stakeholders; f) international agricultural organizations.

Either from your own experiences or from the text identified in Guidebook 4:

3. List key initiatives taken by the stakeholder in tackling hazardous child labour.
4. Identify any strengths and weaknesses of the initiatives.

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

RESOURCES



- ➔ IPEC Guidebook 4: *Initiatives to tackle hazardous child labour in agriculture* – Sections 3-8

Trainer's note – Training activity 17: Stakeholders initiatives in tackling hazardous child labour

In order to eliminate hazardous child labour, targeted and coordinated efforts will be required by a variety of stakeholders working individually and in partnership. Guidebook 4 contains many examples of initiatives taken by a variety of stakeholders working individually and in partnership (refer participants to Guidebook 4, Sections 3-8). In addition, key policy/decision-makers may have examples of their own.

This activity provides an opportunity for examples to be shared and critically examined. Ask the policy-makers if there any lessons to be learned from different initiatives which may be useful to their organization or sector of economic activity. This will help key policy/decision-makers in developing new initiatives themselves.

TRAINING ACTIVITY 18: Child labour interventions

AIMS 	To help us to: → think about child labour interventions locally and nationally → build strategies for eliminating hazardous child labour
TASK 	In your small group, you will be asked to consider the types of intervention that need to be made to tackle hazardous child labour either at a local or at a national level. 1. List the key interventions that are essential. 2. What steps need to be taken to ensure that the interventions are successful? Elect a spokesperson to report back with your group's views.
RESOURCES 	→ IPEC Guidebook 4: <i>Initiatives to tackle hazardous child labour in agriculture</i> – Sections 1-2

Trainer's note – Training activity 18: Child labour interventions

Guidebook 4 contains numerous building blocks in designing interventions at both a local and national level (refer participants to Guidebook 4, Sections 1-2). In addition, key policy/decision-makers may have examples of other interventions from their own experiences. This activity is a precursor to a future strategy activity. It will enable key policy/decision-makers to examine interventions from around the world before thinking about potential new interventions in their country.

TRAINING ACTIVITY 19: Future strategy**AIMS**

To help us to:

- ➔ work out a plan for future strategy on hazardous child labour
- ➔ identify the steps that we can take and how the ILO can help

TASK

Use the worksheet below to identify your future strategy on tackling hazardous child labour.

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

RESOURCES

- ➔ Your training session notes
Guidebooks 1-4

WORKSHEET: Future strategy

Strategies for tackling hazardous child labour	What needs to be done?	Who should you involve and when?	How can ILO and IPEC help?
1.			
2.			
3.			
4.			
5.			

Trainer's note – Training activity 19: Future strategy

This activity allows key policy/decision-makers to develop ideas on future strategies for tackling hazardous child labour. The worksheet is designed for them to identify each of the strategies in Column 1; what needs to be done in Column 2; who to involve and when in Column 3; and how the ILO/IPEC can help in Column 4.

TRAINING ACTIVITY 20: Training session evaluation

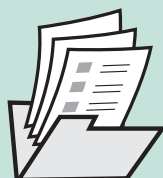
AIMS



To help us to:

- find out to what extent the aims of the training session have been achieved
- decide how the training session could be improved

TASK



In your small group discuss the following questions:

1. Taking the training session as a whole, did the different sessions meet your needs and interests?
2. Which parts of the training session were most valuable to you and why?
3. Which parts of the training session were of less or no interest to you and why?
4. What suggestions would you want to make to improve future training sessions?
5. Is there any other comment you would like to make?

Elect a spokesperson to report back.

Trainer's note – Training activity 20: Training Session

The training session has been based upon group-working, active participation and involvement, and so evaluation should also be a collective process. Collectively and individually everyone should be given an opportunity to reflect upon relevance, what has been gained, weaknesses and successes. This will help you as a trainer in the future and your feedback to IPEC will mean that training materials can be adapted and improved for others (See Chapter 3).

Chapter 3: Feedback to IPEC

It is essential that IPEC obtains feedback from trainers after training sessions using Guidebook 5. In particular, IPEC needs to know:

- how trainers have used the training materials in Guidebook 5, the way that training sessions have been structured, action plans from policy/decision-makers, and evaluation of the training experiences
- examples of successes and challenges for policy/decision-makers with regard to hazardous child labour and progress towards its elimination
- After each training session, we would be very grateful if you could use the worksheets overleaf to structure your feedback to IPEC
- Email to hurst@ilo.org
- Post to Peter Hurst, ILO-IPEC, 4 Route des Morillons, CH-1211, Geneva 22, Switzerland

Feedback worksheet No 1:

Eliminating hazardous child labour – training sessions

Your name and organization

Your contact details

Number and designation of participants in the training session and their organization(s)

How did you use the training activities in Guidebook 5?

How did you structure your training session?

Key points from participants' evaluations of the training session

Participants' action plans as a result of the training session

Your overall evaluation of the training activities in Guidebook 5

Feedback worksheet No 2:

Eliminating hazardous child labour – examples

Your name and organization

Your contact details

Number and designation of participants in the training session and their organization(s)

Eliminating hazardous child labour

Examples of successes from participants (policy/decision-makers)

Eliminating hazardous child labour

Examples of challenges faced by participants (policy/decision-makers)

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