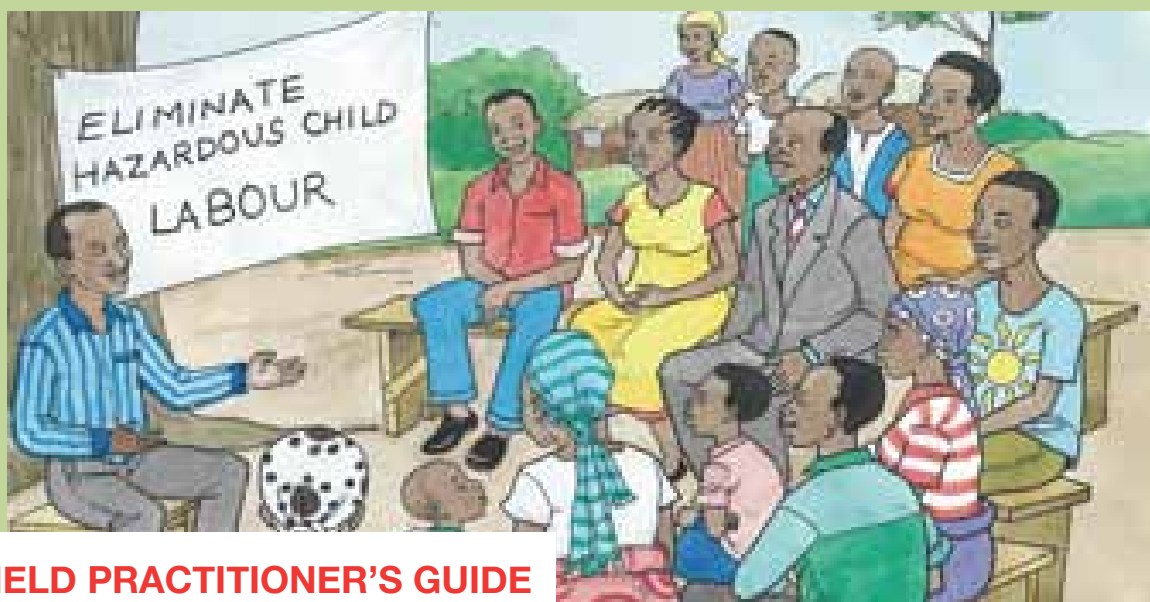


Understanding, Identifying, and Eliminating Child Labour in Tobacco Growing



A FIELD PRACTITIONER'S GUIDE

Eliminating Child Labour in Tobacco Growing Foundation
14 rue Jacques-Dalphin
1227 Carouge, Geneva
Switzerland
www.eclt.org



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Acronyms

| | |
|--------------|---|
| AIDS | Acquired Immunodeficiency Syndrome |
| UNCRC | United Nations Convention on the Rights of the Child |
| CSR | Corporate Social Responsibility |
| ECLT | Eliminating Child Labour in Tobacco Growing Foundation |
| FAO | Food and Agriculture Organization |
| GAP | Good Agricultural Practices |
| GTS | Green Tobacco Sickness |
| HIV | Human Immunodeficiency Virus |
| ILO | International Labour Organization |
| NAP | National Action Plan on the Elimination of Child Labour |
| NGO | Non-governmental Organization |
| OSH | Occupational Safety and Health |
| PPE | Personal Protective Equipment |
| STD | Sexually Transmitted Disease |
| UN | United Nations |
| WFCL | Worst Forms of Child Labour |

Foreword

The issue of child labour in supply chains has moved onto the agendas of governments, trade unions, activists, the media, and investors as never before. Companies are expected to respect and protect the rights of children. Companies that are associated with the use of child labour can face damage to their reputations, legal and financial liability, and shareholder disappointment.

Throughout the world, approximately 215 million children work, many of them full time. They do not go to school, and have little or no time to play. Many do not receive proper nutrition or care. They are denied the chance to be children. More than half of them are exposed to dangerous practices such as work in hazardous environments; slavery or other forms of forced labour; illicit activities, including drug trafficking and prostitution; and involvement in armed conflict.

According to the International Labour Organization (ILO), about 60 percent of all child labour occurs in agriculture. In areas where tobacco is the predominant crop, children work in tobacco fields—alongside their parents on family farms or as hired hands. Without proper education, these rural boys and girls are likely to be the poor parents of tomorrow, and the cycle of poverty will repeat.

Child labour is associated with an enormous cost for the children and for society, as it keeps them out of schools and hampers the healthy development of their minds and bodies. In the case of tobacco, many rural girls and boys participate in planting and weeding, spraying pesticides, harvesting, transporting, and curing tobacco leaves. The majority of these children contribute to family enterprises, but others are separated from their families to work as migrant child labourers on tobacco farms far from their homes. Some children become bonded labourers, working to pay off family debts.

Children's rights to protection are clearly anchored in human rights law and universally agreed upon by states, companies, and individuals. Many tobacco companies have realized that situations on tobacco farms often stand in sharp contrast to the companies' good agricultural practices (GAP) as they relate to children's right to protection. The response has been a major and rapid increase of interest in what is termed corporate social responsibility (CSR). Through CSR initiatives, tobacco companies have introduced voluntary codes of conduct, initiatives, and standards, and have pledged to work towards the elimination of child labour throughout their supply chains.

WHY FIELD PRACTITIONERS?

Leaf technicians in tobacco companies, labour inspectors, non-governmental organization (NGO) field personnel and government extension workers—among other anti-child labour practitioners—act as a link between their organizations and the farmers who produce the tobacco leaves. Field practitioners have a crucial role to play because they ensure that producers comply with the child rights principles their organizations promote; and where they note infringements, field practitioners see that immediate remedial action is taken.

To perform their duties effectively, it is important that field practitioners learn to do the following:

- Distinguish between child labour and work that is acceptable for children to perform.
- Understand the various reasons why children are working in tobacco growing today.
- Analyse hazards and risks to working children.
- Work with other stakeholders to reduce or eliminate the worst forms of child labour in tobacco growing.

AIM OF THE GUIDE

The guide is intended to provide field practitioners with knowledge, skills, and tools that prepare them to monitor and assist tobacco farmers in organizing their work in such a way that children are not engaged in child labour and hazardous work in tobacco growing. Therefore, the guide aims to:

1) Provide the field practitioners with knowledge on the following:

- What child labour is, and what it is not.
- Assessing common hazards and risks in tobacco growing and how to manage them.
- Effective strategies to combat child labour in tobacco growing.
- The roles and responsibilities of stakeholders—including tobacco companies, farmers, and field workers—in combating child labour in tobacco growing.

2) Provide field practitioners with skills and tools to do the following:

- Help tobacco-growing farmers understand work that children can and cannot do on tobacco farms and fields.
- Conduct a risk assessment and help tobacco farmers minimise hazards and risks to children working in tobacco growing.
- Identify key stakeholders that can support them in identifying and managing child labour risks in tobacco-growing areas.

The ECLT Foundation hopes that field practitioners will find this guide useful and that they will adapt it to the needs and peculiar circumstances of their environments. By disseminating this guide to tobacco companies, NGOs, implementing partners, agricultural colleges, and other networks, the ECLT Foundation is able to reach many more countries, communities, and tobacco farmers than would otherwise be possible for a foundation of its size and capacities.

Child labour is a complex phenomenon. A solid understanding of its manifestations, causes, and consequences will enable farmers, unions, NGOs, governments, and tobacco companies to deal with child labour in tobacco growing in a sustainable manner.

Working together, we can reach our goal of eliminating child labour in tobacco growing.

ECLT Foundation, 2012

About the Field Practitioner's Guide

The guide is divided into three technical chapters: understanding and identifying child labour, identifying hazards and risks, and eliminating child labour. Each chapter follows the same structure for ease of access:

It starts with a box summarising the key learning points that are covered in the chapter.

It ends with a technical overview and discussion. The overview and discussion are written to reflect the specific situation in tobacco growing to the extent possible (i.e., where information is known and where a problem exists). In addition, the overview and discussion address relevant situations in the agricultural sector and/or child labour in general.

Finally, **Questions for Self-Assessment** appear at the end of each chapter.

CHAPTER 1:

UNDERSTANDING CHILD LABOUR. The first chapter defines the concepts related to child labour and the international frameworks that safeguard children's rights in the world of work. It also provides a brief overview of the size and nature of child labour globally, in agriculture in general, and in tobacco growing in particular. The chapter discusses the reasons why children are working and the factors that contribute to supply and demand of child labour. It answers questions such as:

- What is child labour? What is hazardous child labour?
- Is all work bad for children?
- How many children are involved in child labour in the world today, and which geographical and economic sectors are most affected?
- What is the current situation regarding child labour in tobacco growing?
- Why are children working in tobacco growing, and what is the impact of child labour?

CHAPTER 2:

IDENTIFYING HAZARDS AND RISKS. The second chapter focuses on the hazards in tobacco growing and elaborates on how to manage hazards so that tobacco-growing farmers—children as well as adults—don't fall victim to work-related accidents, illnesses, and diseases. The chapter addresses questions such as:

- What are the hazards involved in tobacco growing?
- What are the health risks from these hazards?

- Why are children more vulnerable to hazards than adults?
- How can risks associated with tobacco growing be managed?

CHAPTER 3:

ELIMINATING CHILD LABOUR. The last chapter describes the main strategies that are being used globally to combat child labour in tobacco growing: prevention, withdrawal, and protection. It elaborates on the roles and responsibilities of the main stakeholders with a focus on tobacco companies, field workers, and tobacco farmers. It also addresses the role of other stakeholders such as the government, workers' and employer's organizations, NGOs, international agencies, and others. It answers questions such as:

- What interventions can be undertaken at the national and local levels to address child labour in tobacco growing?
- What are the roles and responsibilities of tobacco companies, field workers, and farmers?
- Which other stakeholders have a role to play to eliminate child labour in tobacco growing?

HOW TO USE THIS GUIDE

The guide is intended for self-learning rather than a tool for conventional training (like an indoor training workshop).

After reviewing the technical content of the guide, the reader should answer the Questions for Self-Assessment at the end of each chapter. Because the answers depend on the national and local contexts where field workers are employed, the guide does

not include answers. The questions are designed to be analytical and will require the reader to reflect on the theoretical content in the chapter. In some cases, the questions require the reader to do additional fact finding by contacting the Ministry of Labour in their respective countries and search the Internet.

The guide also includes a number of exercises that practitioners can conduct together with tobacco farm owners/managers and their workers. These exercises are designed to help practitioners transfer the knowledge that they have gained from studying the guide to the tobacco farmers.

It is recommended that practitioners study the guide at the same time as they perform their regular full-time work. Studying issues of child labour while conducting parallel visits to tobacco farms where children are working may help practitioners better understand the issues of child labour.

Practitioners should be allowed to set aside the equivalent of one full workday per week over a six- to eight-week period to study the guide. During this period, practitioners should complete all questions provided in the guide.

Chapter 1: Understanding Child Labour

When learning about child labour, it is important to first understand *what* child labour is—and *what it is not*—according to international laws and universally accepted definitions. Because international laws on child labour are the basis for national legislation, they determine what type and amount of work children of different ages are allowed and not allowed to do.

Section 1.1 defines child labour. **Section 1.2** provides a short description of the global child labour situation and the situation in agriculture and tobacco growing. **Sections 1.3** and **1.4** discuss the reasons why children are working in tobacco growing, along with the impact that entering the labour market at too early an age can have on working children and society at large.

Key Learning Points

Child labour is defined based on a child's age, conditions under which the work is performed, and the hours and nature of activities performed. Child labour is work that interferes with compulsory schooling and damages the child's moral, health, and personal development.

- **Minimum age for employment** is typically set at 15 years, and 14 years in developing countries. For work considered hazardous by national authorities, the minimum age for employment is 18 years.
- Children aged 13-14—or in the case of developing countries 12-13 years of age—are allowed to do **light work**. Light work is described as work that does not interfere with full-time schooling or harm their health and development.
- **Not all work is child labour.** Low-risk or non-hazardous activities in family farming—for children of the ages prescribed in the bullets above—can be positive for children as it helps them to learn a trade, develop social skills, and contribute to household income.
- **Child labour is a serious global problem.** 215 million children are involved in child labour today and about 60 percent of them work in the agricultural sector, including tobacco growing.
- **Girls** constitute a significant part of the agricultural workforce. They often have to combine work with domestic chores, even further reducing their educational opportunities.
- There are many reasons **why children are working**. Supply-side factors include poverty (often resulting in early marriage for children), lack of educational opportunities, discriminatory practices, cultural traditions, national disasters, conflicts, HIV/AIDS, and orphans compelled to contribute to household income. Demand-side factors include weak law enforcement, lack of sufficient labour supply, and family-based contractual arrangements.
- Child labour has **extremely high human costs and negative implications** for the achievement of broader national development.

1.1 WHAT IS CHILD LABOUR?

Child labour is a complex concept that is often misinterpreted and understood differently by different actors and in different geographical areas. There is, however, a framework of definitions that has been internationally accepted based on international laws.

According to the ILO's Minimum Age Convention (No. 138)¹ the term "child labour" applies to work that deprives children of their childhood, their potential, and their dignity, and that is harmful to their physical and mental development. It refers to work that:

- is mentally, physically, socially, or morally dangerous and harmful to children; and
- interferes with their schooling by:
 - depriving them of the opportunity to attend school;
 - obliging them to leave school prematurely; or requiring them to attempt to combine school attendance with excessively long and heavy work.

Convention No. 138 covers all work, regardless of whether or not it involves a contract or whether it is paid or unpaid. It also covers work within a family enterprise as well as work performed outside the family, and includes self-employment. Therefore, work done by children on family-owned tobacco farms as well as larger tobacco farms is covered by the minimum ages provided in ILO Convention No. 138, irrespective of whether the children are paid or not.

In its most extreme forms, child labour involves children being enslaved, separated from their families, exposed to serious hazards and illnesses, and/or left to fend for themselves on the streets of large cities—often at a very early age. Whether or not particular forms of work can be called child labour depends on the following factors:

- The child's age
- The hours and conditions under which it is performed
- The type of work performed

a. The child's age

Unless otherwise stated in national legislation, a child is defined as a person under the age of 18 years². Although many cultural traditions and personal characteristics could argue for a higher or lower age, the international community has determined that people under the age of 18 are children and have the right to special protection.

Convention No. 138 sets the minimum age for different types of work as follows:

- 15 years for ordinary, full- or part time work
- 18 years for hazardous work
- 13 years for light work

Hazardous work is simply defined as 'work which is likely to jeopardize children's physical, mental or moral health, safety, or morals'. In agriculture, hazardous work for children includes, for example, working long hours in the sun or in the cold, using sharp/dangerous tools, spraying pesticides or fertilisers that are toxic or irritant, carrying heavy loads, and working in very hot, dust- or smoke-filled tobacco barns. A more comprehensive discussion on the definition of hazardous work is given under (b) below.

Light work is defined as 'work that is not likely to interfere with full-time schooling or harm their health or development'. National law normally defines 'light work'. National laws or regulations may permit the employment or work of young people between 13 and 15 years of age if the work is (a) not likely to be harmful to their health or development; and (b) does not prejudice their attendance at school, their participation in vocational orientation or training programmes, or their capacity to benefit from the instruction received.

Convention No. 138 contains a number of flexibility clauses that are left to the discretion of the government or a 'competent national authority' in consultation with workers' and employers' organizations. The flexibility clauses mean there is no single legal definition of child labour across countries. One such example is that when ratifying Convention No. 138, developing countries can decide to set a lower age than the standard, as summarized in Box 1.

¹ <http://www.ilo.org/ilolex/cgi-lex/convde.pl?C138>

² United Nations Convention on the Rights of the Child (CRC), ILO child labour Conventions Nos. 138 and 182 etc.

Box 1: Minimum Age for Employment

| | The minimum age at which children can start work | Possible exceptions for developing countries |
|--|--|---|
| Hazardous work: Any work that is likely to jeopardize children's physical, mental, or moral health; safety; or morals should not be done by anyone under the age of 18. | 18 (16 when under strict adult supervision and when protective gear is provided) | 18 (16 when under strict adult supervision and protective gear is provided) |
| Basic Minimum Age: The minimum age for work should not be below the age for finishing compulsory schooling, which is generally 15. | 15 | 14 |
| Light work: Children between the ages of 13 and 15 may do light work, as long as it does not threaten their health and safety, or hinder their education or vocational orientation and training. | 13 | 12 |

According to international law, the following employment situations may be defined as child labour:

- Any work done by children under 12 years of age (13 years in developed countries).
- Any work other than light work performed by a child between 12 and 13 years of age (or 13-14 years for developed countries).
- Any hazardous work performed by a child under 18 years of age.

b. The conditions under which the work is performed

ILO Convention on the Worst Forms of Child Labour (No. 182)³ identifies four types of 'worst forms of child labour' and prohibits children under 18 years of age from being engaged in any of the four categories:

- All forms of slavery or practices similar to slavery, such as the sale and trafficking of children, debt bondage and serfdom and forced or compulsory labour, including forced or compulsory recruitment of children for use in armed conflict.
- The use, procuring or offering of a child for prostitution, for the production of pornography or for pornographic performances.
- The use, procuring or offering of a child for illicit activities, in particular for the production and trafficking of drugs as defined in the relevant international treaties.

- Work which, by its nature or the circumstances in which it is carried out, is likely to harm the health, safety or morals of children.

By definition, work in tobacco growing does not fall under categories a), (b), and (c), but it may—in a few exceptional cases—fall under category (a). For example, when tobacco is produced by slave labour or circumstances of debt bondage. Some elements of tobacco growing do, however, fall under category (d): hazardous work.

Categories (a) to (c) are often also called the 'unconditional worst forms of child labour', meaning that they must be eliminated wherever and whenever they occur, without exception. Category (d)—hazardous work—varies between countries and economic sectors. It is defined by governments, labour unions, and employers and is among those forms called 'conditional worst forms of child labour', meaning that it is up to the competent authorities to define exactly what work is hazardous work or what work is likely to harm the health, safety, or morals of children.

Recommendation No. 190⁴ of Convention No. 182 offers useful guidance on the conditions of work that make work hazardous:

- Work which exposes children to physical, psychological, or sexual abuse.
- Work underground, underwater, at dangerous heights, or in confined spaces.

³ <http://www.ilo.org/ilolex/cgi-lex/convde.pl?C182>

⁴ <http://ilo.org/public/english/standards/reim/ilc/ilc87/com-chir.htm>

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

Although not all activities/tasks associated with tobacco growing are hazardous, some are. Chapter 2.2 will discuss in detail which hazards and risks are linked to certain tasks in tobacco growing.

c. The hours and nature of work performed

In terms of time, the following children are considered to be involved in child labour (based on definitions for light work and basic minimum age for developing countries, see Box 1):

- Children under the age of 18 involved in the worst forms of child labour, regardless of time spent
- Children between the ages of 5 and 11 (or 12 years in developing countries) participating in any employment, regardless of time
- Children between the ages of 12 and 13 (or 14 years in developing countries) who perform light work for more than fourteen hours per week (two hours per day)
- Children between the ages of 14 (or 15 years in developing countries) to 17 performing non-hazardous work for more than 43 hours per week

Please refer to table 1 for a summary.

Table 1. Child labour with reference to age, nature of work, and hours worked

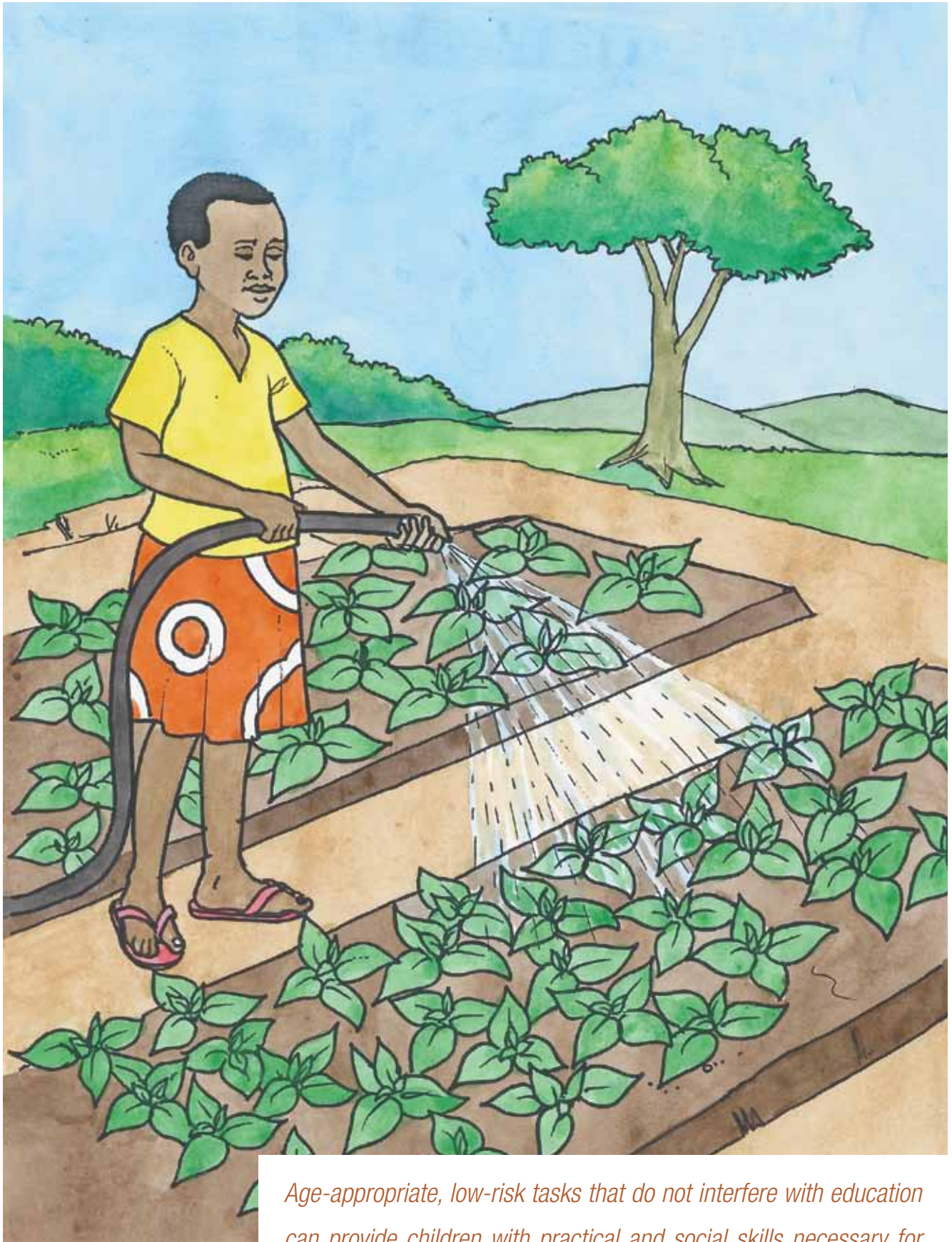
| Age group | | CHILDREN AND EMPLOYMENT | | | | |
|--|---|---|-----------------|--|---|---|
| | | (1) Work not designated by government as hazardous | | | (2) Worst forms of child labour (WFCL) | |
| | | (1a) Excluded forms of work | (1b) Light work | (1c) Other forms of work not designated as hazardous | (2a) Hazardous work | (2b) WFCL other than hazardous work |
| Children below the minimum age of employment | Children aged: 5-11 in developing countries 5-12 in developed countries | Non-economic activities, mainly unpaid household chores | | | Hazardous work in industries and occupations designated as hazardous, 43 or more hours per week in industries and occupations not designated as hazardous | Trafficked children, forced and bonded child labour, commercial sexual exploitation of children, use of children for illicit activities |
| Children within the range specified by government for light work | Children aged: 12-13 in developing countries 13-14 in developed countries | Work not designated as hazardous in activities included in the System of National Accounts (SNA) production boundary performed for less than 14 hrs. per week or 2 hrs. per day | | | | |
| Children at or above the general minimum working age | Children aged: 14-17 in developing countries 15-17 in developed countries | Work not designated as hazardous in activities included in the SNA production boundary for 14 or more hours per week, but less than 43 hrs. per week | | | | |



Permitted forms of work



Child labour to be eliminated



Age-appropriate, low-risk tasks that do not interfere with education can provide children with practical and social skills necessary for their development.

Is all work bad for children?

Not all work that children undertake in tobacco growing is bad for them or would qualify as child labour (under ILO C 138) or hazardous work (under ILO C 182).

On the contrary, performing non-hazardous tasks that do not interfere with education and leisure time is a normal part of growing up in a farming or rural environment. Many work experiences for children can be positive, providing them with practical and social skills that improve self-confidence and prepare them for work as adults. This is also true for those involved in tobacco growing.

The national legal framework in your country of operation

This guide has summarised the international legal frameworks on

child labour and how child labour is understood at the global level. However, given that there is no single legal definition of child labour across countries, it is crucial for all users of this guide to be aware of their own country's minimum age legislation, including definitions for light work and what is defined as hazardous work. This information can be found in the national labour legislation (commonly referred to as the Labour Relations Act or Employment Act). As the relevant international conventions have been ratified by a majority of the countries in the world (ILO C 138 and C 182 were ratified by 160 and 174 countries, respectively, by June 2011) it is likely that labour legislation in those countries has been revised to reflect the minimum ages specified in the conventions. Box 2 describes how the international legal framework is translated into national law.

Box 2: How Is the International Legal Framework Translated into National Law?

The definitions for child labour, hazardous work, and the worst forms of child labour given above are derived from international legal frameworks. But how do these international frameworks link to national laws and policy frameworks?

After the ILO and UN bodies have developed and adopted a convention, national governments are allowed to ratify them. Ratification of a convention results in a legal obligation for the State to apply its provisions into national law. This means that a country that ratifies ILO Conventions 138 and 182 has to revise its labour legislation to comply with the minimum ages given in Box 1 and develop a list of hazardous occupations in that country.

Ratification of a convention is voluntary, but governments that have ratified a convention are required to submit regular reports on how they comply with the convention; they have also agreed to allow the UN to monitor the situation through independent mechanisms.

1.2 THE CHILD LABOUR SITUATION TODAY

Recent global data on child labour⁵ shows that child labour is a serious problem that urgently needs to be addressed. Out of a total number of 1.586 billion children between the ages of 5 and 17, the ILO report estimates that:

- 306 million children are working. Some of them are doing work that is acceptable according to the ILO conventions and national law.
- 215 million children (128 million boys, 88 million girls) are doing work that is defined as child labour.

- 115 million children (74 million boys, 41 million girls) are involved in hazardous work.

In absolute numbers, the largest population of working children is found in the Asia-Pacific region (114 million), followed by sub-Saharan Africa (65 million) and Latin America and the Caribbean (14 million). However, in relative terms, sub-Saharan Africa presents the most alarming picture where 25 percent of all children aged 5-17 are working, compared to 13 percent in Asia-Pacific and 10 percent in Latin America and the Caribbean.

Although there are many similarities between girls' and boys' involvement in child labour, there are also important differences. It is

5 Accelerating Action Against Child Labour. Global Report on the follow-up to the ILO Declaration on Fundamental Principles and Rights at Work, International Labour organization, 2010.

important to understand what these similarities and differences are when addressing child labour problems, including those in tobacco growing, so that responses meet the needs of both genders. Box

3 summarises some of the differences between girls' and boys' involvement in child labour.

Box 3: Gender Dimensions of Child Labour

- Boys and girls are engaged in child labour. However, the number of girls may be underestimated due to the invisible and hidden nature of their work (such as domestic work and sex work).
- Many girls are paid less than boys for the same type of work and have less control over their income.
- Girls are often preferred as workers because they are often trained from early childhood to work hard and be obedient.
- Girls from poor families have less access to education, training, and other opportunities. If they go to school, girls often suffer the triple burden of housework, economic work, and schoolwork.
- Working mothers without access to childcare often take their children to work. These children will often start working from an early age onwards.
- If mothers work outside the home, older daughters are often kept at home to perform household duties.
- Women are underrepresented in formal and informal decision-making structures and processes.

Child labour in agriculture

Of all the sectors affected by child labour, the agricultural sector is the worst hit. Sixty percent of the 215 million child labourers, or almost 130 million girls and boys between the ages of 5 and 17 years, currently work in agriculture. Of these, some 70 million are involved in hazardous work. The second largest sector is services, with 26 percent of all child labourers, followed by industry with 7 percent⁶.

Children working in agriculture are particularly vulnerable for the following reasons:

- They are often denied access to education, especially in rural areas characterised by lack of schools, long distances to school, problems retaining teachers, etc.
- They become farm labourers at an earlier age than in other sectors. Rural children tend to begin work at 5, 6, or 7 years of age.
- Agriculture is one of the three most dangerous sectors in which to work, along with construction and mining⁷.
- The work that children perform in agriculture is often invisible;

they assist their parents or relatives on family farms or they do work under a quota system on larger farms.

- In many countries, agriculture is an under-regulated sector. This means that labour laws are often less strict.

Child labour in tobacco growing

Although no global study can provide the total number of children working in tobacco growing, several countries have conducted local studies. These studies show that child labour is still a big problem in tobacco growing (see Box 4 for country findings). This is partly because the whole family tends to be involved in the tobacco cultivation and harvesting process. For example, one research report on tobacco growing in an African country concluded the following⁸:

Children are usually not employed directly on the estates but work as part of the tenant family. When a tenant is employed on the estate he or she is employed as the head of the household and responsible for fulfilling the quota required by the estate owner. This quota cannot be grown unless the entire family of the tenant is involved in the growing of tobacco.

6 *ibid.*

7 Tackling hazardous child labour in agriculture: Guidance on policy and practice Toolkit, ILO 2006

8 Child Labour in the Tobacco Growing Sector in Africa. Report prepared by the Institute for Labour and Social Research for the IUF/ITGA/BAT Conference on the Elimination of Child Labour, Nairobi. 2000, p. 40, http://www.eclt.org/site/wp-content/uploads/2010/01/FAFO_Report.pdf



Children are involved in all stages of tobacco growing including hazardous tasks such as carrying heavy loads of tobacco leaves during harvest seasons.

It is also common for farmers to bring children in during peak periods, such as planting and harvesting, when they need extra hands⁹. This practice has a negative impact on children's education, as they are taken out of school during these periods.

Although national or local variations occur, children are directly involved in all aspects of tobacco growing, such as:

- Preparing nurseries and sowing seeds; transplanting seedlings; applying pesticides, fertilisers, and other chemicals; weeding; watering; and harvesting.
- All activities of the curing process including building curing

sheds, cutting and carrying poles and firewood, hanging leaves on tiers in barns ceilings, and keeping the fire.

- Tying dried leaves in bundles, transporting them to the market, and selling them.

⁹ *ibid*, p. 39.

Box 4: Child Labour in Tobacco Growing—Findings from Country-Specific Research

A 2008 ECLT baseline survey¹⁰ covering two tobacco-growing districts in Malawi (Suza in Kasungu district and Katalima in Dowa district) found the following:

- Sixty-three percent of children of tobacco-growing families and 51 percent of non-tobacco-growing families were involved in child labour.
- Among those involved in child labour, 12 percent of children were injured or sick because of work, 24 percent were exposed to hazardous work (carrying heavy loads, work causing injuries/sickness, application of chemicals, working more than 43 hours per week), and 8 percent were out of school because of work or their schooling was affected by work. This percentage was 10 percent for 6- to 14- year-olds from tobacco-growing families (14 percent among 12 to 14-year-olds).

A 2008 ECLT survey¹¹ conducted in five areas in the Philippines (Alcala in Pangasinan, Balaoan in La Union, San Emilio in Ilocos Sur, San Juan in Ilocos Sur, and Pinili in Ilocos Norte) found that:

- Child labour was more prevalent among tobacco-growing families. Sixty-eight percent of children in tobacco-growing families were involved in activities indicative of child labour, compared to 40 percent in non-tobacco-growing families.
- Children in tobacco-growing families worked an average of 14 hours per week in the low tobacco season and more than 19 hours per week in the high season. On average, 13-15-year-olds worked 27 hours a week during the high season.
- Among tobacco farmers' families 24 percent of children were exposed to the worst forms of child labour.

A 2006 ECLT survey¹² conducted in Mozambique found that:

- Eighty percent of the tobacco-growing households had children working on tobacco farms.
- Half of the working children ages 15 to 17 performed all tobacco-related activities during the crop season, and three-quarters children ages 6 to 14 (74.6 percent) only occasionally performed some tobacco-related tasks.
- Eighty-one percent of children ages 6 to 14 and 63 percent of children ages 15 to 17 were attending school. On average, it took 10 years for children to reach level 5. Dropout was an important problem, and many children were not able to complete the basic education level.

1.3 WHY ARE CHILDREN WORKING?

When asked why they think some children start to work at too early an age, many people answer 'because they are poor'. It is true that poverty is an important factor, but it's not the only explanation. In some poor countries child labour is very common, while in other equally poor countries it is not. Other important factors are also at play. These factors can be divided into 'supply' and 'demand' factors.

Common supply factors:

- **Poverty.** Poverty is common in subsistence farming as well as commercial agriculture, including tobacco growing. For some families, child labour is the only way to generate enough income to meet day-to-day needs. Some families resort to

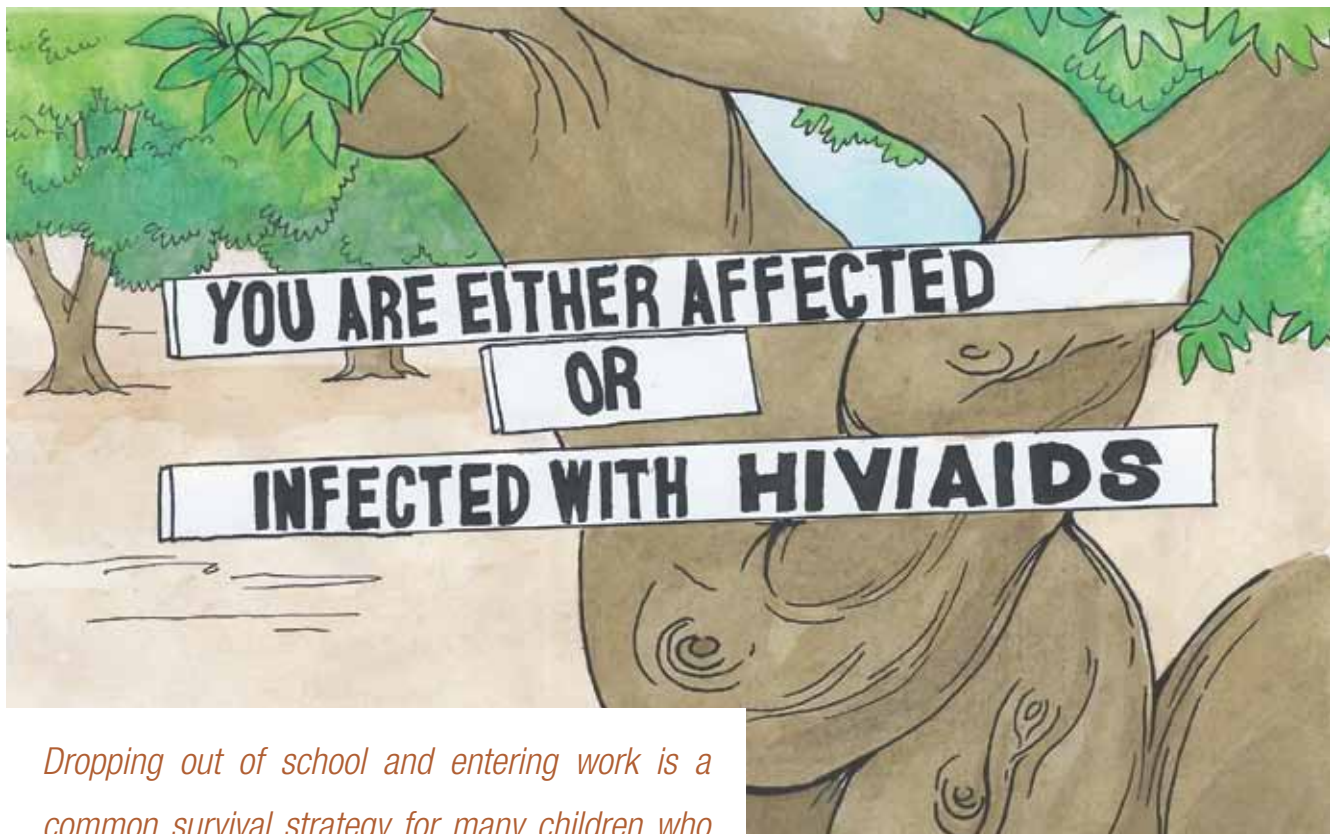
selling young girls into marriages to pay the bills or feed the rest of the family.

- **Lack of access to education.** When children are not in school, they are often working. Rural areas often have lower enrolment and higher dropout rates than urban areas. In general, rural areas have fewer schools, fewer teachers, and longer distances for children to walk to school. Other children are not in school because their parents (or they themselves) do not see the importance of education. Even if education is free, many other costs are involved—such as materials, books, uniforms, meals, etc.—which many households

¹⁰ A summary of the findings of the Baseline survey on child labour in Malawi, ECLT, 2008 can be found on <http://www.eclt.org/about-child-labour/agriculture-and-tobacco>

¹¹ A summary of the findings of the Baseline survey on child labour in the Philippines, ECLT 2008, can be found on <http://www.eclt.org/about-child-labour/agriculture-and-tobacco>

¹² Baseline survey on child labour in Mozambique, www.eclt.org/what-we-do/research/child-labour-in-small-tobacco-farms-mozambique, ECLT, 2006.



Dropping out of school and entering work is a common survival strategy for many children who have lost their parents to HIV/AIDS.

cannot afford. Some children work so they can pay for their own or a sibling's education.

- **The HIV/AIDS pandemic.** In many African countries, HIV/AIDS contributes to child labour. When the parents die, many children are left to survive by themselves. Farm work is often the only way for these children to earn enough food or money to survive. Families often take in orphans from family members but cannot afford schooling or food for them, so the orphans are left with no option than to work for their keep.
- **Family or cultural traditions.** Sometimes parents bring their children to work as a way for them to learn an occupation. If the parents are involved in hazardous work, it is very likely that their children will do the same work.
- **Other factors impacting the family.** Other factors such as natural disasters, conflicts, and discriminatory policies often have negative impacts on families' economic situations and force them to withdraw their children from school and place them in economic activity.

Common demand factors:

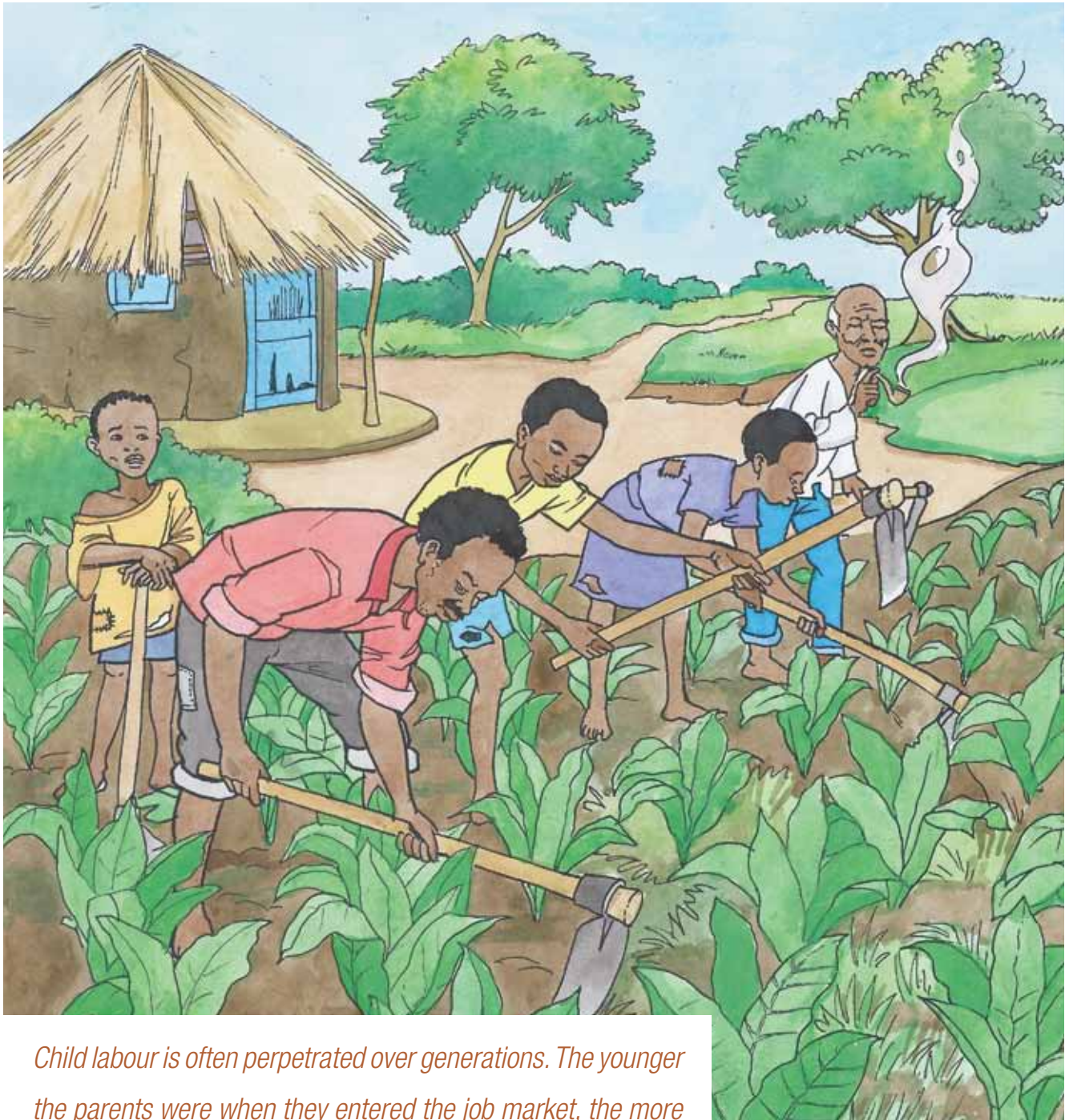
- **Children are perceived as cheap and obedient workers.** Children are often paid less than their adult co-workers. Children, particularly girls, are also often considered to be more obedient and more willing (or too young to understand) to accept bad working conditions than older workers. Dishonest employers looking to save some money often use cheap child labour in order to compete.
- **Lack of or non-enforcement of laws.** Compared to other economic sectors, agricultural workers are often less protected by national laws, and the laws that do exist are enforced less often. These factors lead to increased use of child labour.
- **Lack of workers.** Because labour needs in agriculture vary depending on the season, children (often offspring of the regular workers) are brought in to help out during peak times, such as planting and harvesting, when it is difficult to find adult workers.
- **Contractual arrangements.** In some cases, families who are working as hired hands on larger plantations are paid per quota or piecework based on family units. This arrangement puts a lot of pressure on parents to involve their children.

1.4 THE IMPACT OF CHILD LABOUR

In Section 1.1, it was explained that not all work is bad for children. This is also true for boys and girls working in tobacco growing. However, when the tasks are too heavy for children's growing bodies, prevent them from attending school, or expose them to hazardous chemicals, it is child labour, which is harmful for children as well as the society at large. Child labour has a number of impacts, detailed below.

- **Impact on children's health and safety.** Heavy farm work, use of sharp tools, contact with chemical fertilisers and pesticides, and sheer exhaustion from long working days can impact negatively on children's health. Some of the hazards have an immediate risk (i.e., being bitten by snakes when working in the field), while others have health consequences that develop later in life (i.e., immunological effects and cancer from use of pesticides). Chapter 2 discusses a number of hazards and risks specific to tobacco growing.
- **Impact on children's education.** How much time a child spends working versus in school is a decision that will have implications for his or her future. Some children enrol in school, attend full time, and limit work to holidays. Others never enrol in school due to work. Most children, however, combine schooling with work. Children who never enter school have the worst outcomes; they are denied the benefit of education altogether. Children who combine work with school often demonstrate poor academic performance compared to non-working peers, as they may be too exhausted from work to pay attention and have little time for homework.
- **Impact on children's ability to choose employment in the future.** Children who are not able to complete primary education or who graduate with poor grades have difficulty finding good jobs. Instead, they often face unemployment, unpaid family work, or low-paid, insecure work in the informal sector, which offers limited opportunity for upward advancement.
- **Impact on family poverty over generations.** Child labour is not only a result of individuals' choices here and now: It is often inherited. Studies have shown that the younger the parents were when they entered the job market and the lower their educational attainment, the more likely it is that their children will work at a young age as well. Because child labourers are more likely to grow up to become poor adults and then poor parents, they are more likely to have to depend on their children's work to sustain their households. This is how the child labour-poverty cycle is repeated.
- **Impact on national development.** Although it is difficult to quantify in monetary terms¹³, child labour—including child labour in tobacco growing—has a negative impact on national development. Children who grow up with low levels of education will not be able to contribute to their country's growth as adults as much as those with higher education levels. In a similar way, children whose health has been compromised by their work are not likely to contribute as much as they could to the economic development of their countries, due to illness and disability.

¹³ Attempts have been made, however. See, for example, *Investing in Every Child, An Economic Study of the Costs and Benefits of Eliminating Child Labour*, ILO, 2003.



Child labour is often perpetrated over generations. The younger the parents were when they entered the job market, the more likely is it that their children will become child labourers.

Questions for Self-Assessment (Chapter 1)

- 1) Study the various definitions related to child labour. How do they apply to children working in tobacco growing? Do you see any particular problems in relating them to tobacco growing? Is all work in tobacco growing bad for children?
- 2) Study Box 3 on the key gender differentials in child labour. According to your experiences and observations, do these apply to child labour in tobacco growing in your country? Please elaborate your answer and specify a few issues that apply and a few that do not.
- 3) Discuss the definitions of child labour given in chapter 1 with the owners and workers of five tobacco farms that you regularly visit. Do they agree with these definitions? What are the issues and questions they raise with regards to the definitions, and how can you respond to them?
- 4) Has any national child labour survey been undertaken in your country? Is there any other country-specific information available on the child labour situation in general—in the agricultural sector or in tobacco specifically—that you can access? Summarize the national child labour situation in your country based on these sources, if available.
- 5) Gather information on legislation regarding child labour (e.g., restrictions on the work children may do, minimum age requirements, etc.) in your country. Ask your supervisor to find out if your country has ratified the ILO Conventions 138 and 182 and the UNCRC. To what extent does your national legislation conform to these conventions?

Note: Some of the information you need to answer these questions is not available in the guide. Contact your Ministry of Labour, or try finding information on the Internet.

Chapter 2: Identifying Hazards and Managing Risks to Children in Tobacco Growing

It is clear that children below the minimum age—14 or 15 (depending on national legislation)—who are not able to keep up with their education, work long hours, or do hazardous work in tobacco growing are defined as child labourers. But to what extent is work in tobacco growing a hazardous occupation for children under 18?

This chapter answers that question by providing a detailed assessment of the many hazards and risks that children are exposed to when

working in agricultural activities, particularly tobacco growing. This information should be complemented or cross-checked with your country's national hazardous occupations list, if one is available. The chapter also explains why some tasks are more hazardous for children than adults. As a field worker, you will be responsible for assisting farmers in identifying and assessing hazards and devising strategies and methods to manage the associated risks. The last part of this chapter explains how to do so.

Key Learning Points

Agricultural practices of any kind can involve hazardous tasks. Tobacco growing is no exception, and hazards and risks to workers' safety and health should be identified and assessed on an ongoing basis.

- Applying chemicals, especially pesticides, without information, training, and appropriate safety and health measures is among the most hazardous tasks children can perform in tobacco growing. Even with information, training, and appropriate safety and health measures, children are not able to assess hazards in the same way that adults can and are much more prone to accidents.
- Some health and safety problems (such as cancers and allergies) do not develop until children become adults. This must be factored in when considering the effects of child labour.
- Knowing the hazards and risks in tobacco growing is not sufficient to protect workers. It is also important to know how to manage them so children do not fall victim to work-related accidents, illnesses, and diseases.

2.1 UNDERSTANDING HAZARDS AND RISKS

When discussing hazards it is important to understand the distinction between hazard and risk. A hazard is anything with the potential to do harm. A hazard can be work materials, substances, work methods, or practices that have the potential to cause harm, injury, disease, or death to people or that have the potential to damage the environment.

A risk is the likelihood of potential harm from that hazard being realized. It is the likelihood that a hazard will result in injury or illness to people or the environment, or damage to property or equipment. Hazards and the risks associated with them are everywhere, but when people are aware of them, they can take measures to minimize or eliminate risk.

Risk = severity of harm x probability of harm

A hazard does not necessarily put you at risk; while a risk, per definition, always does.

Example 1:

When you walk up or down a staircase, it is possible that you will fall, but the likelihood is that you will not. Stairs are a hazard: The likelihood of injury is known as the risk. The stairs—if correctly constructed—are not dangerous.

Example 2:

One hazard with using sharp tools for topping and suckering the tobacco plant is that you can hurt yourself. The risk is high if the worker is young and has less developed skills and experience. If however, the worker is older, well rested, experienced, and trained, the risk will be lower.

2.2 HAZARDS IN AGRICULTURE

Children (and adults) working in agriculture, including tobacco growing, are exposed to a number of hazards and risks on a daily basis. Workers are aware of some of them, like the hazards and risks of using sharp cutting tools and dangerous chemicals. Many other hazards and risks have health implications that are more difficult to link to specific tasks in tobacco growing. Consequences of some health and safety problems do not develop until many years later, such as long-term musculoskeletal problems from having carried heavy loads or developing cancer from exposure to pesticides. This chapter will discuss a number of hazards in agriculture, including tobacco growing, and will elaborate on their risks. The following is a list of hazards in alphabetical order:¹⁴

Badly designed tools, machines, and workstations. Without the application of ergonomic principles, tools, machines, equipment, and workstations are often designed without giving due consideration to the fact that people are different heights, shapes, and sizes—and have different levels of strength. Women workers have suffered particularly in this regard. Similarly, there are mismatches between the size of adolescents and the dimension of equipment or machinery designed for adults. Traditional agricultural tools and methods, in particular, require high human energy input and are designed for

adults. Children's safety and health is compromised because their physical proportions, working capacity, and limitations are not taken into consideration when designing work methods, tools, and equipment. Children who use hand tools designed for adults run a higher risk of fatigue and injury. When personal protective equipment does not fit children, they have to work without it or use ineffective alternative devices, such as handkerchiefs to cover their noses and mouths.

Bites, scratches, stings, and thorn punctures. Disease can enter the body through damage to the skin caused by bites, scratches, stings, and thorn punctures. These abrasions/wounds can become infected if not cared for and treated. They increase the likelihood exposure to diseases such as tetanus, which can only enter the body through a wound. As in many other agricultural activities, children often work barefoot in tobacco fields and are exposed to cuts, bruises, skin disorders, and water-borne diseases. Children may also be bitten by snakes or stung by spiders, scorpions, bees, and other insects, and even attacked by wild animals.

Climate and geography. Like in many other agricultural activities, children working in tobacco growing may be exposed to extreme temperature and climatic conditions. These range from cold mornings and evenings to very hot middays and humidity during heavy rains and droughts. Conversely, they may be exposed to cold, often wet,

14 This section is largely derived from Tackling hazardous child labour in agriculture: Guidance on policy and practice toolkit. ILO, 2006.



Tools designed for adults are most likely too heavy and too large for children and are likely to cause fatigue and injury.

conditions in temperate zones, and in even in tropical zones at high altitude. Studies on the effect of heat exposure on workers' health have shown that temperatures that differ even minimally from the comfort zone tend to increase the risk of accidents. Risks in these environments include heat stroke, excessive sun exposure, dehydration, and colds. Heat may lead to dehydration because of sweating, and can cause exhaustion, cramps, and fainting. Working in humid or wet conditions may result in foot rots and other skin conditions. Exposure to the sun causes burning and redness on the exposed parts of the skin. Long-term exposure to the sun leads to premature ageing of the skin and increased likelihood of skin cancers.

Cutting tools. Machetes, knives, spades, hoes, and other sharp tools are used in many agricultural activities, including tobacco growing. These tools are used to prepare land for planting, weeding, etc. These tools may cause injuries ranging from minor cuts to the loss of body parts. Repetitive and forceful actions associated with cutting and hoeing can also harm children's musculoskeletal development.

Diseases (biological hazards). A wide range of diseases result from agricultural work, including tobacco growing. The type of diseases that child and adult agricultural workers are at risk of contracting depends on the types of organisms they are exposed to, the geographical region in which they live (tropical, temperate etc.), the general environment in which they work and live, and the general health status of the individuals, including the degree of malnutrition. Occupational diseases are acute or chronic illnesses that arise from the inhalation, absorption, ingestion of, or contact with harmful materials or organisms in the workplace and immediate environment. Diseases can be contracted through routine exposures such as contact with animals (including insects, mites, parasites, etc.), contaminated plant material, crop dusts, or contaminated water or soil. Some of the types of diseases include:

- **Allergic respiratory diseases.** In tobacco growing, respiratory diseases resulting from the development of allergic reactions to crop dusts (dusts containing organic matter) are widespread. Plant material usually causes disease when people inhale very fine vegetable dust into the respiratory tract. Vegetable matter may itself contain biologically active compounds such as histamines and acetylcholine. In addition to vegetable matter, these dusts may contain biological contaminants such as bacteria or moulds, or even storage mites. Pesticide residues may also be present. The two main

allergic-type respiratory diseases caused by exposure to organic dust are occupational asthma and extrinsic allergic alveolitis (inflammation of the lungs). In the case of both asthma and alveolitis, once an individual has been sensitised to a particular allergen (any substance that can cause an allergy), specific cellular changes occur so that, after a period of latency, further contact results in an acute allergic reaction. Many allergic sensitizers have a gradual effect that appears only weeks or even years after exposure started (even in adulthood, in the case of child labourers). Avoiding serious damage to health means removing the sensitised person from further exposure to the allergen. If exposure is allowed to continue, the respiratory symptoms will become progressively worse and may result in chronic lung disease, and may even become life threatening.

- **Skin diseases.** The most common type of agriculture-related skin disease is irritant contact dermatitis. Acute contact dermatitis is characterised by skin reddening (erythema), swelling (oedema), pimples (papules), vesicles, or blisters. It is especially localised on the hands, wrists, and forearms. The chronic form can have deep fissures, thickening and hardening of the skin (lichenification), and severe dryness (xerosis). It can be incapacitating and even irreversible. Irritant contact dermatitis can be caused by crop dust; vegetable and bulb plants; substances such as pesticides, motor/machinery oil and grease; and degreasing solvents associated with farm work. Fungal infections may be directly contracted from infected animals or developed in areas of skin maceration.



Acute contact dermatitis caused by crop dust, pesticides, and solvents, for example, is characterised by skin reddening.

Maceration results from humidity and heat, contact with sugar from fruit, and excessive perspiration due to the use of waterproof clothing such as rubber boots and gloves. Such lesions are often difficult to treat, take a long time to cure, and are contagious.

The skin can also be a medium for absorbing harmful substances into the body. Acute nicotine poisoning, a condition also known as Green Tobacco Sickness, see Box 5, is perhaps the most relevant example.

Box 5: Green Tobacco Sickness

Green tobacco sickness (GTS) is an occupational poisoning that can affect workers who cultivate and harvest tobacco. It occurs when workers absorb nicotine through the skin as they come into contact with leaves of the mature tobacco plant. GTS is characterised by nausea, vomiting, headache, muscle weakness, and dizziness.

Several factors place tobacco workers at risk for GTS. The tobacco plant itself is the source of the biohazard, unlike other crops where hazards, such as exposure to pesticides, are external to the plant. Thus, an inherent risk in cultivating tobacco may not be obvious to children or those familiar with other agricultural products like fruits and coffee. Second, residual moisture or water on the surface of the tobacco leaf significantly increases risk of GTS. Moisture on tobacco leaves from dew or rain may contain as much as 9 mg of dissolved nicotine per 100 mL of dew, roughly equivalent to the nicotine content of six average cigarettes. On a humid day, especially after a recent rain, the average field worker may be exposed to as much as 600 mL of dew. Third, tolerance to nicotine, usually in long-term cigarette smokers, is believed to develop with chronic exposure. Since children are less likely to have an established smoking habit than adults, they are less likely to have developed tolerance to nicotine. Finally, some varieties of tobacco are harvested in a way that requires close and prolonged contact between skin and the plant, increasing the risk for GTS.

Of the tasks involved in tobacco production, two in particular raise a worker's risk for GTS: topping and harvesting. Children frequently perform both tasks. GTS is caused by dermal absorption of nicotine that has dissolved in water on the surface of the tobacco leaf. Physical exercise and high ambient temperatures can increase absorption of nicotine, thereby increasing plasma nicotine concentrations by 30 to 45 percent. The combination of high temperatures and hard physical labour shunts blood to the skin to help lower body temperature. The resultant increase in surface blood flow also significantly increases dermal absorption of nicotine.

Children may be especially vulnerable to GTS because their body size is small relative to the dose of nicotine absorbed, they lack tolerance to the effects of nicotine, and they lack knowledge about the risks of harvesting tobacco, especially after a recent rain. Without an awareness of the causes of GTS, children may fail to take effective precautions when handling green tobacco. Although rarely life threatening, GTS can be a frightening experience for a child; one sufferer attested that the sickness made him feel 'like I was going to die'.

Ideally, the best approach to preventing GTS is keeping children out of tobacco production altogether. If children are to work in tobacco farming, prevention strategies should include efforts to educate children, parents, farm managers, and farm owners about GTS. One prevention message that could be promoted is equating working in a field of wet tobacco with working in a field that has recently been sprayed with pesticides. Both situations can be hazardous to workers' health, and both should be avoided until it is safe to enter the fields. GTS prevention strategies recommended for adults could also be adapted for children, including the use of protective clothing such as rain gear and watertight gloves. Clinicians and public health officials and agencies need to become more knowledgeable about the causes of GTS and its signs and symptoms, as the effects of acute nicotine poisoning might be mistaken for those of pesticide poisoning or heat exhaustion.

Sources: <http://www.ncbi.nlm.nih.gov/pmc/articles/PMC1497768/> and <http://tobaccocontrol.bmj.com/content/7/3/294.short>

Exposure to organic dust. Agricultural workers are exposed to a wide variety of animal and crop dusts, fibres, mists, fumes, gases and vapours, and microorganisms. Much of the dust that creates health problems is invisible to the naked eye. For example, minute particles of crop and livestock dust that penetrates into the deep lungs can be as small as 7-8 microns in diameter (a micron is one-thousandth of a millimetre). By way of comparison, the average width of a single strand of human hair is 100-150 microns.

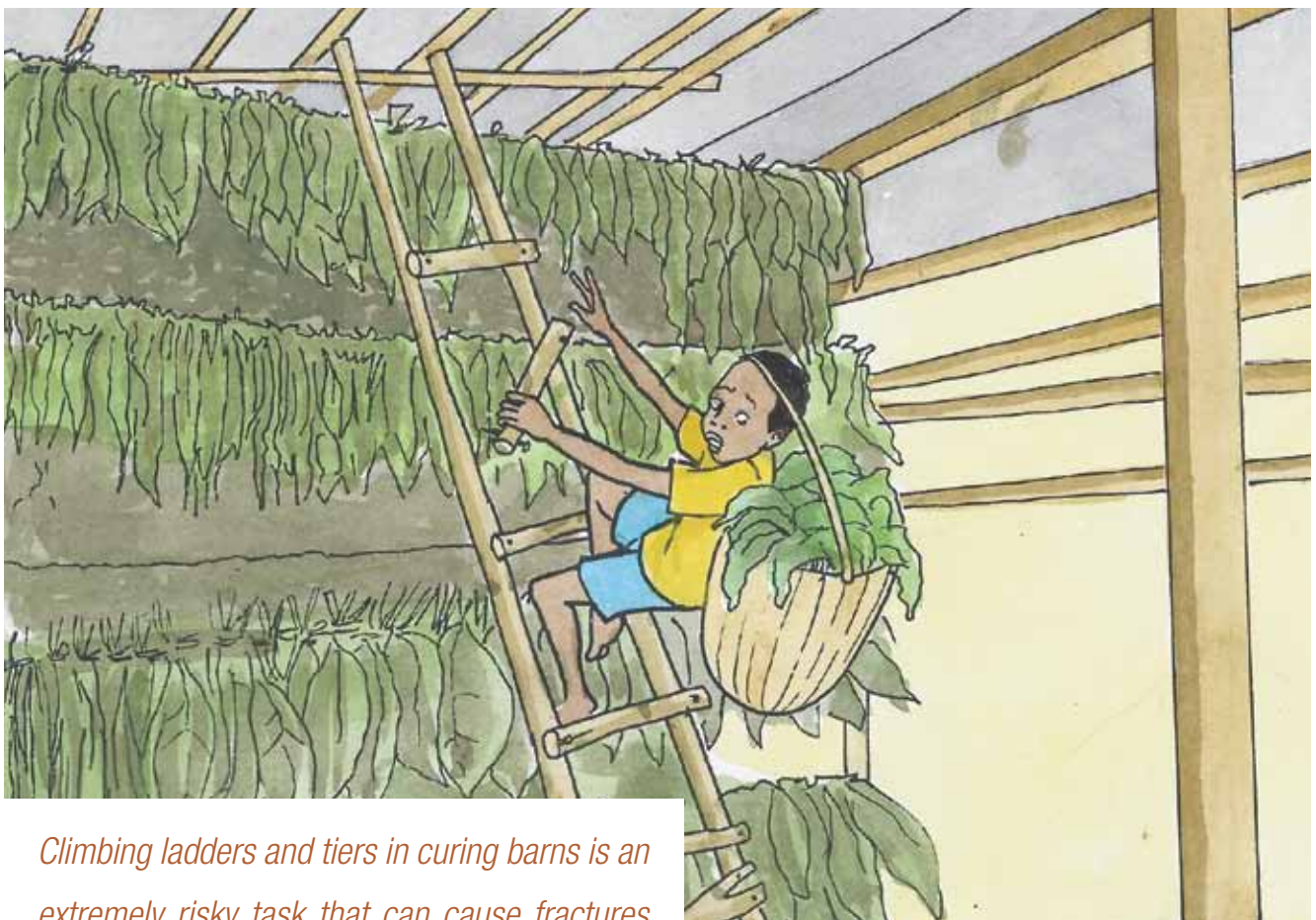
Children who work in tobacco production are exposed to dust when preparing the land, weeding, harvesting, curing, sorting, and transporting tobacco leaves. Respiratory, skin, and eye problems—such as allergies and asthma—are common reactions. These symptoms sometimes occur immediately, but they also may not develop for many years.

Falls and slips. As in any agricultural activity, slippery surfaces, uneven ground, poor lighting, or tools left in the tobacco fields can cause falls and result in fractures or sprains. Additionally, the task of hanging tobacco leaves on tiers in barns for curing is a very risky task

when children perform it. This activity requires climbing structures reaching 3-10 meters high, which are sometimes deteriorated. Falls from such structures often cause fractures or death. Falls from heights may also result from climbing on or off transportation units (for example wagons, carts, and tractors).

On some tobacco farms, falling into wells is a work hazard. Water collection may also be a hazardous task, if the wells are open and unprotected or if children walk long distances and are made to carry heavy cans of water. When water is collected from a river, children may also fall prey to hippopotamuses and crocodiles.

Farm machinery. Powerful and high-speed machinery is frequently used in agriculture including tobacco growing. Many workers—children and adults—do not realize just how powerful machines are in comparison to their own power, nor how fast the machines can be. A quick pull-away action of a human arm normally generates about one horsepower or even less. A small 16-horsepower machine, such as a walk-behind mower, may have 20 to 40 times more power to pull a person into the machine than the person can generate to



Climbing ladders and tiers in curing barns is an extremely risky task that can cause fractures and head injuries.

Farm tractors cause more fatal injuries than any other type of accident on farms.



pull away. A medium-sized machine operating at 40-60 horsepower will have hundreds of times more power than a person. Common machinery hazards include pinch points, wrap points, pull-in points, shear/cutting points, free-wheeling parts, thrown objects, stored energy, burn points, and noise-induced hearing loss. Machinery safety is largely a matter of keeping the original guards and shields in place, returning them to position immediately after machinery repairs or maintenance, and promptly replacing damaged guards or shields.

Farm tractors have many characteristics that result in them being the most important piece of power equipment on the farm. They are also the type of machinery that fatally injure more victims than any other type of machine. The most serious hazards associated with tractor operations include overturns, run-overs, and power take-off (PTO) entanglement.

Driving near ditches or banks—especially when turning—is another common source of tractor overturns, as is working on steep slopes, especially if they are slippery.

There are three basic types of run-over incidents. In one, a passenger (extra rider) on the tractor falls off the tractor and is run over by it. In another, the operator falls off the tractor, or starts the tractor from the ground instead of from the operator's seat, and is run over. And the third, a person already on the ground is run over by the tractor. Extra rider accidents occur because there is no safe location for an extra person on a tractor; yet the practice of taking extra riders is common as a means of saving time, for convenience, or for baby-sitting. Safety experts and tractor manufacturers strongly recommend against an operator carrying an extra rider for any reason. Climbing onto or off farm trailers while they are still in motion, and falling beneath the trailer's wheels and being crushed is another common type of run-over accident.

The tractor's power take off (PTO) stub shaft transfers power between the tractor and the PTO-powered machinery. Power transfer is accomplished by connecting a detachable drive shaft from the tractor's PTO stub to the machinery. The PTO stub and drive normally rotate at circa 540 rpm (9 times/second) or 1,000 rpm (16.7 times/second) when operating at full recommended speed. Most accidents

or incidents involving PTOs stem from clothing suddenly caught by an engaged but unguarded PTO stub or shaft. Children should never be allowed near a rotating PTO.

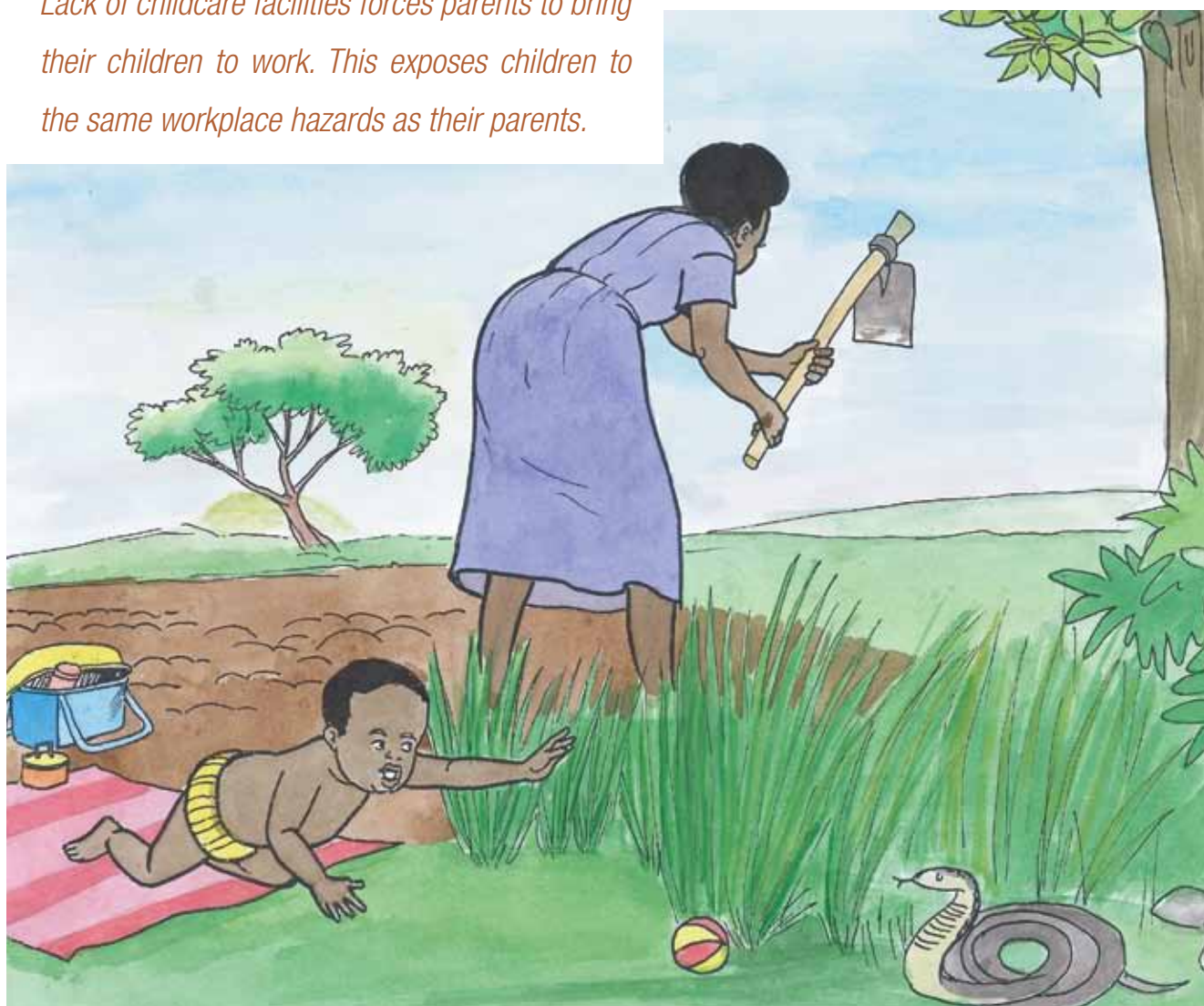
HIV/AIDS and other STDs. Acquired Immunodeficiency Syndrome (AIDS) is a disease caused by destruction of the immune system by a virus called human immunodeficiency virus (HIV). The disease tends to afflict the most productive age groups; most of the 40 million people infected with HIV are in the prime of their working lives. At least 25 million of those infected with HIV are workers aged 15 to 49. The effects are momentous—on workers and their families, enterprises, and national and regional economies.

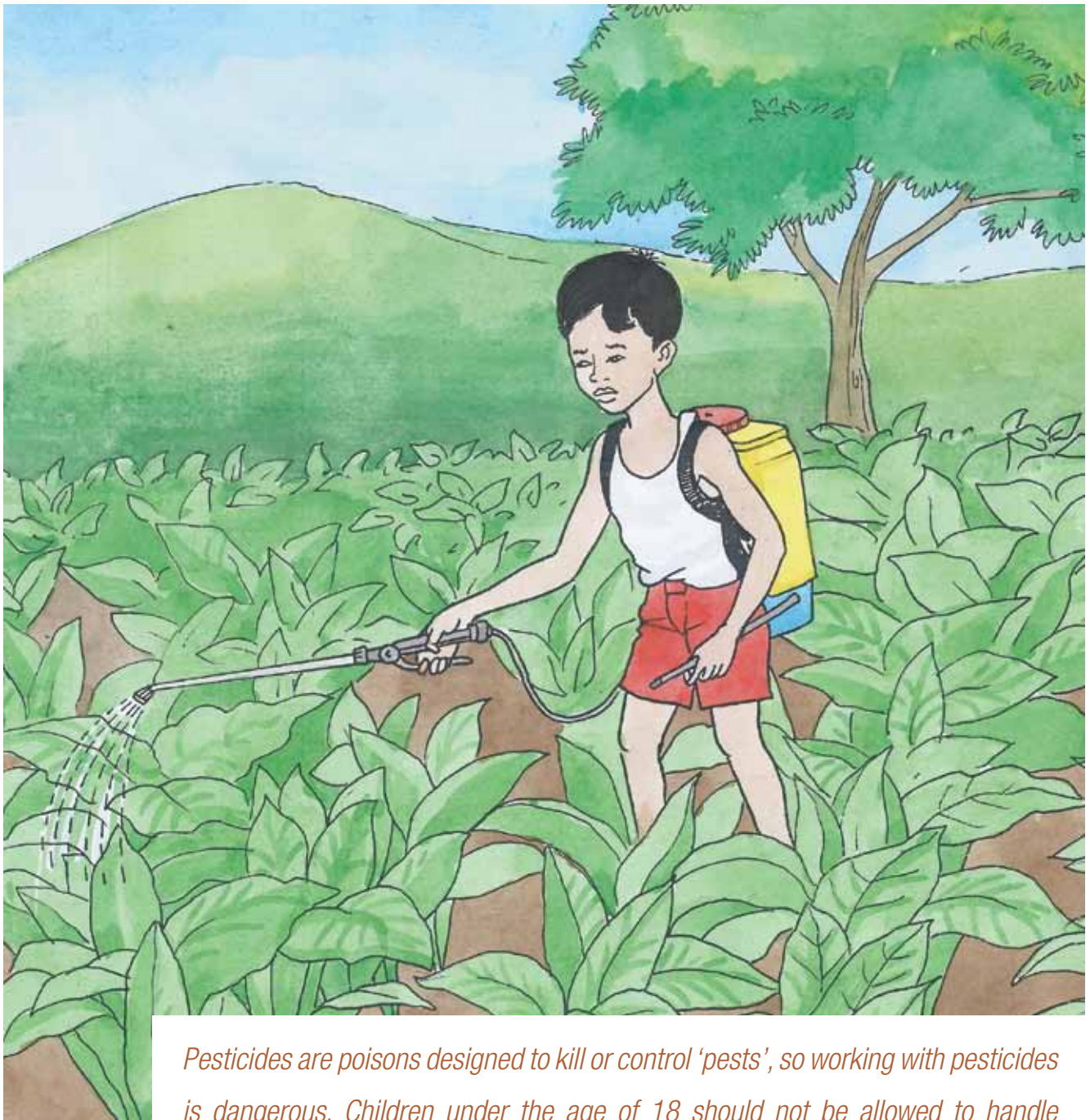
As in many other situations where children are exploited, children working in tobacco growing sometimes face direct risk of infection from HIV/AIDS and other STDs through their vulnerability to sexual exploitation and harassment.

Hours of work. In agriculture, dawn to dusk is too often not an unusual working day, and employers often ignore the need for rest periods and holidays. Long hours of work are a serious hazard in agricultural work, including tobacco growing. Too many children work too many hours, especially during busy periods like planting and harvesting. Excessive working hours have a direct impact on children's health and growth, with long-term consequences in some cases. Fatigue or drowsiness from long work hours can lead to poor judgement in performing duties and result in injury. Working long hours also has a negative impact on school attendance and performance.

Lack of childcare facilities. Child labour is also a childcare issue. Parents bring their children to the fields because daycare in rural areas is either not available or not affordable. Thus infants, toddlers, and young children are exposed to the same workplace hazards as their parents.

Lack of childcare facilities forces parents to bring their children to work. This exposes children to the same workplace hazards as their parents.





Pesticides are poisons designed to kill or control 'pests', so working with pesticides is dangerous. Children under the age of 18 should not be allowed to handle pesticides, as young bodies are more vulnerable to acute or delayed health effects from exposure to such chemicals.

Pesticides and other agricultural chemicals. The main categories of chemical substances used in tobacco and other crops are pesticides and chemical fertilisers.

- **Pesticides** are widely used in tobacco growing to control organisms that attack crops or carry diseases (vectors). Fungicides, herbicides, and insecticides are all types of pesticides. Pesticides are also called agrochemicals, crop protection products, or plant protection products. An estimated 1 to 5 million pesticide poisonings are reported every year, resulting in 20,000 fatalities among agricultural workers. Pesticides may enter the body through the skin, by inhalation, and by ingestion. Child labourers can be exposed to pesticides in a variety of ways:
 - By opening/handling pesticide containers.
 - By diluting, mixing, and applying the substances.
 - By being exposed to spray drift when crops are sprayed.
 - When serving as field markers for aerial spraying.
 - When coming into contact with residues on plant leaves or on the soil surface (particularly if working barefoot, and especially if they re-enter the field before the appropriate re-entry interval) during weeding, topping, and harvesting.
 - While eating and drinking in the field.
 - While drinking, bathing, or washing clothes in contaminated water.

There are immediate (acute) and long-term (chronic) effects that might result from workers being exposed to pesticides and other agricultural chemicals, especially during childhood. The health impact of pesticide exposure depends on a variety of factors: the type of pesticide involved, its toxicity, the dose/concentration, the timing and length of exposure, and the way in which the exposure occurs.

Acute poisoning symptoms range from mild to severe, depending on the pesticide involved and the degree of exposure. Symptoms include skin, eye, and lung irritation; breathing difficulties; nausea; vomiting; loss of consciousness; sensory perception problems; heart symptoms, etc. In some cases, pesticide exposure may be fatal, though generally people who are poisoned will recover after they receive medical treatment.

Pesticides have also been associated with a number of delayed effects, which only become apparent over a longer period of time. Delayed effects include reproductive effects (including birth defects, spontaneous abortions, stillbirths, lower birth weights, and early neonatal deaths); endocrine disruption (causing sterility, lowered sperm counts, cancer of the reproductive organs, and other health effects); neuro-toxicological and neuro-behavioural effects (causing lowered intelligence and behavioural abnormalities). In addition, cancers in children, including leukemia, sarcomas, lymphoma, and brain cancer have been associated with parents or homes that have been exposed to pesticides. And pesticides have also been linked to immunological effects. (A weakened immune system, particularly in growing children, exacerbates the risk of infectious disease and cancer, thus increasing mortality rates.)

- **Chemical fertilisers**, such as nitrates, phosphates, and potassium, are plant nutrients and trace elements applied generally to the soil to promote crop growth. Dry chemical fertiliser, which is hygroscopic and attracts moisture, can draw out moisture from the skin and cause burns. There have been many instances of child labourers applying chemical fertilisers with their bare hand or using a spoon. Dry fertiliser can also cause irritation of the mouth, nose, and eyes. Fertiliser residues in water may cause health problems for the general population.

The most certain health risk due to excess nitrate absorption is 'blue baby syndrome'. Nitrogen is reduced to nitrates and nitrites in the body, which interferes with the blood's ability to carry oxygen to the body tissues, resulting in a bluish colour of the child's skin. Elderly persons with breathing difficulties may also be affected. People working near fertilisers should avoid large heaps of fertilisers and store them away from other flammables, such as straw and gasoline, to prevent fire and explosions.

Physically demanding work. Agricultural work, including tobacco growing, often involves strenuous, heavy, and monotonous work. It involves lifting and carrying heavy loads, repetitive and forceful actions as well as bending and assuming other awkward and uncomfortable postures. Manual handling includes lifting, putting down, pushing, pulling, carrying, moving, or supporting a load by hand or bodily force. The weight alone is not the only reason people

get injured; the size and shape, the available grip, the way that the load is carried, and where and how often it has to be carried all play a part.

The main risk of these hazards is the development of musculoskeletal disorders. Musculoskeletal disorders include a group of conditions that involve the nerves, tendons, muscles, and supporting structures such as intervertebral discs. Disorders differ in severity from mild periodic symptoms to severe chronic and debilitating conditions. Examples include sprains and strains; tension neck syndrome; swelling of the wrist, forearm, elbow, and shoulder; low back pain; and arthritis.

Poor sanitation and hygiene. A lack of clean drinking water, hand-washing facilities, and toilets, especially when working in the fields, presents another hazard to agricultural workers. Both adult and child labourers are at high risk of infectious diseases, dermatitis, urinary tract infections, respiratory illnesses, eye disease, parasites, and other illnesses. In addition, because of a lack of daycare services for children in rural areas, parents often bring their infants and young children with them to the fields, exposing them to poor sanitation and hygiene.

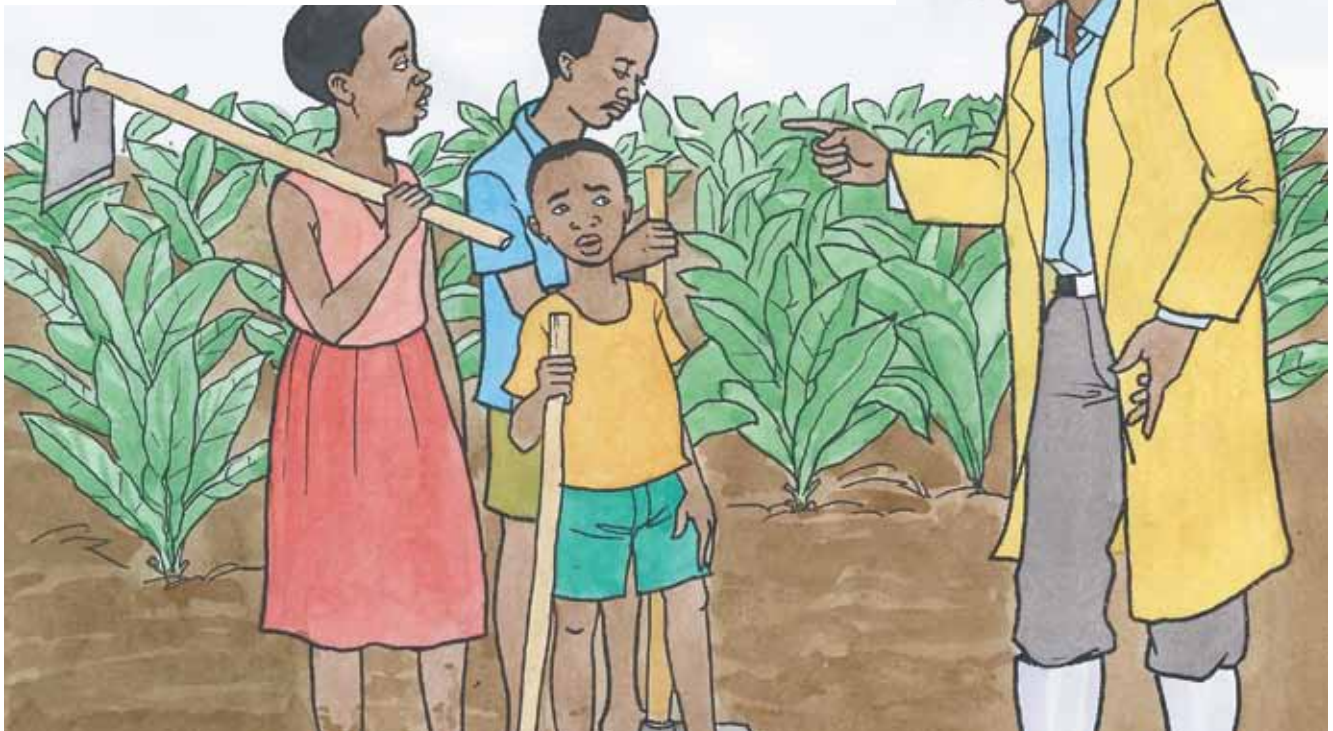
Substandard housing. Because many agricultural workers live where they work, their lives and occupations are inseparable. There is a close link between housing, worker well-being, and productivity. Housing of agricultural workers is characterised by inadequate and overcrowded installations, no heating, poor ventilation, deficient sanitary facilities, and non-potable drinking water. These factors increase the spread of communicable diseases such as upper respiratory tract infections, influenza, and tuberculosis.

Violence and harassment. Violence is a workplace risk, and the prevention and control of violence are workplace issues. The term 'violence' is used here in its broadest sense to include all forms of aggressive or abusive behaviour that may cause physical or psychological harm or discomfort to its victims. As in most child labour situations, children can face violence when working in tobacco growing. Violence can include physical, mental, and sexual harassment—including systematic harassment from farm owners and supervisors or fellow workers.

Work-related stress. Stress is difficult to define, but is often a reaction to different kinds of pressure. Stress is not only related to a high work loads; it is also a result of worries about bad harvests,

Violence and harassment are workplace hazards for children.

Violence can include a range of aggressive and abusive behaviours, including physical and mental harassment.



how to support the family on a limited income, illnesses in the family, etc. High levels of stress can lead to chronic fatigue, depressions, insomnia, anxiety, headaches, and many other medical conditions

2.3 WHY CHILDREN ARE MORE VULNERABLE TO HAZARDS THAN ADULTS

Children face the same hazards as adults when they perform the same tasks. However, children are not simply 'little adults'—they are still growing and developing. The following list details ways children are different than adults, and why hazards and risks affect them more strongly:

- **Skin.** Children have thinner skin, so toxic substances are more easily absorbed.
- **Respiratory system.** Children have deeper and faster breathing and can therefore breathe in more hazardous substances.
- **Brain.** Metals are retained in the brain more easily in childhood and the absorption is greater.
- **Enzyme system.** As children's enzyme systems are still developing, they are less able to detox hazardous substances.
- **Energy requirements.** Children's bodies suffer the effects of fatigue quicker because they expend energy faster than adults.
- **Fluid requirements.** Children drink two and a half times more water than adults per kilogram of body weight, which results in increased exposure to toxins. They are also more likely to dehydrate as they lose more water per kilogram of body weight through the greater passage of air through their lungs and the larger surface area of their skin.
- **Sleep requirements.** Children need more sleep than adults. Between the ages of 10 and 18, children need about 9.5 hours sleep per night, and are therefore more vulnerable to fatigue.
- **Temperature.** Children are more sensitive to heat and cold than adults, because their sweat glands and thermoregulatory systems are not fully developed.
- **Growing bones and joints.** Children are not fit for long hours of hard and repetitive work because their bones and joints are developing.
- **Mental and social development:** Due to lack of experience, children are unfamiliar with hazards and risks and not trained to avoid them. Mentally, they are not ready to understand and assess hazards in their workplaces.

2.4. MAPPING TOBACCO-GROWING ACTIVITIES TO HAZARDS AND RISKS TO CHILDREN

Now that we are aware of the hazards and risks to children involved in agricultural activities, particularly in tobacco growing, we can proceed in a structured manner to match the typical roles that children perform at each stage to the risks thereof, assess the likelihood of the hazard materializing and developing an action plan to keep children safe. The following steps are followed:

- a) **List all tobacco growing activities:** Depending on the tobacco type, list all the various stages of growing it, from land preparation to transporting to the market.
- b) **Determine the roles of children at each stage:** Based on your experience, list the typical roles of children at each stage. Children themselves can be a useful source of information on their roles.
- c) **List the hazards associated with each activity:** Making reference to hazards identified in Section 2.2, the National List of Hazardous Work (if it exists), the tobacco companies' GAP, health and safety experts, the expertise of extension workers, agronomists, and from your own scientific knowledge and experience, identify the potential hazards at each stage.
- d) **Determine the level of risk:** Consider the likelihood of the hazard being realized, taking into account the ages of children involved, the nature of the work at each stage, and the conditions in which it is performed (i.e. weights, height, distance). Risk can be categorized into high, medium, or low.
- e) **Identify mitigation measures:** Assess how else the work can be re-organized, the tools re-engineered, the hazardous substance substituted, or the risk completely eliminated for the safety of the young worker. If the risk of the hazard materializing is high and no mitigation measures are feasible, for example, the child directly working or participating in such an activity should be immediately withdrawn.
- f) **Develop a monitoring plan:** Detail the follow-up steps to ensure that the health and safety improvements agreed to with the farmer are implemented.

The Table 2 overleaf shows how you can map hazards and risks to activities in tobacco growing. Fill in the blank spaces on your own, using knowledge gained in this chapter.

Table 2. Mapping tobacco growing activities to hazards and risks to children

| Activities in Tobacco Cultivation | Role of children | Examples of hazards | Risk [High,Medium,Low] | Mitigation | Monitoring plan |
|--|--|--|--|--|---|
| Clearing of land and soil preparation | Preparation of seed beds using bush knives, carrying manure in # loads (weight and distance) | Spinal injuries, backaches | High risk. If tools are inappropriate, hours are long, weight is too large, time and distance are long, etc. | Provide age-appropriate tools, etc. | Review and update the risk assessment every year or immediately after any major changes in the workplace. |
| Raising and transporting seedling tobacco plants | Fetching water, watering seed beds, preparation of seed beds | Spinal injuries, backaches | | | |
| Planting of tobacco seedling plants and watering them | Transporting watering cans from water source to field, planting seedlings | Spinal injuries, backaches; fungal disease due to contact with water | | | |
| Applying fertiliser | Applying artificial fertiliser | Skin problems due to handling of fertilisers by hand | | | |
| Spraying with pesticides | Backpack spraying: mixing the spray, filling the spray tank, spraying the insecticide, washing out and disposing of empty containers, cleaning spray equipment, cleaning personal protective equipment | Pesticide poisoning, skin problems | High risk of acute or even fatal poisoning | Withdraw children and keep pesticides out of reach of children. Do not allow children to perform task. | Review and update the risk assessment every year or immediately after any major changes in the workplace |
| Weeding | By hand, using hoe, ox, and plough | Spinal injuries; backaches; GTS, if leaves are wet; nicotine poisoning | | | |
| Topping and suckering by hand or by knife to remove early flowers | Use of hands and knives, application of suckerside (type of pesticide) to stop the suckers from regenerating | Knife injuries, cuts, pesticide poisoning, infertility due to application of plant growth regulators, nicotine poisoning | | | |
| Harvesting of tobacco by hand, constructing curing shed, cleaning barn | Periodic plucking of mature leaves and putting into basket; carrying basket, depending on weight and distance | Spinal injuries, backaches, GTS (if leaves are wet), nicotine poisoning | | | |
| Transporting harvested tobacco to drying shed or barn | Carrying bundles of tobacco leaves to the drying area (Basket kg in weight, walking distance of x km) | Spinal injuries, backaches, other types of injuries | | | |
| Packing after curing, grading and tying leaves into bundles, packing tobacco into crates for transport | Separating leaves and tying them into balls once leaves have been graded | Nicotine poisoning, respiratory diseases due to tobacco dust, spinal injuries due to heavy loads | | | |
| Transporting crates to the collection point using lorries or bicycles | Driving ox carts, loading lorries, transporting bales on bicycles | Spinal injuries due to heavy loads, falls | | | |

2.5 RISK ASSESSMENT

Agricultural practices of any kind involve performing hazardous tasks. Tobacco growing is no exception. To protect workers from accidents and diseases, it is not enough to know what the hazards and risks are. It is also important to understand how to manage hazards so that farmers—children as well as adults—do not get hurt or fall ill. As a field worker, one of your responsibilities is to identify and assess the hazards and risks that the farmers you work with are exposed to when growing tobacco. You will also be responsible for assisting farmers in devising a strategy and methods to eliminate exposure to these risks.

This can be done through a **'risk assessment'**. The ultimate aim of a risk assessment is to identify all hazards and dangerous areas on the farm and assess the risks through a structured process in order to put action plans in place to reduce the risk as far as reasonably practicable.

The health and safety risk assessment should be carried out by the FARMER/EMPLOYER. The field practitioner is simply a facilitator of the risk assessment.

A Risk Assessment Form is a useful tool to assess, record, and address workplace health and safety risks in a systematic way.

BLANK FARM RISK ASSESSMENT FORM

| | | | |
|--|--|---|---|
| Name and address of farmer/employer: | | | |
| Crop: | | Date: | |
| Step 1: Work activity being assessed: | | | |
| Step 2. What are the hazards and who is at risk? <i>Safety/health problems</i> | Step 3. Evaluate and prioritize risks | Step 4. What measures or actions need to be taken to stop workers being injured or made ill? | Step 5. Who in your workplace should take action? By when? Action completed? |
| | | | |
| | | | |
| Signed by the farmer/employer Date Date of next review | | | |

In Box 6, we use the example of a risk assessment undertaken at a farm, and show you the information to be captured in the Risk Assessment Form at each step.

Step 1. Identify the work tasks and describe the working conditions and environment: As part of your regular visits to tobacco farms identify and describe the working conditions on the farms that you are responsible for. This should be done by observing the work as it is being performed on the farm. Observe how people work and handle equipment and assess how they learn from experience of previous accidents and cases of work-related health problems. Ask people who work on the farm for their views. Pay

special attention to the tasks performed by underage workers and the working conditions under which young people work. Make a list of these tasks, taking note of the sex and age of the children doing those tasks.

Step 2. Identify hazards and who is at risk: For each of the identified tasks and activities:

- 1) Identify sources of potential harm due to the **nature** of the work. These might be:
 - a) the *processes* involved which require great physical

effort (heavy loads, long distances) or psychological effort (repetitive movement, close attention to detail)

- b) tools or equipment (sharp, motorized, unguarded, noisy) which children use or which are operating in the vicinity where they are working
- c) chemicals or toxic substances the children use in carrying out their work or which are found in the vicinity of where they are working
- d) the working posture (ergonomics) such as crouching on the floor or bent over
- e) work organization (fast- or machine-paced, monotonous work)

2) Identify sources of potential harm in the **conditions** of the work

- a) The physical environment in which the work is performed
 - At heights, involving ladders, or climbing
 - Subject to high or low temperatures, wet, or very dry conditions
 - Undertaken for long hours, with few breaks, or finishing after dark
 - Poor sanitary and welfare facilities (toilets, washing facilities, rest places)
 - Lack of preparation for emergency (fire extinguishers, first aid)
- b) The psychological environment in which the work is performed
 - Alone or in isolation from others, or away from public view
 - Only with adults, exposed to adult behaviours (e.g., drinking)
 - Without intellectual or social stimulation
 - Indications of intimidation, violence, harassment, punishment

Step 3. Evaluate risks: As discussed above, a hazard is something that can cause harm, and a risk is the likelihood that harm will actually occur. In doing a risk assessment, we look at several factors—likelihood, seriousness, and possibility for improvement. All of the factors will influence our assessment of whether the work is acceptable or not for children over minimum age to perform. For each task that has been identified, ask ‘who may be harmed’, and ‘how likely is it that the child would get harmed when doing this

task?’ Then ask ‘how serious would the resulting injury or illness be?’ And finally, ‘is it possible to reduce the risk enough that it is safe enough for the child to do?’

Step 4. Reduce risks: A risk assessment procedure for adults has five steps that are undertaken in the following order of priority:

- 1) **Eliminating** the risk. Risk of being burned is reduced when the employer takes away the old unmarked bottles of acid on the shelf and disposes of them properly, for example.
- 2) **Substituting a less hazardous process or product.** Risk of being poisoned by farm chemicals is reduced when organic farming methods are substituted for toxic pesticides.
- 3) **Substituting technology or equipment.** Risk of straining bones and muscles can be reduced by using a wheelbarrow or handcart to carry heavy loads.
- 4) **Providing additional training and management.** Risk of tripping can be reduced by better organization of the workplace. Risk of a young person inadvertently getting a hand caught in a machine can be reduced by careful supervision and training on how to properly use the machine.
- 5) **Providing personal protective equipment (PPE).** Risk of injury can be reduced by requiring workers to wear special clothing such as a mask when welding or a respirator for sawing.

Collective protective measures have priority over individual protective measures.

Because you are likely to come across workers that are children—below the age of 18—you need to take special precautions. As you will remember from the section on the minimum age for employment and the corresponding national legislation, children are allowed to work full time from the age of 15 (or in some cases from the age of 14), in non-hazardous work. When doing a risk assessment procedure for protecting children of legal working age, you only need to follow two steps:

- 1) **remove the risk.**
- 2) **remove the child.**

In other words, the child must be separated from the high-risk work process, dangerous substance, machine, or circumstance in such a way that he or she cannot come in contact with it. Although all of the above 'adult' steps are sensible, much depends on how thoroughly or consistently they are carried out and this cannot be guaranteed in situations where most children work. In particular, step number 5, providing PPEs, is not an acceptable way of reducing risks and cannot be counted as 'protection' for children. One reason is that young people take them off because they are often too big and cumbersome—or considered 'un-cool'.

As also pointed out in Box 1, children are allowed to perform light work at age 13 (or in some cases from the age of 12), but children below that age are not allowed to work.

Step 5. Monitor: Monitoring is important because it helps to reinforce the message that people's safety and health must be protected. Monitoring visits are not just for criticizing; they are for educating. They provide an opportunity for workers—especially young people—to learn about risk reduction and the problems that might ensue if their health and rights are not respected.

Does it seem difficult to do a risk assessment? The answer might be 'yes' if you have never done it before, but after having gone through the steps a few times, it becomes easier. Box 6 provides an example of how to do a risk assessment for the use of chemical pesticides.

BOX 6: COMPLETED RISK ASSESSMENT FORM

| | | | |
|---|--|---|--|
| Address and name of employer/farmer: J FARM, BLOCK A, WESTERN PROVINCE | | CROP: TOBACCO | DATE: 10.10.12 |
| Step 1: Work task, working conditions, and environment: A number of workers, including a few below the age of 18, are spraying pesticides on the tobacco leaves on the farm. | | | |
| Step 2. What are the hazards and who is at risk? Safety/health problems? | Step 3. Evaluate and prioritize risks | Step 4: Identify, decide on risk controls, and take action | Step 5: Monitor |
| <p>Use of extremely hazardous insecticide (pesticide), as classified by World Health Organization. Risk of acute pesticide poisoning, even fatal poisoning.</p> <p>At risk:</p> <ol style="list-style-type: none"> 1. Pesticide spray team - 3 workers (one is 15 years old) 2. Field workers— circa 25 workers on average, including five children between 12-14 years | <p>The three-person Spray Team has the <u>HIGHEST RISK</u> of pesticide poisoning, particularly the 15-year-old child</p> <p>They are directly exposed to the extremely hazardous insecticide when performing the following tasks: mixing the spray, filling the spray tank, spraying the insecticide, washing out and disposing of empty containers, and cleaning spray equipment</p> <p>The child and the rest of the Spray Team has the <u>HIGHEST PRIORITY</u> for risk control measures to protect them from harm</p> <p>The over 18-year-old Field Worker gang is at <u>MODERATE RISK</u>. The five children between 12-14 are at <u>HIGHEST RISK</u> of harm of pesticide poisoning, in two ways:</p> <ul style="list-style-type: none"> -Spray drift contamination from pesticide droplets if the spray team sprays too close to the field workers -Re-entering the sprayed crop field before the recommended re-entry interval. Risk of skin and respiratory—brushing against and/or handling wet, insecticide-sprayed vegetation. <p>The five children in the Field Worker team have <u>HIGHEST PRIORITY</u> for risk control measures to protect them from harm</p> <p>The Field Worker gang takes <u>LOWER PRIORITY</u> for risk control actions</p> | <p><u>Elimination/substitution of hazards</u></p> <ul style="list-style-type: none"> -Based on advice from the Ministry of Agriculture, the risk assessment (RA) concludes that: -Non-chemical means of pest control are not reliable enough; danger of significant crop damage -Substitution of the extremely hazardous insecticide by a less toxic insecticide will give less effective pest control -The employer's risk assessment concludes that an extremely hazardous insecticide will have to be used, and so some degree of risk remains <p><u>Tools, Technology, Engineering</u></p> <p>Two technological risk controls to improve collective protection can be made:</p> <ul style="list-style-type: none"> -sealed mixing, and filling systems -fitting the tractor cabs with pesticide-absorbent, active carbon filters <p><u>Safe work organization & practices</u></p> <p>Written management instructions on safe spraying practices and emergency procedures</p> <ul style="list-style-type: none"> -Remove all children under age 18 from tasks -Post hazard warning and re-entry signs in sprayed fields -Provide appropriate PPEs, etc. | <p>The risk assessment findings were recorded and the main copy kept in the farm office</p> <p>The manager discussed the findings with the workers.</p> <p>A decision was made to review and update the risk assessment every year, or immediately after any major changes in the workplace. RA displayed in the staff canteen</p> |
| Signed by the farmer/employer..... | | Date: 10.10.12 | |
| Date of next review: 10.05.2013 | | | |

Identifying a child labourer

Most field practitioners struggle to differentiate between child labour and child work. In the extreme cases identified in Convention 182, Section 3 (a)-(c), the decision whether a particular task or work is child labour (unacceptable work for children) or child work (acceptable work for children), is a simple one. The following 'unconditional worst forms of child labour' constitute child labour that must be eliminated wherever and whenever they occur, without exception:

- a) all forms of slavery or practices similar to slavery, such as the sale and trafficking of children, debt bondage and serfdom and forced or compulsory labour, including forced or compulsory recruitment of children for use in armed conflict;
- b) the use, procuring or offering of a child for prostitution, for the production of pornography or for pornographic performances;
- c) the use, procuring or offering of a child for illicit activities, in particular for the production and trafficking of drugs as defined in the relevant international treaties.

These activities are criminal in most countries in the world today.

The difficulty of judgment and interpretation often comes with the practical application of category 3(d):

- d) work which, by its nature or the circumstances in which it is carried out, is likely to harm the health, safety or morals of children.

As you will remember from Chapter 1, 3(d) relates to hazardous work. What constitutes 'work which, by its nature or the circumstances in which it is carried out, is likely to harm the health, safety or morals of children' varies between countries and economic sectors. It is defined by governments, labour unions, and employers and is therefore called conditional worst forms of child labour, meaning that it is up to the competent authorities to define exactly what work is hazardous work or what work is likely to harm the health, safety, or morals of children.

Here, it is appropriate to refer again to Recommendation No. 190¹⁵ of Convention 182, which offers useful guidance on the conditions of work that would make work hazardous:

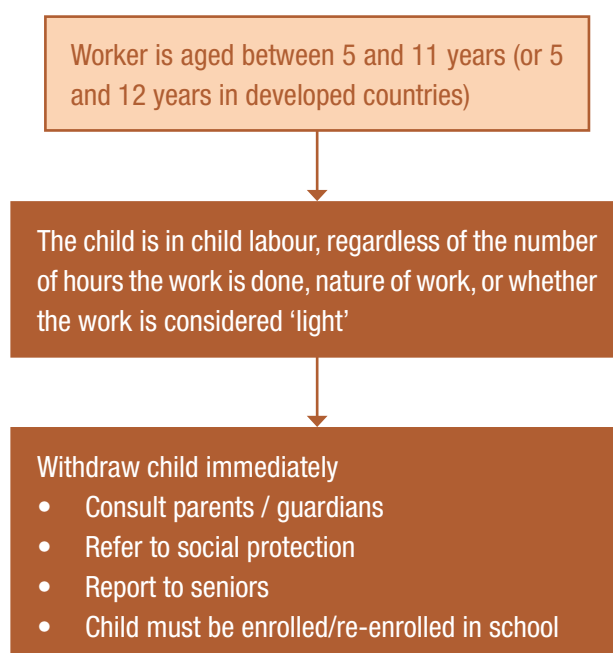
- work which exposes children to physical, psychological or sexual abuse;
- work underground, under water, at dangerous heights or in confined spaces;

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

Now that you have an understanding of what child labour is, and you are aware of the risks to children in tobacco growing, it is possible to develop a simple decision tree to help you make that important judgment call whether a child is in child labour or not. In designing the decision tree, one always starts by making reference to the worker's age. From Chapter 1, we know that children's age for work purposes is divided into 3 categories:

i) 5-11 years; ii) 12-13 years; and iii) 14-17 years

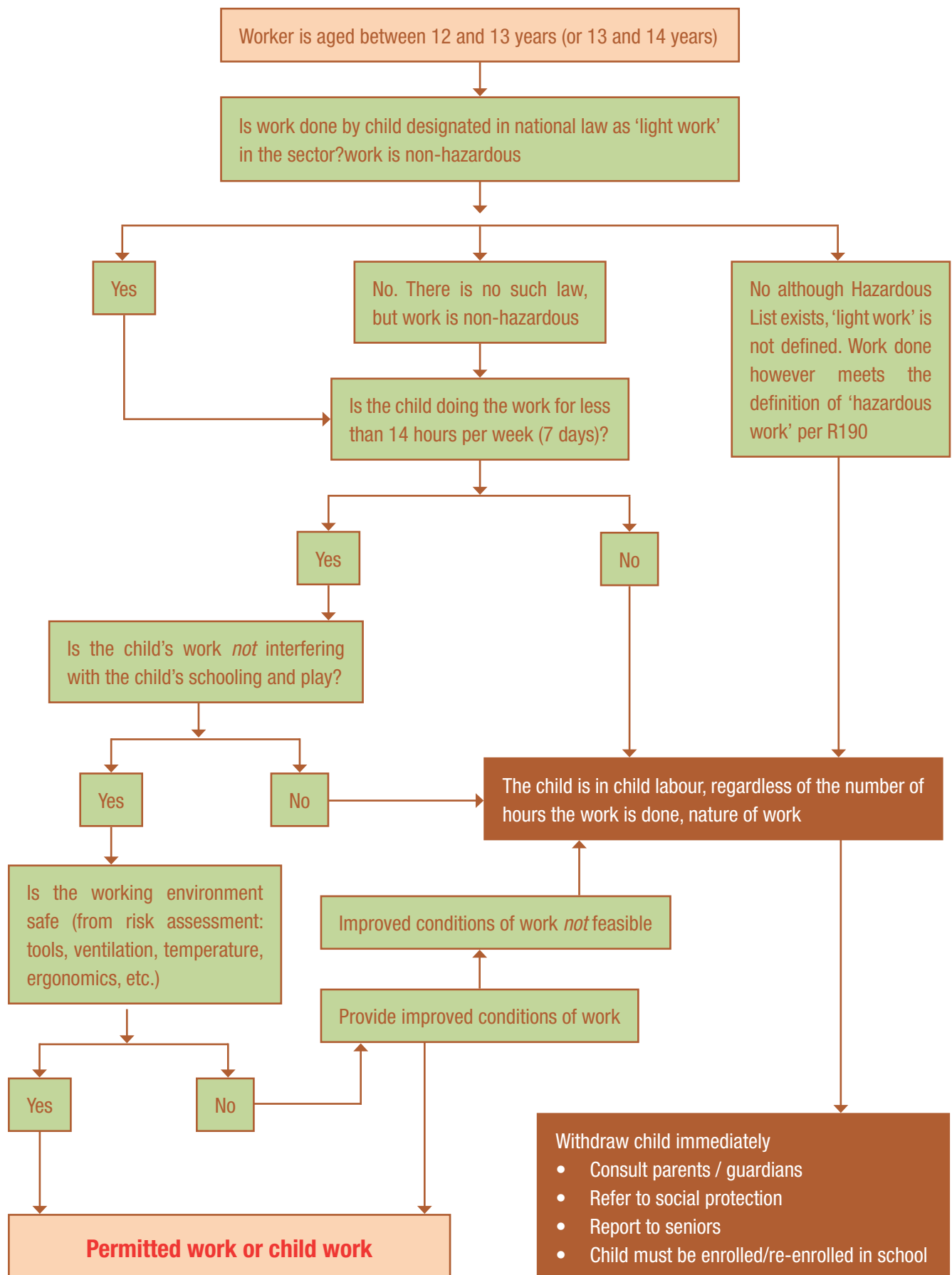
i) When worker is aged between 5-11 years (developing countries) or 5-12 years (developed countries)¹⁶:



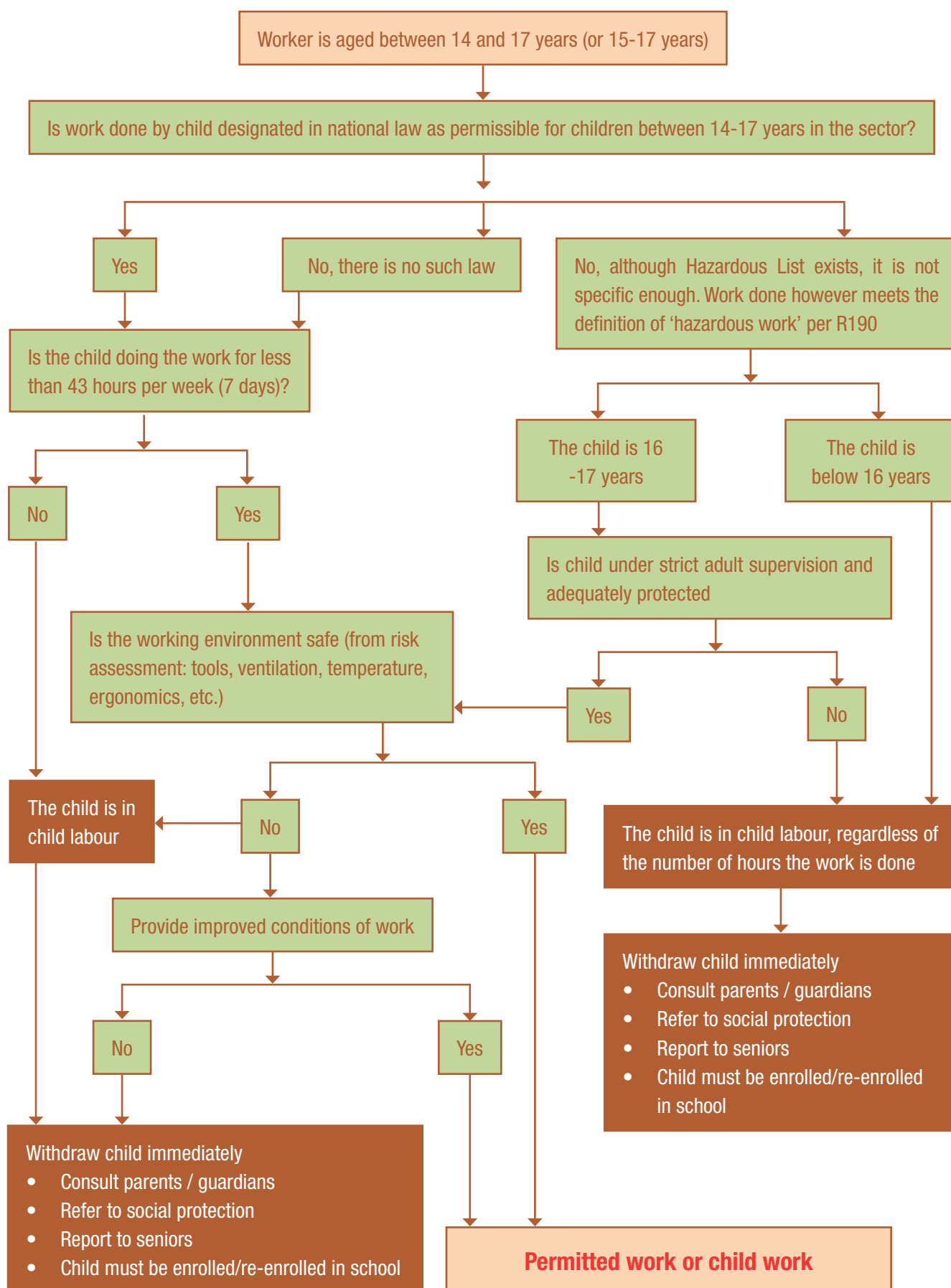
¹⁵ <http://www.ilo.org/public/english/standards/relm/ilc/ilc87/com-chir.htm>

¹⁶ The three decision trees for workers by age group (5-11 years; 12-13 years and 15-17 years) developed by I. Mugwagwa, ECLT Foundation, 2012.

ii) When worker is aged between 12-13 years (developing countries) or 13 and 14 years (developed countries):



iii) When worker is aged between 14-17 years (developing countries) or 15-17 years (developed countries):



Questions for Self-Assessment (Chapter 2)

- 1) What are the distinctions and links between the concepts of 'hazards' and 'risks'? Please give a concrete example using a risk that is common in tobacco growing.
- 2) Review the list of hazards and risks in tobacco growing given in Chapter 2. Discuss which you think are most common in the farms that you visit as part of your daily work. Can you find other hazards and risks that are not discussed in Chapter 2?
- 3) Discuss whether you think children should be allowed to work in tobacco growing? What kind of activities do you think are appropriate? What kind of restrictions would you put on these activities (e.g., hours of work per week, use of tools, carrying heavy loads, etc.)?
- 4) Identify three of the most common hazards and risks that you come across in tobacco growing. Conduct a risk assessment for these three hazards (one by one) by working through the various steps as outlined in Chapter 2. You can also study Box 6 for extra guidance.
- 5) Please complete the blank boxes in the table overleaf on page 30, based on what you have learned in this chapter.

Note: Some of the information you need to answer these questions is not available in the guide. Contact your Ministry of Labour, or try finding information on the Internet.

Chapter 3: Eliminating Child Labour

Chapters 1 and 2 provided an overview of what child labour is and the hazards involved in tobacco growing and how they can be managed. But how do we translate all this knowledge into action and make sure that tobacco growing becomes free of child labour?

Making sure that a large sector like tobacco growing becomes free of child labour is a not an easy undertaking. Many different

strategies have to be used, and many different actors need to contribute. Section 3.1 suggests how it can be done, based on global experience. Section 3.2 and 3.3 discuss who should be involved and what they can do. There is a specific focus on the roles and responsibilities of the field workers, the tobacco companies, the tobacco farmers/managers, and governments.

Key Learning Points

Child labour in agriculture in general, and in tobacco production in particular, is a complex problem that requires a combination of preventive, withdrawal, and protective approaches to be solved.

- Action is needed at several levels: farm, company, and government. For example, farmers are responsible for providing protective clothing and keeping children from child labour and hazardous work in the fields. Tobacco companies are responsible for defining good agricultural practices and specifying anti-child labour provisions in outgrower contracts. And national level action includes providing adequate school infrastructure, legal frameworks, policies, plans, and enforcement mechanisms.
- Tobacco companies have an opportunity to influence labour practices on small and larger commercial farms as they purchase farmers' crops.
- Under corporate social responsibility programmes, companies adopt voluntary codes of conduct or standards, enshrining the values that they stand for. In the tobacco industry, many of the major international companies have adopted policies on issues that are important to them, including the fight against child labour.
- The field worker is the link between his or her agency and the farm where the tobacco is grown. They often have a relationship with tobacco farmers and a crucial role to play in ensuring farmer's awareness of, and compliance with, the agency/organization's policies on child labour, particularly where direct contracting or the integrated marketing system is used.
- The problem of child labour in agriculture, and in tobacco growing, cannot be solved by a handful of stakeholders alone; it requires action by many players. In the most successful instances, these stakeholders collaborate to design and implement sustained, long-term, and comprehensive programmes.

3.1 COMMON STRATEGIES TO ELIMINATE CHILD LABOUR IN TOBACCO GROWING

Based on global experience, three broad interlinked strategies need to be used to to successfully eliminate child labour:

- **Withdrawal** of children in hazardous work and those below minimum working age
- **Prevention** of new children from entering such work
- **Protection** of children of legal working age

- These three strategies are relevant for all forms of child labour, including those who work in tobacco growing. Field workers are not expected to be responsible for all aspects of implementing these three strategies, but you do have a role to play in certain steps in each of them.
- **Children below minimum working age and those who are working in hazardous tobacco growing need to be withdrawn.** As a first step, you, in your capacity as a field worker, will need to identify the children who are working on the farms you are responsible for. You need to do so by using the criteria of age, number of hours, and nature of work, as discussed in Chapter 1. The risk assessment in Chapter 2

is also critical to help identify children who are performing tasks that are considered hazardous and consequently off limits for workers under age 18. After identifying the children, the process of withdrawing them from child labour can start. This should be done by a number of stakeholders: the farmer/employer, child labourers themselves, their parents, and sometimes the law enforcement officials, NGO representatives, and representatives of trade unions and employers organizations. After withdrawal, the children need to be linked to services such as schools, local NGOs, vocational training centres, social security services (where available), etc. These services will provide them with education/training, an income or alternative, and safe opportunities to keep them out of work.

- **Vulnerable children have to be prevented from entering child labour in tobacco growing.** As a first step, identify children under legal working age who are very likely to start working. These may be younger siblings of children who are already working in tobacco, children who have dropped out of school, orphans, etc. These children and their families

should thereafter be linked to services (see examples above) that they need to stay out of work. Field workers need to use their understanding of child labour to identify children who are at risk of engaging in child labour, and then work with other stakeholders to reduce or eliminate that risk.

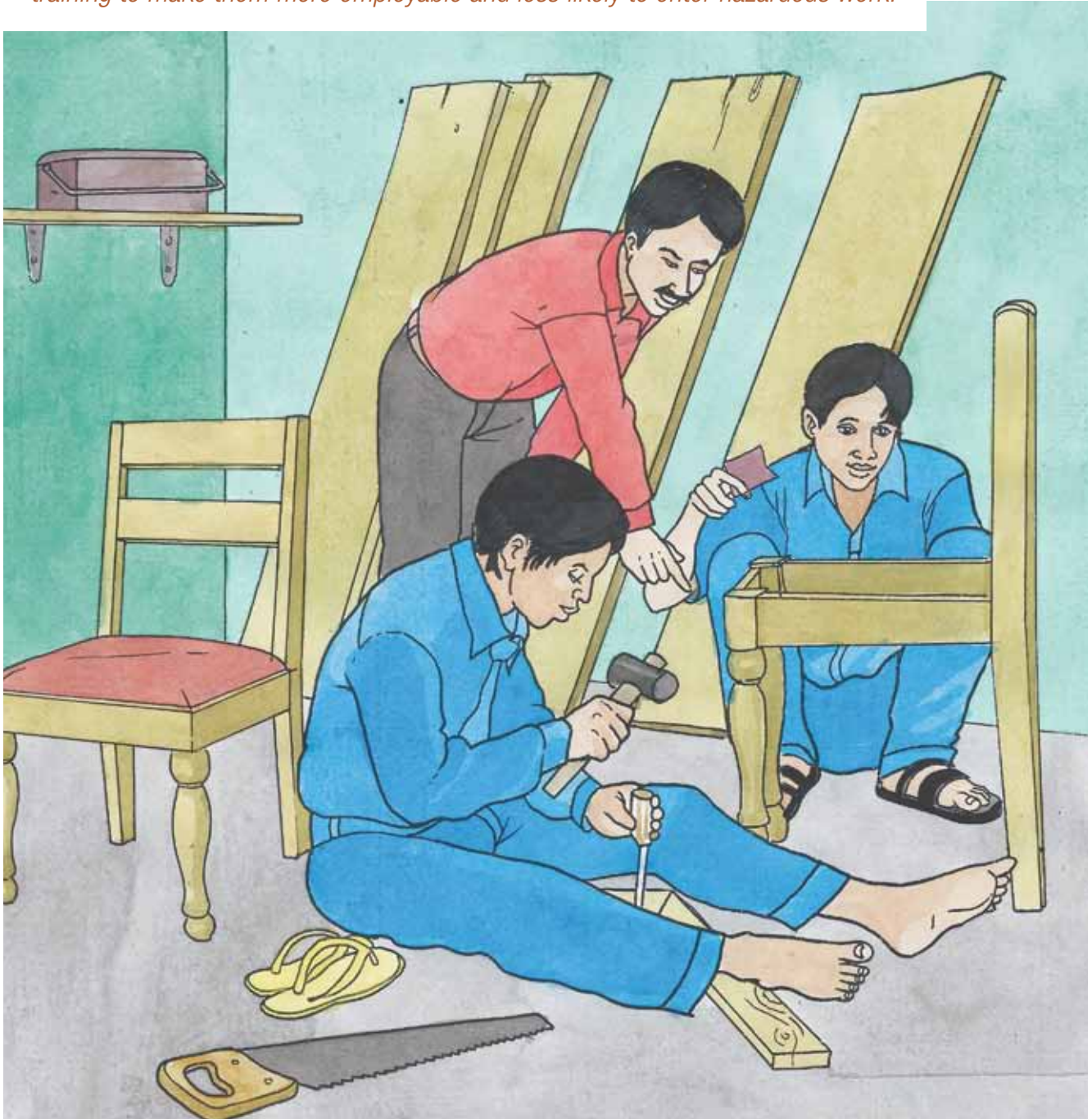
- **Protecting working children.** One of the responsibilities of a field worker is to ensure that children of legal working age are protected from hazardous work in the tobacco farm that they supervise. This means:
 - a) If the hazards can be removed from the workplace or the work rearranged in such a way that the child is no longer exposed to hazardous tasks (see Chapter 2), the child can continue to work there, within what is permitted under national law; but
 - b) If the hazards cannot be removed nor the tasks rearranged, the child must be withdrawn from the workplace.

The services or interventions to which the children should be linked to should help them avoid child labour and hazardous work on a



Ensuring that children who are found in child labour are withdrawn and linked to age-appropriate services such as formal or non-formal education is an important element of any programme targeting child labour.

Ironically, where child labour is present, youth unemployment often is also high. Children above the age of compulsory education can be linked to vocational training to make them more employable and less likely to enter hazardous work.



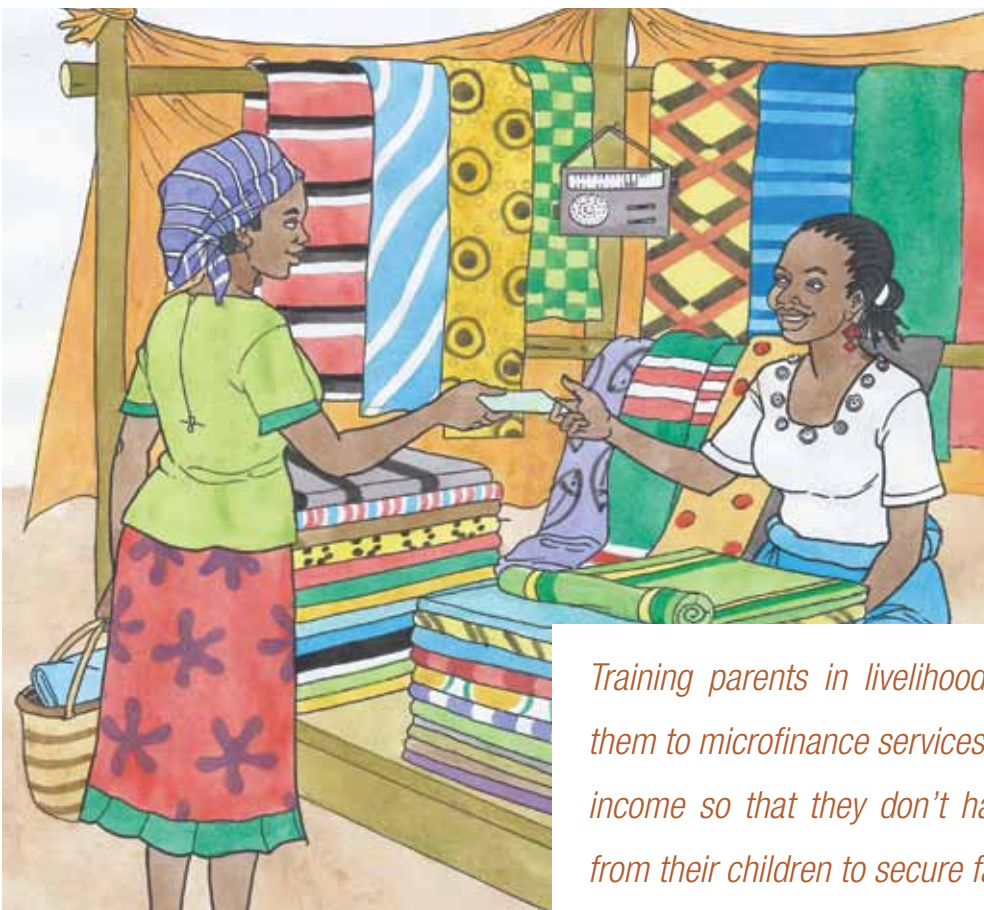
sustainable basis. These services can be divided into interventions at the local and national levels. It is not enough to provide only one of the interventions. Depending on the local contexts, resources, and the specific needs of the children, a combination of interventions may be offered:

Interventions at the local level: The following interventions may be undertaken by NGOs; trade unions; government agencies, such as the labour inspectorate; tobacco companies; or farmers' or employers' associations:

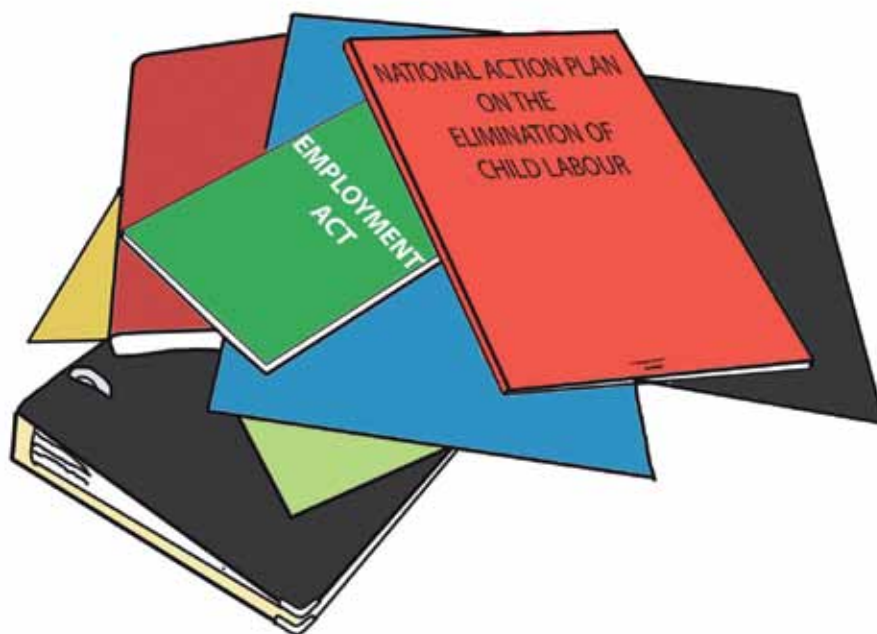
- **Raising awareness.** This involves sharing information to change behaviours. Messages need to be carefully tailored to various target groups including working children themselves, their parents, education providers, local governments, etc. Key messages should focus on the importance of education and risks of starting to work in agriculture, including tobacco growing, at an early age.
- **Providing formal and non-formal education.** Interventions related to education are often regarded as the most important when combating child labour in tobacco growing. Getting children into school and keeping them there is key to keeping

them out of work. The first—and very important—step is to analyse the reasons why children are not in school and then design programmes that addresses these issues. At a local level, families, farmers, and companies may be encouraged to pool resources for the education of orphans and other vulnerable children.

- **Promoting youth employment.** When children have dropped out of school or choose not to go back to school, the following interventions may help young workers to find jobs:
 - Upgrading their skills through **vocational training** or provide them with new skills where their own are lacking or might not match available work.
 - Providing skills training to help young people become **self-employed** if few employment opportunities exist.
 - Setting up an **apprenticeship scheme** to upgrade children's skills and link them to employment opportunities within the framework of local legislation.
 - Facilitating access to **savings plans and loans** for forming small businesses.
- **Increasing family income.** As an alternative to parents



Training parents in livelihood strategies and linking them to microfinance services can increase the family income so that they don't have to rely on earnings from their children to secure family income.



National policy and legal frameworks provide clear definitions of child labour in each country and elaborate on the strategies for addressing it as well as outlining the roles and responsibilities of key actors.

sending their children to work, it is important to assist one or both parents to find employment or self-employment where they can earn enough to support the family. In rural areas where employment opportunities are scarce, microfinance programmes address poverty and unemployment by helping people set up small businesses.

Interventions at the national level. It is not possible to eliminate child labour in a large sector such as agriculture—including tobacco growing—with interventions at the individual level alone. It is the role of government, together with its social partners (labour and employers), to develop the enabling environment for the elimination of child labour. At the national level, the following policy and legal frameworks and enforcement structures are needed:

- **Legislation.** While legislation alone cannot eradicate child labour, it is equally impossible to tackle child labour without proper legislation. Legislation needs to offer clear definitions of minimum ages and which forms of child labour should be abolished. It should also establish the mechanisms for carrying out needed action and provide sanctions for violators

and compensation for victims.

- **Enforcement.** Legislation is meaningless if it is not enforced. The mechanisms for enforcement need to be put in place and properly funded. Inspection services (including labour inspection, agricultural inspection, and school inspection), the police, and the judiciary need to be trained on a regular basis.
- **Plans of action and institutional framework.** All states that have ratified ILO C 182 are required to design and implement a National Action Plan on the Elimination of Child Labour (NAP). A NAP is a national strategy aimed at addressing child labour within a country. The countries also have to set up a mechanism that will oversee, monitor, and report on the implementation of the NAP. This is often done by establishing a national committee on child labour.
- **Addressing child labour through other key frameworks.** While it is important to have designated policies and plans on child labour, other key frameworks regarding child labour (in tobacco growing) should be integrated. These include, for example, policies and plans regarding poverty eradication, education, health and safety, agriculture, etc.

- **Infrastructure.** Children often fall into child labour because schools are too far away or badly equipped, lack proper hygiene facilities, or function without teachers, etc.

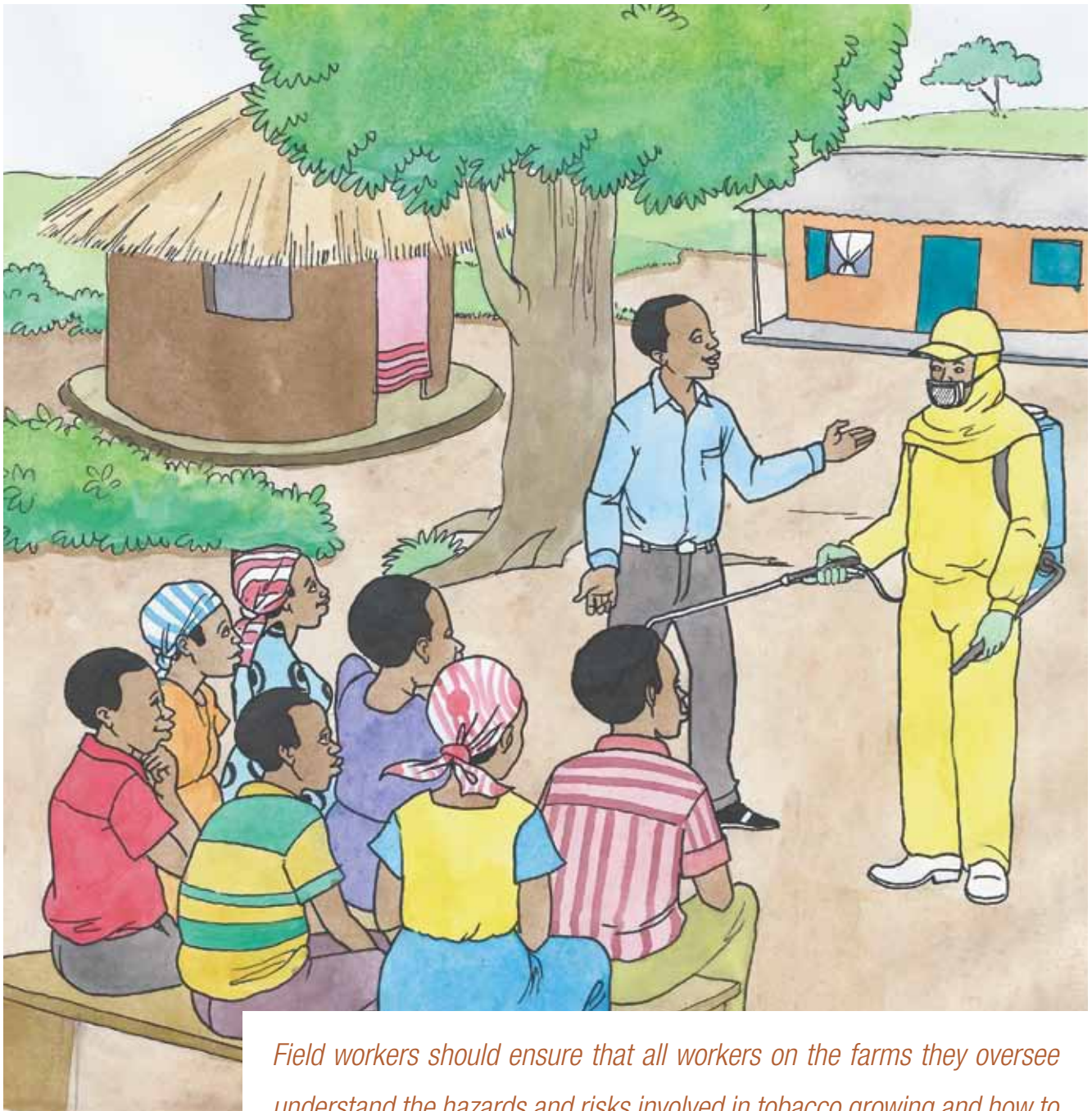
Tobacco companies. Tobacco companies—large and small, local and international—can influence labour practices on smallholder and large commercial farms as they purchase the farmers' crops.

3.2 ROLES AND RESPONSIBILITIES OF TOBACCO COMPANIES, FIELD WORKERS, AND TOBACCO FARMERS

When addressing child labour in one particular sub-sector—like tobacco—it is important to analyse the roles and responsibilities of sector-specific stakeholders. Some of the key actors are the tobacco companies and their field workers as well as the tobacco farmers themselves. This section will discuss their respective roles and responsibilities and suggest actions these stakeholders can take to reduce child labour.

Corporate social responsibility initiatives are becoming more common. They enshrine the values that a particular company stands for. Such initiatives can cover many different issues including environmental impact, biodiversity, forced labour, and child labour.





Field workers should ensure that all workers on the farms they oversee understand the hazards and risks involved in tobacco growing and how to protect themselves against them.

Over the past decade or so, business owners, senior managers, stock owners, and other influential groups have realized that they have an important role to play in addressing social issues like child labour. As a result, there is a growing interest in what is called corporate social responsibility (CSR). Under CSR initiatives, companies, industrial sectors, and associations are introducing voluntary codes of conduct (also referred to as standards). Codes of conduct are ways for companies to enshrine the values they stand for and that they believe their management, workers, suppliers, and subcontractors

should uphold. Codes of conduct can cover many different issues. In the tobacco industry, many international companies have adopted codes of conduct on environmental impact, biodiversity, forced labour, and child labour.

When a code of conduct is in place, it needs to be used. In order to ensure that it is, companies should put monitoring systems in place to verify that stakeholders in the supply chain adhere to the conditions. When codes of conduct have implications for

entities under subcontracts—like farmers growing tobacco for the company—the tobacco company must clearly explain to them what the standards mean and the implications of not following them (e.g., termination of contract).

In a direct contract system, the next step is to develop checklists and use them to monitor that the tobacco farmers operate in accordance with national child labour laws and the tobacco company's own standards. In cases where the company finds that farmers are not adhering to the codes, companies can provide economic and technical support to bring them into compliance. Or, in the case of severe or repeated offence, they may terminate the contract.

The codes of conduct should also be used in-house—as a measure to evaluate candidates for jobs in the company, as part of briefings and trainings, and when performance is evaluated. Finally, companies should also report regularly on the farmers' compliance with the standards. They can report internally, or even better, make such reports available to the public, for example through annual CSR reports.

Tobacco companies' extension workers. In a direct contracting/integrated marketing system arrangement, the field workers are the direct link between the tobacco companies and the farmers who grow the tobacco. In that role, the field workers have a relationship with tobacco farmers and play an active role in ensuring awareness of—and compliance with—the tobacco companies' human rights,

child labour, and occupational safety and health (OSH) policies. Field workers have the following tasks and responsibilities:

- Become informed about policies on child labour, human rights, and occupational safety and health codes that the employer adheres to. When these policies are identified, the field worker has a responsibility to represent the commitments and actively promote the guidelines. To be able to do so, the field worker needs to understand national and local laws and policies regarding child labour and OSH in agriculture for young workers.
- Brief the farmers and, ideally, the workers on the tobacco company's policies on child labour and how they impact the day-to-day operations on the farm. This needs to happen when entering agreements with farmers to grow tobacco, whether they are family farms or large commercial farms.
- Ensure that child labour issues—including minimum ages and OSH conditions for legally working children—are reflected in the monitoring forms that field workers use when making visits to the contracted tobacco farmers.
- Ensure that the farmers, managers, and, ideally, all farm workers are aware of and understand the hazards associated with the growing of the tobacco (Chapter 2) and why children face more risk of contracting disease or falling victim to accidents than adults.
- Help farmers understand how they can eliminate risks and



If a field worker finds that any of his farmers are employing child labour, he needs to report that to his supervisor, who will take needed action in line with company policy.

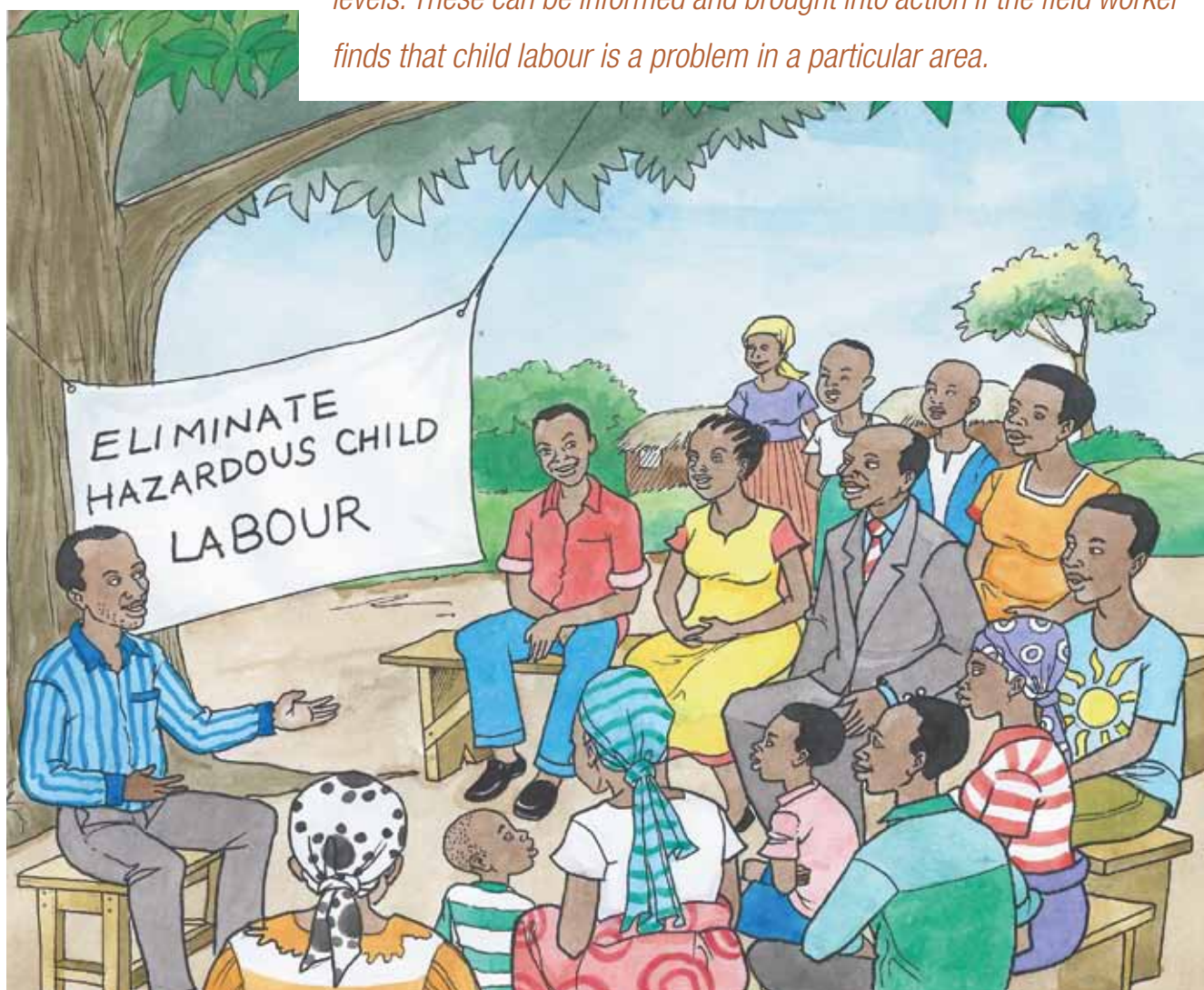
protect themselves. Assisting farmers, managers, and workers to conduct a risk assessment (see Chapter 2) will help them with some of these answers. The Risk Assessment Form is a tool that can help farm owners, managers, and workers to identify hazards and find ways to minimize the risks associated with them.

- Monitor that the farm owner or manager complies with the commitments on child labour spelled out in the contract with the tobacco company. When violations are found, field workers need to discuss them with farm owners to see why they have occurred and what can be done to correct the situation. If field workers notice illnesses, diseases, or accidents that are work-related, they should ensure that victims receive proper medical treatment.
- Report the identified violations to a supervisor, who will take action as required.

- Participate in child labour or child protection committees in the villages, districts, or provinces where they operate and contribute to those organization's activities.
- Stay up-to-date about education and skills/vocational training opportunities to support farmers in finding appropriate alternatives to child labour for their children or referring them to the local education department. Other services may also be available to help a family to reduce its dependency on tobacco growing by diversifying its income through, for example, business training for the mother, linking to microfinance schemes, etc.

Farmers/managers. All businesses—including tobacco farms—have to follow certain rules and regulations when hiring workers. This means that they have to know and comply with labour laws and occupational safety and health regulations and:

Child labour or child protection committees are often present at village levels. These can be informed and brought into action if the field worker finds that child labour is a problem in a particular area.



- Not employ underage children.
- Not use sub-contractors or out-growers who are using child labour.
- Inform young workers of the hazardous tasks that they are not allowed to do.
- Identify hazards and assess risks associated with tasks done by young workers and prevent or control the identified risks.
- Train all workers—especially children who are legally employed—to recognize hazards and risks and how to protect themselves from those risks. Ensure that the amount of work contracted for each adult employee can be achieved in the appointed time by that adult only.

3.3 ROLES AND RESPONSIBILITIES OF OTHER KEY STAKEHOLDERS

Although it is clear that the tobacco companies and the farmers have a strong interest in solving their child labour problems, the responsibility does not only lie with them.

The problem of child labour in tobacco growing is quite complex and requires actions by many actors. In the most successful instances, these actors collaborate together to design and carry out sustained, long-term, and comprehensive approaches to solve the problem:

- **Government.** Government laws, policies, and programmes (on, for example development, education, labour standards, agriculture, health, infrastructure, etc.) have a direct impact on child labour in tobacco growing. All these policies should consider the needs of the children involved and ensure coordination between ministries and departments.
- **Communities.** Communities need to be involved in anti-child labour action. In communities with high levels of child labour, child labour becomes the accepted norm, creating a push for other families interlinked to also let their children work. However, raising awareness about child labour has often led to changed perceptions in a critical mass of villagers, leading to voluntary withdrawal of children from work. Communities can also participate by creating or serving in existing village child labour committees that help identify child labourers and children who are at risk of becoming child labour and provide local solutions.
- **Parents.** Parents have a critical role to play in tackling child

labour. Child labour often persists because parents are not well informed about the consequences. Providing parents with an understanding of the hazards and risks child labourers are exposed to is an important step towards eliminating child labour.

- **Children.** Children are important stakeholders, as it is their safety, health, life, and future that are at stake. They have both a need and a right to be informed and protected from harm—whether they are working on their family farm or on a large-scale commercial farm. The decision to withdraw a child from child labour and the choice of alternatives must be made with the child's full consent and cooperation (depending on the child's evolving capacities), if withdrawal is to be sustainable and effective.
- **Employers' Organizations.** Employers' organizations can contribute by participating in the development and implementation of relevant national policies and processes. They can conduct sensitization campaigns and training for their members. Tobacco companies are usually affiliated to a sectoral and national employers' association.
- **Trade unions/workers' organizations.** Trade unions mobilizing tobacco farmers have an important role to play through participating in development and implementation of relevant policies and processes. They can also help to raise awareness and provide training for young workers.
- **International agencies and non-governmental organizations (NGOs).** Local, national and international NGOs can implement a variety of activities to address child labour: awareness raising, direct services to children and their families, research and policy, and securing funds at the international level for child labour initiatives.
- **Academic institutions.** Academic institutions have a crucial role to play by generating accurate and reliable information related to child labour in tobacco growing. Such information is necessary when developing laws, policies, and programmes on child labour.
- **Media.** Working through the media, notably television and radio, has proved to be a successful way to reach younger workers and influence their attitudes towards occupational safety and health, the importance of education, and other key messages. Using print media, for example, by publishing opinion pieces, is also effective for reaching senior government staff including policy makers.

Questions for Self-assessment (Chapter 3)

- 1) Review chapter 3 on the strategies and national and local level interventions used to combat child labour in tobacco growing. Based on your experiences from working with tobacco growing farmers, describe what you think are the key components that should be part of a project to combat child labour in tobacco growing in the geographical area where you work.
- 2) Based on your answer to the previous question, describe the roles and responsibilities of the stakeholders that you think should be the lead agencies in implementing the components you have outlined above.

Note: Some of the information you need to answer these questions is not available in the guide. Contact your Ministry of Labour, or try finding information on the Internet.

Exercises

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Exercise 1: What Is Child Labour?¹⁷

Objective: This exercise helps tobacco farm owners, managers, and workers to understand what is meant by the term 'child labour'. Preparations: Study chapter 1 and chapter 2 in the guide and familiarize yourself with the national legal framework related to child labour.

Materials needed: Large sheets of papers that can be hung on walls or a flip chart. Markers in many colours.

Participants: The farm owner/manager and as many full- or part-time workers from the farm. The group should include a maximum of 12-14 people.

Steps of the Exercise:

- 1) Begin by asking the very simple question: What is a child? Follow up with: At what age do you think a person is no longer a child?
Note: People will give different answers (e.g., when someone passes through an initiation ceremony, reaches puberty, gets married etc.). You need to know the national legal definition of a child to avoid confusion. Usually a child is defined as an individual under the age of 18.
- 2) Start a discussion with the participants. Use the following questions to stimulate the discussion:
 - When child labour is discussed locally, what age do people think about?
 - Do they think about boys or girls or both?
 - Where does child labour exist? In which parts of our country, or in which districts?
 - Are child labourers paid? Can they also do unpaid work?
- 3) Ask the groups whether they think the following would be considered child labour situations or not:
 - A child that only works alongside his or her parents. (Yes, it can be. It depends on the nature of the work, time spent doing that work, and the age of the child.)
 - A 10-year-old child spends all day working in the fields and can no longer attend school. (Yes)
 - A 13-year-old boy accompanies his father to work on a neighbour's tobacco farm for a few hours on Saturday and Sunday when he is off school. (Yes, it can be. It depends on the nature of the work, time spent doing that work, and the age of the child.)
 - A 12-year-old child helps with weeding for one hour after school. (No, as long as it doesn't interfere with school attendance—for example, make him or her too tired to go to school the next day or prevent him or her from doing homework for the following day.)
 - A 15-year-old is hired to apply chemical pesticides without protective clothing. (Yes)
- 4) Put three pieces of papers on the wall.
- 5) On the first sheet, write down answers to the following question: What tasks in tobacco growing do children do that prevent them from attending school or make them too tired to perform well? Ask them to be precise about the duration and the kind of activity (e.g., weeding every day for several hours).
- 6) On the second sheet, write down answers to the following question: What tasks in tobacco growing do children do that make them feel very tired, weak, or sick, or that can cause injuries (like spraying pesticides, carrying heavy loads, or weeding for long hours)?

¹⁷ This exercise is adapted from Exercise 2, Child labour in agriculture, Exercises and information for the integration of child labour prevention in JFFLS curricula, <http://www.fao.org/docrep/013/i1897e/i1897e.pdf>, FAO, 2010.

- 7) On the third sheet, write down answers to the following question: What tasks in tobacco growing do children do that are good for them and which tasks teach them important skills (e.g., helping parents harvest or weed for a few hours on the weekend)?
- 8) Review the three different lists and explain that we usually use the word child labour to describe the type of work mentioned on the first two lists. You might have to move one or several activities to other lists.

Exercise 2:

Why Are Some Children More Vulnerable to Child Labour Than Others? ¹⁸

Objective: This exercise helps tobacco farm owners, managers, and workers to understand why some children are more vulnerable to child labour in tobacco growing than others and understand the different (supply and demand) factors that cause children to work.

Materials needed: Three large sheets of papers and markers in three colours.

Preparation: Study chapter 1 in the guide. Create a list of various reasons why children work in tobacco, some true and some not so true. See the sample list below.

Participants: The farm owner and as many full- or part-time workers as possible. The group should include a maximum of 12-14 persons.

Steps of the Exercise:

- 1) Place one sheet of paper in one end of the room and write: TRUE. At the other end of the room, place a paper and write: FALSE. In the centre of the room, post a sheet of paper and write: I DON'T KNOW.
- 2) Ask all participants to stand in the middle of the room. Read a variety of statements about the causes of child labour in tobacco—one at a time (some examples are given below). Start with a few statements that are not related to child labour and easy for the participants to answer (e.g., goat milk is good for you). Ask the participants to physically place themselves in the section of the room or space that corresponds to their opinion about whether the statement is true or false. If they are unsure, they must stay in the middle. Allow no more than a minute for this.
- 3) Allow free discussion after each statement, particularly if there is disagreement. Participants can physically move from one end of the room to the other if they change their minds. There are no absolute correct answers to each of these statements. The idea is to generate discussion. Individuals may come up with all sorts of answers and ideas.
- 4) Remember that there are no right or wrong answer for some statements; individuals' answers will depend on their points of view

Sample Statements to Read Aloud:

Statements Related to Child Labour in Tobacco:

- Poverty is one of the main causes of child labour in tobacco growing. (True, but not always)
- The reason some parents make their children work is because school is too far away. (True)
- Many parents send their children to work rather than school because the school is not very good. (True)
- Working children represent a source of cheap labour. (True)

¹⁸ This exercise is adapted from Exercise 2, Child labour in agriculture, Exercises and information for the integration of child labour prevention in JFFLS curricula, <http://www.fao.org/docrep/013/i1897e/i1897e.pdf>, FAO, 2010.

- When children work in the field alongside adults, they can learn about life and about what to do when they become adults. (True)
- Child-headed households, in which the parents have died, must do farm work to survive. (Often true)
- Using more machines will decrease the use of child labour. (This may be true in some contexts, but it may force children into other forms of child labour.)

Exercise 3:

Identify Hazards in Tobacco Growing, Evaluate the Risks, and Decide How to Deal with Them

Objective: This exercise helps the tobacco farm owners and workers to understand the hazards and risks in tobacco growing and how to manage them so they can minimize the risks of work-related illnesses, disease, and accidents. Note that the exercise is quite comprehensive and requires a couple of hours.

Materials needed: Large sheets of paper that can be hung on walls or flip charts. Markers in many colours.

Preparation: Study all of chapter 2 in the guide.

Participants: The farm owner/manager and as many full- or part-time workers as possible. If the group includes more than 10 persons, it is advisable to divide them into smaller working groups.

Steps of the Exercise:

- 1) Let the participants **describe the cycle of tobacco growing**, starting with the preparation of the nursery beds and ending when the tobacco has been cured and sold. Write down all the parts of the cycle on sheets of papers posted on a wall. The purpose of this step is to ensure that participants know and understand all aspects of the tobacco growing cycle.
- 2) Ask the participants to identify the **various tasks involved in growing tobacco** (i.e., clearing land, planting seedlings, watering [including carrying water from long distances], applying pesticides and fertilisers, harvesting, collecting firewood, curing, carrying to market). Write down all the tasks on sheets of papers posted on a wall.
- 3) Ask the participants to describe **who is involved** in the various tasks of tobacco growing. Divide them into the following categories: children below age 15, older children age 15-17, adults above 18. Have them specify whether boys, girls, or both that are responsible for each activity. Write this information beneath the various tasks identified in the above point.
- 4) Ask the participants to **identify the hazards of each activity**. You might have to facilitate the discussion to ensure that the majority of the hazards as listed in chapter 2.2 above are covered.
- 5) Ask the participants to **identify the risks arising from each hazard**. As part of this task, let them discuss who may be harmed, and how. The objective of this exercise is to help the farmers to evaluate how each of the different age groups and genders is affected by the hazard. You might have to help the discussion by sharing your knowledge on why children are more vulnerable to hazards than adults (as elaborated in chapter 2.3).
- 6) The final—and most important—step is to consider **how the risks from each hazard can be managed**. Explain the concepts of preventive and protective measures (see chapter 2.4) and let the outcome of this discussion be the starting point for the development of a plan of action for better **risk management on their farm**.



Eliminating Child Labour in Tobacco Growing Foundation

14 rue Jacques-Dalphin

1227 Carouge, Geneva

Switzerland

www.eclt.org

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