



**Federation of
Uganda Employers**
The Voice of Employers



International
Labour
Organization

A TRAINING HANDBOOK FOR EMPLOYERS ON CHILD LABOUR



FEDERATION OF UGANDA EMPLOYERS

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Foreword

The training manual on child labour in Uganda especially in the coffee and tea supply chain fulfils the emerging need for quality training material for leaders/managers in the industry to quicken the elimination of child labour. The manual was developed after a comprehensive child labour training need assessment in the coffee and tea supply chain.

The interaction with key decision makers and managers within the coffee and tea supply chain revealed knowledge gaps in the areas of; Psycho social counselling, child labour concept facts: the global situation of child labour; International and national laws, child labour laws in Uganda, Coordination and enforcement of laws on the worst form of child labour, Government policies on the worst form of child labour and hazards and risks in the tea and coffee supply chain. It is envisaged that knowledge of the managers in these topics will move along way in eliminating child labour. ILO further hopes that the manual will be helpful to create an understanding of and develop skills of managers in these topics.

It is our hope that this manual and handbook, and the associated training course will benefit children involve in child labour and will help them change their present situation in a positive and lasting way. FUE further hopes that the manual and the handbook will be helpful in empowering managers in the management and elimination of child labour in Uganda.


A handwritten signature in blue ink, appearing to read 'OPIO DOUGLAS', is positioned above a horizontal line of small, evenly spaced dots.

OPIO DOUGLAS
EXECUTIVE DIRECTOR
FEDERATION OF UGANDA EMPLOYERS

Acknowledgement

The success of producing this training manual is attributed to the work of a few individuals who shared a deep belief in this initiative and provided information and guidance in the development of this book. Whereas we have tried to mention everyone by name, this list might not be exhaustive as there are many individuals who indirectly supported us in one way or another. To begin with, we would like to thank the following people who served as guides and provided information that highlighted the key areas of training:

Harriet	FUE
Resty	FUE
Ruth	FUE
Stephen	FUE

We would like to thank particularly the International Labour Office, Geneva for the financial and technical supported provided to do this work. We also recognize the guidance and contribution of different District labour and production officers in Mbale and Hoima.



PURPOSE OF THE FACILITATOR'S GUIDE

As a conscious approach to personalize the communication, the guide addresses the Facilitator in the first person. This approach makes communication direct and engages the Facilitator in a dialogue with the guide. This guide is not meant to be a blow-by-blow tool on every detail of the training activity. Instead, it is meant as a guide to ensure that important considerations that must be made by the facilitator are kept in mind in preparing for training, in the training itself, and in the review of the progress of training. Any tool is as good as the person in whose hands it is. It is proposed that facilitators take time to familiarize themselves with the contents of the training manual and the training guide. This will ensure that the participants get the best of the facilitators' expertise, experience and knowledge. The guide does not attempt to suggest levels of readiness for the facilitator.

Facilitators should use their own style to ensure complete comfort with the materials and the program. Where it is appropriate to introduce anecdotes to assist understanding and improve interaction at any point in the process, this should be done. It however cannot be done without sufficient preparation; regard being had especially to its appropriateness at the chosen time. The guide does not provide assistance in this regard. In the same vein, facilitators should draw as much as possible from their own experience to make the interaction with the participants as exciting as possible. The facilitator should try more creative ways of interaction rather than mimic what they have previously been exposed to which originated with someone else. In this manner, they could make the learning a new and unique experience for both themselves and the participants.

SUGGESTIONS TO THE TRAINER ON HOW TO FACILITATE EACH ONE OF THESE MODULES

It is important that you read through the introduction so you understand fully how the modules are structured. Introducing a session · The manual has been broken down into seven modules.

The number of participants in each one of the groups should be between 25 and 30. The discussion groups could then be between 4 and 6. Remember again that if you have fewer groups reporting back after discussions, you have more time for interaction with the participants. On the other hand, if you have smaller groups, they are more intimate and more people have a chance of giving input.

Introduce yourself to the participants at the beginning of the session.

Welcome the participants

Allow each participant to introduce themselves or pair them and give them some time to get to know each other within each pair.

Thereafter, let them introduce each other to the whole group. In the case where they have gone through training together as a group, and they know one another well, you might not need to go through this exercise.

Establish ground rules and put them up for the rest of the session and add to them if necessary · Explain logistics and how workshop will be run.

Ask participants to state their EXPECTATIONS. Write these, and display them on a flipchart

Display workshop OBJECTIVES on a flipchart or transparency

Clarify what the workshop will cover and what it will not cover by comparing both expectations and objectives.

Each module provides a number of activities, sometimes more than can be covered in a single session. You should examine each one of the activities and decide on those that you will use in the session because some modules are longer than others.

It is your choice to use an ice-breaker at the beginning as a way of establishing some relationship and rapport, and of relaxing your participants.

Pre-Assessment

To assist learning, it is important to determine the level of readiness of the trainees for the training program. This can be done through a pre-assessment exercise which could include things like their knowledge of the subject, their experience, their levels of education as well as their expectations.

Situation Dictates

Participants are advised to remain sensitive to the situation they interact with. This is important in order to make observe what the situation requires in each case and to then respond accordingly. This is something that comes with experience as facilitators take leadership in more and more interaction opportunities.

Duration of each Module

The modules are designed such that every module is completed in two hours. It is important that you prepare in advance, so you know which aspects can be covered in two hours. Some modules will tend to have more information than others and the facilitator might suggest that participants read aspects at home.

Group Participation

It is important that the whole process of training be interactive and that your participants are actively engaged in the training. Avoid teaching participants. This will ensure that they remember and learn to apply what they have learnt. Active involvement will also ensure that they do not get bored. Remember an important principle: adults learn by doing.

Group Assignment

In order to make the workshop more interactive, it is suggested that different methods of dividing the group be found. A suggested plan is included to make it possible to divide the same group in various ways, and avoid having the same participants landing in the same discussion groups each time group activities are required. In addition to using

this manner of dividing the groups, it is advisable that a different group leader, scribe and reporting person are selected by the different groups each time, in order to give everyone an opportunity to play a different role.

Assessment Tools

Assessing each module will help the facilitator in establishing the extent to which the participants understood the contents of the module. To assist you, Assessment tools have been designed for each module, and are attached as Annexures 1 to 7. However, you are free to either use these tools or design your own. As already stated earlier you are at liberty to use your own experience to enrich the whole process. If participants fail to complete these, request that they submit them the next day if you train for more than a day.

MODULE 1: FRAMEWORK OF COUNSELLING

Specific objectives:

At the end of the module, participants will be able to:

- Understand the basic principles that are vital in understanding counselling as a psychological intervention for CEDC.
- Discuss psychosocial theory of behavior and its relevance to understanding the situations of CEDC.
- Understand the reasons, principles, process, and approach to counselling.
- Understand the counsellor's role and relate to it as a future counsellor.
- Understand the skills and approach from a cultural perspective.

Methodology:

- Self reflection
- Sharing
- Brainstorm
- Lecture

What is counselling?

Objectives

At the end of the session, the participants are expected to:

- Define counselling intervention and its objectives
- Differentiate between what is counselling and what is not counselling

Counselling is a planned intervention between the child/victim and counsellor/helper to assist the child to alter, improve, or resolve his/her present behaviour, difficulty, or discomforts. It is a process of helping the child to discover the coping mechanisms that he/she found useful in the past, how they can be used or modified for the present situation, and how to develop new coping mechanisms.

Counselling is about strengthening the ability of the child to solve problems and make decisions and is different from giving advice. You, the counsellor, are generally not an advisor or person of authority in the counselling relationship. The process involves a mutual responsibility between you and the child.

Counselling enables the child to discuss feelings and worries freely without cultural, gender, and social discrimination. Counselling should reduce these disturbing conditions. By talking to you, the child can express worries, release tension, and share feelings of suffering. Talking in detail about problems often has a clarifying effect for the person and through this; strategies for change can be explored.

Opposite of Counselling

- Ordering, commanding, and pressuring
- Warning and threatening
- Giving advice or providing solutions (when this is not necessary)
- Moralizing and labelling
- Disagreeing, judging, and criticizing
- Instruction and evaluation
- Arguing
- Openly showing disbelief
- Lack of interest or not responding
- Educating (when not appropriate)

Why Counselling?

Objectives

At the end of session, the participants are expected to:

- Have an idea about the problems of Children in the Coffee and tea supply chain
- Relate the problems of children to counselling.
 - Counselling is often an effective way of dealing with psychosocial and emotional problems of children in especially difficult circumstances. Anyone (with training) can do it, as long as you have the right attitude and skills.
 - Behaviour is often an open expression of feelings. In order to change problematic behaviour, counselling requires dealing with feelings.
 - Psychological health is an important part of child survival, protection, and general development.
 - Children have the right to have a childhood that is as problem- free as is possible. It should also be the adult's responsibility to care for and guide the child, and help him/her cope with any difficult situation.
 - Legal basis; Convention of the Rights of Children.
 - Helping children in especially difficult circumstances requires many different approaches. Food and shelter are essential but may not be sufficient if the child has to deal with trauma. Counselling focuses on the child's feelings, thoughts, and ideas that are essential too.

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- Counselling encourages and assists the child to find a solution for his/her problem/situation.

The Psycho Social Approach

- The psychosocial approach is an intervention, which looks at the child and his/her problem in relation to his/her environment. The (Social) environment includes society, family, school, and peers.
- The Psycho- (logical) part is concerned with mental processes such as feelings, thoughts, behavior, and motives.
- The child's problem situation is then analyzed and understood from his/her psychological, social, and cultural perspective.
- The child's internal capacities and social and cultural resources influence solutions and change.

"The way the child defines the problems determines the intervention to be used. Sometimes we tend to focus only on the person and the event or critical situation. We forget to look at the feelings and the behavior of the child and the expectations of the environment."

Components of Psycho Social Approach

a) Critical Events/Stress/Situation:

These refer to certain events in a child's life that create a severe impact on his/her present condition. Events can also be happy situations; the child can use these conditions to cope with problems.

b) Feelings/behaviour:

Refers to the response of a person after an event such as happiness, sadness, loneliness, anger, problems with sleep, etc.

c) Coping Behaviour:

Refers to the manner in which a person deals with feelings or situations of discomfort.

d) Resources:

Refers to the external support system that a person uses in times of need/a crisis. Resources include family, friends, extended family, etc social resources, and can include cultural or spiritual resources (e.g. going to a temple).

The Context of Counselling

External factors influencing the child, its problems, and the counselling process

- Norms and values of the society
- Social environment – e.g. social agents of care
- Physical environment – e.g. presence of violence

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- Cultural context – e.g. traditional ways of healing, coping and support
 - Economic status – e.g. poverty
 - Political environment
 - Educational status
 - Health Status

The Counselling Process

Emotional support is essential throughout the entire process of counselling.

I) Identification of the child and or problem:

The type of intervention should be relevant to the problems presented and should be based on the criteria for intake such as, the expressed need for the intervention; emotional imbalance; psychosocial problems; disabled daily functioning due to such problems, etc.

II) Beginning the counselling process:

- Set the atmosphere/ build a rapport with the child
- Introduce yourself
- Explain counselling
- Ask for the child's expectations

III) Getting at the problem/Assessment:

- Explore and structure the problem
- Explore the positive qualities such as strengths of the child
- Understand the situation/problem
- Make decisions together to start the process
- Create mutual awareness about the problem

IV) Formulating goals for counselling/helping plans:

- Formulate the child's preferred outcomes
- Specify and explore these goals
- Prioritise which goal to start with
- Specify and explore goals
- Decide the relevance of the goals together

I) Implementation of counselling goals and decisions:

- Stimulate solutions or strategies for change
- Discuss advantages and disadvantages of these
- Formulate and Implement a plan of action
- Work with/on coping strategies, and work with social and cultural resources
- Look at underlying causes of the problem

II) Ending the counselling process/evaluation:

- Discuss reasons for termination
- Summarise the entire counselling process
- Provide feedback and focus on positive elements
- Discuss the transition phase

III) Follow up and if necessary co-ordinate linkages

Critical Incidents/ Situations	Feelings/ Anxieties Emotion	Coping Behaviour	Resources
Beaten by stepfather	Angry powerless	Left home and stayed in the streets	Friends on the street
Parents separated and mother remarried	Sad, disappointed	Left home	None

Roles and Qualities of a Counsellor

Counsellors should:

- Respect the norms, values, and attitudes of an individual, a group, or a community whilst counselling.
- Continuously build a rapport with the parents, family, community, and child to protect, care for, and rehabilitate the child through positive developments.
- Establish interest, trust, and confidentiality with the child.
- Assist the individual or parents to find support from society, or their environment.
- Provide co-ordination with other agencies/services.
- Evaluate the process (e.g. documentation) and arrange follow-up.
- Be a good role model for the child (e.g. by showing empathy, patience, respect, optimism, etc) during the counselling sessions.

Principles of Counselling

1. **Trust:** Counsellors cannot help a child if there is no element of trust. Before moving into counselling, establish trust. Children feel free to express and share their concerns when they can trust somebody.
2. **Confidentiality:** Respect the privacy of the child. Assure him/her that everything will be kept in strict confidence. Confidentiality in the entire process of counselling is very important and enhances the dignity of the child.
3. **Self-Determination:** The child can make his/her own decisions about life, as much as can be realistically possible. The role of the counsellor is to provide OPTIONS and OPPORTUNITY, or to help children explore alternatives best suited to his/her capability and situation (coping strategies).

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- 4. Positive Approach:** Emphasise what the child does well — focus on approval instead of disapproval. Reward children when they do things well or when they make an effort.
 - 5. Focus on Feelings:** It is often essential to discuss the child's feelings (both open and hidden ones) to help him/her.
 - 6. Giving Empathy:** This is the ability to enter the perceptual world of the other person, to see the world as they see it. (Burnard P, 1994). It is important to understand the child and his/her problems from his/her point of view. This provides emotional support.
 - 7. The Counsellor Must Be Genuine:** The counsellor should be completely him/herself, and emotionally balanced.
 - 8. Unconditional Positive Regard:** The counsellor should completely accept the other person. This means having a non-judgemental attitude.
 - 9. Warmth and Openness**
 - 10. Conversation Skills:** The counsellor should be able to summarise, reflect, and be an active listener etc.
 - 11. Focus:** The counsellor should be focussed about the objectives and steps of the counselling process; counselling is not just chatting with children.
 - 12. Child's Perspective:** Respect children's situations and expressions; take them seriously.
 - 13. Documentation**

Approaches to Counselling

There are several approaches to counselling. It is important that the counsellor has an overview of these different approaches described briefly below (Burnard, 1994). The focus of this training is on a combination of the humanistic and cognitive approach.

The humanistic approach. In this approach, effective counselling relies on trusting the child's own ability to find his/her own way through the problem. The counsellor will help the child conceptualize the problem and will help him/her to progress through the difficulties in his/her own way. Counsellors are not experts in the child's problems but are individuals who accompany other people in their search for personal meaning.

Humanistic Approach in Practice:

- Avoid 'interpreting' the child's behavior
- Encourage the child to identify his/her own solutions to problems
- Acknowledge that every individual is to some degree responsible for his/her own behavior
- A counsellor's main components are empathy, warmth, genuineness, and positive regard.

The Psychodynamic Approach:

To help the child feel less anxious and more able to make rational decisions in the present, it is necessary to explore the child's past thoroughly, which will reveal various painful events that enable the counsellor to understand the child's present behaviour. The process of counselling from the psychodynamic point of view can be compared to a jigsaw puzzle; when all the pieces are put together the whole picture make sense.

The psychodynamic approach in practice:

- Highlight the relationship between past and present events in life.
- Acknowledge that unconscious forces are at work that effect the child's behaviour.
- Encourage the expression of hidden (unexpressed) emotion.

The Behavioural Approach:

We learn behaviour that we are encouraged to learn, and forget behaviour where no such encouragement is given. The counsellor will work less on the recollection of painful, past events, and will instead work on extracting the child's definitions of undesirable behaviour, which might have been different for the child in the past. The key issues in this approach are learning, un-doing the learning, and relearning.

The Behavioural Approach in Practice:

- Set practical aims and objectives in counselling
- Discuss behaviour rather than reasons for patterns of behaviour
- Identify a practical programme of small changes that the child might be able to achieve in order to cope with problems of life

The Transactional Analysis Approaches:

We all relate to other people from different 'ego states. These ego states are described as:

- The parent — developed through the early absorption of parental and judgmental attitudes. We communicate superiority to others or patronise them.
- The child — mainly developed through our experience of being a child. We become dependent on others.
- When we operate from the adult, we meet others as mature, equal beings. The aim of transactional analysis is to enable children to identify the relationship/communication 'game' that they play through different ego states, and to learn more about the adult-adult basis.
- The Transactional Analysis Approach In Practice
- Notice the interpersonal 'games' that people play
- Encourage the child to remain adult in his/her relationships

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- Encourage the child to try new strategies in his/her relationships
 - The cognitive approach

This approach views behavior and emotions as a result of thoughts (cognitions). Therefore, to change behavior from a cognitive point of view one needs to modify destructive thoughts. This approach is clear in its practice and research has shown it to be effective (in the West).

Cognitive Approach in Practice:

- Learning to discriminate and change undesired behavior
- Learning to differentiate alternative behavior from undesired behavior
- Implementation: practicing 'new' behavior to deal with the situation

MODULE 2: CHILD LABOUR CONCEPTS AND FACTS: THE GLOBAL SITUATION OF CHILD LABOUR

There are 168 million child labourers worldwide, over half are in the worst forms of child labour.

The number of child laborer has fallen by one third during the last decade but the pace of decline is not sufficient to reach the 2016 target of eradicating the worst forms of child labour.

There are still 85 million children – more than half of all child labourers – who are involved in hazardous work which directly endangers children's health, safety and moral development.

The largest absolute number of child labourers is in the Asia-Pacific region (78 million), but Sub-Saharan Africa continues to be the region with the highest incidence of child labour (21 per cent of 5-17 year olds, or 59 million).

Asia and the Pacific however registered the largest decline in child labour, from 114 million in 2008 to 78 million in 2012. The number of child labourers also decreased in Sub-Saharan Africa (by 6 million), and modestly in Latin America and the Caribbean (by 1.6 million). There are 9.2 million child labourers in the Middle East and North Africa. While the incidence of child labour is highest in poorer countries, middle-income countries have the largest numbers of child labourers.

Child Labour: The Issue in the Pacific

There is clear evidence that there are children in the Pacific Islands Countries (PICs) who are in the worst forms of child labour and trafficking. ILO child labour research studies conducted through the EU funded Tackling Child Labour through Education or TACKLE programme in some Pacific countries have found children in street vending, commercial sexual exploitation, hazardous work (agriculture, scrap metal scavenging, construction), and illicit activities such as drug trafficking, begging and pick pocketing. Poverty, illiteracy

and poor academic performance and lack of employment opportunities aggravate risk and vulnerability to exploitation and abuse.

It is essential to understand the child labour problem at the national level and develop an effective response to fighting it. Information on child labour is vital to helping decision-makers craft effective policies; service providers develop effective programmes; and labour law authorities and law enforcement agencies to be able to identify and protect victims, and prosecute exploiters.

The employment of very young children is a particularly alarming problem. The younger the children, the more vulnerable they are to hazards at the workplace and to economic exploitation. Many children are forced to work without sufficient rest, in cramped spaces, with poor lighting, seated on the bare ground, using tools that are too big for them, go without adequate drinking water or toilets, and have no chance to go to school. Others are isolated and exposed to violence, including physical and sexual abuse.

Getting to Know the Working Child

All over the world, children start working at a very early age. At the age of six or seven, they may be helping around the home sharing household chores, running errands and helping their parents in the fields. These activities are often encouraged by adults in the family because such activities can be beneficial to a child’s growth and development.

Children learn a sense of responsibility and take pride in carrying out tasks that help a family to survive. By observing and working with others, children learn skills and gain knowledge that will help them in their later lives. Work in this sense becomes a door to the world of adult work and earning and is part of the progression from childhood to adulthood. Unfortunately, many children do work which, far from having a positive effect on their lives, actually impedes their growth and development. This is what is known as child labour.

Sushila, eight years old, works all day in a plantation and does not go to school.	The work done by Maya is not necessarily harmful. It does not put her health in danger. It is not her only activity. She has time to attend school and play with her friends. Maya’s work is not considered to be child labour. Sushila, on the other hand, does not get the opportunity to play or to get a basic education because she works all day. The environment in which she works can seriously harm her health and development. Sushila’s work is a form of child labour.
Maya, eight years old, helps her mother look after her younger brothers and sisters and also goes to school.	

All work which is harmful to a child’s health and development is child labour!

Child Work and Child Labour

Not all work is harmful to children. Age-appropriate tasks that are of lower risk and do not interfere with a child's schooling and right to leisure time can be a normal part of growing up. Indeed, many types of work experience for children can be positive, providing them with practical and social skills for work as adults. Improved self-confidence, self-esteem and work skills are attributes often found in young people engaged in some aspects of work. From a young age, many children help around the home, run errands, or assist their parents in the family farm or business, gaining the skills and attitudes they will need as future workers and useful members of the community.

Light work, carefully monitored, can be an essential part of children's development process, where they learn to take responsibility, and gain pride in their own accomplishments. Work of this kind is not without risk, but it is NOT what is generally meant by child labour.

Child labour is classified as children's work which is of such a nature or intensity that it is harmful to their health and development and prevents them from receiving a proper education. The concern is with children who are denied their childhood, who work at too young an age, who work long hours, who work under conditions harmful to their health and to their physical and mental development, who are separated from their families, and who are deprived of education. This can create irreversible damage to the child and violates international guidelines and national laws.

What kinds of labour are children commonly found in?

Millions of children are doing work that is hazardous, abusive and exploitative. They are commonly found in the following forms of labour, among others:

In industry, doing dangerous work, such as glassmaking, construction and carpet-weaving.

In agriculture, performing heavy work and being exposed to many hazards associated with machinery and chemicals.

In domestic service, carrying out arduous work under conditions of isolation, working excessively long hours and being subjected to physical and sexual abuse.

In criminal forms of exploitation such as slavery, bonded labour and commercial sexual exploitation involving prostitution, pornography and sex shows.

At home, looking after younger siblings, or helping in family farms or businesses, to the extent that this becomes their main and only activity. What kind of work should children never do?

What kind of work should children never do?

Work that violates children's fundamental rights as human beings.

Work that is dangerous or threatening, that exhausts their strength, damages their bodies and takes advantage of their young age.

Work that harms their growing up or robs them of their childhood.

Work that prevents them from going to school and gaining basic skills and knowledge for their growth and future.

Child labour which is harmful to a child's health and development must be prevented and eliminated. Certain forms of child labour, however, put children in extreme danger and therefore must be abolished as a matter of urgency:

Activities that are against fundamental human rights, such as bonded child labour, children working under conditions of slave-like practices; children in prostitution; the use of children in drug trafficking, the armed forces or the production of pornography.

Activities that expose children to grave hazards to their safety and health such as work with chemicals, dangerous tools and machines, or work involving heavy loads and complex tasks.

Activities that are performed under hazardous working conditions and environment, involving the risk of physical violence, sexual harassment, work in isolation or at night, excessive working hours and work under extreme temperatures.

When addressing child labour, there must be a total prohibition of work by very young children and special protection measures considered for girls.

The Special Needs of Girls

Considering that 60% of children out of school worldwide are girls, greater efforts need to be made to address the special concerns and issues of girls. Their work is largely hidden, unaccounted and unvalued (e.g. household chores, domestic servitude, agricultural work, home- based work). Often parents prefer to invest in educating their sons and not lose their daughters' critical contribution to the household economy, when faced with limited resources and many financial demands. Efforts to increase girls' education must go hand- in- hand with efforts to progressively eliminate child labour

The Nature of Hazardous and Exploitative Work

The dangers that children face vary with the kind of work that they do. Some dangers are immediate, others have long-term consequences. Here are some examples of the threat's child labourers face:

Dangerous work- Work in hazardous conditions that can cause serious injuries, disease and even death.

Working too young- Work that prevents children from going to school and deprives them of the chance to enjoy their childhood. Young children lack physical, mental and psychological maturity necessary for work.

Long hours- Work that can last from 12 to 16 hours a day, sometimes for 7 days a week. Children frequently suffer from physical and mental exhaustion.

Bondage and slavery- Work whereby children and their families attempt to pay off a debt or loan. Some children are born into an enslaved family; others may be kidnapped or sold to employers.

Strenuous work - Physically demanding work. Heavy work can affect normal growth and can cause emotional distress.

Sexual exploitation- Exploitation of children for sexual purposes, prostitution and sexual abuse. Girls, but boys too, who are subjected to any kind of sexual exploitation are vulnerable to sexually transmitted diseases, AIDS and psychological trauma.

Violence and abuse- Beatings, physical punishment and verbal abuse. Employers may take advantage of children's docile nature and vulnerability with devastating effects on their physical and mental well-being.

Heavy responsibilities- Work requiring a level of responsibility for which the child is too young and ill-prepared.

What forces children to work under harmful conditions?

Poverty is one of the most significant causes of child labour. Many governments, when facing economic crisis, do not give priority to areas that would help to alleviate the hardships endured by the poor, such as health care, education, housing, sanitation, income-generating schemes, skills training etc. Life consequently becomes a day-to-day struggle for survival for the poor. Children are therefore forced to take on family responsibilities, either by helping out at home so that the parents can go to work, or by going out to work themselves to earn money for the family.

Some employers take advantage of this poverty. By employing children, they are guaranteed malleable, docile, submissive and untroublesome workers, who are unable to defend their rights and are prepared to do even the most menial of jobs for a much lower wage than adults.

Many child labourers come from poor families and households. For example, 75% of the world's core poor – surviving on less than 1 USD per day – live in rural areas, including fishing communities, where over 70% of child labour is found.

Families often can't afford to send their children to school, especially where there is no universal free primary education. There may be no schools, insufficient numbers of teachers, poorly trained teachers, poorly paid teachers, a lack of textbooks and equipment, and children often have to walk long distances to school. The situation is even worse for secondary education in terms of access and affordability for poor households. Hard-pressed parents may not feel that the long-term returns of education outweigh the short-term economic gain and skills acquired through child work.

Another cause of child labour is the belief in many societies that children should share family responsibilities by participating in the work of the parents, earning outside of the

family, or helping with the running of the home. The latter is especially true for girls who are expected to look after their siblings and take care of household duties, to the extent that it becomes their main and only activity. These cultural beliefs mean that the burden of responsibility is taken on by children at an early age, unquestioned, from generation to generation.

The demand for child workers also plays a part in causing child labour. Children incur no long-term investment on the part of industry in terms of insurance or social security and low paid child labour may be perceived as a significant element for industries wishing to maintain a competitive edge in national and international markets. Children are unprotected, powerless and silent as far as their rights as workers are concerned and are subject to economic exploitation because they are paid at the lowest rates or not at all. Child labour also persists because the laws that do exist are not strictly enforced and because social and political commitment is weak. Countries that allow child labour lower their labour costs, attract investors, and benefit from unfair trade.

How does work affect the development of a child?

Childhood provides children the opportunities to learn from the world around them and develop skills to participate fully in family and community life. This early period of life is critical in determining future existence. Child labourers miss out on much of this precious time. Their work gets in the way of childhood activities and becomes an obstacle to their physical, emotional and social development. Children often work under the worst conditions which can cause physical deformations, long-term health care problems, emotional and mental breakdown. Child labourers, deprived of education or healthy physical development are likely to become adults with low earning prospects.

Physical Development

Child labourers are far more vulnerable than adults because their bodies are still growing and are not yet fully formed. They experience poor physical health because the work that they do exposes them to the risk of injury and illness. These effects can be both immediate, like a burn or a cut, or can have consequences that last a lifetime, like suffering from a respiratory disease or catching AIDS.

Emotional Development

Child labourers frequently work in environments that are exploitative, dangerous, degrading and isolating. They often suffer ill-treatment, abuse and neglect at the hands of their employers. Children may, as a consequence, find it very difficult to form attachments and feelings for others. They have problems interacting and cooperating with others and getting a real sense of identity and belonging. They often lack confidence and experience feelings of low self-esteem.

Social Development

Children who work do not have the opportunity to participate in activities that are a crucial part of growing up, such as playing, going to school and socializing with their peers. They do not obtain the basic level of education that is needed to cope in life. Nor do they get the opportunity to interact with others and actively participate in and enjoy life. These activities are abandoned in favour of work and children are consequently pushed into adulthood before they are ready, doing work that requires an adult level of maturity.

Types of Employment Relationships

Classifying children by sector or trade says little about the relationship between the children and the persons (clients, employers or members of the family) who, in one form or another, employ them.

In the diverse agricultural sector, which includes everything from multinational agribusinesses to family units, the child workers may be permanent, seasonal, pieceworkers, slaves, or family workers.

In the informal sector, which includes a vast range of traditional, unstructured, family, artisanal, and generally unregistered businesses, children may be found as paid workers, “apprentices”, unpaid workers without contracts, domestic servants, home workers or subcontractors.

In the formal sector, which includes private, semi-public or state enterprises of varying sizes, children may be employed as permanent workers, seasonal or daily workers, apprentices with or without contracts, and children who are on the premises with a parent and may be asked to help.

Lastly there are sectors on the margins of society which consist of illegal or quasi-illegal activities, where children may get a cut of the profits, be paid in kind, or have an informal “contract” with a supplier or manager.

These classifications can help to evaluate the constraints children face as a result of their employment relationship. Priorities for action can be developed by taking account of the pressure’s children may be under because of their legal or economic dependence.

It is important for labour inspectors to be capable of identifying the precise employment status of working children whom they encounter during their inspection visits so that they can take the action which is appropriate to the specific situation.

Another way of categorizing child labour is by their visibility. Whether the work is hidden behind walls or out in the open has important implications for how easily child labourers can be found. And whether they work alone or in groups will be a significant factor in how the situation can be addressed. The following table shows how children are grouped in this way.

MODULE 3: INTERNATIONAL AND NATIONAL LAW

Child labour only began to be seriously questioned when industrialization and urbanization fundamentally changed children's working relationships and multiplied the dangers. Although some governments began to intervene in the nineteenth century to protect children from the worst excesses of the factory system and the most dangerous activities, the major change came when governments' commitment to education increased.

Even then, the move against child labour was not without challenge. Major arguments against it were:

- that education would make poor children unsuitable for the mundane work that society required,
- that child labour was necessary for the welfare of poor families as well as for certain industries if they were to remain competitive,
- that child labour laws would be impossible to enforce because of the number of enterprises involved, that numerous tasks could only be done by children, and
- that it was not the role of the state to interfere with parental wishes concerning what was best for their children.

This historical experience demonstrates two important lessons:

- a) The importance of governments taking a lead role to eliminate child labour by providing protective legislation along with universal, free basic education, and effectively enforcing both labour and education-related regulations; and
- b) The necessity for awareness-raising to bring about changes in the social climate, such as the recognition of children's rights, and understanding of the long-term health impacts of early labour, which enables new laws to be enacted and accepted.

Labour inspectors have played an important role in both enforcing regulations, and public awareness-raising especially among employers and workers.

Although several ILO Conventions and Recommendations on child labour and labour inspection date from the beginning of the ILO itself, the minimum age standards for work in various sectors were regarded as a technical topic of employment conditions rather than a major social problem. Beginning in the 1970s, there was a growing conviction among the ILO's constituent Members that:

- Childhood is a period of life which should be dedicated, not to work, but to education and development.
- Child labour, by its nature or because of the conditions in which it is undertaken, often jeopardizes children's chances of becoming productive adults, able to take their place in the community.
- Child labour can jeopardize a country's present reputation and long-term productivity by denying education to the future workforce.
- Child labour is not inevitable and progress towards its reduction and even its elimination is possible when the political will to fight it exists.

As a result, in 1973, a major new child labour Convention was adopted: the Minimum Age Convention (No. 138). It required member States to design and apply national policies to ensure the effective abolition of all forms of child labour and set minimum ages for employment.

ILO Minimum Age Convention No. 138 and Recommendation No. 146

The Minimum Age Convention, 1973 (No. 138) continues to be the fundamental international standard on child labour which requires ratifying states to: “undertake 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”.

The Convention applies to all sectors of economic activity, whether or not the children are employed for wages. It is a flexible instrument allowing for progressive improvement, and most importantly, for developing countries (i.e. whose educational and economic systems are not yet fully developed) to set lower minimum age for employment to start with. Exceptions are allowed for certain sectors (e.g. non- commercial agriculture in developing countries), for limited categories of work, for education and training, and for artistic performances.

Fixing the minimum age for admission to employment is a basic obligation of ratifying member States, and the Convention establishes three categories for this:

- The minimum age should not be less than the age of completing compulsory schooling, and in no event less than 15 years of age. Countries whose economy and educational facilities are insufficiently developed may initially fix the age of admission to employment at 14.
- A higher minimum age of 18 is set for hazardous work “which by its nature or the circumstances in which it is carried out is likely to jeopardize the health, safety or morals of young persons”. It is left to the individual countries to determine which these are, after consultation with employers’ and workers’ organizations. The Recommendation gives guidance on the criteria that should be applied in determining what hazardous work is.
- A lower minimum age for light work, i.e. work which is not likely to be harmful to children’s health or development or to prejudice their attendance at school may be set at 13. For a country that initially sets a minimum age of 14, the minimum age for light work may be set at 12.

Recommendation No. 146 provides guidance on enforcement measures and addresses some of the specific issues that child labour raises for inspection services.

Recommendation No. 146 emphasizes:

- Strengthening labour inspection and related services by, for example, providing special training for inspectors on detecting abuses in the employment or work of children and young persons and on correcting such abuses.
- Strengthening government services for the improvement of training offered in enterprises.
- Placing emphasis on the role which can be played by inspectors in supplying information and advice on effective means of complying with relevant provisions of the law and in securing enforcement of the law.
- Coordinating labour inspection and inspection of training to provide economic efficiency.
- Having the labour administration services work in close cooperation with the services responsible for the education, training, welfare and guidance of children and young persons.

Labour inspection should give special attention to:

- The enforcement of provisions concerning hazardous types of employment or work.
- The prevention of work during the hours when instruction is available where education or training is compulsory.
- Taking measures to facilitate the verification of ages, such as:
 - 1) maintaining an effective system of birth registration, including issuance of birth certificates; requiring employers to keep and make available to the competent authority registers or other documents which give the names and ages or dates of birth of children and young people who are employed and who receive vocational orientation or training in their enterprises.
 - 2) issuing licenses or other documents to children and young persons who work in the streets, in outside stalls, in public places, in itinerant occupations or in other circumstances which make checking employers' records impracticable and which indicate the eligibility to work.

Summary of the Minimum Age Convention, 1973 (No. 138)

The ILO uses minimum age for employment as a yardstick for defining and regulating child labour. The ILO Minimum Age Convention 138 calls on countries to fix a minimum age for admission to work; abolish child labour; and progressively raise the minimum age to the appropriate level.

Applies to all economic sectors and to all working children whether they are employed for wages or working on their own account.

Does not forbid all child work. Age-appropriate work that does not affect a child's health and development or interfere with schooling is generally regarded as positive e.g. helping

parents care for the home and the family or earning pocket money outside of school hours and in the school holidays is not child labour.

States are required to specify in law a minimum age for admission to employment not less than the age of finishing compulsory education, which should not be less than 15 years.

National laws or regulations may permit the employment of 13-15 year olds in light work which is not harmful or prejudicial to school attendance.

Developing countries, under certain conditions, may specify a minimum age of 14 years. Developing countries may specify the ages 12-14 for light work.

This Convention is a 'flexible' instrument, responsive to the different stages of development in a country.

	General for Developing Countries	General for Developing Countries
General minimum age (Article 2) (Not less than the age at end of compulsory schooling).	15 years or more	14 years
Light work (Article 7) Work that is not likely to be harmful to a child's health or development, and does not prejudice their attendance at school, their participation in vocational training, nor their capacity to benefit from the instruction received.	13 years	12 years
Dangerous work (Hazardous work) (Article 3) Any type of employment or work which by its nature or the circumstances it is carried out is likely to jeopardize the health, safety or morals of young people.	18 years (16 years under certain conditions)	18 years (16 years under certain conditions)

ILO Worst Forms of Child Labour Convention No. 182 and Recommendation No. 190

The ILO Worst Forms of Child Labour Convention No. 182, calls for "immediate and effective measures to secure the prohibition and elimination of the worst forms of child labour as a matter of urgency." It applies to everyone under the age of 18 years.

Effective, time-bound preventative action is demanded of ratifying states, including the identification of children at special risk and taking into account the special situation of girls. Children in the worst forms of child labour must be removed and rehabilitated and have access to free basic education or vocational training.

The worst forms of child labour (WFCL) fall into two categories- largely illegal/ criminal activities (items a, b and c below); and Hazardous work- (item d below). The WFCL are defined as:

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- a) All forms of slavery or practices similar to slavery, such as the sale and trafficking of children, debt bondage and serfdom, as well as forced labour, including forced or compulsory recruitment of children for use in armed conflict;
 - b) The use, procurement or offering of a child for prostitution, for the production of pornography or for pornographic performances;
 - c) The use, procurement or offering of a child for illicit activities, in particular for the production and trafficking of drugs as defined in relevant international treaties;
 - d) Work, which by its nature or circumstances in which it is carried out, is likely to harm the health, safety or morals of children, such harmful work to be determined national authorities.

The types or conditions of work that are likely to be harmful or hazardous must be identified at the national level in close consultation with employers and workers organizations and other stakeholders.

The Convention calls on ratifying States to set up mechanisms to monitor implementation of the new laws that have been set up regarding the worst forms of child labour, and allows for effective enforcement, including penal or other sanctions.

ILO Recommendation 190, which accompanies Convention No. 182, provides a list of broad categories of hazardous work, which can be used as a basis for consultation. R 190 calls for particular consideration to be given to:

- Work which exposes children to physical, psychological or sexual abuse.
- Work underground, underwater, at dangerous heights, and in confined spaces.
- Work with dangerous machinery, equipment, and tools, or which involves the manual handling or transport of heavy loads.
- 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; and
- Work under particularly dangerous conditions including long hours, night work, or work where the child is unreasonably confined to the premises of the employer.

Recommendation 190 offers guidelines for implementing the Convention involving:

- Collecting detailed information and statistical data on child labour.
- Cooperating with international efforts to exchange information and to detect and prosecute persons involved in the sale and trafficking of children.
- Mobilizing public opinion and involving employers' and workers' organizations and civil society
- Monitoring and publicizing best practices on the elimination of child labour.
- Creating jobs and providing skills training for parents and adult family members of concerned children.

National programmes of action should be designed and implemented to aim at:

- Identification and denunciation of the worst forms of child labour.
- Preventive action and the removal from work, rehabilitation and social integration of the children concerned through measures that address their educational, physical and psychological needs.
- Giving special attention to younger children; girls; hidden work in which girls are at special risk; children with special vulnerabilities or special needs.
- Identifying and working with communities where children are at risk.
- Raising awareness and mobilizing society

- The minimum age for admission to employment or work is determined by national legislation and can be set as 14, 15 or 16 years.
- The minimum age at which light work is permissible can be set at 12 or 13 years.

For example, household chores, work in family undertakings and work undertaken as part of education.

United Nations Convention on the Rights of the Child (UN CRC)

Child labour is a child rights issue. The United Nations Convention on the Rights of the Child (CRC) affirms: **"the right of the child to be protected from economic exploitation and from performing any work that is likely to be hazardous or to interfere with the child's education, or to be harmful to the child's physical, mental, spiritual, moral or social development."** (Article 32)

The ILO Conventions complement the UNCRC and provide comprehensive international instruments to tackle the problem of child labour. Article 28 of the UNCRC "recognises the right of the child to education and requires primary education to be compulsory and available free to all"; Article 34 states the need to "protect the child from all forms of

sexual exploitation....and take measures to prevent ...the exploitative use of children in prostitution...pornographic performances...”; and Article 35 to “prevent the abduction of, sale of or traffic in children of any purpose or in any form”.

Commercial Sexual Exploitation and Trafficking of Children

Commercial sexual exploitation of children- is the exploitation by an adult with respect to a child or an adolescent – female or male – under 18 years old; accompanied by a payment in money or in kind to the child or adolescent (male or female) or to one or more third parties. Commercial sexual exploitation in children includes all of the following:

The use of girls and boys in sexual activities remunerated in cash or in kind (commonly known as child prostitution) in the streets or indoors, in such places as brothels, discotheques, massage parlours, bars, hotels, restaurants, etc.

- The trafficking of girls and boys and adolescents for the sex trade.
- Child sex tourism.
- The production, promotion and distribution of pornography involving children.
- The use of children in sex shows (public or private.)

The **Stockholm Declaration** adopted at the World Congress against Commercial Sexual Exploitation of Children (1996) defines the commercial sexual exploitation of children as “a form of coercion and violence against children (that) amounts to forced labour and a contemporary form of slavery.”

The **UN Protocol to Prevent, Suppress and Punish Trafficking in Persons, Especially Women and Children (the Palermo Protocol)** defines the term “exploitation” to include “the exploitation of the prostitution of others or other forms of sexual exploitation, forced labour or services, slavery or practices similar to slavery, servitude or the removal of organs.”

Child trafficking (children under 18 years of age) is a combination or series of events that may take place in the child’s home community, at transit points and at final destinations. The recruitment and movement may appear voluntary initially but then take on aspects of coercion by a third person or a group. The relocation may be across borders or within a country. Exploitation may occur at the beginning, middle or end of the trafficking process or indeed at several points.

Those who contribute to it with the intent to exploit – recruiters, intermediaries, document providers, transporters, corrupt officials, service providers and employers – are traffickers, even when they take part only in a small fragment of the whole process.

Elements of child trafficking:

- A child - a person under the age of 18 years.
- Recruitment, transportation, transfer, harbouring or receipt, whether by force or not, by a third person or group. The third person or group organizes the recruitment and/or these other acts for exploitative purposes.

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- Movement may not be a constituent element for trafficking in so far as law enforcement and prosecution is concerned. However, an element of movement within a country or across borders is needed - even if minimal - in order to distinguish trafficking from other forms of slavery and slave-like practices enumerated in Art 3 (a) of ILO Convention 182 and ensure that trafficking victims separated from their families do get needed assistance.

MODULE 4: CHILD LABOUR LAWS IN UGANDA

In 2015, Uganda made a significant advancement in efforts to eliminate the worst forms of child labor. The Government introduced a bill to prohibit hazardous work for children and establish a minimum age for work of 16. The Government also trained more than 1,000 criminal law enforcement officers on issues related to the worst forms of child labor, approved a National Action Plan to Combat Human Trafficking, and expanded its cash transfer program to allow more children to stay in school. However, children are engaged in the worst forms of child labor, including in the harvesting of tea and commercial sexual exploitation. Law enforcement agencies lack adequate funding, training, and resources to adequately enforce child labor laws. In addition, gaps in the legal framework persist, including the gap between the ages for compulsory education and minimum age for employment.

LEGAL FRAMEWORK FOR THE WORST FORMS OF CHILD LABOR

Uganda has ratified most key international conventions concerning child labor (Table 3).

Table 3. Ratification of International Conventions on Child Labor

- ILO C. 138, Minimum Age
- ILO C. 182, Worst Forms of Child Labor
- UN CRC UN CRC Optional Protocol on Armed Conflict
- UN CRC Optional Protocol on the Sale of Children, Child Prostitution and Child Pornography
- Palermo Protocol on Trafficking in Persons

Uganda has ratified the African Union Convention for the Protection and Assistance of Internally Displaced Persons in Africa (Kampala Convention). (40) The Convention prohibits armed groups from recruiting children or allowing them to participate in conflict in any manner. (41)

The Government has established laws and regulations related to child labor, including its worst forms (Table 4).

Table 4. Laws and Regulations Related to Child Labor.

Standard	Years	Related Legislations
Minimum Age for Work	14	Section 32(2) of the Employment Act; Regulation 3 of the Employment (Employment of Children) Regulations (42, 43)
Minimum Age for Hazardous Work	18	Section 32(4) of the Employment Act; Regulation 5 of the Employment (Employment of Children) Regulations (42, 43)
Prohibition of Hazardous Occupations or Activities for Children		Regulation 6 and the First Schedule of the Employment (Employment of Children) Regulations (43)
Prohibition of Forced Labour		Section 5 of the Employment Act; Sections 3–5 of the Prevention of Trafficking in Persons Act (42, 44)
Prohibition of Child Trafficking		Sections 3–5 of the Prevention of Trafficking in Persons Act (44)
Prohibition of Commercial Sexual Exploitation of Children		Section 3 of the Prevention of Trafficking in Persons Act; Sections 131, 136, 137, and 139 of the Penal Code; Section 14 of the Anti-Pornography Act (44-46)
Prohibition of Using Children in Illicit Activities		Article 5(d) of the Prevention of Trafficking in Persons Act (44)
Minimum Age for Voluntary Military Service	18	Article 52(2)(c) of the Defence Forces Act (47)
Compulsory Education Age	12	Section 10(3)(a) of the Education Act (37)
Free Public Education		Section 10(3)(a) of the Education Act (37)

In 2015, the Government introduced a bill to align the Children Act with existing laws that relate to child protection. The bill prohibits employment of a child in any activity harmful or hazardous to health, or physical, mental, spiritual, moral, or social development; and establishes a minimum age for work of 16. (48)

The law does not sufficiently prohibit commercial sexual exploitation because the offering of a child for prostitution and the use, offering, and benefitting from a monetary or in-kind transaction involving the sexual exploitation of a child for the production of pornography and pornographic performances are not criminally prohibited. (49)

Section 10(3)(a) of the Education Act states that education is compulsory for children ages 6 and above and lasts for 7 years; however, the law leaves children age 13 particularly vulnerable to the worst forms of child labor, as children are not required to be in school nor are they legally permitted to work in areas other than light work. (37)

MODULE 5: COORDINATION AND ENFORCEMENT OF LAWS ON THE WORST FORMS OF CHILD LABOUR

The Government has established institutional mechanisms for the enforcement of laws and regulations on child labor, including its worst forms (Table 5).

Table 5. Agencies Responsible for Child Labour Law Enforcement

Organization/Agency	Role
Ministry of Gender, Labor, and Social Development (MGLSD)	Enforce labor laws throughout the country. (31) The Child Labor Unit works with partners to implement national awareness campaigns and serves as a resource to labor inspectors, including occupational safety and health inspectors. (50) The Industrial Court makes judgments on labor dispute cases, which are referred to the court by labor officers. (9)
Ministry of Internal Affairs (MIA)	Enforce criminal laws on the worst forms of child labor. (51) The Uganda Police Force's Child and Family Protection Unit (CFPU) investigates forced labor cases, the Special Investigations Division and the Anti-Human Trafficking Desk investigate cases related to human trafficking and the use of children in illicit activities, and the Sexual Offenses Desk investigates commercial sexual exploitation.(9) Liaison officers handle child labor complaints and overall child protection issues at police posts that do not have a CFPU officer.(51) The Immigration Department assists in identifying potential human trafficking victims.(52)
Ministry of Local Government	Oversee district labor officers who refer cases to the Industrial Court. (9) Deploy community development officers at the district level when district labor officers are not available. (31)
Directorate of Public Prosecutions in the Ministry of Justice and Constitutional Affairs	Prosecute criminal cases related to the worst forms of child labor that are referred by the Uganda Police Force. (50)

A report indicates that due to weak coordination among the various agencies responsible for child labor law enforcement, the Industrial Court heard few child labor cases during the reporting period. The Industrial Court, however, is advocating for the Ministry of Gender, Labor, and Social Development (MGLSD) to supervise district labor officers with the hope that it will increase the number of child labor case referrals. (9) A report notes that there are not enough judges in the Industrial Court. As a result, the High Court and the Magistrates' Courts heard labor dispute cases. (5, 31).

COORDINATION OF GOVERNMENT EFFORTS ON THE WORST FORMS OF CHILD LABOUR

The Government has established mechanisms to coordinate its efforts to address child labor, including its worst forms (Table 8).

Table 8. Mechanisms to Coordinate Government Efforts on Child Labour

Coordinating Body	Role & Description
National Steering Committee on the Elimination of Child Labor	Coordinate child labor issues and implement the National Action Plan on the Elimination of the Worst Forms of Child Labor (2012/2013–2016/2017). Led by the MGLSD and includes members from several ministries, trade unions, development organizations, civil society, and media agencies. (38) In 2015, the Committee started planning for the next phase of the National Action Plan on the Elimination of the Worst Forms of Child Labor. (9)
Stop Child Labor Partners Forum	Coordinate, monitor, and evaluate child labor-related programs and policies in Uganda. Led by the National Council for Children (NCC), with representatives from several ministries, CFPU, and civil society groups. (38) In 2015, held four meetings to discuss the elimination and prevention of child labor and establishing Child Labor-Free Zones in Entebbe, Hoima, and Kabale. (9, 53)
Coordination Office to Combat Trafficking in Persons (COCTIP)	Coordinate, monitor, and oversee implementation of the Prevention of Trafficking in Persons Act. (31) Through June 2015, COCTIP assisted 61 child trafficking victims, most of whom had been trafficked for use in illicit activities. Officials located victims' families and provided food and medical treatment before referring children to NGOs for additional services. (9, 53)
Anti-Human Trafficking National Taskforce	Coordinate anti-trafficking efforts among government ministries, draft policy, implement public information campaigns, and establish a database to track human trafficking cases. Led by MIA's Counter-Trafficking in Persons Office and includes 30 members from several ministries and government directorates, police, INTERPOL, and other security organizations. (36, 38) In 2015, the Taskforce developed regulations for the Prevention of Trafficking in Persons Act and coordinated an awareness campaign targeting potential victims through broadcast media, billboards, and community outreach to schools. (9, 35)

National Child Protection Working Group	Monitor the quality of services provided to orphans and vulnerable children, and coordinate the Alternative Care Framework, which aims to reunite vulnerable children with their families. MGLSD leads the working group and members include the ministries of Education and Sports, Health, and Justice and Constitutional Affairs; the CFPU; the NCC; and a number of local civil society organizations. (9) Met regularly in 2015. (9)
NCC's Inter-Ministerial Coordination Mechanism	Ensure effective inter-departmental coordination on children's issues, including child labor. Work to ensure that member organizations integrate child labor concerns into their policies and budgets. Members include MGLSD; MIA; the Ministries of Education and Sports, Health, Local Government, Agriculture, Defense, and Water and Sanitation; the Office of the Prime Minister; and the Justice Law and Order Sector. (9) Met regularly in 2015. (9)

MODULE 6: GOVERNMENT POLICIES ON THE WORST FORMS OF CHILD LABOUR

The Government of Uganda has established policies related to child labor, including its worst forms (Table 9).

Table 9. Policies Related to Child Labour

Policy	Description
National Action Plan on the Elimination of the Worst Forms of Child Labor (2012/2013–2016/2017)	Aims to reduce the worst forms of child labor in Uganda by 2017, by increasing enrollment and completion of primary education; increasing households' access to social protection and assistance; increasing public awareness; strengthening the legal and policy framework; withdrawing children from the worst forms of child labor and providing them with rehabilitation services; and enhancing tripartite collaboration among the Government, employers, and labor unions. (4)
National Action Plan to Combat Human Trafficking	Aims to align the legal framework to address both domestic and international trafficking in persons, enhance institutional capacity to counter human trafficking, provide protection and assistance to victims, and prevent human trafficking through awareness-raising campaigns. (58)

National Development Plan (2015/2016–2019/2020) †	Aims to eradicate all forms of child labor by 2025, by promoting inclusive and sustainable economic growth, productive employment, and decent work for all. In 2015, a review of the National Development Plan (2010/2011–2014/2015) indicated that absolute poverty was reduced from 24.5 percent in 2009 to 19.7 percent by the end of 2013, while per capita income increased from \$665 to \$788 over the same period. (59)
UNDAF (2016–2020) †	Outlines actions and strategies of the UN that align with the Government's National Development Plan. Plans to conduct a child labor survey. (60)
Education Sector Strategic Plan (2004–2015) *	Supported expansion of the basic education system to include programs for disadvantaged children and youth. (61) During the reporting period, the Government began drafting a new plan. (9)
National Strategy for Girls' Education in Uganda (2015–2019)	Establishes a framework for the identification, implementation, and coordination of interventions to promote girls' education. (62) Identifies child labor, particularly domestic work, as a key barrier to girls' participation in education and calls for action to address such barriers. (62, 63)
Skilling Uganda Strategic Plan (2011–2020) *	Provides a strategic plan for business, technical, and vocational education and training, including for youth who drop out of school. (64)
National Strategic Program Plan of Interventions for Orphans and Other Vulnerable Children (2011/2012–2015/2016)	Aims to monitor and protect children from child labor. (65)

Humanium: The international non-governmental organization, Humanium, works in Uganda to combat the abuse of children's rights. They have set out six policies that must be implemented to combat child labor. These include:

- 1. Education and second chance learning:** These are essential for reintegrating adults into society who have been harmed through forced child labor.
- 2. Expand social protection:** Serve to prevent vulnerable households from having to resort to child labor to support their families.
- 3. Promote greater public awareness:** Providing information on child labor can increase public outrage and support for child protective legislation.
- 4. Promote social mobilization against child labor.**
- 5. Strengthen child labor inspections and monitoring.**
- 6. Advocacy of political commitment:** This is essential to ensure that child labor reduction policies occur.

MODULE 7: HAZARDS AND RISKS IN THE COFFEE AND TEA SUPPLY CHAIN

What is “hazardous child labour”?

Hazardous child labour is the largest category of child labour with an estimated 85 million children out of 168 million child labourers in this category. An estimated 22,000 children 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.

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 in adult life, they too go unrecorded and unreported, and the connection with work exposure as a child labourer is not made.

Subparagraph (d) of Article 3 in C182 describes what “hazardous child labour (HCL) is. HCL is work in dangerous or unhealthy conditions that could result in a child being killed, or injured (often permanently) and/or made ill (often permanently) as a consequence of poor safety and health standards and working arrangements. Both ILO Conventions 138 and 182 state that hazardous work should not be carried out by anyone under 18, with certain reservations.

Basic principles about hazardous work

A hazard is anything with the potential to do harm. A risk is the likelihood of potential harm from that hazard actually occurring. Common workplace hazards for example may be:

- An object- knife blade, tall ladder
- A solvent- benzene
- A material- asbestos
- An energy source- electricity
- A physical environment- wet floor
- A psychological environment- intimidation
- A task - welding
- A general practice- tobacco growing
- A condition of work- excessive hours

The potential harm from some of these hazards is obvious such as cuts from blades and blindness from welding. Other times the hazards are obscured and take a long time to be felt. For example, many young workers do not know that when they harvest wet tobacco leaves they will be absorbing nicotine through their skin. The dangers associated with psychosocial hazards - such as stress, long hours, fast paced work, isolation and intimidation- are known least of all.

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

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

The World Health Organization's definition of 'child health' is a complete physical, mental and social well-being of a child and not merely the absence of disease or infirmity.

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

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- 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. They also need more sleep than adults.
- Their small physical size and being asked to do tasks beyond their physical strength may pose additional risks.
- As children's tissues and organs mature at different rates, it is not possible to specify precise ages of vulnerability for children to specific workplace hazards and risks.

Skin

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

Respiratory

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

Brain

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

Gastro-intestinal, endocrine and reproductive systems and renal function

The gastro-intestinal, endocrine and reproductive systems and renal function are immature at birth and mature during childhood and adolescence, thus the elimination of hazardous agents is less efficient. Exposure to toxic substances in the workplace can hinder the process of maturation.

The endocrine system and the hormones it generates and controls play a key role in growth and development. The endocrine system may be especially vulnerable to disruption by chemicals during childhood and adolescence.

Enzyme system

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

Energy requirements

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

Fluid requirements

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

Sleep requirements

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

Temperature

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

Physical strain/repetitive movements

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

Auditory/Noise

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

Cognitive and behavioural development

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

Children are vulnerable

Other factors that increase levels of risk for children include:

- Lack of work experience – children are unable to make informed judgments
- A desire to perform well – children are willing to go the extra mile without realizing the risks
- Learning unsafe behaviour from adults
- Lack of safety or health training
- Inadequate, even harsh, supervision
- Lack of power or status and find it difficult to speak out about their rights
- Try to appear as if they understand when they don't- to appear competent.

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

When speaking of child labourers it is important to understand that children are still growing and have special characteristics and needs that must be taken into consideration when determining workplace hazards and the risks associated with them. It is also important to bear in mind that the consequences of some health and safety problems do not develop, show up, or become disabling until the child is an adult. So this aspect of permanent long-term disability or incurable disease must be factored in when considering the long term effects of working as a child labourer. Examples would be carrying heavy loads as a child resulting in long term musculoskeletal problems in later life; or cancer or reproductive effects developing in adulthood resulting from exposure to pesticides, industrial chemicals or heavy metals as a child worker.



IN A NUTSHELL- CHILDREN ARE NOT LITTLE ADULTS!

- Children have thinner skin, so toxins are more easily absorbed
- Children breathe faster and more deeply so can inhale more airborne pathogens and dusts
- Children dehydrate more easily due to their larger skin surface and because of their faster breathing
- Children absorb and retain heavy metals (lead, mercury) in the brain more easily
- Children's endocrine system (which plays a key role in growth and development) can be disrupted by chemicals
- Children's enzyme systems are still developing so are less able to detoxify hazardous substances
- Children use more energy when growing and so are at higher risk from metabolized toxins
- Children require more sleep for proper development
- Children's less developed thermoregulatory systems make them more sensitive to heat and cold

Adapted from Children in Hazardous Work: What we know, what we need to do; IPEC; 2011; p13

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

Disability and child labour

Little is known about what happens to child labourers who become disabled as a result of their work, or about disabled children who become child labourers, and currently there is no alternative to informed guesswork.

Based on sketchy evidence of the situation of children with disabilities in developing countries it is likely that disabled child labourers will face great difficulties in finding decent work as an adult, and in integrating into their communities and society.

In particular, their chances of attending school are likely to be greatly reduced. Lack of access to education, and the likelihood of being unable to read, write or calculate meaning they have very slim chances of acquiring marketable skills that will enable them to rise out of poverty and earn a decent livelihood in adulthood.

They will most likely have poor access to orthopaedic or prosthetic services or assistive devices. Having to make do with makeshift devices to enable them to move around, where they have lost a limb or can no longer walk; or to technical aids where they have lost their vision or hearing; or to counselling and support if they have been traumatized.

Examples of risks for adults and children

(a) Hazards specific to different economic sectors and industries

Harmful substances:

flammable and/or explosive materials, pesticides, fungicides and fertilizers, paints, varnishes and solvents, acids and asbestos. They may have acute or chronic, toxic or biological effects, may be irritants or asphyxiants and may cause sensitization, allergies or skin problems.

Dangerous processes and equipment:

- Welding, grinding, polishing machinery.
- Heating and drying systems or cold rooms, and pressure vessels with excessive temperatures.
- Heating systems and pressure vessels with excessive temperatures.
- Silos, tanks and other storage vessels that can cause entrapment.
- Electrical and power-driven machinery.

Conditions that create physical strain:

- Awkward positions: bending over or kneeling or prolonged standing. Seating may be cramped.
- Lifting and carrying heavy loads.
- Conditions that create psychological strain:
- Excessive pace of work, or monotonous and repetitive work, visual constraints.
- Sexual harassment (overt or innuendo).
- Threats, insecurity, intimidation, beatings.

Situations where personal protection is inadequate:

- Clothing, footwear or equipment that is designed for adults may be quite unsuitable for children so no protection can be offered.
- Lack of drinking water, water for washing, toilet facilities or space to change or keep clothing, leading to intestinal infections, skin problems, etc.
- Little or inadequate or erroneous information on possible work hazards, inadequate training and safety advice regarding machinery, materials, or processes.
- No occupational safety and health committee or workers' representatives, no first aid or someone trained to administer it; those injured at work cannot receive immediate adequate treatment.
- No doctor or nurse, excessive distance to the nearest hospital or health care centre, lack of health insurance or coverage for cost of care.

Situations where conditions of work are poor:

- Night work with lack of adequate rest leading to lack of concentration, accidents and injuries.
- Risk of fire (due to poor storage and use of flammable substances, lack of fire alarms and fire drills, lack of functioning fire extinguishers, blocked or locked escape routes and fire exits).
- Lack of freedom to leave or to object (situations of confinement, slavery, etc.).

(b) Hazards specific to certain industries:

Construction, mining and fishing industries:

- Working underground, underwater, or in confined spaces with the risk of becoming trapped.
- Scaffolding, ladders, working platforms, staircases and stairwells which can become insecure or unstable; working at dangerous heights, e.g. on roofs;
- Trenches, holes and excavations which can cave in.

Manufacturing industries involving machinery, vehicles and electrical tools:

- Hand tools that are too large, badly designed or defective.
- Hazardous machinery with rotating parts, which run together into a nip, which have an intake between a belt and pulley, which are designed to cut or saw or which have a trapping point;
- Tractors, all sorts of vehicles, hoists and lifts. Serious hazards are also associated with the setting, cleaning and maintenance and repair of plant and machinery.

Agriculture:

- Heavy machines, dangerous tools, the carrying of heavy loads, repetitive movements, monotonous work, exposure to herbicides,
- Fertilizers and insecticides are all potential hazards that can place a heavy burden on the health and safety of workers, especially children

Case Study: Hazardous child labour, using agriculture as an example

The following text on hazardous child labour in agriculture is used to illustrate many of the types of hazards and degrees of risk experienced by working children across all economic sectors.

Worldwide, agriculture is the sector whereby far the largest share of working children is found - nearly 70 per cent. From tending cattle, harvesting crops, to handling machinery or holding flags to guide planes spraying pesticides, millions of girls and boys aged 5 to 14 years old help supply some of the food and drink we consume and the fibres and raw materials we use to make other products.

A large, though uncertain, number of these girls and boys carry out hazardous child labour, which is work that can threaten their lives, limbs, health, and general well-being.

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

Agriculture is a sector with a very poor record of safety and health. Agriculture is one of three most dangerous occupations to work (along with construction and mining) in terms of fatalities, injuries and work-related ill health. 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.

Specific hazards and risks in agriculture include:

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

Hazardous substances

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

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

Child labourers are often exposed to high levels of organic dust when harvesting crops or preparing feed for farm animals, and this can result in them developing allergic respiratory diseases such as occupational asthma and “farmer’s lung-type” diseases (extrinsic allergic alveolitis).

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

Animals

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

Cuts, bites and diseases

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

Welfare

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

Hazardous child labour lists

An important instrument that policy-makers can use as part of their strategy to tackle hazardous child labour is a legally-binding list of hazardous work activities and sectors that are prohibited for children. In drawing up a national list, countries must also identify where such hazardous work is found and devise measures to implement the prohibitions or restrictions included in their list. Because this list is critical to subsequent efforts to eliminate hazardous child labour, the Convention emphasizes the importance of a proper consultative process, especially with workers’ and employers’ organizations, in drawing up, implementing it, and periodically revising it. Advice for governments and the social partners on some hazardous child labour activities which should be prohibited is given in Recommendation 190, Paragraph 3: “In determining the types of work referred to under Article 3(d) of the Convention, and in identifying where they exist, consideration should be given, inter alia, to:

- a) Work which exposes children to physical, psychological or sexual abuse.
- b) Work underground, under water, at dangerous heights or in confined spaces.

-
- c) Work with dangerous machinery, equipment and tools, or which involves the manual handling or transport of heavy loads.
 - d) Work in an unhealthy environment which may, for example, expose children to hazardous substances, agents or processes, or to temperatures, noise levels, or vibrations damaging to their health.
 - e) Work under particularly difficult conditions such as work for long hours or during the night or work where the child is unreasonably confined to the premises of the employer.”

Understanding children’s risks

Information is needed to:

- Obtain a profile of occupational risks to children so that awareness campaigns, training and prevention strategies can be adjusted to meet the real needs.
- Assess the gender differences in these risks, as well as the risks for young migrant workers, indigenous people and other ethnic minorities.
- Target risk reduction policies and programmes to the sectors where young workers are most at risk.

Adapted from Children in Hazardous Work: What we know, what we need to do; IPEC; 2011; p15

RESOURCE: HAZARDOUS WORK BY SECTOR¹

The following tables lists a selection of common tasks, hazards and potential consequences in:

- Crop agriculture
- Fishing and aquaculture
- Domestic work
- Manufacturing
- Mining and quarrying
- Construction and associated industries
- service sector and street work

¹https://www.ilo.org/ipec/Regionsandcountries/Africa/Uganda/WCMS_202272/lang--en/index.htm

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