

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

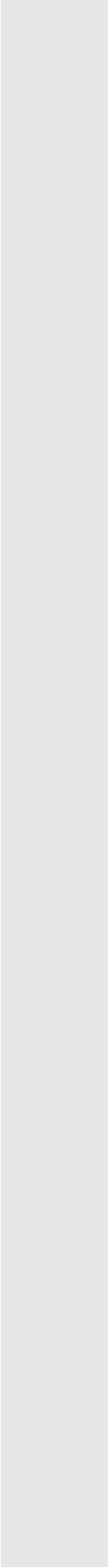
BOOK 1 A TRAINER'S GUIDE



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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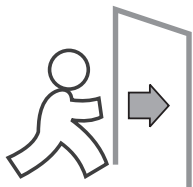
- C138: Minimum Age Convention 1973 38
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ABOUT THIS TRAINING RESOURCE PACK



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.

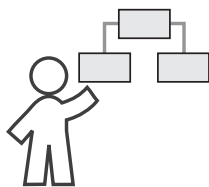


Aims of the Training Resource Pack

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

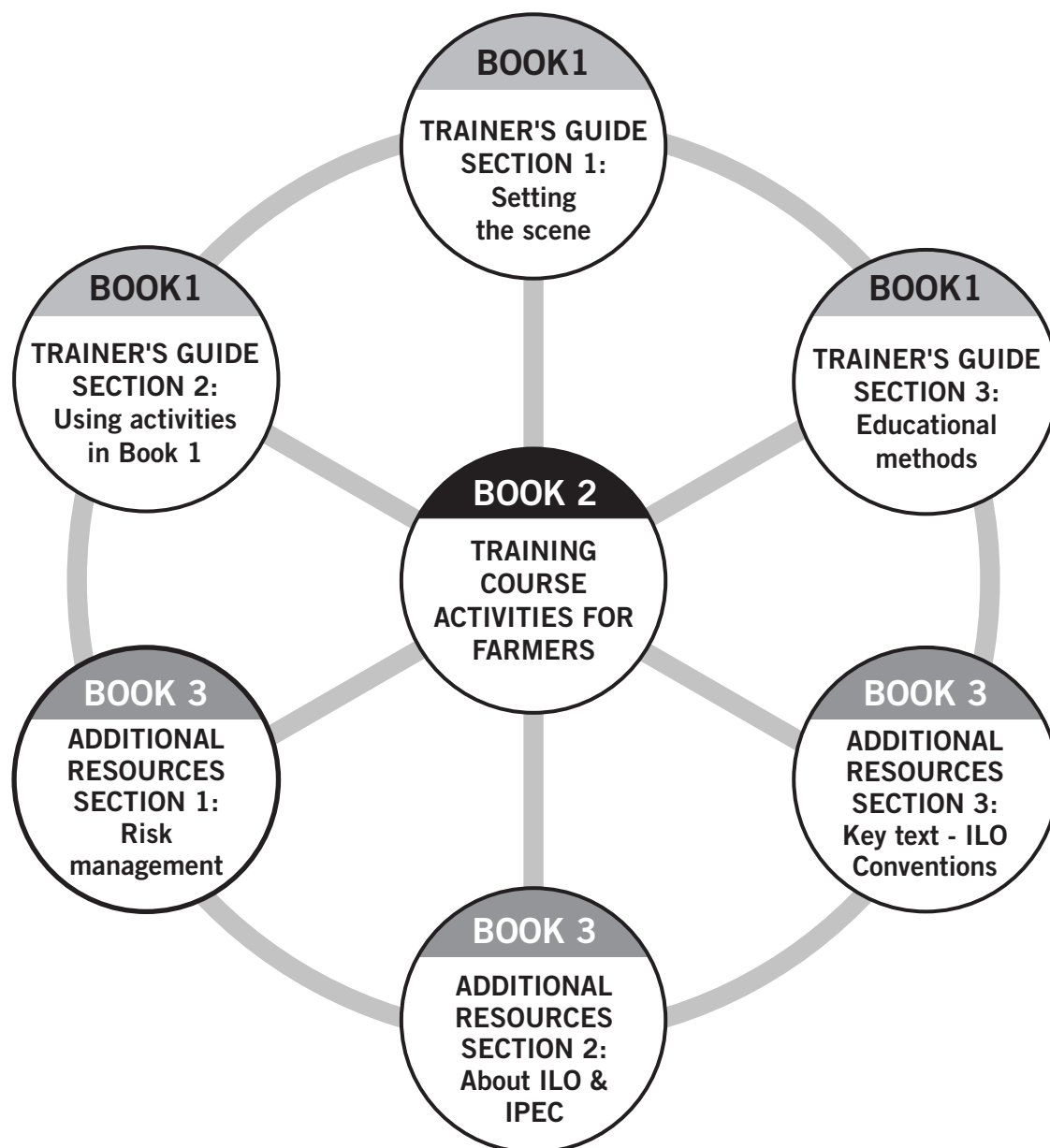
Book 3 contains additional resources for farmer trainers. This will provide background materials and additional sources of information to draw upon.

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

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

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 • 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	• 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	• 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.

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.

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.

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	• Access to appropriate schooling • Non-formal education • Vocational training • Training in rights • School meals	• Educating parents on value of education, hazards of child labour and needs and rights of children • Vocational/skills training • Income replacement • Parent-teacher links	• Formal and non-formal education • Vocational training • Community-based training in rights • Community-based monitoring of delivery and quality of education services	• 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	• Health monitoring • Access to health care • Counselling • Children's clubs	• Accessible social protection • Welfare support	• Community health centres • Drop-in centres • Advice on social protection • Social dialogue and collective bargaining	• Community health care • Decentralisation • Social protection strategy for marginalised groups • Poverty reduction strategies
3. Rescue and rehabilitation	• Removal from the worst forms of child labour • Rehabilitation, including family reintegration where possible	• Economic alternatives, micro-credit, small business support • Family counselling	• Volunteer support • Reducing stigma • Community awareness of children's rights • Community alternatives to institutional rehabilitation	• 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)	• Alternatives to hazardous work • Safe working environment • Work placement schemes • Apprenticeship schemes	• Economic alternatives: information about hazards and safety	• Protected work schemes • Volunteer support • Involvement in skills training • Social dialogue and collective bargaining	• Support for community-based initiatives • Labour inspection • School to work transition programmes

Intervention	Children	Family	Employers, trade unions and civil society organisations	Government
5. Monitoring and enforcement	• Raising awareness of labour standards and national legislation • Reporting and monitoring violations	• Education on children's rights, labour standards and national legislation • Reporting and monitoring violations	• 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	• 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
6. Advocacy and social mobilisation	• 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	• Targeting by mass media involvement in campaigns • Awareness of rights and obligations	• 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	• 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.

CHECKLIST



Small group work

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

Ideally groups should consist of three to four participants. However, with Training Activities No 1 and No 5 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.

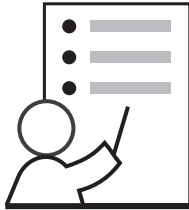
CHECKLIST



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>)

For further information:

ILO-IPEC
International Labour Organization
4 route des Morillons
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Training resource pack on
the elimination of hazardous
child labour in agriculture

BOOK 2

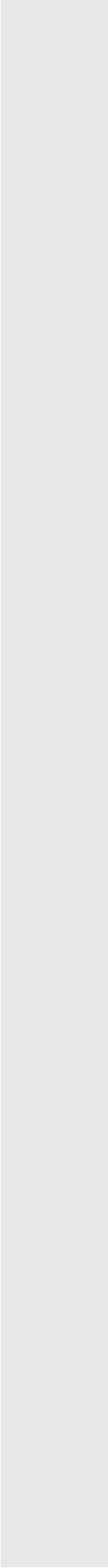
TRAINING COURSE ACTIVITIES FOR FARMERS



International
Labour
Organization



International
Programme on
the Elimination
of Child Labour



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

September 2005

International Labour Organisation
International Programme for the Elimination of Child Labour

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

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

BOOK 2

**TRAINING COURSE ACTIVITIES
FOR FARMERS**

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Aims for this course

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

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

Introductions

TRAINING ACTIVITY 1:

AIMS 	To help us to: → find out who is on the course → agree our aims for the course
TASK 	Talk to another person and make notes, so that you can introduce her or him to the other people on the course. Your partner will introduce you. Use these headings for your discussion: → Your name → Your work and your place of work → The type of farm → The number of workers at your workplace → The number of children working – Are they your children, or children of relatives, or others? → Are all school age children attending school? If not, why not? → Are you a member of a farmers' organisation or farmers' cooperative? → Have you attended any courses about child labour before? → What would you like to do on this course?

What is child labour?

TRAINING ACTIVITY 2:

AIMS 	To help us to: ➔ identify what is child labour ➔ identify the types of work that should not be carried out by children, especially hazardous child labour
TASK 	In your small group: 1. Discuss and agree at what age you think a person ceases to be a “child”. 2. Discuss what you think the term “child labour” means and agree a definition. 3. Discuss and agree some of the jobs on your farms which you think could be described as “hazardous child labour”. Elect a spokesperson to report back with your group’s views

What causes children to work?

TRAINING ACTIVITY 3:

AIMS 	To help us to: → discuss hazardous child labour in agriculture → establish the causes of child labour in agriculture
TASK 	In your small group: 1. Discuss the different types of hazardous work that children do in agriculture. 2. Identify what you think the causes of child labour are. Elect a spokesperson to report back with your group's views on Task 2

Eliminating child labour

TRAINING ACTIVITY 4: Carrying heavy loads

AIMS 	To help us to: ➔ identify risks to children ➔ consider ways of eliminating child labour
TASK  Case study	In your small group, look at the case study below and then discuss the questions. <i>There was a cocoa farmer named Adeniyi who had a 13-year-old son named Kolawole. Adeniyi went farming to harvest his cocoa accompanied by his son. After harvesting and breaking the pods, Adeniyi loaded cocoa beans into bags weighing approximately 50 kilograms each. Adeniyi carried these bags himself and also expected Kolawole to carry them. Although the cocoa was too heavy for Kolawole, he did not complain since his father carried bags himself. He also felt he should obey his father out of respect. After some time, one day while carrying a load, Kolawole collapsed. Adeniyi picked the boy up and rushed him to the clinic. The doctor examined Kolawole and found that he had sustained a spinal injury.</i> 1. Discuss the risks that children face when moving or carrying heavy loads 2. Who do you think is responsible for the injury to Kolawole? 3. How can we eliminate such forms of hazardous child labour in our own communities? Elect a spokesperson to report back with your group's views

Myths and facts about child labour

TRAINING ACTIVITY 5: Child labour quiz

AIMS 	To help us to: → explore some myths and facts about child labour
TASK 	You will be divided into pairs. In your pair, look at the multiple-choice quiz below. Discuss which answer you think is the correct one and write it down in the spaces provided. When you have finished, the whole group will discuss their answers together. You can count up your scores for a bit of fun!

Child labour – multiple choice quiz



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

What is the most common type of child labour?

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

Your Answer:

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

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

Your Answer:

Where do child labourers work in agriculture?

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

Your Answer:

Farm/Plantation owners hire children because:

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

Your Answer:

Many children agricultural workers work for as long as:

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

Your Answer:

In most countries, adult agricultural workers are:

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

Your Answer:

Which of the following is an example of child labour?

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

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

Your Answer:	
---------------------	--

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

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

Your Answer:	
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Injuries and ill health in agriculture

TRAINING ACTIVITY 6: Body mapping

AIMS 	To help us to: → use body mapping to identify symptoms of ill health
TASK 	Your trainer will draw some body maps on posters, and will arrange for small groups of participants who do similar agricultural work to be formed. In your small group: 1. Each participant should place marks (X) on to the body map to show any symptoms of ill health that they or others have at the farm/plantation. 2. You can use different colours to identify different symptoms. For example: X aches and pains – blue X breathing difficulties, coughing – black X stress related disorders – green X any other problems such as skin rashes, runny eyes and nose, dizziness, reproductive disorders and so on – red 3. As you apply the X, explain briefly why you placed the X in the particular place 4. Make sure that there is someone in your small group that briefly notes down what is said around the body map and can report back your views Your trainer will organise a short discussion afterwards to share your ideas

Talking points

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

Identifying hazards and assessing risks

TRAINING ACTIVITY 7:

AIMS 	To help us to: ➔ identify work activities and hazards ➔ decide who is most at risk
TASK 	Your trainer will draw cropping calendars on posters, and will arrange for small groups of participants who do similar work to be formed. In your small group: 1. Select five farming activities when growing a particular crop and list them under Column 1 in your cropping calendar 2. In Column 2 list the person or groups of people (women, children or men) who undertake these activities 3. In Column 3 list the tools, equipment, materials, substances, effort and attention required 4. Identify the hazards in Column 4 from the tools, equipment, materials, substances, effort and attention required 5. In Column 5 identify the person or group of people that are most at risk (women, children, men) Elect a spokesperson to report back on your group's findings

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

Law and the ILO

TRAINING ACTIVITY 8:

AIMS 	To help us to: ➔ identify relevant national laws on child labour ➔ compare your laws with ILO Convention No. 182
TASK 	Your trainer will have provided you with a short summary of your country's laws for this activity. Use the worksheet on the following pages to: ➔ identify relevant parts of your national law on child labour ➔ compare those laws with ILO Convention No. 182 ➔ identify any questions you have about the laws or ILO Convention No. 182 Elect a spokesperson to report back with your key questions/observations
RESOURCES 	➔ A summary of your national legislation ➔ Key text from ILO Convention No. 182 reproduced on the Worksheets below

WORKSHEET:	Law and comparison with ILO Convention No. 182
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	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.
TYPES OF HAZARDOUS 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.

	Your country's law	ILO Convention No 182
MONITORING & 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, & 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. 3. Each Member shall designate the competent authority responsible for the implementation of the provisions giving effect to this Convention.

Tackling hazardous child labour

TRAINING ACTIVITY 9:

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

Future strategy

TRAINING ACTIVITY10: Your next steps

AIMS 	To help us to: ➔ work out a plan for future activity on hazardous child labour ➔ identify the steps that we can take
TASK 	Identify three things that you will do in relation to hazardous child labour in your workplace/community as a result of this course, and when you will do them. Think particularly about how you can work together with other farmers, trade unions and community groups. Prepare a report back to the rest of the course with your plan

Course evaluation

TRAINING ACTIVITY 11:

AIMS 	To help us to: → find out to what extent the aims of the course have been achieved → decide how the course could be improved
TASK 	In your small group discuss the following questions: → Taking the course as a whole, did the different sessions meet your needs and interests? → Which sessions or parts of the course were most valuable to you and why? → Which sessions or parts of the course were of less or no interest to you and why? → What suggestions would you want to make to improve future courses? → Is there any other comment you would like to make? Elect a spokesperson to report back

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BOOK 3

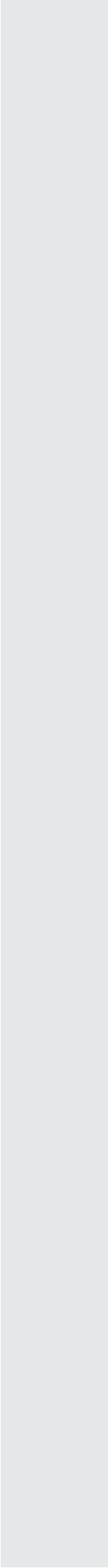
ADDITIONAL RESOURCES FOR TRAINERS



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BOOK 3

**ADDITIONAL RESOURCES
FOR TRAINERS**

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BOOK 3: SECTION 1 RISK MANAGEMENT

Tackling OS&H by strengthening risk management

Section 1 of Book 3 is designed to help trainers to:

- integrate occupational safety and health principles in training activities with farmers
- use additional resources on occupational safety and health

The focus of the training materials in Book 1 is placed upon hazardous child labour and Prevention and Withdrawal strategies. However, we recognise 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)

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 additional resources in Section 1 below are provided on common hazards in agriculture. Provision of OS&H resources on hazards does not mean that hazardous child labour is being condoned or accepted.

The basis for improving OS&H standards and protection is by strengthening risk management in the agricultural undertaking. A key operational aspect of risk management is commonly called risk assessment. So we start Section 1 of Book 3 with a detailed sub section on risk assessment. The risk assessment principles outlined below should be applied to the hazards that are described afterwards.

Risk assessment

The Safety and Health in Agriculture Convention No 184 (see Section 3 of Book 3 below for full text) refers in detail to the principles of risk assessment. According to the ILO¹ “Hazards and risks to workers’ safety and health should be identified and assessed on an ongoing basis.”

What is a risk assessment?

A risk assessment involves three stages.

1. The first is identifying the **hazard** which we can define as – the potential to cause harm – which can include such things as workplaces, machinery, chemicals, tools such as machetes, and processes. A farmer should:
 - look around the workplace and see how people work
 - learn from experience of previous accidents and cases of work-related ill health
 - ask people who work on the farm for their views
 - think about the potential for harm with the different activities

The aim is to spot hazards that could result in harm.

2. Once the farmer has identified the hazards, she/he then has to evaluate the **risk** which we can define as – the likelihood that the harm from a particular hazard is realised. We need to decide who may be harmed, how they may be harmed and whether the risks from each hazard are controlled. So for example, if there are children working on a farm, the risks arising from hazards in the workplace are potentially much greater for them. They are more vulnerable due to a variety of factors including:
 - lack of work experience
 - lack of knowledge on hazards and risks, and on risk prevention and control measures and

¹ The occupational safety and health management system in the organisation Para 3.10

- children's bodies are still growing and their minds developing. Frequent awkward or heavy lifting and repetitive strains, for example, can permanently injure growing spines or limbs. Skin, eye, respiratory or nervous problems occur in children exposed to pesticides, and children are vulnerable to much lower levels of exposure than adults. There may well be chronic long-term health effects from exposure to pesticides that will not show up until the child is an adult
3. On the basis of the risk assessment, the farmer should adopt preventive and protective measures to ensure safety and health, and compliance with health and safety standards. The protective measures should follow the hierarchy laid down in ILO Safety and Health in Agriculture Recommendation 2001: Paragraph 5:
- elimination of the risk
 - control of the risk at the source
 - minimisation of the risk by such means as the design of safe work systems, the introduction of technical and organisational measures and safe practices and training, and
 - in so far as the risk remains, provision and use of personal protective equipment and clothing, at no cost to the worker

Risk assessment in practice

Agricultural machinery is an example of a hazard. If there are dangerous parts of machinery that are unguarded, the risks of contact or entanglement are not controlled. On a farm where adults and children work, there is a risk to adults and children. But the risk to children is greater as they are unlikely to appreciate the dangers in the same way as an adult. So the risk to children in this case is very high. The farmer could eliminate the risk for children, by ensuring that children are withdrawn from the farm. She/he could minimise the risk for adults by placing a guard on the dangerous parts of the machinery.

Examples of risk assessments

In Book 2 of this Training Resource Pack, two case studies were provided for participants in Training Activities 4 and 9. It will be a useful exercise to apply the principles of risk assessments to these two case studies.

Case study 1 – Manual handling

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

1. The first step is to identify the hazard which in this case is manual handling. Manual handling includes lifting, putting down, pushing, pulling, carrying, moving or supporting a load by hand or bodily force. On looking at this activity it is clear that there is a hazard that could result in harm to Adeniyi and Kolawole from lifting 50 kilo bags.
2. We now have to evaluate the risk by deciding
 - who may be harmed
 - how they may be harmed, and
 - whether the risks from the manual handling hazard are controlled

From the information that we are given in the Case Study, both Adeniyi and Kolawole may be harmed by lifting and carrying such heavy weights. They both may suffer from musculoskeletal disorders such as aches, strains and sprains as a result of carrying the bags. But the risks arising from manual handling are potentially much greater for Kolawole.

He is thirteen years of age and is more vulnerable to permanent injury as his spine and limbs are still growing. From the information we are given, the risks from the manual handling hazard are not controlled.

3. We now have to consider preventive and protective measures based on ILO principles (see above), to ensure safety and health, and compliance with health and safety standards.

Adeniyi needs to harvest his crops so it is unlikely that the job can be avoided. But Kolawole should not be involved in the “manual handling” of heavy loads because this is one of “the worst forms of child labour” under Convention No. 182. Kolawole should be removed from 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.

Adeniyi now has a number of options to improve his working conditions and minimise the risks from manual handling. Obviously, the solutions will depend on – local circumstances, whether resources and money are available, whether there are other farmers nearby who can loan equipment and so on – but might include using in the following order:

- a tractor trailer for transporting the beans
- small bins on wheels instead of bags, taking care that new risks are not created through pushing and pulling the bins
- smaller bags so that the weight of each bag of cocoa beans is far less than 50 kilos. This may mean more trips with the harvest, but the large weight to be carried in one bag is reduced
- a trolley, pallet, or mechanisation to move the bags to the means of transport that takes the cocoa beans to market. Maybe the trolley or mechanisation and costs of this could be shared with other farmers who face similar problems
- two adults to lift each bag
- best practice and training for lifting – straight back; using leg muscles rather than back muscles; load close to body; no sudden exertion; handling loads in knee to shoulder region

Case study 2 – Pesticides

On a commercial plantation, there are three 16 year old workers who have recently been supplied with personal protective equipment (PPE) for use when they are spraying pesticides. Management did not consult the workers on the choice of PPE. The 16 year old workers do not wear the equipment because it does not fit properly and is uncomfortable. The manager takes no notice as he says that it is their choice.

1. The first step is to identify the hazard which in this case is hazardous substances called pesticides. On looking at this activity it is clear that there is a hazard that could result in harm from spraying pesticides.
2. We now have to evaluate the risk by deciding
 - who may be harmed
 - how they may be harmed, and
 - whether the risks from the pesticides hazard are controlled

From the information that we are given in the Case Study, the three sixteen year old workers may be harmed by spraying pesticides. Pesticides (the suffix ‘-icide’ means killer) are poisons designed to kill or control “pests”, so working with pesticides is dangerous. The chemicals chosen to kill pests are selected because their toxic properties make them efficient at poisoning unwanted plants, insects, rodents and so on. These same properties make them potentially harmful to humans as we share many of the same chemical pathways as other natural organisms. All chemicals can be poisonous and cause injury or death – there are no safe substances. Like most other chemicals, pesticides which can enter the body directly or indirectly have the potential to cause both acute and chronic injury to human health.

The risks arising from pesticides use are potentially much greater for children under 18 years of age. Skin, eye, respiratory or nervous problems occur in children exposed to pesticides, and children are vulnerable to much lower levels of exposure than adults. There may well be chronic long-term health effects from exposure to pesticides that will not show up until the child is an adult. From the information we are given, the risks from the use of pesticides are not controlled.

3. We now have to consider preventive and protective measures based on ILO principles (see above), to ensure safety and health, and compliance with health and safety standards.

Before we look at protection measures for pesticides, we have to consider the involvement of three sixteen year old workers. They should not be involved in spraying pesticides because this is one of “the worst forms of child labour” under Convention No. 182, that is, “*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.

If a farmer wants to introduce protection measures for **other adult workers** using pesticides, then the approach should follow the hierarchy below. Obviously, the solutions will depend on local circumstances.

STEP 1: Elimination of the risk

The aim is to eliminate any possible risk by assessing if it is really necessary to use a pesticide? Check if:

- the weed, insect, or disease, been correctly identified, and is the degree of economic damage caused such that it warrants pesticide use?
- any other method of dealing with the pest problem is available? For example, integrated production and pest management, use of a non-chemical biopesticide, or an organic approach?
- the pesticide is legally approved and registered for the intended use?

If elimination of the risk is not possible, consider substitution:

- with a less hazardous pesticide?
- with a less hazardous formulation by using a granules instead of a liquid which can splash?

STEP 2: Risk control

Risk control at source involves the use of what are known as *Technical and Engineering Controls*.

- Sealed mixing and filling systems for tractor-mounted sprayers.
- Pesticide formulations in dissolvable, water soluble plastic sachets.
- Pesticide tractor cabs fitted with approved, charcoal-based pesticide filters which absorb any pesticide before it enters into the cab.

STEP 3:**Safe systems of work, the introduction of technical and organisational measures and safe practices**

- Ensure that there is a safe system of work in place, for example, are workers removed away from areas before spraying begins.
- Provide effective supervision.
- Check the spray equipment to see if it is in working order and properly calibrated.

STEP 4:**Information and training**

- Ensure that farmers have had the correct training and are well informed of the law and what constitutes good practice.

Hygiene and Health Surveillance

- Provision of good washing facilities for users to wash after spraying.
- Provision of first aid equipment including eye washes.
- Provision of health surveillance.

STEP 5:**Provision, use and maintenance/replacement of personal protective equipment (PPE)**

PPE is the least effective means of protecting the operator, and is the LAST control measure to be adopted, supplementing the other control measures identified above.

Specific hazards and risks to child labourers in agriculture

The risk assessment principles outlined above should be applied to the hazards and risks that are described below. The description of hazards and risks are reproduced from IPEC's *Tackling Hazardous Child Labour in Agriculture: Guidance on Policy and Practice*². Provision of OS&H resources on hazards does not mean that hazardous child labour is being condoned or accepted.

Long hours of work, fatigue and sleep needs of adolescents

Long hours of work form part of the problem of hazardous child labour with too many children working too many hours. In agriculture, dawn to dusk is too often not an unusual working day, and the need for rest periods and holidays is generally ignored. There are also direct impact in terms of health and growth, with long term consequences in some cases.

Child workers of all ages may be particularly susceptible to fatigue and long hours of work due to physiological changes that cause them to require more sleep. As is now widely recognised, adolescents may actually need as much or more sleep than younger children. Sleep laboratory research has found that the amount of sleep needed by adolescents does not decrease significantly between the ages of 10 and 18 but remains at about 9.5 hours per night.

Fatigue or drowsiness associated with extended work hours may lead to poor judgement in performing duties, including the temptation to take dangerous shortcuts. Some work schedules such as those involving long or unusually late or early hours may contribute to fatigue in child workers, and fatigue is associated with an increased likelihood of injury. There is also evidence that insufficient sleep is associated with moodiness, irritability and difficulty in modulating impulses and emotions.

² IPEC Tackling Hazardous Child Labour in Agriculture: Guidance on Policy and Practice, Guide Book 3

Long hours of work and associated drowsiness/sleepiness can interfere with schooling and education. Even if a child attends school, she/he may not be able to concentrate or participate fully due to being tired. US research findings indicate that working more than 20 hours a week during the school year can negatively affect student achievement to a significant degree. US National Agricultural Workers Survey data show, however, that many children in agriculture work 35 hours a week or more. Although some of these work hours might be during the summer, peak demand periods for agricultural work also take place during the fall and spring when the school year begins and ends.

There are many well documented cases of child labourers regularly working long hours, especially during busy periods like harvesting and planting.

Strenuous labour, heavy loads and musculoskeletal disorders

Agricultural labour involves strenuous, heavy, often monotonous, work. Human effort provides more than 70 per cent of the energy required for crop production tasks in developing countries. The carrying of excessive and/or awkward loads, repetitive and often, forceful, actions, bending, stooping, and the adoption of awkward and uncomfortable postures can cause numerous but largely unreported musculoskeletal disorders in agriculture.

Musculoskeletal disorders include a group of conditions that involve the nerves, tendons, muscles, and supporting structures such as intervertebral discs. They represent a wide range of disorders, which can differ in severity from mild periodic symptoms to severe chronic and debilitating conditions. Examples include sprains and strains, carpal tunnel syndrome, tenosynovitis, tension neck syndrome, swelling of the wrist, forearm, elbow and shoulder, low back pain, hernia, arthritis, sciatica.

Manual handling includes lifting, putting down, pushing, pulling, carrying, moving or supporting a load by hand or bodily force. It is not just the weight of the load that can cause injury: the size and shape, the available grip, the way that the load is carried, where and how often it has to be carried, all play a part. Workers may suffer from musculoskeletal problems such as aches, strains and sprains as a result of manual handling. These can also be caused by other tasks which involve repetitive movements, force, unusual postures, prolonged pressure on a joint, badly organised working practices or work environment. There is strong evidence that various disorders of the neck, elbow, hand and wrist, and back are related to factors in the workplace.

Approximately 15 to 20 per cent of an individual's height is acquired between the ages of 10 and 20 years. About half that growth occurs during a 2-year period that includes the phase of most rapid growth, the peak height velocity. During this period of rapid growth, adolescents are at particularly high risk of injury to ligaments and to bone growth plates (epiphyses).

Heavy work at an early age has direct consequences on the child's physical and mental development. Physically, children are not suited to long hours of strenuous and monotonous work. Child agricultural labourers are particularly at risk of musculoskeletal damage as their bones are growing, joints developing etc. Their bodies suffer the effects of fatigue due to excessive energy expenditure faster than adults, and most of these children also suffer from malnutrition because of inadequate food intake, which lowers their resistance and makes them more vulnerable to illnesses. The prevalence of anaemia, poor nutrition and long hours of work further reduces children's working capacity, and fatigue contributes to the frequency and severity of accidents and diseases.

Such work may result in physical disability or impairment in later life. Back strains represent a fairly high proportion of the work-related strains affecting children. As back pain is rare among children and adolescents, and the history of back pain has been identified as a risk factor for new back injuries, the long-term consequences of back strains among adolescent workers are of substantial concern.

Ergonomics

Ergonomics is the study of work in relation to the workplace environment in which it is performed and to the workers who perform it. It is used to determine how the workplace can be designed or adapted to the worker in order to prevent a variety of health problems and to increase efficiency; in other words, to make the job fit the worker, instead of forcing the worker to conform to the job. It is a broad science encompassing the wide variety of working conditions that can affect worker comfort and health, including factors such as:

- lighting and temperature
- noise and vibration
- tool, machine and workstation design
- footwear and protective equipment
- work organisation and job design, including factors such as shift work, rest breaks, and meals

Without the application of ergonomic principles, tools, machines, equipment and workstations are often designed without due consideration being given to the fact that people are of all different heights, shapes and sizes, and have different levels of strength. Women workers have suffered particularly in this regard. Similarly, there are mismatches between the size of adolescents and the dimension of equipment or machinery designed for adults. Traditional agricultural tools and methods in particular require high human energy input.

So children's safety and health problems arise because their physical proportions, working capacity and limitations are not taken into consideration in designing work methods, tools and equipment. Therefore, they are more at risk of being injured. Children using hand tools designed for adults run a higher risk of fatigue and injury. When personal protective equipment does not fit children, they have to work without it or use alternative devices, such as handkerchiefs to cover their nose and mouth, which do not provide protection. In heavy work, including the carrying of heavy loads, excessive stress may be placed on the bones and may result in skeletal damage or impaired growth because children are undergoing the process of growth and development.

IPEC's position is that tools should not be better designed or work posts better adapted for child workers. Such developments would signal the recognition of child work as legitimising child labour.

Extreme temperatures and climatic conditions

Agricultural work involves extremes of temperature and climatic conditions. Child labourers may be exposed hot, humid work in tropical areas, and in temperate zones in the summer. Heat stroke and excessive sun exposure are hazards in these circumstances. Conversely, they may be exposed to cold, often wet, conditions in temperate zones, and in even in tropical zones at altitude, such as tea-growing estates.

Heat causes a dilation of superficial blood vessels and thus dehydration through excessive perspiration (sometimes rendered more severe by excessively protective and waterproof clothing), as well as leg oedemas, cramps and fainting/exhaustion, and facilitate poisoning through cutaneous absorption and the spread of pesticides inside the organism.

Heat stress is greater in children because their sweat glands are developing and the same moderately low environmental temperature will cause an increase in the consumption of oxygen of the child before that of the adult. As the child grows and becomes more active, muscular activity plays a more important part than temperature in oxygen consumption. However, a US study in part questions this assumption, by stating that, "It is well known that young children are more vulnerable to heat-related illnesses than adults; however, whether older children and adolescents are also more vulnerable than adults is not known".

Studies on the effect of heat exposure on workers' health have shown that temperatures that differ even minimally from the comfort zone tend to increase the risk of accidents.

Exposure to the sun can also cause burning, diffuse redness on the exposed parts of the skin, associated with cutaneous atrophy which may lead to localized thickenings after several years and varying degrees of sunstroke. Long-term exposure to the sun can lead to premature ageing of the skin and increased likelihood of skin cancers.

Low temperatures and lack of warm dry clothing can result in frost nip, chilblains and even frostbite and hypothermia in more extreme conditions. Working in cold and wet/rainy working conditions also increases the risk of respiratory infections. Working in humid/wet conditions, whether hot or cold, can also result in foot rots.

The negative effects of long hours of work may also be increased by the effect of extreme climatic conditions.

Cutting tools

Where manual labour prevails, child workers regularly use cutting tools – machetes, knives, scythes, sickles etc. – to cut crops, hay, weeds, brushwood, and to split open fruit pods. Many injuries are machete-related, ranging from minor cuts to the severing of body parts. Repetitive and forceful actions associated with cutting can also harm children's musculoskeletal development.

The machete (cutlass) is the tool that is most commonly used by less skilled workers on the farm or plantation. Factors which affect both cutting injuries and musculoskeletal damage are the size of the machete, sharpness and cutting frequency. Keeping the machete sharp aids in reducing injuries since with a sharp machete the worker does not have to swing as hard and can maintain better control over the machete. Safety-gloves armoured with chain mesh have been developed to provide protection to the hand from machete-related injuries. In spite of the fact that machetes are so widely used, there is very little easily available safety literature on safer working methods.

Some high-growing fruits pose especial problems and risks when manually harvesting. Oil palm trees are cultivated in vast plantations in tropical regions throughout the world. Oil palm fruits grow in bunches four to five metres above the ground, along thorny leaf fronds, and weigh between 15 to 25 kilograms. Men and, sometimes, boys cut down fruit bunches from trees using a long, heavy pole with a knife on the end (a "Malay") or by climbing them to harvest the fruit directly. The use of the Malay puts a lot of strain on the musculoskeletal system.

Falls

Falls may occur from heights or on the same level, or even into wells/pits. Falls from the same level occur from slippery surfaces, uneven ground, poor lighting, tripping over objects or being pushed by a moving object.

One of the most common causes of accidents is falling from ladders or working platforms. In the case of bins, silos, barns and other storage structures, falls from heights most often occur from and in storage structures. The causes are unguarded roofs, floor openings, stairways, lofts and shafts, and climbing ladders or standing on raised work areas such as an unprotected platform. Falls from height may also result from climbing on or off the transportation unit (for example, wagons, carts and tractors), or climbing trees to harvest fruit.

Falling objects

There is also a danger of being hit by falling objects. These can include fruit or branches, especially when fruit is being cut standing under trees, or falling bales or containers where these are in stacks.

For example, oil palm trees are cultivated in vast plantations in tropical regions throughout the world. Oil palm fruits grow four to five metres above the ground, along thorny leaf fronds. Men, and often boys, use a cutting tool on along pole, and injuries can be sustained from falling fruit bunches, which are made up of thousands of oval-shaped fruits, and weigh between 15 and 25 kilograms.

Farm machinery

Powerful and high speed machinery is used in agriculture. Many workers – child or adult – do not realise just how powerful machines are in comparison to their own power, nor do they fully comprehend how fast the machines are. A quick pull away action of a human arm normally generates less than 1 horsepower or even less. A small 16 horsepower machine such as a walk-behind mower may have 20-40 times more power to pull a person into the machine than the person can generate pulling away. A

medium-sized machine operating at 40-60 horsepower will have hundreds of times more power than a person.

Common machinery hazards and where they occur include pinch points, wrap points, pull-in points, shear/cutting points, free-wheeling parts, thrown objects, stored energy, burn points, and noise-induced hearing loss. For power-take off accidents (wrap/pull-in points) see tractors below.

Machinery safety is largely a matter of keeping the original guards and shields in place, and replacing them in position immediately after machinery repairs or maintenance, and promptly replacing damaged guards or shields.

Tractor accidents

Farm tractors have many characteristics that result in them being the most important piece of power equipment on the farm. The most serious hazards associated with tractor operations include overturns, runovers, and power take-off (PTO) entanglement.

Overturns

Tractor overturns fatally injure far more victims than any other type of accident. There are different types of overturn:

- rearward overturns – a tractor with its rear wheels turning at only 2 miles per hour (3 kph) will be vertical in 1 second if the object it is pulling resists movement. An inexperienced driver may need as much as 1.5 seconds to decide on and carry out remedial action. A chain or a towrope hitched to high could cause a rearward overturn of the towing tractor even on level ground
- driving near ditches or banks especially when turning is another common source of tractor overturns, as is working on steep slopes, especially if these are slippery, e.g. grass-covered, frozen etc.

The most important safety device for a tractor is a rollover protective structure – a bar or cab.

Runovers

There are three basic types of runover incidents, when:

- a passenger (extra rider) on the tractor falls off the tractor and is run over by it
- the tractor operator falls off the tractor, or starts the tractor from the ground instead of from the operator's seat, and is run over by it
- a person already on the ground is run over by the tractor

Extra rider accidents occur because there is no safe location for an extra person on a tractor, yet the practice of taking extra riders is very common as a means of saving time, for convenience, or baby-sitting. Safety experts and tractor manufacturers strongly recommend against an operator carrying an extra rider for any reason.

Climbing onto or off farm trailers whilst still in motion, and falling beneath the trailers wheels and being crushed, is another common type of runover accident. Forklift trucks are another common source of knock down and/or runover accidents on farms and plantations.

Power take off (PTO) entanglement

The tractor's power take off (PTO) stub shaft transfers power between the tractor and the PTO-powered machinery. Power transfer is accomplished by connecting a detachable drive shaft from the tractor's PTO stub to the machinery. The PTO stub and drive normally rotate at circa 540 rpm (9 times/second) or 1,000 rpm (16.7 times/second) when operating at full recommended speed. Most accidents or incidents involving PTOs stem from clothing suddenly caught by an engaged but unguarded PTO stub or shaft, or when feeding crop material into machinery intakes.

When a machine is running at full recommended PTO speed, crop material moves into the machine intake at approximately 3.7 metres/second. If a worker is holding onto crop material as it begins entry into the machine, she or he is usually unable to let go quickly enough to release the material before being pulled into the machine. In 0.3 seconds, the worker will be pulled 1.1m into the machine. This situation often happens when the crop material plugs the intake point of the machine and the

worker attempts to unplug it with the PTO engaged. A master shield over the PTO stub, and PTO guards on each detachable PTO drive shaft protect against entanglement.

Noise

In an occupational setting, noise is most simply defined as unwanted sound. It is a combination of sounds at various frequencies and intensities. Continuous exposure to high levels of noise at work can cause permanent hearing problems and damage.

The main factors involved in hearing problems are:

- the noise level (based on sound intensity and sound frequency) – usually measured in units called dBAs
- the daily exposure to noise and over how many years

There is a risk of hearing damage from exposures upwards of 80 dB(A). As a guide, if you cannot hear a normal conversation clearly when you are two metres away from the speaker, the noise level is likely to be around 85dB(A) or higher. If you cannot hear someone clearly when you are about one metre away, the level is likely to be around 90dB(A) or higher.

Health effects of exposure to excessive noise are:

- “Peak” type of noise hearing damage (measured in units called pascals) where the level of noise may be so great that there is a risk of instantaneous hearing damage, such as when using cartridge operated tools or guns.
- Temporary hearing loss which is most noticeable when starting on a noisy job. For noise that is above 80dB(A) and is continuous, the sound energy transmitted to the hair cells of the inner ear is so great that they adapt by raising their threshold of response, shifting their field of sensitivity upwards and no longer responding to very soft sounds. This phenomenon is known as temporary threshold shift and its extent depends on the intensity of noise, its duration and to some extent on its frequency composition. Recovery from temporary hearing loss usually takes a few hours or at most a couple of days if the noise exposure has been severe.

- Permanent noise-induced hearing loss is a health effect which people working in conditions noisy enough to induce temporary hearing loss can expect to suffer after about ten years of such exposure. Loud continuous noise damages the sensitive hair cells in the inner ear. This damage is irreversible and the cells cannot be replaced. As this condition does not generally result in totally deafness, the main consequence of noise-induced hearing loss is the inability to understand speech in normal conditions, which is considered a severe social handicap. Even a slight impairment of hearing may result in a significant and irreversible reduction in the quality of life. Hearing loss cuts its victim off from other people, social interaction becomes more and more of a strain, and family life becomes difficult.
- Tinnitus, a disturbing 'ringing in the ear', which is actually the echo of our own hearing mechanism. Tinnitus usually persists all the time and is especially troublesome at night when it can prevent sleep. In people with normal hearing it will get drowned out, but as deafness sets in, the echo becomes tormenting.
- Stress can be produced by high noise levels, and this condition can contribute to cardiovascular and circulatory problems, digestive problems, psychological disturbances and symptoms such as nervousness or sleeplessness, reduced performance, and can provoke annoyance responses and changes in social behaviour.

In studies on noise exposure among young and adult workers, it has been found that young workers are more susceptible to noise-induced hearing loss than adults. Noise exposure limits set for adults would not be adequate for children.

Pesticides and other chemicals in agriculture

The main categories of chemical substances used in agriculture are pesticides, chemical fertilisers, veterinary products, and general commodity chemicals.

Pesticides

Pesticides are widely used in agriculture and to control organisms carrying diseases (vectors) and have extensive home, school, amenity and industrial uses. Many leaflets and books talk of fungicides, herbicides, insecticides, and the other classes of pesticides as though they were separate categories of chemicals when, in fact, they are all types of pesticides.³ Pesticides are often referred to by other names such as agrochemicals, crop protection products or plant protection products.

It has been reported that an estimated 1 to 5 million cases of pesticide poisonings occur every year, resulting in 20,000 fatalities among agricultural workers. Most of these poisonings take place in developing countries where safeguards typically are inadequate or lacking altogether. Pesticide exposure of child labourers – whether they are involved in mixing and applying pesticides, or at risk from contamination from spray drift, a failure to observe pesticide re-entry intervals, or from contaminated soil or water- is one the main health and safety risks that they face. Furthermore, many of the pesticides used in agriculture in developing countries are ones that are banned or severely restricted in industrialised countries.

Pesticides may enter the body through the skin, by inhalation, and by ingestion. Child labourers can be exposed to pesticides in a variety of ways: through opening/handling pesticide containers; diluting, mixing and applying the substances; exposure to spray drift from being in the vicinity when crops are sprayed, contamination from acting as field markers for aerial spraying; contact with residues on plant leaves or on the soil surface (especially if working barefooted, and especially if they re-enter the field before the appropriate re-entry interval) during weeding, pruning and harvesting; and while eating and drinking in the field. Water may become contaminated and then be used for drinking, bathing, cooking, or even washing clothes.

³ "Pesticide means any substance or mixture of substances intended for preventing, destroying or controlling any pest, including vectors of human or animal disease, unwanted species of plants or animals causing harm during or otherwise interfering with the production, processing, storage, transport, or marketing of food, agricultural commodities, wood and wood products or animal feedstuffs, or substances which may be administered to animals for the control of insects, arachnids or other pests in or on their bodies. The term includes substances intended for use as a plant growth regulator, defoliant, desiccant, or agent for thinning fruit or preventing the premature fall of fruit, and substances applied to crops either before or after harvest to protect the commodity from deterioration during storage and transport." Source: International Code of Conduct on the Distribution and Use of Pesticides. FAO Rome, revised version, 2003, p 6.

Particularly hazardous are labour intensive crops such as fruits and vegetable, which are extensively treated with pesticides.

Exposure to pesticides can result in immediate (acute) and long-term (chronic) health effects. There is concern for both the acute and chronic effects that might result from workers being exposed to pesticides and other agricultural chemicals, beginning at younger ages, especially childhood. Estimates of the occurrence of pesticide-related illnesses are difficult to make because under-reporting is likely. The impact on health of pesticide exposure depends on a variety of factors which includes the type of pesticide involved, its toxicity, the dose/concentration, the timing and length of exposure, and the way in which the exposure occurs. Health impacts include:

Acute poisoning

Acute poisoning symptoms can range from mild to severe, depending on the pesticide involved and the degree of exposure, and include skin, eye and lung irritation, breathing difficulties, nausea, vomiting, loss of consciousness, sensory perception problems, heart symptoms etc. In some cases, such exposure may be fatal, though generally those poisoned will recover following medical treatment.

Long term chronic health effects

Pesticides have also been associated with a number of delayed effects which only become apparent over a longer period of time. These include:

- Reproductive effects – certain pesticides have been linked to reproductive problems such as birth defects, spontaneous abortions, stillbirths, lower birth weights and early neonatal deaths
- Endocrine disruption – The endocrine system and the hormones it generates and controls play a key role in growth and development, and especially sexual differentiation, in human beings and animals. Many pesticides are capable of disrupting endocrine systems in pests, wildlife and laboratory animals. In small doses, these pesticides are able to mimic or block hormones or trigger inappropriate hormonal activity. At high enough doses during critical times of growth and development

such exposures have the potential to interfere with important developmental and reproductive functions and may cause sterility, lowered sperm counts, cancer of the reproductive organs and other health effects

Puberty is central to the normal growth and development that occurs in adolescence. The biological systems that lead to reproductive capacity are initiated and maintained by a complex system of hormones in the brain and reproductive organs. Although the time of onset and the speed with which each stage occurs vary widely among individuals, the events that mark puberty for both girls and boys occur in a predictable sequence. Although there are no data to demonstrate adverse effects on normal hormonal development, there are concerns that any chemical exposures that alter the delicate balance of these hormones and their feedback loops could have devastating effects, given the importance of the endocrine system during adolescence

- Neuro-toxicological and neuro-behavioural effects – impaired development of the nervous system can cause lowered intelligence and behavioural abnormalities. There is a lack of studies on neuro-behavioural effects
- Carcinogenic effects – cancers in children include leukaemia, sarcomas, lymphoma and brain cancer have been associated with parents or homes that have been exposed to pesticides. People may face an increased risk of developing cancer during their lifetime if they have been exposed to carcinogens in their childhood
- Immunological effects – a weakened immune system, particularly in growing children, exacerbates the risk of infectious disease and cancer, thus increasing mortality rates

Other chronic health effects include chronic dermatitis, fatigue, headaches, sleep disturbances, anxiety, memory problems, blood disorders and abnormalities in liver and kidney function, and chronic neuro-toxicity, and adverse reproductive consequences. Some of these effects may result in permanent ill health, and even death.

For some pesticides, chronic low dose exposures may cause effects such as impaired development of a nervous system, compromised immune system or cancer. Epidemiological studies have described statistical associations between various prenatal and/or low dose childhood pesticide exposures and increases in pregnancy loss, congenital malformations, childhood cancers and neuro-developmental disabilities. However, there are frequently limitations to epidemiological studies in this area, including uncertain and non-specific exposure assessment, lack of specificity in disease classification, and lack of control for confounding factors.

Fertilisers

Chemical fertilisers, such as nitrates, phosphates and potassium, are plant nutrients and trace elements applied generally to the soil to promote crop growth.

Dry, chemical fertiliser, which is hygroscopic and attracts moisture, can draw out moisture from the skin and cause burns. There are many instances of child labourers applying chemical fertilisers with their bare hand or using a spoon. Dry fertiliser can also cause irritation of the mouth, nose and eyes. Liquid fertilisers also need careful handling as these are in a highly concentrated form.

Fertiliser residues in water may also cause health problems for the general population. Nitrogen is a basic ingredient in artificial fertilisers. Resulting nitrate pollution is considered to be one of the most serious water quality problems in the world. The most certain health risk due to excess nitrate absorption is “blue baby syndrome”. Nitrates are reduced to nitrites in the body, and nitrite interferes with the blood’s ability to carry oxygen to the body tissues, resulting in a bluish colour of the baby’s skin. Elderly persons with breathing difficulties may also be affected. There is also speculation that nitrates may be possible cancer-causing agents due to the formation of substances known as nitrosamines in the stomach/guts of humans and animals.

Fire is a risk with all types of fertilisers with toxic fumes again being released. Fertilisers containing 90% ammonium nitrate present an explosive risk whilst those with 80-85% or less are capable of self-sustaining decomposition when stored in large heaps with toxic fumes being given off. Avoid overlarge heaps of

fertilisers and store away from other flammables such as straw, diesel etc.

Veterinary products

Veterinary products, often termed animal medicines, range in fact from powerful drugs to sheep dips, which in reality are pesticides. So the term 'medicine' can be misleading. Treat all veterinary products/medicines with caution. Certain veterinary drugs also need special storage to avoid human misuse. Equipment associated with administration of veterinary products includes syringes and needles, dosing guns, flutter valves, tail and ear tags etc. Safe storage of, and proper training in use and maintenance of much of this equipment is needed to minimise risks, such as avoiding needle stick injuries.

Commodity chemicals

Commodity chemicals often come in bulk containers and contain caustic or corrosive materials. Chemicals in this category include, for example, powerful disinfectants for use especially in livestock production, acids for straw and silage treatment, and acids and solvents used for cleaning glass, machinery etc. Fumes released when mixing products can be a special hazard, especially if they are being used in confined or enclosed spaces.

Dusts

Agricultural workers are exposed to a wide variety of animal and crop dusts, fibres, mists, fumes, gases and vapours, and micro-organisms which can cause respiratory and/or skin or eye problems. The health effects of dusts are dealt with in the next sub-section below on diseases.

Much of the dust that creates health problems is invisible to the naked eye. For example, minute particles of crop and livestock dust that penetrate into the deep lungs can be as small as 7-8 microns in diameter (a micron is one-thousandth of a millimeter). By way of comparison, the average width of a single strand of human hair is 100-150 microns.

Diseases (Biological hazards)

There are a wide range of diseases resulting from agricultural work. The type of diseases that child and adult agricultural workers are at risk from are governed by the:

- types of organisms they are exposed to
- geographical region in which they live – tropical, temperate etc
- general environment in which they work and live
- general health status of the individual
- degree of malnutrition

Occupational diseases are acute or chronic illnesses arising from the inhalation, absorption, ingestion of, or contact with, harmful materials or /organisms in the workplace and immediate environment. Diseases can be contracted through routine exposures such as contact with animals (a term which includes, insects, mites, parasites etc), animal carcasses, working in or near livestock houses and stabling areas, contaminated plant material and crop dusts, or contaminated water or soil.

Allergic respiratory diseases

In agriculture, respiratory diseases resulting from the development of allergic reactions to animal or crop dusts, that is, from dusts containing organic matter, are widespread. Plant material usually causes disease by inhalation of very fine vegetable dust into the respiratory tract. Vegetable matter may itself contain biologically active compounds such as histamines and acetylcholine. In addition to vegetable matter, these dusts may contain biological contaminants such as bacteria or moulds, or even storage mites. Pesticide residues may also be present. Animal material such as feathers or wastes may also cause similar types of diseases to plant materials.

The two main allergic-type respiratory caused by occupational exposure to organic dust particles are *occupational asthma* and *extrinsic allergic alveolitis*. In the case of both asthma and alveolitis, once an individual has been sensitised to a particular allergen, specific cellular changes occur so that, after a period of latency, further contact results in an acute allergic

reaction. Many allergic sensitisers have a gradual effect which appears only weeks or even years after exposure started (even in adulthood in the case of child labourers). Avoiding serious damage to health means removing the sensitised person from further exposure to the allergen. If exposure is allowed to continue, the respiratory symptoms will become progressively worse and may result in chronic lung disease, and may even become life-threatening.

Skin diseases

The most common type of agriculture-related skin disease is irritant contact dermatitis. Acute contact dermatitis is characterised by skin reddening (erythema), swelling (oedema), pimples (papules), vesicles or blisters. It is especially localised on the hands, wrists and forearms. The chronic form can have deep fissures, thickening and hardening of the skin (lichenification), and severe dryness (xerosis). It can be incapacitating and even irreversible.

Irritant contact dermatitis can be caused by crop dust, vegetable and bulb plants, animal feeds, plus substances such as pesticides, motor/machinery oil and grease, degreasing solvents etc. associated with farm work.

Allergic contact dermatitis is a reaction to exposures to sensitisers in certain flowers produced in ornamental floriculture; chrome contained in rubber boots or gloves; veterinary antibiotics; pesticides; disinfectants and soaps. In vegetable production, for example, artichoke, brussels sprouts, cabbage, celery, chicory, chive, endive, garlic, horseradish, leek, lettuce, okra, onion, parsley and parsnip have been reported to contain vegetable allergens and to sensitise vegetable workers.

Other skin diseases include photo-contact, sun-induced, heat-induced, arthropod-induced dermatoses (arthropods are insect-type creature, e.g. mites). Certain photosensitive substances, such as mineral oils and greases and antibiotics, can produce acute inflammatory cutaneous lesions (including acne) when exposed to the sun. Dry, chemical fertiliser can draw out moisture from the skin and cause burns.

Fungal infections may be directly contracted from infected animals or developed in areas of skin maceration. This maceration results from humidity and heat, contact with sugar from fruit, and excessive perspiration due to the use of waterproof clothing such as rubber boots and gloves. Such lesions are often difficult to treat, take long to cure and are contagious.

Bites, scratches, stings and thorn punctures can also damage the skin, and may also be ways of disease getting into the body. These abrasions/wounds can become infected if not cared for and treated. They increase the likelihood exposure to diseases such as tetanus which can only enter the body through a wound or cut through.

The skin can also be a medium for absorbing harmful substances into the body. Tobacco harvesters can suffer from green tobacco sickness when working with damp tobacco leaves. Water from rain or dew on the tobacco leaves probably dissolves nicotine – an acute poison – facilitating its absorption through the skin. The symptoms are headache, pallor, nausea, vomiting and prostrations.

Diseases transmitted by animals to humans (zoonoses)

Diseases of animals that can pass naturally from animals to humans from contact with animals or animal products – the technical term for which is, “zoonoses” – are caused by a wide range of infectious micro-organisms such as bacteria, fungi, viruses, protozoa, and rickettsias. They also include diseases which are not directly transmissible between animals and humans but have a common, inanimate reservoir such as soil (paprozoonoses), an example of which is tetanus (which is contracted when wounds/cuts come into contact with tetanus-contaminated soil).

Livestock

Agricultural child labourers working with livestock are frequently injured by being bitten, butted, jostled, stamped on, gored, or trampled. Animals do not need to be aggressive to cause serious harm, or even kill, a child. The dangers of mature cattle and horses are obvious, but sheep and pigs have caused serious injury, often when apparently playful.

Child labourers herd farm animals, water them, and/or milk them. Draught animals such as horses, donkeys, mules and oxen are used for dragging or carrying loads. These types of animals have injured workers by biting or kicking.

Children in pastoral communities may spend many months as shepherds/herders in remote, isolated areas looking after the herds. Herders are one of the most widespread categories of child worker in Africa. One of their principal tasks is to water their animals. "When the well is deep (40 to 50 metres), water must be drawn up with the help of a team of animals. The child worker must lead the team to the end of the pumping track and then lead it back to the well often at a run. Assuming a well depth of 40 metres and a container averaging 30 litres, the child worker has to travel 27 kilometres back and forth in order to water a herd of 200 camels.

Venomous/Wild animals

In many parts of the world, in rural areas, there is constant danger from insects, reptiles and other animals. Hazards include being bitten by snakes or stung by spiders, scorpions, centipedes, hornets, wasps, bees, mites (acarids), and mosquitoes. In addition, child workers in tropical and sub-tropical areas, working in crops such as tobacco, are often exposed to bloodsucking creatures like leeches.

Psychosocial hazards

Child labour damages children's mental health. Because of their premature incorporation into the workforce, children often have to perform tasks which are unsuited to their physical and mental abilities and needs. Working children are more vulnerable than adult workers because of a combination of psychological and social reasons. Some children at work are under psychological stress. The motivation for them to start working and to retain the job is to contribute to the financial support of the family, which is a heavy responsibility at an early age. Children react differently from adults when exposed to similar hazards. For example, child workers may prefer to face a challenge rather than be considered weak by other children, and may therefore attempt tasks that present greater risks.

Violence including harassment

Violence is a workplace risk, and the prevention and control of violence are workplace issues. The term violence is used in its broadest sense to include all forms of aggressive or abusive behaviour that may cause physical or psychological harm or discomfort to its victims, whether they may be the intentional targets or innocent bystanders involved only impersonally or incidentally.

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

Drug addiction and agricultural child labour

Drug addiction among agricultural labourers linked to the strenuous nature of their work may be an under-recognised problem. For example, Khat is a natural stimulant from small tree native to East Africa and Southern Arabia. Khat leaves contain a number of chemicals among which are two controlled substances – cathinone and cathine – according to US law. Chewed in moderation, khat alleviates fatigue and reduces appetite. Compulsive use may result in manic behaviour with grandiose delusions or in a paranoid type of illness, sometimes accompanied by hallucinations. It is used in Arabia, the Congo, Ethiopia, Kenya, Malawi, Tanzania, South Africa, Uganda, Zambia and Zimbabwe, and it has been brought into the USA and other countries for use by emigrants from the source countries. IPEC reports have shown child labour to be involved in khat production, and there is evidence that many of these children also become users.

Poor sanitation and hygiene

A lack of clean drinking water, hand washing facilities, and toilets, especially when working in the fields, presents another hazard to agricultural workers. Both adult and child labourers are at high risk of infectious diseases, dermatitis, urinary tract infections, respiratory illnesses, eye disease, and other illnesses, and the spread of parasites is also encouraged. In addition, because there is a lack of day-care services for children in rural areas, parents often bring their infants and young children with them to the fields and they too are exposed to poor sanitation and hygiene. Lack of washed, clean clothing is often also an important problem.

Substandard housing

Because many agricultural workers live where they work, their lives and occupations are inseparable. There is a close link between housing, worker well-being and productivity.

Housing of agricultural workers is characterised by inadequate and overcrowded installations, no heating, poor ventilation, deficient sanitary facilities and non-potable drinking water, which enhance the spread of communicable diseases such as upper respiratory tract infections, influenza and tuberculosis. Living conditions on many farms and plantations, or labour camps, remain inhuman, with workers living in tents, makeshift plastic huts/shacks or hostels for long periods. Poor housing may also be a factor in contributing to the spread of HIV/AIDS. In Asia, in tea plantations, it has been noted that the housing is generally substandard.

Another aspect of life for migrant (or individual) farm worker children is substandard, overcrowded labour camps, makeshift housing of cardboard, plastic or wood, or no housing at all.

Lack of child care facilities

Child labour is also a child care issue. Parents bring their children to the fields because day care in rural areas either not available or little accessible or affordable. Thus infants, toddlers, and young children are exposed to the same workplace hazards as their parents.

HIV/AIDS

AIDS (Acquired Immuno Deficiency Syndrome) is a disease caused by destruction of the immune system by a virus called HIV (human immunodeficiency virus). As the disease hits at the most productive age groups generally, most of the 40 million people infected with HIV, are in the prime of their working lives. At least 25 million of those infected with HIV are workers aged 15 to 49. The effects are momentous – on workers and their families, enterprises, and national and regional economies. The impacts on rural populations, their livelihoods, their farming systems, and food security have been especially severe.

There are an estimated 14 million children, under the age of 15, orphaned by AIDS, 95 per cent of them in Africa. By 2010 it is estimated there could be as many as 35 million. Little effort though has been made to correlate rises in child labour and HIV/AIDS in developing countries.⁴ A series of IPEC rapid assessment studies in Africa suggests that HIV/AIDS is among the major causes of child labour in that region.

Poor housing and living conditions play an important part in transmission of the disease. A family or group of families may share one room and in certain instances spouses are not allowed to live together on the undertaking. Seasonal labour migration results in a high concentration of men living in labour camps without their families. All these practices coupled with poor working conditions and low wages have accelerated the spread of the disease among the workers. Access to information and health services is poor and people are unlikely to know how to protect themselves from infection.

⁴ Rapid assessments by UNICEF and the ILO, as well as qualitative studies from the World Bank, have been conducted on the topic or closely related areas recently, and may shed light on this new area of study.

Child labourers are often at direct risk of infection. Through their vulnerability to sexual exploitation/harassment they can fuel the spread of the disease. Poor conditions of work and low wages have driven many workers into behavioural patterns that increase the risk of infection and transmission of the disease such as involvement in commercial sex, sexual favours etc.

The consequences for children and child labour include:

- When an adult in a family becomes ill with AIDS-related illnesses, children, especially girls, are likely to have to take on more household tasks, or seek income generating work, to make up for lost income, and to help pay for medical expenses. It is probable that a child or children in the household will have to leave school
- A parent dying of the disease, especially the “breadwinner”, increases pressure in children in the household to work
- Child-headed households – where both parents have died as a result of AIDS and the child is acting as head of the household and looking after her/his brothers and sisters
- AIDS orphans with no family who live and work on farms/plantations as their sole means of survival;
- The AIDS epidemic forces many children out of school and into child labour

Malnutrition/Poverty

Malnutrition is the largest contributor to disease in the world. Malnutrition is directly or indirectly associated with 50 per cent of all child mortality. Childhood and maternal underweight alone are responsible for 138 million disability adjusted life years (DALYs) lost or 9.5 per cent of the global burden of disease.

Malnutrition weakens resistance to infections. Another consequence may be stunting – small physical size in relation to age – in rural child workers. Stunting is a process that begins in infancy and is a result of the dual impact of under-nutrition and infection. A study on farm workers highlights the problem, “Farm work in South Africa is remarkable for the closed nature of the sector. Farm workers tend to move from one farm to the

next but stay within the same social stratum. Relatively few children of farm workers manage to leave the sector, precisely because of the inadequate educational infrastructure in rural farming areas, and poor social circumstances, manifested in levels of childhood stunting of the order of 30 per cent.”

Malnutrition reduces mental capacity. Malnourished children are less likely to enrol in school, or more likely to enrol later. Currently, hunger and malnutrition reduce school performance. Better-nourished girls are more likely to stay in school and to have more control over future choices.

Malnutrition, hot and humid weather, and endemic diseases are all contributing factors to the capabilities and performance of agricultural workers.

Malnutrition is also part of the cycle of poverty, escape from which is extremely difficult. There is evidence that chronically undernourished farm children grow up to become chronically undernourished adult farm workers.

BOOK 3: SECTION 2

ILO AND IPEC

International Labour Organisation (ILO)

The International Labour Organisation (ILO) is the United Nations (UN) specialised agency which seeks the promotion of social justice and internationally recognised human and labour rights. The ILO formulates international labour standards in the form of Conventions and Recommendations setting minimum standards of basic labour rights: freedom of association, the right to organise, collective bargaining, abolition of forced labour, equality of opportunity and treatment, *elimination of child labour* and other standards regulating conditions across the entire spectrum of work related issues. It also provides technical assistance in numerous fields.

The ILO also promotes the development of independent employers' and workers' organisations and provides training and advisory services to those organisations. Within the UN system, the ILO has a unique tripartite structure with workers and employers participating as equal partners with governments in the work of its governing organs.

IPEC

The International Programme on the Elimination of Child Labour (IPEC) is a technical cooperation programme of the International Labour Organisation (ILO). IPEC aims to progressively eliminate child labour worldwide, emphasising the eradication the worst forms of child labour as a priority. Worst forms of child labour include slavery, forced labour, trafficking, debt bondage, serfdom, prostitution, pornography, and hazardous work.

IPEC works to achieve the phased elimination of child labour by strengthening national capacities to address the problem and by promoting a worldwide movement to combat it. IPEC collaborating agencies in a country include the ministries of labour, employers' and workers' organisations, as well as other concerned partners in the public and private sectors.

The policy framework for IPEC is based on the Declaration on Fundamental Principles and Rights at Work, adopted in 1998, along with the Minimum Age Convention No.138 (1973) abolishing child labour and Convention No.182 (1999) Eliminating and Prohibiting the Worst Forms of Child Labour.

IPEC action on child labour

Since it began its operations in 1992, IPEC has worked to achieve its aims in several ways:

- through country-based programmes which promote policy reform
- building institutional capacity and putting in place concrete measures to end child labour
- awareness raising and mobilisation intended to change social attitudes and promote ratification and effective implementation of child labour Conventions

These efforts have resulted in hundreds of thousands of children being withdrawn from work and rehabilitated or prevented from entering the workforce.

IPEC's worldwide experience shows that as child labour is a complex problem, action to combat it must be holistic and multifaceted in approach so as to result in positive and sustained impact. Undertaking isolated measures has value in that it enables IPEC and its partners to test and demonstrate strategies. However, impact is best achieved through a whole array of interconnected and critical sets of action. It is not sufficient merely to have a programme that withdraws children from work or that rescues them from situations of the worst forms of child labour. It is imperative that these children are provided with viable developmental opportunities, including education and training, so that they do not return to the same kind of work or enter other, possibly worse, forms of child

labour. It is equally important that credible and cost-effective systems be put in place to ensure that “new” children do not replace those withdrawn from the workplace.

IPEC's gradual shift in its emphasis from being primarily a deliverer of operational programmes to a catalyst, facilitator and advocate for the child labour cause is expected to continue and intensify.⁵ IPEC programmes reflect the fact that the causes of child labour are generally several and varied and so its solutions would need to come from many groups and perspectives. With this premise, the programmes work at the level of the children, their families, communities, the employers and adult workers, the government and society in general.

⁵ A Future Without Child Labour, ILO, Geneva, May 2002 p117

BOOK 3: SECTION 3

KEY TEXT FROM ILO CONVENTIONS

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

C138: Minimum Age Convention 1973

Key Articles

Article 1

Each Member for which this Convention is in force undertakes to pursue a national policy designed to ensure the effective abolition of child labour and to raise progressively the minimum age for admission to employment or work to a level consistent with the fullest physical and mental development of young persons.

Article 2

1. Each Member which ratifies this Convention shall specify, in a declaration appended to its ratification, a minimum age for admission to employment or work within its territory and on means of transport registered in its territory; subject to Articles 4 to 8 of this Convention, no one under that age shall be admitted to employment or work in any occupation.

2. Each Member which has ratified this Convention may subsequently notify the Director-General of the International Labour Office, by further declarations, that it specifies a minimum age higher than that previously specified.

3. The minimum age specified in pursuance of paragraph 1 of this Article shall not be less than the age of completion of compulsory schooling and, in any case, shall not be less than 15 years.

4. Notwithstanding the provisions of paragraph 3 of this Article, a Member whose economy and educational facilities are insufficiently developed may, after consultation with the organisations of employers and workers concerned, where such exist, initially specify a minimum age of 14 years.

5. Each Member which has specified a minimum age of 14 years in pursuance of the provisions of the preceding paragraph shall include in its reports on the application of this Convention submitted under article 22 of the Constitution of the International Labour Organisation a statement—

(a) that its reason for doing so subsists; or

(b) that it renounces its right to avail itself of the provisions in question as from a stated date.

Article 3

1. The minimum age for admission to any type of employment or work which by its nature or the circumstances in which it is carried out is likely to jeopardise the health, safety or morals of young persons shall not be less than 18 years.

2. The types of employment or work to which paragraph 1 of this Article applies shall be determined by national laws or regulations or by the competent authority, after consultation with the organisations of employers and workers concerned, where such exist.

3. Notwithstanding the provisions of paragraph 1 of this Article, national laws or regulations or the competent authority may, after consultation with the organisations of employers and workers concerned, where such exist, authorise employment or work as from the age of 16 years on condition that the health, safety and morals of the young persons concerned are fully protected and that the young persons have received adequate specific instruction or vocational training in the relevant branch of activity.

Article 4

1. In so far as necessary, the competent authority, after consultation with the organisations of employers and workers concerned, where such exist, may exclude from the application of this Convention limited categories of employment or work in respect of which special and substantial problems of application arise.

2. Each Member which ratifies this Convention shall list in its first report on the application of the Convention submitted under article 22 of the Constitution of the International Labour Organisation any categories which may have been excluded in pursuance of paragraph 1 of this Article, giving the reasons for such exclusion, and shall state in subsequent reports the position of its law and practice in respect of the categories excluded and the extent to which effect has been given or is proposed to be given to the Convention in respect of such categories.

3. Employment or work covered by Article 3 of this Convention shall not be excluded from the application of the Convention in pursuance of this Article.

Article 5

1. A Member whose economy and administrative facilities are insufficiently developed may, after consultation with the organisations of employers and workers concerned, where such exist, initially limit the scope of application of this Convention.

2. Each Member which avails itself of the provisions of paragraph 1 of this Article shall specify, in a declaration appended to its ratification, the branches of economic activity or types of undertakings to which it will apply the provisions of the Convention.

3. The provisions of the Convention shall be applicable as a minimum to the following: mining and quarrying; manufacturing; construction; electricity, gas and water; sanitary services; transport, storage and communication; and plantations and other agricultural undertakings mainly producing for commercial purposes, but excluding family and small-scale holdings producing for local consumption and not regularly employing hired workers.

4. Any Member which has limited the scope of application of this Convention in pursuance of this Article—

(a) shall indicate in its reports under Article 22 of the Constitution of the International Labour Organisation the general position as regards the employment or work of young persons and children in the branches of activity which are excluded from the scope of application of this Convention and any progress which may have been made towards wider application of the provisions of the Convention;

(b) may at any time formally extend the scope of application by a declaration addressed to the Director-General of the International Labour Office.

Article 6

This Convention does not apply to work done by children and young persons in schools for general, vocational or technical education or in other training institutions, or to work done by persons at least 14 years of age in undertakings, where such work is carried out in accordance with conditions prescribed by the competent authority, after consultation with the organisations of employers and workers concerned, where such exist, and is an integral part of—

(a) a course of education or training for which a school or training institution is primarily responsible;

(b) a programme of training mainly or entirely in an undertaking, which programme has been approved by the competent authority; or

(c) a programme of guidance or orientation designed to facilitate the choice of an occupation or of a line of training.

Article 7

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.

2. National laws or regulations may also permit the employment or work of persons who are at least 15 years of age but have not yet completed their compulsory schooling on work which meets the requirements set forth in sub-paragraphs (a) and (b) of paragraph 1 of this Article.

3. The competent authority shall determine the activities in which employment or work may be permitted under paragraphs 1 and 2 of this Article and shall prescribe the number of hours during which and the conditions in which such employment or work may be undertaken.

4. Notwithstanding the provisions of paragraphs 1 and 2 of this Article, a Member which has availed itself of the provisions of paragraph 4 of Article 2 may, for as long as it continues to do so, substitute the ages 12 and 14 for the ages 13 and 15 in paragraph 1 and the age 14 for the age 15 in paragraph 2 of this Article.

Article 8

1. After consultation with the organisations of employers and workers concerned, where such exist, the competent authority may, by permits granted in individual cases, allow exceptions to the prohibition of employment or work provided for in Article 2 of this Convention, for such purposes as participation in artistic performances.

2. Permits so granted shall limit the number of hours during which and prescribe the conditions in which employment or work is allowed.

Article 9

1. All necessary measures, including the provision of appropriate penalties, shall be taken by the competent authority to ensure the effective enforcement of the provisions of this Convention.

2. National laws or regulations or the competent authority shall define the persons responsible for compliance with the provisions giving effect to the Convention.

3. National laws or regulations or the competent authority shall prescribe the registers or other documents which shall be kept and made available by the employer; such registers or documents shall contain the names and ages or dates of birth, duly certified wherever possible, of persons whom he employs or who work for him and who are less than 18 years of age.

C182: Worst Forms of Child Labour Convention 1999

Key Articles

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.

Article 2

For the purposes of this Convention, the term *child* shall apply to all persons under the age of 18.

Article 3

For the purposes of this Convention, the term *the worst forms of child labour* 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.

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.

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, taking into consideration the views of other concerned groups as appropriate.

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.
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.
3. Each Member shall designate the competent authority responsible for the implementation of the provisions giving effect to this Convention.

Article 8

Members shall take appropriate steps to assist one another in giving effect to the provisions of this Convention through enhanced international cooperation and/or assistance including support for social and economic development, poverty eradication programmes and universal education.

C184: Safety and Health in Agriculture Convention 2001

Key Articles

Article 1

For the purpose of this Convention the term *agriculture* covers agricultural and forestry activities carried out in agricultural undertakings including crop production, forestry activities, animal husbandry and insect raising, the primary processing of agricultural and animal products by or on behalf of the operator of the undertaking as well as the use and maintenance of machinery, equipment, appliances, tools, and agricultural installations, including any process, storage, operation or transportation in an agricultural undertaking, which are directly related to agricultural production.

Article 2

For the purpose of this Convention the term *agriculture* does not cover:

- (a) subsistence farming;
- (b) industrial processes that use agricultural products as raw material and the related services; and
- (c) the industrial exploitation of forests.

Article 3

1. The competent authority of a Member which ratifies the Convention, after consulting the representative organizations of employers and workers concerned:

- (a) may exclude certain agricultural undertakings or limited categories of workers from the application of this Convention or certain provisions thereof, when special problems of a substantial nature arise; and

(b) shall, in the case of such exclusions, make plans to cover progressively all undertakings and all categories of workers.

2. Each Member shall list, in the first report on the application of the Convention submitted under article 22 of the Constitution of the International Labour Organization, any exclusions made in pursuance of paragraph 1(a) of this Article giving the reasons for such exclusion. In subsequent reports, it shall describe the measures taken with a view to extending progressively the provisions of the Convention to the workers concerned.

II. GENERAL PROVISIONS

Article 4

1. In the light of national conditions and practice and after consulting the representative organizations of employers and workers concerned, Members shall formulate, carry out and periodically review a coherent national policy on safety and health in agriculture. This policy shall have the aim of preventing accidents and injury to health arising out of, linked with, or occurring in the course of work, by eliminating, minimizing or controlling hazards in the agricultural working environment.

2. To this end, national laws and regulations shall:

(a) designate the competent authority responsible for the implementation of the policy and for the enforcement of national laws and regulations on occupational safety and health in agriculture;

(b) specify the rights and duties of employers and workers with respect to occupational safety and health in agriculture; and

(c) establish mechanisms of inter-sectoral coordination among relevant authorities and bodies for the agricultural sector and define their functions and responsibilities, taking into account their complementarity and national conditions and practices.

3. The designated competent authority shall provide for corrective measures and appropriate penalties in accordance with national laws and regulations, including, where appropriate, the suspension or restriction of those agricultural activities which pose an imminent risk to the safety and health of workers, until the conditions giving rise to the suspension or restriction have been corrected.

Article 5

1. Members shall ensure that an adequate and appropriate system of inspection for agricultural workplaces is in place and is provided with adequate means.

2. In accordance with national legislation, the competent authority may entrust certain inspection functions at the regional or local level, on an auxiliary basis, to appropriate government services, public institutions, or private institutions under government control, or may associate these services or institutions with the exercise of such functions.

III. PREVENTIVE AND PROTECTIVE MEASURES

GENERAL

Article 6

1. In so far as is compatible with national laws and regulations, the employer shall have a duty to ensure the safety and health of workers in every aspect related to the work.

2. National laws and regulations or the competent authority shall provide that whenever in an agricultural workplace two or more employers undertake activities, or whenever one or more employers and one or more self-employed persons undertake activities, they shall cooperate in applying the safety and health requirements. Where appropriate, the competent authority shall prescribe general procedures for this collaboration.

Article 7

In order to comply with the national policy referred to in Article 4 of the Convention, national laws and regulations or the competent authority shall provide, taking into account the size of the undertaking and the nature of its activity, that the employer shall:

- (a) carry out appropriate risk assessments in relation to the safety and health of workers and, on the basis of these results, adopt preventive and protective measures to ensure that under all conditions of their intended use, all agricultural activities, workplaces, machinery, equipment, chemicals, tools and processes under the control of the employer are safe and comply with prescribed safety and health standards;
- (b) ensure that adequate and appropriate training and comprehensible instructions on safety and health and any necessary guidance or supervision are provided to workers in agriculture, including information on the hazards and risks associated with their work and the action to be taken for their protection, taking into account their level of education and differences in language; and
- (c) take immediate steps to stop any operation where there is an imminent and serious danger to safety and health and to evacuate workers as appropriate.

Article 8

1. Workers in agriculture shall have the right:
 - (a) to be informed and consulted on safety and health matters including risks from new technologies;
 - (b) to participate in the application and review of safety and health measures and, in accordance with national law and practice, to select safety and health representatives and representatives in safety and health committees; and
 - (c) to remove themselves from danger resulting from their work activity when they have reasonable justification to believe there is an imminent and serious risk to their safety and health and so inform their supervisor immediately. They shall not be placed at any disadvantage as a result of these actions.

2. Workers in agriculture and their representatives shall have the duty to comply with the prescribed safety and health measures and to cooperate with employers in order for the latter to comply with their own duties and responsibilities.
3. The procedures for the exercise of the rights and duties referred to in paragraphs 1 and 2 shall be established by national laws and regulations, the competent authority, collective agreements or other appropriate means.
4. Where the provisions of this Convention are implemented as provided for by paragraph 3, there shall be prior consultation with the representative organizations of employers and workers concerned.

MACHINERY SAFETY AND ERGONOMICS

Article 9

1. National laws and regulations or the competent authority shall prescribe that machinery, equipment, including personal protective equipment, appliances and hand tools used in agriculture comply with national or other recognized safety and health standards and be appropriately installed, maintained and safeguarded.
2. The competent authority shall take measures to ensure that manufacturers, importers and suppliers comply with the standards referred to in paragraph 1 and provide adequate and appropriate information, including hazard warning signs, in the official language or languages of the user country, to the users and, on request, to the competent authority.
3. Employers shall ensure that workers receive and understand the safety and health information supplied by manufacturers, importers and suppliers.

Article 10

National laws and regulations shall prescribe that agricultural machinery and equipment shall:

- (a) only be used for work for which they are designed, unless a use outside of the initial design purpose has been assessed as safe in accordance with national law and practice and, in particular, shall not be used for human transportation, unless designed or adapted so as to carry persons; and
- (b) be operated by trained and competent persons, in accordance with national law and practice.

HANDLING AND TRANSPORT OF MATERIALS

Article 11

1. The competent authority, after consulting the representative organizations of employers and workers concerned, shall establish safety and health requirements for the handling and transport of materials, particularly on manual handling. Such requirements shall be based on risk assessment, technical standards and medical opinion, taking account of all the relevant conditions under which the work is performed in accordance with national law and practice.
2. Workers shall not be required or permitted to engage in the manual handling or transport of a load which by reason of its weight or nature is likely to jeopardize their safety or health.

SOUND MANAGEMENT OF CHEMICALS

Article 12

The competent authority shall take measures, in accordance with national law and practice, to ensure that:

- (a) there is an appropriate national system or any other system approved by the competent authority establishing specific criteria for the importation, classification, packaging and labelling of chemicals used in agriculture and for their banning or restriction;
- (b) those who produce, import, provide, sell, transfer, store or dispose of chemicals used in agriculture comply with national or other recognized safety and health standards, and provide adequate and appropriate information to the users in the appropriate official language or languages of the country and, on request, to the competent authority; and

(c) there is a suitable system for the safe collection, recycling and disposal of chemical waste, obsolete chemicals and empty containers of chemicals so as to avoid their use for other purposes and to eliminate or minimize the risks to safety and health and to the environment.

Article 13

1. National laws and regulations or the competent authority shall ensure that there are preventive and protective measures for the use of chemicals and handling of chemical waste at the level of the undertaking.

2. These measures shall cover, inter alia:

(a) the preparation, handling, application, storage and transportation of chemicals;

(b) agricultural activities leading to the dispersion of chemicals;

(c) the maintenance, repair and cleaning of equipment and containers for chemicals; and

(d) the disposal of empty containers and the treatment and disposal of chemical waste and obsolete chemicals.

ANIMAL HANDLING AND PROTECTION AGAINST BIOLOGICAL RISKS

Article 14

National laws and regulations shall ensure that risks such as those of infection, allergy or poisoning are prevented or kept to a minimum when biological agents are handled, and activities involving animals, livestock and stabling areas, comply with national or other recognized health and safety standards.

AGRICULTURAL INSTALLATIONS

Article 15

The construction, maintenance and repairing of agricultural installations shall be in conformity with national laws, regulations and safety and health requirements.

IV. OTHER PROVISIONS

YOUNG WORKERS AND HAZARDOUS WORK

Article 16

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.
2. The types of employment or work to which paragraph 1 applies shall be determined by national laws and regulations or by the competent authority, after consultation with the representative organizations of employers and workers concerned.
3. Notwithstanding paragraph 1, national laws or regulations or the competent authority may, after consultation with the representative organizations of employers and workers concerned, authorize the performance of work referred to in that paragraph 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.

TEMPORARY AND SEASONAL WORKERS

Article 17

Measures shall be taken to ensure that temporary and seasonal workers receive the same safety and health protection as that accorded to comparable permanent workers in agriculture.

WOMEN WORKERS

Article 18

Measures shall be taken to ensure that the special needs of women agricultural workers are taken into account in relation to pregnancy, breastfeeding and reproductive health.

WELFARE AND ACCOMMODATION FACILITIES

Article 19

National laws and regulations or the competent authority shall prescribe, after consultation with the representative organizations of employers and workers concerned:

- (a) the provision of adequate welfare facilities at no cost to the worker; and
- (b) the minimum accommodation standards for workers who are required by the nature of the work to live temporarily or permanently in the undertaking.

WORKING TIME ARRANGEMENTS

Article 20

Hours of work, night work and rest periods for workers in agriculture shall be in accordance with national laws and regulations or collective agreements.

COVERAGE AGAINST OCCUPATIONAL INJURIES AND DISEASES

Article 21

1. In accordance with national law and practice, workers in agriculture shall be covered by an insurance or social security scheme against fatal and non-fatal occupational injuries and diseases, as well as against invalidity and other work-related health risks, providing coverage at least equivalent to that enjoyed by workers in other sectors.
2. Such schemes may either be part of a national scheme or take any other appropriate form consistent with national law and practice.

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