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► The role of cooperatives in eliminating child labour

A facilitator guide to train
management, staff and members
of agricultural cooperatives



The role of cooperatives in eliminating child labour

**A facilitator guide to train
management, staff and members
of agricultural cooperatives**

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The role of cooperatives in eliminating child labour: A facilitator guide to train management, staff and members of agricultural cooperatives

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► Introduction

A total of 152 million children – 64 million girls and 88 million boys – are in child labour globally, accounting for almost one in ten of all children worldwide.¹ Nearly half of all those in child labour – 73 million children in absolute terms – are in hazardous work that directly endangers their health, safety and moral development. The agricultural sector accounts for 71 per cent of all those in child labour and for 108 million children in absolute terms, representing the sector with the largest share of child labour. Child labour is often related to household vulnerabilities and poverty, lack of education, cultural attitudes and inadequate public policies.² Removing a child from work is not sufficient to eliminate child labour. The solution lies in an integrated approach to dealing with different root causes of child labour. Cooperatives are naturally well placed to directly influence these root causes, because they combine a social and economic mission to meet their members' needs. A study of cooperatives in Rwanda shows that cooperative membership significantly reduces the probability of child labour. Child labour is one-third lower on family farms selling to cooperatives.³ This may be explained by the cooperatives' potential to reduce the vulnerability of households by creating jobs, generating alternative income opportunities and providing social services.

Moreover, there is a growing realization among many retailers and other buyers that child labour cannot be tolerated. It is therefore in the cooperatives' business interest to prevent and eliminate child labour if they want to continue to serve markets where consumers demand sustainable and child labour-free products. Many buyers have adopted sustainable sourcing policies to keep child labour out of their supply chain and require their suppliers to demonstrate their commitment to ending child labour. Transparency in the supply chain has become an important issue for consumers and thus for buyers and they undertake regular controls in the supply chains or consult third party auditing bodies to verify compliance with labour standards because they cannot risk losing their reputation if a scandal is found. Suppliers who fail to comply with the standards are likely to lose clients or orders. From a business perspective, preventing child labour is vital for cooperatives that want to remain in business, avoid government fines or buyers' sanctions and safeguard access to demanding markets that in turn may provide higher returns.

Counting on the capacity of cooperatives to empower their members to improve their livelihoods and reduce the need for child labour through education and training, this training will serve to raise the awareness of the management, staff and members of agricultural cooperatives about child labour so that they are able to decide on and implement a set of actions that will contribute to the prevention and elimination of child labour within the cooperative's and members' operations as well as in their communities. This training programme does not focus on cooperative management and/or governance; therefore, participants who would like to reinforce their knowledge on these aspects are invited to consult other [ILO tools on cooperatives](#).

1 ILO, 2017. *Global estimates of child labour: Results and trends, 2012-2016* (Geneva).

2 ILO, 2015. *How to do business with respect for children's right to be free from child labour: ILO-IOE child labour guidance tool for business* (Geneva).

3 ILO, 2016. *Farm cooperatives, household vulnerability and agricultural child labour in Rwanda*. Available at: http://www.ucw-project.org/attachment/20022017519Rwanda_child_labor_cooperatives.pdf.

1. The training programme



Target audience

This training course is best suited for a group of 15 to 25 participants. To attend this training participants must:

- ▶ Be part of the staff, a member or a manager in a cooperative;
- ▶ Be fluent in the course language;
- ▶ Be available to attend the training during its entire duration; and
- ▶ Be willing to decide on and contribute to the actions towards the elimination of child labour that will be agreed upon during the training.

Learning goal and objectives

The training course will serve to raise awareness of the management, staff and members of agricultural cooperatives about child labour so that they are able to decide on and implement a set of actions that will contribute to the elimination of child labour within the cooperatives' and members' operations as well as in their communities.

More specifically, by the end of the training, management, staff and members of agricultural cooperatives should be able to:

- ▶ Identify child labour practices;
- ▶ Recognize the benefits of eliminating child labour for their children and communities;
- ▶ Describe the role of cooperatives in eliminating child labour and how it relates to their principles;
- ▶ Identify instances of child labour in their cooperatives, in their members' operations and in their communities; and
- ▶ Agree on a set of actions towards the elimination of child labour within their cooperative's and members' operations and in the communities where they are established.

Training agenda

The training is expected to last around 9 hours (excluding breaks) or more, depending on the length of the discussions during sessions 1, 4 and 5. It should therefore be extended over 2 days.



A day of training should not exceed 6 hours of training and breaks should be organized regularly, in particular with audiences with lower literacy levels as they are less familiar with these types of activities.

Day 1	Duration
Session 0 Introducing the course and the participants	30 minutes
Session 1 What is child labour?	100 minutes
Session 2 Why should child labour be eliminated?	110 minutes
Session 3 How can cooperatives help to eliminate child labour?	60 minutes
Day 2	Duration
Session 4 Eliminating child labour in our communities with the support of cooperatives	140 minutes
Session 5 Actions to eliminate child labour and conclusion	100 minutes

Training methodology

This course has been developed using a situated learning approach, established on the recognition that participants are more inclined to learn when they are actively involved in their learning experience, and when learning focuses on skills and competencies specific to their professional practices. Situated learning aims to create meaning and develop skills and competencies from real activities or activities similar to real life context.

Based on this approach, this course is:

- **Participatory and learner centred:** sessions and activities are designed to let participants share their knowledge and experience, and learn from their course fellows/peers;
- **Contextual:** activities call upon participants' work experience and relate to their working context;
- **Competence-based:** activities enable participants to acquire the knowledge, competencies and attitudes required to improve or change their own work activities; and

- ▶ **Based on experiential learning methods:** knowledge and skills are acquired, developed and reinforced through active experimentation reproducing work-like situations, reinforcing participants' capacity and acceptance to implement newly acquired knowledge.

Training resources

The facilitator guide

In the facilitator's guide (this document), field trainers will find comprehensive information on planning and facilitating this training on "the role of cooperatives in eliminating child labour" in field contexts, requiring only basic materials and equipment commonly available in these contexts.

The guide provides step by step instructions to prepare and deliver each session and includes all necessary resources. Information is organized into the following sections:

Section I: Organizing and delivering the session

- ▶ The session at a glance
- ▶ Learning objectives
- ▶ Training materials and equipment
- ▶ Key learning points
- ▶ Sequences for the session, including preparation tips

Section II: Annexes

- ▶ Resources such as handouts or materials required for the session activity

Material for participants

Participants will receive a kit of information, education and communication materials which contains a leaflet and a poster. They will also receive handouts indicated in each session under "Training materials and equipment".

A close-up portrait of a young boy with dark skin and short hair, wearing a red t-shirt. He has his arms crossed and is looking directly at the camera with a slight smile. The background is a textured, brownish wall. The top left corner of the image is partially obscured by a blue and red geometric shape.

2. Delivering the training sessions

▶ Session 0. Introducing the course and the participants

The session at a glance



Sequences	Time
Sequence 1: Official Opening	10 minutes
Sequence 2: Agenda	5 minutes
Sequence 3: Introductions	15 minutes
Total duration	30 minutes



Learning objectives

By the end of the session, participants will understand the objectives of the training and will get to know each other.



Training materials and equipment

- ▶ Copies of course agenda for each participant (available on page 5 of this guide)

Sequences of the session

▶ Sequence 1: Official opening | 10 min

- ▶ Introduce the training by explaining that the goal of the training is to raise participants' awareness of child labour so that they are able to decide on and implement a set of actions that will contribute to the elimination of child labour.

▶ Sequence 2: Agenda | 5 min

- ▶ Share the agenda with participants.

▶ Sequence 3: Introductions | 15 min

- ▶ Ask participants to briefly introduce themselves.

▶ Session 1. What is Child Labour?

The session at a glance



Sequences	Time
Sequence 1: Definition of a child and child labour	20 minutes
Sequence 2: Game of cards	20 minutes
Sequence 3: Debriefing and conclusions	60 minutes
Total duration	100 minutes



Learning objectives

By the end of the session, participants will be able to identify child labour practices.



Training materials and equipment

- ▶ Copies of table "Type of Work and Working Ages" for each participant (available in Annex 1 of this session).
- ▶ Sets of cards (available in Annex 2 of this session).
- ▶ Flipcharts and pens/markers
- ▶ Scotch tape
- ▶ Board (if flipcharts not available)



Key learning points

- ▶ A child is any person below the age of 18 (UN Convention on the Rights of the Child).
- ▶ Children under the age of 13 (or 12 depending on the country's legislation), should not be involved in any type of agricultural work.
- ▶ Children aged between 13 and 15 (or 13 and 16 or 12 and 14 depending on the country's legislation) can help with light work that is:
 - Not dangerous
 - Not harmful to their physical, mental, social or moral well-being and does not interfere with their education
 - Only for a limited number of hours per day

- ▶ Children from 14, 15 or 16 years old, depending on the country's legislation, can work on a farm but they cannot:
- ▶ Use pesticide and other toxic chemicals
- ▶ Use dangerous machinery and tools
- ▶ Handle heavy loads
- ▶ Work in extreme conditions such as working long hours, walking long distances and working in extreme heat
- ▶ Work under water
- ▶ Work underground (mines)
- ▶ Work on the street
- ▶ Work at night
- ▶ Do work as a result of debt bondage, lack of freedom of movement, or child trafficking



Important note: the age from which children can work will depend on the national legislation. Make sure to check this prior to the training.

Other information on child labour:

- ▶ Most child labour is unpaid. Children may be paid when they reach the minimum age for employment, but they are often underpaid.
- ▶ Child labour situations should be analysed on a case-by-case basis. The following factors should be taken into account in the analysis: age of the child, hours of work and other conditions of work.
- ▶ When analysing child labour situations, interference with education should be taken into account. For instance, a child may go to school every day, but may be tired because s/he has worked a lot, before or after school or both. This situation may result in poor performance at school and/or school dropout.
- ▶ Child labour may also affect girls and boys differently. It is more likely that girls perform household chores, which is not considered a form of child labour as such, but if it is for an excessive number of hours per week it may negatively affect their school performance and result in differential school benefits and future employment prospects for girls and boys.
- ▶ Child labour is not similar to child work. Children can socialize with work, but they should not be trapped in child labour.
- ▶ In several cultures, children are introduced to work at early ages as a way to socialize them with the work their parents do. In these cases, parents may gradually introduce children to work as long as it does not interfere with their education and is not harmful for their health or development.



Sequences of the session

Preparing the session

- ▶ Write the definition of a child on a flipchart (and keep it hidden).
- ▶ Write the definition of child labour on a flipchart (and keep it hidden).
- ▶ Reproduce the table in Annex 1 on a flipchart (see table in Annex 1 of this session).
- ▶ Prior to the session, print a set of cards for each group of 4 or 5 participants (available in the Annex 2 of this session).
- ▶ Prepare 2 flipcharts with the headings “Activities allowed for children (child work)” and “Activities not allowed for children (child labour)”.

▶ Sequence 1: Definition of a child and child labour

| 20 min

- ▶ 1. Before giving the definition of who is a child, start by asking participants how they would define a child.
- ▶ 2. Take a few answers and then show the definition you have prepared on the flipchart: “A child is every human being below the age of 18 years” (article 1 – UN Convention on the Rights of the Child).
- ▶ 3. Ask participants if they are familiar with the notion of Child Labour and what they think it is.
- ▶ 4. Take a few answers and then show the definition you have prepared on the flipchart. “Child Labour is work that children should not be doing:
 - because they are too young to work (below nationally established minimum age for work);
 - or because it interferes with their right to go to school;
 - or, if they are old enough to work, because it is dangerous or otherwise unsuitable”
- ▶ 5. Present the table “Type of Work and Working Ages” using the flipchart you have prepared prior to the session.
- ▶ 6. Explain that there are three criteria to decide whether a situation is child labour or not:
 - Age;
 - Hours of work;
 - Other conditions of work.

Attention: do not distribute the leaflet or present the posters yet.



Distribute the table “Type of Work and Working Ages” to participants at the end of the session.

▶ Sequence 2: Game of Cards

| 20 min

- ▶ 1. Divide participants in groups of 4 or 5.
- ▶ 2. Give each group a few cards from the set of cards in Annex 2.
- ▶ 3. Give participants working in groups 15 minutes to discuss the situations illustrated on the cards they have received and to classify them according to 2 categories:
 - Activities allowed for children (child work);
 - Activities not allowed for children (child labour).

Sequence 3: Debriefing and conclusions

| 60 min

- ▶ 1. Using the flipcharts with the headings “Activities allowed for children (child work)” and “Activities not allowed for children” (child labour), groups take turns to come and place their cards on the corresponding flipchart, briefly explaining the situation illustrated on the photo and justifying their answers.
- ▶ 2. Comment and correct participants’ answers as needed.
- ▶ 3. Explain that hazardous work is work that is likely to harm the health, safety or morals of children.



Make sure to involve participants during the debriefing stage by asking, for each illustration, whether they think it is child labour or not, and why. Give the correct answers and explanations only after participants have shared their ideas.



You can introduce some playful competition by asking groups to report one by one, and by giving them points for each correct answer (and explanation). Have a small prize for the winning team.

► Session 1 – Annex 1.

Type of work and working ages

Type of work	The minimum age at which children can start work (provided by country's legislation)	Possible exceptions for developing countries
Hazardous work Any work which is likely to jeopardize children's health, safety or morals should not be done by anyone under the age of 18.	18*	18*
Regular work The legal minimum age for regular work should not be below the age for finishing compulsory schooling and in any case not less than 15.	15 (or 16)	14
Light work (only if national law permits) Children between 13 and 15 years old may do light work, as long as it is not harmful for their health or development and does not prejudice their education or vocational training.	13-15 (or 13-16)	12-14

*Exceptional age of 16 could be set under strict conditions set in article 3.3 of ILO Convention 138 and paragraph 4 of ILO Recommendation 190.

▶ **Session 1 – Annex 2.**
Set of cards

Boy, age 14, carrying wood in the morning before going to school



Boy, age 11, carrying wood in the morning before going to school



Girl, age 15, collecting sand from river bed to make bricks



Boy, age 15, selling fruits in the market on Mondays and Thursdays



Boys, age 9, carrying bricks in a brick factory**Boy, age 15, fetching water to irrigate plants in a farm every morning**

Boy, age 13, taking care of grazing cows every morning (usually until noon)



Boys, age 11, digging holes to prepare the land for drainage before going to school



Girl, age 12, selling at the market when she comes back from school, to replace her mother



Boys, age 15, harvesting tobacco leaves



Children, ages 6, 10 and 17, working at a charcoal production site



Child, age 15, driving a cart pulled by oxen



Girls, age 13, selling food on the street after school



Boy, age 15, working in the fields up to 6 hours a day



Boy, age 15, ploughing and spraying pesticide in the fields

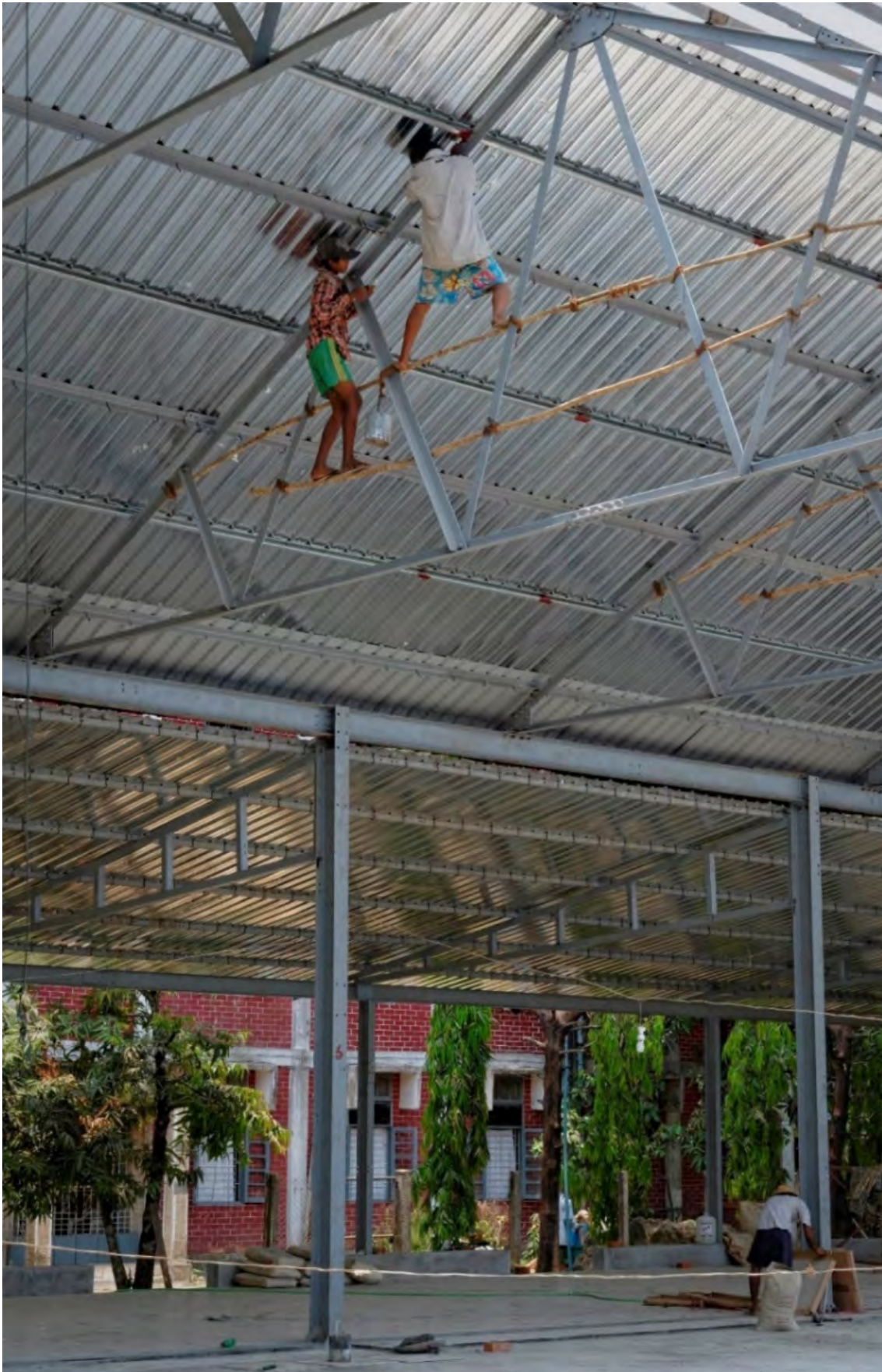


Children ages 6, 13 and 15, selling eggs on the street at night



Girl, age 15, cycling to her daily work in the field**Boy, age 5, helping his father to prepare the tobacco leaves for curing**

Boys, ages 16 and 17, working in construction, repairing high ceilings



▶ Session 2. Why should child labour be eliminated?

The session at a glance



Sequences	Time
Sequence 1: The consequences of child labour	60 minutes
Sequence 2: The vicious circle of poverty and child labour	50 minutes
Total duration	110 minutes



Learning objectives

By the end of the session, participants will be able to recognize the benefits of eliminating child labour for their children and communities.



Training materials and equipment

- ▶ Sets of board and cards of “Vicious circle of poverty and child labour” for each group of participants (available in Annex 1 of this session).
- ▶ Large sticky cards or A4 paper sheets folded in two
- ▶ Scotch tape
- ▶ Flipcharts and pens/markers
- ▶ Board (if flipcharts not available)



Key learning points

- ▶ Child labour affects children, business, society (communities) and the country.
- ▶ Consequences of child labour can be observed in the short, medium and long term.

Examples of consequences of child labour:

- ▶ Health and life risks for children during childhood (short term) and adulthood (long term). Risks include injuries, diseases (temporary or chronic) and death, among others;
- ▶ School dropouts resulting in unskilled people;
- ▶ Socioeconomic status compromised in adulthood;
- ▶ Social risks (crime, prostitution, drug abuse);
- ▶ Compromised access to markets (for products that use child labour);
- ▶ Low productivity;
- ▶ Low income;
- ▶ Increased gap between rich and poor;
- ▶ Poverty;

Child Labour in supply chains. There is a growing realization among many retailers and other buyers that child labour cannot be tolerated. It is therefore in the cooperatives' business interest to prevent and eliminate child labour if they want to continue to serve markets where consumers demand sustainable and child labour-free products. Cooperatives have to understand they are part of the supply chain.



Sequences of the session

Preparing the session

- ▶ Prior to the session, print a set of cards and board of vicious circle of poverty and child labour for each group of 4 or 5 participants (available in the Annex 1 of this session) and cut out the cards.
- ▶ Draw an empty circle of the "Vicious circle of poverty and child labour" on a flipchart or board.
- ▶ Draw the chart "Breaking the "Vicious circle of poverty and child labour" on a flipchart or board and keep it hidden from participants.

▶ Sequence 1: The consequences of child labour

| 60 min

- ▶ 1. Tell participants they have 5 minutes to write down the consequences of child labour. This is a time for individual reflection.



If you think that some/most participants have limited writing skills, then no need to write.

- ▶ 2. When time for individual reflection has elapsed, ask participants to form groups of 4 or 5. They have 20 minutes to agree on the 6 main consequences of child labour, and to write each one of the consequences on a sticky card or paper sheet.



Make sure that groups write only one consequence per card.

- ▶ 3. When time has elapsed, ask all groups to take turns in coming up to the board and explaining **one** of the consequences they have identified. Repeat until all consequences identified by all the groups have been explained. (25 minutes)
- ▶ 4. Conclude by highlighting what the consequences of child labour are (based on what has been said by participants and on key learning points above). (10 minutes)



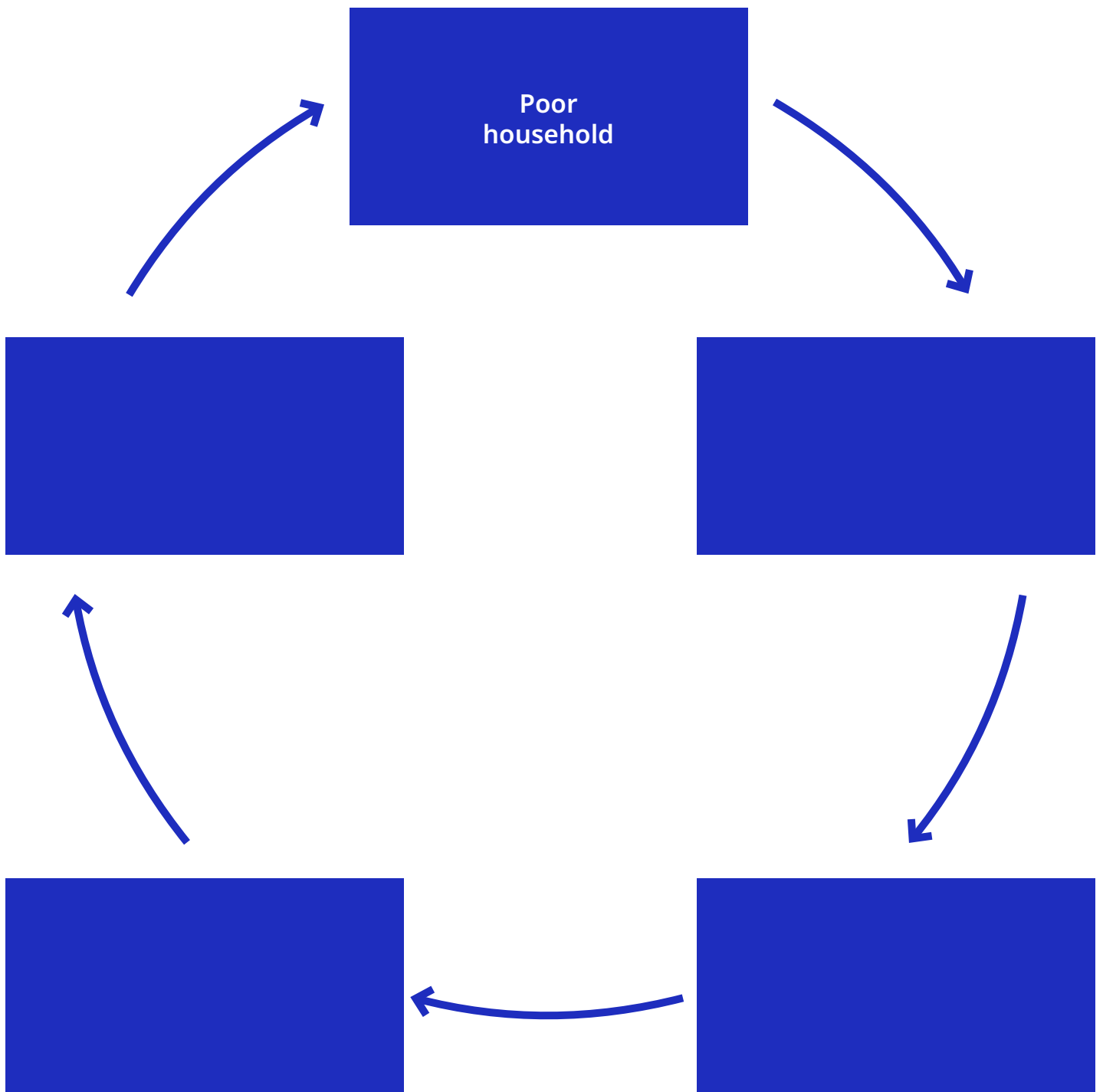
Groups should only share new ideas. If a consequence has already been discussed, no need to repeat it.

▶ Sequence 2: The vicious circle of poverty and child labour

| 50 min

- ▶ 1. Ask participants to form groups of 4 or 5 and distribute the board and cards from the “Vicious circle of poverty and child labour”.
- ▶ 2. Give participants 10 minutes to reconstitute the circle using the cards they have received.
- ▶ 3. Debrief. (20 minutes)
 - a. Ask participants how they have placed the cards in their circle;
 - b. Using the empty circle you have drawn, write the correct answers, explaining the different elements and the relationships between them.
- ▶ 4. Finally, ask participants to list the benefits of preventing and eliminating child labour for their children and their communities (conversation should be specific to their children and communities, not a general discussion) and write them on a flipchart. (15 minutes)
- ▶ 5. Conclude by showing the graphic “Breaking the vicious circle of poverty and child labour” (available in Annex 2 of the session) and explain that during the rest of the training participants will be looking at how to break the vicious circle of poverty and child labour.

▶ **Session 2 – Annex 2.**
The vicious circle of poverty and child labour – board and cards

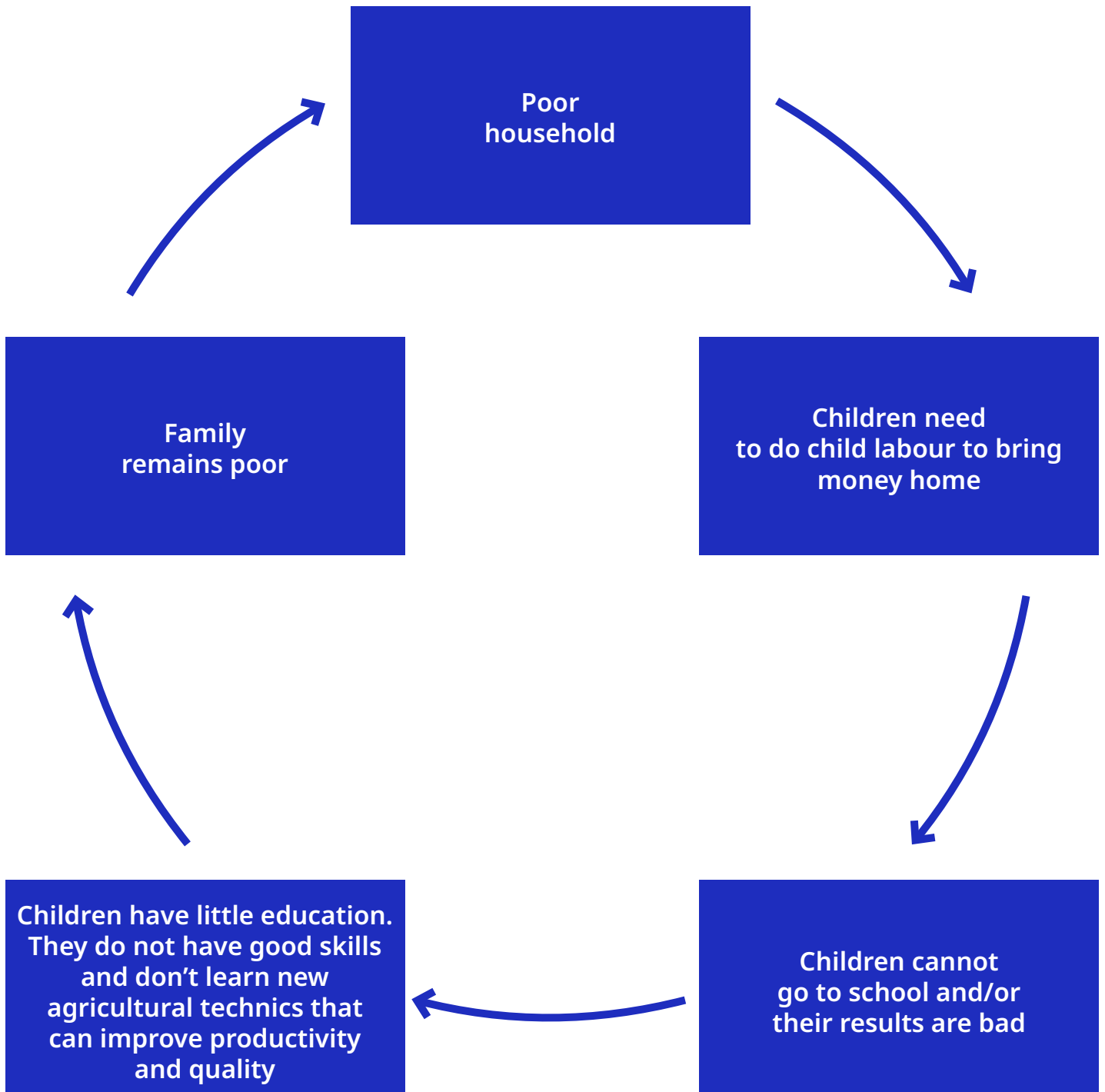


Children need to do
child labour to bring
money home

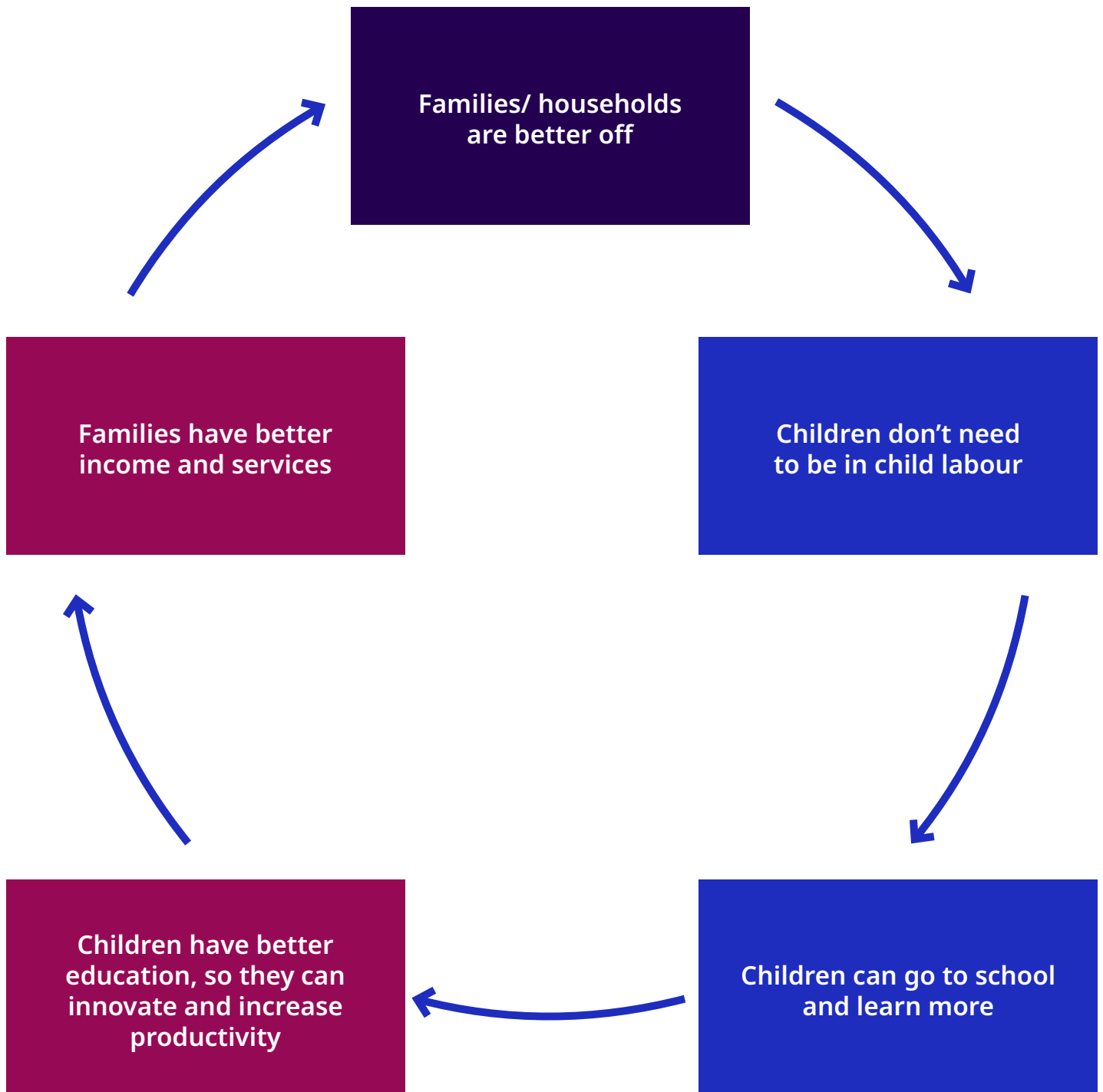
Children cannot
go to school and/or
their results are bad

Children have little education.
They do not have good skills
and don't learn new
agricultural technics that
can improve productivity
and quality

Family
remains poor



▶ **Session 2 – Annex 2.**
Breaking the vicious circle of poverty and child labour



▶ Session 3. How can cooperatives help to eliminate child labour

The session at a glance



Sequences	Time
Sequence 1: The role of cooperatives in eliminating child labour	20 minutes
Sequence 2: Group work	40 minutes
Total duration	60 minutes



Learning objectives

By the end of the session, participants will be able to describe the role of cooperatives in eliminating child labour and how it relates to their principles.



Training materials and equipment

- ▶ Copies of the document “The seven principles of cooperatives” for each participant (available in Annex 1 of this session)
- ▶ Large sticky cards or A4 paper sheets folded in two
- ▶ Scotch tape
- ▶ Flipcharts and pens/markers
- ▶ Board (if flipcharts not available)



Key learning points

- ▶ **Sequence 1:** The seven principles of cooperatives (See Annex 1 of this session)
- ▶ **Sequence 2:** Strategies to Eliminate Child Labour
 - ▶ **Prevention:** Consists of preventing situations where children are at risk of child labour
 - ▶ **Withdrawal:** Consists of withdrawing children that are already in child labour; actions could be:
 - **Removal:** reintegrate children to school or vocational training or refer children to appropriate services such as counselling and social protection.
 - **Protection:** ensure that children who have attained minimum age for employment or work are removed from hazardous conditions and are protected from hazards.
 - ▶ **Monitoring:** Consists of ensuring child labour-free communities by monitoring child labour and raising awareness within the community so that those children who have been withdrawn do not go back to child labour. There are two types of monitoring: 1) by labour inspectors and by cooperative and agricultural officers; and 2) community-based child labour monitoring done by members of cooperatives and other local/community actors.

Actions that cooperatives can take to eliminate child labour:**▶ Prevention:**

- Include a clause in the bylaws of the cooperative on the commitment of the cooperative and its members towards the elimination of child labour. The clause could include punitive measures to members who use child labour (such as suspension of membership).
- Develop policy and/or an action plan to eliminate child labour within the cooperative's and members' operations.
- Make child labour issues part of the agenda of the General Assembly and Board.
- Raise awareness about child labour and the importance of education among members and community.
- Establish savings and credit schemes.
- Support members in sending their children to school (at least compulsory education).
- Get agreements with schools so that the cooperative acts as guarantor until member can pay school fees.
- Promote school feeding programmes for children (cooperatives could either provide some products for free or provide them at reduced prices).
- Lobby with local authorities on the implementation of measures to eliminate child labour, including, for instance, access to education and sponsoring school feeding programmes.

▶ Withdrawal:

- Partner with other supply chain actors.
- Refer children to other organizations that could take care of them (including schools and public service providers).
- Protect children who have achieved the minimum working age by improving occupational safety and health, working conditions and arrangements in the workplace.
- Be part of a special task force in collaboration with law enforcement bodies.

▶ Monitoring:

- Create a committee to monitor child labour or a child labour focal point.
- Identify child labour indicators and follow-up.
- Make sure that children who were withdrawn do not come back to work or move to another community to work.
- Be part of child labour committees formed at the community level.
- Assess child labour within the cooperative and within members' operations.
- Monitor law/policy enforcement.
- Establish reporting systems as part of the child labour clause of the cooperative bylaws or child labour policy/action plan.
- Link members and their families to the national health network/hospitals, insurance funds and cash transfers. Cooperatives could also establish an insurance scheme for primary cooperatives.



Sequences of the session

Preparing the session

- ▶ Write the seven principles of cooperatives on a flipchart (the principles are available in Annex 1 of this session). Keep the flipchart hidden.

▶ Sequence 1: The role of cooperatives in eliminating child labour

| 15 min

- ▶ 1. Ask participants what they think are the seven principles of cooperatives.
- ▶ 2. After participants' contributions, show the flipchart where you wrote the seven principles and explain the different principles as needed.
- ▶ 3. Distribute copies of Annex 1 of this session "The seven principles of cooperatives".

▶ Sequence 2: The role of cooperatives in the prevention, withdrawal and monitoring of child labour

| 45 min

- ▶ 1. Explain the strategies to eliminate child labour: prevention, withdrawal and monitoring (see key learning points of this session).
- ▶ 2. Ask participants to form groups of 4 or 5.
- ▶ 3. Give groups 15 minutes to list actions that could help, with the support of cooperatives, to eliminate child labour.
- ▶ 4. Debrief. Ask each group to report on their discussion and write their ideas on a flipchart.
- ▶ 5. If you know, share examples of what other cooperatives have been doing to eliminate child labour or refer to the key learning points of this session.



During the debriefing time, welcome and write down ideas indiscriminately.

For now, it is ok if ideas are general and not applicable. The aim of the session is to help participants think about the type of support that cooperatives may give to eliminate child labour. A more specific discussion will take place in the following session.

▶ Session 3 - Annex 1

The seven principles of cooperatives

Principle 1. Voluntary and Open Membership

Cooperatives are voluntary organizations, open to all people able to use its services and willing to accept the responsibilities of membership, without gender, social, racial, political or religious discrimination. Members may also withdraw whenever they wish.

Principle 2. Democratic Member Control

Each member has equal voting and decision-making power in the governance of the cooperative. Each member gets one vote, regardless of the level of her or his investment in the cooperative. Women and men serving as elected representatives are accountable to the membership.

Principle 3. Member Economic Participation

Members provide the money and/or in-kind resources needed to start and operate the business. Decisions on how the capital and funds of the cooperative will be used are made democratically and not based on the amount invested. The benefits that members get from the cooperative are in proportion to the business they conduct with the cooperative rather than on the capital invested.

Principle 4. Autonomy and Independence

Cooperatives are autonomous, self-help organizations controlled by their members. If they enter into agreements with other organizations, including governments, or raise capital from external sources, they do so on terms that ensure democratic control by their members and maintain their cooperative's autonomy.

Principle 5. Education, Training and Information

Cooperatives provide education and training for their members, elected representatives, managers and employees so they can contribute effectively to the development of their cooperatives. They inform the general public – particularly young people and opinion leaders – about the nature and benefits of cooperation.

Principle 6. Cooperation among Cooperatives

Cooperatives serve their members most effectively and strengthen the cooperative movement by working together through local, national, regional and international structures.

Principle 7. Concern for the Community

Cooperatives work for the sustainable development of their communities through policies and actions approved by their members.

▶ Session 4. Eliminating child labour in our communities with the support of cooperatives



The session at a glance

Sequences	Time
Sequence 1: Identifying the forms of child labour to eliminate in our activities/communities	50 minutes
Sequence 2: Mapping the forms of child labour to be eliminated	90 minutes
Total duration	140 minutes



Learning objectives

By the end of the session, participants will be able to:

- ▶ Identify situations of child labour in their cooperatives, members' operations and in their communities; and
- ▶ Agree on a list of actions and expected support from cooperatives towards the elimination of child labour in the cooperatives and members' operations and in the communities.



Training materials and equipment

- ▶ Large sticky cards or A4 paper sheets folded in two
- ▶ Scotch tape
- ▶ Flipcharts and markers/pens
- ▶ Board (if flipcharts not available)



Sequences of the session

Preparing the session

- ▶ Recreate the table in Annex 1 of this session in a flipchart.



If all participants belong to one cooperative, activities in sessions 4 and 5 should be done in plenary. However, if participants belong to different cooperatives, groups per cooperative should be formed.

Sequence 1: Identifying the forms of child labour in our activities/communities | 50 min

- 1. In plenary, ask participants to list the forms of child labour existing in their cooperative's and members' operations and in the communities where they are established.
- 2. Write all forms (being as specific as possible) on a sticky card or paper sheet, confirming and explaining (if need be) why and whether this is a form of child labour.
- 3. If need be, point out the forms of child labour that might be missing from the list established by the participants.

Sequence 2: Mapping the forms of child labour to be eliminated | 90 min

- 1. For each form of child labour, discuss with participants the different elements (frequency, severity of consequences on children and difficulty to eliminate) of the table and give a score for each one. Annex 1 of this session provides indication of scores.
- 2. At the end of a discussion, in agreement with participants, select which forms of child labour they agree to eliminate (depending on the total score, or maybe on the severity for the children and the easiness to eliminate).



Participants should only select 2 or 3 forms of child labour to eliminate as they will have to come up with a set of specific actions for each form of child labour.

FORMS OF CL TO ELIMINATE	FREQUENCY 3 = Always 2 = Sometimes 1 = Very Rarely	SEVERITY 5 = Very Severe 3 = Severe 1 = Not so Severe	DIFFICULTY TO ELIMINATE 3 = Easy Eliminate 2 = Difficult 1 = Very Difficult	TOTAL SCORE
Planting & Weeding	2	2	1	5*
De suckering	3	3	1	7*
Tobacco harvesting	2	3	2	7

**► Session 4 - Annex 1
Mapping the forms of child labour to be eliminated**

1. Forms of child labour in the communities	2. Frequency	3. Severity of consequences on children	4. Difficulty to eliminate	5. Total score
1.	Always (3)	Very severe (5)	Easy (3)	
2.	Sometimes (2)	Severe (3)	Difficult (2)	
3.	Very rare (1)	Not severe (1)	Very difficult (1)	

▶ Session 5. Actions to eliminate child labour and conclusion

The session at a glance



Sequences	Time
Sequence 1: Set of actions to eliminate child labour	70 minutes
Sequence 2: Feedback and next steps	30 minutes
Total duration	100 minutes



Learning objectives

By the end of the session, participants will agree on a set of actions towards the elimination of child labour within their cooperative's and members' operations and in the communities where they are established.



Training materials and equipment

- ▶ Copies of "Training evaluation survey" (available in Annex 2 of this session)
- ▶ Flipcharts and markers/pens
- ▶ Board (if flipcharts not available)



Sequences of the session

Preparing the session

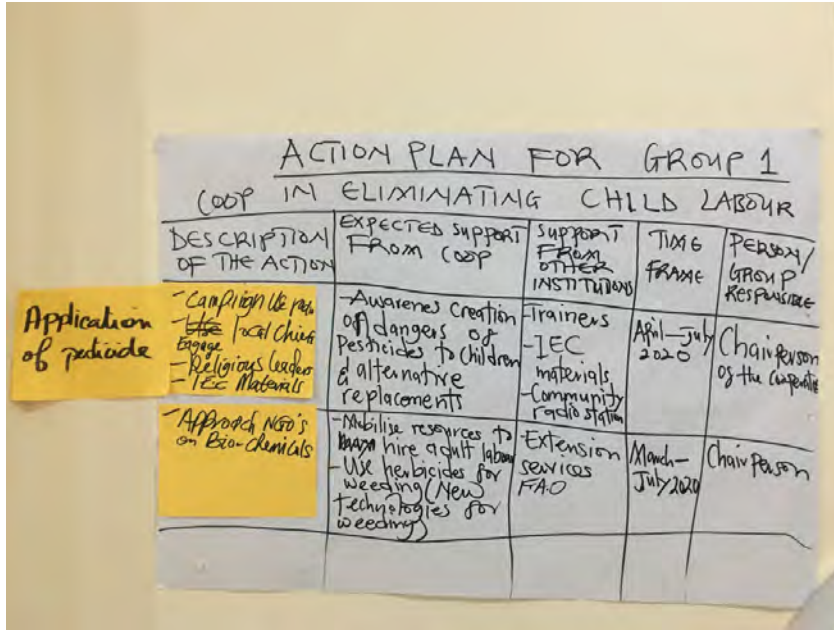
- ▶ Recreate the table in Annex 1 of this session in a flipchart.

▶ Sequence 1: Set of actions to eliminate child labour | 70 min

- ▶ **1.** Starting from the forms of child labour identified in the previous session, participants now identify a list of actions that can help eliminate those forms of child labour, filling in the table suggested below.
- ▶ **2.** Establish what would be the expected support from the cooperative and from other institutions already working in the community, the time frame and the responsible people.



Actions should be very specific, realistic and achievable at the level of the cooperative.



► Sequence 2: Feedback and next steps | 30 min

- 1. Distribute the training evaluation questionnaire (see Annex 2 of the session).
- 2. Discuss the next steps and follow-up.

► Session 5 - Annex 1
List of actions to eliminate child labour

Forms of child labour to eliminate	1. Description of the action	2. Expected/potential support from the cooperative	3. Support from other institutions (already working in the community)	4. Time frame	5. Person(s)/ group in charge
Form of child labour # 1	Action 1				
	Action 2				
	Action 3				
	Etc.				
Form of child labour # 2					

► Session 5 - Annex 2 Training evaluation survey

Place and Date: _____

Training Evaluation Survey

The purpose of this survey is to assist the training organizers to monitor quality, performance and outcomes of the training services. The information collected is confidential and will not be disclosed to third parties. Please circle your answers.

Overall, how do you rate the training?

 Excellent
  Good
  Neutral
  Poor
  Very poor

Has the training met your expectations?

 Strongly agree
  Agree
  Neutral
  Disagree
  Strongly disagree

Which session was the most useful?

Which session was the least useful?

Was the duration of the training: Too long Too short Just right

How would you rate the training methodology?

 Excellent
  Good
  Neutral
  Poor
  Very poor

How would you rate the facilitators' overall performance?

Add facilitator's name:

 Excellent
  Good
  Neutral
  Poor
  Very poor

How would you rate the facilitators' overall performance?

Add facilitator's name:

 Excellent
  Good
  Neutral
  Poor
  Very poor

How would you rate the logistics of this workshop?

 Excellent
  Good
  Neutral
  Poor
  Very poor

Suggestions on how the training could be improved:

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