



International  
Labour  
Organization

# ► The role of cooperatives in eliminating child labour

A facilitator guide to train  
field trainers



# **The role of cooperatives in eliminating child labour**

**A facilitator guide  
to train field trainers**

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First published 2021



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The role of cooperatives in eliminating child labour: A facilitator guide to train field trainers

ISBN: 978-92-2-034865-9 (print)

ISBN: 978-92-2-034866-6 (web PDF)

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Printed in Switzerland  
Designed in Switzerland

REP  
BIP

Photos cover:

© We Effect . Photographer: Cecilia Abrahamsson - Cotton growers in group holding reading material

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## ► Acknowledgements

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This training package was developed collaboratively by the ILO FUNDAMENTALS Branch and the Cooperatives Unit between 2018 and 2021. It builds on a series of consultations, including pilot testing of the training package with ILO constituents and cooperative partners. The training material was drafted by Florence Béraud, independent consultant, based on groundwork research undertaken by Annelien Gansemans, former intern at the Cooperatives Unit and with technical support of Andrea Davila, who also ensured the overall coordination, Alexandre Soho and Guy Tchami. Valuable inputs were provided by Simel Esim, Wangui Irimu, Waltteri Katajamaki, Yoshie Noguchi, Gerson Nyadzi, Minoru Ogasawara, José María Ramirez, Gurchaten Sandhu and Benjamin Smith from the ILO; Giselle Mitton from the International Training Centre of the ILO; and Albert Mruma, independent consultant. Liliana Castillo supported the layout of the training package.

The training package was produced under the framework of the ILO Project “Addressing Decent Work Deficits in the Tobacco Sector of Tanzania and Zambia” (TZA/18/01/RBS and ZMB/18/02/RBS).

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# Introduction





## ► Introduction

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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.<sup>1</sup> 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.<sup>2</sup> 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.<sup>3</sup> 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.

This training programme will serve to build capacities of field trainers, so they are able to raise awareness about child labour among management, staff and members of agricultural cooperatives, and guide them through the development and implementation of a set of actions that will contribute to the 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: [https://www.ilo.org/global/topics/cooperatives/areas-of-work/WCMS\\_628372/lang--en/index.htm](https://www.ilo.org/global/topics/cooperatives/areas-of-work/WCMS_628372/lang--en/index.htm).

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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](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. Depending on the national context, field trainers must belong to an institution, so they are able to institutionalize the training. Participants may be:

- ▶ Staff of secondary and tertiary cooperatives;
- ▶ Managers of well-established cooperatives;
- ▶ Staff of government bodies who are providing support to cooperatives;
- ▶ Extension workers;
- ▶ Model farmers (providing they are members of a cooperative);
- ▶ Cooperative movement representatives;
- ▶ Members of trade unions and employer's organizations;
- ▶ Staff of international organizations and NGOs working with cooperatives;
- ▶ Large scale producers (providing they are members of a cooperative); and/or
- ▶ Other public and private actors providing support to cooperatives.

To qualify for this training, field trainers-to-be should also:

- ▶ Have proven experience in conducting adult training;
- ▶ Have some knowledge of child labour and cooperatives;
- ▶ Be fluent in the course language;
- ▶ Be committed to attend the training for its entire duration; and
- ▶ Be willing to institutionalize training in his/her organization and available to deliver training sessions for direct beneficiaries.

## Learning goal and objectives

This training course will serve to enable a network of field trainers, using the training package “The role of cooperatives in eliminating child labour”, to organize and deliver field-based training sessions targeting the management, staff and members of agricultural cooperatives.

More specifically, by the end of the training, field trainers should be able to:

- ▶ Explain what child labour is;
- ▶ Explain the national and international legal frameworks regulating child labour;
- ▶ Explain the consequences of child labour to children and to their communities;
- ▶ Discuss the benefits of eliminating child labour;
- ▶ Lead direct beneficiaries in recognizing the different forms of child labour existing within the activities of agricultural cooperatives, their members and relevant communities;
- ▶ Explain the basics and functioning of agricultural cooperatives;
- ▶ Recognize the actions that cooperatives can take to eliminate child labour;
- ▶ Lead direct beneficiaries in designing an action plan to eliminate child labour and support/monitor its implementation; and
- ▶ Commit to a training plan for the delivery of the training “The role of cooperatives in eliminating child labour” to direct beneficiaries.

## Training agenda

This training course will last 3 ½ days.

<b>Day 1</b>	<b>Duration</b>
Session 0 Opening and Introductions	75 minutes
Session 1 What is child labour?	120 minutes
Session 2 Legal framework of child labour	65 minutes
Session 3 Why should child labour be eliminated?	115 minutes
Closing & feedback	15 minutes
<b>Day 2</b>	<b>Duration</b>
Opening (Lessons learned from the previous day or reporting on national legislation and instruments to eliminate child labour)	30 minutes
Session 4 How can cooperatives help to eliminate child labour	150 minutes
Session 5 Guiding management, staff and members of agricultural cooperatives towards an action plan to eliminate child labour	85 minutes
Session 6 Preparation for the “Mock” Field Training	90 minutes
Closing & feedback	20 minutes
<b>Day 3</b>	<b>Duration</b>
Session 7. Delivering the “Mock” Field Training	1 day
<b>Day 4</b>	<b>Duration</b>
Session 8 Feedback and Debriefing of the “Mock” Field Training	120 minutes
Session 9 The way forward	45 minutes
Session 10 Conclusion, Feedback & Assessment	45 minutes

## Assessment and certification

### Certification

Participants in this training will receive a certificate of attendance, provided they meet the following criteria:

- Attendance to all sessions of the training course;
- Active participation (including staying away from computer and mobile phone); and
- Commitment to a training plan (to roll out training to direct beneficiaries).

Certification criteria will be communicated to the participants and their managers prior to the training course.

### Assessment

- Participants' knowledge and understanding of the training topics will be formally assessed through a knowledge assessment test on the last day of the course. The questionnaire is available in Annex 1 of session 10.
- Participants' capacity to deliver the training to direct beneficiaries will be assessed informally during the facilitation of mock field training sessions.
- Finally, participants will self-assess their readiness to deliver the training to direct beneficiaries and identify the support they would need to receive in carrying out this activity. The self-assessment tool is available in Annex 3 of session 10.

## Training methodology

This training 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 training 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' professional experience and relate to their working context;
- **Competence-based:** activities enable practitioners to acquire the knowledge, competencies and attitudes required to improve or change their own professional practices; 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

A set of resources is available to help field trainers prepare, organize and deliver this training course.

### The facilitator guide

In the facilitator's guide (this document), master facilitators will find comprehensive information on planning and implementing this training on "the role of cooperatives in eliminating child labour". It contains instructions and resources to prepare and facilitate the different training sessions.

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

▶ **Session 1.**  
**What is Child Labour?**

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**The session at a glance**

Sequences	Time
Introduction	5 minutes
Sequence 1: Identifying child labour situations	40 minutes
Sequence 2: Game of cards and debriefing	75 minutes
<b>Total duration</b>	<b>120 minutes</b>

**Learning objectives**

By the end of this session, participants will be able to explain what child labour is.

**Training materials and equipment**

- ▶ PowerPoint presentation: *Child labour&coop\_session1.ppt*
- ▶ One set of photos printed from the PowerPoint for this session. Print slides 15 to 33 only
- ▶ Copies of the document "ILO Convention 138 at a Glance" for each participant (see annex 1 of this session, or [web site](#))
- ▶ Copies of the document "An Introduction to Legally Prohibiting Hazardous Work for Children" for each participant (see annex 2 of this session, or [web site](#))
- ▶ Laptop and projector
- ▶ Flipcharts
- ▶ Board (if flipcharts not available)
- ▶ Markers

### PowerPoint Presentations

- ▶ PowerPoint presentations are available for all sessions.
- ▶ They present key information and provide support for the different activities (in the form of instructions, questions, answers, etc.)
- ▶ Presentations also guide course facilitators through the session.



## 2. Preparing for the training



## Getting ready for the training

“Failing to plan is planning to fail”.

Below are some important activities that should be done in preparation for training.

- 8 to 6 weeks	- 3 weeks	- 2 weeks	- 1 week
Select and invite participants	Send pre-training questionnaire and course information	Update and upgrade your knowledge on course topics	Compile and analyse pre-training questionnaires
		Familiarise yourself with training sessions and activities	Adapt course and resources as needed
		Visit training location if possible	Print training resources and gather materials & equipment
			Prepare training location

## Understanding participants' needs and profile

During the weeks prior to the training, participants should receive a questionnaire with the aim of understanding their profiles and assessing their training needs in relation to this course.

Filling in and returning this questionnaire should be a pre-requisite to participate in the training course. See suggested pre-training questionnaire in Annex 1 of this section.

Understanding participants' training needs and profiles will help trainers to adapt the course in order to best meet participants' needs and contexts.

## Facilitator vs. trainer

While implementing this course, the facilitator's role will mostly consist of **facilitating participants' learning**, meaning s/he should involve participants in the different course activities, support the knowledge sharing process and, as necessary, supplement learners' discussion with the most relevant and recent knowledge. This approach differs from a more traditional way of training whereby trainers present information to participants rather than facilitating knowledge sharing.

Co-facilitation is encouraged, that is, having two persons facilitating the training: one with background on child labour and another one with background on cooperatives. Co-facilitation shares the workload and enriches the training by providing participants with multiple perspectives and experiences.

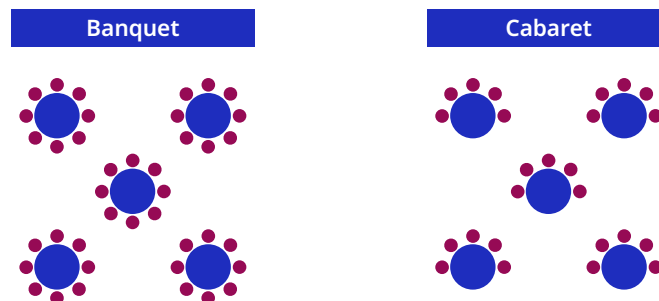
### To successfully deliver this training, facilitators should:

- Become familiar with the content of this guide, PowerPoint presentations and exercises;
- Enrich their knowledge of the training topics by carefully reading background information available at the ILO's website, in the section on child labour at: <https://www.ilo.org/global/topics/child-labour/lang--en/index.htm> and in the section on cooperatives at: <https://www.ilo.org/global/topics/cooperatives/lang--en/index.htm>;
- Review the course activities and prepare the training resources (such as printing the handouts, preparing flipcharts, etc); and
- Find examples adapted to the local context (country, region and/or economic sector) of the training, the specific needs of the participants and have a good understanding of the national legislation of the country in which they will deliver the training.

See checklist for training preparation available in Annex 2 of this section to ensure all necessary steps have been taken to prepare for the training.

## Creating an inviting training environment: setting the space

The room setting will impact participation. Rows of chairs facing the facilitator(s) and a screen will limit interaction. However, arranging chairs in a circle is considered as the most conducive environment for interaction and learning. See suggested room setting in the figures below.



Break out rooms will allow quiet space for group activities and will permit a space for preparing in advance for some activities.

When possible, select rooms with lots of empty wall space in order to display outputs of activities, learning objectives, ground rules, key learning points, etc. Those will remind participants of the conclusions of the different learning activities and will give them a sense of achievement throughout the training.

As part of room preparation, you may post motivational quotes on the walls of the room, to engage and inspire your learners.

Should it not be possible to choose or even see the training room before the training itself, then it is recommended to arrive to the training location at least half a day in advance, allowing time for preparation and setting up the room(s).

## Annexes

### Annex 1. Pre-training questionnaire

Please take the time to fill in this questionnaire to help training organizers understand your needs and expectations in relation to this training.

1. First name:

---

2. Last name:

---

3. Email address:

---

4. Briefly describe your role and duties in relation to this training.

---

5. Indicate the organization/institution where you work.

---

6. Explain why you would like/have been required to attend this training.

---

7. Explain what you expect from this training.

---

8. Please give any other information that you would like to share with the training organizers.

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## Annex 2. Checklist for Training Preparation

- Pre-training questionnaire has been sent to participants
- Information from the pre-training questionnaires has been compiled and analysed
- Course materials have been adapted to reflect country, region and/or economic sector situation
- Agenda and course description have been shared with participants
- Training resources have been printed for all sessions
- Course materials and equipment are available and functioning
  - ▶ Laptop and projector (or space on the wall for projection)
  - ▶ Board and flipcharts (2 or 3)
  - ▶ Paper and supplies: markers, pens, notebooks, flipcharts, large size cards (sticky when possible) of different colours and shapes, participants' folders
  - ▶ Sticky dots of different colours
  - ▶ Stationery: chalk, scissors, sticky paste (blue-tac), stapler, scotch and masking tape, hole puncher
  - ▶ Name tags (preferably to wear)
  - ▶ Photocopier or printer accessible and available throughout the course.



### 3. Best practices while delivering the training



**This section shares best practices to ensure a successful implementation of the training as well as participants' satisfaction.**

## Stating the learning objective

The learning objectives of a session define what learners should know, understand and/or be able to do at the end of the session. Explaining those at the start of each session will help learners understand what they can expect from the session and connect the learning activities with their professional practices.

To respect this good practice during the training, PowerPoint presentations used for each session start with a slide describing the session's learning objectives.

## Debriefing, personal reflection and closing time

The **process of debriefing an activity is a critical stage of the learning process**. It is the time when conclusions are drawn and key learning points are highlighted. It provides an opportunity to correct possible misconceptions or misunderstandings, to look how new knowledge aligns with participants' realities, to share the most up-to-date information, or to indicate additional resources.

In this training, all activities are concluded with a debriefing phase, and facilitators should make sure they reserve enough time for this final step.

## Collecting participants' feedback

Participants' feedback can provide valuable information to training organizers and facilitators. It will give them a sense of participants' satisfaction, will help evaluate training alignment with participants' needs and professional practices, and will provide information to identify ways in which future trainings can be improved.

Feedback should be collected at the end of each training day, as well as at the end of the overall training course. As an alternative to the commonly used feedback questionnaires, the following tools can be used to collect daily feedback and to compile data in a rapid and easy way.

### Are we on target?

- 1. Draw a target on a flipchart and give 4 sticky dots to each participant (in case sticky dots are not available, participants can use a marker to draw a dot).
- 2. At the 4 corners of the target, write one statement about the training
 

Examples of statements:

  - a. The training meets my expectations.
  - b. I am able to explain what child labour is to direct beneficiaries.
  - c. I feel the course methodology is appropriate.
  - d. ...
- 3. Ask participants, on their way out, to indicate their agreement with each statement by adding their stickers to the target (the closer participants place their stickers to the centre of the target, the more they agree with the statements).



### Ticket out

- 1. Give each participant a large card (sticky if available; otherwise use sticky paste or scotch tape) on which they should answer the following question:
 

**“What is the most important thing you have learned today and how do you expect you will be able to put it into practice?”**

OR

**“Can you summarise the day in a few words?”**
- 2. Place a flipchart or board near the exit door and ask participants to stick their cards on the flipchart on their way out.

**Note that the question may be adapted as needed.**





## 4. Delivering the training sessions



## ▶ Session 0. Opening and Introductions

### The session at a glance

The opening session serves to gain participants' attention, and for participants to start creating ownership and engagement. It also aims at stimulating creativity and indicates that this training may differ from previous training experiences.

An engaging opening will support openness, the creation of safe spaces and commitment.



Sequences	Time
Sequence 1: Official Opening	15 minutes
Sequence 2: Learning objectives, expectations, agenda and certification	20 minutes
Sequence 3: Group map	30 minutes
Sequence 4: Training contract	10 minutes
<b>Total duration</b>	<b>75 minutes</b>



### Learning objectives

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

- ▶ List the learning objectives of this training;
- ▶ Name their co-participants;
- ▶ Agree to ground rules for an efficient course; and
- ▶ Recognize the importance of knowledge sharing and peer learning throughout the course.



### Training materials and equipment

- ▶ PowerPoint presentation  
*Child labour&coop\_session0.ppt*
- ▶ Copies of course agenda for each participant
- ▶ Laptop and projector
- ▶ Flipchart and/or board with course objectives
- ▶ Chalk
- ▶ Markers.



### Sequences of the session

#### Preparing the session

- ▶ Write the course learning objectives on flipchart paper (see the section on Learning Goal and Objectives at page 5).
- ▶ Compile participants' expectations from pre-course training questionnaires and add them to the PowerPoint presentation.
- ▶ Using chalk, draw a rapid world/continent/country map on the floor of the training room (or outside if there is not enough space in the training room).



**In situations where it is not possible to draw on the floor, place flipchart papers indicating the different continents/countries/regions, depending on participants' provenance.**



## ▶ Sequence 1: Official opening

| 15 min

- ▶ As possible, invite speakers, from within or outside your organization, to introduce the training and highlight the importance of cooperatives in the elimination of child labour. When extending your invitation, indicate the maximum time allocated to their participation.

## ▶ Sequence 2: Learning objectives, expectations, agenda and certification

| 20 min

- ▶ **1. Learning objectives:** Using the flipchart(s) you have prepared, present the learning objectives of the training. It is recommended to post those flipchart(s) on the training room walls, allowing you to refer to the learning objectives as necessary during the training.
- ▶ **2. Participants' expectations:** Using the PowerPoint presentation, share participants' expectations as expressed in the pre-training questionnaire and explain which expectations will NOT be met during this training.
- ▶ **3. Course agenda:** Briefly review the agenda with the participants and discuss possible constraints.
- ▶ **4. Certification:** Explain that a certification of attendance will be provided, conditional upon the following criteria:
  - Attendance to all sessions of the training course;
  - Active participation (including staying away from computer and mobile phone); and
  - Commitment to a training plan (to roll out training to direct beneficiaries).

## ▶ Sequence 3: Group map

| 30 min

- ▶ **1.** Explain to participants the map of the world/continent/country is sketched on the floor and ask them to move to the location on the map where they grew up.



**In cases when the training is delivered to an audience where participants come from the same country, adapt the map to the national or regional context.**

- ▶ **2.** Once everyone has moved to their location, ask them to think about something valuable that they got from growing up there (not an object, but a value or a characteristic feature).
- ▶ **3.** Taking turns, participants introduce themselves stating briefly:
  - their name and where they work;
  - where they grew up;
  - what they took from there; and
  - why this is important to them.



**This is a fast-paced activity. Participants have a maximum of 1 minute to introduce themselves. Set the example by being the first to introduce yourself.**



Facilitator explaining instructions while participants discover the “map” on the floor.



Participants “located” on the map and explaining where they grew up and what they took from that place.

► Sequence 4: Training contract | 10 min

- 1. Discuss the training contract with the participants
  - Take a flipchart and ask participants what it will take to work efficiently and pleasantly together during the coming days.
  - Write their suggestions on the flipchart and check whether other participants agree.
  - Once rules have been established, post the flipchart on a wall.
  - Having the training contract posted in the training room will enable you to come back to it as deemed necessary during the training.



The training contract should be established in collaboration with participants. Such an approach contributes to participants’ observance of this contract. Be sure to agree on best practices on the use of electronic devices as those can greatly disturb the training.



## ▶ Session 1. What is Child Labour?

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### The session at a glance



Sequences	Time
Introduction	5 minutes
Sequence 1: Identifying child labour situations	40 minutes
Sequence 2: Game of cards and debriefing	75 minutes
<b>Total duration</b>	<b>120 minutes</b>



### Learning objectives

By the end of this session, participants will be able to explain what child labour is.



### Training materials and equipment

- ▶ PowerPoint presentation  
*Child labour&coop\_session1.ppt*
- ▶ One set of photos printed from the PowerPoint for this session. Print slides 15 to 33 only
- ▶ Copies of the document “ILO Convention 138 at a Glance” for each participant (see annex 1 of this session, or [website](#))
- ▶ Copies of the document “An Introduction to Legally Prohibiting Hazardous Work for Children” for each participant (see annex 2 of this session, or [website](#))
- ▶ Laptop and projector
- ▶ Flipcharts
- ▶ Board (if flipcharts not available)
- ▶ Markers



## 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 12 (or 13 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

### 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.



**Important note: the ages regulating child labour situations may differ from country to country – be sure to understand the national legal framework(s) prior to the training.**



## Sequences of the session

### Preparing the session

- ▶ Prior to the session, print one set of cards for the “game of cards” (see PowerPoint for this session).
- ▶ Prepare two flipcharts with the following headings: “Activities allowed for children (child work)” and “Activities not allowed for children (child labour)”.

### ▶ Introduction

| 5 min

- ▶ Using the PowerPoint presentation, present the session objectives and overview.

### ▶ Sequence 1: Identifying child labour situations

| 40 min

- ▶ 1. Using the PowerPoint presentation, present the definition of a child and child labour and explain which criteria can help identify child labour. Allow discussions with participants and share concrete examples.
- ▶ 2. Distribute the documents *“ILO Convention 138 at a Glance”* and *“An Introduction to Legally Prohibiting Hazardous Work for Children”*.

### ▶ Sequence 2: Game of cards and debriefing

| 75 min

- ▶ 1. Divide participants in groups of 4.
- ▶ 2. Give each group 4 or 5 cards printed from the PowerPoint for this session (each group gets different cards).
- ▶ 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).
- ▶ 4. Ask groups to take turns to come and place their cards on the corresponding flipchart, briefly explaining the situation illustrated on the photo and justifying their answers.
- ▶ 5. Comment and correct participants’ answers as needed.
- ▶ 6. Mention that this activity will be used during the training for direct beneficiaries.



Participant explaining the classification of a photo and placing it on the corresponding flipchart (sequence 2).



Facilitator giving further explanation on one photo of the game of cards (sequence 2).

## ► Session 1 – Annex 1 and 2

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International  
Labour  
Organization

# ILO CONVENTION No. 138 AT A GLANCE



## WHAT IS THE **PURPOSE** OF CONVENTION No. 138?

### The aim of **ILO Convention No. 138 on Minimum Age (C138)**

is the effective abolition of child labour – which is work that is hazardous to children’s health, safety or morals, work that interferes with compulsory education or for which they are simply too young.

C138 requires countries to:

- 1| establish a minimum age for entry into work or employment<sup>1</sup>, and
- 2| establish national policies for the elimination of child labour.

<sup>1</sup> The requirement in C138 to establish a minimum age has its corollary in Article 32(1) &(2) (a) of the **UN Convention on the Rights of the Child** which stipulates that: “States Parties recognize 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 health or physical, mental, spiritual, moral or social development (para.1). To this end, and having regard to the relevant provisions of other international instruments, States Parties shall in particular: Provide for a minimum age or minimum ages for admission to employment; (para.2 (a)).

### ● **Minimum Age(s)**

C138 was adopted by the International Labour Organization (ILO) in 1973. It stipulates that States should progressively raise the minimum age to a level consistent with the fullest physical and mental development of young people. It establishes **15 as the minimum age for work in general**.

What is important is that States ensure that children go to school at least until this age; C138 requires the age at which a child leaves **compulsory education to be aligned with the minimum age for work**. Only when children have at least a basic education will they be prepared for a productive and fulfilling work life.

Of course, a 15 year old is still a child (defined in international law as a person under 18). They are still developing mentally and physically; they are more vulnerable than adults to workplace hazards; and they need protection. Therefore C138 sets **18 as the minimum age for hazardous work**, which is defined as work that, due to its nature or the circumstances in which it is carried out, is likely to jeopardize children’s health, safety or morals.

Some work is inherently dangerous and therefore off limits to children. Circumstances may make work that is otherwise safe, hazardous.

An example of this is night work, which interferes with children's sleep and may make them more prone to suffer accidents on the job. In addition, long hours can make work hazardous; recognizing this, many countries limit the number of hours that children from 15-17 can work.

Countries must adopt laws or regulations that specify what constitutes hazardous work at the national level, after consulting with workers' and employers' organizations.

Mining is an example of work that is hazardous by its nature— children should not work in mines under any circumstances.

## ● National Policy

C138 recognizes that **effective abolition of child labour should be at the centre of social and economic development**. Fixing a minimum age is needed to provide critical legal protection to children. However simply passing a law is not enough: other measures are required to ensure that there are viable alternatives to child labour, and these should be anchored in public policies.<sup>2</sup>

Although there are still 152 million children in child labour, the world has made significant progress since 2000, with a drop of more than one-third. ILO analysis of this progress indicates that a smart mix of government policies, including ratification of C138, has been a crucial factor.

The **Recommendation No. 146** which accompanies Convention No. 138, stresses that national policies and plans should provide for: poverty alleviation and the promotion of decent jobs for adults, so that parents do not need to resort to child labour; free and compulsory education and provision of vocational

<sup>2</sup> This point is emphasized in ILO Convention No. 182 on Worst Forms of Child Labour (1999), which states in its preamble "child labour is to a great extent caused by poverty and that the long-term solution lies in sustained economic growth leading to social progress, in particular poverty alleviation and universal education."

training; extension of social security and systems for birth registration; and appropriate facilities for the protection of children, and adolescents who work. To achieve the elimination of child labour, laws setting minimum ages for work should be embedded in such comprehensive policy responses.

In countries such as Mexico and Brazil, governments have introduced "conditional cash transfer" programmes that have proven highly effective in addressing root causes of child labour. These programmes provide stipends to underprivileged families, so that children are able to stay in school and be free from child labour.

## WHY IS C138 SO WIDELY RATIFIED?

As is the case with all ILO Conventions, C138 was drafted by ILO's tripartite constituents. That means that in addition to governments, workers' and employers' organizations, from all regions ensured their concerns were incorporated.

C138's responsiveness to the widely varying conditions among ILO member States is reflected in its high rate of ratification by countries in all regions and all stages of development. As of April 2018, **171 countries have ratified the Convention**, and with India's ratification in 2017, some 93% of the world's children are now covered by it. That such a number of countries with such diverse social and economic conditions have ratified the Convention speaks not only to the universal values that it underpin it, but to the flexibility built into the Convention, which allows countries to adapt it to meet to their needs.





# C138's FLEXIBILITY CLAUSES

C138 recognizes that not all work carried out by children below the age of 18 is child labour to be eliminated and that certain types of work appropriate to a child's age and performed with adequate protection may be beneficial to his or her development. Hence, the Convention can be adapted in a variety of ways through the use of several "flexibility clauses". A short description of these clauses follows.

## ● Admission to employment or work

While C138 establishes 15 years<sup>3</sup> as the minimum age for work, developing countries have the **option of setting a minimum age of 14** as a transitional measure as they strengthen their education systems and economies. Out of the 171 member States that have so far ratified C138, 51 have set the minimum working age at 14, after consulting the most representative organizations of employers and workers. The children in these countries may work legally from the age of 14, provided they are not performing hazardous work and they have completed compulsory education.

## ● Light work

C138 allows countries to permit light work for children younger than the minimum age. For countries that set the minimum age at 15, this means children aged 13-14, and for those that set it at 14, children aged 12-13 may engage in light work, which is defined as **work that does not interfere with children's schooling, or their ability to benefit from it, and that is not harmful**. If they choose to allow light work, States must determine what activities are considered light work, and the hours and the circumstances under which they may be carried out.

Light work can contribute to children's development and to the wellbeing of their household and is a complementary activity to their education. Close to half of the States that have ratified C138, in all regions in all stages of economic and social development, have opted to legalize light work in this way.

<sup>3</sup> Some countries have chosen to set the minimum age at 16.



## ● Hazardous work

C138 allow countries to permit **hazardous work** exceptionally as from 16, provided that the health, safety and morals of the young persons concerned are fully protected and that they have received adequate specific instruction or training.

## ● Exempting categories of work and branches of economic activity

C138 also **allows countries to exclude certain categories of work** from the application of the Convention, when special and substantial problems in applying the Convention would arise. Hazardous work may not be excluded. Developing countries may exclude some **branches of economic activity**, but not sectors such as mining, construction and commercial agriculture; however family farms producing for local consumption without regular hired labour, for example, may be.

## ● Work as part of children's education

C138 does **not apply to work done by children in schools** as part of their education or training. Nor does it apply to work done by children at least 14 years old in enterprises, provided that the work is part of a programme of a school or training institution, or is an apprenticeship approved by government authorities. In both cases, hazardous work is not allowed however.

## ● What about young artists?

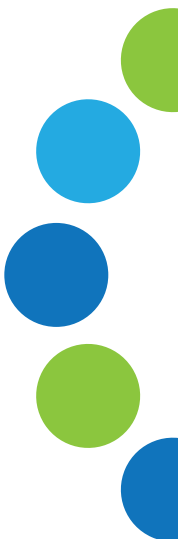
What's more, children below the minimum age may participate in artistic performances if they have been granted an individual permit by the competent national authority that defines the maximum number of hours and the working conditions for the child.

## ● And household chores?

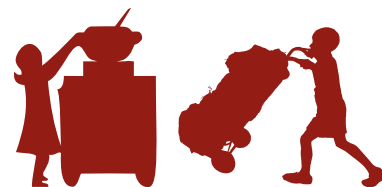
C138 does not prohibit children from doing household chores as long as it does not interfere with their education, and it is not hazardous—including that the hours are not too long. Household chores are performed mostly by girls, and special attention should be paid to make sure such chores do not harm their development.

[www.ilo.org/childlabour](http://www.ilo.org/childlabour)

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# AN INTRODUCTION TO LEGALLY PROHIBITING HAZARDOUS WORK FOR CHILDREN



There is overwhelming support for the internationally agreed goal of stopping child labour, most recently reaffirmed by Sustainable Development Goal (SDG) Target 8.7.<sup>1</sup> Child labour is work that would harm or have negative consequences on children's development and wellbeing. However, when it comes to the details as to what exactly constitutes child labour, in terms of children's ages as well as forms, types or conditions of work, this need to be clearly defined in national laws. One of these forms is "hazardous work" – one of the worst forms of child labour, in which the employment or engagement of children (defined in international law as anyone under the age of 18 years) must be prohibited.

The prohibition and the effective elimination of hazardous child labour is a requirement of both of the ILO's fundamental Conventions on child labour, namely: the [Minimum Age Convention, 1973 \(No. 138\)](#), and the [Worst Forms of Child Labour Convention, 1999 \(No. 182\)](#).<sup>2</sup> These Conventions entail concrete legal obligations for action by ratifying ILO member States and are both nearing universal ratification. Both Conventions require the **national determination of a list of hazardous work** "by laws or regulations or by the competent authority" that should follow tripartite consultation with the relevant employers' and workers' organizations.<sup>3</sup> The tripartite consultation ensures the relevance of the list, and enactment in law or regulation gives it the legal weight required for enforcement.

<sup>1</sup> The SDG Target 8.7 calls for measures to: "... secure the prohibition and elimination of the worst forms of child labour, ... and by 2025 end child labour in all its forms". See: [www.ilo.org/global/topics/sdg-2030/lang--en/index.htm](http://www.ilo.org/global/topics/sdg-2030/lang--en/index.htm).

<sup>2</sup> Hazardous work is defined in the ILO Conventions as: "work which, by its nature or circumstances in which it is carried out, is likely to jeopardise the health, safety or morals of children" (Article 3(1) of Convention No. 138 and Article 3(d) of Convention No. 182.). The term "hazardous (employment or) work" is found in the Recommendations (Nos. 146 and 190) accompanying these Conventions. In this document, the term "hazardous work" without further description may be used with this limited meaning of such work "to be prohibited for engagement of children below the age of 18 years", instead of hazardous work as one of the general topics of OSH including regulations regarding adults' engagement in hazardous work.

<sup>3</sup> Article 4(1) of Convention No.182 reads: "The types of work referred to under Article 3(d) [i.e. "hazardous work"] shall be determined by national laws or regulations or by the competent authority, after consultation with the organizations of employers and workers concerned...". Article 3(2) of Convention No.138 requires similar action.

## BASIC PRINCIPLES REGARDING CHILD LABOUR

- The **general minimum working age** must be in line with the end of compulsory education – children below this age should be in school rather than in work or employment (unless exceptions apply).<sup>4</sup> This is generally 15 years of age, but may differ by country.
- The **minimum age for hazardous work**<sup>5</sup> shall not be less than 18 years of age (an exception may be permissible as from 16 years under strict conditions).

The two different age groups of children (below or above the general minimum working age) require different approaches:

- Younger (school age) children below the minimum working age should be withdrawn from work and helped to return to school, whether the work is hazardous or not. However, young children in hazardous work must be a priority target for rescue.
- Even having reached the minimum age, children below the age of 18 years must be protected from hazardous work or other worst forms of child labour (e.g., forced labour, use in commercial sexual exploitation or illicit activities). If a child above the general minimum age is found in hazardous work, it may be possible to change the task he or she is carrying out, or the conditions of work, so that it is no longer hazardous, thereby allowing the young person to keep working. If the work is inherently hazardous,

<sup>4</sup> For further explanation of the exact requirements as well as flexibilities under Convention No. 138, please see ILO: *ILO Convention No. 138 at a glance*, Geneva, 2018. Available at: [www.ilo.org/ipeinfo/product/download.do?type=document&id=30215](http://www.ilo.org/ipeinfo/product/download.do?type=document&id=30215).

<sup>5</sup> See Article 3(1) and (2) of Convention No. 138. This does not mean whatever hazardous work is acceptable for adult workers as from 18 years of age – the occupational safety and health (OSH) for all workers is also an important theme of labour law and labour administration. However, even where there exists a good legal framework and implementation system on OSH for adult workers, it is still necessary to determine further specific protection for children under the age of 18 years.

such as in underground mining, and reassignment to a non-hazardous job is impossible, the young person needs to be removed from the work.

- Hazardous work lists are crucial especially for this latter group of children, who are old enough to work, but who still need to be protected as children, including from hazardous work.

## CHILD LABOUR, HAZARDOUS WORK AND LIGHT WORK

- The elimination of child labour does not mean no child below 18 should engage in any work. As explained above, **child labour** basically comprises situations in which a child is too young to work (i.e. below the minimum working age, which should be in harmony with the end of compulsory education), or is engaged in work that is too hazardous or otherwise unacceptable and prohibited for all persons below the age of 18.
- **“Hazardous work”**, however, is not the only form of child labour that needs to be eradicated. The basic distinctions made in child labour standards are presented in Figure 1.
- **“Light work”** refers to work that is not harmful to the child and does not interfere with a child’s education, or her ability to benefit from education. Under Convention No. 138, light work can be permitted as from 13 or 12 years of age, as an exception to the general minimum age.<sup>6</sup>
- Between “hazardous work” and “light work”, there exists a wide range of **“normal” or “regular” work**.<sup>7</sup> This is work neither hazardous nor light, and it is perfectly legal to employ or engage a child who has reached the minimum working age in such work.



<sup>6</sup> See Article 7 of Convention No. 138 for detailed procedures and conditions regarding the light work exception. The exact tasks permissible as light work should also be specified by the national authority after tripartite consultation. Some countries have such consultation at the same time with that for the determination of hazardous work list.

<sup>7</sup> The international, statistical guidelines on child labour, which address the distinctions in child labour standards in detail. See: *Resolution concerning statistics of child labour* – adopted by the Eighteenth International Conference of Labour Statisticians (November-December 2008). Available at: [www.ilo.org/ipecinfo/product/download.do?type=document&id=13794](http://www.ilo.org/ipecinfo/product/download.do?type=document&id=13794).

## CHILD LABOUR, YOUTH EMPLOYMENT AND THE INTRODUCTION OF CHILDREN INTO DECENT WORK

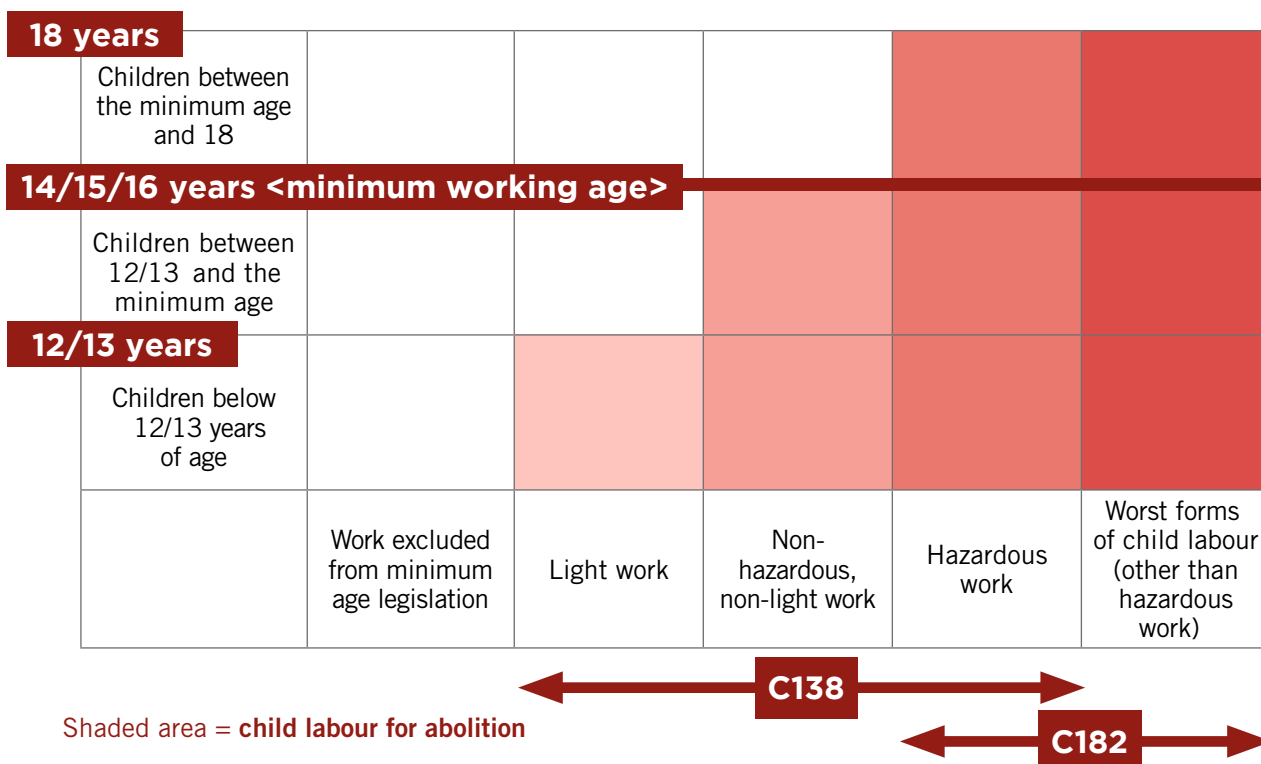
- When young people who are between the minimum working age and 18 years of age are engaged in hazardous work, it is a worst form of child labour; when they are in decent work (neither hazardous nor other worst form of child labour), it is youth employment. This illustrates the importance of regulating and eliminating hazardous work for adolescents of that age group, who face a massive challenge of unemployment and underemployment.
- The exceptions to the minimum age rules include work by children in the context of education and training, under protection and supervision.
- The exception to the hazardous work prohibition (as from 16 years, under strict protection and prior instruction)<sup>8</sup> also responds to the need to provide young workers with on-the-job training to learn occupations that may include hazardous tasks – for example apprenticeships in carpentry – that require the use of potentially dangerous tools.
- However, personal protective equipment would not render hazardous work permissible for children: a small helmet does not make underground mining acceptable for a child nor does a small hazard suit permit a child to spray pesticides.
- The transition from school to work is a challenge even where children have completed compulsory or further education. Starting to work prematurely (below the minimum age and usually to the detriment of their education) does not mean a head start in entry into decent work. On the contrary, those who start work too early in child labour are more likely to end up in informal, unskilled or non-standard forms of employment with related disadvantages for life.



<sup>8</sup> See Article 3(3) of Convention No. 138 and Paragraph 4 of Recommendation No. 190.



FIGURE 1. WHAT IS CHILD LABOUR TO BE ABOLISHED?



Source: Adapted from ILO: *A future without child labour*, Global Report, Report I(B) ILC 90th, 2002 (Figure 2, p. 10). Available at: [www.ilo.org/ipeinfo/product/download.do?type=document&id=2427](http://www.ilo.org/ipeinfo/product/download.do?type=document&id=2427).

## HOW WIDESPREAD IS HAZARDOUS CHILD LABOUR?

The 2016 Global Estimates of Child Labour<sup>1</sup> indicate that about **73 million children are in hazardous work** – i.e. work that is likely to harm their health, safety or morals. This is nearly half of the estimated **152 million children in child labour**. Disaggregated by age, more than **37 million children in hazardous work are 15 years of age or older**. Having reached the minimum working age, which is generally 15, if they were in non-hazardous and decent work, they would be in youth employment and not in child labour. The size of this group is not negligible, particularly compared with the estimated **71 million unemployed youth** worldwide in 2017.<sup>2</sup> Hence, attention should be paid to the link between eliminating hazardous child labour of older children and promoting decent youth employment.

Recent data confirm that the problem exists worldwide, including in high income countries, where 1.6 million children are in hazardous work. The 2016 Global Estimates provide data for the first time from countries in Europe and Central Asia regarding hazardous work by 15-17 year-olds, where 5.3 million, 4% of the 5-17 age group, are in hazardous child labour.

<sup>1</sup> ILO: *Global Estimates of Child Labour: Results and trends, 2012-2016*. Available at: [www.ilo.org/wcmsp5/groups/public/---dgreports/---dcomm/documents/publication/wcms\\_575499.pdf](http://www.ilo.org/wcmsp5/groups/public/---dgreports/---dcomm/documents/publication/wcms_575499.pdf).

<sup>2</sup> ILO: *Global Employment Trends for Youth 2017: Paths to a better working future*. Available at: [www.ilo.org/wcmsp5/groups/public/---dgreports/---dcomm/---publ/documents/publication/wcms\\_598669.pdf](http://www.ilo.org/wcmsp5/groups/public/---dgreports/---dcomm/---publ/documents/publication/wcms_598669.pdf).

# INCREASED ATTENTION TO THE LINK WITH YOUTH EMPLOYMENT

**SDG Target 8.7** explicitly requires the ending of child labour in all its forms by 2025. The IV Global Conference on the Sustained Eradication of Child Labour held in Buenos Aires in November 2017 covered not only child labour and forced labour, but also promotion of youth employment.<sup>9</sup> Further, SDG target 8.8 requires urgent action to promote safe and healthy working environments, in particular for vulnerable workers including young workers who are at high risk of occupational accidents and injuries. As an integral part of the XXI World Congress on Safety and Health at Work in September 2017 in Singapore, a Youth Forum for Prevention focused on occupational safety and health for young workers, and the World Day for Safety and Health at Work 2018 adopted the same theme.

It is therefore timely to call greater attention to the legal framework for the introduction of children and young people into decent work. There is no contradiction between the elimination of child labour including hazardous work by children above the general minimum age for work on the one hand, and the promotion of youth employment on the other. This overlapping age group who are still “children” below 18 years of age are also in the younger age range of “youth” whose employment should be promoted. The ultimate goal for these **adolescents** must not just be getting them out of hazardous work, but also ensuring their transition into **decent youth employment** with appropriate protection of their occupational safety and health. It is important to underline the overlap between the concepts of children and youth, and between eliminating child labour and promoting youth employment.<sup>10</sup> An appropriate legal list of prohibited hazardous work is indispensable for drawing a line between hazardous child labour to be stopped and youth employment to be promoted.

Nonetheless, the link between eliminating hazardous child labour of older children and promoting decent youth employment should neither overshadow nor undermine the imperative of pursuing **integrated approaches** to the eradication of all forms of child labour performed by children of all ages. Among the most shocking data

<sup>9</sup> See: *Buenos Aires Declaration on Child Labour, Forced Labour and Youth Employment*, p. 6. Available at: [www.ilo.org/wcmsp5/groups/public/---dgreports/---dcomm/documents/meetingdocument/wcms\\_597667.pdf](http://www.ilo.org/wcmsp5/groups/public/---dgreports/---dcomm/documents/meetingdocument/wcms_597667.pdf).

<sup>10</sup> See e.g. ILO: *Paving the way to decent work for young people – World Report on Child Labour 2015*. Available at: [www.ilo.org/ipeinfo/product/download.do?type=document&id=26977](http://www.ilo.org/ipeinfo/product/download.do?type=document&id=26977).

in the 2017 Global Estimates are that child labour among 5-11 year old children has not diminished and that hazardous work among these youngest and most vulnerable children even increased. Unless one could prevent these young children from entering child labour in the first place, child labour will never be eradicated.

## BUILDING ON THE ILO EXPERIENCE IN SUPPORTING CONSTITUENTS

**Adopting or updating legislative provisions** specifying the types and conditions of hazardous work prohibited for children is an important component of national action against child labour. Member States have requested and received technical assistance in this regard from the ILO through individual projects, ad-hoc advice or **training** over the years.<sup>11</sup>

The ILO's supervisory bodies regularly remind member States of their obligation to adopt or revise the legal list of hazardous work prohibited for children. Additional pressure sometimes originates from trade unions, trade counterparts, enterprises in global supply chains and, on occasion, consumers – anyone who wishes to seek clarity on the prohibition, including for the purpose of assessing the situation and thus to move ahead towards the elimination of hazardous child labour. However, a considerable number of countries are yet to adopt or update their list of prohibited hazardous work, and are subject to comments from the ILO Committee of Experts on the Application of Conventions and Recommendations (CEACR).

The ILO, especially through the technical assistance projects by IPEC (the International Programme on the Elimination of Child Labour), and sometimes in collaboration with other Branches, has produced a number of products on the topic, either for global guidance or as syntheses of national experiences. While a number of these publications address the explicit obligation under both Conventions Nos. 138 and 182 of tripartite consultation in the process of determining hazardous work to be included in the list, more emphasis might need to be placed on the importance of transposing the consensus into enforceable legislative provisions. The ILO's support to constituents on this specific point is continuing.

<sup>11</sup> For instance, advice was given to Myanmar on the Draft List through the MyPEC project; when the First Lady of Côte d'Ivoire visited the ILO HQ in April 2016, one of the main issues of discussion was the hazardous work regulations and further advice has been provided through specialists in the field; the nine Portuguese-Speaking countries (CPLP members) had a tripartite training workshop on the topic in Aug-Sept 2016 in Lisbon.

## ▶ Session 2. The legal framework of child labour

### The session at a glance



Sequences	Time
Introduction	5 minutes
Sequence 1: Brainstorming on the legal instruments regulating child labour	30 minutes
Sequence 2: Key information on the legal framework of child labour	30 minutes
<b>Total duration</b>	<b>65 minutes</b>



### Learning objectives

By the end of the session, participants will be able to explain the national and international legal frameworks regulating child labour.



### Training materials and equipment

- ▶ PowerPoint presentation  
*Child labour&coop\_session2.ppt*
- ▶ Laptop and projector



### Key learning points

Child labour is regulated by both international instruments and national legislation.

#### International Instruments:

- ▶ ILO Convention No. 138 on Minimum Age regulates the minimum age for admission to employment or work. It shall not be less than the age of completion of compulsory schooling and, in any case, shall not be less than 15 years (or 14 in the case of countries whose economy and educational facilities are insufficiently developed).
- ▶ ILO Convention No. 182 on the Worst Forms of Child Labour identifies four categories that cannot be performed by children under the age of 18: (a) all forms of slavery or practices similar to slavery; (b) the use, procuring or offering of a child for prostitution, for the production of pornography or for pornographic performances; (c) the use, procuring or offering of a child for illicit activities, in particular for the production and trafficking of drugs; and (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.

#### National legislation

- ▶ At the national level there are policies, regulations and legislation that contain provisions on child labour and/or child protection. The most common are:
  - **Laws:** Children Act or Child Act, Employment Act (and subsidiary legislation on hazardous child labour list), Education Act, Agriculture Act, Penal Code, Anti-trafficking Act, Sexual Offenses Act
  - **Policies:** Child labour, Child protection, Anti-trafficking
  - National Action Plans on the elimination of child labour/National Strategies on the elimination of child labour

## Sequences of the session

### ▶ Introduction | 5 min

- ▶ Using the PowerPoint presentation, present the session objectives and overview.

### ▶ Sequence 1: Brainstorming on the legal instruments regulating child labour | 30 min

- ▶ Ask participants to list and explain national or international instruments regulating child labour.

### ▶ Sequence 2: Key information on the legal framework of child labour | 30 min

- ▶ 1. Using the PowerPoint presentation, present key information on the legal framework of child labour.
- ▶ 2. Conduct a questions and answers session about the legal framework.
- ▶ 3. Mention that this session is not part of the training for direct beneficiaries but that they must, as field trainers, have a clear understanding of the topic and that they should be able to explain it in simple terms should questions on this topic arise.
- ▶ 4. Conclude the session by asking participants to look for their national legislation in relation to child labour, including minimum working age and the list of hazardous work (to be presented on the following day).



**Start the following day by asking participants to present their findings on their national legislation.**

## ▶ Session 3. Why should child labour be eliminated?

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### The session at a glance



Sequences	Time
Introduction	5 minutes
Sequence 1: The consequences of child labour	60 minutes
Sequence 2: The vicious circle of poverty and child labour	50 minutes
<b>Total duration</b>	<b>115 minutes</b>



### Learning objectives

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

- ▶ Explain the consequences of child labour on children, the communities and the country; and
- ▶ Discuss the benefits of eliminating child labour.



### Training materials and equipment

- ▶ PowerPoint presentation  
*Child labour&coop\_session3.ppt*
- ▶ Large sticky cards or A4 paper sheets folded in two
- ▶ Set of board and cards (cut out) in Annex 1 of this session for each group of 4 or 5 participants
- ▶ Laptop and projector
- ▶ Flipcharts
- ▶ Board (if flipcharts not available)
- ▶ Markers





## Key learning points

### Sequence 1

- ▶ 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. Direct beneficiaries have to understand they are part of the supply chain.

### Sequence 2

- ▶ Benefits of eliminating child labour are:
  - Increased productivity, family income and reduction of poverty as a result of educated/skilled children.
  - Improved national economy.
  - Reduced morbidity and improved health.
  - Access to bigger and more markets (supply chains).
  - Increased creativity and innovation.
  - Reduction in crimes and increased peace.
  - Less children on the streets.
  - Reduction of early marriages.
  - Increased life expectancy.
  - Increased self-esteem.
  - Decreased maternal mortality.

The key element that breaks the vicious circle of poverty is education. It is not the only one, but the most important.



## Sequences of the session

### Preparing the session

- ▶ Prior to the session, print a set of board and cards of the vicious circle of poverty and child labour for each group of 4 or 5 participants (available in Annex 1 of this session).
- ▶ Cut out the cards.
- ▶ Draw the chart “Vicious circle of poverty” with empty boxes on a flipchart (see Annex 1 of this session).
- ▶ Draw the chart “Breaking the vicious circle of poverty and child labour” on a flipchart (see Annex 2 of this session).

### ▶ Introduction

| 5 min

- ▶ Using the PowerPoint presentation, present the session objectives and overview.

### ▶ Sequence 1: The consequences of child labour

| 60 min

- ▶ 1. Participants have 5 minutes to reflect individually on the consequences of child labour.



**The first part of this activity is an individual reflection.**

- ▶ 2. Once individual reflection time is up, ask participants to form groups of 4 or 5 persons. Groups have 15 minutes to agree on 5 or 6 main consequences of child labour.



**Ask groups to write each consequence on a different paper (one answer per paper or sticky card).**

- ▶ 3. Once group reflection time is up, ask 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 groups have been explained.



**Participants should not repeat consequences that have already been identified by other groups, but rather list new ones only.**

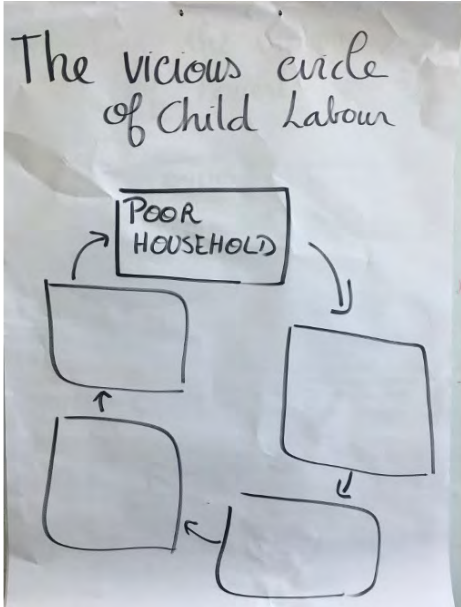
- ▶ 4. Debriefing:
  - a. Complete as necessary.
  - b. Discuss how these consequences may be perceived by direct beneficiaries.

► Sequence 2: The vicious circle of poverty and child labour | 50 min

- 1. Ask participants to form groups and distribute the board and cards from the "Vicious circle of poverty and child labour" to each group.
- 2. Give participants 5 minutes to reconstitute the circle using the cards they have received.
- 3. Debrief.
  - 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.
  - c. Discuss the reasons WHY a community might be using child labour.
  - d. Discuss the benefits of eliminating child labour.
  - e. Explain that this activity will be used with direct beneficiaries to help recognize the benefits of eliminating child labour for their children and communities and that the discussions should focus on their communities and children, rather than being general discussions.
  - f. Conclude by showing the graphic "Breaking the vicious circle of poverty and child labour" (available in Annex 2 of this 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 in their communities with the support of cooperatives.



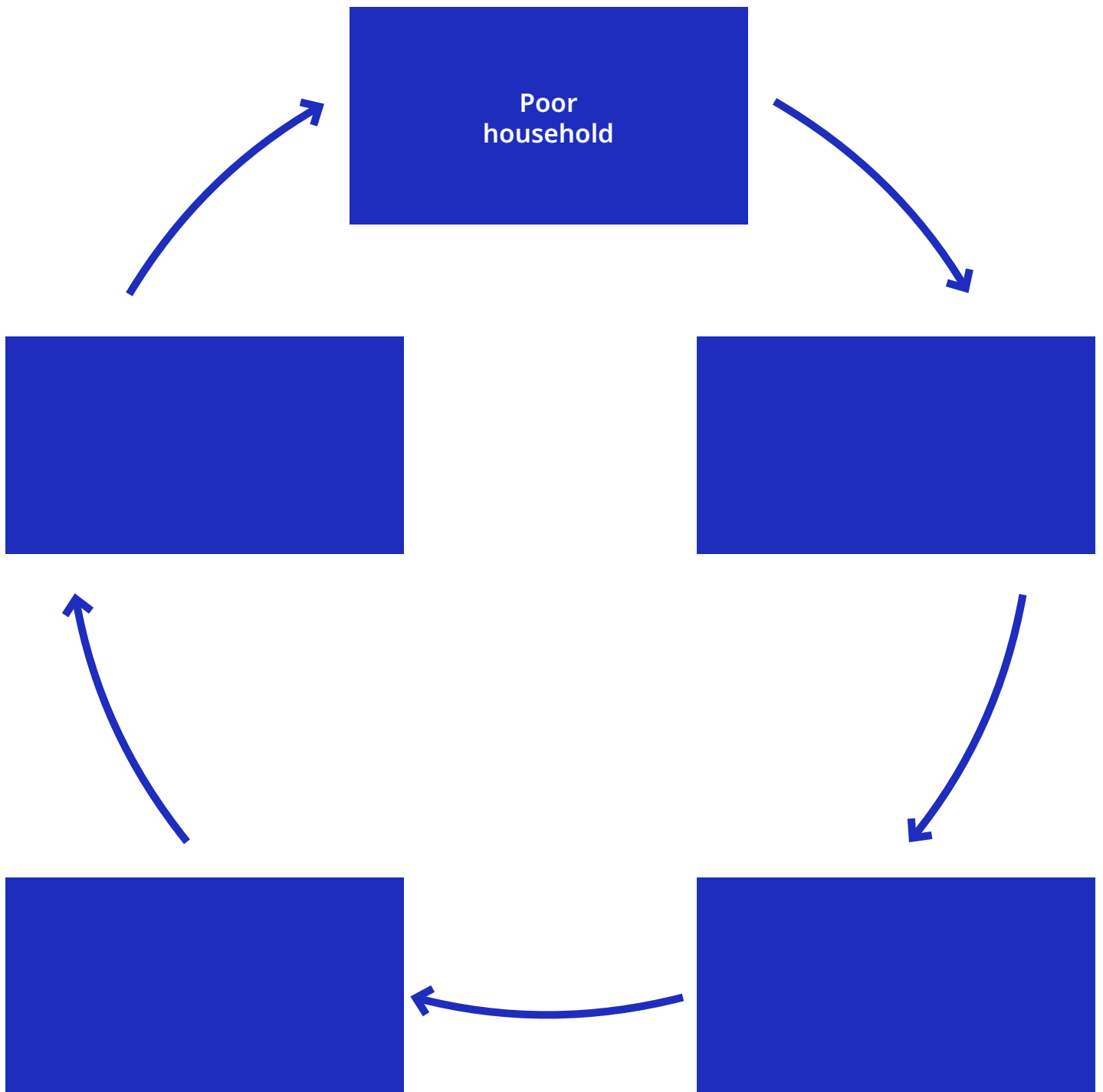
Group speaker reporting on the consequences of child labour as identified by his group (sequence 1).



Flipchart for debriefing on group work to reconstitute the Vicious circle of poverty and child labour (sequence 2).

▶ **Session 3 - Annex 1**  
**The Vicious circle of poverty and child labour –**  
**Board and Cards**

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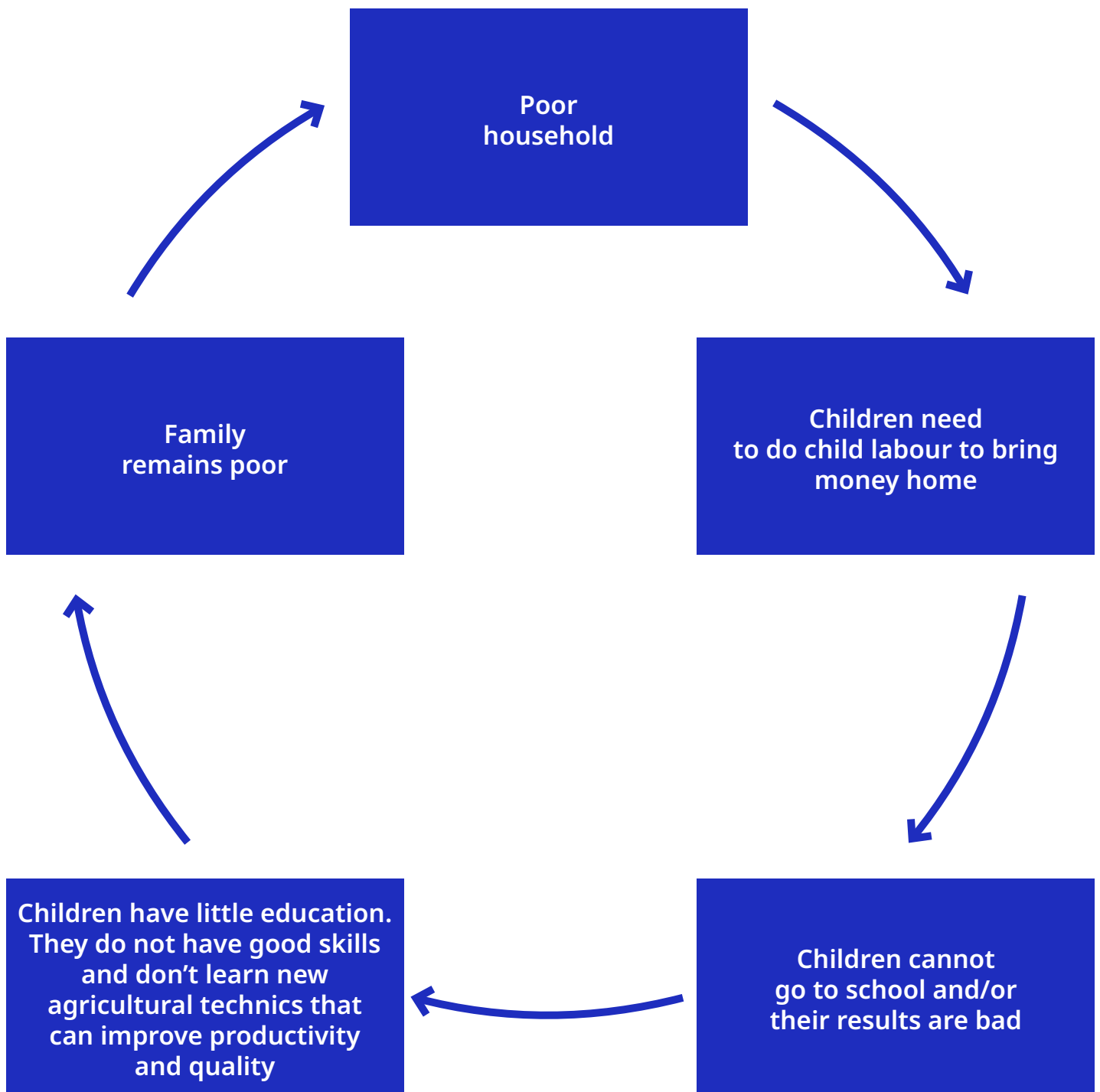
Children need to do  
child labour to bring  
money home

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

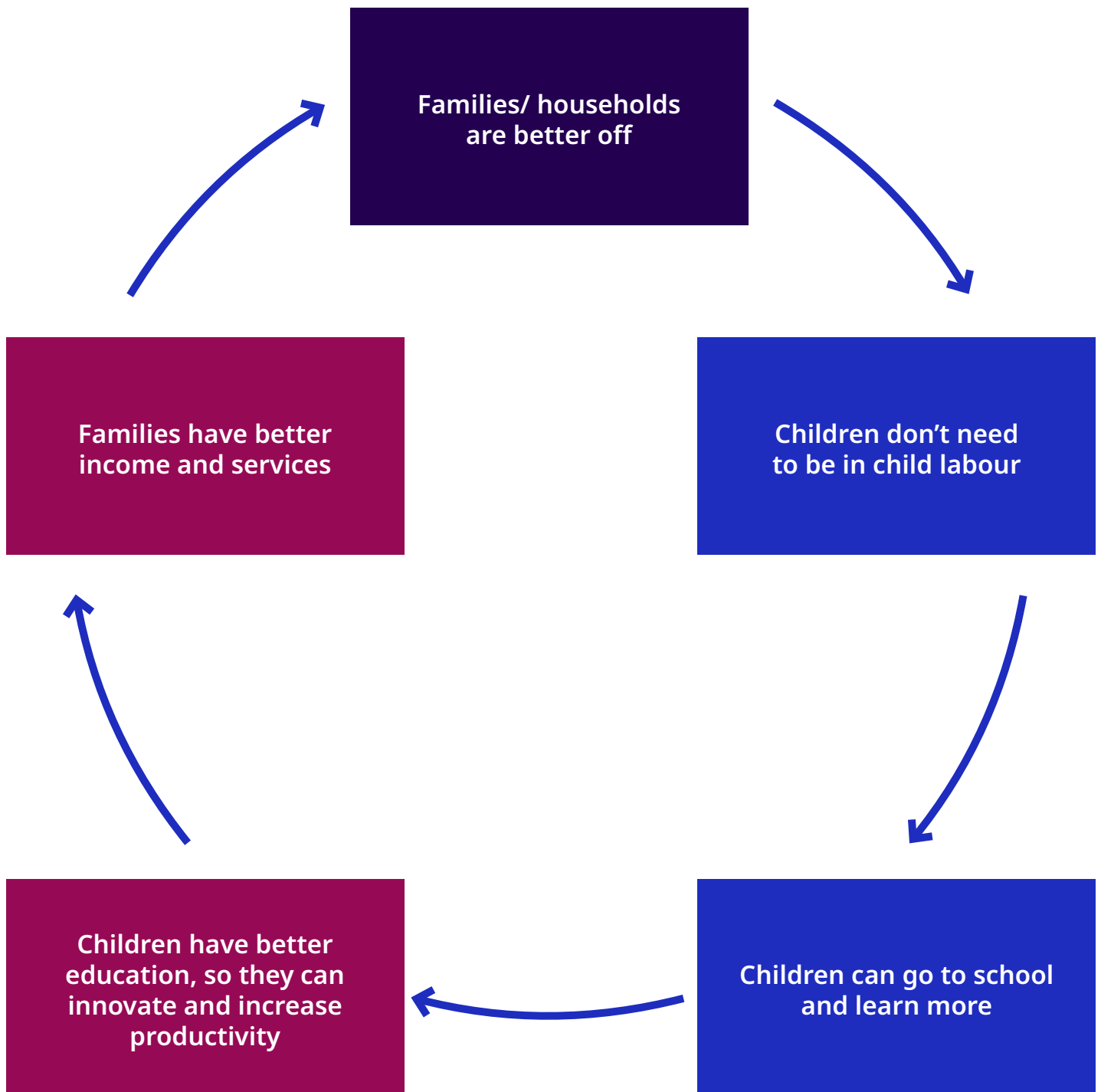
Family  
remains poor





## ▶ Session 3 - Annex 1 Breaking the Vicious Circle of Poverty and Child Labour

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## ▶ Session 4. How can cooperatives help to eliminate child labour

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### The session at a glance



Sequences	Time
Introduction	5 minutes
Sequence 1: Brainstorming activity to define a cooperative	15 minutes
Sequence 2: Basics of agricultural cooperatives and benefits of cooperative membership	65 minutes
Sequence 3: The role of cooperatives in the prevention, withdrawal and monitoring of child labour	65 minutes
<b>Total duration</b>	<b>150 minutes</b>



### Learning objectives

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

- ▶ Explain the basics and functioning of agricultural cooperatives; and
- ▶ Recognize the actions that cooperatives can take to eliminate child labour.



### Training materials and equipment

- ▶ PowerPoint presentation  
*Child labour&coop\_session4.ppt*
- ▶ Copies of Annex 1 of this session: *The seven principles of cooperatives for each participant*
- ▶ Copies of Annex 2 of this session: *Good cooperative practices towards the elimination of child labour for each participant*
- ▶ Large sticky cards or A4 paper sheets folded in two
- ▶ Laptop and projector
- ▶ Flipcharts
- ▶ Board (if flipcharts not available)
- ▶ Markers



## Key learning points

### Sequence 1

#### Key words in the definition of cooperatives

- **Autonomous:** cooperatives should be independent and autonomous entities; they have to develop their own plans and raise their own resources.
- **Voluntary:** anyone could join a cooperative as long as s/he complies with the criteria established by the cooperative. People should not be forced to join a cooperative as a condition to receive something.
- **Common:** members have a common objective.
- **Jointly owned by all members:** All members are the owners and users of the cooperative. Members establish or join cooperatives to generate a business, and therefore improve their livelihoods.
- **Democratically controlled:** All members have the right to one vote and therefore the power to take decisions.

### Sequence 2

#### Cooperative Values

- **Equity:** The cooperative provides disadvantaged groups and unprivileged people with fair accommodation and treatment according to their needs in order to put them on equivalent ground.
- **Self-help:** The cooperative provides the platform for individuals and groups to improve their lives and communities through their own work and effort.
- **Self-responsibility:** All members are in charge of the cooperative; so, individuals must be accountable for their actions, responsibilities and duties.
- **Solidarity:** Members support each other and those in other cooperatives.
- **Equality:** Each member is entitled to one vote regardless of the number of shares s/he has in the cooperative. Members have equal rights and benefits.
- **Democracy:** A cooperative is controlled, managed and operated by its members. Every voice or opinion is honored and heard.

**Cooperative Principles** are available in Annex 1 of this session.

Below are some examples on how the cooperative principles and values are linked to the involvement of cooperatives and their members towards the elimination of child labour.

- **Voluntary and open membership:** If commitment to the elimination of child labour by the cooperative and its members is part of the cooperative's bylaws and membership requirements, people who join the cooperative will engage in eliminating child labour in their operations. The voluntary and open nature of cooperative membership leads to people with economic problems seeking membership in a cooperative to improve their livelihoods. This in turn may result in better economic opportunities for these people and less dependence on child labour.
- **Democratic member control:** Members choose their own leaders, their mandate and what interests them, and all of them agree on the different issues that touch upon the cooperative. Members could agree to have the elimination of child labour as a priority and take decisions collectively on how to address it. For instance, they could agree that a condition to become a member of the Board of Directors is that candidates should be committed to social issues (such as elimination of child labour).
- **Member economic participation:** The cooperative could use a percentage of its surplus to sponsor programmes (such as scholarships, provision of food in schools) or particular actions for the elimination of child labour.

- **Autonomy and independence:** The cooperative has the power to develop its own plans and focus of its activities (including eliminating child labour).
- **Education, training and information:** Through education and training of its members, the cooperative can empower them to improve their livelihoods and reduce the need for child labour. Through information, the cooperative can raise awareness of child labour and its consequences among their members.
- **Cooperation among cooperatives:** Allows mainstreaming child labour issues among cooperatives by exchanging good practices. Secondary level cooperatives could raise awareness of primary cooperatives on the elimination of child labour.
- **Concern for the community:** The cooperative's rootedness in the community and its broad membership base generate advantages to reach out to many households in the community for raising awareness about child labour.
  - Cooperatives work for the sustainable development of their communities through policies and actions approved by their members.
  - Cooperatives can help change cultural attitudes so that child labour is no longer acceptable, and that education is valued.
  - Cooperatives can support education by, for instance, providing education facilities to the community.
  - Cooperatives could be part of child labour monitoring systems in their communities.
  - Cooperatives can also join forces with trade unions and employers' organizations to campaign against child labour.

#### **Organizational structure of a cooperative**

- The highest authority of a cooperative is the General Assembly (GA), composed of all members.
- The Board of Directors (BoD) is formed by members who are elected by the GA to govern the cooperative on behalf of its members. They are accountable to the GA.
- Manager: Oversees the daily operations of the cooperative and is elected by the BoD. The manager is accountable to the BoD.
- Staff: Hired to work on the daily activities of the cooperative. Staff reports to the manager.
- Cooperative committees: Created by the GA and report to the GA on specific issues depending on the activities of the cooperative (including financial, audit and elections.) The BoD and committees have different members and different mandates.

### **Sequence 3**

#### **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 and members' operations.
- Make child labour issues part of the agenda of the GA (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 chains 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

- ▶ Prior to the session, place three flipcharts in the training room with the following headings:
  - Preventing Child Labour.
  - Withdrawing Child Labour.
  - Monitoring Child Labour.

### ▶ Introduction | 5 min

- ▶ Using the PowerPoint presentation, present the session objectives and overview.

### ▶ Sequence 1: Brainstorming activity to define a cooperative | 15 min

- ▶ 1. Give a blank A4 piece of paper to each participant and tell them they have 3 minutes to write their definition of cooperatives.
- ▶ 2. Once time is up, ask participants to pass their paper to the neighbour sitting to their right.
- ▶ 3. Participants first read the definition they have received from their neighbour, and then write a “new” definition for cooperative.
- ▶ 4. Repeat steps 2 and 3 (for a total of 3 rounds).
- ▶ 5. After the third and final round, ask volunteers to share their definition in plenary.



**The first part of the activity is personal work.**  
Sharing definitions in plenary only starts after the third and final round of writing.

### ▶ Sequence 2: Basics of agricultural cooperatives and benefits of cooperative membership | 65 min

- ▶ 1. Use the PowerPoint presentation to show the definition, values, principles and structure of cooperatives, as well as the benefits of cooperative membership.
- ▶ 2. Ask participants to form groups of 4 or 5 and distribute copies of Annex 1 of this session, *The seven principles of cooperatives*. Working in groups, participants have 15 minutes to read the 7 principles and identify which principles are linked to the involvement of cooperatives towards the elimination of child labour.
- ▶ 3. Ask volunteers to report on group work in plenary.

**▶ Sequence 3: The role of cooperatives in the prevention, withdrawal and monitoring | 65 min of child labour**

- ▶ 1. Explain the strategies to eliminate child labour, use the PowerPoint presentation.
- ▶ 2. Ask participants to form groups of 4 or 5 and give each group 10 to 12 sticky cards.
- ▶ 3. Give groups 25 minutes to write actions (one per sticky card) that can be taken/supported by cooperatives to prevent, withdraw and/or monitor child labour.
- ▶ 4. Once preparation time has elapsed, ask groups to come to stick their answers on the different flipcharts.
- ▶ 5. Debrief and discuss (use information provided in Annex 2 of this session, Good cooperative practices towards the elimination of child labour).
- ▶ 6. Conclude by distributing copies of Annex 2 of this session.



**Insist that participants should identify actions that can be undertaken by cooperatives to prevent, withdraw and monitor child labour.**



**If large sticky cards are not available, cut paper sheets in 2 and during the debriefing stage stick them using scotch tape or sticky paste.**

# PREVENTING CHILD LABOUR

Group 2  
**PREVENTION**  
 1. CREATION OF AWARENESS  
 2. ECONOMIC EMPOWERMENT

Prevention  
 > Bylaws on CL  
 - specific articles  
 > Voluntary prevent.  
 - education, training  
 - sensitization  
 - rewarding & recognition  
 > Punitive preventive measures  
 - Not buying/selling  
 - publicizing through coop  
 - suspending membership

DEVELOPING GOOD COOPS  
 (i) Education of children how to say no to compulsory  
 (ii) Economic empowerment of cooperatives members  
 (iii) Punitive measures  
 (iv) Rewarding employed members  
 (v) Make a child labour rule agreed in coop, Board and the majority of its members

G3 PREVENT CHILD LABOUR  
 1. CREATING AWARENESS THAT CHILDREN SHOULD GO TO SCHOOL IN COOP  
 2. PROMOTING SAVINGS + INVESTMENT AS EMPOWERMENT TOOL  
 3. COOPS TO PROMOTE SCH. FEEDING PROGRAMS FOR THEIR CHILDREN  
 4. GIVE OPPORTY TO NEGOTIATE BETTER PRICES + OTHER WAGES

# WITHDRAWAL OF CHILD LABOUR

Withdrawal of child labour  
 (i) Education & awareness  
 (ii) Referring withdrawn child to service providers  
 (iii) Inspection of work done by children  
 (iv) Introduce alternative means of livelihood programs

WITHDRAWAL  
 # establish the long learning facility system  
 # Identify CL hot spots and victims  
 # Taking children off CL  
 # Partnerships

WITHDRAW/REPAIR  
 - Refer to school or tertiary education  
 - Protect those of age against hazardous work

GROUP 2  
**WITHDRAW**  
 FORMATION OF SPECIAL TASK FORCE IN COLLABORATION WITH LAW ENFORCEMENT ORGANS

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# MONITORING CHILD LABOUR

MONITORING  
 \* Guide lines/bylaws  
 \* Assessment of CL  
 \* Continuous reporting system  
 - self reporting  
 - third party reporting  
 \* Special committee responsible for CL issues in COOPS

GROUP 2  
**ACTIONS TO MONITOR**  
 1. IDENTIFYING CHILD LAB INDICATORS  
 2. MAKING FOLLOW UP  
 3. MAKING ANALYSIS

MONITORING  
 COOPS should be represented on Child Labour Committees at Community District and National level  
 2. COOPS to identify Child labour focal point persons who will receive reports on CL Monitoring.

How to monitor child labour under Cooperatives  
 (i) Cooperatives child labour policy in compliance with national policy with operational plan  
 (ii) Policy  
 (iii) Assessment of child labour system for capacity  
 (iv) Sensitization and implementation  
 - Awareness  
 - Training through media  
 - I.C. materials  
 (v) Monitoring of the plan/works

## ▶ Session 4 - Annex 1

# The seven principles of cooperatives

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### **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 - Annex 2

# Good cooperative practices towards the elimination of child labour

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### **Improving Livelihoods of Vulnerable Households**

- ▶ Creating formal income-generating activities.
- ▶ Providing access to basic services and credit.
- ▶ Improving marketing, productivity and quality of goods and services to raise income.
- ▶ Encouraging vulnerable households to form savings and loan groups/Savings and Credit Cooperatives Associations (SACCOS).
- ▶ Providing skills and adult literacy training.

### **Supporting Children's Education and Transition from School to Work**

- ▶ Facilitating access to education and vocational training.
- ▶ Supporting the creation of quality learning environments by constructing schools, classrooms and sanitation facilities.
- ▶ Establishing and operating Model Farm Schools where youth can learn practical agricultural techniques, occupational safety and health, entrepreneurship and general life skills.
- ▶ Creating safe employment opportunities for youth in the cooperative.

### **Raising Awareness about Child Labour**

- ▶ Sensitizing children and parents/guardians within the cooperative and community.
- ▶ Ensuring that child labour is an agenda item to be discussed in the general assembly of the cooperative.

### **Monitoring Child Labour within the Cooperative and Community**

- ▶ Verifying age upon recruitment.
- ▶ Setting mechanisms to inspect the farms of members to ensure that they are child labour-free.
- ▶ Reporting any incidences of child labour to respective authorities for action.
- ▶ Collaborating with community actors.

### **Lobbying and Strengthening Collective Voice**

- ▶ Advocating for policy improvement and enforcement.
- ▶ Cooperating with other cooperatives/businesses and actors in the supply chain.



## ▶ Session 5. Guiding management, staff and members of agricultural cooperatives towards an action plan to eliminate child labour

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### The session at a glance



Sequences	Time
Introduction	5 minutes
Sequence 1: Mock session 4 of the training for direct beneficiaries	60 minutes
Sequence 2: Mock session 5 of the training for direct beneficiaries	20 minutes
<b>Total duration</b>	<b>85 minutes</b>



### Learning objectives

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

- ▶ Guide direct beneficiaries in identifying the different forms of child labour existing within the activities of agricultural cooperatives, their members and relevant communities that have to be eliminated; and
- ▶ Guide direct beneficiaries in designing an action plan to eliminate child labour.



### Training materials and equipment

- ▶ PowerPoint presentation  
*Child labour&coop\_session5.ppt*
- ▶ Copies of the *Facilitator Guide to Train Management, Staff and Members of Agricultural Cooperatives* for each participant
- ▶ Laptop and projector
- ▶ Flipcharts
- ▶ Markers
- ▶ Board (if flipcharts not available)

## Sequences of the session



### ▶ Introduction | 5 min

- ▶ Using the PowerPoint presentation, present the session objectives and overview.

### ▶ Sequence 1: Mock session 4 (Eliminating child labour in our communities with the support of cooperatives) of the training for direct beneficiaries | 60 min

- ▶ 1. Distribute the Facilitator Guide to Train Management, Staff and Members of Agricultural Cooperatives and explain how the training course for direct beneficiaries relates to this Training of Trainers (ToT) programme.
- ▶ 2. Explain the importance of session 4 during the training for direct beneficiaries and how it should be conducted. Follow instructions of session 4 in the above-mentioned facilitator guide.
- ▶ 3. Conduct a mock session (identify 2 forms of child labour to be eliminated and fill in the table to be found in Annex 1 of session 4 in the above-mentioned facilitator guide; then show it in plenary).

### ▶ Sequence 2: Mock session 5 (Actions to Eliminate Child labour) of the training for direct beneficiaries | 20 min

- ▶ 1. Follow instructions of session 5 in the above-mentioned facilitator guide.
- ▶ 2. Highlight that the outcome of session 5 of the training for direct beneficiaries should be concrete and achievable at the scale of the cooperative where the training is taking place.

## ▶ Session 6. Preparing the “mock” field training

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### The session at a glance



Sequences	Time
Introduction	5 minutes
Sequence 1: Attribution of sessions	10 minutes
Sequence 2: Preparing the session	75 minutes
<b>Total duration</b>	<b>90 minutes</b>



### Learning objectives

By the end of this session, participants will be able to deliver a training session to direct beneficiaries under the supervision of master trainers.



### Training materials and equipment

- ▶ PowerPoint presentation  
*Child labour&coop\_session6.ppt*
- ▶ Copies of the *Facilitator Guide to Train Management, Staff and Members of Agricultural Cooperatives* for each participant.
- ▶ Laptop and projector
- ▶ Flipcharts
- ▶ Markers
- ▶ Board (if flipcharts not available)



## Sequences of the session

### Preparing the session

Prior to the session, prepare a matrix with the different sessions of the training for direct beneficiaries so that participants can indicate the session they would like to facilitate during the mock field training.



### ► Introduction | 5 min

► Using the PowerPoint presentation, present the session objectives and overview.

### ► Sequence 1: Attribution of sessions | 10 min

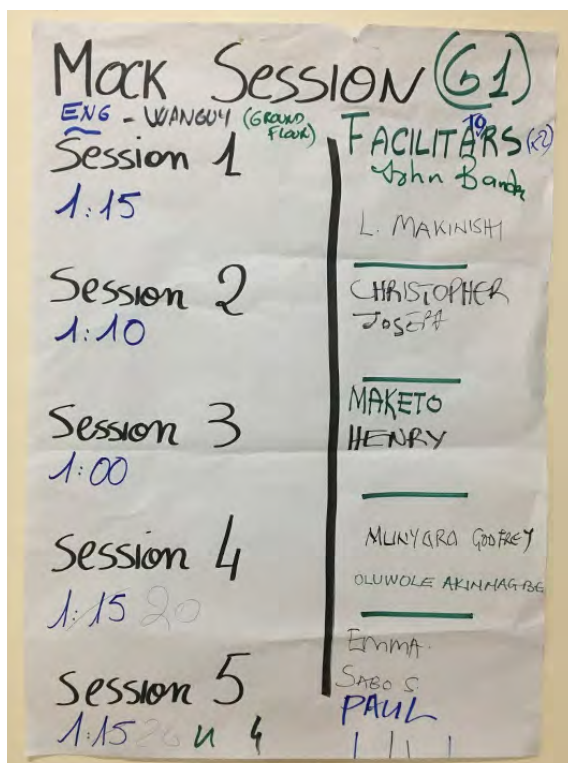
- 1. Ask participants to select the session they would like to facilitate during the mock training.
- 2. Ask participants to come to the board and indicate their names next to their chosen session once they have made their choice.



Choice is based on a first come, first served policy.

### ► Sequence 2: Preparing the session | 75 min

- 1. Participants prepare the session they will be facilitating on the next day.
- 2. Master trainers remain at participants' disposal to assist them in their preparation.



Participants have chosen the session they will be facilitating the next day.

## ► Session 7. Delivering the “mock” field training

### The session at a glance



Sequences	Time
Sequence 1: Delivering training to direct beneficiaries in field setting	1 day
Total duration	1 day



### Learning objectives

By the end of this session, participants will have practiced training delivery in the field.



### Training materials and equipment

- Copies of the *Facilitator Guide to Train Management, Staff and Members of Agricultural Cooperatives* for each participant.
- Handouts to be given to direct beneficiaries as indicated in the above-mentioned facilitator guide

**MAPPING THE FORMS OF CHILD LABOUR IN (COFFEE) PRODUCTION**

FORMS OF CL TO ELIMINATE	FREQUENCY 3 = Always 2 = Sometimes 1 = Very Rarely	SEVERITY 5 = Very Severe 3 = Severe 1 = Not So Severe	DIFFICULT TO ESTIMATE 3 = Easy 2 = Difficult 1 = Very Difficult	TOTAL SCORE 6
	2	2	1	5*
Planting & Weeding ①	3	3	1	7*
De suckering	3	3	1	7
Tobacco harvesting	2	3	2	7

Identification and scoring of child labour activities existing in the community (Session 4)



Discussion on the action plan (Session 5)

**ACTION PLAN FOR GROUP 1**  
**COOP IN ELIMINATING CHILD LABOUR**

DESCRIPTION OF THE ACTION	EXPECTED SUPPORT FROM COOP	SUPPORT FROM OTHER INSTITUTIONS	TIME FRAME	PERSON/ GROUP RESPONSIBLE
<p><b>Application of pesticide</b></p> <ul style="list-style-type: none"> <li>- Campaign via radio</li> <li>- Engage local Church</li> <li>- Religious leaders</li> <li>- IEC Materials</li> </ul>	<ul style="list-style-type: none"> <li>- Awareness creation</li> <li>- dangers of pesticides to children &amp; alternative replacemnts</li> </ul>	<ul style="list-style-type: none"> <li>- Trainers</li> <li>- IEC materials</li> <li>- Community radio station</li> </ul>	April - July 2020	Chairperson of the cooperative
<p><b>Approach NGOs on Bio-chemicals</b></p>	<ul style="list-style-type: none"> <li>- Mobilise resources to <del>hara</del> hire adult labour</li> <li>- Use herbicides for weeding (New technologies for weeding)</li> </ul>	<ul style="list-style-type: none"> <li>- Extension services</li> <li>- FAO</li> </ul>	March - July 2020	Chairperson

Action plan (Session 5)



## ▶ Session 8. Feedback and debriefing of the “mock” field training

### The session at a glance



Sequences	Time
Sequence 1: Feedback and debriefing of the “mock” field training	90 minutes
Sequence 2: 35 for the implementation of the training to direct beneficiaries	30 minutes
<b>Total duration</b>	<b>120 minutes</b>



### Learning objectives

By the end of this session, participants will be able to learn from the group practice and improve their skills to deliver the training to direct beneficiaries.



### Training materials and equipment

- ▶ Large sticky cards or A4 paper sheets folded in two

### Sequences of the session

#### ▶ Sequence 1: Feedback and debriefing of the “mock” field training | 10 min

- ▶ 1. Review the different sessions of the mock training, asking participants:
  - How did their session go?
  - What are the lessons they have taken away from their mock session?
- ▶ 2. The facilitators give feedback and advice on the preparation and implementation of the training to direct beneficiaries.

#### General recommendations:

- Field trainers should follow the methodology and activities as described in the facilitator guide quite strictly, at least for the first two trainings they give. Only once they have acquired some experience should they decide to adapt the training.
- Participants in the field training (cooperative staff, members and management) should be the ones to decide which forms of child labour they want to eliminate in their communities (during sessions 4 and 5).
- The action plan decided during session 5 of the field training should be specific and feasible in the context of the communities where the training is taking place.
- Field trainers should know about their audience prior to the training and reinforce their knowledge on the training topics by reading information available on the ILO website section on child labour at <https://www.ilo.org/global/topics/child-labour/lang--en/index.htm> and the section on cooperatives <https://www.ilo.org/global/topics/cooperatives/lang--en/index.htm>



When giving your feedback to participants, always start by commenting on what went well and, only after that positive feedback, then give some advice on what could be improved or share best practices.

▶ Sequence 2: 35 for the implementation of the training to direct beneficiaries | 75 min

- ▶ **1.** Reflecting on their experience during the mock session, ask participants to write **the most important practice (just one)** they should respect when delivering the training to direct beneficiaries. (3 minutes).  
If possible, play some lively music while participants reflect.
- ▶ **2.** When preparation time is up, ask participants to stand up, walk around and exchange their card with each other. Participants should not read the item on the card they receive but immediately exchange it with someone else. They should continue doing this until the music stops.
- ▶ **3.** When the music stops, each participant finds a partner and together they share 7 points between the two cards they have in their hands (the idea they like best gets the higher score. Only round scores are allowed, i.e, it is not possible to attribute 3.5).
- ▶ **4.** After about 30 seconds, play the music again and ask participants to move and exchange cards again with other participants.
- ▶ **5. Repeat step 3 five times in total (for a total of 35 points to share).**
- ▶ **6.** After the fifth round, ask participants to score the points on the card they have in hand.
- ▶ **7.** Count down from 35. When participants hear the total on their card, they read the item on the card. Continue this process until you have identified the top 5-10 practices.

## ▶ Session 9. The way forward

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### The session at a glance



Sequences	Time
Sequence 1: Training organizers' reflections on the way forward	10 minutes
Sequence 2: Participants' reflections on the way forward	35 minutes
<b>Total duration</b>	<b>45 minutes</b>



### Learning objectives

By the end of this session, participants will be able to commit to a training plan for the delivery of the training on the role of cooperatives in eliminating child labour to direct beneficiaries.



### Training materials and equipment

None

### Sequences of the session

▶ **Sequence 1: Training organizers' reflections on the way forward** | 10 min

▶ Training organizers explain their vision of the way forward.

▶ **Sequence 2: Participants' reflections on the way forward** | 35 min

▶ Participants reflect on the implementation and, as applicable, commit to an action plan for delivering training sessions to the direct beneficiaries.

## ▶ Session 10. Conclusion, feedback and assessment

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### The session at a glance



Sequences	Time
Sequence 1: Knowledge assessment test	10 minutes
Sequence 2: Ostende tree	5 minutes
Sequence 3: Training evaluation questionnaire	10 minutes
Sequence 4: Conclusion and distribution of certificates	15 minutes
<b>Total duration</b>	<b>45 minutes</b>



### Training materials and equipment

- ▶ Copies of *knowledge assessment test* for each participant (see Annex 1 of this session)
- ▶ Copies of the *Ostende tree* for each participant (see Annex 3 of this session)
- ▶ Copies of the *training evaluation survey* for each participant (see Annex 4 of the session)

### Sequences of the session

▶ **Sequence 1: Knowledge assessment test** | 10 min

- ▶ Ask participants to fill in knowledge assessment test (see Annex 1 of this session).

▶ **Sequence 2: Ostende tree** | 5 min

- ▶ Ask participants to self-assess their readiness to deliver the training to direct beneficiaries by locating themselves on the Ostende tree (see Annex 3 of this session).

▶ **Sequence 3: Training evaluation questionnaire** | 10 min

- ▶ Ask participants to fill in the training evaluation survey (see Annex 4 of this session).

▶ **Sequence 4: Conclusion and distribution of certificates** | 15 min

- ▶ Conclude and distribute certificates of attendance.

## ▶ Session 10 - Annex 1

### Knowledge assessment test

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Name: \_\_\_\_\_

**For each question, complete or select the correct answer(s).  
More than one answer may be possible.**

1. A child is a person under \_\_\_ years old.
2. ILO Convention No. 138 regulates:
  - The minimum age for admission to employment and work
  - Hazardous child labour
3. Child labour is work that children should not be doing because:
  - They are under 14
  - Because it interferes with their right to go to school
  - Because they don't earn money from doing it
4. Children between the ages of 15 and 18 years old:
  - Are allowed to do any kind of work
  - Cannot use dangerous machinery and tools
  - Can spray pesticides and chemicals
5. ILO Convention No. 182 defines the worst forms of child labour:
  - True
  - False
6. Hazardous work, defined as "work likely to jeopardize children's health, safety or morals" can be performed by children between the ages of 15 and 18 under certain conditions:
  - True
  - False
7. ILO Convention No. 182 proposes a standard list of hazardous work:
  - True
  - False
8. Cooperatives are:
  - Enterprises whose only objective is making a profit
  - Enterprises that are owned by their members
  - Enterprises that have a Board of Directors

**9. Select the 7 principles of cooperatives from the list below:**

- Voluntary and open membership
- Member economic participation
- Autonomy and independence
- Financial contribution to members' operation
- Cooperation among cooperatives
- Concern for the community
- Sharing of benefits
- Democratic member control
- Education, training and information

**10. Select cooperatives' values from the list below:**

- Democracy
- Collective responsibility
- Solidarity
- Hierarchy
- Equality
- Equity
- Self-help



## ▶ Session 10 - Annex 2

### Knowledge assessment test

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#### ▶ With answers – not for distribution

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1. A child is a person under 18 years old

2. ILO Convention No. 138 regulates:

- The minimum age for admission to employment and work**
- Hazardous child labour

3. Child labour is work that children should not be doing because:

- They are under 14 (true)**
- Because it interferes with their right to go to school (true)**
- Because they don't earn money from doing it (false)

4. Children between the ages of 15 and 18 years old:

- Are allowed to do any kind of work (false, not allowed to do hazardous work)
- Cannot use dangerous machinery and tools (true)**
- Can spray pesticides and chemicals (false)

5. ILO Convention No. 182 defines the worst forms of child labour:

- True**
- False

6. Hazardous work, defined as “work likely to jeopardize children’s health, safety or morals” can be performed by children between the ages of 15 and 18 under certain conditions:

- True
- False**

7. ILO Convention No. 182 proposes a standard list of hazardous work:

- True
- False (The list of hazardous work is determined according to national legislation and in collaboration with trade unions and employers' organizations.)**

8. Cooperatives are:

- Enterprises whose only objective is making a profit
- Enterprises that are owned by their members**
- Enterprises that have a Board of Directors**

9. Select the 7 principles of cooperatives from the list below:

- Voluntary and open membership (true)**
- Member economic participation (true)**
- Autonomy and independence (true)**
- Financial contribution to members' operation (false)
- Cooperation among cooperatives (true)**
- Concern for the community (true)**
- Sharing of benefits (false)
- Democratic member control (true)**
- Education, training and information (true)**

10. Select cooperatives' values from the list below:

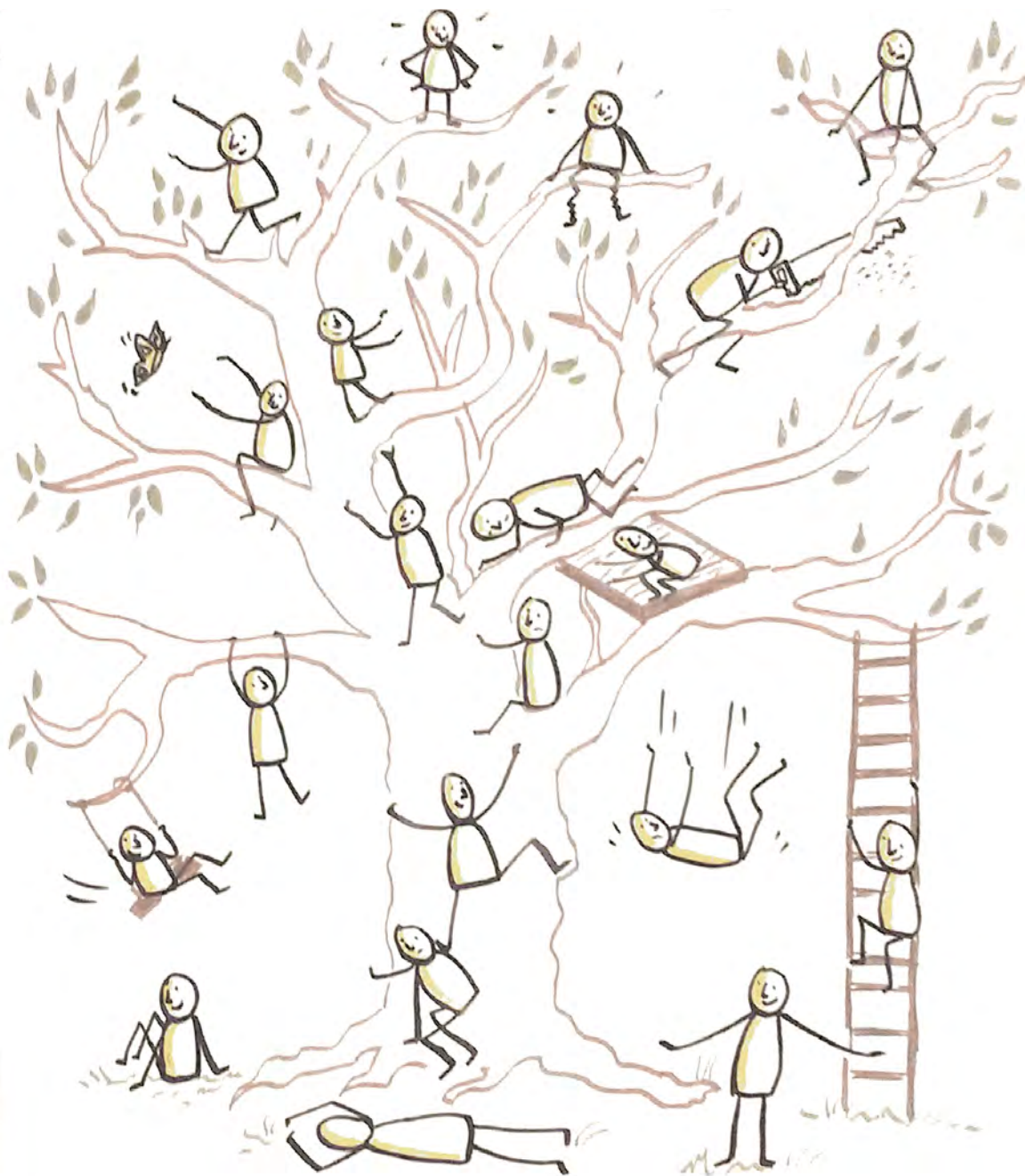
- Democracy (true)**
- Collective responsibility (false)
- Solidarity (true)**
- Hierarchy (false)
- Equality (true)**
- Equity (true)**
- Self-help (true)**

## ▶ Session 10 - Annex 3 Ostende Tree

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Name: \_\_\_\_\_

Indicate how ready you feel to deliver the training to direct beneficiaries by circling the corresponding character on the tree. The character at the top of the tree is the most confident.



## ► Session 10 - Annex 4 Training evaluation survey

### Training of Trainers on the “Role of Cooperatives in Eliminating Child Labour”

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:

\_\_\_\_\_

## Suggested reading material

- ▶ For more information on child labour, please visit:  
<https://www.ilo.org/global/topics/child-labour/lang--en/index.htm>
- ▶ For more information on cooperatives, please visit:  
<https://www.ilo.org/global/topics/cooperatives/lang--en/index.htm>

## Resources

- ▶ Vector Illustration: <https://www.freepik.com/free-photos-vectors/business-card>  
Business card vector created by makyzz - [www.freepik.com](http://www.freepik.com).
- ▶ 45 Ice Breaker Games [That Your Team Won't Find Cheesy]:  
<https://www.sessionlab.com/blog/icebreaker-games/> - Last consulted January 2020
- ▶ [Thiagi.com](http://Thiagi.com)

Unit (COOP)

Fundamental Principles and Rights  
at Work Branch (FUNDAMENTALS)

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ISBN 978-92-2-034865-9



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