



International
Labour
Organization

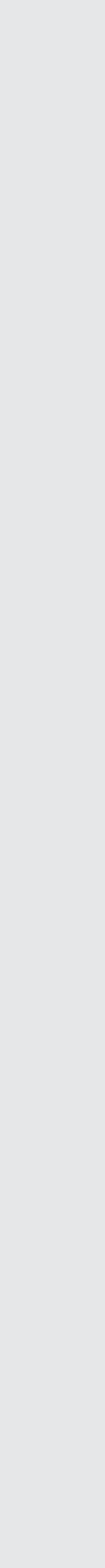
Training resource pack for
agricultural cooperatives
on the elimination of
hazardous child labour



Book 2

TRAINING COURSE ACTIVITIES FOR COOPERATIVES

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



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

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

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BOOK 2

**TRAINING COURSE ACTIVITIES
FOR COOPERATIVES**





Aims for this course

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

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



Introductions

TRAINING ACTIVITY 1:

<p>AIMS</p> 	<p>To help us to:</p> <ul style="list-style-type: none">→ find out who is on the course→ agree our aims for the course
<p>TASK</p> 	<p>Talk to another person and make notes, so that you can introduce her or him to the other people on the course. Your partner will introduce you. Use these headings for your discussion:</p> <ul style="list-style-type: none">→ Your name→ Your work and your place of work→ The type of workplace where you are employed→ The number of workers at your workplace→ The number of children working - Are they your children, or children of relatives, or others?→ Are you a member of a cooperative?→ Have you attended any courses about child labour before?→ What would you like to do on this course?



What is child labour?

TRAINING ACTIVITY 2:

<p>AIMS</p> 	<p>To help us to:</p> <ul style="list-style-type: none"> → identify what is child labour → identify at what age a child can be legally employed in your country → discuss what are the main causes of child labour
<p>TASK</p> 	<p>In your small group:</p> <ol style="list-style-type: none"> 1. Discuss and agree at what age you think a person ceases to be a “child.” 2. Discuss what you think the term “child labour” means and agree a definition. 3. Discuss what is the minimum legal age for employment in your country and how this links the school leaving age 4. What are some of the main causes of child labour? <p>Elect a spokesperson to report back with your group’s views</p>


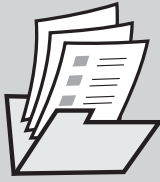
Types of child labour

TRAINING ACTIVITY 3:

<p>AIMS</p> 	<p>To help us to:</p> <ul style="list-style-type: none"> ➔ discuss and list the categories of the “worst forms of child labour” that you are aware ➔ which category(ies) of “worst forms of child labour” do you think cooperatives can be most effective in tackling?
<p>TASK</p> 	<p>In your small group:</p> <ol style="list-style-type: none"> 1. Identify and describe the main types of child labour in [ECONOMIC SECTOR], e.g. agriculture. 2. In your group, discuss the following: <ol style="list-style-type: none"> a) family unit child labour b) migrant family child labour c) children employed through labour contractors or sub contractors d) illegal employment of children 3. Identify jobs in [ECONOMIC SECTOR] that you think could be classed as “hazardous child labour” 4. No child under 18 years of age shall carry out hazardous child labour. Are there any exemptions? <p>Elect a spokesperson to report back with your group’s views.</p>



Hazardous child labour

TRAINING ACTIVITY 4: Case study

<p>AIMS</p> 	<p>To help us to:</p> <ul style="list-style-type: none"> ➔ identify risks to children ➔ consider ways of eliminating hazardous child labour and the role of cooperatives
<p>TASK</p>  <p>Case study</p>	<p>In your small group, look at the case study below and then discuss the questions.</p> <p><i>A cocoa farmer named Adeniyi was member of the Onkalang Farmers' Cocoa Cooperative. When Adeniyi went to harvest his cocoa, he was accompanied by his 13-year-old son named Kolawole. After harvesting and breaking the pods, Adeniyi loaded cocoa beans into bags weighing approximately 40 kgs each. Adeniyi carried these bags himself and also expected Kolawole to carry them. Although the cocoa was too heavy for Kolawole, he did not complain since his father carried bags himself. He also felt he should obey his father out of respect. After some time, one day while carrying a load, Kolawole collapsed. Adeniyi picked the boy up and rushed him to the clinic. The doctor examined Kolawole and found that he had sustained a spinal injury.</i></p> <ol style="list-style-type: none"> 1. Discuss the risks that children face when moving or carrying heavy loads, both immediate and long term 2. Who do you think is responsible for the injury to Kolawole? 3. How can we eliminate such forms of hazardous child labour in cooperatives, cooperative supply chains, and in our own communities? <p>Elect a spokesperson to report back with your group's views</p>

Myths and facts about child labour

TRAINING ACTIVITY 5: Child labour quiz

<p>AIMS</p> 	<p>To help us to:</p> <ol style="list-style-type: none">1. explore some myths and facts about child labour
<p>TASK</p> 	<p>You will be divided into pairs. In your pair, look at the multiple-choice quiz below. Discuss which answer you think is the correct one and write it down in the spaces provided.</p> <p>When you have finished, the whole group will discuss their answers together. You can count up your scores for a bit of fun!</p>

Child labour - multiple choice quiz

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

What is the most common type of child labour?

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

Your Answer:

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

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

Your Answer:

Where do child labourers work in agriculture?

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

Your Answer:

Farm/Plantation owners hire children because:

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

Your Answer:

Many children agricultural workers work for as long as:

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

Your Answer:

Trade Unions around the world work to end child labour and improve the lives of working families.

'True'

'False'

Your Answer:

In most countries, adult agricultural workers are:

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

Your Answer:

Which of the following is an example of child labour?

- A. A 13 year old girl cleans her room and does other household chores
- B. A 9 year old boy helps his parents rake leaves on a Saturday afternoon
- C. 12 year-old children pick oranges for eight hours a day, six days a week in the spring

Your Answer:	<input type="text"/>
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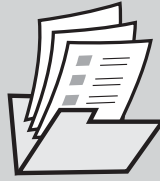
Why are so many of the world's children not attending school?

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

Your Answer:	<input type="text"/>
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Injuries and ill health at work

TRAINING ACTIVITY 6: Body mapping



<p>AIMS</p> 	<p>To help us to:</p> <ol style="list-style-type: none"> 1. use body mapping to identify injuries and symptoms of ill health
<p>TASK</p> 	<p>Your trainer will draw some body maps on posters, and will arrange for small groups of participants who do similar types of work to be formed.</p> <p>In your small group:</p> <ol style="list-style-type: none"> 1. Each participant should place marks (X) on to the body map to show any symptoms of ill health that they or others have at the farm/plantation. 2. You can use different colours to identify different symptoms. For example: <ul style="list-style-type: none"> ● for aches and pains – blue X ● for breathing difficulties, coughing – black X ● for chemical related disorders – green X ● for any other problems such as stress, skin rashes, runny eyes and nose, dizziness, reproductive disorders and so on – red X 3. As you apply the X, explain briefly why you placed the X in the particular place 4. Make sure that there is someone in your small group that briefly notes down what is said around the body map and can report back your views <p>Your trainer will organise a short discussion afterwards to share your ideas</p>

Talking points

1. Could you organise a body mapping session with children working in [OCCUPATION! to find out if they have symptoms of ill health or injuries?
2. Why are children more at risk than adults?

Identifying hazards and assessing risks

TRAINING ACTIVITY 7:

<p>AIMS</p> 	<p>To help us to:</p> <ul style="list-style-type: none"> ➔ identify work activities and hazards ➔ decide who is most at risk ➔ learn how to carry out a simple risk assessment
<p>TASK</p> 	<p>Your trainer will distribute the health and safety risk assessment forms, and will arrange for small groups of participants who do similar work to be formed.</p> <p>In your small group:</p> <ol style="list-style-type: none"> 1. Select 2-3 work activities from an economic sector or occupation and list them under Column 1 in your health and safety risk assessment form 2. In Step 1 of the risk assessment, Column 2, list the two main hazards for each work activity selected and give details of possible injuries or health effects 3. In Step 2 of the risk assessment, Column 3, give details of the number of workers – distinguishing between gender and age – at risk for each hazard identified, and some details of the work they do 4. Step 3 of the risk assessment, Column 4, identifies the health and safety measures to be assessed and put in place by the employer to prevent or reduce the risks to the workers. The health and safety measures should be assessed and put into place in the following order: <ol style="list-style-type: none"> 1. Elimination of risk 2. Substitution 3. Technology measures 4. Work organisation, information and training 5. Medical/health control measures 6. Personal protective equipment <p>Elect a spokesperson to report back on your group's findings.</p>

Health and safety risk assessment form

WORK ACTIVITY Column 1	WORK HAZARDS And Possible INJURIES or HEALTH EFFECTS (for each hazard) Column 2	WORKERS MOST AT RISK (for each hazard) Column 3	RISK REDUCTION MEASURES (for each hazard use the list below, in the order it is written) Column 4
1.	List the 2 main hazards per work activity	Adult female worker Adult male worker Young female worker Young male workers	1. Elimination of risk 2. Substitution 3. Technology measures 4. Work organisation, information & training 5. Medical/health control measures 6. Personal protective equipment
2.			
3.			




Note: **IT MAY NOT BE NECESSARY TO USE ALL THE RISK REDUCTION MEASURES TO CONTROL A PROBLEM/HAZARD**

If, for example, Risk reduction measure 1 has been successfully put in place, and the risk totally eliminated for a particular hazard, then the other risk reduction measures will **not** be needed.

Similarly, if simple technology such as soundproofing has been used in Risk reduction measure 3 to make a noisy machine much quieter, then Personal protective equipment such as ear protectors will **not** need to be provided and used under Risk reduction measure 6.

Law and the ILO

TRAINING ACTIVITY 8:

<p>AIMS</p> 	<p>To help us to:</p> <ul style="list-style-type: none"> → identify relevant national laws on child labour → compare your laws with ILO Convention No. 182
<p>TASK</p> 	<p>Your trainer will have provided you with a short summary of your country's laws for this activity.</p> <p>Use the worksheet on the following pages to:</p> <ul style="list-style-type: none"> → identify relevant parts of your national law on child labour → compare those laws with ILO Convention No. 182 → identify any questions you have about the laws or ILO Convention No 182 <p>Elect a spokesperson to report back with your key questions/observations</p>
<p>RESOURCES</p> 	<ul style="list-style-type: none"> → A summary of your national legislation → Key text from ILO Convention No 182 reproduced on the Worksheets below



WORKSHEET: National law and comparison with ILO Convention No 182

	Your country's law	ILO Convention No 182
DEFINITION OF A CHILD		Article 2: For the purposes of this Convention, the term <i>child</i> shall apply to all persons under the age of 18.
DUTY ON THE STATE		Article 1: Each Member which ratifies this Convention shall take immediate and effective measures to secure the prohibition and elimination of the worst forms of child labour as a matter of urgency.
WORST FORMS OF CHILD LABOUR		<p>Article 3: For the purposes of this Convention, the term <i>the worst forms of child labour</i> comprises:</p> <p>(a) all forms of slavery or practices similar to slavery, such as the sale and trafficking of children, debt bondage and serfdom and forced or compulsory labour, including forced or compulsory recruitment of children for use in armed conflict;</p> <p>(b) the use, procuring or offering of a child for prostitution, for the production of pornography or for pornographic performances;</p> <p>(c) the use, procuring or offering of a child for illicit activities, in particular for the production and trafficking of drugs as defined in the relevant international treaties;</p> <p>(d) work which, by its nature or the circumstances in which it is carried out, is likely to harm the health, safety or morals of children.</p>
TYPES OF HAZARDOUS WORK		<p>Article 4:</p> <p>1. The types of work referred to under Article 3(d) shall be determined by national laws or regulations or by the competent authority, after consultation with the organizations of employers and workers concerned, taking into consideration relevant international standards, in particular Paragraphs 3 and 4 of the Worst Forms of Child Labour Recommendation, 1999.</p> <p>2. The competent authority, after consultation with the organizations of employers and workers concerned, shall identify where the types of work so determined exist.</p> <p>3. The list of the types of work determined under paragraph 1 of this Article shall be periodically examined and revised as necessary, in consultation with the organizations of employers and workers concerned.</p>

	Your country's law	ILO Convention No 182
MONITORING & PROGRAMMES OF ACTION		<p>Article 5: Each Member shall, after consultation with employers' and workers' organizations, establish or designate appropriate mechanisms to monitor the implementation of the provisions giving effect to this Convention.</p> <p>Article 6:</p> <ol style="list-style-type: none"> 1. Each Member shall design and implement programmes of action to eliminate as a priority the worst forms of child labour. 2. Such programmes of action shall be designed and implemented in consultation with relevant government institutions and employers' and workers' organizations, & other concerned groups.
ENFORCEMENT		<p>Article 7:</p> <ol style="list-style-type: none"> 1. Each Member shall take all necessary measures to ensure the effective implementation and enforcement of the provisions giving effect to this Convention including the provision and application of penal sanctions or, as appropriate, other sanctions.
STEPS TO BE TAKEN TO ELIMINATE CHILD LABOUR		<p>Article 7:</p> <ol style="list-style-type: none"> 2. Each Member shall, taking into account the importance of education in eliminating child labour, take effective and time-bound measures to: <ol style="list-style-type: none"> (a) prevent the engagement of children in the worst forms of child labour; (b) provide the necessary and appropriate direct assistance for the removal of children from the worst forms of child labour and for their rehabilitation and social integration; (c) ensure access to free basic education, and, wherever possible and appropriate, vocational training, for all children removed from the worst forms of child labour; (d) identify and reach out to children at special risk; and (e) take account of the special situation of girls. 3. Each Member shall designate the competent authority responsible for the implementation of the provisions giving effect to this Convention.

Developing cooperative policies, interventions and strategies on child labour

TRAINING ACTIVITY 9:

<p>AIMS</p> 	<p>To help us to:</p> <ol style="list-style-type: none"> 1. think about cooperative's policies and interventions on child labour, nationally and locally 2. build cooperative strategies for eliminating child labour especially hazardous work
<p>TASK</p> 	<p>In your small group:</p> <ol style="list-style-type: none"> 1. List the key policies and interventions by cooperatives that are essential ones 2. What steps need to be taken by cooperatives to ensure that their policies and interventions are successful? <p>Elect a spokesperson to report back with your group's views.</p>

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

Guidebook 3, section 3.2.9 Agricultural/rural cooperatives


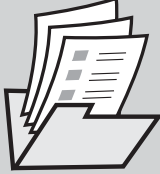
Cooperatives play a significant role in agriculture around the world. More than 50 per cent of global agricultural output is marketed through cooperatives. In addition, a large share of the markets for agricultural commodities is handled by cooperatives.

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

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



Future Strategy

TRAINING ACTIVITY 10: Your next steps

<p>AIMS</p> 	<p>To help us to:</p> <ul style="list-style-type: none">→ work out a plan for future activity on hazardous child labour→ identify the steps that we can take
<p>TASK</p> 	<p>Identify three things that you will do in relation to hazardous child labour in your cooperative and in your community as a result of this course, and when you will do them. Think particularly about how you can work together with other cooperatives, trade unions and community groups.</p> <p>Prepare a report back to the rest of the course with your plan.</p>

Course Evaluation

TRAINING ACTIVITY 11:

<p>AIMS</p> 	<p>To help us to:</p> <ul style="list-style-type: none"> → find out to what extent the aims of the course have been achieved → decide how the course could be improved
<p>TASK</p> 	<p>In your small group discuss the following questions:</p> <ul style="list-style-type: none"> → Taking the course as a whole, did the different sessions meet your needs and interests? → Which sessions or parts of the course were most valuable to you and why? → Which sessions or parts of the course were of less or no interest to you and why? → What suggestions would you want to make to improve future courses? → Is there any other comment you would like to make? <p>Elect a spokesperson to report back</p>

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