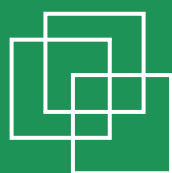


TRAINERS' MANUAL ON CHILD LABOUR
FOR

AGRICULTURE EXTENSION OFFICERS IN GHANA



International
Labour
Organisation



April, 2013

International
Programme on
the Elimination
of Child Labour
(IPEC)

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Contents

Foreword	iv
Abbreviations	v
How to use this manual	vi
Introduction	1
Unit 1: Understanding the Concepts on Child Labour	2
Unit 2: Occupational Safety, Health and Environment (OSH&E) in the Agriculture sector of Ghana	9
Unit 3: The Role of Agricultural Extension Officers in implementing the Ghana Child Labour Monitoring System (GCLMS)	16
Resource Section	20

FOREWORD

The agriculture sector is key to overall economic growth and development of Ghana. In the national development agenda, agriculture is expected to lead the growth and structural transformation of the economy and maximize the benefits of accelerated growth. Significant improvements in the productivity of the agriculture sector are required to raise the average real incomes of Ghanaians as a whole. The food and agriculture sector also has direct impact on the attainment of at least five of the Millennium Development Goals (MDGs).

A myriad of challenges affect the sector. One of such challenge is child labour. Most child labourers recorded globally aged 5-17 years (60 per cent) are found in the agriculture sector (most dangerous sector, alongside mining and construction), given that the main work in rural areas is agriculture, with nine out of ten working children involved in agriculture or related activity. Sub-Saharan Africa has an estimate of nearly 30 per cent of children under the age of 15 involved in child labour and 15 per cent in hazardous child labour. Ghana has about 57 per cent of child labourers employed in the agriculture, hunting and forestry sectors. Approximately, 31 per cent of these child labourers are engaged in hazardous works.

In Ghana, the National Plan of Action for the Elimination of the Worst Forms of Child Labour in Ghana (NPA 2009-2015) is being implemented with agriculture as one of the main targeted sectors. The Ministry of Food and Agriculture (MOFA) is the lead agency responsible for the agricultural sector within the context of a coordinated Government Programme. The Ministry of Food and Agriculture does this through the Food and Agriculture Sector Development Policy (FASDEP II 2009-2015). In regard of child labour issues, the Directorate of Agricultural Extension Services (DAES) of the Ministry of Food and Agriculture (MOFA) with support from the International Labour Organization (ILO) facilitated the preparation of this Child Labour Manual for her Agriculture Extension Officers as capacity development and a means of mainstreaming Child labour issues into extension service delivery.

It is the expectation of the Ministry of Food and Agriculture that prospective trainers will find this Manual very useful and to use same to build the capacities of Agriculture Officers, Leaders of Farmer Based Organizations, Private Sector Extension Operators and Farmers.

Corinne Vargha
Chief
ILO Fundamental Principle and Rights at work Branch

Abbreviations

CCPC	Community Child Protection Committees
CHRAJ	Commission for Human Rights and Administrative Justice
CL	Child Labour
CLMS	Child Labour Monitoring System
COCOBOD	Ghana Cocoa Board
CHED	Cocoa Health and Extension Division
CRIG	Cocoa Research Institute of Ghana
CSEC	Commercial Sexual Exploitation of Children
CSO	Civil Society Organisation
DAES	Directorate of Agriculture Extension Services
DCPC	District Child Protection Committees
EIB	Employment Information Bureau of the Labour Department
FOAT	Functional Operational Assessment Tool
GAWU	General Agricultural Workers' Union
GEA	Ghana Employers' Association
GCLMS	Ghana Child Labour Monitoring System
GLSS	Ghana Labour Standards Survey
GSS	Ghana Statistical Service
HAF	Hazardous Activity Framework
ILO/IPEC	International Labour Organisation/International Program on the Elimination of Child Labour
IPM	Integrated Pest Management
ME&LR	Ministry of Employment and Labour Relations
MESW	Ministry of Employment and Social Welfare
MLGRD	Ministry of Local Government and Rural Development
MOE	Ministry of Education
MOFA	Ministry of Food and Agriculture
MTDP	Medium Term Development Plan
NDPC	National Development Planning Commission
NGOs	Non-Governmental Organisations
NPA	National Plan of Action for the Elimination of the Worst Forms of Child Labour in Ghana (NPA 2009-2005)
NPECLC	National Program for the Elimination of Worst Forms of Child Labour in Cocoa
NSCCL	National Steering Committee on Child Labour
OL	Organised Labour
OSH	Occupational Safety and Health
OSH&E	Occupational Safety, Health and Environment
PPE	Personal Protective Equipment
TUCG	Trades Union Congress of Ghana
UNCRC	United Nations Convention on the Rights of the Child
UNICEF	United Nations Children's Fund
WFCL	Worst Forms of Child Labour

How to use this manual

This manual is intended for extension officers in their engagement with farmers, farm workers and farmer groups to facilitate their understanding of the three components of this manual.

Unit 1: **Understanding the Concepts of Child Labour**

Unit 2: **Occupational Safety, Health and Environment (OSH&E) in the Agriculture Sector of Ghana**

Unit 3: **The Role of Agriculture Extension Officers in Implementing the Ghana Child Labour Monitoring System (GCLMS).**

Under each unit, the trainer is given basic notes on the objectives for the unit, expected outputs, sessions and duration, preparation, materials required, methodology, procedure, evaluation, and key messages. The units are also supported with a resource section to furnish the trainer with key information that will enhance their capability to facilitate the sessions.

The trainer should facilitate and not teach in order to make the sessions as participatory as possible. The following could be considered and kept in mind to guide the facilitation process:

- *Challenge your assumptions;*
- *Never tell it if you can ask;*
- *Resist being an expert;*
- *Don't push the river, it flows by itself;*
- *Training is not filling a bucket, but lighting a fire.*

The trainers should note that this manual forms a part of existing documents and cannot be used in isolation. The trainer needs to have these documents as supplementary materials for reference:

- Agricultural Extension Policy, Planning and Management Training for Regional and District Directors of the DAES,
- Eliminating Hazardous Child Labour and Occupational Safety, Health and Environmental (OSH&E) Risks: A Manual for Agents of Change in Cocoa Communities in Ghana developed by the ILO/IPEC-Cocoa Communities Project in collaboration with the General Agricultural Workers' Union (GAWU) of TUCG,
- The Hazardous Child Labour Framework for Cocoa (HAF) 2008,
- The Hazardous Child Labour Framework for all Sectors (HAF) 2011,
- Ghana Child Labour Monitoring (GCLMS) Framework, and
- Relevant national and international laws [e.g. ILO Conventions Nos.138 and 182 and the Children's Act, 1998 (Act 560) and the Human Trafficking Act 2005 (Act 694)]
- Child Labour Strategic Plan for Directorate of Agricultural Extension Services

- The 1992 constitution of Ghana
- The Labour Act of 2003, Act651
- Standard Operating procedures and Guidelines for addressing the Worst Form of Child Labour in Ghana
- National Plan of Action (2009-2015) for the Elimination of the Worst Forms of Child Labour in Ghana

The trainer needs to be acquainted with the aforementioned documents before facilitating training sessions on this module.

Introduction

The Ghanaian economy is very dependent on the agriculture sector, employing more than 50 per cent of the total labour force, providing 55 per cent of foreign exchange and contributing 45 per cent of the Gross Domestic Product.¹ Agriculture in Ghana is characterized by small-holder farming and is labour intensive. Children are not left out of this intensive labour. The recent GLSS indicated that 13 per cent of children aged between 7 and 14 years in Ghana are economically active, of which 98 per cent are contributing as family workers. As is the case in many low income countries, the agriculture sector in Ghana employs the highest percentage (92 per cent) of child labourers.²

Child labourers working within the agriculture sector are at a higher risk, compared to their adult counterparts, of being exposed to pesticides, agrochemicals and other physical, biological and ergonomic hazards. These hazardous activities can affect the development of such children and in some cases cause lifelong disability or death. Children involved in child labour may have to drop out of school or work whileschooling, a practice which may deprive them of the full benefits of education and also limit their future job opportunities.

Child labour therefore violates the rights of children as provided for by international and national legal provisions to protect and ensure the welfare of children. For this reason, there have been several efforts to eliminate child labour. As part of a global community, the Government of Ghana has taken steps to ensure the realization of this goal among Ghanaians. Current efforts from international and national organisations in Ghana include development of policy and legislation, the implementation of the Ghana Child Labour Monitoring System (GCLMS) among other small-scale direct actions in identifying, withdrawing and rehabilitating children in various Worst Forms of Child Labour (WFCL). Attempts are also being made to develop a standardized OSH manual for GAWU to facilitate the promotion of decent working conditions for adults and children of legal working age within the agriculture sector in Ghana.

As the institution with oversight responsibility in the agriculture sector, MOFA has extension officers who have the mandate and responsibility to provide extension services to farmers and have direct contact with farmers, farm workers and farmer groups through various approaches including awareness campaigns; training, including practical sessions using a combination of Demonstration Farm and Best Practices in Farmer Field Schools; as well as the facilitation of group formation and monitoring. The roles of extension officers make them influential in bringing about a change in farming practices. However, the extension officers are inadequately resourced technically and logistically to actively participate in the fight against child labour.

¹ *Facts and Figures on Agriculture, Statistics, Research and Information Directorate (SRID) Ministry of Food and Agriculture, May 2011*

² *GSS (2008) Ghana Living Standards Survey Report of the Fifth Round (GLSS 5)*

This child labour manual has therefore been developed to serve as a handy resource to guide extension officers to actively support the fight against child labour in the agriculture sector, including the cocoa sub-sector. This will enhance their training of farmers on child labour and OSH issues as well as GCLMS implementation.

UNIT 1

Understanding the Concepts on Child Labour



3Hrs:30mins





Understanding the Concepts on Child Labour

Objective:

In this unit, participants will become familiar with the concepts of child labour, by knowing activities in the agriculture sector that are unacceptable for children due to the impact on their health, education and development. Acceptable activities considered as the socialisation process for knowledge and skills transfer will also be discussed in the context of the national and international legal framework, including the cultural factors.

Target Groups: Extension Officers, Farmers, Farmer Groups, Farm Workers and Community Leaders.

Expected outputs:

By the end of the unit, participants will be in the position to:

- Know who a child is in legal terms and the legal provisions protecting their rights,
- Define child labour and the various forms that persist in the farming areas,
- Identify categories of farm work appropriate for different ages and stages of a child's development, based on the Hazardous Activity Framework for all sectors (HAF),
- Identify farming activities/tasks that are hazardous as a result of the circumstance under which they are carried out and discuss making these safer for legal working-age children to be in decent employment,
- Identify and discuss causes and consequences of child labour on the current and future development of the child, farmers' livelihoods, sustainability of the agriculture industry and the economy at large,
- Identify the various interventions and analyse best approaches of eliminating child labour in the agriculture sub-sector, and
- Discuss the critical role of MOFA, especially the Directorate of Agricultural Extension Services in addressing the problem in the sector.

Sessions and Duration:

Duration: 3 hours 30 minutes

- | | |
|---|---------------|
| 1. The concepts of 'child labour' in agriculture | 60mins |
| 2. Types of farming activities children participate in and the time/duration | 60mins |
| 3. The causes and consequences of child labour on children, families and the economy, and the importance of education | 30mins |
| 4. The various interventions by stakeholders | 30mins |
| 5. The role of MOFA in the elimination of child labour | 30mins |

Preparation:

- Trainers should acquaint themselves with the relevant information in the reference section.
- Prepare story problems and picture cards of children involved in activities for the group work.
- Set a convenient time, venue and logistics with community.

Materials required:

- Flip chart and stand
- Markers and Masking Tape
- Pictures
- Child labour documentaries

Methodology: Participatory discussions, brainstorm, group work and quizzes

Procedure:

Trainer to lead discussions on the following:

1) The Concepts of Child Labour:**60mins**

- a) Facilitator finds out from participants their understanding of who a child is or he/she may ask a direct question such as “who is a child”?
- b) Facilitator elicits responses from participants and records them on a flip chart;
- c) Facilitator then reconciles the responses provided by participants with information provided in resource section on the definition of a child;
- d) Lead a discussion on what is considered as child labour;
- e) Put participants into groups to brainstorm and come out with activities that can be considered as child labour and permissible activities (tasks that are adequate for the child depending on the child's age) in agriculture (within the context of the Children's Act 1998 -Act 560 and the Hazardous Child Labour Framework for Ghana and the Agriculture specific HAF) and provide reasons for their answers. Alternatively, show pictures of children in different activities and ask participants their opinions on the work being done by the child;
- f) Lead a debriefing session to conclude on what can be considered as child labour and light/permissible work;
- g) Discuss what is considered as the Worst Forms of Child Labour and the types:
 - i) Unconditional worst forms of child labour, and
 - ii) Hazardous work
 - Hazardous work in crop production,
 - Hazardous work in animal rearing,
 - Hazardous work in fishing, and
 - iii) How can children be protected from hazardous work?

2) Types of farming activities children participate in and the time/duration 60mins

- a) Ask participants to mention the activities in farming (from land preparation to the point of sale);
- b) Find out from participants which of these activities are carried out by children, when they do these and for how long;
- c) Ask participants for the differences between child labour and child work/permissible work.

3) The causes and consequences of child labour on children, families and the economy, and the importance of education 30mins

- a) Facilitator finds out from participants why farmers depend on child labour. What are the main constraints in eliminating child labour, especially in small and family farms? Why do parents depend on their children's help in agriculture?
- b) Participants are requested to come up with the consequences of child labour on the child, the family, the community and the nation;
- c) Discuss the benefits of sending children to school;
- d) Facilitator then reconciles the responses provided by participants and helps them to draw conclusions.

4) The various interventions by stakeholders 30mins

- a) Discuss how child labour can be eliminated. What are some of the actions and practices that may make agriculture sustainable without the children as part of the workforce? How to make agriculture safer so that children above minimum age can work;
- b) Facilitator leads a discussion on the various interventions in place to address the problem;
- c) Ask participants what the legal provisions on CL are (reference to the resource section on legal provisions on child labour);
- d) Ask participants to identify the key players in the elimination of child labour and their roles and responsibilities.

5) The role of MOFA in the elimination of child labour 30mins

- a) Ask participants if MOFA is playing any role in the elimination of child labour and list the responses;
- b) Harmonize the responses to what MOFA is currently doing in the elimination of child labour
- c) Put participants into three groups to identify what else can be done by MOFA at the i) community level, ii) district level, and iii) national level

- Evaluation:**
1. Review what has been discussed against the objectives
 2. Ask participants to share lessons on what they have learnt

Key messages:

- The legal definition of a child is a person below 18 years.³
- Not all activities/tasks by children constitute child labour and are therefore unacceptable.
- There are activities that are acceptable for children to do, depending on their ages and capabilities.
- To know if a child is in child labour or not you need to know his/her age, type or nature of work or activity being performed, duration of work and the circumstances under which that work or activity is being carried out (e.g. late at night, during school hours, in isolation, etc.) and whether it interferes with schooling.
- Child labour is a problem because it prevents children from going to school or inhibits them from doing well at school and from developing properly. This will then have an impact on the child's (and his family and community's) future economic, social and psychological prospects.
- Hazardous work is the most common worst form of child labour in crop, animal and fishing farming and may have devastating effects on children's health.
- Children 15 years and above can be employed but not in hazardous work.
- Some hazardous work can be transformed into safe work so that children who are 15 years and above can stay in employment as youth.
- Ghana is improving the enforcement of its numerous laws on child labour.
- The protection of children's rights is established in the Ghanaian Constitution and other national laws such as the Children's Act, 1998 (Act 560).
- Ghanaian laws set the type of work that children can or cannot do and at what age.
- The HAF is a specific tool that contains guidance on the type of work that children should and should not do when involved in farming.
- All children of school going age should be in school and not working in hazardous activities or any form of work during school hours.
- It is the collective responsibility of all to end the use of children in their communities in activities that will take them out of school and impede their development.
- All forms of child labour are not good and should be eliminated from communities.

³ The UNCRC, ILO Convention Nos. 138 on Minimum Age for Employment and the 182 on the Worst Forms of Child Labour as well as national legal framework including the 1992 Constitution of Ghana and the Children's Act 1998 (Act 560) define a child as a person below 18 years

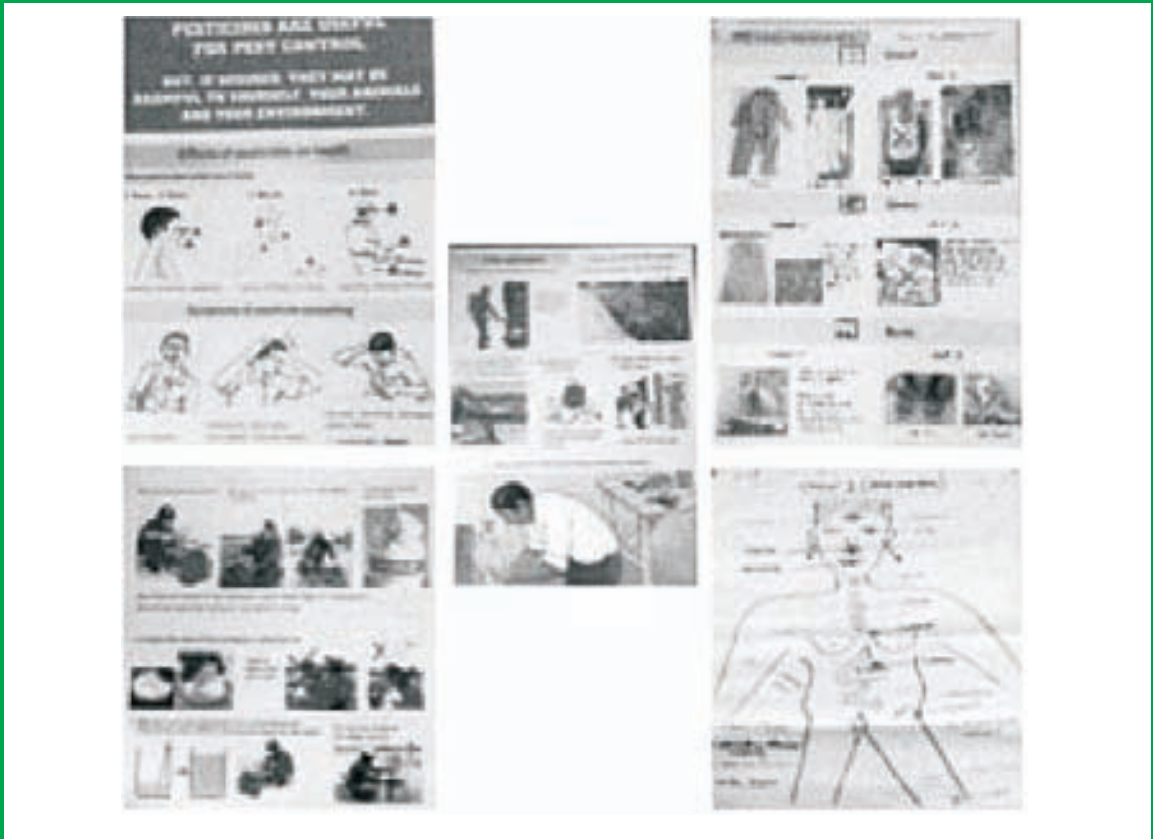
- Various forms of interventions should be put in place to holistically address all the root causes of child labour. Especially in small and family farms, there are economic and technological constraints that are among the causes of dependency on children's contribution. It is important to address these constraints also on a technical level and allow all farmers and parents to carry out sustainable agriculture without depending on their children's help. It is possible to have a profitable farm that does not use child labour. Other developed countries produce more with no child labour.

UNIT 2

Occupational Safety, Health and Environment (OSH&E) in the Agriculture Sector of Ghana



5Hrs.





Occupational Safety, Health and Environment (OSH&E) in the Agriculture sector of Ghana

Objective:

Most informal activities such as agriculture, including fishing and animal husbandry are insecure and hazardous in terms of health and safety. They take place in unhealthy and unsafe environments with very little attention paid to Occupational Safety and Health (OSHE) measures. Farmers, especially children are therefore exposed to a range of physical, ergonomic, chemical and psycho-social hazards.⁴

The objective of this session is therefore to equip agriculture extension officers with the relevant knowledge and skills on OSH&E to help trainers run courses for crop, fish or animal farmers and legal working-aged. The ultimate goal is to raise awareness and promote the well-being of children and farmers by teaching and inculcating in them safe and healthy practices in farming.

Target groups: Agriculture Extension Officers and Farmers

Expected output:

On completion of this unit, participants would understand:

- OSH and why it is important in farming,
- the various types of hazards and risks relating to farming activities,
- dangerous hazards in crop, fish or animal farming undertaken by adults,
- the most common and dangerous hazards in farming undertaken by children and how they can be made safer to promote decent employment for legal-age working children (15+),
- **Pesticides:** most common types used in Ghana, and specific precautions and alternatives,
- why children are more vulnerable to risk than adults,
- farm risk assessment for children and the effects of hazards on the human body,
- Hazards, effects, control measures and good practices in farming,

Sessions and Duration:

Duration: 5 hours

1) OSH risk and hazard in crop, fish or animal farming	60mins
2) Why children are more vulnerable than adults	60mins
3) Pesticides and other agro-chemicals	45mins
4) Hazards, effects and control measures in farming	60mins
5) Practical demonstration	75mins

⁴ One out of every four children in cocoa producing areas in Ghana is involved in hazardous work with adults also afflicted by unhealthy and unsafe practices that can lead to injury and even death, MESW Cocoa Scale-up Survey, 2008.

Preparation:

- Trainers should have adequate knowledge on OSH&E,
- Read the ILO/GAWU Manual titled: “Eliminating Hazardous Child Labour and OSH&E Risks- A Manual for Agents of Change in Agriculture in Ghana” to better understand the issues,
- Plan practical exercises for demonstrations to help participants understand what they have learnt.

Materials required:

- Flip charts stand and papers
- Markers and Masking tapes
- Scissors
- Projector
- Standardised Pictures, sketches and newspaper cuttings of OSH stories (injuries and deaths)
- Cards (different colours)
- Copy of the MOFA approved list of pesticides⁵
- Sample chemicals/pesticides
- Tools (sharp and small cutlasses, spraying machine, etc.)

Methodology: Participatory discussions, group work, body mapping and practical field sessions.

Procedure:

Trainer to lead discussions on the following:

1) OSH risk and hazard in crop, fish or animal farming**60mins**

- a. Ask participants if they have experienced or witnessed any injuries or deaths in farming and why a particular activity resulted in the injury or fatality.
- b. Follow up with an open discussion on why they think there are health and safety incidents in farming and how often they occur.
- c. Provide an explanation on the difference between 'hazards' and 'risk' and ask participants to provide some examples.
- d. Put participants into small groups to discuss farming activities, the possible hazards and those at higher risk.
- e. Lead a debriefing to discuss the feedback from the groups and discuss the labour alternatives for not involving children in the hazardous activities [Refer to resource section for relevant international conventions and other national provisions (The 1992 Constitution of the Republic of Ghana, The Children's Act of 1998, The Labour Act, 2003, Act 651), ILO policy indicators for improving workplace conditions globally and also the general framework used by the competent Authority (Ghana) to manage OSHE].

⁵ Trainer should obtain the most current list of approved and banned chemicals from MOFA before the start of the training

2) Why children are more vulnerable than adults

60mins

- a. Ask participants' opinion about why they think children are more susceptible to hazards faced by adults when placed in the same situation.
- b. Facilitator explains to participants that children are at higher risk of suffering from work hazards than adults which can even result in permanent disabilities and psychological damage.
- c. Make a brief presentation on the developmental differences between children and adults in general (*refer to resource section on mode of entry*)

NOTE: This is a highly technical session and will demand a lot of interaction with the participants to provide some examples. Also use pictures as much as possible to bring out the explanation very clearly.

3) Pesticides and other agro-chemicals

45mins

- a. Start a discussion on the benefits of agro-chemicals in farming and how damaging it can also be to human health and the environment. Discuss alternatives to the use of chemicals (IPM, organic farming).
- b. Ask participants to identify the approved chemicals recommended by MOFA for use and the banned chemicals.
- c. Now put the participants into groups to discuss the most common ways children and farmers come into contact with chemicals (means/mode of contact).
- d. Put participants into groups to discuss ways of handling and the effects of mal-handling pesticides and agro-chemicals (purchasing, transporting, storage, usage, application and disposal of empty agro-chemical containers).
- e. Discuss specific requirements in terms of handling, personal protective equipment (brands and specification, availability in the market in Ghana and cost – bring models that satisfy the specifications for each pesticide used) and re-entry periods prescribed for the common chemicals used in Ghana (one by one).
- f. Discuss use of PPE and compliance with the specifications above. What are the constraints? Is compliance feasible in the situation of farms in Ghana in the experience of extension staff? What are the consequences if compliance is not feasible? What are the conclusions?

4) Hazards, effects and control measures in agriculture

60mins

- a. **Physical hazards**
 - i. Start a discussion on what constitutes physical hazards and their effects especially on children in farming areas.
 - ii. Ask participants to mention common physical hazards they have seen and how they happened.
 - iii. Now put the participants into groups to discuss how these physical hazards can be avoided.

b. Biological hazards

- i. Start a discussion on what constitutes biological hazards and their effects especially on children in farming areas.
- ii. Ask participants to mention common biological hazards they have seen and how they happened.
- iii. Now put the participants into groups to discuss how these biological hazards can be avoided.

c. Ergonomics

- i. Start a discussion on what constitutes ergonomics and their effects especially on children in farming areas.
- ii. Ask participants to mention common ergonomics they have seen and how they happened.
- iii. Now put the participants into groups to discuss how these ergonomics can be avoided.
(Facilitator must reference the resource section for useful notes on the above hazards)

5) Practical demonstration

75mins

Part I

1. Facilitator must arrange to take participants to a demonstration farm to have on-farm exposure to a spraying exercise, including all Personal Protective Equipment (PPE), or any other safety measure that can help them to internalize what they have learnt.
 - a. Highlight what they have to look out for, general comportment and more importantly, the objective of the exercise.
 - b. Introduce the session and debrief after the exercise in respect of what went well and what did not go well. Capture this on a flipchart for further discussions.

Part II

1. Group participants into three and distribute already prepared exercises on hazards (body mapping/hazard mapping) and risk assessment for children on some agricultural activities.
2. Go through instructions on each assignment with participants and agree on time to be spent for the exercise.
3. Let each group elect their moderator, secretary and presenter.
4. Regroup and allow each group to present their work for discussions and inputs.

NOTE: This is a highly technical session and will demand a lot of interaction with the participants to provide some examples. Also use pictures as much as possible to bring out the explanation very clearly.

- Evaluation:**
1. Review what has been discussed against the objectives.
 2. Ask participants to share lessons on what they have learnt.

Key messages:

- The human and financial cost of occupational health and safety accidents is huge.
- Most accidents happen because people are not aware of, or prepared to deal with them.
- Children in fishing, crop and animal farming are exposed to a number of dangerous tasks through the production cycle.
- Adults are equally exposed to hazards and need to manage them to reduce the risks of exposure.
- Some hazards could be managed or eliminated by finding alternatives to the production processes to reduce the risk for children aged 15 years and above to be employed in decent work.
- Without exception, all forms of chemical/pesticides are harmful and poisonous. They are harmful and could kill if not applied, stored and disposed of properly. They are always unsafe and will always present a degree of danger even if they are applied, stored and disposed of properly. As much as possible, alternatives to chemical pesticides must be sought.
- In Ghana, only those pesticides approved by MOFA (see list) can be used. The fact that they are approved does not mean they are safe.
- Exposure to chemicals can occur through different ways; you don't have to actually touch chemicals. Just being around a sprayed area or contaminated clothing can be extremely dangerous.
- Children are more exposed to health risks and disease than adults given their levels of physical development.
- Some effects of chemical exposure can last for life, show after many years and lead to death.
- All chemicals are harmful to health and the environment.
- Chemicals should be applied and used as recommended.
- Children should not be allowed to come into contact with chemicals since it impairs their health.
- Empty containers should not be used for domestic purposes. They should be disposed of as recommended by the manufacturers.
- The use of machetes and other sharp tools by children is forbidden under the Hazardous Activity Framework (HAF) for the Agriculture Sector in Ghana.
- Injuries from sharp tools happen often because farmers do not take sufficient care or know how to use the tools safely.
- Good control measures to prevent injury from sharp tools are: not working too close to others; wearing appropriate protective gear (e.g. Wellington boots); not working with sharp tools under the influence of alcohol/drug; treating wounds appropriately.
- Fire is a good servant but a bad master.
- The HAF document prohibits children from being involved in bush burning and recommends that children between 8-11 years old are supervised by

adults when it comes to help in cooking, serving food and other light work as stated in the HAF document.

- Good corrective measures concerning fires include: ensuring no fire is left unattended; ensuring that there are escape routes; ensuring that all fires are put out at the end of the day.

UNIT 3

The Role of Agriculture Extension Officers in Implementing the Ghana Child Labour Monitoring System (GCLMS)



3Hrs.





The Role of Agriculture Extension Officers in Implementing the Ghana Child Labour Monitoring System (GCLMS)

Objective:

An important investment in recent years has been the development of national, district and community level networks to underpin and sustain actions against child labour. A major focus is on how to meet the challenge of the informal economy, in particular, agriculture sector as the sector in which the largest percentage of child labour is engaged yet the hardest-to-reach sector for labour and other inspectors. The objective of this unit is therefore to help drive the development of greater and more effective cooperation and partnership with other actors engaged in inspection and monitoring activities of child labour. The session will help participants have adequate knowledge about the Ghana Child Labour Monitoring System (GCLMS), its operations and partners as well as guidelines for the DAES on how they will institutionalise the role of extension staff in the GCLMS (including reporting lines etc.).

Target group: Extension officers, Community Leaders and Farmers

Expected output:

By the end of this session, participants will:

- understand the concepts and objectives of the GCLMS;
- know the importance of child surveillance through the GCLMS application and their operations at various levels, especially at the sub-national;
- appreciate the roles and responsibilities of each of the partners in the GCLMS implementation, from identification through referral for services and tracking;
- identify the specific role of the Agriculture Extensions Services in the effective implementation of the GCLMS;
- discuss how to forge networking and collaboration mechanisms with the key partners is crucial in the effective implementation of the GCLMS; and
- know how to use information from the GCLMS to inform planning and implementation of child labour interventions.

Sessions and Duration:

Duration: 3 hours

- | | |
|---|--------|
| 1. The GCLMS concept and objectives | 30mins |
| 2. The operations of the system at the various levels | 30mins |
| 3. The GCLMS partners, their roles and networking in child surveillance and remediation | 60mins |
| 4. Roles of MOFA and key partners in the implementation of the GCLMS | 60mins |

Preparations:

- Trainer should be acquainted with information on GCLMS, the institutional framework and how the system is operating. Pre-arrange meeting venue and necessary logistics for training with the community.

Materials required:

- Flip chart/board
- Marker/chalk
- Pens/pencils
- Plain sheets
- The GCLMS tools

Methodology: Participatory discussions and group work

Procedure:**1) The GCLMS Concept and Objectives**

- a. Facilitator may start with an open discussion on the type of surveillance arrangements in place in their districts/localities for monitoring of child labour. The feedback on the types of monitoring should be listed on the flip chat.
- b. Then ask participants to share their understanding of the GCLMS. Let a few participants read out their responses and list these also on a different flip chat.
- c. Facilitate a discussion on the difference between responses on the GCLMS and the type of surveillance arrangements.
- d. Write on the flip chart to explain and fill the gaps in their understanding of the GCLMS and its objectives. Two participants should now make the necessary corrections on the second flip chat.

2) The operations of the system at the various levels

- a. Make a short presentation on the structure of the GCLMS at the various levels and follow up with an open discussion.
- b. Now put the participants into groups to brainstorm recommendations on how the GCLMS operation could be improved at the various levels. Let the groups work on levels (national, district and community).
- c. Let them make brief presentations and collate the key recommendations on a flip chat.

3) The GCLMS partners, their roles and networking in child surveillance and remediation

- a. Facilitator to start an open discussion to list the GCLMS national, district and community partners on a flip chat.
- b. Put participants into groups to identify the roles and responsibilities of the listed partners.
- c. Facilitate a debriefing session and help to include any missing information from the responses of each of the groups.

4) Roles of MOFA Extension Officers and key partners in the implementation of the GCLMS

- a. Find out from participants what each of them is already contributing to the GCLMS implementation. Let each participant read it out and list all the feedback on a flip chat.
- b. Ask participants to share what more they can do to increase their efforts towards the implementation of the GCLMS, especially with regard to remediation services to children and families.
- c. Lead the debriefing session to conclude on action points and guidelines for the Agriculture Extension Services on their role, coordination arrangements and reporting for effective GCLMS operations.

- Evaluation:**
1. Review what has been discussed against the objectives.
 2. Ask participants to share lessons on what they have learnt.

Key messages:

- The GCLMS was developed by the key partners as a critical tool to monitor children in the communities.
- The system helps in preventing children from entering child labour.
- Teachers, labour and education inspectors, extension officers, chief farmers, community leaders, parents and children all have a role to play in stopping child labour using the GCLMS.
- It is a prevention tool for early identification of children at risk of child labour.
- Information from the GCLMS helps in planning and implementing appropriate interventions to address child labour at all levels.

Resource Section

Resource Section

Child labour (CL)⁶

Child:

The different ethnic cultures may define a child differently, but legally, a child is a person below 18 years.

[Part I, Article 1 of the UN Convention on the Rights of the Child; Article 2 of the ILO Convention No. 182; Article 28 (5) of the 1992 Constitution of Ghana (1992); Part 1, Article 2 of the African Charter on the Rights and Welfare of the Child (1990); and Part I (i) of the Children's Act (Act 560 of 1998)].

Child labour is:

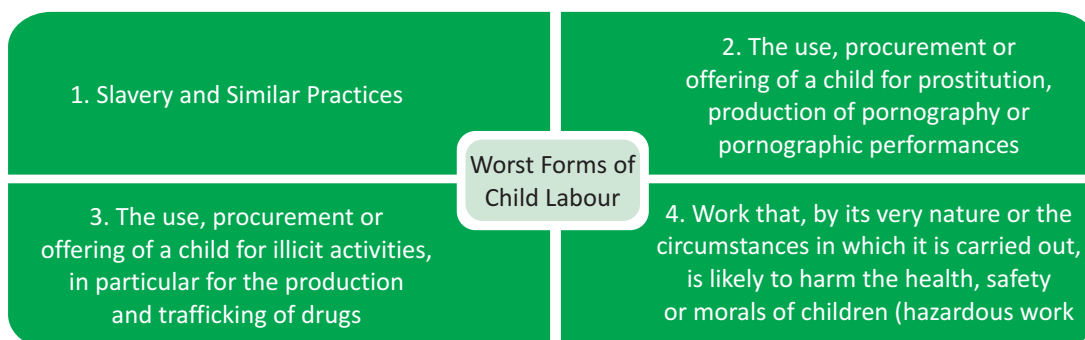
- Work performed by a child which deprives the child of the basic human rights, and is abusive, hazardous, exploitative and harmful to the health, safety, morals and development of the child or
- Work that denies a child of education or does not allow the child to benefit fully from school, by way of attempting to combine school with heavy work or work for long hours (ILO C138, C182; Children's Act 1998, Act 560).

Light work is any work that is not likely to harm the health and development of the child and does not interfere with their school attendance or their participation in vocational orientation and training programmes. Children can do small tasks – at home and on the farm – which are appropriate for their age and level of development during non-school hours. This will help them to acquire practical skills and learn.

- Light or acceptable work forms part of the socialisation process and is beneficial to the child's development, inter-generational transfer of skills and future of agriculture and cocoa production.

Worst Forms of Child Labour:

The ILO Convention No. 182 defines the following 4 classes of work as the worst forms:



⁶ Information on CL is mainly taken from HAF document and the final draft of the GAWU OSH Manual

Unconditional Worst Forms of Child Labour: Categories 1, 2 and 3 are unconditional WFCL which are illegal activities defined and prohibited internationally for both children and adults work.

Hazardous work: It is work that poses danger to the health, safety or morals of a person. It could also be legitimate work, but in dangerous or unhealthy conditions that could result in a child being killed or injured, maimed or made ill as a result of poor safety and health standards and working conditions. Category 4 above refers to hazardous work.

Guidelines for determining Hazardous Work (ILO Rec. 190 Guidelines):

- Work that 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 involving manual handling or transport of heavy loads;
- Work in unhealthy environments which may expose children to hazardous substances, agents or processes, or to temperatures, noise levels, or vibrations damaging to their health;
- Work under particular 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.

Some International Legal Framework on the Right of the Child:

- UN Convention on the Rights of the Child (UNCRC) –(1989)
 - Article 3: Best interest of the child must be the primary concern in decision making that may affect them.
 - Article 28: Good quality education - All children have the right to a primary education, which should be free.
 - Article 32: Child labour - Governments should protect children from work that is dangerous or might harm their health or their education.
 - Article 36: Exploitation - Children should be protected from any activity that takes advantage of them or could harm their welfare and development.
- ILO Convention No. 138 (1973) on minimum age for admission into employment/work
 - Article 3 (1): Minimum age for admission into employment which is likely to affect the health, safety or morals of the person is 18 years.
 - Article 3 (2): National laws or regulations or competent authority in consultation with appropriate persons or organisations shall determine the types of work for persons below 18 years.
 - Article 3 (3): After the consultations, national laws or regulations or the competent authority may authorise employment or work as from the age of 16 years on condition that the health, safety and morals of the young persons concerned are fully protected and that the young persons have received adequate specific instruction or vocational training in the relevant branch of activity.

- ILO Convention No. 182 (1999) on Worst Forms of Child Labour
 - Article 1: Each Member which ratifies this Convention shall take immediate and effective measures to secure the prohibition and elimination of the worst forms of child labour as a matter of urgency.
 - Article 3: For the purposes of this Convention, the term "the worst forms of child labour" comprises:
 - 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.

- ILO Convention No. 184 (2011) on Occupational Safety and Health in Agriculture
 - Article 1: Agriculture here covers agricultural and forestry activities carried out in agricultural undertakings including crop production, forestry activities, animal husbandry and insect raising, the primary processing of agricultural and animal products by or on behalf of the operator of the undertaking as well as the use and maintenance of machinery, equipment, appliances, tools, and agricultural installations, including any process, storage, operation or transportation in an agricultural undertaking, which are directly related to agricultural production.

 - Article 3 (1): The competent authority of a Member which ratifies the Convention, after consulting the representative organizations of employers and workers concerned:
 - (a) may exclude certain agricultural undertakings or limited categories of workers from the application of this Convention or certain provisions thereof, when special problems of a substantial nature arise; and
 - (b) shall, in the case of such exclusions, make plans to cover progressively all undertakings and all categories of workers.

 - Article (2): Each Member shall list, in the first report on the application of the Convention submitted under article 22 of the Constitution of the International Labour Organization, any exclusions made in pursuance of paragraph 1(a) of this Article giving the reasons for such exclusion. In subsequent reports, it shall describe the measures taken with a view to extending progressively the provisions of the Convention to the workers concerned.

- African Charter on the Right and Welfare of the Child (1990)
- Part 1 Chapter 1: Rights and welfare of a child
- Article 2: Definition of a child - every human being below the age of 18 years.
- Article 4: Consideration of the best interest of the child by any person or authority.
- Article 11: Every child's right to education.
- Article 15: Child Labour

1. Every child shall be protected from all forms of economic exploitation and from performing any work that is likely to be hazardous or to interfere with the child's physical, mental, spiritual, moral, or social development.

2. State Parties to the present Charter take all appropriate legislative and administrative measures to ensure the full implementation of this Article which covers both the formal and informal sectors of employment and having regard to the relevant provisions of the International Labour Organization's instruments relating to children, States Parties shall in particular:

- (a) Provide through legislation, minimum wages for admission to every employment;
- (b) Provide for appropriate regulation of hours and conditions of employment;
- (c) Provide for appropriate penalties or other sanctions to ensure the effective enforcement of this Article;
- (d) Promote the dissemination of information on the hazards of child labour to all sectors of the community.
- Article 31: Responsibility of the child

Every child shall have responsibilities towards his family and society, the State and other legally recognized communities and the international community. The child, subject to his age and ability, and such limitations as may be contained in the present Charter, shall have the duty:

- (a) to work for the cohesion of the family, to respect his parents, superiors and elders at all times and to assist them in case of need;
- (b) to serve his national community by placing his physical and intellectual abilities at its service;
- (c) to preserve and strengthen social and national solidarity;
- (d) to preserve and strengthen African cultural values in his relations with other members of the society, in the spirit of tolerance, dialogue and consultation and to contribute to the moral well-being of society;
- (e) to preserve and strengthen the independence and the integrity of his country;
- (f) to contribute to the best of his abilities at all times and at all levels, to the promotion and achievement of African Unity.

Some National Laws on the Right of the Child:

1. **1992 Constitution of the Republic of Ghana**

- Chapter 5: Fundamental Human Rights and Freedom
- Sect. 28 (1d) 'Parliament shall enact laws as are necessary to ensure that: 'Children and young persons receive special protection against exposure to physical and moral hazards.'
- Sect. 28 (2) 'Every child has the right to be protected from engaging in work that constitutes a threat to his health, education or development.'

2. **The Children's Act, 1998 (Act 560)** is the principal enactment concerning children's rights in Ghana. The guiding principle of the Act is “the best interest of the child” and in furtherance of this, has consolidated several pieces of existing legislation on children. Also known as the “welfare principle”, it provides that the best interest of the child should be the paramount consideration in any matter affecting children: this assessment should be made in matters affecting child labour.

Relevant Parts of Act 560

Part I: The Rights of the Child

Part V: Employment of Children

Section 87 (1) Prohibition of exploitative labour (Labour is exploitative of a child if it deprives the child of his/her health, education and development)

Section 88 (1) Prohibition of night work ('Night work constitutes work between the hours of 8 o'clock in the evening and six o'clock in the morning)

Section 89: Minimum Age for Child Labour (The minimum age for admission of a child to employment shall be fifteen years)

Section 90(1) 13 years for light work (The minimum age for the engagement of a child in light work shall be thirteen years);

Section 91(1) 'The minimum age for the engagement of a person in hazardous work is eighteen years (work is hazardous when it poses danger to the health, safety and morals of a person).'

Section 91(3) 'Hazardous work includes:

a) going to sea

b) mining and quarrying

c) portering of heavy loads

d) manufacturing industries where chemicals are produced or used

e) work in places where machines are used; and

f) work in places such as bars, hotels and places of entertainment where a person may be exposed to immoral behaviour'

3. Labour Act, 2003 (Act 651)

- Part VII: Employment of young persons

4. Domestic Violence Act, 2007 (Act 732)

- Section 1: Meaning of domestic violence
- Section 3: Prohibition of domestic violence

5. Criminal Offences Act, 1960 (Act 29)

- Section 15: Provisions relating to claim of right

6. Human Trafficking Act, 2005 (Act 694)

- Section 1: Meaning of trafficking
- Section 2: Prohibition of trafficking
- Section 3: Provision of trafficked person prohibited
- Section 4: Use of trafficked persons prohibited

Factors for Determining Child Labour

1. Age – 3 groupings for admission to various categories of work [Section 89 of the Children's Act, 1998 (Act 560)].
 - Children who are 13 years and above can do light work (work which is not harmful to the child's health or development and does not affect the child's school attendance or capacity to benefit from school work);
 - children who are 15 years and above can be employed in normal work;
 - children who are 18 years and above can do hazardous work.
2. Type of work (Whether or not it exposes the child to hazards).
3. Working condition and environment (whether or not the environment is healthy).
4. Working tools (whether or not the machines or equipment are dangerous).
5. Working hours - Children should not work:
 - at night (8 pm to 6 am) [Sect. 88 of Act 560];
 - for long hours i.e. more than 2 hours during school days or 3 hours during non-school days.

Causes of Child Labour

The causes of child labour have been grouped into the under-listed 5 main groups:

- Economic factors;
- Socio-cultural factors;
- Inadequacies in education system (access, quality, relevance);
- Weak institutional capacities (e.g. for law enforcement); and
- Natural Disasters.

Consequences of Child Labour

The consequences of child labour are evident at the individual, family & societal levels. Generally, they include the following:

- Unemployment & underdevelopment;
- High illiteracy rates;

- Sustained poverty;
- Negative impact on health;
- Increase in social vices.

Worst Forms of Child Labour in Ghana

The under-listed nine worst forms of child labour have been prioritized by the National Plan of Action (NPA) for the Elimination of the WFCL in Ghana (2009-2015) for elimination in Ghana by 2015:

1. Child trafficking
2. Ritual servitude
3. Mining and quarrying
4. Fisheries
5. Commercial Sexual Exploitation of Children (CSEC)
6. Porterage of heavy loads
7. Agriculture (Cocoa, cattle herding, oil palm, cotton, crop and vegetable farming)
8. Child domestic servitude
9. Street hawking, including begging

SECTOR SPECIFIC HAZARDOUS CHILD LABOUR ACTIVITY FRAMEWORK

Fishing

Hazardous Activity	Non Hazardous Activity	Light Work
<p>Lake fishing</p> <ul style="list-style-type: none"> • Going on a fishing expedition at night after 6pm and before 6am • Going on long fishing expeditions exceeding 4hours per day • Pushing or pulling large canoe to or from shore before or after a fishing expedition • Laying net, laying bamboo or basket traps • Pulling net into canoe during fishing • Marking fishing area with a cork • Controlling canoe when fishing • Paddling canoe for long distances exceeding 3km • Operating and controlling outboard motors • Directing canoe to avoid tree stump or to a destination when travelling on the water • Stopping canoe with a long paddle or throwing an anchor to stabilise the canoe • Diving into deep water to disentangle net from tree stumps or for any other purpose • Scooping water from the canoe on water • Assisting in minor work in canoe as apprentice in the course of fishing • Engaging in the following types of fishing: hook and line, wood pile or large <i>Asabu</i>, <i>Nkyae Abro</i> or disco fishing • Using chemicals in fishing • Casting nets or dragging/pulling huge nets • Carrying heavy load e.g. fish load, fishing net, outboard motor beyond 30kgs of body weight 	<ul style="list-style-type: none"> • Moving light working tools (not more than 30kgs) from home to canoe for fishing expedition • Assisting adults in pushing or pulling canoe back to or from the shore during a fishing expedition • Checking and removing fish from net on shore • Mending or adapting the net • Scrubbing the canoe with a mesh • Carrying age-acceptable fish load from river bank to home/market 	<ul style="list-style-type: none"> • Moving light working tools from home into canoe during a daytime fishing expedition e.g. calabash, anchor, fishing net, paddle, etc. • Obtaining feed/bait for basket trap or hook and line fishing • Cooking and running errands for adult fishers • Assisting in washing the canoe
<p>Ocean fishing</p> <ul style="list-style-type: none"> • Towing heavy canoe from on-sea packing site to shore • Handling fuel (premix fuel) for outboard motors • Operating the outboard motor • Operating as '<i>jumpa</i>' • Functioning as a captain or '<i>bonsu</i>' of a fishing team • Conveying outboard motor or fuel from '<i>pu fie</i>' (to store room for fishermen and back from the sea shore) • Lowering a mark ('<i>danka</i>') into the sea to mark the starting point of a cast net • Assist in casting or pulling net during the fishing process • Jumping into sea, swimming on the surface of the sea and splashing water to drive fish back into the net • Covering fish with a wooden lid • Scooping water from a canoe • Pulling net rope to close the bottom of a net with fish in it • Pulling net heavy with catch into a canoe • Long or distant fishing expeditions e.g. sieve fishing • Packing an empty canoe back on sea • Being a canoe watchman 	<ul style="list-style-type: none"> • Calling all team members (Fishing expedition is teamwork) • Conveying basic fishing tools from '<i>pu fie</i>' (sea house) to the shore e.g. food, drinking water, paddles, nets, etc. 	<ul style="list-style-type: none"> • Removing fish from net into a canoe on shore • Washing canoes on shore • Mending nets

Cattle herding

Hazardous Work	Non Hazardous	Light Work
<ul style="list-style-type: none"> Starting work before 6 am Going for long and distant herding expeditions (gbedordor) during the dry season or for number of days, unaccompanied by adults Separating fighting bulls Helping injured cattle Taking responsibility of cattle in the kraal at night Spraying and bathing of cattle with chemicals Herding cattle to unknown pasture during the dry season Going into cattle rearing on their own Herding without protective clothing such as boots and raincoats Picking young cattle after delivery Setting fire near kraal 	<ul style="list-style-type: none"> Checking number of cattle, and reporting missing cattle to owner/master (enyekpotor/enyeter) Checking the health status of cattle Opening kraal to let out cattle Herding cattle over short distances and times Monitoring cattle to prevent theft Milking cows Carrying new born calves home few hours after delivery Cutting grass and fetching water for the animals during the dry season Repairing kraals Collecting firewood for domestic use 	<ul style="list-style-type: none"> Sweeping and collecting cow dung into bags (sold as manure to crop farmers) Assisting to milk cow

Crop Agriculture

Hazardous Work	Non Hazardous	Light Work
<ul style="list-style-type: none"> Clearing of forest Felling of trees Removing tree stumps Bush burning Using/working with agrochemicals i.e. purchasing, transport, storage, use (mixing, loading and spraying/applying), washing of containers and spraying machine and disposal of agro-chemical containers/materials Being present or working in the vicinity of farm during spraying of agro-chemicals or re-entering a sprayed farm in less than 12 hours Grafting in citrus and rubber farming Using machetes/long cutlass for weeding or pruning Climbing trees higher than 2.5metres to cut mistletoe or harvest or prune with sharp cutlass or implement Working with motorized farm machinery i.e. mist blower, knapsack sprayer, chainsaw, tractor and bulldozer Harvesting overhead cocoa pods, palm fruits, orange or rubber with Malayan knife, axe or other implements Heaping of cocoa, orange, rubber or oil palm Breaking cocoa pods with sharp knives, stripping palm fruit from stem bunches with sharp axes or cutlasses 	<ul style="list-style-type: none"> Making a shed to provide shade for seedlings Assisting in planting seedlings and securing seedlings Planting other crops e.g. cassava and maize Weeding/brushing undergrowth with age-appropriate tools/implements (sua-ado or small cutlass) Plucking pods or oranges that are within hand-reach Collecting rubber latex Breaking cocoa pods with breaking mallet or hitting pods on the ground Carting age-appropriate load (permissible weight) e.g. seedlings, water, harvest 	<ul style="list-style-type: none"> Filling the plastic bags with black soil/loam Picking and gathering cocoa, orange and loose palm fruits during harvesting Counting oranges Fetching water for spraying and leaving the farm before spraying commences Running basic farm errands Helping in cooking and serving food

...crop Agriculture

<ul style="list-style-type: none"> • Carrying heavy load beyond permissible carrying weight i.e. above 30% of body weight for more than 2 miles (3Km). • Working without adequate basic protective clothing for their feet and body (e.g. long sleeves, trousers and 'Afro Moses') • A child working alone on the farm in isolation (i.e. beyond visible or audible range of nearest adult) 	<ul style="list-style-type: none"> • Gathering of harvest • Carrying age-appropriate load • Scooping of cocoa beans • Covering the counted oranges with branches to hide them and shade them from the sun • Assisting in loading harvest into vehicles 	<ul style="list-style-type: none"> • Assist in taking care of babies and toddlers on the farm during weekends and holidays
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Hazardous Agriculture Work List (Prohibited for below 18 years) – General issues

Prohibited action	Health and other implication of exposure
Working on the farm for more than 3 hours per day or more than 18 hours per week (for children on weekends, holidays and/or for those who have completed school)	Predisposition to errors leading to accidents and injuries, increased exhaustion affect education and health (even hired adults work for maximum of 4-6 hours).
For children in school, working more than 2 hours/day on a school day	Loss of study time due to exhaustion from long hours of work
Working without adequate basic protective clothing for feet and body (e.g. long sleeves, trousers and 'Afro Moses')	Injury from thorns, tree stumps, snake and other reptile bites, insect bites, contact with toxic irritant plants
A child working alone on the farm in isolation (i.e. beyond visible or audible range of nearest adult) Going to or returning from the farm alone or working on farm between 6.00 p.m. and 6.00 a.m.	Prone to abduction, defilement, indecent assault and rape; no help in case of injury or accident. Poor visibility leading to slips and falls, snake bites and injuries
A child withdrawn from school during farming season to do farm work	Child losing out on education, leads to school dropouts and failures
Working full time on farm and not attending formal/non-formal school (applicable to children under 15 years)	Increases tendency to participate in hazardous work, deprivation of the benefits of education

General Recommendations for Child Participation in Farming

No.	RECOMMENDATIONS
1.	All children of school going age should be in school and should not go to the farm during school hours or go to a distant farm before or after school or be withdrawn to do farm work in peak seasons. Children from the age 12 ⁷ can do light (age recommended as permissible) work but not for more than 2 hours and preferably after school.
2.	All children who accompany their parents to the farm should be provided with basic protective clothing, at least to protect their feet and body.
3.	Ideally, provide bite-proof protective boots with non-skid soles to prevent snake bites, slips and falls e.g. children's Wellington boots. In the absence of this, Afro Moses, canvas or any boot is recommended. Going to farm barefoot is hazardous and bathroom slippers are not acceptable.
4.	Body protection in the form of trousers, long sleeves and long dresses is recommended.
5.	Sun hat is recommended on hot and sunny days
6.	Incorporate at least 10-minute breaks hourly for children in the different acceptable age categories; they should not work for more than 3 hours a day.
7.	Adults must sufficiently train a child for any farm work (even the basic ones) before assigning duties.
8.	Close observation and supervision is required for any job a child does.
9.	Ensure adequate intake of drinking water hourly to prevent heat stress.
10.	Loads carried should not exceed 30% of body weight if farm is far (>2miles or 3Km). If the farm is farther, reduce carrying weight or have rest stops.
11.	Lifting/handling/carrying loads over short distance (500m) should not exceed 50% of body weight.
12.	In assigning permissible load to a child, adequate adjustment is required if the terrain is unfriendly. This is particularly the case in hilly and slippery terrains when it rains. It also applies when crossing a river with loads.
13.	Stop children below 18 years from working with pesticides, even if Personal Protective Equipment is provided.
14.	Children should stay at distances where they do not smell pesticides. Fetching water for sprayers during spraying when sprayers run out of water is unacceptable.
15.	Sick children should not be made to work under any circumstance.
16.	Attaining 18 years is no license to engage in all farming activities. Persons 18-24 years should be well protected and engagement in any hazardous farm work should be graded until maturity, experience and training permits.

Permissible Work in Cocoa Production and Recommendations (Various age categories below 18 years)

AGE GROUP	ACTIVITY/TASK	RECOMMENDATION
13-14	May accompany parents to the farm during weekends or holidays but do not undertake any specific task	Adequate training Under adult supervision
	Assisting in taking care of babies and toddlers on the farm	
	Helping in cooking and serving food	
	Running farm errands	
	Picking harvested pods from under cocoa trees in the company of adults	
	Uprooting weeds around young cocoa plants	
	Filling nursery bags with black soil/loam	

⁷ The minimum age for light work in Ghana is 13 years. The cocoa HAF however recommends 12 years.

**...Permissible Work in Cocoa Production and Recommendations
(Various age categories below 18 years)**

	Fetching water for spraying and leaving the farm before spraying commences	
	Gathering cocoa pods	
	Scooping and removing beans	
	Carting minor loads (see permissible carrying load standard in Table 10.2)	
	Watering seedlings at the nursery	
15-17	Assisting in planting cocoa	Under adult supervision
	Adequate training	
	Weeding/brushing undergrowth with age-appropriate cutlass (Sua-ado or small cutlass)	
	Plucking pods within hand-reach	
	Breaking cocoa pods with breaking mallet or hitting on the ground	Weight carried should not exceed 30% of bodyweight for more than 2 miles (3 Km)
	Carting load (See Table 10.2)	
	✓ Seedling for planting	
	✓ Water for spraying	
✓ Cocoa pods for heaping		
✓ Fermented beans to drying mat		
✓ Dry beans for sale		

Group work for the Child labour session

Nana Akua Asiedua was a very attractive and respectful lady in her youthful days. People in the village often marveled at how hardworking and determined she was in everything she did, despite her alluring beauty. It was therefore not surprising when one of the richest and bravest men in the village married her. Their marriage was blissful. God blessed them with six children, four boys and two girls. Nana Akua stood by her husband through thick and thin to raise their children depending solely on their oil palm farm and other food supplements from their food crop gardens. Her handwork, however, never went unnoticed by her husband who gave her a portion of the land.

Just about when her first child was turning 20, death laid its icy hands on her husband. After this, her husband's family decided to give her the rest of the farm due to how young the children were. The second was 16, and the others 14, 12, 10 and 6. With determination and without any other source of income she maintained her palm farm with all her might and strength. People in the village called her Kua Hema (Farm Queen) because she could harvest the same yield as her male counterparts. Whenever she was given these appellations she asked them to praise her children, who immediately after school, joined her on the farm till dark before retiring to cook and sleep. Sometimes, they were late to school because they helped her carry ripe palm bunches to the roadside for sale or transportation to town.

All her children live in the city and are doing well. Though none could attend the university or teachers college, at least she could count a carpenter, plumber, hairdresser, mason and a tailor who were capable of catering for their families.

At age 71, Nana Akua Asiedua lives alone. With all the youth having left the village now, she could not understand what this agriculture officer was saying about child labour.

1. Would you say that her 10 year-old grandchild living with her and doing exactly what her children did is at risk of child labour? If yes, why and if no, why?
2. What factors accounted for the situation and what could be done to alleviate it?
3. If you were the officer, what will you say or do to help this woman understand child labour?

Occupational Safety, Health and Environment (OSH&E)⁸

OSH refers to the prevention of work-related injuries and diseases as well as the promotion and protection of workers' health.

Goals of OSH&E

- Promote and maintain the highest degree of physical, mental and social well-being of workers.
- Prevent workers from the adverse effects caused by their working conditions
- Protect workers from risks resulting from factors that are adverse to their health.
- Place and maintain workers in occupational environments adapted to their physical and mental needs.
- Adaptation of work to human beings.

Hazard: It is anything (object, procedure, process, activity) that has the potential to cause harm or is a source of harm.

Risk: It is the consequence and the likelihood that somebody will be harmed by the hazard. A risk is realized from the hazard if conditions or circumstances under which the worker operates permit it.

⁸ Information on OSH was taken from Final draft GAWU OSH Manual and HAF document and sometimes copied

Some hazards in Agriculture

Deep sea fishing	Lake fishing	Cattle herding	Crop Farming
<ul style="list-style-type: none"> • Heavy rain or storm • Strong waves/rough tides during landing • Fire outbreak as a result of cooking on sea (lighting fire with petrol and matches) • Canoe crashes on rock and capsizes • Fighting at sea among two groups over haul of fish • Ship running over canoes at night due to poor visibility • Collision of two canoes • Slipping and falling off a speeding canoe • Slipping, falling and hitting ribs on canoe (death) • Jumpa can break into two, throwing operator into sea • Drowning at sea • Injury caused by the outboard motor • Outboard motor failure • Trauma due to a supernatural encounter 	<ul style="list-style-type: none"> • Violent wind or storms • Canoe hits a tree stump and causes accident or disintegrates the canoe • Drowning from diving <ul style="list-style-type: none"> - Children getting trapped by the net when disentangling it from tree stumps - Wounds from tree stumps - Encounter with dangerous fishes like the 'odor' and electric fish • Slip and fall on the edge of canoe and hurt ribs (sometimes resulting in death) • Snake bites • Stunted growth of children from excessive work • Bloody urination/bilharzias • Hearing impairment • Nose bleeding • Children beaten by master with ropes, wires, paddles, etc. 	<ul style="list-style-type: none"> • Physical and emotional abuse of shepherd boys by crop farm owners when cattle stray to destroy their crops • Attack from cattle newly delivered of its calf (resulting in wounds and deaths) • Snakes and scorpion bites • Insects (e.g. bee) attacks • Armed robbery (on field) • Injuries from tree stumps and thorns • Drinking same water as cattle in some cases (communicable diseases such as cholera) • Exposure to vagaries of weather • Walking long distances in the dry season in search of greener pasture • Impossible to combine herding with regular schooling; also enrolling in school after serving agreed contract is difficult • Injury from tree stumps and thorns • Drinking fresh (unpasteurised) milk due to hunger – creates the risk of infections 	<ul style="list-style-type: none"> • Attack by insects such as bees, ants, etc. • Snake and insect bites • Injuries caused by falling fruits, particles and tree branches during harvesting or by rain storms e.g. cocoa, orange, palm bunches • Injuries by tree stumps or thorns • Exposure to agro chemicals i.e. herbicide, pesticides, etc. and to organic vapour from rubber latex • Injuries from farm implements e.g. cutlass, hoe, axe and other abandoned metals in the farm • Injuries from farm machines such as tractor, bulldozer, chain saw and motorised sprayer • Injuries from harvesting implements such as Malayan knife and harvesting axe • Burning (oneself or another person) • Neck, waist, bodily pains from overhead work during harvesting, carrying heavy loads and persistent bending • Slips and falls caused by heavy loads • Direct sun rays on the eyes when harvesting cocoa or orange

Types of Hazards

1. Chemical hazards: chemicals are used to:

- Prevent and control diseases,
- Increase agricultural productivity,
- Provide synthetic fibres for clothing.

Chemicals used in agriculture are mostly pesticides, which is a general name given to:

- Insecticides for insect control,
- Weedicides for weed control,
- Fungicides for control of plant disease fungi
- Matricides for mite control

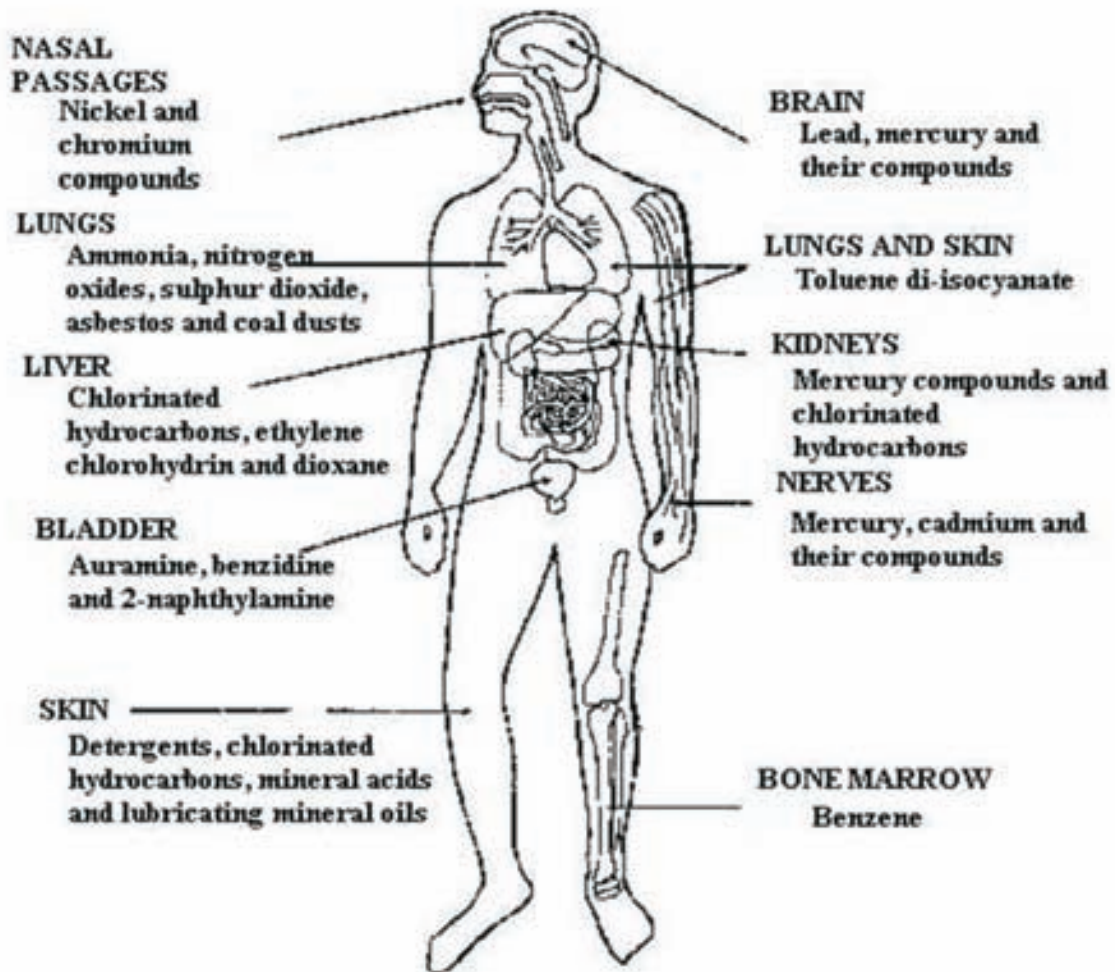
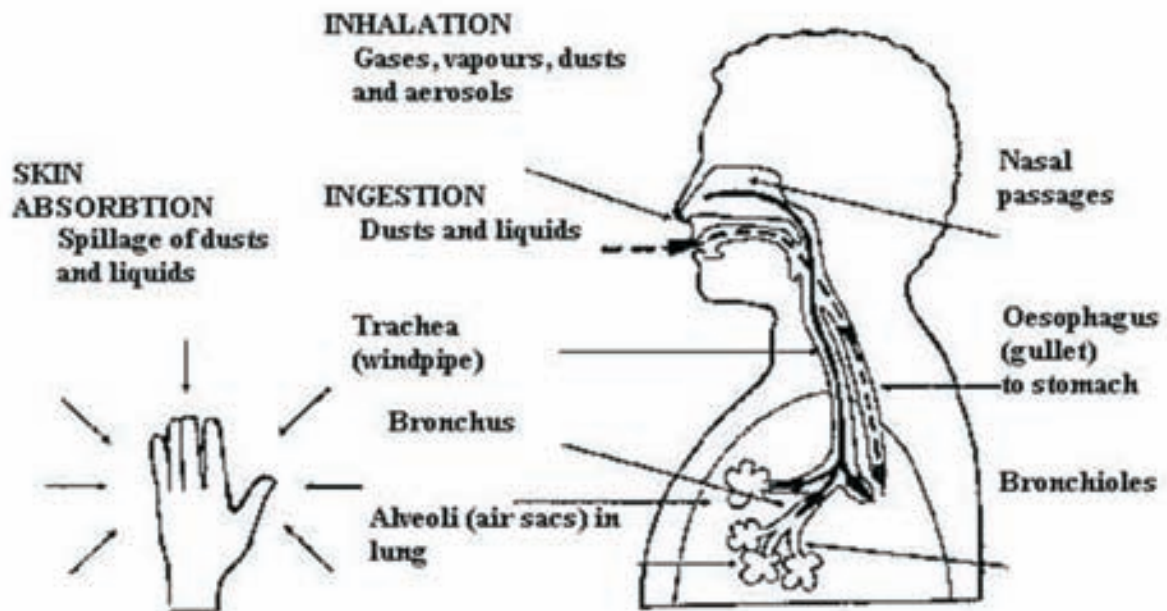
Agro-chemical hazards depend on the conditions surrounding formulation and use of the chemical such as its concentrations, mode of application, absorption and distribution. These chemicals can be harmful to human beings (children are more vulnerable since their immune systems are not fully developed) and the environment. A chemical like DDT can remain in the environment for a very long time after use and could have harmful health effects. Some also can contaminate future crops. Chemical hazards include cancer, impotence, neurological disorders, and ultimately death. Therefore organic farming is preferred.

Routes of Entry/Health Effects

- inhalation through the lungs
- absorption through the skin
- ingestion through the mouth

Acute Effects: signs and symptoms (headache, skin rash or burn, nausea, vomiting, chest pain, stomach ache, blurry vision, dizziness, diarrhoea, loss of concentration, involuntary urinating and many more) are felt quickly after poisoning by the chemical.

Chronic Effects: These usually do not show up early could have a life-long effect including cancer, birth defects, damage to the nervous system, asthma, heart problems, sterility in men, liver damage and bone damage.



Activities involved in the use of agro-chemicals in farming

Handling of Chemicals	Some good practices and control measures
<ul style="list-style-type: none"> Purchasing and transporting 	<p>Ensure that the chemical is labelled preferably in English. Ask for information about the chemical if you cannot read. Do not send a child to buy, carry or transport chemicals. Transport them alone without other items.</p>
<ul style="list-style-type: none"> Storage 	<p>Store chemicals away from other items especially foods, drinks and animal feed in a separate section of a building with temperature below flash points.</p> <p>They should be stored in their original containers. Storage facility should not be prone to flooding and should fire free and fireproof. It should be as far as possible from domestic buildings. It should be secure with lock and keys kept by a responsible person.</p>
<ul style="list-style-type: none"> Mixing and use of agrochemicals in spraying machines Application /spraying 	<p>Use Personal Protective Equipment (PPE). Do not allow children to mix or spray even if PPE is provided. Do not allow children on the farm during the exercise. Do not spray when people are working, resting or eating. Wear gloves and use can (not your hand) when applying fertilizer. Spray in the direction of the wind.</p>
<ul style="list-style-type: none"> Cleaning up after use 	<p>Leave the farm immediately after spraying and do not go back until it is safe as specified on the label. Remove attire, wash separately and bath. Chemical containers should never be used to store or drink water, as food container or for any domestic purposes.</p>
<ul style="list-style-type: none"> Disposal of the empty containers 	<p>Cover and bury properly. 50 meters away from water source (rivers, streams, boreholes, wells dams, etc.) Do not allow children to dispose of containers. Keep away from playing ground and reach of domestic animals.</p>

2. Biological hazards: Living things with the ability to harm under certain conditions. They include animals like rodents (rats, mice), insects, and reptiles. Common on the farm are reptiles like snakes, arthropods like scorpions and insects such as bees and wasps. Others include parasites such as intestinal worms and microorganisms (germs not seen with the naked eyes) like bacteria and viruses.

To prevent these hazards:

- Wear clothing that covers the body properly, especially the hands and feet (e.g. trousers and long sleeved shirts/overalls, boots, gloves).
- Provide first aid to the injured and seek medical help as soon as possible.
- Prevent polluting water bodies by ensuring that basic sanitation facilities like

latrines and refuse disposal are available and within easy reach of farms. This will reduce to a large extent sanitation-related diseases like diarrhoea, cholera and other food and water-borne diseases. Where constructed latrines are not available, bury excreta in a hole at least one foot deep.

- Practice hand washing with soap and water prior to eating to prevent germs from contaminating food and drinking water.
- Periodically shake out clothing and shoes while on the farm to dislodge any scorpions, snakes or insects that may be hiding in them.
- If scorpion is seen or felt on skin it is better to brush it off quickly rather than slapping it because it is likely to sting if slap does not kill it.
- Treat drinking water from surface water bodies (river, stream or dam) by boiling for 5 minutes and filtering through muslin or a piece of clean cloth/handkerchief after boiling.
- Encourage children and other community members to keep water bodies clean.

3. Physical hazards: associated with sharp tools, fires, high/low temperatures and noise

- a. Sharp tools such as machete, axes, chain saws, etc. may cause injury when:
 - users work too close to each other;
 - users handle sharp tools carelessly;
 - users use or sharpen such tools when drunk or under the influence of drugs;
 - children work without supervision of a more experienced adult farmer or without proper training.

Such injuries could result in bleeding, dislocation of arms and limbs, deformities, tetanus, and even death. Children should not be allowed to use sharp tools but older children should be supervised and adults should also take care when using sharp tools.

- b. Fire may be used for cooking and for clearing the land for planting but when not attended to, it may escalate and have the following consequences of which children are at a greater risk:
 - destroy property which could be owner's and neighbouring farms;
 - smoke inhalation and related respiratory problem such as chest infections;
 - burn skin or whole body sometimes to death.

Some of the things that can be done to prevent fire havoc include:

- Children should not be allowed to handle fire-related tasks or play with it.
- Consider the wind direction before starting a fire and make sure to put out the fire before leaving the farm.
- Ensure that there is an escape route for young farmers to prevent them from being trapped in it.
- Create a fire belt before using fire to clear land and ensure that the surrounding area is wetted before setting the fire.
- Avoid inhalation of the smoke by ensuring that the wind is always behind you.

- A branch (not dry) without leaves could be used to put out the fire.
 - Sand may also be used to blanket the fire.
 - A person whose clothes catches fire should not run; let the person rather to the ground and roll until fire goes out.
- c. High/low temperatures from the weather conditions are hazardous. Working in high temperatures can cause loss of body fluid (dehydration), therefore during hot temperatures:
- Avoid working in the sun as much as possible. Heavy work like weeding or carrying of heavy loads, should be done early in the morning or in the evening when the sun is down.
 - Take in as much water as the body may require.
 - Take frequent work breaks.
 - In extreme cases of dehydration rush affected person to the nearest clinic for medical care.
 - In remote areas where there is no clinic, the affected person may be given water (mixed with sugar and salt, if available) to drink.
 - Wear broad brimmed hats to protect the head, shoulders and chest areas of the body especially for children, while protecting the body with trousers, long sleeves and long dresses.

During low temperatures:

- Wear warm clothing and closed shoes to insulate the skin.
 - Apply cream to the skin.
 - Hot baths may reduce the symptoms.
 - Wash hands with soap and clean water regularly.
- d. Noise is defined as excess sound which can induce hearing loss. Hearing loss is gradual with no obvious signs and pain. If possible, stay away from working in noisy places or wear ear protection to avoid:
- Tinnitus (cricket-like sound in the ear) – the constant sound in the ear that can even disturb sleep.
 - Threshold shift – inability to hear low sound when out of the noisy place.
 - Temporary hearing loss – noticeable when starting noisy activity. Normal level of hearing will be gained after a while (a few hour or in a couple of days) depending on the extent of exposure.
 - Permanent hearing loss (also known as occupational noise-induced hearing loss). This occurs when the inner ear is damaged and cannot be reversed.
 - Others include: increased blood pressure, accelerated heart rate, increased muscular tension, longer time required by digestive system to digest food, reduced quality of life, reduction in level of socialization, stress-related circulatory problems, nervousness and sleeplessness.

3. Ergonomic hazards: These are farm conditions which are able to harm the muscle and bones of workers. For example: badly designed machinery, prolonged static working positions, repetitive work, unsuitable tools used by workers and poor seating. In the case of children, such farm conditions can result in spinal injury, stunting, disabilities and other lifelong deformities. These could be prevented when the following are practiced:

- Try not to keep one posture continuously for a long time, rather vary the activities especially when the part of the body being used signals that it is tired. For example, change from weeding with hoe to pruning with cutlass.
- Use tools that are suitable for the farmer. For example, a heavy machete may not be suitable for a lady farmer.
- Take periodic breaks to relax stressed muscles.
- Do not set targets that will be strenuous or demand a rush through.

When carrying a load:

- Stand as close as possible to load.
- Pull load close to body.
- Grasp with one hand up and the other down.
- Lift and walk off. If you must bend to lift, bend to legs and not the back.
- Again if you must turn, turn the whole body by turning the legs rather than the back

Signs and symptoms of repetitive strain injury include:

- Tingling sensation in the affected body part (ananse)
- Numbness and dullness
- Pain
- Stiffness

Reasons why children are at higher risk

On the whole, children and young people are susceptible to risk of harm in all the types of hazards because their bodies including their immune system are still growing. Therefore they tend to be weaker than adults and can be more sensitive to toxic substances.

In addition, they:

- tend to react differently (less rationally) to imminent danger such as pesticide, machetes;
- lack life experience, knowledge of risks and appropriate reactions;
- are almost always untrained or inadequately trained in safety matters;
- tire sooner and have attention lapses resulting in vulnerability to injury;
- require closer supervision which is often absent;
- are subject to exploitation (physical, sexual, etc.) and bullying because they are easily intimidated and therefore cannot complain;
- are regularly given difficult or dangerous work to perform;
- are given dirty and undesirable work that adults do not wish to do.

Work that is hazardous to adults is invariably even more hazardous to children.

Ghana Child Labour Monitoring System (GCLMS)⁹

The GCLMS is a harmonized, updated and improved set of previous CLMS. It originated from the harmonization of previous Child Labour Monitoring (CLM) Mechanisms and has evolved over the years from a Tracking Database of ex-working children to GCLMS as follows:

- 2001-2003: The Tracking Database of ex-working children
- 2003-2006: A Mono-sector Decentralised CLMS
- 2006-2009: Integrated-Child Labour Monitoring System
- 2008-2010: Community-Based Child Labour Monitoring System
- 2010: Ghana Child Labour Monitoring System

It was established in accordance with Article 5 of the ILO Convention on the Worst Forms of Child Labour (ILO C1822, 1999), which demanded that a suitable system should be established to monitor the implementation of child labour interventions in the country. In Ghana, the child labour intervention is a comprehensive National Plan of Action (NPA) for the elimination of the Worst Form of Child Labour by 2015. The NPA is an integrated framework that seeks to bring together the various sector-oriented activities under a multi-faceted design to address child labour in a more coordinated and sustainable fashion. It was developed by Ministry of Employment and Social Welfare, in partnership with its social partners - ILO/IPEC, UNICEF and others to address child labour holistically. This will contribute to the achievement of important national and international goals, including the Millennium Development Goals, Education for All by 2015, and the Child Labour targets in the ILO Decent Work Agenda for Africa 2007 – 2015.

The GCLMS was developed in September, 2010 by a Technical Team with inputs from a consultative workshop, participants of which included GSS, MOE, MESW, Child Labour Unit of the Labour Department, NPECLC, EIB, Social Partners, Academia, Occupational Health and Safety Specialist, with technical support from the ILO.

A Description of the Ghana Child Labour Monitoring System (GCLMS) Concept

The Ghana Child Labour Monitoring System is a holistic and dynamic process for eliminating the Worst Forms of Child Labour. It involves direct observations, repeated regularly, to:

- identify child labourers and to determine the risks to which they are exposed;
- refer them to appropriate remediation services;
- verify that they have, indeed, been removed; and
- track them to ensure that they have satisfactory and sustainable alternatives in life.

⁹Information about GCLMS was copied from Ghana Child Labour Monitoring System (GCLMS), 2010

It involves direct action aimed at:

- protecting boys and girls;
- enhancing better socio-economic planning of child labour-related activities at the community, district, regional and national levels through a more effective national policy on child labour, and
- a better monitoring of national and international laws and conventions on child labour.

By and large, the GCLMS is designed to be consistent with the Children's Act, 1998 (Act 560) and ILO Convention 182.

Objectives of the GCLMS

The goal of the GCLMS is to contribute towards a 70% reduction, in aggregate, of the Worst Forms of Child Labour in the cocoa sector of Ghana by 2020, while laying strong social policy and institutional foundations for the prevention and elimination of all other forms of child labour in the longer term.

Specifically, the GCLMS will:

- obtain comprehensive information on all children in or at risk of the WFCL;
- institute timely, adequate, sustainable and appropriate response at all levels to eliminate the WFCL;
- secure ownership and mainstream the elimination of the worst forms of child labour into national policies and structures; and
- support national efforts to meet its obligations under ILO C.182.

Stages of the GCLMS

There are two main stages of the GCLMS. These are:

The Monitoring phase

This phase comprises:

- **Identification and assessment:** A team of community child labour monitors/data collectors trained in child labour monitoring techniques will conduct monitoring using a set of agreed tools (questionnaires) to identify girls and boys assessed to be in, or at risk of the WFCL.
- **Referral:** Refer children identified to be involved or at risk of the WFCL to social services corresponding to their needs (prevention, removal, protection) through a network of service providers and standard operating procedures and guidelines.
- **Protection and prevention:** Use the monitoring information to provide protection for legally employed children and put in place interventions to protect those of them at risk of the WFCL.
- **Immediate data management and analysis:** Analyse data collected, immediately record information derived from it and forward same for appropriate action.

Follow-up phase

The follow-up phase involves:

- **Tracking:** Continuous monitoring of workplaces, schools and training centres to track girls and boys covered in the exercise to make sure that they are attending school or have been provided other suitable alternatives and that other vulnerable children do not take the place of those previously withdrawn.
- **Quality control and verification:** The information from monitoring is checked to ensure that it is credible and accurate.
- **Providing information for enforcement of laws:** Information about violation of laws related to the WFCL is made available to the law enforcement agencies for appropriate action.
- **Information dissemination and analysis:** Information emanating from the GCLMS is disseminated to all partners and stakeholders at all levels.
- **Inputs to laws, policies and social planning:** Monitoring information is used to review and enhance the design and implementation of anti-child labour laws and policies.

Operational Structures of the Ghana Child Labour Monitoring System (GCLMS)

Components of the GCLMS

The implementation of the GCLMS is done through two operational components.

These are:

- The Administrative Component, and
- The Database Component.

The Administrative Component

The Administrative Component of the GCLMS is the hierarchical system of Child Protection/Labour Committees (CP/LCs) in the community through the district to the national level.

At the national level, there is the National Steering Committee on Child Labour (NSCCL), while the District Child Protection Committees (DCPCs) and the Community Child Protection Committees (CCPCs) exist at the district and community levels respectively. Generally, the role of these Committees is to provide supervision, coordination and management of the GCLMS operations at their respective levels.

Roles of the Key GCLMS Actors at the Various Levels

Partner Agencies	Roles and Responsibilities
<i>National Level</i>	
Ministry of Employment and Labour Relations (MELR) National Development Planning Commission	Overall management (administration and coordination) of the GCLMS Incorporating the GCLMS into the National Planning, Monitoring and Evaluation Framework.
Ghana Employers' Association (GEA)	<ul style="list-style-type: none"> • Prevention of child labour, and • Supporting the mobilization of resources for the implementation of the GCLMS.
Organized Labour (OL)	Mainstreaming and applying the GCLMS tools in their routine activities at all levels
Ministry of Education (MOE)	<ul style="list-style-type: none"> • Mainstreaming and applying the GCLMS tools • Providing relevant school level data • Assisting to establish Teachers' Network for the implementation of the GCLMS
Ministry of Local Government and Rural Development (MLGRD)	<ul style="list-style-type: none"> • Ensuring that all District Assemblies mainstream the GCLMS into their medium term development plans (MTDPs) and budgets • Facilitating the inclusion of child labour interventions into their Functional Operational Assessment Tool (FOAT).
Ministry of Food and Agriculture (MOFA)	Integrating the implementation of the GCLMS into the plans of the Extension Services Directorate.
Ministry of Lands and Natural Resources	Prohibiting child labour in the mining, quarrying and forestry sectors.
Ministry of the Interior	Surveillance, arrest and prosecution of perpetrators of child labour , including child trafficking.
Ghana Statistical Service	Supporting the compilation, verification, analysis and the production of the national GCLMS reports.
Labour Department	<ul style="list-style-type: none"> • Coordinating the implementation of the GCLMS Training • Implementation of Action Programmes
Employment Information Branch of the Labour Department	Management of GCLMS data (Programme Database)
Child Labour Unit of the Labour Department	Coordination of functional linkages of key partners and capacity building of partners
National Programme for the Elimination of the WFCL in Cocoa	<ul style="list-style-type: none"> • Coordination of the GCLMS in the cocoa sector • Linkage of the cocoa sector GCLMS to the NPA
<i>District Level</i>	
District Assembly (Local Government Authority)	Provide institutional base for the GCLMS at the district level, including the management and maintenance of the DCPC
District Labour Office	District GCLMS focal office: <ul style="list-style-type: none"> • Coordinate labour inspection, and • GCLMS data management
District Planning Office	Mainstreaming of GCLMS into district development plans and support GCLMS data management

...Roles of the Key GCLMS Actors at the Various Levels

District Social Welfare Office	<ul style="list-style-type: none"> • Serve as focal office (where there is no Labour Office) • Support referral services
District Statistical Office	Support in the compilation, verification, entering, cleaning, analysis and the production of the District Assembly's GCLMS reports.
District Education Office	<ul style="list-style-type: none"> • Provision of educational services to prevented and withdrawn children • Coordination of school-based GCLMS
Commission for Human Rights and Administrative Justice (District Office)	Law enforcement, particularly child rights provisions
Commission on Civic Education (District Office)	Awareness raising on the constitutional rights of children
Trade Union/Cooperatives	Awareness raising and advocacy on workers' rights and the promotion of decent work for adults
Representative of Faith-based Organizations (FBOs)	<ul style="list-style-type: none"> • Awareness raising • Advocacy
Civil Society Organisations (Media, NGOs)	<ul style="list-style-type: none"> • Referral services • Provision of satisfactory and sustainable alternatives
District Police Service	Prosecution of child labour offenders and law enforcement
Representative of Traditional Authority	<ul style="list-style-type: none"> • Design and implementation of community rules, bye-laws and sanctions • Advocacy and social mobilization
<i>Community Level</i>	
Community Monitors (members of the CCPCs with adequate literacy and numeracy capacity)	<ul style="list-style-type: none"> • Observation of work places • Data collection on, and recording of identified children • Forwarding of data to the CCPC for submission to DCPC • Removal and referral of affected children to social service providers • School-based monitoring
Community Advocates (members of the CCPCs who are known opinion leaders of the community)	<ul style="list-style-type: none"> • Awareness raising and sensitization on child labour • Community surveillance • Enforcement of community rules and bye-laws • Liaison with District Assembly
General Community	Involvement in social action against child labour

ILO Regional Office for Africa

Africa Hall, 5th Floor

Menelik 11 Avenue

Addis Ababa, Ethiopia

P. O. Box 2788, 2532

Tel: +251-11-544-4480

Fax: +251-11-551-3633

Email: addisababa@ilo.org

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