

A special module on child labour in agriculture



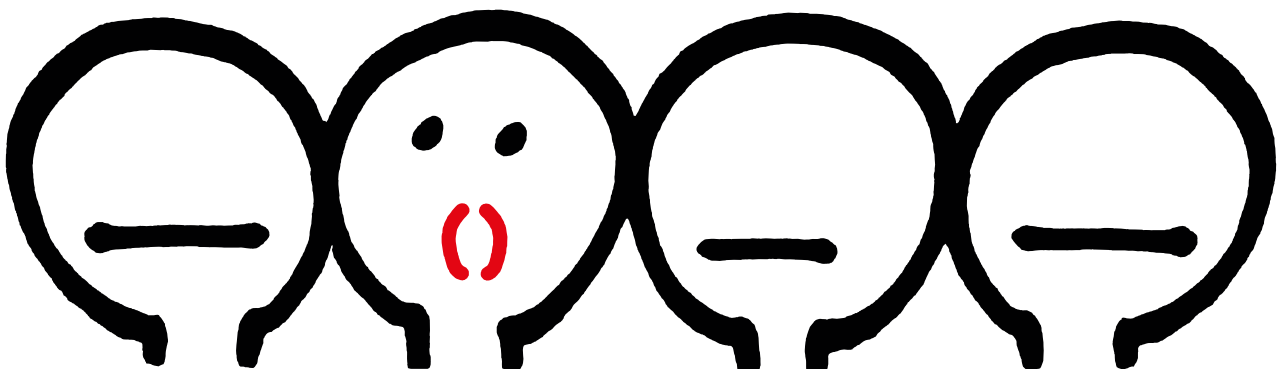
International
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SCREAM

Stop child labour!

Supporting children's rights through education, the arts and the media



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Foreword

The prevalence of child labour in agriculture is one of the persistent challenges to fundamental rights at work in this sector. The latest ILO statistics on child labour globally (2013) show that, of the 168 million children aged 5 to 17 still engaged in child labour, 59 per cent (i.e. 99 million girls and boys) are working in agriculture. Compared with earlier figures, this represents only a small reduction in percentage terms. Progress has nevertheless been made, particularly where the involvement of children in hazardous work is concerned. The decrease in child labour worldwide varies for one region and country to another. While South Asia, with its immense population, remains the sub-region with the largest number of children in child labour, sub-Saharan Africa is the region with the highest incidence of child labour.

The Sustainable Development Goals (SDGs) were adopted in September 2015 as a framework for the Agenda for Sustainable Development over the next 15 years. Goal 8 aims to promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all by 2030. One of the more specific targets (8.7) calls for immediate and effective measures to eradicate forced labour, end modern slavery and human trafficking and secure the prohibition and elimination of the worst forms of child labour, including recruitment and use of child soldiers, and by 2025 end child labour in all its forms. The elimination of child labour can be achieved if we are able to maintain the faster rate in the reduction of the worst forms of child labour achieved between 2008 and 2012, and if we can further accelerate the rate of reduction of all forms of child labour among children who are simply too young to work.

Given that child labour is disproportionately associated with agriculture, understanding the issue in this sector and in the rural economy generally, formulating effective policies and mobilizing people to combat this scourge are strategic priorities, nationally and globally, if we are to see a world free of child labour.

For the first time in human history, more people worldwide live in urban areas than in the countryside. However, among the 3.5 billion people who depend on means of sustenance coming from the rural economy, the majority of those who work in agriculture do not just produce the food consumed by the world's population but also face huge obstacles to having their right to work freely, safely and with dignity properly respected.

The aim of this SCREAM special module on child labour in agriculture is to help schools and less formal educational structures in raising the awareness of children and young people from rural communities (especially those subject to or at risk of child labour). They need to understand that they have the right not to be engaged in child labour, understand the dangers associated with child labour in agriculture, and understand the crucial importance of promoting decent work in this sector for the well-being of humanity.

This final point is especially important. The fact is that most children engaged in child labour work alongside their parents. This is sometimes the case of families employed by enterprises which pay them far too little to live on. However, the largest proportion of child labour in agriculture consists in unpaid work on family smallholdings, which are not productive or profitable enough to replace child labour with paid adult labour.

The objective of this module is not to turn children against their parents. On the contrary, it aims to encourage inter-generational solidarity, respect for agricultural work and those engaged in it, and also to help children to become future contributors to a prosperous rural economy.

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Acknowledgements

This new addition to the SCREAM programme (Supporting Children's Rights through Education, the Arts and the Media) was developed within the framework of the International Labour Office (ILO) project: "Creating a protective environment for children in cocoa growing regions of Soubré, Côte d'Ivoire", involving social mobilization activities and the introduction of child labour monitoring systems.

Special thanks are due to Beniamino Cislighi and Sabine Panet, the principal authors, who developed the module under the supervision of Jane Colombini (FUNDAMENTALS) and Monique Koffi (ILO Office in Côte d'Ivoire). They benefited from technical support from the following colleagues: Simon Steyne and Alex Soho (FUNDAMENTALS) for technical guidance; and Carla Henry (SECTOR), Yoshie Noguchi (LABOURLAW), Yuka Ujita (LABADMIN/SST) and Ben Smith (FUNDAMENTALS) for their technical input and contributions.

The module was developed in close cooperation with key partners in Côte d'Ivoire, including the Ministry of Education, the regional education authority (Direction régionale de l'éducation nationale), teachers' unions, the national rural development support agency (Agence nationale d'appui au développement rural / ANADER), school head teachers, representatives of the schools inspectorate, educational advisors and teachers. The feedback given at consultation and validation workshops helped to shape and finalize the module. We would also like to thank the World Agroforestry Centre for its input concerning improved agricultural techniques.

Special thanks are due to all those involved in trialling the module on the ground in the schools of Soubré. We sincerely thank the children of the "Petit Bondoukou" and "Kragui" schools for their participation in the trials and for their contributions to the sessions. We also thank the school heads and teachers, who gave us valuable ideas and advice. Special thanks should also go to the ILO project team in Côte d'Ivoire, including Frank-Martial Akegnan and N'goran Adoni, for their organizational and logistical support.

We would also like to thank Jacqueline Demeranville and Ariane Genthon from the UN Food and Agriculture Organization (FAO) for their input and, above all, for their contribution to the introductory session on the importance of agriculture. The FAO is a member of the International Partnership for Cooperation on Child Labour in Agriculture.

Finally, we thank Mars Inc. for their financial contribution, which made it possible to develop this special SCREAM module.

Introduction

Why the SCREAM methodology?

Young people are real drivers of change. The SCREAM programme aims to make young people aware of children's rights, with a special focus on child labour, so that they can in turn talk about it and mobilize their communities. The ultimate aim of the SCREAM programme is to change social attitudes so as to promote a culture of respect for children's rights and strengthen the global movement to combat child labour.

The SCREAM programme is delivered by educators who use the SCREAM education pack, consisting of 14 modules. In addition, there are three special modules covering the following topics: HIV, AIDS and child labour; child labour and armed conflict; and child labour in agriculture, the subject of this module.

The SCREAM methodology is based on the arts – drama, creative writing, music and the visual arts – and on the media. Through art, young people are empowered to convey messages to a wider community. SCREAM also aims to channel children and young people's creative energies positively and constructively, and to encourage peer-to-peer education, with young people reaching out to other young people.

The structure of the modules is flexible, with the modules designed as building blocks. The sessions can be adapted to take into account the time and resources available, and can be used as part of a longer or shorter educational programme.

The modules are generic, i.e. they can be adapted to all geographical and cultural contexts, as well as to formal and non-formal educational settings. In some countries, the SCREAM programme has been included in or associated with national education programmes, often with the active involvement of teachers' unions and the public education authorities.

How does this module fit into the SCREAM education pack?

You and your group may already have used all or part of the SCREAM education pack, which consists of 14 modules. If so, you can use this module as a follow-up project, paying special attention to child labour in agriculture.

It is of course possible that you have never used the SCREAM education pack, but this does not prevent you from using this module on its own.

Take a look at the sessions on offer in the "The module at a glance" section on the following page and see if it fits in with your educational objectives.

How is this module organized?

The module consists of 12 sessions in all. It begins with an "Introductory session", which aims to convey the importance of agriculture and its impact on our daily lives. It then breaks down into three parts: the first, "Where are we now?", comprises sessions 1 to 4; the second, "Where do we want to get to?", comprises sessions 5 to 9; while the third part, "Additional sessions", consists of two optional sessions, 10A and 10B.

Most of the sessions can be delivered in between 45 and 60 minutes, and some are divided into two parts separated by a short period of recreation. Some sessions can be held out of doors (field trip, research, community survey). Every session begins with an "introductory icebreaker" and ends with an evaluation in the form of a game or fun activity.

Take time to absorb the information set out at the beginning of each session!

The module at a glance

Principal activities	Expected result
<p>Introductory session: agriculture and the food we eat</p> <ul style="list-style-type: none"> • The food we eat: a practical activity to identify the different types of food that children consume every day. • Where does our food come from?: discussion of the sources of food and the importance of the people who produce it. • Agriculture beyond food production: an activity to draw the children's attention to other everyday objects made using agricultural products. 	<p>The participants become aware of how important agriculture is in our lives and how it concerns us all. They understand the important role farmers play and gain more respect for this type of work.</p>
<p>Part one: Where are we now?</p>	
<p>Session 1: Being a child in our society</p> <ul style="list-style-type: none"> • A moment that makes me happy: communication activity. • Children's rights: picture-based discussion of the place of children in our society and of children's rights. • Right or wrong?: fun activity to make them think about rights and responsibilities. • The story of Daniel: a case study to consolidate what was learned in the session. <p>Extra activities:</p> <ul style="list-style-type: none"> • Our dream for the future: creative activity involving drawing. • All our rights are important: participatory activity in defence of rights. • Memory game. 	<p>The participants become aware of their place in their community (friends, family, village, class...) and in their wider environment (region, country, continent). They explore their dreams and future plans, consider their essential needs and become aware that they have rights and responsibilities.</p>

Principal activities	Expected result
<p>Session 2: Being a child working in agriculture</p> <ul style="list-style-type: none"> • Child labour in agriculture: discussion of this issue. • The three criteria: activity to determine whether or not a task constitutes child labour (age, nature and circumstances of the work, interference with education). • Drama activity/quiz: activity for distinguishing between situations which constitute child labour and situations which do not. <p>Extra activity:</p> <ul style="list-style-type: none"> • A day in the life of a child in child labour: sketches inspired by pictures. 	<p>The participants examine their beliefs concerning child labour in agriculture, are able to identify the minimum legal age for admission to employment and the agricultural tasks which constitute child labour, and can explain why such work is harmful.</p>
<p>Session 3: Hazardous child labour in agriculture</p> <p>Part 1</p> <ul style="list-style-type: none"> • Grandmother’s footsteps: Game to tackle the issue of disabilities by experiencing them concretely and physically. • Mimed discussion of hazardous work in agriculture: Activity to understand the nature of hazardous child labour in agriculture. <p>Part 2</p> <ul style="list-style-type: none"> • The body map: activity to give shape to the hazards and risks that could affect children’s bodies. 	<p>The participants understand what hazardous work is and can identify hazardous situations, particularly in agriculture. They can also identify the hazards and risks associated with child labour.</p>
<p>Session 4: Being a girl or a boy, what difference in agricultural work?</p> <ul style="list-style-type: none"> • Because I’m a girl, because I’m a boy: activity to convey the difference between what is biological and what is socially constructed. • Sketch/role play: activity to consider real situations with the detachment of fiction. 	<p>The participants consider the gender roles ascribed to girls and boys, and fully include all children, girls and boys, in their overall thinking on child labour.</p>
<p>Part two: Where do we want to get to?</p>	
<p>Session 5: From child labour to decent work</p> <ul style="list-style-type: none"> • Drama-forum: Participatory technique, intended to raise awareness and convey information, which helps the children think how they can influence the course of events and transform situations of child labour in agriculture into situations of decent work for those who have reached the legal minimum age for admission to employment. 	<p>The participants understand what decent work in agriculture looks like and can identify some of the actors who play a part in transforming child labour into decent work for those who have reached the minimum working age.</p>

Principal activities	Expected result
<p>Session 6: Improved agricultural techniques</p> <ul style="list-style-type: none"> • Presentation of or introduction to improved agricultural techniques: field trip or presentation based on the experience of professionals with knowledge of improved agricultural techniques. 	<p>The participants are able to cite several improved agricultural techniques designed to improve productivity and promote decent work.</p>
<p>Session 7: My role, our role</p> <ul style="list-style-type: none"> • We'll catch you!: game for understanding that we are stronger together in tackling child labour. • Initiatives for eliminating child labour: discussion of responsibilities and initiatives taken to tackle the issue. • Writing a letter: the children write letters to people or institutions that can play a part in eliminating child labour. 	<p>The participants see themselves as agents for change in the process of eliminating child labour in agriculture.</p>
<p>Session 8: Action! We want a better future for ourselves, our community and our country!</p> <ul style="list-style-type: none"> • Have your say: Group activity to experience the fact that we are all entitled to have our say. • Writing a poem, short story or song about child labour in agriculture: an activity which gives free rein to the children's creativity. <p>Extra activity:</p> <ul style="list-style-type: none"> • The revision ball: revision and memorization activity. 	<p>The participants see themselves as agents for change in the process of eliminating child labour in agriculture.</p>
<p>Session 9: Acting in our community</p> <ul style="list-style-type: none"> • What is community awareness-raising: discussion of the issue. • Deciding on an activity and preparing an action plan. 	<p>The participants adopt an action plan for a community awareness-raising activity (and put it into effect following this session).</p>
<p>Additional session 10 A: Is my community implicated in child labour in agriculture?</p> <ul style="list-style-type: none"> • Selling contest: activity to convey the importance of child-labour-free production chains. • The sources of products and the workings of production chains: discussion and information on this issue: the example of cotton. 	<p>The participants realize that they are all directly concerned by child labour and begin to think critically about child labour in supply chains.</p>
<p>Additional session 10 B: Is my community implicated in child labour in agriculture?</p> <ul style="list-style-type: none"> • Preparation of a community survey: practical activity to convey the complexity of the issue of child labour in the local setting. 	<p>The participants realize that they are all directly concerned by child labour and begin to think critically about the issue.</p>

How to use this module

This module is intended as a guide for educators, teachers, activity leaders and all those involved in educating children who are looking for inspiration and materials to make children aware of their rights and of the problem of child labour, in particular in agriculture, and to get them actively engaged in opposing it.

This module is intended for use primarily in countries where child labour in agriculture is widespread. However, it can also be used in other countries to raise children's awareness of the issue of child labour and help them understand the concept of decent work. Children can also play an important role by becoming champions for change.

This module is not an instruction manual to be followed exactly as written; it should not be seen as a set text full of pedagogical truths. Rather, it contains suggestions and examples of how to lead sessions with children to discuss child labour in agriculture. You can adapt these sessions to the specific needs of the children, to their circumstances, to their level. You may therefore add your own ideas, revise the suggested content so that the sessions fit in with your teaching objectives and logistical possibilities (e.g. the length of sessions, the resources at your disposal).

To help you adapt the module to the group of children you are working with, we have identified two levels for the activities: **[level 1]** and **[level 2]**.

[Level 1] activities are more suited to children who are younger and less familiar with critical analysis. The emphasis is more on having fun and the content of the activities is geared to the knowledge and concentration levels of children at this stage of development.

[Level 2] activities are intended for older children who are more used to thinking critically and are more familiar with the issue of child labour. These activities are also intended to be enjoyable, but they call for critical thinking and include more abstract and complex content.

You will also find text boxes intended for you (educators or activity leaders). Take this material as information you can use to deepen your own understanding of child labour in agriculture. You can also include this content in your sessions with the children if this seems appropriate, depending on the level and capacities of the group you are working with.

We would also recommend that each educator or leader make the effort to set a good example. For example, if you are a schoolteacher, make sure that, in the school setting and elsewhere, your colleagues do not use children to perform hazardous tasks or, more generally, tasks that constitute child labour.

Finally, some practical advice concerning the use of this module:

- We would recommend that you do not hold the sessions with groups of more than 20 children. Of course, in the school context, classes may sometime consist of 60 or even 80 children, but we do not think that satisfactory results can be achieved with such large numbers, which in any case would put too much strain on the teacher.

- Generally speaking, we have observed that children feel more inclined to participate in these sessions if they are arranged in a circle. This configuration, different from the conventional classroom layout, puts the children on a more equal footing and aids their concentration and understanding.
- If you follow this module session by session, make sure you include some time for revision at the beginning and end of each session. If the discussion has been somewhat theoretical, we would suggest you ask a few questions in the form of a game. In addition, at the beginning and end of each session, we would recommend that you give a short summing-up.
- At the end of each session, you can ask the children to think back about something that they remember from the activities: perhaps a drawing, or part of a drawing, they made during the session (or a letter); perhaps a piece of wool from an evaluation activity... You can also suggest that they write down the main points of the session in an exercise book, or write a sentence saying what particularly struck them during the session.
- If you are using the module in a school setting, remember that the various sessions can be associated with subjects in the school curriculum. As you re-model the sessions to meet the needs of your school programmes, you will be able to build bridges between the issue of child labour and the natural sciences, history, economics and so on, taking what you think most appropriate for the group you are working with.

A final word on the children, their families and their community. We know that, in agriculture, children are often working alongside their parents, who may be employed by estate owners who do not pay enough to ensure the well-being of their workers and their workers' families. Children may also be doing unpaid work on their own family smallholdings. The aim of this module is not to mobilize children against their families or to judge or criticize the parents of child workers. On the contrary, we hope that, as a result of these sessions, you will be able to help the children to understand the vital importance and dignity of work – and of decent work – in agriculture, and enable them to cooperate with their families in identifying better ways of farming, not involving child labour, and finding sustainable solutions promoting decent work, whereby the human rights of all people – adults and children – are respected.

Introductory session: Agriculture and the food we eat



What you will need

- ✓ Paper plates (or sheets of paper), a large circular piece of paper or cardboard representing a plate.
- ✓ Small samples or pictures of local staples (e.g. rice, cassava, maize) and other food often consumed locally; felt-tip pens (or a blackboard/whiteboard and chalk/markers) for drawing; glue.
- ✓ Common items made from agricultural products (e.g. clothes, books, shoes).



Recommended timeframe

45 minutes [level 1], 60 minutes [level 2].

The aim of this session

To reflect on the importance of farmers/agricultural workers in our lives and in society.

The gain



The participants become aware of how important agriculture is in our daily lives, and that it concerns us all. They appreciate the important role that farmers play and begin to have more respect for this kind of work.

Summary of the session

The food we eat

This activity enables children to identify all the different types of foods they eat day by day. It forms the basis for the discussion you will be leading on the sources of the food we eat.

Duration: roughly 25 minutes.

Where does our food come from?

You lead a discussion on the origin of the food we eat or drink every day and the importance of the people who produce them. This activity will also enable you to present the different sub-sectors of agriculture (growing crops, fishing and aquaculture, livestock farming and forestry).

Duration: roughly 10 minutes.

Agriculture beyond food production

You use items found in the classroom, or articles you have brought in, to draw the children's attention to other everyday objects that are made from agricultural products.

Duration: roughly 10 minutes.

Script of the session

Introduction to read before you begin

We need food to keep us alive, and to be able to lead a healthy, active life. Agriculture supplies the food we need in order to play, work or go to school. Eating a meal also brings people together; it is often the focal point of our celebrations. But where does our food come from? Who are the people behind the meals we eat every day?

Farmers and other agricultural workers, such as fishermen, fishmongers, livestock farmers and foresters, provide us with the food we need to survive. Without agricultural workers, there would be no other occupations.

Farmers also supply the raw materials for making items we use every day: cotton for clothing and other textiles, or rubber for car tyres.

They are also the guardians of a large part of the world's natural resources, such as the soil, water and forests.

Farmers play an important part in our society, but the population engaged in farming is ageing as many young people migrate to towns and cities. Children need to understand that farmers are essential to life and that theirs is an occupation that deserves respect. Farmers and agricultural workers need to have decent work, to ensure that the food we eat is produced, and that it is produced in a socially, ecologically and economically sustainable way. Children also need to know that agriculture can be a profitable occupation and that there are many different jobs created by the agricultural sector. Some examples: a community animal health worker or veterinarian, an ITC developer who helps farmers to market their produce more effectively, or a scientist who adapts crops or technologies to the local agricultural environment.

The aim of this session is to stimulate the pupils' interest in agriculture and the people who make their living from it. It helps children to understand the importance of agriculture in daily life by focusing their attention on the food we eat to keep us alive. This session can also be included in schools' science, health, geography, nutrition or civic education curricula.

By establishing the importance of agriculture and its impact on daily life from the word go, this session will serve as a basis for the rest of the module. Child labour must be eliminated, young people and adults in rural areas need decent work, and we all need agricultural products for our daily living.

Preparing for the session

Before this session, you need to:

- Familiarize yourself with the ingredients of a typical diet (and the major categories of food, such as cereals, vegetables, fruit, etc., if you are going to work on this aspect of the issue).
- Familiarize yourself with items made from agricultural products (e.g. clothes, pieces of furniture, charcoal, articles made of rubber).
- Ensure that you have followed the instructions in the practical preparation section (below).

Practical preparation

- Collect small samples or pictures of local staples (e.g. rice, cassava, maize) and food often consumed locally. Or make sure you have paint brushes or felt-tip pens so that the children can draw them.
- Bring some paper plates, and cut out a large circular piece of paper to represent a plate.
- If you will be working in a group, prepare the room just before the session by arranging the chairs in a semi-circle or circle around you.
- Draw a large plate on the blackboard/whiteboard in advance to save time.

Procedure

Introductory icebreaker

(See list in the annexes.)



The food we eat¹

Duration: roughly 25 minutes.

There are different ways of organizing this activity, depending on the resources available and whether you want the children to work individually or as a group. Each child can have his or her individual paper plate (or a plate-shaped piece of paper) on which they draw food or glue pictures of food cut from magazines. Alternatively, you can use just one giant paper circle to represent a plate, on which you and the children draw or glue the images. You could also use the class blackboard and chalk to draw a large plate and the different types of food.

¹ Extract from the manual *Setting up and running a school garden: A manual for teachers, parents and communities*. UN Food and Agriculture Organization, Rome, 2010, available at: www.fao.org/tempref/docrep/fao/012/a0218e/a0218e.pdf.

Individual plates

1. Hand out the paper plates

Hand out the paper plates you have brought with you or ask the children to cut a sheet of paper in the shape of a paper plate.

Ask: "What are the main food items we eat every day?"

When the children suggest food, tell them to draw this on the plate, leaving room for others that will be added later.



2. What else do we eat?

For **[level 1]**: Let the children give a few examples. If they mention a dish (e.g. soup, stew), ask them to name the ingredients so that they can recognize what makes up the dish. Then tell them to draw on their plates the food they eat on a particular occasion or in the course of a typical week.

For **[level 2]**: Divide the large plate into different segments, one for each type of food, e.g. fruits, vegetables, foods of animal origin, cereals, etc.) and label the segments.

Ask: "What else do we eat?"

When the children suggest food items, draw them or glue samples to the plate (or write the names of each). The children should indicate the segment of the plate to which each food item belongs. After a few food items have been added, the children copy them on their own plates (or in their exercise books) and work individually or as a group to extend their lists.

3. Counting

For **[level 1]**: The children count the number of different food items they have thought of.

For **[level 2]**: The children count the total number of food items, then the number of which are of animal origin, of plant origin, fruits, vegetables, etc.

Optional: Ask the group to guess how many different food items they eat each day.

Large plate, working as a group

1. Present the large paper plate

Ask: "What are the main food items we eat every day?"

When the children suggest food items, place a sample of the staple food at the centre of the large paper plate and glue it in place (or draw it).

2. What else do we eat?

For **[level 1]**: Let the children give a few examples, then tell them to draw on the large plate the food they eat on a typical day or in the course of a typical week. If they mention a dish (e.g. soup, stew), ask them to name the ingredients so that they can recognize what makes up the dish.

For **[level 2]**: Divide the large plate into different segments, one for each type of food, e.g. fruits, vegetables, foods of animal origin, cereals, etc.) and label the segments.

Ask: "What else do we eat?"

When the children suggest food items, draw them or glue samples to the plate (or write the names of each). The children should indicate the segment of the plate to which each food item belongs. At the end, display the large plate on the wall.

3. Counting

For **[level 1]**: The children count the number of different food items they have thought of.

For **[level 2]**: The children count the total number of food items, then the number of which are of animal origin, of plant origin, fruits, vegetables, etc.

Optional: Ask the group to guess how many different food items they eat each day.

Where does our food come from?

Duration: roughly 10 minutes.

Show the group the plate and ask: "Where does the food we eat or drink every day come from?" "Where do your favourite dishes come from?"

If the children reply that it comes from the supermarket, or from their parents, ask:

“How does the food get there?”

Pointing to the food on the plate one by one, ask: “Who takes the fish from the water, cleans and smokes them, dries them or puts them in tins?” (Answer: fishermen and often members of their families); “Who looks after the chickens, the cows and the other animals?” (Answer: livestock farmers and often members of their families); “Who grows the cereals used to make our bread or pasta, and who grows the rice?” (Answer: farmers and often members of their families); “Who gathers the nuts, the mushrooms, the berries from the forest?” (Answer: forestry workers and often members of their families).

Explain: “All these people work in agriculture and we depend on them for our existence.”

Ask: “What would happen if there were no farmers?”

Explain: “Without farmers we would be unable to live, because we would have nothing to eat. Nor would we have doctors, footballers, musicians and so on, because they, too, would have no one to produce their food (nor the raw materials needed for their instruments and tools).”

Agriculture beyond food production

Duration: roughly 10 minutes.

Draw the children’s attention to other things they are familiar with that are made from agricultural products, using items that are in the classroom or those you have brought with you.

For **[level 1]**: Present one or two objects you have brought in and explain to the children what agricultural products were used to manufacture them (e.g. show a T-shirt and explain that cotton is used to make clothing; or show a chair and explain that forest products such as wood, bamboo or rattan are used for making many items of furniture). Then ask the children to touch an object made from an agricultural product (it could be a classroom object or something they are wearing). You can ask one of the children to say what object they touched and what agricultural product they think it was made from.

Repeat this exercise several times, depending on the time available and the children’s level of interest.

Also explain that, as in the case of food, farmers have worked to produce the materials that are used for making many of the objects we use on a daily basis.

Conclude by insisting on the fact that “Farmers play an essential part in our society.”

Agriculture includes all the techniques and activities involved in farming the land. More generally, it includes all the tasks which make it possible to grow and harvest the living organisms (plants and animals) which are of use to human beings: exploiting the soil, the forest, the sea, lakes and rivers, farm animals and wild animals.

What everyday objects are made using agricultural products?

Here are a few examples:

- Clothes and other textiles, such as coats and sheets, are often made from cotton.
- Furniture is often made from wood, bamboo or rattan.
- Tyres, the soles of our shoes, wellington boots and gloves are often made from rubber (which is produced by a tree).
- Footballs are made from leather, cotton or rubber.
- The cut flowers we give as a gift are grown by agricultural workers.

For **[level 2]**: Present the objects you brought in, or items found in the classroom, and ask the children if they can identify the agricultural products used in making them. If they are unable to do so, you can help them by giving some examples.

Conclude by insisting on the fact that "Farmers play an essential part in our society".

Final icebreaker

(See list in the annexes.)



Evaluation

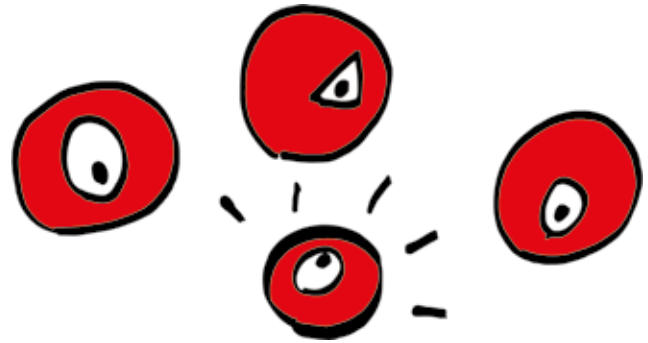
Explain to the children that they can express their agreement with these statements by clapping more or less loudly. Clapping very softly means that they do not really agree. Clapping very loudly means that they completely agree. Not clapping at all means that they definitely do not agree.

Ask the group the following three questions:

- "Did you have fun today?"
- "Did you learn something new today?"
- "Do farmers play a very important part in our everyday life?"

Part one: Where are we now?

SESSION 1: Being a child in our society



What you will need

- ✓ Some large sheets of drawing paper and felt-tip pens (or a blackboard/whiteboard and chalks/markers), some sticky tape.
- ✓ 9 Drawings of human rights symbols (see annexes).

Recommended timeframe

45 minutes [level 1], 60 minutes [level 2].

If you have more time, or think your group is up to it, you can pick some additional activities from the "Extra activities" section at the end of this session.



The aim of this session

To reflect on the place of children in the community and in society, considering their expectations and their rights.

The gain



The participants become aware of their place in the community (friends, family, village, class...) and in their wider environment (country, region, continent). They explore their dreams and future plans, consider their essential needs and become aware that they have rights and responsibilities.

Summary of the session

A moment that makes me happy

Each child (and you, too!) mentions a time of day that brings them joy, happiness or satisfaction. This enables you to focus the discussion on the things that are fundamental to a happy, healthy life (good health, education, family, hygiene, play, food, etc.) and make the transition to the next part of the exercise.

Duration: roughly 15 minutes.

Children's rights

In this part, you lead a discussion on the place of children in our society and on children's rights.

Duration: roughly 15 minutes.

Right or wrong?

A fun activity to make the children think about rights and responsibilities.

Duration: roughly 15 minutes.

The story of Daniel

Activity for **[level 2]** only: A case study to consolidate what they have learned during the session by focusing on the specific problem of children working in agriculture.

Duration: roughly 15 minutes.

Summary of the Extra Activities

Our dream for the future

Drawing activity to bring to life the information you gave the children during the earlier exercises.

Duration: 30 to 45 minutes.

All our rights are important

Activity for **[level 2]** only: Participatory activity in defence of rights.

Memory game

Memorization of the main points of the session.

Duration: roughly 15 minutes.

Script of the session

Introduction to read before you begin

We need to know the children's opinions on their place in the society in which they live, at the same time as tackling the wider issue of their rights. Human rights are the rights that are essential for us to be able to live as human beings, the basic rules without which people cannot survive and develop with dignity.² All human beings, adults and children, are entitled to human rights. Internationally, the Universal Declaration of Human Rights (1948) sets forth the fundamental human rights that must be universally protected. However, given that children are more vulnerable and in greater need of protection, special care and attention needs to be devoted to children's rights. The United Nations Convention on the Rights of the Child (1989)³ sets forth the fundamental rights to which every child is entitled.

In practice, although national laws, international conventions and the work of many organizations afford them protection, children, whether working or not, rarely enjoy the human rights to which they are entitled. Thinking about rights inevitably involves examining one's own circumstances from a critical point of view. The aim of this session is very definitely not to pass judgement on the families of children working in agriculture, given that their choices are often limited by the precarious conditions in which they live, and that the alternatives are few or little known. The aim of this session is to help the children to envisage positive alternatives to their daily experience, for each individual child and for the group as a whole.

Preparing for the session

Before this session, you need to:

- Familiarize yourself with the Convention on the Rights of the Child, a convention signed by many countries around the world intended to protect children's fundamental rights until they come of age (to check whether your country has ratified it, see the annexes at the end of the module).
- familiarize yourself with the regional instruments protecting children's rights, e.g. the African Charter on the Rights and Welfare of the Child,⁴ the European Charter of Fundamental Rights, etc.
- Make sure you are familiar with the principal children's rights.
- Make sure you have followed the instructions in the "practical preparation" section (refer to the "Summary of the session" section).
- Adapt the final activity, "The story of Daniel", to your local circumstances ([**level 2**] only).



² Visit the UNICEF website: www.unicef.org/crc/index_framework.html.

³ The text of the United Nations Convention on the Rights of the Child is available at: www.ohchr.org/EN/ProfessionalInterest/Pages/CRC.aspx.

⁴ The text of the African Charter on the Rights and Welfare of the Child is available at: www.achpr.org/files/instruments/child/achpr_instr_charterchild_eng.pdf.

Practical preparation

- Prepare the classroom just before the session by arranging the chairs in a semi-circle or circle around you.
- Display the drawings of rights (see annexes) on the blackboard in advance to save time.

Procedure

Introductory icebreaker

(See list in the annexes.)



A moment that makes me happy

Duration: roughly 15 minutes.

This communication activity enables the children to relate to the theme of “Where we are now” by describing a familiar situation, and creates connections between them and the group leader.

Take your place in the semi-circle (or circle), so that the children are around you. Mix boys and girls if the group consists of both sexes.

Ask the children to introduce themselves by giving their first name and age, and to give an example of a time of day they like or which makes them happy. First give an example yourself to help them understand: “I like having breakfast when it is still cool and the sun is rising”; “I like playing football after school”; “I like having a discussion with my sister in the evening before going to sleep”, etc. Ask them why they chose their particular moment. Try to remember what the children shared with you, as it will be useful for the following activity.

For **[level 2]**: Ask “Are there any points in common between the different moments you have talked about?”

Listen to the children’s answers, then help them to find points in common from among the different moments they have chosen to speak about. Maybe they are all moments relating to the fundamentals of a happy and healthy life.

Children's rights

Duration: roughly 15 minutes.

This is a discussion exercise based on images representing human rights. It is concerned with the place of children in society, and aims to give them important information about the principal rights to which they are entitled. With this in mind, we have taken the principal children's rights set forth in the United Nations Convention on the Rights of the Child (1989) and formed them into the following more general groups. We propose this grouping to facilitate reflection on the concept of "rights" and to help the children get a grasp of it.⁵

Show the children the images representing children's rights and, in each case, think of examples of moments they like, which they have just shared with the group. Establish connections with these moments, so that they understand that rights have a concrete reality. You can use the images in the annex for this session, or yourself draw pictures on the blackboard representing the different rights.

- **The right to health care and medical treatment appropriate to your age** (the drawing might represent a medical centre).
- **The right to education** (the drawing might represent a book).
- **The right to be fed, clothed, lodged and to grow up in healthy conditions** (the drawing might represent a fruit, a vegetable, a smartly dressed child or a house).
- **The right to a name and a nationality** (the drawing might represent an identity card).
- **The right to access information, express opinions and be heard** (the drawing might represent a radio).
- **The right to be protected against all forms of discrimination and the right of disabled children and refugees to special protection** (the drawing might represent a group of children, boys and girls, older and younger, of different backgrounds, one in a wheelchair).
- **The right to play, to laugh, to dream** (the drawing might represent the smiling faces of a boy and a girl).
- **The right to be protected from violence** (psychological, physical, sexual) (the drawing might represent an open hand interposed so as to protect them from a blow from a clenched fist).
- **The right to be protected against work which is harmful to your health, education and growth. If a child has reached the minimum working age, he or she has the right to be employed in good conditions, to work appropriate hours, to be safe and to receive a reasonable wage** (the drawing might represent a hand holding a "forbidden" sign between a group of children and a set of tools).

⁵ Based on UNICEF: "The principal rights of the child", available in French only at: www.unicef.fr/userfiles/LES_PRINCIPAUX_DROITS_DE_L_ENFANT.pdf.

When you have finished presenting these rights, explain that the activities which follow this opening exercise will be concerned with the right of a child not to do work which falls into the category of "child labour," which is hazardous or involves risk, which prevents a child from attending school or which is harmful to his or her development.

In thinking about the right to be protected from child labour, it is important to think about the other children's rights which are jeopardized or not respected when children are engaged in child labour. For example, even though many children engaged in child labour also go to school, it is difficult for them to achieve good results because their work tires them out, and it is more likely that they will drop out of school prematurely.

Ask: "Have you understood what a right is? Who can tell me what a right is?"

Conclude by insisting that "All the children in the world have the same rights because they are all human beings".

Introduce the notion of responsibility by asking: "In your opinion, who should make sure that children's rights are respected? Who should build hospitals, health centres? Who should make sure that you are safe, that you receive an education...?"

For **[level 2]**: Initiate a discussion. Make it clear to the children that responsibility for respecting children's rights is incumbent on many people and institutions, and in particular on governments, which are primarily responsible for ensuring that children's rights are respected, as it is governments which introduce and apply the laws protecting children.

Responsibility for respecting children's rights is also incumbent on the family. However, it is true that, in many situations where poverty is a factor, parents lack the means to ensure that all of their children's rights are respected, in which case they do what they consider best for their children, following the example of their own parents and their parents' parents. It is very important to make this clear, because your purpose here is definitely not to pass judgement or criticize the decisions of parents whose children are subject to child labour. Such criticism could also make the children feel very uncomfortable.

Introduce the notion that children themselves have responsibilities, if this has not yet been touched on. Children who are aware of their rights should also respect the rights of other children, as well as the rights of adults.

Ask: "Do children have a responsibility for ensuring that their rights are respected?" If not, why not? If yes, why? Listen to the children's answers, then move on to the next activity.

Right or wrong?

Duration: roughly 15 minutes.

This fun activity is intended to give the children a better understanding of the concept of "rights".

Ask the children to give you some examples of animals that live in their region (e.g. elephants and lions).

Then divide the children into two groups: one group of "elephants" and one group of "lions", who should gather on either side of the room.

Ask each group to imitate the noise made by their animal as loudly as possible: trumpeting for the elephants, roaring for the lions. Have a few moments' fun getting the children to trumpet or roar.

Explain the rules of the "right or wrong" game. The group which gets a right answer must imitate their animal's cry as loudly as possible and will score one point. If the first group fails to get the right answer, the question will be put to the other group.

You will record the points, preferably on the blackboard or on a sheet of paper displayed on the wall, so that the children are aware of the score throughout the activity, and you will keep their scores for the following sessions.

Begin by asking a test question (e.g. "Today is Tuesday" or "The capital of our country is...") so as to get them trumpeting and roaring, and to make sure they have understood the point of the exercise.

Now read out the following statements relating to each of the rights you have considered together. You may supplement or replace these statements with others which you consider more appropriate to their circumstances.

For each statement, offer an explanation of the right answer.

For **[level 1]**: You can read out ten or so statements, generally choosing one statement for each right.

For **[level 2]**: You can read out as many statements as you consider appropriate for your group and, if it helps, you can engage in discussion of answers that you find particularly interesting, bearing in mind the aim of the session.



The "lions" and the "elephants", when the module was being tested at Bondoukou in the Soubré region of Côte d'Ivoire (February 2015).

The right to health care and to medical treatment appropriate to your age:

- I have a right to health care, therefore I should ask to go and see a doctor if I believe that I am falling ill. (Answer: right)
- I have a right to medical treatment appropriate to my age, therefore I am entitled to take all my medicines with some very nice biscuits (Answer: wrong, though it would certainly be more pleasant!)

The right to education:

- I have a right to education, therefore I should make every effort to work hard at school. (Answer: right)
- I have a right to education, but I don't care because I find school boring and I would prefer to be a footballer (or some other sport). (The answers to this statement should lead to plenty of discussion!)
- I want to be a prosperous farmer, so I should work hard at school. (Answer: right)
- I have a right to education so I try to convince my parents that all the children in my family, including the girls, should be able to attend school, at least until the official school leaving age. (Answer: right)

The right to be fed, lodged, clothed and to grow up in healthy conditions:

- I have a right to sufficient food and a healthy diet, so I can pinch my neighbour's share when he/she goes to wash his/her hands. (Answer: wrong)
- It is my right to be smartly dressed, so I am entitled to ask my parents for clothes that cost two months' salary. (Answer: wrong)
- It is my right to be well fed, so I am entitled to ask for meat (or some other expensive food) at every meal. (Answer: wrong)

The right to a name and a nationality:

- I have the right to a name, so I may decide to change my given name because mine is not very attractive: I have decided to call myself... (complete with the name of some important personality in your country!). (Answer: wrong)
- I have the right to a nationality and, with my parents, I should go and register at the Register Office, if I was not registered at the time of my birth. (Answer: right)
- It is my right to have identity documents in accordance with the law of my country, and I should bring a copy of these documents to school with me so I can take the national examinations. (Answer: right)

The right to access information, express opinions and be heard:

- I have the right to freedom of thought and religion. (Answer: true)
- It is my right to say what I think when adults take decisions that affect me, so I can refuse to go and visit my sick grandmother as I have to take part in our village football match. (Answer: right and wrong. You do indeed have the right to say what you think when adults take decisions affecting you, but your parents can rightly make you miss your football match as this family visit is important!)
- It is my right to say what I think when adults take decisions affecting me, so I can express disagreement when my uncle asks me to leave school and go and work with him in a different part of the country. (Answer: right)
- It is my right to get together with others and form an association, so my friends and I are entitled to form an association to promote children's rights in our community. (Answer: right)

The right to be protected against all forms of discrimination and the right of disabled children and refugees to special protection:

- Because I have the right to be protected against all forms of discrimination, I should have the same rights as all other children, even if I don't speak the same language as them. (Answer: right)
- I have a friend who does not go to school because her parents are foreigners: that's quite normal. (Answer: wrong. All children, whatever their nationality, sex, religious or social affiliation, language, background, etc., have the same rights.)
- I am a refugee because a war is going on in my country. I have the same rights as the children in my host country. (Answer: right)
- I lost my leg in an accident and the teacher refuses to let me attend school. I think he is right because I am no longer like the other children. (Answer: wrong. If you have a disability or learning difficulties, you should receive support and special care so you can have a good-quality education, lead a full and independent life, and become an active member of your community.)

The right to play, laugh, dream:

- I have the right to play, laugh and dream, so I have decided not to go to school ever again! (Answer: wrong)
- I have the right to play, laugh and dream, so I tell my friends stories when we are alone in the evening... (Answer: right)

The right to be protected from violence (psychological, physical, sexual...):

- My government must ensure that my parents, or any other person dealing with me, take good care of me and protect me from violence, ill-treatment and negligence. (Answer: right)
- It is my right to be protected from violence, so I would like my younger brother to be sent to prison because he called me a lazy layabout. (Answer: wrong!)



The right to be protected against work which is harmful to health, education and growth. If a child has reached the minimum working age, he or she has the right to be employed in healthy conditions, to work appropriate hours, to be safe and to receive a reasonable wage:

- It is my right to be protected against any form of work that might harm my health, my education or my growth, so I should not be obliged to do dangerous work on a farm. (Answer: right)
- It is my right to be protected against any form of work that might harm my health, my education or my growth, so my government must set a minimum legal age for starting work generally, and should ensure that the international regulations concerning working hours and conditions for both young workers and adults are complied with. (Answer: right. We shall return to this point in more detail in the following sessions.)

At the end of this activity, add up the points and announce which team has won. Console the losers by telling them that, in the coming sessions, they will be able to get their own back!

The story of Daniel

This activity is for **[level 2]** only.

Duration: roughly 15 minutes.

To conclude, this case study is a way of consolidating the group work done during the session, making a connection between the protection of children's fundamental rights and children's work in agriculture, and laying the basis for the following sessions.

Change the name of the main character (Daniel) if you so wish (it could be a boy or a girl). You can also change the setting, if you think it will help the children to understand the story better.

Then tell the following story:

"Daniel works with his parents in Mr Kabore's cocoa plantation in Côte d'Ivoire. He is 13. Like all the children working on this plantation, he has to handle a sharp, heavy machete for opening the tough pods and extracting the cocoa pulp and beans. Then he has to carry the harvested beans and pulp in very heavy sacks. It is difficult for him to attend school because he works hard and, even when he is not working, he is very tired. At school, he often falls asleep during lessons and he finds it hard to catch up with his classmates. This makes him very unhappy as he dreams of becoming a shopkeeper".

Ask: "In your opinion, what rights does Daniel have that are not respected?"

Ask the children to work together using the rights symbols on display and listen to what they have to say. If necessary, help them by asking for their opinion on the consequences of Daniel's work on his rights.

You can conclude the session with a few questions to assess what they have learned: "What do you think of today's activity? Was it all new for you?"

Final icebreaker

(See list in the annexes.)



Extra activities

If you wish, you can continue the session with the following extra activities. You could also tackle them later during another organized session if you need to go into the issue of human rights more deeply..

Our dream for the future: drawing

Duration: 30 to 45 minutes.



Take several large sheets of paper and sticky tape them together to make a single large sheet at least two metres square.

Ask the children to walk around this large sheet of paper and find a place to sit down. Then give each of them a felt-tip pen and ask them to draw, together, their dream for tomorrow (for themselves and for their community), giving them the following instructions: "Respect what the people around you are drawing".

They may add to their neighbour's drawing or react to what their neighbour has drawn.

Give them ten minutes or so to perform this task. Make sure that everyone is actively involved.

Then ask each child to walk around the sheet, now covered in drawings, and ask each of them to secretly choose a drawing (done by another person).

Then ask them to say which drawing they have chosen and why.

At the end of this exercise, make connections between the children's dreams and children's rights as you presented them a little earlier (the rights and the drawings symbolizing them should still be displayed). Note with the children the close relationships between all aspects of their lives, their dreams and their fundamental rights.

If the children dream of becoming famous footballers, singers, celebrities, and this is indicated in their drawings, you can steer the discussion towards what these individuals need to do to realize their dreams (work hard, be in good health, have a good diet, etc.). Also in this case, be sure to propose famous female role-models, e.g. women who have been awarded the Nobel Peace Prize such as Leymah Gbowee and Wangari Matai (the latter being a good example from the world of agriculture), as well as other Nobel Peace Prize winners, like Nelson Mandela or the 2014 winners: Malala Yousafzai and Kailash Satyarthi, president of the Global March Against Child Labour (see annexes).

All our rights are important: discussion and debate

This activity is for **[level 2]** only.

Duration: 15 to 30 minutes.

Ask the children which they think are the most important rights. Explain that all the rights are important, and tell them that they are going to have to defend them!

Depending on the number of children, ask them to make up teams of two people to defend one of the rights. You can stick to the "lions" and "elephants" groups formed earlier in the session.

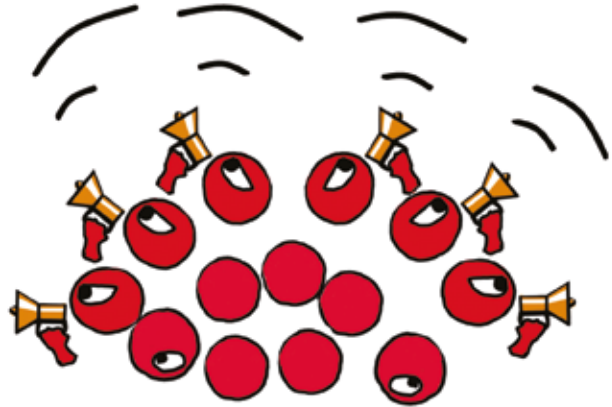
Give them a few minutes to prepare an argument in defence of this right. Then ask them to go ahead and defend their right in front of the other groups. In each case, ask the children in the other groups if they think the right that has been defended is important, and give the team a point if they have presented a convincing argument.

Memory game

Duration: roughly 15 minutes.

Ask the children to form a circle.

The first child mentions a right. The second must repeat the right referred to by the first child, then mention another. The third must repeat the two previous ones, then add another, and so on. Continue until all the rights have been mentioned.



Then ask the children if they think that any one right is more important than another. Listen to their ideas and gather together their points of view, insisting on the importance of each and every right.

SESSION 2: Being a child working in agriculture

What you will need

- ✓ Two balls of wool (or thread) for the evaluation exercise
- ✓ For the "extra" activity: the pictures illustrating child labour in the annexes.



Recommended timeframe

45 minutes [level 1], 60 minutes [level 2].

If you have more time or think your group is of a level to benefit, you can also tackle the additional activity in the "Extra activity" section at the end of this session.



The aim of this session

To be able to identify child labour, in particular in agriculture.

The gain



The participants question their beliefs about child labour in agriculture. They are able to identify the minimum legal age for admission to employment and the agricultural tasks which constitute child labour, and they can explain why such work is harmful.

Summary of the session

Child labour in agriculture

Activity to define what constitutes child labour.

Duration: 10 minutes [level 1], 15-20 minutes [level 2].

The three criteria

Activity to identify the three criteria for determining whether or not a task constitutes child labour (age of the child, nature and circumstances of the task, interference with education).

Duration: roughly 15 minutes.

Drama activity/quiz

Fun activity to distinguish between situations that may or may not constitute child labour in agriculture. It also introduces the notion of risk.

Duration: roughly 20 minutes.

Evaluation: the web of our thoughts

Activity for [level 2] only.

Duration: roughly 5 minutes.

Summary of the Extra activity

A day in the life of a child in child labour

In this creative activity, the children produce short sketches inspired by pictures representing a day in the life of a child who is in child labour.

Duration: roughly 60 minutes.

Script of the session

Introduction to be read before you begin

Child labour is a global phenomenon. Worldwide, 168 million children are doing work that is detrimental to their well-being, their safety and their health, as well as affecting their education, their development and their future means of subsistence. The majority of these children (98 million, or 59 per cent) are working in agriculture, an environment in which deaths, serious accidents and illnesses are common. Mostly they do unpaid work on farms and large agricultural holdings and in family businesses: the majority of children in child labour (68.4 per cent) are unpaid family members.

Not all the tasks performed by children can be defined as child labour. In the agricultural sector, as in all other sectors, it is important to distinguish between work done by children which qualifies as decent work (i.e. work which is safe and for which the children concerned have reached the minimum legal age) and child labour (i.e. work in which children should definitely not be involved). A degree of child participation in non-hazardous activities for which they have reached the required minimum age may be a good thing: it may contribute to the transfer of skills from one generation to the next and ensure food security for the children, particularly on family farms. Adolescents who perform certain agricultural tasks often have more self-confidence and greater self-esteem, and are more confident in their vocational capacities.

Child labour, however, is work that children should not be doing, either because they are too young or, if they are old enough, because the work concerned is dangerous or inappropriate for them. The age of the child, the hours worked and the conditions in which the work is done are the three criteria which determine whether or not work done by children is classified as child labour. The international definitions are set forth in the two ILO Conventions on child labour: Convention No. 138 on the minimum age for admission to employment and work and Convention No. 182 on the worst forms of child labour.

There is no single minimum age. Generally, the minimum legal age should not be below 15, except in the case of "light work", for which the allowable age may be 13. Countries whose economies and education systems are insufficiently developed may provisionally set these minimum ages at 14 and 12, respectively. However, there are no variations as regards the worst forms of child labour: no person under 18 years of age may be involved in one of these worst forms, whether it is hazardous work, forced labour, sexual exploitation for commercial purposes or illicit activities.

Child labour is difficult to eradicate: when it disappears in some areas or sectors, it may reappear in unexpected ways. The response to this problem therefore needs to be flexible and adaptable, while attacking the deep-seated causes of child labour. There is no magic formula; experience has shown that the eradication of child labour requires public policies that take into account the poverty and vulnerability of households faced with economic imperatives. Serious and close attention also needs to be paid to the issues of education, social protection and the promotion of decent work for adults and young people who have reached the minimum age for admission to employment.

Preparing for the session

In preparation for this session, you need to:

- Master the concept of “child labour”, its causes, its consequences and the international standards relating to it, in particular: ILO Convention No. 138 on the minimum age for admission to employment and work (1973) and ILO Convention No. 182 on the worst forms of child labour (1999) (see the annexes for versions of these Conventions drafted for young people).
- Prepare concrete examples of what is permitted and what is not, drawing on the international standards and the national legislation of your own country, in particular regarding the school-leaving age, the minimum legal age for admission to employment, the list of tasks adjudged hazardous for children (if such a list exists). These examples should be representative of the situation in your country and must include both girls and boys.
- Make sure you have followed the instructions for practical preparation (see the “Summary of the session” section).
- For more specific figures relating to child labour in your region, country or continent, you can consult the website of the ILO’s IPEC programme⁶ or that of the “Understanding child labour” programme (UCW).⁷
- Adapt the situations in the “Drama activity/Quiz” to your local context.

Practical preparation

For the “Three criteria” activity: before the session, hide the drawings representing the three criteria somewhere outside your classroom. You could, for example, stick them, with only the blank side showing, to the back of a door or behind a tree, but nothing too complicated or they would take too long to find!

Procedure

Introductory icebreaker

(See list in the annexes.)



⁶ Consult the section on national child labour surveys on the IPEC website:

www.ilo.org/ipec/ChildlabourstatisticsSIMPOC/Questionnairesurveysandreports/lang--en/index.htm.

⁷ Consult the sections of the UCW programme website featuring national reports and country-specific databases:

www.ucw-project.org.

Summary exercise

To supplement the introductory icebreaker, you could also do an exercise to recapitulate the previous session.

Ask the children to stand in line by order of height, from the shortest to the tallest. Then ask them to arrange themselves by foot/shoe size (which should intrigue them and produce plenty of laughs). Then ask them to arrange themselves in ascending order in terms of their rights. Ask them if this is possible (the answer is obviously no: children have the same rights in all parts of the world, whatever their height or their foot/shoe size!).

Child labour in agriculture

Duration: 10 minutes [level 1], 15-20 minutes [level 2].

Ask the children if they know how a child is defined. To get things going, you could suggest some absurd or amusing definitions, for instance: "A child is a person under one metre in height"; "A child is a person who drinks their mother's milk or is on a bottle"; "A child is a person who has nightmares".

Then add: "There are many cultural differences between one country and another, and a child will undergo many physical and mental changes before reaching adulthood. For this reason, and to protect children, who are more vulnerable than adults, the United Nations Convention on the Rights of the Child (1989) defines a child as **a person under 18 years of age.**"

ILO Convention No. 182 on the worst forms of child labour (1999) also stipulates that the term "child" should apply to persons under 18 years of age.

Ask: "Do you know what child labour is?"

Ask the children to give examples of economic activities performed by children. At this point, the children may mention forms of child labour as defined by the international standards or national legislation, or they may give examples of tasks which do not in fact constitute child labour. Do not correct them at this stage: this is an exercise in thinking and all their answers are interesting. If necessary, give some examples yourself (children working in mines, children involved in armed conflict, children doing domestic work, etc.).

Ask: "Do you think that all of these activities are good for children? Are there differences between these activities?"



For **[level 2]**: Read out the following definition or, if necessary, a simplified version:

Child labour is work which children should not be doing because they are too young for work or - if they are of the required age - because the work is too dangerous or not appropriate to their age. Not all tasks performed by children are necessarily what we call "child labour" and need to be eliminated.

Participation on the part of children who have reach the required minimum age in work which does not endanger their health and personal development, and which does not interfere with their education, is generally seen as a good thing. Deciding whether a task or activity constitutes "child labour" depends on the age of the child, the type of work involved, the working hours and the conditions in which the work is performed, as defined in the International Labour Organization's Conventions and in national legislation.

Ask the children to summarize this definition in their own words, then ask them what they think of it.

The three criteria

Duration: roughly 15 minutes.

Explain that there are three criteria that are used for identifying a type of work as child labour. Tell them that these three criteria have been hidden somewhere outside the classroom and that they have three minutes to find them and bring them in. Explain that points (one point per criterion) will be awarded to the different groups (the same groups, lions and elephants, as in session 1). Ready, steady, go!

When they have recovered the three sheets of paper, ask them to return to their places and explain to them that: "The first criterion is the age of the child; the second, the nature of the work and the circumstances in which it is performed; the third and last criterion is whether or not the work concerned interferes with compulsory school attendance".

Now give them further details.

Criterion no. 1: The age of the child

The minimum legal age for admission to employment: this minimum age should never be lower than the mandatory school-leaving age, generally 15.

In accordance with ILO Convention No. 138 on the minimum age for admission to employment or work, national legal systems set minimum ages for different types of work. There is a temporary exception for some countries where the education system and economy are not sufficiently developed and, in these countries, the minimum legal age for admission to employment may be 14. However, the minimum age may also be higher than 15 (Article 20 of Convention No. 138).

Light work: Children are permitted to do light work from the age of 13, if such work has been defined in national legislation. But note that light work is permitted only if specified in national legislation.

Children may do light work while attending school from the age of 13, provided that such work is not prejudicial to their health or personal development, and that it is not likely to interfere with their regular school attendance, their participation in training programmes or their ability to benefit from the education they are receiving. Countries which have introduced a legal minimum age for admission to employment of 14 may temporarily set the minimum age for light work at 12 (Article 7, Convention No. 138).

Hazardous work: Any kind of work which, because of its nature or the conditions in which it is done, may be detrimental to the health, safety or moral welfare of the child is regarded as hazardous work and should not be done by a child under 18 years of age.

Ask the children if they have understood everything and go over the definitions again if necessary.



Criterion no. 2: The nature and circumstances of the work or activity

Some tasks or occupations are considered hazardous by nature as they are dangerous in themselves. It is the responsibility of governments to determine, after consultation with employers' and workers' organizations, which occupations are dangerous by nature or which tasks become dangerous on account of the circumstances in which they are performed (e.g. for long periods of time or at night). Once the hazardous occupations have been identified, they are set out in a list, generally known as the "list of hazardous forms of work for children".

ILO Convention No. 182 defines the worst forms of child labour: slavery, the sale and trafficking of children, the forced recruitment of children for use in armed conflicts, the involvement of children in illicit activities, the sexual exploitation of children, and their participation in hazardous work (which may be detrimental to a child's health, safety or moral welfare).

Protection against child labour also extends to productive activities in which children are engaged, whether or not there is an official employment relationship or an employer (e.g. a form of self-employment), whether the work is paid or not, whether it is just for a few hours or full-time, casual or regular, seasonal or annual, legal or illegal. Productive work within the family falls into the same category, e.g. unpaid manufacturing work for the family in the home or work in a family business or on a family farm. Fetching water and firewood for use by the household also comes within the category of productive activities.

Ask the children to give some examples of activities which are hazardous by nature, e.g. using machetes, climbing trees, applying pesticides (including herbicides, insecticides, fungicides), etc.

Other occupations or tasks which are not hazardous by nature may become so on account of the conditions in which they are performed, e.g. long hours, night-time working, extreme temperatures, isolation, lack of drinking water, etc.

Criterion no. 3: Interference with education

When a child is of school age and works instead of attending school, the work concerned constitutes child labour. Child labour may interfere with a child's education in several ways: it may deprive him or her of the opportunity to attend school, oblige him or her to leave school too early, or it may require the child to combine school attendance with work that is hard and tiring, which does not make for a quality education.



Ask: "Who knows someone who works in agriculture?" (Answer: my father, my mother, my brother, me)

"What does that mean?" (Answer: Agriculture is very important for us)

"What would life be like if no one was working in agriculture?" (Answer: We would have serious financial problems. We would not be able to eat well. Our parents would not be able to send their children to school)

"What are farmers useful for, in your opinion?" (Answer: They are useful in feeding the country.

They make our economies work and they support their own families)

Explain: "Around the world, many children are in child labour. In 2012, according to the International Labour Organization, 168 million children worldwide were involved in child labour. More than half of them, i.e. 85 million, were performing hazardous work. Child labour is mainly an agriculture-related problem. Worldwide, 59 per cent of all working children aged between 5 and 17 are working in agriculture (including work on farms, in fishing, in aquaculture, in forestry and in livestock-raising). This situation affects more than 98 million boys and girls. Agriculture is also the sector in which most of the hazardous tasks performed by children take place. In addition, the work children do in agriculture is often invisible or unrecognized because the children concerned are helping their families on the family farm, or they are engaged in piecework or work under a quota system (in which pay is based on the quantities produced) on large estates or plantations. And often these children are members of migrant-worker families."

For **[level 2]**: For more specific figures relating to child labour in your region or country, you can consult the website of the ILO's IPEC programme⁶ or that of the "Understanding child labour" programme (UCW) (See the "Preparing for the session" section).

Drama activity/quiz

Duration: roughly 20 minutes.

This is a fun activity for distinguishing between situations in agriculture which involve child labour and those which do not. It is inspired by the “What does child labour mean?” quiz found in the manual of the IPEC programme and the Ghana Agricultural Workers’ Union (GAWU) on the elimination of hazardous child labour and risks to health and safety at work, produced for agents of change in cocoa-producing communities.⁸

Hazards and risks

“Hazards” and “risks” are terms often used with reference to child labour in agriculture. A “hazard” is anything that can cause damage, injure people and/or be bad for their health. A “risk” is the possibility or probability of a hazard effectively leading to injury or illness (risk = seriousness of the damage x the probability of its occurring). For example, the risks associated with using machinery and being caught in the moving parts are high if no guards are installed to protect workers operating the machines. On the other hand, if the machines have adequate guards installed, are regularly overhauled and are repaired by competent staff, the risks are considerably reduced.

When we speak of child labour, it is important to go beyond the concepts of work-related hazards and risks as they apply to adults and to include factors connected with child development. Because children are still developing, it is essential that child-specific characteristics and needs be taken into account, in terms of their physical, cognitive (abilities to reason and learn), behavioural and emotional development, when determining the work-related hazards and risks that apply to them.⁹

Ask the children to form teams of three or four, depending on the overall size of your group. Each team is going to act out one of the following situations in front of the others. The children in the other teams must then decide whether or not the situation constitutes child labour. Each performance will spark a discussion relating to the three criteria, which should still be displayed on the blackboard or on the wall.

For **[level 1]**: Three situations are enough. We recommend that you choose only situations which constitute child labour.

For **[level 2]**: You are free to choose more, with a view to covering some different situations.

⁸ IPEC and GAWU: *Eliminating hazardous child labour and occupational safety, health and environmental risks: A manual for agents of change in cocoa communities in Ghana*, ILO, Geneva, 2014. Available at: www.ilo.org/ipcc/Informationresources/WCMS_IPEC_PUB_25275/lang--en/index.htm.

⁹ ILO: Training manual on the assessment and management of work-related risks for SMEs, Geneva, 2013. Available at: www.ilo.org/safework/info/instr/WCMS_215344/lang--en/index.htm. Consult the section of the IPEC website covering hazardous child labour: www.ilo.org/ipcc/facts/WorstFormsofChildLabour/Hazardouschildlabour/lang--en/index.htm.

You may of course adapt all of these situations to fit your local context.

Situation 1:¹⁰ Mr Demir has a hazelnut plantation. To gather the nuts, which are used for making a hazelnut-flavoured spread, he calls on the services of children. During his holidays, Ahmet, who is eight years old, works for him for about two months at harvest time. From seven in the morning until nine in the evening, without a break, he gathers the nuts that have fallen to the ground and puts them in a large sack. When it is full, he takes it to the top of the hill to be picked up by the boss. Is this child labour?

Possible answers:

A: No, because it is for only two months of the year and the rest of the time Ahmet can go to school.

B: No, because gathering hazelnuts is light work.

C: Yes.

The correct answer: C. At the age of eight, Ahmet is too young to work, even if the work were light (which is not the case). In addition, Ahmet's working day is far too long: he is clearly working 14 hours a day, which is bad for his health. Again, sacks of hazelnuts are too heavy for him to carry. He should not be performing these tasks.

Situation 2: Akissi is 10 years old. She works with a machete on a cocoa plantation for several hours after school, until night falls, and at the weekend. Is this child labour?

Possible answers:

A: Yes.

B: No.

C: It depends!

The correct answer: A. Yes, this is certainly child labour as Akissi is not of an age to work. Ask the children if it would be different if Akissi were 12 or 13. Listen to their answers, then explain that it would still be child labour. This could not be regarded as light work (the only work permitted for children aged 12 or 13): it interferes with her schooling (combining school attendance and long hours of work); it is risky by its very nature (she uses a machete); and the conditions in which the work is performed are not appropriate (she goes on working until nightfall). Think what might happen to a girl working all on her own in the fields at dusk. This presents a real risk for Akissi.

Note: Maybe the legislation in your country, as in Ghana, stipulates that persons under 18 may not work between six in the evening and six in the morning, and that children may not go to the farm or return home on their own.

¹⁰ This situation is based on a true story, reported in a documentary entitled "Turkey, bitter hazelnuts" (Arte 2014), which also features an ILO project undertaken in the same region, where child labour is commonly exploited when the hazelnuts are picked for export.

Situation 3: Bakary is 16 years old. After school, he works for three hours a day on a family farm, cutting weeds with a small machete. Does this constitute child labour?

Possible answers:

- A: Yes.
- B: No.

The correct answer: A. Yes, it is child labour. Even though he attends school and is probably old enough to work legally, Bakary's work constitutes child labour as it is hazardous work, involving the use of a machete.

Situation 4: Khadija is 12 years old. When she is not at school, she accompanies her parents to the farm and looks after her little brother for an hour or two, while her parents pick flowers for the farm owner. Does this constitute child labour?

Possible answers:

- A: Yes.
- B: No.
- C: It depends!

The correct answer: As far as it goes, this is not child labour (make a joke: unless you regard Khadija's little brother as dangerous!). Ask: "Why is this not child labour?" Answers: Because it is not done during school hours; because she is under the supervision of adults; because the task is not hazardous for Khadija (or her little brother!). Nevertheless, she needs to be protected from the hazards present on the farm.

Situation 5: Yaya is 17 years old. He works in a gold mine in Guinea. His work consists in digging underground tunnels, digging out earth that he brings to the surface to pass through a sieve. Is this child labour?

Possible answers:

- A: Yes.
- B: No.

The correct answer: A. Yes, this is child labour. At the age of 17 Yaya should not be doing a hazardous job.

Situation 6: Abhaya is 17 years old. She works in a potato field belonging to her parents. She sows the seed potatoes, weeds the rows of potato plants and eventually harvests them. Does this constitute child labour?

Possible answers:

- A: Yes.
- B: No.

The correct answer: B. No, this does not seem to be child labour because Abhaya is probably over the legal minimum age for admission to employment (in countries that have signed ILO Convention No. 138, the minimum age is either 14, 15 or 16). Abhaya is over 16 and is clearly not doing hazardous work.

Situation 7: Andrés is 16 years old. He has to go and work in the fields as his parents have gone to town today. He has to apply pesticides and he cannot find his mask on the shelf where he normally keeps it. He nevertheless goes off to the fields and does the work without his usual protective equipment. Does this constitute child labour?

Possible answers:

A: Yes.

B: No.

The correct answer: A. Yes, this is certainly child labour: even if he had found his mask, and so was adequately protected, Andrés should not have been doing this type of hazardous work as he is not yet 18.

For **[level 2]**: Make clear once again: "All over the world, children participate in work in the fields and on farms. Although agriculture is vital for the survival of all human beings, the fact that children are subject to child labour in agriculture is bad for us all. To realize our dreams, and lead a happy, healthy life, we have to make sure that all the conditions are met. But when a child is involved in child labour, many of his or her aspirations for a healthy future are seriously compromised. The costs of child labour are enormous: it exposes girls and boys to the risk of physical injuries and psychological disorders. And the consequences of child labour go far beyond childhood: all of society pays the price. Child labour prevents children from enjoying their right to education, and it is education that helps them to find a job after school and to contribute to the social and economic development of their country".

Final icebreaker

(See list in the annexes.)



Evaluation: the web of our thoughts

This activity is for **[level 2]** only.

Duration: roughly 5 minutes.

Get the children to sit in a circle and give one of them two balls of wool of different colours (e.g. red and green).

Explain that this game will enable them to share their ideas about the day's session. The first child with the two balls of wool must take one ball in each hand and attach the ends of the balls to his/her thumbs, one to each thumb. Then he/she must mention something he really liked during the session and throw the green ball to another child. They must then mention one thing that they would have done differently, or which could be improved, and throw the red



ball to another child. When a child receives a ball (red or green), they must attach the woollen thread around their thumb, say what they liked or what they would change, and then throw the ball on. Make sure that all the children receive both balls at least once. At the end of the activity, a web of red and green threads will have been created.

Explain: "This is the web of your thoughts! Thanks to this web, we can improve what we do and the way we do it. You must always contribute to this web without being afraid of what people think".

Then invite the children to pull on the woollen threads until the web breaks (N.B. only if you have used wool; otherwise, cut the web with scissors).

Give a short length of wool to each child, inviting them to tie it around their wrist (like a bracelet) as a way of remembering the session.

Extra activity

A day in the life of a child in child labour

Duration: roughly 60 minutes.

You can shorten this activity by examining fewer of the examples.

Preparation: Beforehand, prepare the pictures which you think will arouse most interest in your group, taking into account what you know of their circumstances. You can suggest that they choose a situation with which they are familiar. As far as possible, ensure that the pictures show both boys and girls and children of different ages.

Hand out the pictures selected from the picture set (see annexes), which show different child-labour-related activities. If there are not enough, ask the children to share in small groups.

Ask each child (or group) to show all the pictures he/she has received. Ask if he/she thinks these activities are good or bad for children, and why.

Involve the other children. You might ask, for example, if they agree with what the child has said about the pictures he/she has received. To go a bit deeper, ask the children to think about the rights they worked on in session 1 (if necessary, re-introduce the images representing the various rights), and ask them if the activity they can see in the picture is compatible with their rights.

Then ask the children to form groups of six or seven. Each group must choose a picture from the set and has 15 minutes to prepare a short sketch representing a day in the life of the child shown in the picture. To help the groups in preparing their sketches, you can give them a few leads: suggest, for instance, that they introduce the child's family (maybe the child has no family?), his or her working environment, the people with whom he/she spends the day... Each member of the group can play a part.

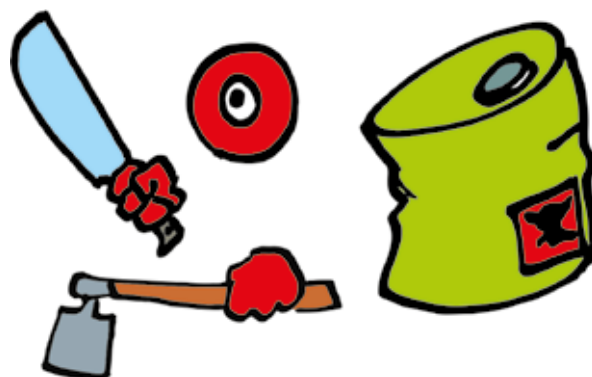
Then give each group five minutes to present their sketch to the other groups.

At the end of the sketch, ask all the children these questions:

- "Did the situation you witnessed constitute child labour? Why?"
- "In your opinion, why did the child find him/herself in this situation?"
- "What might the future hold for this child? Why?"

Then get all the groups to give themselves a good clap!

SESSION 3: Hazardous child labour in agriculture



What you will need

- ✓ For the mimed discussion (optional): Before the session, you can make props representing dangerous tools used by children in agricultural work, for example a machete (made of cardboard).
- ✓ For the "body map" activity: some large sheets of paper and some coloured marker pens.
- ✓ For the evaluation: some coloured paper (or white paper and felt-tip pens of different colours) and, if you have them, some scissors and a stapler or sticky tape.

Recommended timeframe

Two periods of roughly 45 minutes, separated by a break for recreation.

The aim of this session

To think about hazardous work in agriculture and the possible consequences for children's health and development. To understand the purpose and content of ILO Conventions Nos. 138 and 182 where hazardous work is concerned.

The gain



The participants understand the notion of hazardous work, and can identify work situations which are hazardous, particularly in agriculture. They can identify the hazards and risks associated with child labour.

Summary of the session

Part 1

Grandmother's footsteps

This dynamic and amusing game introduces the children to the issue of disabilities as they experience them concretely and physically.

Duration: roughly 25 minutes.

Mimed discussion of hazardous work in agriculture

The leader mimes certain situations and the children try to guess what he is doing, before discussing the subject more deeply and making connections between the risks and dangers inherent in these situations.

Duration: roughly 20 minutes.

Break

Part 2

The body map

The children draw the outline of a child and, in two groups, sketch the risks and hazards that might affect the body of the child they have drawn. They then present their work to the other group and discuss it in greater depth.

Duration: roughly 35 minutes.

Evaluation

Remembering together the main points of the session and fun evaluation activity.

Duration: 5 to 10 minutes.

Script of the session

Introduction to read before you begin

Approximately half of all children in child labour are in hazardous work. Special attention needs to be paid to this issue, given the magnitude of the problem: 85 million children worldwide are in hazardous work.

Hazardous work is work that is likely to harm a child's health, safety or moral welfare. Work of this type is dangerous or is done in unhealthy conditions which could lead to the child being injured, or even killed, and/or falling ill as a result of inadequate health and safety standards and poor working conditions. Some injuries or illnesses can lead to permanent invalidity. The health problems caused by child labour may not appear until adulthood.

Agriculture is one of the most hazardous sectors to work in: approximately 60 per cent of hazardous child labour takes place in agriculture.¹¹ Agricultural work is physically demanding and often involves bending over for long periods, performing repetitive movements and carrying heavy loads over long distances. Children may also have to work machinery designed to be used by adults. Children often work in extreme temperatures, without appropriate protection, and without access to drinking water. The injury rate for children and adolescents is higher than for adults, and they are subject to more risks than adults because they are still growing.

Some tasks and occupations are regarded as hazardous on account of their intrinsic dangers, but it is also important to consider the conditions in which tasks are performed. A job regarded as safe but performed in unsafe conditions becomes hazardous work. Excessive working hours, night-time working or working in isolation are all circumstances which can make a job hazardous. For example, picking fruit for half an hour may be suitable work for a child, but not if it is done in a field which has been sprayed with insecticide, or far from the child's parents or guardians, or at night. Working on a fishing boat without a life-jacket is hazardous, even if the work itself is easy and safe.¹²

In the annexes to this session, you will find:

- A list of common tasks, hazards, injuries and potential consequences for health in agriculture.
- A list of common tasks, hazards, injuries and potential consequences for health in fishing.

11 IPEC: *Children in hazardous work: What we know, what we need to do*. Geneva, ILO, 2011. Available at: www.ilo.org/ipec/Informationresources/WCMS_156475/lang--en/index.htm.

12 See the FAO on-line training course "Eliminating child labour in agriculture", available at: www.fao.org/elearning/#/elc/en/course/CL.

The hazards of child labour in cocoa growing

When asked what tasks they perform on the cocoa plantations, children spontaneously mention their principal activities: applying pesticides, clearing/weeding the plantation, cutting down trees, burning off fields, harvesting the pods, pruning the cacao trees, drawing water for applying pesticides, transporting the beans from the fields to the house, splitting the pods, drying the beans, gathering and stacking the cut pods, planting young saplings, carrying and selling the produce, handling and applying agro-pharmaceutical products, etc. Though some of these tasks do not present particular risks for children, provided they have the necessary protective gear and the working hours are not excessive, others are seriously hazardous and, over time, affect the health of the children who perform them, in particular applying pesticides, clearing/weeding the plantations, splitting the pods and transporting them.

Source: ILO; JADE Cameroon: "Baseline survey on child labour in Cameroon," 2004.

Preparing for the session

- Re-read ILO Conventions Nos. 138 and 182, particularly the articles relating to hazardous work, and Recommendation No. 190,¹³ which accompanies Convention No. 182 and specifies what needs to be taken into consideration to qualify a task as hazardous.
- Read the tables setting out the lists of hazardous tasks in agriculture and in fishing (see the annexes).

Practical preparation

- For the Grandmother's footsteps game: prepare blindfolds for roughly one third of your group (strips of material will do nicely).
- For the mimed discussion: be sure to prepare your scenarios a little while before the session, so you can perform them without hesitation or improvisation.
- Also for the discussion: you can ask another person, or even one or two of the children, to help you with the mimes.
- Also for the discussion: you can use props you have prepared in advance representing dangerous tools used by children in agriculture.
- For the "body map" activity: come equipped with some large sheets of paper and coloured marker pens (each group will need black, yellow, red, green and pink markers).
- For the mimed discussion and the "body map" activity: keep to hand the "Three criteria" from session 2, so you can refer to them.
- For the evaluation: come equipped with coloured paper (or white paper and some coloured felt-tip pens) and, if you have them, scissors and a stapler or sticky tape.

¹³ Consult ILO NORMLEX Information System on International Labour Standards, at: www.ilo.org/dyn/normlex/en/f?p=NORMLEXPUB:12100:0::NO::P12100_ILO_CODE:R190.

Part one

Introductory icebreaker

(See list in the annexes.)



Grandmother's footsteps

Duration: roughly 25 minutes.

This game, very popular at break times in playgrounds worldwide, has been changed a little!

The aim of the game: to reach the wall (or post) and take the place of "grandmother".

The rules. Choose someone to be "grandmother", who should stand facing the wall (or post) with eyes closed. The other children take up position several yards behind this person, behind a line, in an open, uncluttered space. Grandmother, facing the wall, shouts out: "1, 2, 3, Stop!" and, on the word "Stop", suddenly turns round. While grandmother is facing the wall and unable to see the other children, they try to move forward as far as possible towards the wall, but must stand still when they hear the word "Stop". Any children grandmother sees moving when she/he turns round are pointed out and must return to the start line. When a child manages to touch grandmother, he or she takes grandmother's place and the other children return to the start line to begin another round of the game.



Children playing "Grandmother's footsteps" with some rather unconventional rules! (Petit Bondoukou, Côte d'Ivoire, February 2015).

In our modified version of the game, the children – with the exception of grandmother – all have a handicap (representing a disability). One third of the group must wear blindfolds, one third must hold a leg behind their backs (and so can use only one leg), and one third must have some other handicap (e.g. their hands tied behind their back, or be obliged to walk backwards).

To make sure the children understand the rules, first play a round or two of the basic game, before trying our modified version. And have fun! You can play as many rounds as you like, provided you change the "grandmother" at least three times, so that several children can experience playing this role.

Afterwards, return to your classroom and invite the children to share their impressions. Ask: "Was it easy or difficult? How did you feel? Were you afraid of getting hurt?"

Then explain that some children live their whole lives with a disability as a result of child labour, whereas they have experienced this sort of condition for only a few minutes.

Mimed discussion of hazardous work in agriculture

Duration: roughly 20 minutes.

Ask: "In your opinion, what tasks are "hazardous", generally speaking, in agriculture in particular?"

Listen to the children's answers, then explain: "Hazardous work may be dangerous by its very nature, for example fishing in deep water, working with animals or sharp tools, or using toxic pesticides. Or it may be dangerous because of the conditions in which it is performed, for example working early in the morning, late in the evening, without proper training, without supervision and support, to meet a tight deadline, etc."

Ask the children what they think of this distinction between the nature of the work itself and the conditions in which it is carried out.

Explain: "No child under the age of 18 can be involved in any type of work that is likely to harm their health, safety or morals".

Then add: "I am going to mime for you some examples of tasks that are hazardous for children in agriculture".

As in the earlier sessions, divide the children into two groups (lions and elephants) and ask them to answer as a group. The group which is first to interpret the mime correctly wins one point.

For each hazard/activity you are going to mime, ask the children why this task is hazardous, and if they think this type of hazardous task is common in agriculture. Give explanations, if necessary.

If you have made (cardboard) tools or hazardous products to show the children, you can use them in your mimes.

Preliminary notes

- This is not an exhaustive list! You can choose as many situations as you think appropriate for your group of children, and adapt these situations to cover the specific risks and hazards experienced by the children working in your community, also bearing in mind your national list of hazardous tasks.
- For **[level 1]** we would recommend that you cover 5 situations; more for **[level 2]**.

1. **Mime: Lifting and carrying heavy loads**

Ask: "Why is this task hazardous?" (Answer: It can deform your hands and bones, injure your muscles and back, damage the skin, affect a child's development, etc.).

Ask: "Are children working in agriculture subject to this type of hazard?" (Answer: Yes, for example when they have to lift sacks of fruit, cereals, fish, meat, etc.).

2. **Mime: Working at height**

Ask: "Why is this work hazardous?" (Answer: You could fall and break a bone, or even crack your skull).

Ask: "Are children working in agriculture subject to this type of hazard?" (Answer: Yes, when they climb trees to pick fruit, for example).

3. **Mime: Being exposed to very toxic and harmful chemical substances**, particularly those classified as carcinogenic, i.e. likely to cause cancer and other diseases.

Ask: "Why is this work hazardous?" (Answer: It can cause illnesses affecting the skin, or the liver, and many short, medium and long-term disorders).

Ask: "Are children working in agriculture subject to this type of hazard?" (Answer: Yes, for example when they have to apply very toxic pesticides on the fields or handle empty bottles and containers of chemical products).

4. **Mime: Working at night**

Ask: "Why is this work hazardous?" (Answer: It can affect your development and growth. You can fall victim to aggression from adults and other children, particularly sexual abuse, because there are fewer people around to protect you than in the daytime. You are afraid. Things are less visible, which can lead to various kinds of accidents).

Ask: "Are children working in agriculture subject to this type of hazard?" (Answer: Yes, for example, children working on fishing boats may also have to work at night, handle dangerous tools or be exposed to other hazards).

5. **Mime: Diving and working under water for commercial purposes**

Ask: "Why is this work hazardous?" (Answer: You can drown. You can injure yourself on rocks, or get caught up in nets).

Ask: "Are children working in agriculture subject to this type of hazard?" (Answer: Yes, particularly children who fish for shellfish or prawns, or who dive to free fishing nets that have got snagged under water).

6. Mime: Felling and cutting trees and shrubs

Ask: "Why is this work hazardous?"
(Answer: You can injure or cut yourself with the tools used for cutting trees and shrubs).

Ask: "Are children working in agriculture subject to this type of hazard?"
(Answer: Yes, on big farms they may be asked to fell trees and clear the ground of undergrowth using a machete).

7. Mime: Working with wild, dangerous or venomous animals

Ask: "Why is this work hazardous?"
(Answer: You can get gored, stung or bitten, sometimes fatally. You suffer from fear).

Ask: "Are children working in agriculture subject to this type of hazard?" (Answer: Yes, children working on plantations, and those working with livestock or in fishing. In the case of fishing, they may be electrocuted as a result of handling electrical wires).¹⁴

Conclude by explaining that no child should be obliged to do hazardous work. Take this opportunity to get them to remind you of the definition of a child. The correct answer: a child is a person under 18 years of age!

ILO Convention No. 138 clearly stipulates that no child aged under 18 may do hazardous work. ILO Convention No. 182 on the Worst Forms of Child Labour includes hazardous work as one of the worst forms of child labour. Governments must make sure that no such forms of work are taking place in their countries and, if they are, they must act and, if necessary, punish those responsible. Governments must also assist children subject to the worst forms of child labour, release them from this kind of work, rehabilitate them and make sure that they can attend school. When countries sign these Conventions, they undertake to determine what types of work should be prohibited for persons under 18 years of age living in their countries because they are hazardous, and draw up a national list of hazardous tasks. Governments should draw up these lists in consultation with trade unions and employers' organizations. The lists are regularly reviewed and updated. This means that, in many countries, there is a list of tasks which are prohibited for persons under 18.

If you wish, you can find out if your country has a list of this kind and, if so, bring it into class for this activity. You can even organize a discussion about it (for **[level 2]** only).

Break

¹⁴ IPEC: *Hazardous Child Labour: A Law and Practice Report on the Health and Safety aspects of ILO Convention No. 182. Document prepared for the meeting of tripartite experts on hazardous child labour*, SafeWork, International Association of Labour Inspection, ILO, Geneva, 2005.

Part two

Introductory icebreaker

(See list in the annexes.)



The body map

Duration: roughly 35 minutes.

This activity will consolidate the children's thinking and learning, resulting in a deeper understanding of the hazards and risks involved in child labour. It is inspired by the "Body mapping" exercise used by the ILO.¹⁵

Start with a brief discussion. Ask: "Do you know children who have had health problems because of working in agriculture?"

Listen to the children's replies, then ask: "Do you think that children are more exposed than adults to risks to health and safety in the workplace? Why?"

Listen to the children's answers, then explain: "Working children are exposed to the same hazards as adults working in the similar situations. However, the hazards affecting adult workers can have even more serious effects on children. Because children are still developing, they have specific characteristics and needs that must be taken into consideration. The type of work and the conditions in which it is done affect a child's physical growth, learning ability, behaviour and emotional development. For children, the consequences of poor safety and health protection at work may often be more devastating and longer lasting, and may even result in permanent disabilities in adulthood. Children may also suffer from psychological disorders, as they live and work in an environment where they are belittled and harassed, and they may experience violence".



Children preparing a body map in a small group (Petit Bondoukou, Côte d'Ivoire, February 2015).

Ask: "Have any of you got scars on your bodies? Would you like to tell us how you got them?"

Listen to the children's answers, then explain: "There are scars that are evidence of the accidents that happen to children working in agriculture. We are going to think about this in small groups".

¹⁵ IPEC: *Training material for the abolition of hazardous child labour in agriculture*. Geneva, ILO, 2006. Available at: www.ilo.org/ipsec/Informationresources/WCMS_IPEC_PUB_1759/lang--en/index.htm.

Divide the children into two groups. Give each group a large sheet of paper and ask them to draw the outline of a child (a boy for the first group, a girl for the second). One of the children can lie down on his/her back on the paper, while the others draw an outline around him/her.

Then ask them to indicate, using coloured felt-tip pens, what they think could be the consequences for children performing hazardous tasks in agriculture. Ask them to consider all kinds of consequences, short, medium and long-term.

Give them plenty of time (10 to 15 minutes).

To help the groups, you can draw on the following information:

General points

- In terms of volume per kilo, children breathe more air, drink more water, eat more and consume more energy than adults. Children are therefore more exposed to diseases and to toxic substances or pollutants. Children also need more sleep than adults. Their smaller size, and having to carry loads beyond their physical strength, also gives rise to additional risks.
- The fact that they are shorter means they are closer to the ground and can more easily inhale or absorb toxins, such as pesticides that are applied at ground level.
- Young children, in particular, put their hands to their mouths more often, which can result in them absorbing harmful substances.

Skin

- Weight for weight, a child's skin area is greater than that of an adult, as a result of which more toxins can be absorbed through the skin. The structure of the skin is not fully developed until after puberty.

Respiratory system

- Children breathe more deeply and more frequently than adults, and so are more likely to inhale a greater quantity of substances that are bad for their health.
- For example, weight for weight, a six-year-old child, at rest, has twice as much air passing through his or her lungs as a resting adult, measured over the same period.

Brain

- Exposure to toxic substances may affect the development of the brain.
- Metals (such as lead and methyl mercury) are absorbed by the brain more easily during childhood and in greater quantities.

Gastro-intestinal, endocrine and reproductive systems, and kidney function

- The gastro-intestinal, endocrine and reproductive systems, as well as the kidney and liver functions, are not fully developed at birth and come to maturity during childhood and adolescence. The metabolic process of eliminating harmful substances is therefore less effective than in the case of adults. Exposure to toxic substances while at work can hinder the maturation process.
- The endocrine system and the hormones it produces and controls play a vital role in growth and development. The endocrine system may be especially vulnerable to disorders caused by chemical substances during childhood and adolescence.

Enzyme system

- The enzyme system is immature during childhood and therefore less efficient in eliminating harmful toxins from the body.

Energy needs

- Children consume larger quantities of energy than adults because they are in a stage of rapid growth, which also means they are predisposed to ingest larger quantities of toxins.

The need for liquids

- Children are more likely to become dehydrated because they lose larger volumes of water per kilo. This is because more air passes through their lungs, their skin area is more extensive, and they are not able to concentrate urine in their kidneys.

Sleep needs

- To develop properly, children aged between 10 and 18 need approximately 9.5 hours sleep a night.

Temperature

- Children are more sensitive to heat and cold as their sweat glands and heat-regulation systems are not yet fully developed.

Physical efforts/repetitive movements

- Physical effort, especially if combined with repetitive movements affecting the growing bones and joints, can cause rickets, damage to the spinal column and other permanent deformities and disabilities.

Hearing/noise

- Excessive noise is harmful to both children and adults. At the present time, we cannot definitely say whether or not children are more vulnerable to noise than adults.

Cognitive and behavioural development

- A child's ability to recognize and assess potential risks to his/her safety and health at work, and to take decisions accordingly, is less developed than that of adults. In the case of very young children, this ability is particularly weak. The ability to envisage options, see a situation from different angles, anticipate consequences and assess the credibility of sources grows and develops throughout adolescence. By the mid-teenage years, most decision-making processes in young people are on a par with those of adults.

*Source: ILO: Employers' and Workers' Handbook on Hazardous Child Labour, Geneva, 2011.
Available at: www.ilo.org/wcmsp5/groups/public/---ed_dialogue/---actrav/documents/publication/wcms_164573.pdf.*

Then display the two large outlines they have drawn on the blackboard or on a wall of the classroom. Ask the members of each group to come forward and explain to the other group the things they wanted to highlight.

To conclude, ask the children if they are also aware of hidden scars, wounds which are more difficult to see and which do not necessarily show up on the body.

If necessary, help them by making your question more precise: "Is it possible that children who work suffer from things you can't see?" (Answer: Children are exposed to many dangers: psychological violence, despair, humiliation, being away from their family, physical and sexual abuse, etc.). Ask: "When we are sad or have lost someone dear to us, does that show up on our bodies?"

Ask the children to think of situations in which they have experienced pain or suffering without it leaving any physical marks. For example, they may have had to walk alone at night when returning from school, they may be afraid of a particular animal, they may feel sad at times, etc.

Ask if they have already heard of this kind of hazard and stimulate discussion about hidden scars: "These are the hazards that leave invisible types of scar".

Explain that some tasks in agriculture are harmful for children and can leave scars not only on the body but also on the inside, in the children's hearts.

Note to user

You should not insist on this point if it makes the children feel uncomfortable, especially if the children themselves work.



Evaluation

Duration: 5 to 10 minutes.

Draw three faces on the blackboard or on sheets of paper (one sheet for each drawing), representing:

A person who is smiling 😊, a person who is indifferent 😐 and one who is unhappy 😞.

For each of the following questions, the children must move as quickly as possible towards the picture that best matches their feelings:

Ask these three questions:

- "Did you have fun today?"
- "Did you learn something important today?"
- "When you grow up, will you protect children from child labour?"

The aim of this final question is to get the children to make a public commitment in front of their classmates and teacher.



Evaluating the session: in this case, all the children head for the smiley face to express their satisfaction (Petit Boundoukou, Côte d'Ivoire, February 2015).

Final icebreaker

(See list in the annexes.)



Taking things further



- *Children in hazardous work: what we know, what we need to do*, International Programme on the Elimination of Child Labour (IPEC), ILO, Geneva, 2011.

Available at: www.ilo.org/ipec/Informationresources/WCMS_156475/lang--en/index.htm.

This very detailed publication sets out the dangers of hazardous child labour, sums up the efforts that have been made to combat this scourge, and proposes concrete ways of bringing about a fundamental change in the struggle against hazardous child labour.

- *Tackling hazardous child labour in agriculture: Guidance on policy practice (toolkit)*, International Programme on the Elimination of Child Labour (IPEC), ILO, Geneva, 2006.

Available at: www.ilo.org/ipecinfo/product/viewProduct.do?productId=2799.

This guide has been produced for decision-makers, to make child labour in agriculture a priority of policies to eliminate child labour.

- *Protect children from pesticides! Visual Facilitator's Guide*, FAO and ILO, Rome, 2015.

Available at: www.fao.org/publications/card/en/c/0593e270-8875-48a3-ac63-58b89eb87611.

The aim of this guide is to facilitate discussion on the issue of protecting children where pesticides are concerned. It can be used for leading discussions in schools, communities or in the context of the FAO's "Farmer field school" training scheme.

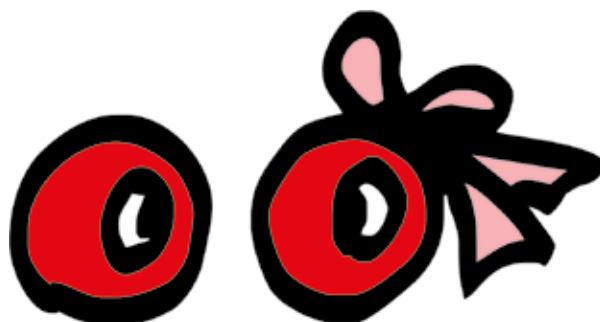
- *Children's work in the livestock sector*, FAO, Rome, 2013. Available at: www.fao.org/3/i2971e/i2971e.pdf.

This publication looks at child labour in the livestock sector and considers what can be done to eliminate it in the long term.

- *Guidance on addressing child labour in fisheries and aquaculture*, FAO and ILO, Rome, 2012. Available at: www.ilo.org/ipec/Informationresources/WCMS_IPEC_PUB_22655/lang--en/index.htm.

This report provides information and analysis of current issues with the aim of better understanding the nature and extent, causes, contributory factors and consequences of child labour in fishing and aquaculture. It also makes recommendations on how to eliminate child labour in the long term.

SESSION 4: Being a girl or a boy, what difference in agricultural work?



Important

This session requires critical capacity; it is therefore intended for **[level 2]**.

For **[level 1]** children, we suggest you include the first part of the “Because I’m a girl, because I’m a boy” activity at the beginning of the second part of Session 3 (i.e. the “body map” activity).

What you will need

- ✓ Two large sheets of paper and some pens, some sticky tape.

Recommended timeframe

Roughly 50 minutes.

The aim of this session

To think about the gender roles of boys and girls generally, and in agriculture in particular. Do not forget that child labour affects girls just as much as boys, even if the activities they perform are sometimes different.

The gain



The participants think about the roles attributed to girls and boys, and fully include all children, girls and boys, in their overall understanding of child labour.

Summary of the session

The King of Japan

This icebreaker is especially suited to the content of the session.

Duration: roughly 5 minutes.

Because I'm a girl, because I'm a boy

This activity, and the ensuing discussion, helps the children to understand in practical terms what differences are biological and what differences are socially constructed (gender).

Duration: roughly 15 minutes.

Sketch/role play

The role-play, based on situations identified by the children themselves, calls on their creativity and imagination, so that they think of real-life situations with the detachment permitted by fiction.

Duration: roughly 30 minutes.

Script of the session

Introduction to read before you begin



Eliminating child labour and promoting equality between girls and boys, and between women and men, go hand in hand. The differences between girls and boys where child labour is concerned increase with age. There is practically no difference in the numbers of girls and boys in child labour in the 5 to 11 age group: boys and girls are represented roughly half and half. However, a difference begins to emerge in the 12 to 14 age group: boys account for 52 per cent of the total, which in figures means 2.2 million more boys than girls. The difference increases much more sharply in the 15 to 17 age group: boys then account for 81 per cent, which in figures means 29.8 million more boys engaged in child labour than girls.¹⁶

The greater involvement of boys in agriculture is often counterbalanced by girls' greater participation in unpaid household tasks. On average, 92 per cent of working girls aged 5 to 14 also perform household tasks, as against 67 per cent of boys. In many societies, girls work more hours than boys, if household tasks are taken into account, but this work is often invisible and underestimated.¹⁷

¹⁶ IPEC: *Global estimates and trends 2000-2012: Marking progress against child labour*, ILO, Geneva, 2013, available at: www.ilo.org/ipecc/informationresources/WCMS_221513/lang--en/index.htm.

¹⁷ FAO; IFAD; ILO: *Breaking the rural poverty cycle: Getting girls and boys out of work and into school*, Gender and Rural Employment Brief No. 7, 2010 (updated 2014), available at: www.ilo.org/employment/Whatwedo/Publications/WCMS_150838/lang--en/index.htm.

Generally speaking, there are many gender differences in child labour. Girls and boys are faced with different constraints, opportunities and tasks. The division by gender of adult work is reflected in children's occupations.¹⁸ In agriculture, the division of tasks by gender means that girls and boys are often exposed to different kinds of hazards. It should also be recognized that girls often suffer discrimination in access to schooling, and in access to employment when they grow up to be young women. To get girls out of work and into school, strategies different from those envisaged for boys may be necessary.¹⁹

Preparing for the session

Make sure that you have read the introduction to the session carefully before going ahead with it.

If necessary, adapt the proposed scenarios for the sketch/role play.

Procedure

Introductory icebreaker

The "King of Japan" icebreaker is especially suited to the content of this session (see the list in the annexes).



What is gender?

Gender refers to the social differences and relations between girls and boys/women and men that are learned. These vary widely within and between cultures, and they may also change over time. In many countries, for example, women take care of young children; increasingly, however, men in some cultures are also starting to take care of young children. Sex, on the other hand refers to the universal biological differences between men and women that do not change. For example, only women can give birth. Adopting a gender-based approach or gender mainstreaming is the process of assessing the implications for both women and men of any planned actions, and making the concerns and experiences of both sexes an integral part of the formation and implementation of policies and programmes and the political, social, and economic levels. Its main goal is to achieve gender equality.

Source: *Gender equality and child labour: a participatory tool for facilitators*, ILO, 2004, available at: www.ilo.org/ipeinfo/product/download.do?type=document&id=340.

18 IPEC: *Gender equality and child labour, a participatory tool for facilitators*, ILO, Geneva, 2005, available at: www.ilo.org/ipeinfo/product/viewProduct.do?productId=340.

19 FAO; IFAD; ILO: *Breaking the rural poverty cycle...*, (2010), op. cit.

Because I'm a girl, because I'm a boy

Duration: roughly 15 minutes.

Ask the children to consider the following questions:

- For the boys: What tasks do you perform that girls don't?
- For the girls: What tasks do you perform that boys don't?
- Ask them to share their answers within the group. Note their answers on the two large sheets of paper (one for the boys and one for the girls) that you have previously taped to the wall or blackboard, in two separate columns.
- Explain: "There are two types of differences between girls and boys, women and men: biological differences and differences that reflect habitual behaviour but are not based on biology. For example, the fact that a woman can give birth to a child, while a man cannot, is a biological difference. Have you ever seen a man give birth to or breast-feed a baby? Of course not. On the other hand, it is usual for girls to do the housework and cooking in the home. There is nothing biological about this, as the girls use their hands - and boys also have hands - but the girls have learned to do it".
- Refer back to the answers given by the children in the short introductory exercise. One by one, within the group, try to analyse them and decide whether they are biologically or culturally determined.
- Ask: "In your opinion, are there differences between girls' work and boys' work in agriculture?"
- Listen to their answers and prompt them by asking, for example: "During a working day, do girls and boys run the same risks? Why or why not?"
- Ask: "Do you think that it is important to consider this question? Why or why not?"

Note to user

Discussion of sex and gender can easily lead to discussion of inequality in the way roles are shared



between women and men, girls and boys, but this is not the place for such discussion. The point here is to stimulate thinking on the difference between the body (women give birth, men do not) and the mind (people's brains are the same and washing up is a skill you learn). The participants should not get the impression that you are judging their habits in the sharing of tasks. The aim is to create a basis for discussion to ensure that both boys and girls are taken into account where child labour in agriculture is concerned.

For [level 2] only:

Listen to the children's answers, then explain:

"A large proportion of child labour does not feature in global economic statistics. It is 'invisible'. Similarly, much of the work done by women and girls worldwide is also 'invisible', despite the fact that it is fundamental for society. It is important to consider this issue in order to protect both girls and boys in the most appropriate way.

Child labour represents an enormous cost for the children themselves and for society, as it hinders the healthy development of their bodies and minds. Many girls and boys in rural areas sow and harvest, apply pesticides, look after livestock, work on fishing boats, gut and smoke fish. Many of them contribute to family enterprises and have neither the time nor resources to attend school. Girls are often discriminated against in access to schooling and in employment when they grow up. For them to get out of child labour and attend or return to school, strategies sometimes have to be put in place that are different from those adopted for boys. These strategies are necessary to ensure that the circumstances of each child, whether boy or girl, are taken into account, and to ensure that certain forms and certain consequences of child labour are not overlooked".²⁰

Give the following examples of the risks run by girls and boys in different types of work (you can also give examples that are more representative of your local context):

- In Ghana, in the cocoa sector, it is proven that boys are more at risk in certain hazardous activities, such as applying pesticides.²¹
- In India, in the cotton sector, more girls than boys work on cottonseed farms and are exposed to the pesticides used in large quantities in the production of cottonseed.²²
- In agricultural work on farms, boys are often responsible for operating machinery. They use sharp tools and apply pesticides; they are more often at risk of having limbs amputated, injuries and burns, poisoning by pesticides and chemical agents, and other dangers to their health. Girls, for their part, are generally responsible to carrying water, and gathering and carrying firewood, which can cause



20 FAO; IFAD; ILO: *Breaking the rural poverty cycle...*, (2010), op. cit.

21 IPEC: *Tackling hazardous child labour in agriculture...* (2006), op. cit.

22 Venkateswarlu, Davuluri: *Cotton's forgotten children - Child labour and below minimum wages in hybrid cottonseed production in India*, India Committee of the Netherlands (ICN), Stop Child Labour Coalition, Utrecht, 2015, available at: www.indianet.nl/pdf/CottonsForgottenChildren.pdf.

muscular and bone damage, as well as exhaustion. In performing these tasks, they may have to take little-used paths, which may expose them to sexual violence.²³

- In pastoral communities, boys are often responsible for the livestock, which means they may have to travel alone with their animals for long periods in remote areas, where they are at risk of hypothermia, attack by animals, bad weather and the consequences of these conditions. They may also contract bacteriological infections and fall victim to sexual violence. The girls, for their part, are often in charge of the poultry and smaller animals, as a result of which they may be subject to biological hazards, such as salmonella and avian flu.²⁴
- In fishing communities, boys are often responsible for catching the fish, which puts them at risk of drowning, hypothermia, getting strangled in nets and various injuries. Girls are often responsible for processing and selling the fish. When smoking fish, for example, they may inhale smoke which causes respiratory problems, or be at risk of burns and other injuries. Studies have also shown that, in some fishing areas, girls may be forced to have sexual intercourse in order to get food, which exposes them to human trafficking, sexual abuse and sexually transmitted diseases.²⁵
- Worldwide, girls are more at risk of being exploited sexually, even though this risk can also concern boys, and of being trafficked. In particular, girls working in isolated locations (out in the fields, for example) may be at risk of sexual abuse.

23 Consult the "Gender and child labour in agriculture" section of the IPEC website: www.ilo.org/ipec/areas/Agriculture/WCMS_172261/lang--en/index.htm.

24 Ibid.

25 Ibid.

Sketch/role-play

Duration: roughly 30 minutes.

Ask the group to make a list of the jobs done by children, both girls and boys, in agriculture.

Ask: "Are these jobs done specifically or especially by girls? Are these jobs done specifically or especially by boys?"

You can also identify jobs that are done by both girls and boys on a fairly equal basis.

Using the list compiled by the children, identify two or three sex-specific situations (i.e. jobs done by one sex in particular). You can also choose or adapt the following situations:

Situation 1: A young girl who has fallen victim to traffickers, having been promised an apprenticeship or the chance to attend school. She now finds herself as a labourer on a cocoa plantation and has been given in marriage to an old man, although she has not yet reached puberty.

Situation 2: A young boy working with his uncle, fishing for prawns. He goes off for weeks on end far from his parents and his brothers and sisters, uses very dangerous equipment and risks injury, drowning or bursting his ear-drums because of the depth at which he works, diving without breathing apparatus.

There is sometimes a perception that the participation of women and girls in agricultural production has far more to do with the performance of household tasks than with the market. And it is precisely because of this false idea that the agricultural advice given by government bodies sometimes ignores the true role that women play in the economy, and concentrates rather on the contribution they make to the household. It is now recognized, however, that a large proportion of women and girls are independent or waged producers, and take on seasonal or casual jobs to supplement their low incomes with paid work on other farms or plantations. Girls and young women also find work associated with agricultural products intended for export, including coffee, fruits, flowers and sugar, as well as cultivating vegetables and the packaging of fish and shellfish. When children are involved in paid work, girls are often paid less than boys for doing the same jobs, which indicates that gender inequality in paid employment concerns all age groups.²⁶

²⁶ IPEC: *Give girls a chance - Tackling child labour, a key to the future*, ILO, Geneva, 2009, available at: www.ilo.org/ipecc/Informationresources/WCMS_107913/lang--en/index.htm.

Divide the children into two groups. Give each group a situation to work on. This is their starting point; in each case, they have to imagine how the situation will develop.



They must choose different roles (the girl, her parents, the person exploiting her on the cocoa plantation, the old man). They must try to imagine credible people who might be able to help the 'heroine' (a teacher, a friend, an uncle, etc.).

Each group prepares a short role-play and then presents it to all the children.

When they have finished their performances, go over it all with the children: "Were the situations credible? Why? Why not?"

Ask: "In your opinion, what can be done to avoid these situations which depend on whether we are born male or female?"

Listen to the children's answers, then explain: "At all levels, we can act to avoid these situations of inequality and injustice. Firstly, governments must do everything possible to invest in children's education, the education of girls in particular, because generally it is more difficult for them to access education than it is for boys. All children, girls and boys, should have access to basic education. All children should know their rights, and their rights should be respected. There should be education and training programmes that enable girls to access traditionally male-dominated occupations, and women should have more freedom in the choice of their occupation. Labour inspection services should be strengthened, and policies introduced to deal with child labour, keeping in mind the special problems faced by girls and boys, and the need to reach children, both girls and boys, who are forced into work of a 'hidden' nature"...²⁷

Final icebreaker

(See list in the annexes.)



²⁷ IPEC: *Give girls a chance...* (2009), op. cit.

Taking things further

- *Gender equality and child labour, a participatory tool for facilitators*, International Programme on the Elimination of Child Labour (IPEC). ILO, Geneva, 2005. Available in English, French, Russian, Spanish and Arabic at: www.ilo.org/ipecc/Informationresources/WCMS_IPEC_PUB_340/lang--en/index.htm.



An educational tool dealing with gender equality and child labour. The philosophy and approach derive from the SCREAM programme.

- *The State of Food and Agriculture 2010-2011: Women in Agriculture - Closing the gender gap for development*, FAO, Rome, 2011. Available in French, English, Russian, Mandarin and Spanish at: www.fao.org/publications/sofa/2010-11/en/.

This report examines the gulf between men and women in agriculture and rural employment. The agricultural sector is underperforming in many developing countries, particularly because women are disadvantaged as compared with men in access to the resources and outlets they need to be more productive. This gulf between the sexes costs society dear in terms of agricultural production, food security and economic growth. The promotion of gender equality is a good thing not only for women but also for agricultural development.

**Part two:
Where do we want
to get to?**

SESSION 5: From child labour to decent work

What you will need

- ✓ Nothing special.

Recommended timeframe

Roughly 60 minutes.

The aim of this session

To understand how, for children who have reached the legal minimum age for admission to employment, it could be possible to control the circumstances which would transform some agricultural tasks constituting child labour into decent work, and which actors might be involved in this process.

The gain



The participants understand what decent work in agriculture looks like and can identify some of the actors who play a part in the process of transforming child labour into decent work for those who have reached the minimum age for admission to employment.



Summary of the session

Introduction: the notion of “decent work”

Duration: roughly 5 minutes.

Drama-forum

This participatory technique, intended to raise awareness and convey information, helps the children think how they can influence the course of events and transform situations of child labour in agriculture into situations of decent work.

Duration: roughly 45 minutes.

Evaluation game: the flower of the day

Duration: roughly 5 minutes.

Script of the session

Introduction to read before you begin

The notion of “**decent work**” sums up the aspirations of any worker: it involves opportunities for work that is productive and delivers a fair income, security in the workplace and social protection for families. Decent work enables people to flourish and participate in society, and gives them the freedom to express their concerns, form trade unions and be involved in decisions which will have consequences for their way of life. It implies equal opportunities and equal pay for women and men.²⁸

“Decent work” is not an appropriate term if we are considering children who work but who have not yet reached the legal minimum age for admission to employment and are of school age: they must be withdrawn from child labour as soon as possible and reintegrated into the formal education system, or if appropriate into a non-formal education system, pending their return to a normal school. Children whose physical or mental health has been damaged by child labour need special care and treatment.

The only exception to this rule is when children are doing permitted “light work”. Children may begin to do light work two years before they reach the legal minimum age for admission to employment, but this is permitted only for a limited number of hours and provided it does not affect their health, development or regular school attendance.

²⁸ Visit the decent work section of the International Labour Organization website: www.ilo.org/global/topics/decent-work/lang--en/index.htm.

On the other hand, children who have reached the legal minimum age for admission to employment (which may be 14, 15, 16 or 17, depending on national legislation) may be in a child labour situation or be employed legally in decent, safe work. It all depends on the type of job they are doing and the conditions in which it is carried out: it must not be hazardous, nor be regarded as one of the worst forms of child labour (forced labour, commercial sexual exploitation or illicit activities).



For children who have reached the minimum working age, there are two possible approaches that can be adopted if the work they are doing involves risks: withdraw them from their employment and offer them alternatives (education or vocational training), or, if possible and if appropriate, control the risks. For such children, it may be possible to transform child labour into decent work. This can be achieved by: giving the children new tasks which are deemed non-hazardous according to national legislation (or by virtue of a national tripartite agreement); controlling the risks by giving them training and providing professional supervision; and improving their working conditions. If being in child labour has affected a child's education, he or she still has the right to access appropriate education, as well as technical and vocational training.

However, work-related risks cannot be completely eliminated, which is why we speak of the need for a "prevention culture" in respect of health and safety in the workplace for every worker (young and adult), and often of "risk control" or "protection" for young workers who have reached the legal minimum age for admission to employment. Working conditions in the broadest sense must also be taken into account: even if young workers are not involved in hazardous work, the fact that they have no employment contract, are not paid appropriately, do not benefit from social protection and cannot freely express their concerns means that the job they are doing does not constitute decent work.

Preparing for the session

- Make sure you are familiar with the list of tasks defined as hazardous for children drawn up by your country, if one exists.
- Adapt the scenarios of the "Drama/forum" activity to your local circumstances, taking into account a range of criteria (sector of activity, actors involved in the problem-solving process, etc.).
- If possible, ask colleagues to assist you in helping the four groups to put together their drama presentations for the "Drama/forum" activity.

Procedure

Introductory icebreaker

(See list in the annexes.)



Introduction: the notion of “decent work”

Duration: roughly 5 minutes.

Ask: “In your opinion, what is “decent work”? (or “a good job”, if the word “decent” is too complicated to explain).

Listen to the children’s answers, then explain: “According to the International Labour Organization, decent work is work which is done in safety, dignity and freedom, which is properly paid, which is satisfying, enables you to support your family, etc. Everyone should be entitled to have a decent job.”

Ask: “In your opinion, is child labour decent work?”

Listen to the children’s answers, then add:

“Child labour is an abuse of fundamental human rights. It is harmful to children’s health, personal development and education and therefore contradicts any notion of decent work. Decent work for all, men and women, cannot be achieved until child labour is eliminated.

Assessment and reduction of the risks involved can transform tasks that are hazardous for a young worker into an opportunity for decent employment. Strategies for improving the working conditions of young workers involve different types of protection measures: reducing working hours; prohibiting night work or travelling between home and the workplace at night for young people under 18; drawing up and applying policies to combat harassment in the workplace; prohibiting the use of dangerous substances, tools or materials by young people; providing adequate protection; allowing adequate rest periods, etc. In the United Kingdom, for example, employers can perform workplace risk assessments specifically designed to take into account the increased vulnerability of workers under 18 and their higher level of risk of injury due to lack of experience.²⁹ A globally approved five-stage assessment method may be used by employers as a simple approach to managing risks: identifying hazards; identifying who might be injured and how; assessing the risks to health and safety and taking measures to control them; noting the results and implementing the measures; monitoring and checking the assessment and updating it if necessary.³⁰

²⁹ IPEC: *Children in hazardous work...* (2011), op. cit.

³⁰ ILO: *Training package on workplace risk assessment and management for small and medium-sized enterprises*, Programme on Safety and Health at Work and the Environment (SafeWork), Geneva, 2013. Available at: www.ilo.org/global/topics/safety-and-health-at-work/resources-library/training/WCMS_215344/lang--en/index.htm.

But not all working children are necessarily working in conditions which correspond to the definition of child labour. There are forms of decent work for children who have reached the legal minimum age for admission to employment."

Inform the children of the legal minimum age at which children are allowed to work in your country and ask them to think of situations in which children are doing decent work.

Give them an example: "A 16-year-old who works either a few hours a week, or full time with a proper contract and wage, in a shop selling vegetables."

Explain that it is the employer's responsibility to ensure the health and safety of all his/her workers, and it is his/her duty to discern what is acceptable and what is not for a young person who has reached the legal minimum age for admission to employment, taking into account national legislation and, in particular, the national list of tasks deemed hazardous for children, if such a list exists.

Drama/forum

Duration: roughly 45 minutes.



The drama/forum is a technique developed in Brazil in the 1960s by Augusto Boal, a theatre director who founded the "Theatre of the Oppressed".

The principle: actors present a story illustrating a social situation that highlights a form of oppression experienced in a group or community (e.g. a group of small farmers exploited by a wealthy landowner). The ending of the story is generally negative, if not horrendous. At the end of the performance, the actors offer to act out the story again and invite volunteers to come and replace the actors at key moments when they think they could change the course of events.

The purpose of this participatory drama technique is to inform and raise the awareness of peoples or groups suffering domination of different kinds. The drama-forum technique is used all over the world, and adapted to many different situations, to influence social problems and encourage people to work out collective solutions.

For this activity, we have outlined four case studies. You can adapt them to your local circumstances, bearing in mind the following criteria:

- In which agricultural sub-sector do children work in your country or region? In the production or processing of which agricultural products? (It could be a particular crop, gardening, fishing or agriculture, livestock farming, etc.).
- Gender (make sure that the main character is sometimes a boy, sometimes a girl).

- Other people involved: parents, friends, farmers, workers, representatives of employers' organizations, rural workers' unions, cooperatives or other producers' associations, shopkeepers, buyers, teachers, labour inspectors, social workers, doctors, national or local government officials, village authorities (including traditional chiefs), religious leaders, members of labour inspection or child protection committees, members of NGOs, officials from international organizations, etc.

Each of the case studies must deal with a situation involving hazardous work which affects a child who has reached the legal minimum age for admission to employment and is performing tasks prohibited under ILO Convention No. 182.

Each of the stories must end badly so that, in the second part of the exercise, the other children can become involved in the unfolding of the story.

Each story must involve at least three characters (or three roles): a child who is in child labour and two others.

Divide the children into four groups, each of which must prepare a different story. Give them roughly 10 minutes to prepare their short drama performance.

Explain that they must first perform their story from start to finish in front of the other children. Do not give them too many details regarding the second part of the exercise at this stage, to avoid confusing them.

Note for [level 1]: We suggest you propose just two drama/forum stories, with a certain number of characters. Offer some children "walk-on parts" if they feel more at ease that way. Simplify the scenario if necessary.

Note to user

To make things easier when it is time to act out the story for the second time, we have suggested appropriate moments for interrupting and changing the course of events in brackets: (STOP here). These are just examples and each group might have different ideas and suggestions.



1 - Rose's story

Rose is 15 and helps her parents, who are seasonal workers on a small cocoa plantation. As the parents' wages depend on the number of cocoa pods they can harvest, they take Rose with them to help. She works more than 20 hours a week in harvesting the pods with a machete, and she is involved in carrying the large sacks of cocoa pods. One day, the plantation owner arrives and asks the workers to apply pesticides (**STOP here**). Although Rose does not do the work herself, other workers apply the pesticides close to the spot where she is working, which has the effect of irritating her eyes and skin. Later in the day, while she is working on the plantation, she experiences vertigo and becomes unconscious.



Ask **group 1** to act out Rose's story once from start to finish.

Then ask the other children: "In your opinion, is the work that Rose is doing decent work? Yes or no. Why?"

Explain that what she is doing constitutes child labour: Rose is using a machete and carrying heavy loads. She is exposed to pesticides and to extreme weather conditions. In addition, she is not paid directly for the work she does to help her parents.

Then ask group 1 to act out Rose's story again.

When the owner comes on to the scene, call out "**STOP**" and explain that one of the children can take the role of the owner. The owner might, for example, see Rose and tell her she should not be in the fields when pesticides are being applied; she should not return until the pesticide residues have completely dissipated. The owner might then ask Rose what tasks she performs to help her parents. He might discuss the matter with Rose's parents and decide with them that there are other non-hazardous tasks she could perform to help them, for example extracting the cocoa beans from the pods after the pods have been cut open, carrying the beans to the drying platform (provided the sacks are not heavy) and raking them over.

To bring about a real change in the life of the child and her parents, the owner should also re-assess Rose and her parents' working conditions, for example deciding to pay the parents a decent wage and providing access to medical care if Rose or her parents fall ill or are injured at work.

Ask the children to act out a scenario that ends differently, to show that there could be a positive solution for Rose and her family.

2 - Roberto's story

Roberto is 16 and works on the family farm. He prepares the ground for planting and helps with the harvest. He also regularly feeds the livestock and mucks out the stables. He carries very heavy bags of fertilizer. His mother is generally busy looking after his younger siblings, and his father is often absent. One day, an agricultural extension worker arrives on the farm to advise the family on how to improve their cropping practices and how to use agricultural inputs to increase the farm's productivity and the family's income (**STOP here**). As Roberto's father is absent, his mother asks the extension worker to come back another day (**STOP here**). A few days later, Roberto has such a bad back that he cannot continue working on the farm, and his parents have not got enough money for a consultation with a doctor.

Ask **group 2** to act out Roberto's story once from start to finish.

Then ask the other children: "In your opinion, is the work that Roberto is doing decent work? Yes or no. Why?"

Explain that Roberto's work constitutes child labour: he has to carry very heavy bags of fertilizer, he has no one to supervise him when he feeds the animals, and there are no safety measures to protect him.

Then ask group 2 to act out Roberto's story again.

Ask the other children to intervene at key moments. For example, someone might take the role of the extension worker, who, instead of leaving the farm, convinces the mother to talk with him and show him round the farm. When he sees Roberto, he might explain to the boy's mother the risks her son is running and advise her on how to protect him from these risks (carrying lighter loads and supervising him when he feeds the livestock).

Ask the children to act out a scenario that ends differently, to show that there could be a positive solution for Roberto and his family.

3 - Ali's story

Ali is 15 and has left school. He goes fishing with his uncle. Every evening around 10 o'clock, Ali and his uncle get the boat out and sail for several hours to find the best places for letting down their nets (they have to go a long way to find fish). When they find the right place, Ali lets down the nets with his uncle and uses a chain to stir the water and attract fish into the mesh of the net. Then Ali and his uncle haul in the nets, which are so heavy that, if Ali is not careful, he might easily cut his fingers. Around noon next day, they are back on dry land. A member of the local fishermen's union wants to talk to Ali's uncle about safety on the boat, but his uncle refuses (**STOP here**) and the unionist goes away. Ali goes home to rest during the afternoon. The following evening (**STOP here**) he goes out with his uncle again on the boat. When hauling in the nets, he falls into the water and, since he is not wearing a life-jacket, almost drowns.

Ask **group 3** to act out Ali's story once from start to finish.

Then ask the other children: "In your opinion, is the job that Ali is doing decent work? Yes or no. Why?"

Explain that Ali's work constitutes child labour: he is working at sea without a life-jacket, handling heavy nets and working long hours at night.

Then ask group 3 to act out Ali's story again, and ask the other children to interrupt and intervene at key moments.



For example, someone might play the part of the trade unionist and refuse to be put off by Ali's uncle. The uncle eventually listens to him and begins to understand the dangers Ali is exposed to in working on a fishing boat. The uncle explains to his colleague that the work can only be done at night and that they are obliged to sail far from the coast, otherwise they would not catch any fish. Together, they speak to Ali's parents and, with Ali, discuss possible alternatives for him. For example, the trade unionist might know of a small business where Ali could do an apprenticeship. Or he might help him to get some vocational training and later help Ali to get a loan and set up his own small business. He might also advise Ali's uncle on how to get support for buying equipment that would improve his productivity, how to improve the handling of the nets so as to reduce losses when hauling them in, how to increase his income and recruit an adult worker.

Ask the children to act out a scenario that ends differently, to show that there could be a positive solution for Ali and his family.

4 - Akissi's story

Akissi is 13. She works on a cocoa plantation near her home for four hours every day, after school, to help her parents. She splits open the cocoa pods using a machete and often walks miles carrying heavy loads of cocoa beans to the village. She is often tired and finds it difficult to concentrate at school. One day she falls asleep in class. Her teacher (**STOP here**) scolds her and tells her to pay more attention. Akissi begins to fall behind with her lessons and sometimes skips school so she can work all day.

Ask **group 4** to act out Akissi's story once from start to finish.

Then ask the other children: "In your opinion, is the work Akissi is doing decent work or not? Why?"

Explain that Akissi's work constitutes child labour: the only work allowed under the age of 13 is light work, if this is permitted in national legislation. The work Akissi is doing fits the description of child labour: she is using a machete to split open the cocoa pods, as well as carrying heavy loads. Her work interferes with her education, given that she cannot concentrate at school, which may eventually cause her to drop out.

Then ask group 4 to act out Akissi’s story again, and ask the other children to intervene at key moments.

For example, someone might play the part of the teacher and, instead of scolding Akissi, take her aside and ask why she is falling asleep in class. The teacher might then speak to Akissi’s parents and explain what the national legislation has to say on what work is appropriate for a child of Akissi’s age. Children in Ghana, for instance, may undertake light work from the age of 13, but not for more than two hours a day and only after school hours. The table below sets out the tasks that are permissible in cocoa production in Ghana for children aged 13 to 14. If Akissi’s hours were reduced from four to two per day, and she performed only tasks permitted at her age, her situation would no longer be one of child labour; she would be doing “light work” as permitted by the law, i.e. work not detrimental to her health, safety and personal development, and not disruptive to her education.

Ghana: Work permitted in cocoa production and recommendations³¹

Age group	Activity/task	Recommendation
13-14 ans	Filling nursery bags with chernozem compost	Appropriate training
	Fetching water (close to home) for applying pesticides and leaving the farm before application begins	Under adult supervision
	Stacking cocoa pods	
	Extracting the beans	
	Carrying light loads (not more than 30 per cent of body weight)	

End the activity by explaining: “During this activity, we have analysed situations of hazardous child labour and have seen how the work concerned could (or could not, in the case of Ali) be changed into work that is permissible and safe. Another important approach when considering hazardous work is what is known as “prevention”. Prevention enables children who have reached the legal minimum age for employment to be aware of the dangers and risks before they begin work, and steer clear of hazardous types of work. Prevention is one of the key objectives of these activities: we hope that you, as young people, will be more aware of the dangers associated with child labour in agriculture and become militants, champions of your cause, in turn educating the wider community. Young workers must know that they are entitled to work in an environment that is safe for them!”

31 IPEC and GAWU: *Eliminating hazardous child labour, and occupational safety, health and environmental risks, a manual for agents of change in cocoa communities in Ghana*. ILO, Geneva, 2014. Available at: www.ilo.org/ipec/Informationresources/WCMS_IPEC_PUB_25275/lang--en/index.htm.

Fun evaluation

Duration: roughly 5 minutes.

The flower of the day



Give the children some coloured paper (or white paper and coloured felt-tip pens) and, if you have them, scissors and a stapler (or sticky tape). Ask the children to make a flower with four petals. Each petal represents one aspect of the session.

The **red** petal represents fun: how much fun did I have today?

The **green** petal stands for learning: how many interesting and useful things have I learned today?

The **blue** petal stands for the time it all took: was the session too long? Too short? Were there times you were just standing around? Was it all too quick?

The **yellow** petal is for how I felt about it: what were my feelings during the session? How did I experience it?

Ask the children to draw the flower with the four coloured petals. The bigger the petal, the more positive their evaluation of this aspect of the session (if they have scissors and a stapler or sticky tape, they can also cut out the outline of the flower). On the back of the petals, they can write additional comments, or do a drawing that better expresses their thoughts.

Ask the children to form a circle. Then ask each to share what they think of the four petals and invite them to stick them on the wall (with sticky tape) or simply place them on the ground or on a table in the centre of the circle.

Explain: "All of these flowers represent the way in which our group has experienced today's session. Each flower is different, because each of us is different. But we also have things in common, just like these flowers. Our wealth is in both what we have in common and what makes us different. Together we are a force for change and, thanks to our differences and similarities, we can make a difference in our society".

Final icebreaker

(See list in the annexes.)



SESSION 6: Improved agricultural techniques

Important

If there is no local expert (specialized technician, farmer practising improved techniques, etc.) you can consult or visit, you can ask the children to do their own mini research project on the use of improved agricultural techniques among the people they know. They can share the results of their research during a later session.



What you will need

- ✓ To be discussed with the partners with whom you organize this session. If there is no Farmer Field School close to your place of work, contact the local agricultural training authorities.

Recommended timeframe

Roughly 45 minutes (not including any travel time).

The aim of this session

To consider improvements in agricultural practices and productivity (new technologies, the way work is organized, cooperatives, etc.). To become aware that there are effective alternative ways of doing things that would remove the need to resort to child labour. To identify future prospects for decent work in a more productive agricultural system.

The gain



The participants can cite several improved agricultural techniques which aim to increase productivity and promote decent work.

Summary of the session

Introduction to improved agricultural techniques

Field trip or presentation by professionals of the use of improved agricultural techniques in your locality.

To be organized taking into account your local circumstances and those of your partners.

Duration: roughly 45 minutes.

Script of the session

Introduction to read before you begin

Sometimes large enterprises that have plenty of money to recruit adult workers still make use of child labour. This is true, for example, in unskilled or low-skilled agricultural work, for example, in the processing of prawns. These employers regard children as cheap labour, and their practices are prohibited by law. They sometimes recruit whole families and impose payment conditions which mean that parents can make ends meet only by involving their children in the work.

However, the vast majority of children engaged in child labour do not work for enterprises of this kind. Most working children are underpaid, or not paid at all, and are employed in very small family businesses.

In some of these family businesses, it might be possible to employ adults, but parents sometimes see the labour of their children as a way of ensuring that they will be able to take over the business at some time in the future.

In most of these cases, however, the parents rely on the labour of their children because their small enterprise is not productive or profitable enough to recruit adult workers. If this is the case, the parental enterprise will need help to become a better business: more productive, more profitable, able either to reduce its labour requirements through simple mechanization or to recruit adults to perform the work that needs to be done. The objective of this session, then, is to introduce the participants to the issue of improved agricultural techniques as a way of combating child labour.

Do not forget, however, that low profit margins may also be due to the low prices paid for what the family enterprise produces, or to unfair or unbalanced tenanting arrangements: too small a proportion of the wealth created in production chains goes to small farmers. Training or participation in producers' organizations, including cooperatives, may give producers more clout when it comes to negotiating prices for their products or accessing more lucrative markets.

Prior information

The aim of this session, which can be adapted to local circumstances, is to introduce the children to improved agricultural techniques (new technologies, new ways of organizing work, cooperatives, etc.). These techniques could potentially mean (and in some places already mean) that families and communities no longer need to resort to child labour.

We would suggest that you organize either a presentation or a field trip, or a combination of the two:

- A visit to your classroom by professionals, who present improved agricultural techniques to your pupils in a way they can understand.
- A field trip, during which your pupils travel to a field or farm where improved agricultural techniques are being practised, and where professionals explain these techniques in a way suited to the children.

Preparing for the session

For this session, you will need to plan well in advance for the field trip or classroom visit by making the right contacts. Your local ILO or FAO office will be able to help you.

Inform the professionals of the age and level of maturity of your children, so that they can prepare their presentation appropriately. Insist on the importance of participation and concrete explanation.

Procedure

Introductory icebreaker

(See list in the annexes.)



Introduction to improved agricultural techniques

Duration: roughly 45 minutes.

To be organized taking into account your local circumstances and those of your partners.

You might consider practices which:

- make it possible to produce and store crops without the need for dangerous chemicals, or practices which reduce dependency on chemical agents, such as integrated management

of both production and pest control, agro-ecology or an eco-systemic approach;

- improve post-harvesting practices and storage so as to reduce
- food wastage;
- ensure sustainable management of natural resources (e.g. forests, stocks of fish and other marine creatures, soil quality, etc.);
- improve resilience to shocks (e.g. intercropping, diversification of means of subsistence, hybridization, etc.);
- use technologies appropriate for small-scale production or processing, so as to make work less burdensome and reduce the hours required to perform a task (e.g. mechanical hoes, wheelbarrows, etc.);
- use telecommunications technologies to obtain better information on the weather or market prices (the children may be able to imagine a telecommunications enterprise that helps farmers to work more productively, access transport and markets, and organize themselves).



Note: Some technologies (chemical ones, in particular) might introduce new hazards which should be avoided by children or would be detrimental to the sustainable management of natural resources. It is important to consider social, economic and environmental impacts before introducing a new technology or practice.

This session could well be linked with science classes, or possibly with extra-curricular activities such as clubs concerned with ecology/the environment.

Visit to a Farmer Field School during a field trial

With a group of fifteen or so children already familiar with the SCREAM methodology, the team made a visit to a Farmer Field School for cocoa production in the village of Petit Bondoukou in Soubre (Côte d'Ivoire). Like many other settlements in the region, the village of Petit Bondoukou has a Farmer Field School, i.e. a field cultivated in consultation with the national rural development support agency (Agence nationale d'appui au développement rural / ANADER), which serves as a model for the practical training of local cocoa growers in improved agricultural techniques.

The field trip had been carefully planned by the village school teachers and the ILO team: contacts had been established at the ANADER and with the managers of the Farmer Field School to decide on the audience, the objectives and the logistics of the visit.

At the beginning of the afternoon, the SCREAM trainers came into class to talk to the children about the visit and explain that the purpose of the module was not to make them "critical" of the techniques they were already familiar with or that their parents were using, but rather to show them that, all together, it is possible to find alternatives to child labour which will help the whole family and community.

This is how the trainers introduced the issue of improving productivity through good agricultural practices. They then handed over to two ANADER technicians, who would be accompanying the group for the remainder of the afternoon.

The technicians explained the advantages, for all families and farmers, of adopting productive agricultural techniques which would increase their incomes.

They joked with the children in a relaxed atmosphere. They were used to talking with children in classroom settings and immediately adopted a child-friendly language and approach, while encouraging the children to participate in the discussion and sharing their own experiences of cocoa-growing techniques.

The children were hooked and impatient to get on with the field trip. Some of them already knew of the plantation, but they did not know what they might learn there.

When they arrived, the group was welcomed by the ANADER trainer, who gave a short practical presentation lasting about thirty minutes. Standing among the cacao trees, the children listened as this experienced farmer briefly introduced some improved techniques for increasing cocoa yields: optimum spacing of the trees, considering the slope of the field and the risks that heavy rains can bring, strategic pruning, choosing the right cultivars, etc.

If there had been more time, the training could have been consolidated by getting the children to do some practical exercises, e.g. playing at being ideally spaced trees. They might also have performed a role-play (a farmer persuades his friends to adopt the improved techniques) to anchor the things they had learned in their memories.



Presentation of improved agricultural techniques by a Farmer Field School technician (Soubré, Côte d'Ivoire, February 2015).

Final icebreaker

(See list in the annexes.)



SESSION 7: My role, our role

What you will need

- ✓ Sheets of paper and pens, envelopes, sticky tape (or sand, or pieces of material) for the evaluation exercise.

Recommended timeframe

Roughly 45 minutes.

The aim of this session

To understand that children are entitled to express their opinions and take part in social life. To become aware of and discuss the wide range of initiatives for combating child labour and the solutions that already exist.

The gain



The participants see themselves as agents for change in the process of eliminating child labour in agriculture.



Summary of the session

We'll catch you!

After presenting the objectives of this session, organize a game to show that, working together, we are strong enough to tackle child labour.

Duration: roughly 10 minutes.

Initiatives for the elimination of child labour

Hold a discussion with the children about the different persons, organizations and institutions that can play a part in combating child labour, stressing the importance of cooperation if their work is to be effective.

Duration: roughly 5 minutes [level 1], roughly 15 minutes [level 2].

Writing a letter

Write a letter to people or institutions that can play a part in the struggle against child labour.

Duration: roughly 25 minutes [level 1], roughly 15 minutes [level 2].

Evaluation: the river of our opinions

Duration: roughly 5 minutes.

Script of the session

Introduction to read before you begin

This session is devoted to critical reflection concerning the different people, organizations and institutions that may play a part in combating child labour. Even though governments have the primary responsibility for guaranteeing the right to education of all children and for eliminating child labour, community decision-makers, workers' organizations, cooperatives, employers' organizations, employers, NGOs, international organizations, the media and private individuals all have their part to play, in an interconnected way.

Children, who are the people most directly concerned, can also be involved in many different ways, collectively and individually. The whole purpose of this SCREAM module, particularly this session and those that follow, is to put children in a position to ask questions, having first acquired new critical knowledge of the various actors concerned by the issue of child labour (local authorities, community decision-makers, the media, etc.). They find themselves in an environment where they have the space and confidence to express themselves, in a way appropriate to their age, and feel that they, too, have the right to try to transform their own and their families' living conditions. They can act by appealing to the various actors covered in this session, or by organizing activities among themselves or in their community to make people aware of the hazards associated with child labour and the possible alternatives.

Preparing for the session

- Take your local circumstances into account in conducting the first part of the session.
- Consider beforehand who the children might write to in the "Writing a letter" activity, and find out their addresses (you can get help from the local ILO Office, if necessary).

Procedure

Introductory icebreaker

(See list in the annexes.)



We'll catch you!

Duration: roughly 10 minutes.

The aim of this activity – as well as engaging in a physical activity that will help them concentrate in the following phase – is to show that there are many people, decision-makers and institutions that can help “catch” (i.e. eliminate) child labour, in many different ways.

Organize a game in which one child is called “Mr (or Mrs) Child Labour”. Other children can take such names as “Mrs President”, “Mr Farmer”, “Ms Agricultural Technician”, “Mr or Mrs Trade-Union Representative”, “Mrs Agronomy Teacher”, etc. Two or more children could even be called “the United Nations”!

Give the signal for Mr Child Labour to start running, then say to the other children: “Try to touch the arm of Mr Child Labour”. As soon as a child manages to touch Mr Child Labour, he or she takes his place and the other children now try to catch his replacement, and so on.

When the game is over, explain: “You see, there are many people, decision-makers and institutions that can “catch” child labour in many different ways. If we all get involved, we’ll put an end to it!”

Initiatives to eliminate child labour

Duration: roughly 5 minutes [level 1], roughly 15 minutes [level 2].

The key message to convey at this stage is as follows: Agriculture itself is not a problem; on the contrary, it is vital for our future. The problem is child labour, and now we shall concentrate on the various solutions.

Ask: “In your opinion, are there people in the world who are already mobilized to fight against child labour? Have you ever heard about initiatives of this kind?”

Listen to the children’s answers, then give them the following pieces of information, explaining that you are starting at the most local level before going on to the most international level. When possible, make connections between the different levels.

For [level 1]: Simplify as much as possible the different groups and levels referred to below. Also simplify the very detailed answers suggested. [End]

If you have a blackboard/whiteboard and chalk/markers, you can also represent the different levels by drawing concentric circles, beginning with the level closest to workers’ everyday experience and moving outwards towards the most international level.



- **Community decision-makers**

Ask: "In your opinion, what can community decision-makers do to combat child labour?"

Listen to and supplement the children's contributions (Answer: Draw up and implement community development plans, including the building and renovation of classrooms, school canteens and other community facilities; establish income-generating activities; set up child protection committees; etc.).



- **Workers' organizations**

Ask: "In your opinion, what can workers' organizations do to combat child labour?"»

Listen to and supplement the children's contributions (Answers: The purpose of workers' organizations is to increase the collective strength of their members so that they can negotiate better pay and conditions with individual employers, groups of employers and public authorities. Workers' organizations can discuss and negotiate with employers and the government to ensure that international conventions and national legislation passed to eliminate child labour are complied with. They can draw public attention to abuses and raise awareness of child labour among their members and other adult workers. They can work with governments to draft and implement policies, programmes and national action plans to combat child labour, including, for example, child labour monitoring systems. Within rural communities through itinerant health and safety representatives, workers' organizations can reach out to unorganized rural workers and small farmers, women, men and young people, and make sure they understand the hazards involved in agricultural work, particularly for children, and the advantages of unionization).

- **Cooperatives**

Ask: "In your opinion, what can producers' organizations, such as cooperatives, do to combat child labour?"

Listen to and supplement the children's contributions (Answers: Cooperatives can supply machinery and adult labour, as well as facilitating access to information, inputs, financial services, markets, etc., thereby increasing productivity and adult wages. This will have the effect of eliminating the causes of child labour, giving producers more clout in negotiating fair prices for their produce, and developing management systems to ensure that cooperative enterprises and their production chains do not use child labour. Cooperatives can conduct awareness-raising campaigns among their members and in the communities where they operate, for example through their rural radio programmes. They can also create facilities and provide and distribute school equipment, kits and handbooks to ensure that children remain in school longer. Finally, they can promote decent work for young people through education and training programmes).

- **Employers' organizations**

Ask: "In your opinion, what can employers' organizations do to combat child labour?"

Listen to and supplement the children's contributions (Answers: Employers' organizations can support their member enterprises in becoming better as enterprises. Well managed enterprises, which are both productive and competitive, can provide decent work for adults

and show that children should not be part of their workforce. Employers' organizations can exert pressure in favour of effective education and training systems, and work with government and trade unions in drawing up and implementing policies, programmes and national action plans to combat child labour. They can also help to sensitize public opinion and change attitudes towards child labour).

- **Individual employers**

Ask: "In your opinion, what can individual employers do to combat child labour?"

Listen to and supplement the children's contributions (Answers: Employers can comply with national legislation and/or international conventions and refrain from employing children. They can engage in good working relations with the trade unions representing their employees so that adult workers and young people can enjoy decent work. If there is child labour in their workplace, employers must withdraw the children concerned, ensuring that this is done responsibly and in consultation with the competent public authorities. When adolescents are involved, employers are expected to ensure that they are not performing hazardous tasks but are employed under the appropriate conditions).

- **Governments**

Ask: "In your opinion, what can governments do to combat child labour?"

Listen to and supplement the children's contributions (Answers: Governments can ratify and implement ILO Convention Nos. 138 and 182, and ensure that the necessary laws are in place and applied to protect children. They can develop and introduce policies and action plans to combat child labour, and can take measures to eliminate the causes of child labour, in particular guaranteeing access to education and social protection, promoting decent work for adults and young people, and reducing rural poverty).

- **NGOs**

Ask: "In your opinion, what can NGOs do to combat child labour?"

Listen to and supplement the children's contributions (Answers: Raise the awareness of communities and support community initiatives to combat child labour; assist communities in drawing up, implementing and raising funds for their community action plans.)

- **International organizations**

Ask: "In your opinion, what can international organizations, in particular the International Labour Organization, do to combat child labour?"

Listen to and supplement the children's contributions (Answers: Assist the representatives of countries that have adopted Convention Nos. 182 and 138 in drafting national laws, bringing about institutional reforms and initiating a series of actions against child labour generally in different sectors of the economy. International organizations can also urge countries that have not yet ratified the Conventions to break down the barriers - real or imaginary - to ratification. International organizations in the world of agriculture can also support governments and producers' organizations in lightening the burdens on family farmers and alleviating rural poverty so as to tackle the causes of child labour).

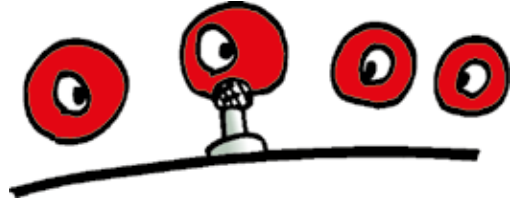


- **The media**

Ask: "In your opinion, what can the media do to combat child labour?"

Listen to and supplement the children's contributions (Answers: The media can draw attention to the serious dangers faced on a daily basis by children subject to

child labour, and exert pressure to provoke a reaction on the part of society. They can make communities aware of the problem in their own languages and dialects, and influence local employers and decision-makers to act to eliminate child labour. They can communicate more effectively on this subject, and denounce all types of child labour. They can also propose as role models young farmers who have succeeded in finding decent work in agriculture or support services).



Then ask: "Do you think it would be good if all these people, organizations and institutions were all working in the same direction, together?"

Ask the children if they know any traditional proverbs illustrating the importance of cooperation. For example: "Many hands make light work".

Writing a letter

Duration: roughly 25 minutes [level 1], roughly 15 minutes [level 2].

Ask the children to divide up into pairs.

Each pair is going to write a letter to an institution or group of people that can play a part in eliminating child labour.

If possible, choose a number of different institutions or groups.

In their letters, they must convince the chosen institution or group that child labour must be eliminated, and propose measures that the institution or group could take to help put an end to the practice.

Then ask the pairs to read out their letters to the whole class. Ask if they would like to send their letters to the institution or people concerned. If the answer is yes, invite them to put their letter into an envelope there and then write on it the address of the institution or group. Make sure you then take these letters to the post or entrust them to a partner who could either go and post them or pass them directly to the persons concerned via the ILO.

Evaluation: the river of our opinions

Duration: roughly 5 minutes.

Hand out two sheets of paper per person. Ask the children to fold and cut each sheet into halves. Then, with the four pieces of paper, ask them to make simple boats (if neither you nor the children know how to fold paper to make a boat, they can draw one).

Ask the children to write one of the four following words on each boat:

Fun – Interest – Precision – Peace

If the children do not know how to write, ask them to make four drawings: Star – Sun – Mountain – Heart

On the ground, make a symbolic river, 6 to 10 metres long. You can use sticky tape, sand from outside, scarves or pieces of material, even chairs.

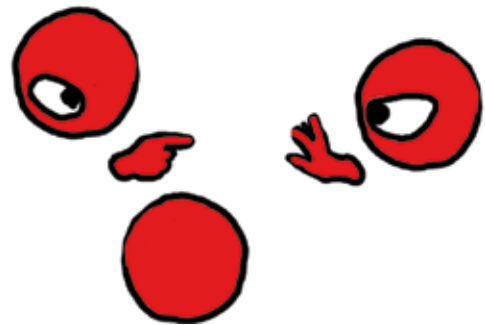
Explain: "Imagine that this stretch of river is the river of our satisfaction. It begins here (indicate the starting point) and runs to here (indicate the end point). Now, each of our four boats stands for something. Let's begin with the boat named **Fun** (or bearing the drawing of the Star). Put your boat on the river to show how much fun you have had during this session. If you had a lot of fun, place it near the end of the stretch of river; if you did not enjoy it at all, put it right at the beginning".

When everyone has placed their boat, ask the children if they would like to comment on the position of their boat and ask the following questions: "Why did you place it there? What did you especially like? What would you have done differently, and why?"

Continue with the remaining three boats.

In the case of the **Interest** (or Sun) boat, say to the children: "Put your boat on the river to show how much you were interested in the content of the session today".

In the case of the **Precision** (or Mountain) boat, say to the children: "Put your boat on the river to show what you think of the way today's session was organized".



In the case of the **Peace** (or Heart) boat, say to the children: "Put your boat on the river to show what hope you have for a change in the conditions of children working in agriculture".

Note down the children's opinions, as that will help you in planning future sessions.

End the session by explaining: "Each of us has a boat to sail in life. The choice is up to us: we can let ourselves be carried along by the current and accept everything that is happening in the world; or we can steer our boat in the direction we decide, right to the end of the river, and so leave the world in a better state than we found it."

Final icebreaker

(See list in the annexes.)



SESSION 8: Action! We want a better future for ourselves, our community and our country!

What you will need

- ✓ A scarf (for the "Have your say" game), some sheets of paper and some pens.

Recommended timeframe

Roughly 45 minutes.

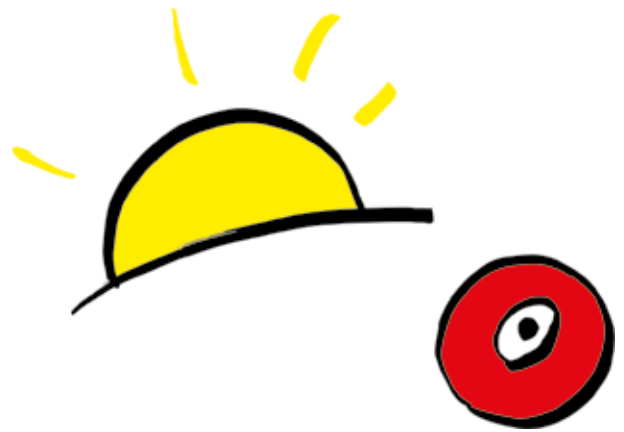
The aim of this session

To understand that children are entitled to express their opinions and take part in social life. To become aware of and discuss the wide range of initiatives for combating child labour and the solutions that already exist.

The gain



The participants see themselves as agents for change in the process of eliminating child labour in agriculture.



Summary of the session

Have your say

Group activity to experience the fact that we are all entitled to have our say.

Duration: roughly 10 minutes.

Writing a poem, short story or song about child labour in agriculture

Activity which gives free rein to the children's creativity.

Duration: 30 minutes environ.

Evaluation: finger rain

Game to remind the children of the main points of the session, fun assessment activity.

Duration: roughly 5 minutes.

Summary of the extra activity

The revision ball

Revision and memorization activity.

Duration: roughly 20 minutes.

Script of the session

Introduction to read before you begin

Based on the previous session, the final two sessions of the module concentrate more on a community approach, aiming to make the children and young people aware of their responsibilities and encourage them to take an active part in the campaign to combat child labour in agriculture. Thanks to their greater awareness, the children will have acquired the means to pass the message on to their peers, their families and their communities. This process will also improve the children's social skills and ability to communicate.

The adoption of the **United Nations Convention on the Rights of the Child** created a new status for children as independent rights-holders, fully entitled to exercise their rights and assume appropriate responsibilities. Article 12 of this Convention is recognized as the crucial provision concerning children's participation. It affirms that "States Parties shall assure to the child who is capable of forming his or her own views the right to express those views freely in all matters affecting the child, the views of the child being **given due weight in accordance with the age and maturity of the child**". **Recommendation No. 190 accompanying ILO Convention No. 182** on the Worst Forms of Child Labour also gives advice and states in Article 2 that: "*The programmes of action (...) should be designed and implemented (...) taking into consideration the views of the children directly affected...*".



Forty-two per cent of the world's population is under 24 years of age:³² children therefore represent a powerful potential resource in initiatives to defend human rights. It is their lives and their futures that are in jeopardy on account of child labour and the lack of adequate educational opportunities. Knowing that they can participate, and that they are authorized to do so, they represent hundreds of thousands of militants able to act as a driving force in combating child labour on behalf of the next and succeeding generations.

Traditional behaviour patterns regarding children's place in society can be fundamentally modified as a result of the education and mobilization of children, and by recognizing their autonomy, as well as by the evidence of their ability to contribute to social change. Children can become partners in the struggle against child labour by getting actively involved in mobilizing their communities to take the necessary measures.

For this to be successful, it is essential that there be mutual respect. Children will appreciate the fact that their opinions are sought and valued. They will have greater self-confidence knowing that they have an important role to play in the campaign to eliminate child labour and, in effect, are acting as catalysts in bringing about social change.

³² Consult the IndexMundi website: www.indexmundi.com/world/demographics_profile.html.

Preparing for the session

Revise the preceding sessions by preparing a set of questions you think it important to go over with the children.

Procedure

Introductory icebreaker

(See list in the annexes.)



Have your say

Duration: roughly 10 minutes.

Divide the children into two equal groups in a spacious area. The groups should form up in line, facing each other, and each child in either group should be given a number from 1 to 8 (if, for example, the total number of children is 16). There is therefore a number 1 in each group, a number 2, and so on. The children should be lined up with a distance of about ten metres between them. A person (you!) then stands on an imaginary line between them with a flag (or a scarf) in his/her hand. You call out a number and, of the two players bearing this number, the winner is the one who manages to grab the flag first and get back into line without being touched by the other. When running to take the flag, the player must not cross the imaginary line separating the two halves of the pitch.

Optional: Each player who grabs the flag could take it and make a statement concerning child labour in agriculture. Once they have made their statement, they give back the flag, and the game goes on.

This activity is about the right of every child to have their say, symbolized by the flag. N.B. There is no question of “stealing” the right to speak of another participant; the game simply demonstrates that we are all entitled to have our say.

Go back into class and conclude this section on the right to express one’s opinion and take part in social life.



Ask the children if they think artistic expression could be a good way of expressing their opinions. Invite them to cite songs, poems or short stories which have struck them and made them think. These might be songs that have been on the radio, or traditional tales.

Ask why, in their opinion, songs, poems and stories can be a powerful way of conveying a message.

Then invite them to take up their pens and write something.

Writing a poem, short story or song about child labour in agriculture

Duration: 30 minutes environ.

For this activity, give the children plenty of scope. Some might like to work together to write a song, others a story, yet others a poem.



It may, however, be useful to choose two or three key words around which the creative process can develop. If so, ask the children to sit in silence for a minute and each think of a word (just one) that could inspire their work. Then ask them to share these key words and write the words on the blackboard. Then decide together which should be adopted and used to guide their creative work (e.g. injustice, revolt, change).

For more detailed guidelines on how to write stories about child labour, the “Creative writing” module of the SCREAM education pack suggests activities for getting involved in creative writing. You could also refer for guidance to the book “Children’s views of child labour”,³³ which contains drawings and poems on the subject of child labour produced by children.

For those interested in music, you could explain that music has been widely used to raise communities’ awareness of child labour. You could refer to the “Music against Child Labour Initiative”,³⁴ which aims to raise awareness of the importance of music and arts education in making children more independent, developing their skills and, above all, encouraging them to attend and remain in school. The Initiative calls on musicians of all kinds from all over the world – professional and amateur – to dedicate a concert or song to the struggle against child labour, and to promote music and art education as an integral part of the campaign for quality education for all. If possible, play the children some of the songs about child labour composed by other children and young people (you will find them on the Initiative’s web page).

Explain that, through music, children can awaken the conscience of members of their own communities, and add their voices to the worldwide movement against child labour by sending their compositions to the ILO for dissemination via the Initiative’s web page.

33 IPEC; GenevaWorld Association: *Regards d’enfants sur le travail des enfants*. ILO, Geneva, 2011. Available at: www.ilo.org/ipec/Informationresources/WCMS_IPEC_PUB_18976/lang--en/index.htm.

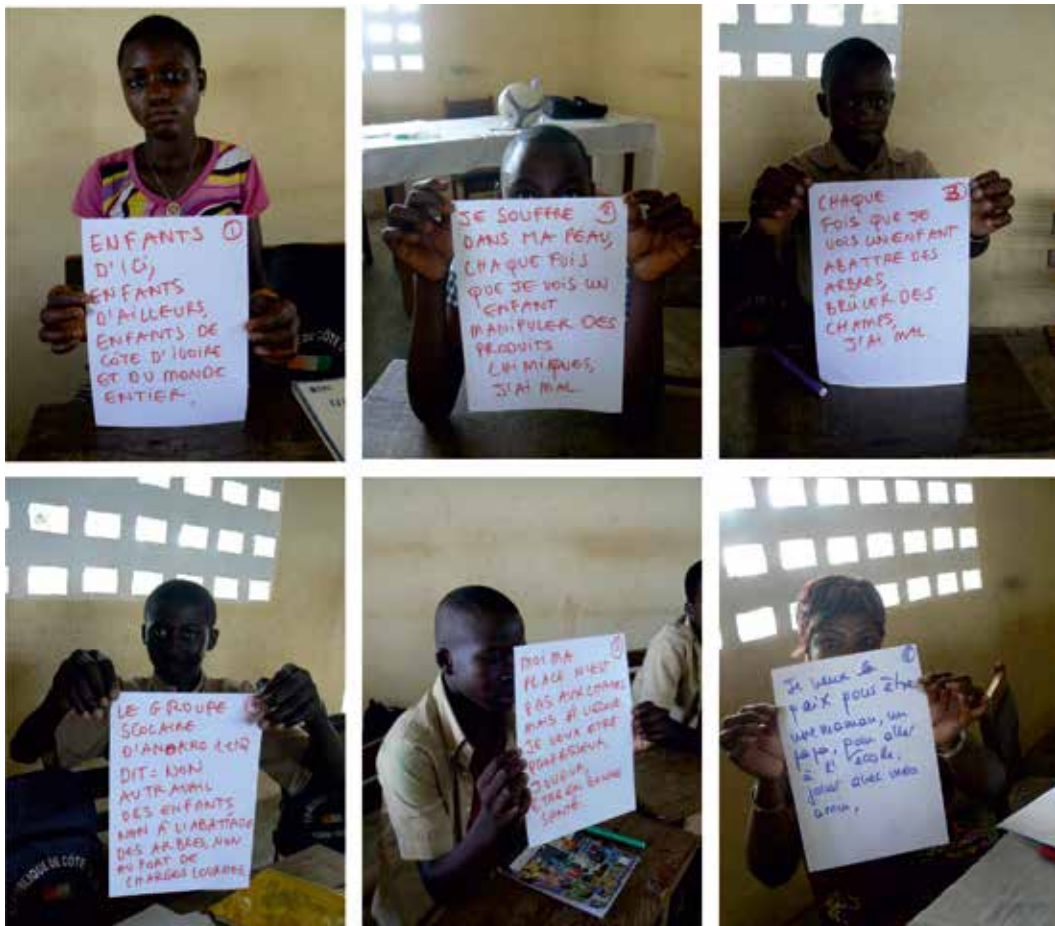
34 Visit the web page of the “Music against Child Labour Initiative” at: www.ilo.org/ipec/Campaignandadvocacy/MusicInitiative/lang--en/index.htm.

You might be able to ask teachers of music and literature to help you, and invite local musicians, poets and writers to come and give guidance and inspiration to the group.

Then let the children be creative!

At the end of the activity, ask each child or group to present their work to the other children.

Then ask them if they would be prepared to present their writings/compositions to their family or community.

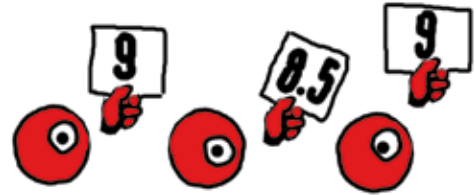


Children attending school in Kragui writing a poem against child labour, Côte d'Ivoire, February 2015.

Evaluation: Finger rain

Duration: roughly 5 minutes.

Ask the children to form a circle. Tell them you are going to read them four statements and that each of them must decide how hard he or she will clap to express agreement with what you have just said.



For example, they could decide to clap with just two fingers, very quietly, imitating the noise of the morning rain. Try it: each of them clapping with just two fingers (the result will be a very subdued noise).

"Fine! (Get them to stop). This noise means you do not really agree with what I have said. But if you entirely agree, clap with the full palms of your hands, imitating an afternoon storm. Let's try it: everyone clap very loud!"

"Fine! (Get them to stop). Now, if you totally disagree, don't clap at all but imitate the noises of the evening, when everyone has gone to bed and all you can hear is the stars. Let's try it: no one do anything!"

Make sure they have all understood.

Then read out these four statements:

- "Today I learned something interesting about child labour".
- "Today learning was fun".
- "I feel able and inspired to play a part in eliminating child labour!"
- "I believe that together we can make a difference".

Final icebreaker

(See list in the annexes.)



Extra activity

The revision ball

Duration: roughly 20 minutes.

Ask the children to form a circle. Take a ball. Choose a simple song everyone can sing together (you could, for instance adapt a tune you know, adding the following words: "Child labour, we say goodbye, child labour, your end is nigh!").

While singing the song, the children throw the ball to each other and, at the end of the song, the child still holding the ball has to answer the question you ask. If the child holding the ball does not know the answer, they can decide to throw the ball to a person of their choice, who in turn must try to give the correct answer, and so on. When someone has given the correct answer, start singing the song again and throw the ball around until you reach the end of the song. Ask the second question of the child then holding the ball.

Go on like this until you have done enough revision.

SESSION 9: Acting in our community

Important

This session is for [level 2] only.

What you will need

✓ Nothing special.

Recommended timeframe

Roughly 90 minutes (or two 45-minute periods with a break).

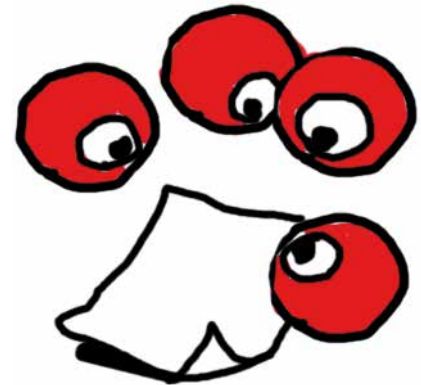
The aim of this session

To understand the idea of an action plan for a community awareness-raising activity.

The gain



The participants adopt an action plan for a community awareness-raising activity (and put it into effect following this session).



Summary of the session

What is community awareness raising?

Discussion of community awareness raising and of key factors in planning an awareness raising activity.

Duration: 30 minutes environ.

Deciding on an activity and preparing an action plan

Thinking about drawing up action plans and choosing a project to work on together.

Duration: 60 minutes environ.

Evaluation: Miming opinions

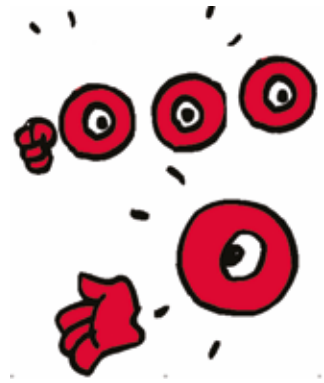
Game for remembering the main points of the session and assessing the children's grasp of the subject.

Duration: roughly 10 minutes.

Script of the session

Introduction to read before you begin

Children and young people are a driving force for change and have an important role to play in promoting social justice and respect for human rights. More and more young people worldwide are speaking out against child labour, taking steps to raise awareness of the issue and calling on political decision-makers to act urgently to protect children. The social mobilization and empowerment of children and youth is an integral part of the struggle against child labour.



Existing global social mobilization and awareness campaigns include the ILO's World Day Against Child Labour (12 June),³⁵ the Red Card to Child Labour campaign³⁶ and the Music against Child Labour Initiative.³⁷

The World Day Against Child Labour is a rallying point for the worldwide movement to combat child labour and many SCREAM programme activities culminate in a public event held on that day.

As explained in the previous session, the Music against Child Labour Initiative involves the musical world in efforts to raise awareness of the struggle against child labour. Music has been central to the SCREAM programme since its launch in 2002: many solidarity concerts have been organized, and many songs dedicated by adults and young people to the fight against child labour.

The aim of the Red Card to Child Labour campaign is to raise awareness and mobilize support for efforts to combat child labour through the powerful medium of football, which is often associated with SCREAM programme activities.

There are also opportunities at local level to conduct community activities relating to child labour. For more information, contact your local ILO office.



Preparing for the session

Make sure you have thoroughly understood the principles of an action plan.

³⁵ Visit: www.ilo.org/ipec/Campaignandadvocacy/wdacl/2015/lang--en/index.htm.

³⁶ Visit: www.ilo.org/ipec/Campaignandadvocacy/RedCardtoChildLabour/lang--en/index.htm.

³⁷ Visit: www.ilo.org/ipec/Campaignandadvocacy/MusicInitiative/lang--en/index.htm.

Procedure

Introductory icebreaker

(See list in the annexes.)



What is community awareness raising?

Duration: 30 minutes environ.

Ask the children if any of them have already taken part in a community awareness-raising activity.

Invite them to share their experiences with the other children.



Give the children examples of activities inspired by the SCREAM education pack: plays, art exhibitions, musical performances, radio documentaries, etc. A local radio station may be interested in supporting your group by inviting them to take part in a programme about child labour. You could also contact your local mayor or the local authorities and ask them to let you have a public space where you could display a banner or mural on the subject of child labour created by your group. The "Community Integration" module in the SCREAM pack, in particular, contains plenty of ideas for activities.

Ask the children: "In your opinion, what do you need to consider when preparing for a community awareness raising activity?"

Listen to the children's answers, then share with them some of the main points to be borne in mind.

A good way of remembering the questions might be to write a little song (to a tune with which the children are familiar) or to tie each question to one finger: What? (for the thumb), Who? (for the index finger), When/Where? (for the middle finger), How many? (for the ring finger), Obstacles? (for the little finger).

The five questions

What? The activity we want to organize.

Who? The audience we are targeting. Is our intended activity appropriate for this audience?

When/Where? The time and place we intend to organize this activity. Are they appropriate for achieving our objective?

How much/many? The human and material resources required. What equipment and people do we need to perform this activity? (At this point, we will define the participants' roles and responsibilities).

Obstacles? What obstacles might we come up against? How can we plan for these and have solutions ready in advance?

Ask a few of the children to recapitulate, making use of their fingers (or the song you have composed as an aide-memoire). Then move on to the practical exercise.

Deciding on an activity and preparing an action plan

Duration: roughly 60 minutes.

Divide the children into groups of 4 or 5. Each group must think of an activity to raise awareness of child labour in agriculture and answer the five questions.

Give them 30 minutes for this exercise.

Then ask the groups to present their planned activities to the other children.

You must choose one activity they can all work on together.

Lead a positive and democratic discussion taking the various activities into account and then invite the children to choose one activity, bearing in mind some simple criteria, for example:

1. "Are all of the 5 questions covered by this activity?" (They need to be).
2. "Is this activity realistic?" (It needs to be).
3. "Is this activity expensive to organize?" (It shouldn't be).
4. "Can everyone take part in this activity?" (It is important that everyone be able to participate, boys and girls, younger and older children. For example, if one of the proposed activities is traditionally performed by boys or men, steer the children towards a mixed activity in which women and girls bear equal responsibilities).

Evaluation: Miming opinions

Duration: roughly 10 minutes.

Form a circle with the children.

Ask one child to stand in the centre of the circle. He/she has to answer your question by miming (imitating an action). After 10 seconds, the child who was on his/her right in the circle

has to join him/her and participate in the mime, correcting or adding to the actions performed by the first child to express his/her opinion. After a further five seconds, a third child gets involved in the same way. The exercise continues until a quarter of the group are miming in the centre of the circle (i.e. if you have a group of 20, stop when five of them are involved).

Put the first question: "What moment in today's session was most fun?"

When a quarter of the children have performed their mime, stop the exercise and ask:

"Do you agree?"

If they do not agree, discuss why not, then continue.

If they do agree, continue the exercise straight away by asking the second question (this time, the first person to mime will be the child on the right of the final participant in the previous round). The second question will be: "What was the most interesting thing you learned today?"

When another quarter of the children have performed their mime, stop the exercise and ask the rest of the group: "Do you agree?"

If not, discuss their reasons, then continue.

If they do agree, go straight on to the third question: "What would you have done differently in this session?"

When the third quarter of the children have performed their mime, stop the exercise and ask the rest of the group: "Do you agree?"

If not, discuss their reasons, then continue.

If they do agree, go straight on to the fourth and final question: "What will I do with what I have learned today?"

When the final group of children have done their miming, stop the exercise and ask the rest of the group: "Do you agree?"

Bring the discussion to a close, thank the children for their evaluation and end the session.

Final icebreaker

(See list in the annexes.)



Additional sessions

Additional session 10 A: Is my community implicated in child labour in agriculture?



Important

This session is for **[level 2]** only.

What you will need

- ✓ Objects or products that may have been produced/made, at least in part, by children (bars of chocolate or chocolate powder, maize, coffee, tea, rice, mobile phone, engagement ring, etc.). You will need the same number of objects as there are participants (including yourself).

Recommended timeframe

45 to 60 minutes.

The aim of this session

To investigate and explore the relationship that the children themselves (and their community or society) may have with child labour.

The gain



The participants realize that they are all directly concerned by child labour and begin to think critically about child labour in supply chains.

Summary of the session

Selling contest

Activity to convey the importance of child labour free supply chains.

Duration: roughly 25 minutes.

The sources of products and the workings of supply chains

Discussion and information concerning the source of products and the use of child labour in supply chains. Lead the discussion and take as an example the cotton supply chain.

Duration: roughly 15 minutes.

Evaluation: the snowball

Duration: roughly 5 minutes.

Script of the session

Introduction to read before you begin

Child labour is involved in the production of many of the things we consume or use every day. Although child labour is mostly found in the production of goods for the domestic market, it is also involved in the production of goods for export.

Child labour tends to be concentrated in sectors of the rural and informal economies, out of the reach of the labour inspection services, where employers' and workers' organizations are generally absent or poorly represented. Therefore, although child labour is not often an issue among "front-line suppliers" (the companies with which export companies have a direct contractual relationship), it is more likely to be a problem when these companies sub-contract production work to unregulated businesses operating in the informal economy.

It is widely accepted that companies are responsible for ensuring that child labour has not been used in the production of the goods they market. In 1977, the ILO adopted a Declaration of Principles concerning Multinational Enterprises and Social Policy (which in fact applies to all enterprises).³⁸ The Declaration clearly stipulates that all enterprises must comply with national legislation and contribute to the realization of the fundamental principles and rights at work, including the elimination of child labour. In 2011, the United Nations approved a set of Guiding

³⁸ Visit the web page featuring the "Tripartite Declaration of Principles concerning Multilateral Enterprises and Social Policy (MNE Declaration)": www.ilo.org/empent/areas/mne-declaration/lang--en/index.htm.

Principles on Business and Human Rights.³⁹ These guiding principles set forth the obligations of States to protect human rights and ensure that enterprises also respect them, including the right of children not to be subject to child labour.

Preparing for the session

For each of the products you have brought in, make sure that you have enough reliable information to be able to "sell" them to the children.

Procedure

Introductory icebreaker

(See list in the annexes.)



Selling contest

Duration: roughly 25 minutes.

Organize a selling contest among the children. Ask them to get together in twos or threes. In each group, there needs to be one vendor (seller) and one or two buyers (customers).

Get them to draw lots for the products you have brought in, which the vendors must then try and persuade the customers to buy.

First take the vendors on one side and explain that they must try and sell their products without revealing that some of the components or stages in their production have involved child labour.

Then take the customers on one side and ask them to question the vendor as closely as possible regarding the source of the components of the product he/she is trying to sell.

The groups must take turns in acting out this scenario. Then all the children must together decide which vendor was most convincing in selling his/her product without mentioning the fact that child labour had some part in its production. Finally, all of the children must decide which customer posed the most searching questions!



³⁹ UNO: *Guiding Principles on Business and Human Rights, implementing the United Nations "Protect, Respect and Remedy" Framework*, New York and Geneva, 2011. Available at: www.ohchr.org/Documents/Publications/GuidingPrinciplesBusinessHR_FR.pdf.

Then conduct a short critical investigation: ask if the vendors would be able to sell their products if they admitted that children had worked for them, and that those children had in some cases worked in dangerous conditions and taken risks in manufacturing the components concerned. We need to ask ourselves questions about the source of the things we buy, because some information is deliberately concealed!

Listen to the children's answers, then sum up as follows: "My T-shirt, my computer, my football, my mother's phone may have been manufactured using products at least partly made by children. It is quite possible that my chocolate has come from plantations where children have to work, that my breakfast spread has been made with hazelnuts gathered by children who did not attend school during the harvest season... It is important that we be aware of the source of the products we use, and of the production process involved".

The sources of products and the workings of production chains

Duration: roughly 15 minutes.

Ask: In your opinion, can enterprises (local, national and international) ensure that child labour is not involved in the production of food, drinks, clothing and the other things they make?"

Listen to the children's answers, then convey the following information.

Enterprises operating in the agricultural and food-processing sectors can have a positive or negative influence on the use of child labour in agriculture as they play an important role in determining what is to be produced and under what conditions. Supermarkets often purchase the products they sell directly from farmers, fixing the prices and working conditions, and the way in which the crops or livestock are to be managed. If the farmers are paid very low prices for their produce, the pressure to reduce labour costs may lead them to use child labour, as children are paid only a fraction of what adults would earn. This is why most small family enterprises depend on child labour: because they have not the resources to employ adults or young people in conditions that constitute decent work.

There is growing awareness about the issue of child labour among consumers. In recent years, interest in what is known as "corporate social responsibility" has increased rapidly. Trade associations and/or enterprises have introduced codes of conduct and voluntary initiatives whereby they undertake to improve the environmental, social and working conditions under which their products are manufactured and marketed. Not using child labour is one of the principles included in these codes of conduct. The challenge is to ensure that these corporate policies are effectively implemented.

Introduce the notion of a supply chain. Explain that a supply chain consists in the sequence of activities and procedures involved in producing and distributing a product, for example from the growing of cocoa beans to the sale of a bar of chocolate. As a result of globalization, supply chains now involve workers, small producers and enterprises all over the world. Multinational businesses have ever more complex supply chains as they buy raw materials and sell their products in many different countries.

Give them a clear example: the cotton supply chain:



Source: Cotton Connect, visit: www.cottonconnect.org.

Growing	Seed removal	Spinning	Weaving	Dyeing	Design	Manufacture	Retailing	Consumer
Growing and harvesting the cotton	Separating the fibres from the seeds and other unwanted material	Carding and spinning	Weaving or knitting the thread into cloth	Dyeing or printing and finishing the fabric	Designing the end product	Converting the fabric into the end product	Selling the product to the consumer	Buying and using the product

Ask the children which processes or activities children might be involved in at different stages of the supply chain. Explain that it may be difficult for enterprises to ensure that child labour has not been involved at any stage in their supply chain as the businessmen from who they purchase the cotton may have sub-contracted all or part of the production work to another company, which may in turn have sub-contracted to another. This often happens when the price paid to the businessman is low, or the delivery deadline for a product is unreasonably short, or when last-minute changes are made to orders.

The most serious problems arise at the lower end of the chain, where the work may be done in small workshops or in people's homes. Such work is often unregulated or informal, particularly in the case of family businesses whose workers are paid very little or on a piecework basis, with the result that, to try and increase the family income, children work alongside their parents.

Conclude by explaining that multinational enterprises are obliged to comply with national legislation on child labour and, when such legislation is inadequate or non-existent, to comply with the international standards on child labour.

It is also in the interests of enterprises to respect human rights, including the right of children not to be subject to child labour. It is widely accepted that respect for human rights results in higher productivity, prevents unfair competition and avoids the financial costs involved in reinstating a company's image when human rights abuses are revealed to have taken place.

Evaluation: the snowball

Duration: roughly 5 minutes.

Ask the children to write five words (or do five drawings) on a piece of paper representing today's session.

The first word (or drawing) should express their opinion of the content.

The second should describe the technique (games, method, etc.). The third should describe the organization (materials, timetable). The fourth should describe the atmosphere.

They should write a fifth word on a separate sheet of paper, describing their personal feelings. Give them 10 minutes to complete this exercise.



When they have finished, ask them to get together in pairs. Then explain the following task: from their two words (or drawings) they must choose the one that best represents each category (it could be one of the words they have written, or a new word or drawing). Give them five minutes for this exercise.

When they have finished, ask each pair to join with another to form a group of four and repeat the exercise. Continue to join the groups in this way, until only two groups remain. At this stage, ask the two groups to share publicly their final choice of words (or drawings) and explain why they opted for them.

The discussion will give you a good idea of how the group experienced the session and will also enable the children to think things over, express themselves and come to a shared opinion.

Final icebreaker

(See list in the annexes.)



Additional session 10 B: Is my community implicated in child labour in agriculture?



Important

This session is intended for [level 2] only.

What you will need

- ✓ Make contact with the local authorities well in advance to arrange to conduct a community survey in the most appropriate neighbourhood, preferably close to your classroom.

Recommended timeframe

A morning or an afternoon + an hour or two for reporting back and analysis. Ideally, the reporting-back session should be held next day.

The aim of this session

To investigate and explore the relationship that the children themselves (and their community or society) may have with child labour.

The gain



The participants realize that they are directly concerned by child labour and begin to think critically about it in a practical way.

Attention!

If necessary, you can split this session into three parts: two hours to present and prepare for the survey, half a day for the survey itself, then two hours for reporting back and analysis.



Summary of the session

Preparation of a community survey

Duration: roughly half a day (a morning or an afternoon).

Assessment of the survey and analysis of the data

Duration: roughly 2 hours.

Script of the session

Preparing for the session

The duration of this session is roughly half a day for the survey, plus two hours for evaluation and analysis of the results. This second stage should take place soon after the survey itself, ideally the following day. However, if you prefer, you can split the session into three parts: two hours for presenting and preparing for the survey, half a day for the survey itself, then two hours for evaluation and analysis.

Contact the local authorities and make sure you have their permission to wander around the neighbourhood you have chosen with your group, asking questions of the local people. Give them an idea of the questions you are planning to ask.

Obviously, the purpose of this survey is not to obtain perfectly representative scientific results, but to give your group some concrete experience so that they can think critically about child labour.

Practical preparation

What is a community survey?

It is a sort of opinion poll, a way of getting information about a specific topic within a community (a neighbourhood, a village, a rural community, etc.). A community survey may be about people's health, the economy, the environment or other issues. In our case, it will be very simple: three or four questions at most, with 20 or so people questioned by a group of around 15 participants.

Why conduct a survey?

To find out whether and how our community is concerned by child labour; and to prepare for a community awareness campaign on the subject.

Where should the survey be conducted?

Choose a neighbourhood, village or district which, if possible, should be fairly densely populated and have a mixed population.

Make sure that you allocate different streets or farms to the two groups of children, so they do not end up questioning the same people.

When?

If possible, visit the neighbourhood you have chosen at a time of day when different types of people are present. You might start by questioning community figures and leaders who are available in the afternoon (local authorities, healthcare workers, religious leaders, tradespeople, etc.). Then, at the end of the afternoon, you could approach households (fathers and mothers back from work, children home from school, teachers, etc.).

How?

You could form groups of three children with set roles, or organize them on a rota basis with each child taking turns: child no. 1 takes notes (so he/she must be able to write); child no. 2 asks the questions; while child no. 3 listens and backs up child no. 2.

Prepare a short introductory speech for them to make to each person they approach. For example:

"Good morning/afternoon. My name is... I am doing a training course on child labour and I am conducting a short survey on this issue in our community. The results of the survey will remain entirely confidential; we shall just be analyzing them in our classroom. I will not take down your family name, but only the information you choose to give me. It won't take more than 10 minutes. Are you happy to take part? Do you have you any questions?"



Lay down the following ground rules for the children and make sure they agree to stick to them: be friendly; do not disturb people; be respectful of the people you meet; note down the information given by the person concerned and do not add in your own opinion; thank the interviewees for the time they have spent with you.

Be realistic in your objectives. For example, if you have a class of 15 children, you can split them into five groups of three children each. If you have two or three hours to conduct the survey in a particular area, you can aim for each group to question four or five people, i.e. 20 to 25 interviewees in all.

Finally, do not forget that these interviews are intended as an exercise; this is not an official survey conducted by an international organization!

Who should you approach?

Leaders: government and local authority representatives, religious and community leaders, teachers, healthcare personnel, etc.

Community members: fathers and mothers, agricultural workers, shopkeepers and young people.

And any other person you consider interesting.

What next?

It is for you to decide how you will analyze the information that has been gathered, taking into account the abilities of your group. You can evaluate and analyze the answers at a subsequent session, which should take place soon after the survey itself, while it is still fresh in their minds. (See: "Survey evaluation and data analysis - what next?")

Procedure

Introductory icebreaker

(See list in the annexes.)



If you have used other SCREAM module sessions on child labour in agriculture, ask the children to tell you what the other sessions were about and what they learned from them.

Preparing for a community survey

Duration: roughly half a day.

Organize your class into groups of four or five and tell them to think what they want to find out and therefore what questions they could ask in a community survey.

Tell them to restrict the number of questions to 10.

Suggest they ask questions about factual matters (Is our community directly concerned by child labour, and how?) and about people's opinions (Do they think that child labour is a good thing? If they say yes, this is a useful indication of the work to be done in a future awareness raising campaign).

For example:

We would like to know...

If our community is directly implicated in child labour in agriculture.

So we might ask:

"Do you know children who work in agriculture? A few, a lot?"

If the answer is yes, we might also ask:

"Have any of the children you know had accidents? What kind of accidents?"

"Do these children you know who work in agriculture work all day long? Do they have time to go to school?"

...

We would like to know...

What members of our community think about child labour.

So we might ask:

"Do you know what child labour is?"

"Can you name any of the risks faced by children working in agriculture?"

"What do you think of the fact that children are working in agriculture nowadays?"

...

We would like to know...

Why children are working in agriculture.

So we might ask:

"Why do you think children are used for some agricultural tasks?"

"Why do families get their children to take part in agricultural work?"

"Why do you think employers recruit children?"

...

Give them 15 to 20 minutes.

Then ask the groups to present their questions in open forum to all the children.

Working together, sift through the questions, grouping those that seem similar, and select a maximum of six or seven to ask the interviewees. The questions may vary, depending on the persons targeted. For example, you might ask healthcare personnel questions like: "What are the possible consequences of child labour for children's health?"; and the local authorities: "What does the law have to say about child labour?"

Write the questions on the blackboard/whiteboard or on a large sheet of paper.

Number the questions: it will be simpler for the note-takers to note down the question number, rather than write out the whole question each time.

Then explain to the children how the survey will be conducted (see the "Practical preparation" section above) and invite them to make suggestions on how it can best be organized.

Next, run a practice session.

Ask two groups of three children to act as interviewers and the rest of the children as interviewees.

The interviewers must: introduce themselves, introduce the members of their group, explain the reason for their being there, ask the person concerned if they are happy to be interviewed, and finally ask the questions.

During the practice session, ask one group to behave in ways they should avoid (turn up at someone's house without introducing themselves, ask for something to eat, mention that the wife of the head of the household is good-looking, sit sloppily and be too relaxed, interrupt people, etc.).

At the end of each interview, ask the children to comment, beginning with the positive points, then voicing any criticisms by saying: "I think it would be better if..."

If necessary, get every child to play the role of the interviewer.

Then... get started!

Community survey

Conduct the survey.

Assessing the survey and analyzing the data – and then?

Duration: roughly 2 hours.

Preparation for this follow-up session: Ask the children to bring with them the notes they took during the survey.

This evaluation and analysis activity should ideally take place soon after the survey itself, while the events are still fresh in the children's minds.

Ask the groups that conducted the survey to mix with the members of the other groups, keeping to three members per group and retaining the three different roles: person asking the questions, note-taker and back-up person.

Give them 15 minutes to form these new groups of three and to work out a summary of what they did. To give some shape to the exercise, suggest they answer the following three questions:

- "What were our feelings during the survey?" (Was what we were doing important, and why?)
- "Were the questions we asked interesting on the whole?"
- "Can we learn things from the answers we received?"

The reason for these questions is to limit the evaluation of the survey to observations about its actual content, not to focus on the obstacles the groups inevitably encountered or on particular anecdotes.

Then ask them to present their answers to the group as a whole. On each occasion, invite the other children to express their reactions.

Then go on to analyze the answers to the survey, question by question.

Ask the group what answers they received for Question 1 and analyze these answers together.

If, for example Question 1 was: "Do you know children who work in agriculture? A few? Many?", ask:

- "Do you see a trend emerging here?"
- "Were there any particularly striking answers?" (e.g. someone said that, a few miles from here, there is a plantation where a lot of children are working).
- "Is it true to say that we are concerned by child labour, and how?"

Take notes.

Then analyze the answers to the subsequent questions, following the same method.

When all the answers have been analyzed, try to draw the main points from all the information collected. What is particularly noteworthy in our community where child labour is concerned? Have we learned things we were not expecting?

Finally, ask: "If we were to conduct an awareness-raising campaign in our community, what, in your opinion, are the points we would definitely need to tackle?"

Listen and note the children's answers.

Note

Following this session, it might be useful if you visit the various local authorities (with the class, or representatives of the class?) to report on the information you gathered in the course of your survey (naturally, respecting the confidentiality of the people who participated). You could also organize a simple event (exhibition, press conference...) featuring the results, or present them as part of a community awareness raising campaign (see Session 9: Acting in our community).

Annexes

The icebreakers

Awanagana

The children must repeat the activity leader's gestures and words, which are intended to be funny and rather absurd: "Awanagana yes" (the children repeat the words as loudly as possible: Awanagana yes!) "Awanagana no" (the children repeat as loudly as possible: Awanagana no!), and so on for: "Awanagana yes no yes", "Awanagana no yes no", "Che Samba, Che rumba, father Turpanipa, Oh yeah"!

Horses

The activity leader, seated, imitates the noise of a horse race by slapping his thighs with the palms of his hands (gently for walking pace, faster for trotting, and as fast as possible for galloping). He may also mime a horse jumping an obstacle (he joins his hands and makes an appropriate noise), a horse going through a ford ("splash, splash") or a horse rearing up (he stands up waving his arms in front of him). When the children have got the idea, the leader asks them to imitate exactly what the horse is doing. After a minute or so, the leader asks one of the children to take over as the horse and the others then imitate his/her gestures and noises. Then another child takes their place, and so on.

Tchi-tchi-tcha

The whole group forms a circle, linking arms at shoulder height, and the activity leader begins singing "tchi tchi tcha" to a rhumba rhythm, at the same time swinging his legs. The children must copy his gestures: swinging legs, turning round, clapping their hands, etc.

The Dragon game

Form groups of three or four children. The members of each group form a dragon by holding on to one another's' shoulders. The first member of the team (the dragon's head) must try to catch the last member of another team (the dragon's tail), and the tail tries to avoid being caught. When the head of one dragon manages to catch the tail of another, the tail breaks away from its dragon and becomes the head of the dragon that has caught it.

The King of Japan

This icebreaker is based on a role-reversal between girls and boys. The activity leader shouts out: "Watch out, watch out!", and everyone repeats his words. Then the leader says: "Here he is, the King of Japan!", and again everyone repeats his words. Then all the boys sing "lalalala, lalala lalalalala" in deep voices and with manly gestures to demonstrate their physical prowess to the King of Japan. The girls are then asked to join in, dancing with graceful movements to show the King of Japan how "feminine" they are. Next, the leader shouts out again: "Watch out, watch out !" and everyone repeats his words, then he continues: "There he is, the King of Japan!" and again everyone repeats what he has said. This time, however, the roles are reversed: the girls sing in deep voices and make manly gestures, while the boys dance with graceful movements.... Everyone laughs, and the King of Japan thanks them all.

Tains-tains-tains

Everyone forms a circle, linking arms, and sings: "We are tains, tains, tains, come down from the mountains; if you want to come with us, you must...", and each time the leader proposes an action they must all do it together: "Raise your head, head head", "Move to the left, left, left", "Lift your right foot, foot, foot", "Wiggle your shoulders, oulders, oulders"... When the leader signals chaos, all the children move to the other side of the circle and start all over again.

Annexes to Session 1

United Nations Convention on the Rights of the Child

Child-friendly version

Rights are things every child should have or be able to do. These rights are listed in the United Nations Convention on the Rights of the Child. Almost every country has agreed to these rights. All the rights are connected to each other, and all are equally important. Sometimes, we have to think about rights in terms of what is best for children in a particular situation, and what is critical to life and protection from harm. As you grow, you have more responsibility to make choices and exercise your rights.

Article 1 - Everyone under 18 has these rights.

Article 2 - All children have these rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or girl, what their culture is, whether they have a disability, whether they are rich or poor. No child should be treated unfairly on any basis.

Article 3 - All adults should do what is best for you. When adults make decisions, they should think about how their decisions will affect children.

Article 4 - The government has a responsibility to make sure your rights are respected. They must help your family to protect your rights and create an environment where you can grow and reach your potential.

Article 5 - Your family has a responsibility to help you learn to exercise your rights and to ensure that your rights are protected.

Article 6 - You have the right to be alive.

Article 7 - You have the rights to a name, and this should be officially recognized by the government. You have the right to a nationality (to belong to a country).

Article 8 - You have the right to an identity — an official record of who you are. No one should take this away from you.

Article 9 - You have the right to live with your parents, unless it is bad for you. You have the right to live with a family who cares for you.

Article 10 - If you live in a different country from your parents, you have the right to be together in the same place.

Article 11 - You have the right to be protected from kidnapping.

Article 12 - You have the right to give your opinion, and for adults to listen and take it seriously.

Article 13 - You have the right to find out things and share what you think with others, by talking, drawing, writing or any other way, unless it harms or offends other people.

Article 14 - You have the right to choose your own religion and beliefs. Your parents should help you decide what is right and wrong, and what is best for you.

Article 15 - You have the right to choose your own friends and join or set up groups, as long as it isn't harmful to others.

Article 16 - You have the right to privacy.

Article 17 - You have the right to get information that is important to your well-being, from radio, newspapers, books, computers and other sources. Adults should make sure that the information you are getting is not harmful, and help you find and understand the information you need.

Article 18 - You have the right to be raised by your parents, if possible.

Article 19 - You have the right to be protected from being hurt and mistreated, in body and mind.

Article 20 - You have the right to special care and help if you cannot live with your parents.

Article 21 - You have the right to care and protection if you are adopted or in foster care.

Article 22 - You have the right to special protection and help if you are a refugee (if you have been forced to leave your home and live in another country), as well as all the rights in this Convention.

Article 23 - You have the right to special education and care if you have a disability, as well as all the rights in this Convention, so that you can live a full life.

Article 24 - You have the right to the best health care possible, safe water to drink, nutritious food, a clean and safe environment, and information to help you stay well.

Article 25 - If you live in care or in other situations away from home, you have the right to have these living arrangements looked at regularly to see if they are the most appropriate.

Article 26 - You have the right to help from government if you are poor or in need.

Article 27 - You have the right to food, clothing, a safe place to live and to have your basic needs met. You should not be disadvantaged so that you can't do many of the things other kids can do.

Article 28 - You have the right to a good-quality education. You should be encouraged to go to school to the highest level you can.

Article 29 - Your education should help you use and develop your talents and abilities. It should also help you to learn to live peacefully, protect the environment and respect other people.

Article 30 - You have the right to practise your own culture, language and religion - or any you choose. Minority and indigenous groups need special protection of this right. Article 31 - Tu as le droit de jouer et de te reposer.

Article 31 - You have the right to play and rest.

Article 32 - You have the right to be protected from work that harms you, and is bad for your health and education. If you work, you have the right to be safe and fairly paid.

Article 33 - You have the right to protection from harmful drugs and from the drugs trade.

Article 34 - You have the right to be free from sexual abuse.

Article 35 - No one is allowed to kidnap or sell you.

Article 36 - You have the right to protection from any kind of exploitation (being taken advantage of).

Article 37 - No one is allowed to punish you in a cruel or harmful way.

Article 38 - You have the right to protection and freedom from war. Children under 15 cannot be forced to go into the army or take part in war.

Article 39 - You have the right to help if you have been hurt, neglected or badly treated.

Article 40 - You have the right to legal help and fair treatment in a justice system that respects your rights.

Article 41 - If the laws of your country provide better protection of your rights than the articles in this Convention, those laws should apply.

Article 42 - You have the right to know your rights! Adults should know about these rights and help you learn about them, too.

Articles 43 to 54 - These articles explain how governments and international organizations like UNICEF work to ensure children are protected with these rights.

Adaptation of the original text with the permission of UNICEF Canada.

Drawings symbolizing the principal rights of the child

1 The right to health care appropriate to the child's age



2 The right to education



3 The right to food, clothing, and a safe place to live



4 The right to have a name and a nationality



5 The right to information, express opinions and be heard



6 The right to be protected from discrimination and to special care for children and refugees



7 The right to play, laugh, dream



8 The right to be protected from violence (psychological, physical, sexual)



9 The right to be protected from work detrimental to the child's health, education and growth. If a child has reached the legal minimum age, he/she has the right to be employed in good conditions, with appropriate working hours, a safe environment and a fair wage.



Annex to the activity “Our dream for the future”

Biographies of famous and inspirational people

Leymah Gbowee

On 7 October 2011, Leymah Gbowee learned that she had been awarded the Nobel Peace Prize. She dedicated her award to the women of Africa and was delighted that the distinction she had received recognized “the crucial role of women in bringing about peace in the world”.

Born in 1972 to an ordinary family in central Liberia, Leymah Gbowee settled in Monrovia at the age of 17, when the country’s first civil war broke out. This war was followed by another, which between 1989 and 2003 claimed almost 250,000 victims in a country with a population of four million. After training as a social worker, Leymah supported former child soldiers and worked with girls and women who have been raped by members of armed groups. She then reached the conclusion that: “If society is to change, it is mothers who will bring it about”.

In 2002, Leymah Gbowee was head of the pacifist Women of Liberia Mass Action for Peace movement. A few months later, nicknamed the “warrior for peace”, she organized a sex strike: women of all religious persuasions refused to have sexual intercourse with men for as long as hostilities continued. Given the success of this campaign, Charles Taylor, then president of the country, was obliged to include women from the movement in the peace negotiations. Not long after, Leymah Gbowee gathered thousands of women for a massive demonstration in Monrovia, which led to the fall of the regime. When hostilities ended, Leymah Gbowee was appointed to the Truth and Reconciliation Commission. She continued to mobilize women to ensure they participated in the 2005 elections. Since 2006, she has been director of the international Women Peace and Security Network – Africa, based in Ghana.⁴⁰

⁴⁰ Extract from the Belgian magazine *Axelle* magazine.

Wangari Muta Maathai

Wangari Maathai was born on 1 April 1940 and died on 25 September 2011 in Nairobi. She was a biologist and a teacher of veterinary anatomy and medicine, but is better known for her political and environmental activism. On 8 October 2004, she became the first African woman to receive the Nobel Peace Prize for "her contribution to sustainable development, democracy and peace".

Maathai founded the Green Belt Movement in 1977, beginning by planting seven trees on Earth Day in honour of the women who had inspired environmentalism in Kenya. The members of this movement, supported by Kenyan women throughout the country, are believed to have planted more than 30 million trees in 16 years to halt soil erosion. Maathai is sometimes affectionately referred to as "Tree woman".⁴¹

Malala Yousafzai

Malala Yousafzai is a Pakistani activist, fighting for the right of girls to receive an education. She was born on 12 July 1997.

Malala lived in North-West Pakistan, a region under Taliban influence. Because of her stance in fighting for the right to continue her schooling, she was seriously wounded in an attempt to assassinate her on 9 October 2012. She has received a number of Pakistani and international distinctions for her courageous stand while her region was the scene of a struggle between the Pakistani Taliban and the army. In 2014, aged just 17, she was awarded the Nobel Peace Prize (jointly with Kailash Satyarthi), making her the youngest ever winner of the prize.⁴²

Kailash Satyarthi

Kailash Satyarthi, born in 1954 in India, has fought for the right of children to be free from the scourge of child labour and to attend school. In 1980, he founded the Bachpan Bachao Andolan Foundation (Movement to save childhood). He has rescued many families and children from slavery in factories where they were forced to work to pay back loans, becoming an outspoken advocate for children's rights. He also inspired the Global March Against Child Labour. In 2014, he was awarded the Nobel Peace Prize (jointly with Malala Yousafzai).⁴³

41 Source: Wikipedia.

42 Source: Wikipedia.

43 Source: Wikipedia.

Annexes to Session 2

Youth-oriented versions of ILO Convention Nos. 138 and 182 on Child Labour⁴⁴

ILO Convention No. 138 on the Minimum Age for Admission to Employment, 1973

This is an international pact, a promise by countries to abolish “child labour”. Child labour is work that children should not be doing because they are too young to work, or – if they are old enough to work – because it is dangerous for them. Each State, once it has accepted this Convention, has to take the responsibility to respect and apply it in law and practice.

Article 1 – The State which commits itself to stop child labour within its national territory has to make sure that children below a certain “minimum age” are not employed. The minimum working age will be consistent with the physical and mental development of children. National laws will gradually and progressively be improved to protect them.

Article 2 – The State must fix a minimum working age and communicate it to the International Labour Organization. Anyone who has not reached this minimum age will not be allowed to work.

The minimum age should normally be 15 years, which is the average age of the completion of compulsory schooling. If children in your country are obliged to go to school up to the age of, for example, 16 years, then the minimum age should be 16 years. There is an exception for “developing countries”, which may initially set a minimum age of 14 years. It can later be raised to 15 years or higher. Industrialized countries must set 15 years (or a higher age) from the start.

Article 3 – Children under 18 are forbidden from doing work that is dangerous, unhealthy or bad for their morals (some people call this “hazardous work”). The government has to discuss with trade unions and business organizations and make a list of hazardous work a child should not be doing under 18 years.

Articles 4 and 5 – The State may exclude some types of work (but not hazardous work) or economic sectors (if it is a developing country) from the application of the Convention if it explains why, but it must still provide detailed information.

Article 6 – Children are allowed to work in schools for “vocational” or technical education or in other training institutes. From the age of 14 children may work in a company as “apprentices”, if the Government allows it and makes sure the children are protected.

⁴⁴ Available at: www.ilo.org/ipecc/Informationresources/WCMS_IPEC_PUB_26035/lang--en/index.htm.

These texts have been prepared to explain the contents of the conventions to young people in words they can understand. For all legal or official purposes, please consult the authentic texts: Convention No. 138: [www.ilo.org/dyn/normlex/en/f?p=NORMLEXPUB:12100:0::NO::P12100_ILO_CODE:C138](http://www.ilo.org/dyn/normlex/en/f?p=NORMLEXPUB:12100:0::NO::P12100_ILO_CODE:C138;);

Convention No. 182: www.ilo.org/dyn/normlex/en/f?p=NORMLEXPUB:12100:0::NO::P12100_ILO_CODE:C182.

Article 7 – Children may do some “light work” alongside school from the age of 13, provided that it does not disturb the school programme. In developing countries where the minimum working age is 14, the minimum age for light work may be set at 12 years.

Article 8 – National rules may allow a child to work below the general age of 15 in the case of artistic performances (theatre, concerts) or advertisements. Permission may be granted only after examining the conditions of work, the number of hours, the type of performance, etc.

Article 9 – The State must make sure that people who use children in child labour are punished. It must also make sure that companies which employ children who are old enough to work keep a register in which they list their names and how old they are. This help the government inspector to make sure that companies follow the rules and do not allow children to do work that is not allowed.

Articles 10 to 18 – These articles explain legal procedures to governments and international organizations.

ILO Convention No. 182 on the Worst Forms of Child Labour, 1999

This is an international pact, a promise by countries to stop “the worst forms of child labour”. Child labour is work that children should not be doing because they are too young to work, or because it is dangerous for them. Each State, once it has accepted this Convention, has to take the responsibility to respect and apply it in law and practice. Urgent measures for the protection of children are therefore seen as obligations.

Article 1 – The State which ratifies this Convention shall take urgent action to prohibit and eliminate the worst forms of child labour.

Article 2 – Anyone who is under the age of 18 is considered to be a “child” under this Convention.

Article 3 – The worst forms of child labour means the following:

- a) selling or buying a child like a thing; or using a child as a slave or a soldier;
- b) using a child sexually, for example in prostitution or pornography;
- c) using a child for a crime, for example drug trafficking, or begging;
- d) work that is dangerous, unhealthy or bad for morals (this is often called “hazardous work”).

Article 4 – The State has to make a list of hazardous work that a child should not be doing. It also has to find out where in each country hazardous work exists, and review the list from time to time. The State should do this in consultation with trade unions and employers’ organizations.

Article 5 – The State has to establish a new body or choose an existing one to check and monitor what is being done to stop the worst forms of child labour. The State should do this in consultation with trade unions and employers’ organizations.

Article 6 – The State has to write a “plan of action” to stop the worst forms of child labour, and take action as it says. The State should do this in consultation with trade unions and employers’ organizations.

Article 7 – The State must make sure that the worst forms of child labour do not happen and must take action to punish the people who are responsible.

It also has to help children who are found in the worst forms of child labour, to rescue and rehabilitate them, and also make sure that no child is exploited. The State must ensure that rescued children go to school, must help children in difficult circumstances and must take account of the special situation of girls.

Article 8 – States have to help one another to stop the worst forms of child labour.

Articles 9 to 16 – These articles explain the legal procedures to governments and international organizations.

Set of pictures illustrating child labour

If you need to illustrate situations not portrayed in this selection of photographs, you can refer to the ILO's well-stocked photo gallery⁴⁵ and request the necessary authorizations to obtain high resolution versions of the photographs you require.



During the tobacco harvest, Ethel does not attend school but helps her family in the fields. Ethel is only 8 years old. Malawi, 2013 © ILO.



Children harvesting coffee on a plantation. Kenya, 2011 © ILO.



Boy fishing with a net. Mali, 2010 © ILO.



Girl carrying fodder for livestock. Rwanda, 2007 © ILO.



Girl working in the fields. Malawi, 2013 © ILO.



Children working in the fields. Ethiopia, 2003 © ILO.

⁴⁵ The ILO photo gallery can be viewed at: www.ilo.org/dyn/media/mediasearch.search?p_lang=en.



Heavy burden for a young native girl in the mountains of North Viet Nam, 2010 © ILO/Tran Quoc Dung.



Child herding cattle, Cambodia, undated © ILO.



Child worker on a palm oil plantation. Indonesia, 2004 © ILO/Asrian Mirza.



Child plantation worker. Philippines, 2004 © ILO/ Joseph Fortin.



Girl domestic worker. Indonesia, 2012 © ILO/ Ferry Latief.



Boy helping his father in early-morning fishing. Viet Nam, 2012 © ILO/Nguyen Ngoc Mai.



Girl mucking out a pigsty. Peru, 2010 © ILO.



Boy cutting sugar cane. El Salvador, 2013 © ILO.



Agricultural work done by a child from the Mbya community. Paraguay, 2011 © ILO.



Child working on a family farm. El Salvador, 2013 © ILO.



Young street vendor. Bolivia, 2010 © ILO.



Children working in the fields. Bolivia, 2014 © ILO/Rouzena Zuazo.



Syrian refugee children working in the fields. Lebanon, 2014 © ILO/Tabitha Ross.



Syrian refugee children working in the fields. Lebanon, 2014 © ILO/Tabitha Ross.



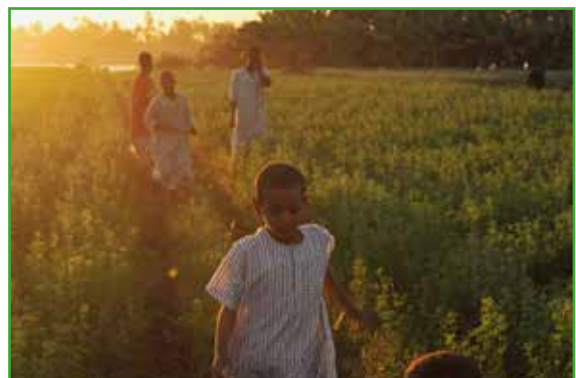
Children gathering sugar cane in a field, Northern Iraq, 2011 © ILO/Apex Image.



Children working in a field, Occupied Palestinian Territories, 2011 © ILO/Apex Image.



Shepherd boy, Egypt, 2008 © ILO.



Working in the fields. Egypt, 2008 © ILO.



Child working in the fields.
Moldova, 2010 © ILO.



Five-year-old boy working in cotton production.
Kyrgyzstan, 2007 © ILO.



Children working in dried fruit production.
Tajikistan, 2009 © ILO.



Twelve-year-old girl working on a tobacco farm.
Kyrgyzstan, 2007 © ILO.



Girl selling vegetables at the market.
Kazakhstan, 2007 © ILO.



Children working in the tobacco fields.
Kazakhstan, 2007 © ILO.

Annexes to Session 3

List of common tasks, hazards, injuries and potential health consequences in agriculture⁴⁶

Tasks	Hazards	Injuries and potential health consequences
Loading and carrying produce or water	Heavy loads	Joint and bone deformities; blistered hands and feet; lacerations; back injury; muscle injury
Climbing trees to harvest fruit	Dangerous heights; slippery surfaces; unstable ladders	Fatal or non-fatal injuries, including broken bones, skull fractures and head injuries
Collecting fodder	Heavy loads; thorns and sharp objects	Blistered hands and feet; lacerations; back injury; muscle injury
Collecting, preparing, redistributing manure	Bacteria, parasites and other micro-organisms	Bacterial and parasitic infections and diseases; rashes and other forms of dermatitis; asthma and breathing difficulties; eye irritation
Weeding and harvesting	Thorns; bending; long hours; insects and animals; biological toxins; exposure	Back and muscle injury; lacerations; blisters; exhaustion; poisonings, such as Green Tobacco Sickness
Caring for farm animals	Kicks; bites; brucellosis; anthrax and other bacterial exposure such as E.coli and salmonella; rabid animals	Head trauma and broken bones from kicks; infections from bites; weakness from brucellosis; bacterial or viral infections resulting in death or severe injury
Handling, mixing, spraying agrochemicals	Toxic chemicals	Rashes and other forms of dermatitis; allergic reactions; breathing difficulties; eye irritation; chemical poisoning; liver damage; nerve and neurological disorders; cancers; reproductive health disorders such as male and female infertility

⁴⁶ IPEC: *Children in hazardous work: What we know, what we need to do*, ILO, Geneva 2011.

Tasks	Hazards	Injuries and potential health consequences
Using motorized or sharp farm tools	Tools in poor repair; lack of safety features; sharp blades; heavy weights; loud noise; vibrations; faulty power supply; poor ventilation	Amputation of fingers, toes and limbs; noise-induced hearing loss; eye injuries and blinding; electrocution; carbon monoxide poisoning
Driving tractors or other farm machinery	Vehicle or machine in poor repair; lack of safety features; fast-moving blades; moving belts; uneven ground or mud	Severe injury or death from vehicle collision or overturned tractor; lost finger or limb from standing too close to moving part; pulled into or underneath machinery
Outdoor work generally	Exposure to extreme weather; sun; insects; wild animals; parasites; lack of drinking water	Frostbite, sunstroke and other thermal stresses; dehydration; snake and other bites; malaria and mosquito-borne diseases; illness from drinking stagnant or polluted water

List of common fishing tasks, hazards and potential consequences

Tasks	Hazards	Injuries and potential health consequences
Sorting, unloading and transporting catches	Heavy loads; large machines with moving parts	Joint and bone deformities; blistered hands and feet; back injury; muscle injury; amputation of fingers, toes and limbs; noise-induced hearing loss
Cooking on fishing vessels	Sharp blades; stoves in poor repair	Cuts; burns
Diving for various aquatic species, to free snagged nets, or to scare fish into nets	Deep water; dangerous fish; boat propellers; fishing nets; entanglement	Drowning; hypoxia; decompression sickness; emphysema; bites or stings from fish; hearing loss from ear infections or rapid pressure change
Fishing at a rapid rate; pulling fish onto boat	Heavy loads; sharp objects	Blistered hands and feet; lacerations; back injury; muscle injury; fish poisoning
Cleaning fish and shellfish; processing, smoking or selling fish	Sharp tools; long hours standing or bending	Blistered hands and feet; lacerations; backaches and other musculoskeletal strains and disorders; exhaustion
Repairing nets, vessels	Sharp or heavy tools	Blistered hands and feet; lacerations
Tending aquaculture farms	Disease control compounds; mosquitoes	Injury from falls; drowning; malaria or dengue; pesticide poisoning
Work on boats and water in general	Crowded conditions; deep water; polluted water; slippery walkways; fumes and other odours; loud equipment; lack of drinking water; long hours	Drowning; hypothermia; nausea; claustrophobia; schistosomiasis; guinea work and similar parasitic infections; broken bones and head injuries from slips; physical or emotional abuse; exhaustion; hunger; dehydration
Long periods at sea on boats or fishing platforms	Sexual abuse; intimidation; exposure to temptation or enticement to engage in adult behaviours	Sexually transmitted diseases; alcoholism, drug use and smoking; diminished sense of self-worth

Evaluation form

This evaluation form enables the children to think about the activities they participated in, the things they learned, and the resulting changes in their behaviour. At the same time, it enables the activity leader to assess the results of the module activities. Take time to go through the questions with the children to make sure the meanings are clear. Allow plenty of time for the group to think about the questions and complete the form.

The following evaluation form is anonymous. It can be photocopied and given to the children at the end of the module (or at another opportune moment).

1. Which of the module activities did you find the most enriching (in other words, the most instructive and stimulating)?

2. Were there activities from which you think you learned little or nothing?

3. Have the module activities changed your attitude towards children who work in agriculture?

4. Have the module activities changed your behaviour in any way (in other words, have they changed the way in which you will react to certain situations)?

5. Are you happy about the way you participated in group activities?
Could you have participated more?

6. Have you passed on your new knowledge about child labour to other people?
If so, in what way?

7. How will you use what you have learned from this module in the days ahead?

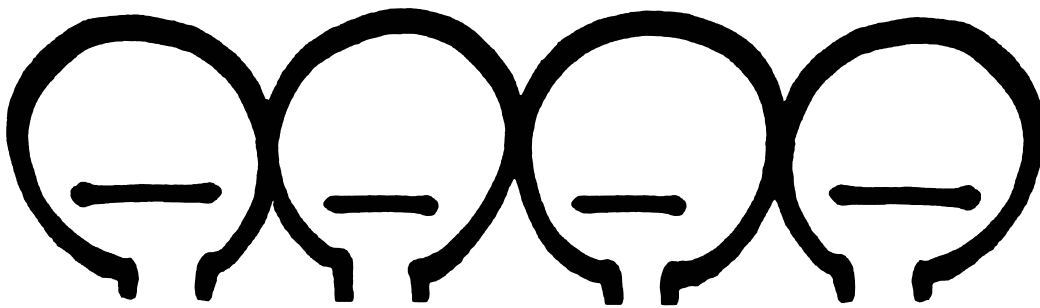
8. Do you think you have learned and understood enough to change the attitudes and
behaviour of other people regarding child labour in agriculture?

9. Is there anything you would like to know more about or understand better?

10. Is there anything that could be done to improve the activities in this module?



Stop child labour!



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