



Food and Agriculture  
Organization of the  
United Nations



RURAL EMPLOYMENT

GUIDANCE MATERIAL #2

## Handbook for monitoring and evaluation of child labour in agriculture

Measuring the impacts of agricultural and food security  
programmes on child labour in family-based agriculture

SLE



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# **Handbook for monitoring and evaluation of child labour in agriculture**

**Measuring the impacts of agricultural and food security  
programmes on child labour in family-based agriculture**



Kingdom of the Netherlands

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# Foreword

Many children around the world work on the farm, help out on the fishing boat, herd the cattle, or reap fruits or collect burning wood in forests. For poor families, such activities by children are important to their livelihoods. The children acquire agricultural and life skills which can bear them fruits in their future lives.

For about 100 million girls and boys, however, working in agriculture is not as beneficial. They are exposed to hazardous conditions affecting their health and their work in agriculture goes at cost of their education, jeopardizing their future.

They are considered child labourers. Agriculture is the single sector making most use of child labour.

It is our moral duty to improve the situation of children in rural areas and prevent child labour. Keeping them away from hazardous working conditions and ensuring they get an education will provide children with a chance for a better life and a more prosperous future. Preventing and reducing child labour in agriculture is thus not only a question of human rights, but it is also good economics. A healthy childhood and adequate education are the seeds for a more productive life in adulthood. The high prevalence of child labour, in contrast, is caused by poverty as much as that it tends to trap children and their future dependent into poverty, as it hampers the development of their skills and damages their health.

Since 2007, the Food and Agriculture Organization of the United Nations (FAO) has stepped up its support to countries and communities in preventing child labour. This area of work is an important component of FAO's activities that promote decent employment in agriculture and rural areas and aim to reduce rural poverty. FAO is ensuring child labour concerns are considered in the design and implementation of all of its programmes and projects.

The Centre for Rural Development (Seminar für Ländliche Entwicklung, SLE) at the Humboldt-Universität zu Berlin has trained young professionals in international development cooperation over more than five decades. In 2008, SLE conducted a study for FAO on Child Labour and Children's Economic Activities in Agriculture in Ghana and has further developed its knowledge base on the matter ever since. The partnership with SLE now has led to this Handbook, which hopefully will become a powerful tool to support all efforts at resolving the problem of child labour in agriculture.

It is clear that very specific programmes targeted at children will not be good enough to prevent all forms of child labour. It will have to come from broader food security and agricultural and rural development programmes that lift people out of poverty. By integrating child labour concerns into the monitoring and evaluation frameworks of such broader programmes will be essential. The Handbook provides a set of good practices and innovative approaches for doing so.

The Handbook recognizes that one size does not fit all, and that programmes and policies need to be adapted to each context. The tools provided give that flexibility. The Handbook provides an accessible guide to all interested scholars and practitioners, as key concepts are explained in a simple and straightforward manner and its easy-to-use monitoring and evaluation tools.

Ensuring child labour in agriculture becomes part of history and creating a future of sustainable food security are two sides of the same coin. This Handbook tries to respond to these twin challenges.

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# Abbreviations and acronyms

AIDS	Acquired Immunodeficiency syndrome
CA	Conservation Agriculture
CBO	Community-based organization
CHES	Children's Empowerment through Education Services
DAC	Development Assistance Committee
DeGEval	German Evaluation Society ( <i>Deutsche Gesellschaft für Evaluation</i> )
ESA	Agricultural Development Economics Division (FAO)
ESP	Social Protection Division (FAO)
FAO	Food and Agriculture Organization of the United Nations
FFLS	Farmer Field and Life Schools
FGD	Focus group discussion
HIV	Human immunodeficiency virus
IDRC	International Development Research Centre
IFAD	International Fund for Agricultural Development
IFPRI	International Food Policy Research Institute
ILO	International Labour Organization
IPEC	International Programme on the Elimination of Child Labour
IUF	International Union of Food, Agricultural, Hotel, Restaurant, Catering, Tobacco and Allied Workers' Associations
LFA	Logical Framework Approach
MAFF	Ministry of Agriculture, Forestry and Fisheries (Cambodia)
MALIS	Food Security and Market Linkages for Smallholders Project in Cambodia (FAO)
M&E	Monitoring and evaluation
NGO	Non-governmental organization
OECD	Organisation for Economic Co-operation and Development
OEDD	Office of Evaluation (FAO)
OSH	Occupational safety and health
RBM	Results-based management
SLE	Centre for Rural Development ( <i>Seminar für Ländliche Entwicklung</i> )
UNICEF	United Nations Children's Fund
USAID	United States Agency for International Development
UV	Ultraviolet
WFP	World Food Programme
WHO	World Health Organization

# Introduction

## Purpose

The Handbook offers guidance and tools for assessing the impacts of agricultural and food security programmes and projects on child labour in family-based agriculture. The Handbook helps agricultural programmes:

- incorporate child labour prevention or mitigation in the design stage;
- monitor their unintended or intended impacts on child labour; and
- evaluate their impacts on child labour in the programme area.

In addition, the Handbook aims to sensitize agricultural programme staff on the importance of incorporating child labour prevention as a cross-cutting issue in their planning, monitoring and evaluation (M&E) system and of systematically considering the potential positive and negative impacts of agricultural programmes on child labour. The Handbook furthermore encourages the user to identify good agricultural practices for preventing and reducing child labour in agriculture.

### Clarification of terms – Agricultural and food security programmes and projects

The Handbook applies to different forms of agricultural and food security programmes and projects. For reasons of legibility, the expression “agricultural programmes” used here covers all these forms.

The term “agriculture” includes the following subsectors: crop production; livestock husbandry and herding; fisheries and aquaculture; and forestry.

## Users

The Handbook is designed for use by planners and implementers of agricultural programmes, non-governmental organizations (NGOs), international organizations, agricultural ministries, policy-makers, agricultural advisors, agricultural producers’ organizations, and external evaluators who specifically:

- consider that child labour might be a problem in a specific programme region;
- want to ensure that their work does not adversely affect the working situation of children;
- want to promote sustainable solutions to reduce and prevent child labour in family-based agriculture; and, therefore
- need to assess the impacts of a specific programme on the situation of child labour in the programme area.

## Scope

The Handbook is designed so that its users can integrate the child labour topic in different ways and at different stages of a programme cycle. The Handbook may be used and child labour can be considered in the programme process whether or not there is already an existing or functioning M&E system. The child labour situation and the programme impacts on child labour can be assessed once during the programme cycle or, as recommended, repeatedly through monitoring and evaluation.

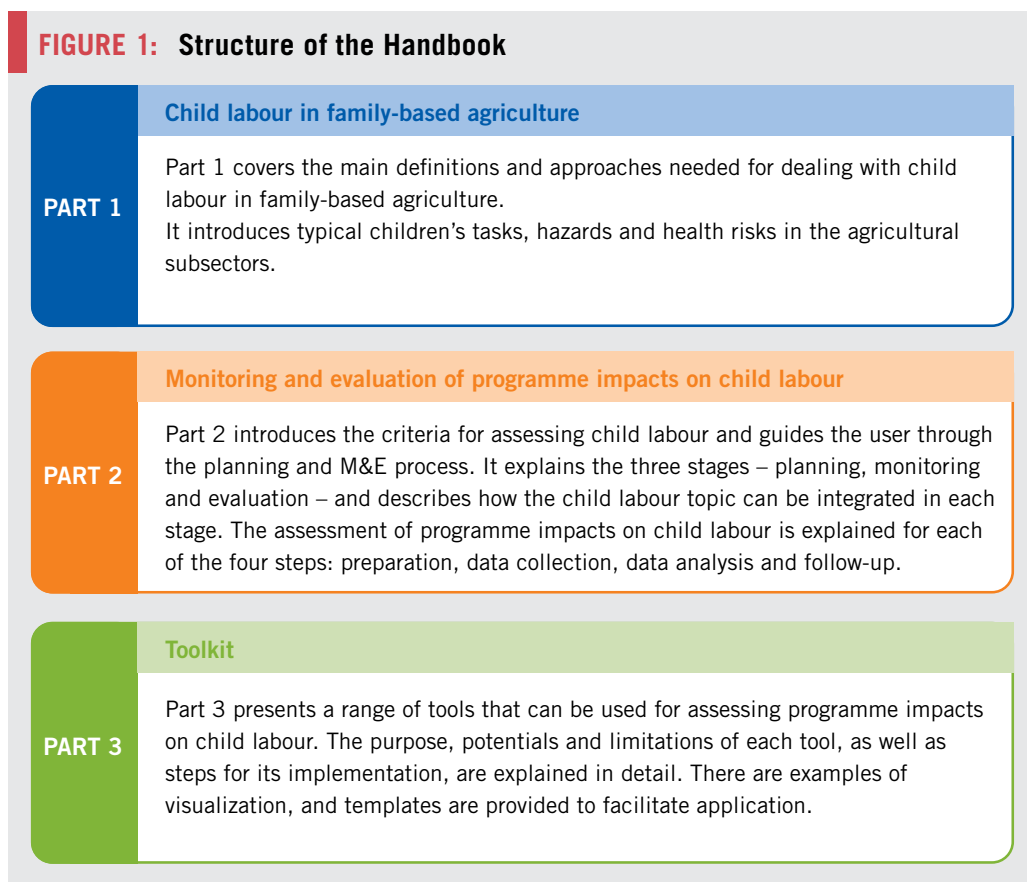
The most common entry points for integrating the child labour topic in programmes are:

- in the planning stage of a programme;
- in the monitoring routine of an ongoing programme; and/or
- as part of a mid-term, final or ex-post evaluation.

When identifying an entry point and deciding how to integrate the child labour topic in the programme, it must be taken into account that integration in the planning stage of a programme is the most sustainable and effective way of measuring the impacts of a programme on child labour.

## Structure

The Handbook is divided into three parts. Figure 1 provides an overview of the contents of each.



In all three parts of the Handbook, the symbols below are used to highlight important aspects:



**“Things to keep in mind”**



**“Things that need attention and/or further action”**

The following table guides the user through the Handbook by indicating where to find information on different points of interest and answers to specific questions.

**TABLE 1: Structure of the Handbook**

Point of interest	Where to look in the Handbook
<b>Child labour and agricultural programmes</b>	
Why should agricultural programmes monitor and evaluate their impacts on child labour?	The section “ <a href="#">Why should agricultural programmes include the child labour topic in their M&amp;E system</a> ” explains the value added for agricultural programmes of integrating child labour in their M&E.
What kinds of impact can agricultural programmes have on child labour?	The section “ <a href="#">How do agricultural and food security programmes influence child labour</a> ” provides a detailed list of potential positive and negative impacts of agricultural programmes on child labour.
<b>Part I: Child labour in family-based agriculture</b>	
What terms and concepts are useful to know when dealing with child labour?	Chapter 1 provides an overview of the international agreed definitions and the main causes and consequences of child labour.
What is family-based agriculture? What are the specifics of child labour in family-based agriculture?	Chapter 2 provides a working definition of the term “family-based agriculture” and illustrates the situation of child labour in this context. Challenges in addressing child labour in family-based agriculture are explained.
What work do children typically do in the agricultural subsectors? What hazards and risks are associated with this work?	Chapter 3 provides an overview on the tasks of children in the agricultural subsectors. Appendix II contains a detailed list of the hazards and health risks of children’s work in agriculture.
<b>Part II: Monitoring and evaluation of programme impacts on child labour</b>	
What is it important to know when assessing the programme impacts on child labour?	Chapter 1 presents the must-know criteria for assessing child labour in addition to further background information.
How can the child labour topic be integrated into a programme cycle?	Chapter 2 provides guidance on how to integrate child labour into planning, monitoring and evaluation.
What are the first steps for assessing programme impacts on child labour? How can an agricultural programme formulate child labour indicators?	Chapter 3.1 describes the different steps for preparing the M&E process. It includes recommendations on how to: increase knowledge on child labour; recognize possible programme impacts; design the M&E process; identify relevant stakeholders; and formulate indicators and/or guiding questions.
Which tools are suitable for collecting data on child labour and programme impacts? How can a sample for the programme impact assessment be selected?	Chapter 3.2 helps the user identify tools and select the sample for the data collection. It gives recommendations on how to select and combine the different tools.
How can the collected data be analysed? How can it be ascertained whether and to what extent child labour exists in the programme region? How can it be determined whether and to what extent the programme has positive or negative impacts on child labour?	Chapter 3.3 guides the reader through the processing, cross-checking and interpretation of the collected data to find out about the child labour situation in the programme region and the programme impacts on child labour.
What should be done with the findings? What can be done upon finding out that the programme has positive or negative impacts on child labour?	Chapter 3.4 focuses on the follow-up process of the monitoring or evaluation and gives recommendations for sharing the findings and adjusting the programme.
<b>Part III: Toolkit</b>	
What tools are suitable for the assessment of programme impacts on child labour?	The <a href="#">Toolkit</a> describes the potentials and limitations of the various tools
What questions can be asked for the assessment?	The <a href="#">Toolkit Templates</a> are interview and questionnaire templates that can be adapted to the specific context and used for the assessment.

# Why should agricultural programmes include the child labour topic in their M&E system?

Agricultural interventions can have important impacts on the prevention, reduction and elimination of child labour; however, they may also lead to an increase in child labour due to a rise in labour demand. Therefore, understanding the long-term effects on the child labour situation is necessary to reveal the value of an intervention.<sup>1</sup> Despite these potential positive or negative impacts, the majority of agricultural programmes do not yet monitor and evaluate the impacts of programme activities on the working situation of children. The monitoring and the evaluation of programme impacts on the child labour situation is important however, in particular when the programme lacks the necessary responses to maximize positive impacts or to prevent and reduce negative impacts on child labour.

The need to address child labour within the scope of agricultural programmes can be approached from two different angles:

- Child labour is a human rights issue. All children have a right to childhood, including the right to protection from economic exploitation and from labour that jeopardizes their further development, education or health.
- Child labour perpetuates a cycle of poverty for the children involved, their families and the community as a whole. Child labour is detrimental to children's education and their acquisition of higher-level skills, and it decreases their chances of decent employment as adults.

Agricultural programmes can contribute to preventing child labour and to reducing the hazards child labourers are exposed to. The inclusion of the child labour topic in M&E systems can help agricultural programmes to determine at an early stage whether they have an effect on the child labour situation, and whether they should take preventive and corrective actions. By considering the child labour topic in M&E systems, it is possible to document good practices and positive changes in children's lives during the programme duration and to promote these practices.

M&E of child labour helps to demonstrate the efforts made by agricultural stakeholders towards ensuring child labour-free agricultural value chains, which could provide a competitive advantage in the context of increasing demand for labour rights compliance in consumer markets.

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1 FAO-ILO 2014: 6(2).



# How do agricultural and food security programmes influence child labour?

It can be assumed that most agricultural programmes have unintended or indirect impacts on child labour. Programmes can help free children from child labour and reduce the hazards that working children and youth are exposed to.

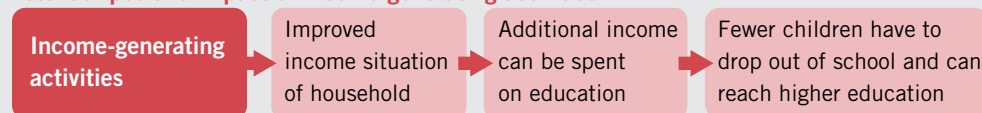
On the other hand, agricultural programmes may lead to an increase in labour demand, which might then be met through child labour. In addition, some agricultural programmes include social components in their area of intervention or include children directly in their target group; these programmes can have intended impacts on children and their working situation. Figure 2 shows the typical components of agricultural programmes and the most probable positive or negative impacts on child labour. [Appendix I](#) presents a broader overview of agricultural programmes, their intended impacts on the target group and their potential unintended positive or negative impacts on the working, education and health situation of children.

## Typical areas of intervention of agricultural and food security programmes

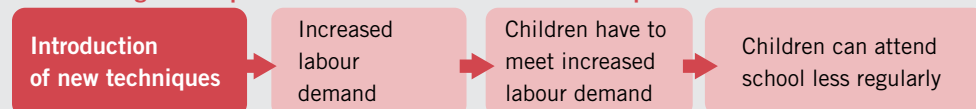
- Knowledge management
- Trainings / Farmer Field Schools
- Technical support / Introduction of new technologies
- Extension services
- Income generation
- Microfinance services
- Input subsidies
- Capacity development
- Improvement of value chains
- Policy support (or advice)
- Resilience and adaptation to crisis situations
- Empowerment strategies

**FIGURE 2: Typical impacts of agricultural programmes**

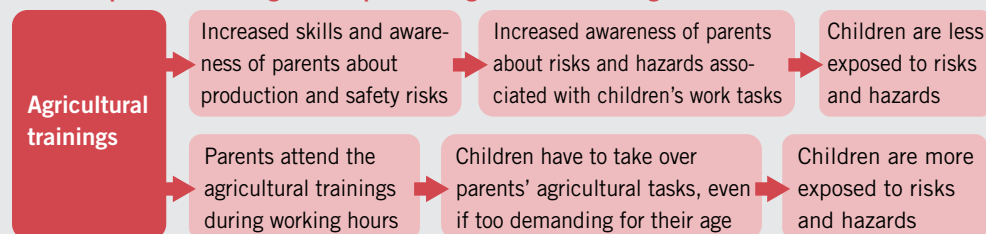
### Potential positive impact of income-generating activities



### Potential negative impact of the introduction of new techniques



### Potential positive and negative impacts of agricultural training



In recent years, the number of agricultural organizations targeting child labour directly through their programmes has increased. An increasing number of case studies and good practices have also been developed.

**TABLE 2: Intended positive impacts of agricultural programmes on child labour<sup>2</sup>**

**Examples of agricultural programmes that have intended positive impacts on the working, education and health situation of children**

**Area of intervention: Decent rural employment and child labour**

- Opportunity for children to pursue education
- Increased employment opportunities under better working conditions for children above the legal age for employment due to development of skills
- Reduction of share of children above the legal age for employment involved in hazardous work through empowerment with skills
- Safer migration with better employment prospects for parents and youths due to increased skills
- Awareness-raising about hazards and health risks of specific agricultural tasks

**Area of intervention: Social protection and conditional input supply**

- Improved access to education for children from poor families
- Improved health care for children
- Increased school attendance of children due to supply of inputs being conditional on sending children to school

**Area of intervention: Access to services in rural areas**

- Improved access to schools for children
- Improved access to health services for families and improved health care for children

**Area of intervention: Voucher programmes**

- Improved nutrition for children
- Improved access to health services for families and improved health care for children

## Good practices to address child labour

Good practices to address child labour have emerged from efforts to:

- prevent children at risk from becoming child labourers;
- abolish hazardous working conditions; and
- withdraw and rehabilitate children from the worst forms of child labour.

The following table introduces some good practices towards the reduction of child labour and the elimination of its worst forms based on examples given by the International Labour Organization (ILO) for the agricultural sector.<sup>3</sup>

<sup>2</sup> Examples are based on FAO 2012a, ILO-IPEC 2012a, ILO-IPEC 2014.

<sup>3</sup> ILO-IPEC 2014.

**TABLE 3: Good practices for addressing child labour**

Good practices for addressing child labour – Contributing to the reduction of child labour and the elimination of worst forms of child labour <sup>4</sup>	
Components	Content
Prevention	Awareness-raising / Sensitization <ul style="list-style-type: none"> <li>• Sensitize communities through campaigns on:<sup>5</sup> <ul style="list-style-type: none"> <li>- the difference between child labour and age-appropriate tasks</li> <li>- worst forms of child labour</li> <li>- causes of child labour</li> <li>- common areas of child labour</li> <li>- negative effects of child labour on both children and the future development of the community</li> </ul> </li> <li>• Sensitize national policy-makers, local government authorities, farmers' organizations and other stakeholders about related issues: <ul style="list-style-type: none"> <li>- occupational safety and health</li> <li>- national legislation</li> <li>- international obligations</li> <li>- consequences of child labour</li> </ul> </li> </ul>
	Income-generating activities and decent work promotion in rural areas <ul style="list-style-type: none"> <li>• Promote income-generating activities (e.g. livestock, seeds for agricultural production) among parents whose children are affected by child labour</li> <li>• Implement livelihoods / decent work creation programmes that address the root causes of child labour in rural communities</li> <li>• Create self-help groups to provide seed money to vulnerable families</li> <li>• Foster inclusive finance and access to other productive resources (e.g. land) to reduce rural poverty</li> <li>• Facilitate access to markets and modern value chains for small-scale producers through inclusive business models to address the root causes of child labour in farming households</li> </ul>
	Policy development / Advocacy <ul style="list-style-type: none"> <li>• Change public opinion towards child labour through advocacy with partners (e.g. children, civil society groups, teachers, trade unions and media)</li> <li>• Advocate for new school policies to provide working teens with health and safety information</li> </ul>
Withdrawal	Removal of child labourers from hazardous working conditions <ul style="list-style-type: none"> <li>• Provide child shelter for children removed from slave-like working conditions</li> <li>• Advocate at political level for institutional support for former child labourers (e.g. legal protection, repatriation to their families)</li> </ul>
	Action plans to combat worst forms of child labour <ul style="list-style-type: none"> <li>• Provide vocational training to and raise skills of former child labourers</li> <li>• Give support to find decent employment</li> </ul>
	Implementation of income-generating programmes to compensate for loss of children's income <ul style="list-style-type: none"> <li>• Advocate at political level for improved legislation and implementation of laws against worst forms of child labour</li> </ul>
Protection	Occupational safety and health legislation, policies and programmes <ul style="list-style-type: none"> <li>• Advocate for and advise on appropriate policies</li> <li>• Ensure that public-private partnerships adopt responsible business principles including support on health and safety in the supply chain</li> <li>• Establish joint training for labour inspectors and extension agents</li> <li>• Provide training on how to improve health and safety working conditions in agriculture</li> </ul>
	Skills development <ul style="list-style-type: none"> <li>• Provide vocational or on-the-job training for children above the legal minimum working age</li> </ul>
Rehabilitation	Formal and non-formal education <ul style="list-style-type: none"> <li>• Increase access to quality education</li> <li>• Provide non-formal education</li> <li>• Prepare children who have had little schooling for reintegration in formal schooling</li> <li>• Build capacity of teachers</li> </ul>
	Vocational training skills for ex-child labourers <ul style="list-style-type: none"> <li>• Develop entrepreneurship skills of children (above the legal minimum working age)</li> <li>• Prepare youths to be productive and reliable citizens who can be self-dependent in the future</li> </ul>
	Social activities <ul style="list-style-type: none"> <li>• Implement social reintegration strategies to ensure the children's ability to thrive within the community</li> </ul>

4 Examples are based on FAO 2010c, FAO 2012b, FAO-ILO-IFAD 2010, ILO-IPEC 2012a, ILO-IPEC 2012b, ILO-IPEC 2014.

5 For further information <http://www.ilo.org/ipcc/Campaignandadvocacy/RedCardtoChildLabour/lang--en/index.htm>



# **PART 1: CHILD LABOUR IN FAMILY-BASED AGRICULTURE**

This part of the Handbook covers the main definitions and approaches needed for dealing with child labour in family-based agriculture. It explains the main causes and consequences of child labour, describes the challenges of addressing child labour in family-based agriculture and introduces typical tasks, hazards and health risks that children face in the various agricultural subsectors.



# 1. Child labour – definitions, causes and consequences

## 1.1 Definitions and international Conventions

Defining child labour is not always as easy and straightforward as it first seems. The definition encompasses the complex concepts of childhood, work and labour. The international regulations and Conventions dealing with child labour refer to the following distinctions/concepts:

- Working children
- Child labour
- Age-appropriate tasks
- Light work
- Worst forms of child labour
- Hazardous work

### What is a child?

According to the Convention on the Rights of the Child (UN, 1989) and the ILO's Worst Forms of Child Labour Convention, 1999 (No. 182), the term "child" applies to anyone up to the age of 18 years. The child's age is an important factor for differentiating between age appropriate tasks and child labour and is at the centre of the ILO's Minimum Age Convention, 1973 (No. 138).

What is the minimum age for children's employment?

The ILO Minimum Age Convention, 1973 (No. 138) specifies the minimum age for different types of employment:

- 13 years for light work
- 15 years for ordinary work
- 18 years for hazardous work

Developing countries that ratified Convention No. 138 have the option to designate a higher age or, in exceptional cases, an age 1 year lower than the standard.<sup>6</sup>

### What is child labour?

Child labour is defined as work that impairs children's well-being or hinders their education, development and future livelihoods. The Convention on the Rights of the Child (UN, 1989) recognizes and emphasizes the child's right to education and the right of the child to be protected from economic exploitation and from performing any work that is likely to be hazardous, interfere with the child's education, or be harmful to the child's health or physical, mental, spiritual, moral or social development.

6 IPEC 2011: 3.

Age-appropriate tasks become “child labour” when children:

- are too young for the work they are undertaking;
- work too many hours for their age;
- undertake work of a hazardous nature or in hazardous conditions;
- work under slave-like conditions; or
- are obliged to undertake illicit activities.

### What are age-appropriate tasks?

While child labour is by definition unacceptable, there are age-appropriate tasks that are not harmful to children and can even be beneficial. These tasks do not interfere with the child’s education, they are physically appropriate to the child’s development and allow sufficient time for recreation and leisure. For example, the weight of a load carried by a child must be suitable for the child’s stage of physical development. Especially in the context of family-based economic activities, some participation by children may be regarded as positive, since it contributes to the intergenerational transfer of skills and children’s food security.<sup>7</sup>

### What is light work?

ILO Convention No. 138 allows children to perform light work from 13 years, as long as the work does not fall under the scope of the worst forms of child labour and does not interfere with the child’s education and physical and mental development. In agriculture, light work might be work near the children’s home, under the supervision of the parents and physically not demanding – for example, chicken-raising at household level. National legislation must determine which activities can be considered light work and prescribe the number of hours and conditions in which these light work activities may be undertaken.<sup>8</sup>

7 FAO–ILO 2013: 7.

8 FAO–ILO 2013: 9.

### What is youth employment?

“Youth” have reached the age where they may leave compulsory education and the age at which they have reached the minimum age for legal employment (generally 15). The age at which someone stops being considered a “youth” varies by country or region, however the UN defines “youth” as persons between the ages of 15 and 24 years.<sup>9</sup>

There are diverse forms of work in which young people can engage, with vastly different employment conditions. Agriculture, however, continues to play a central role in providing jobs and earnings to young and adult workers, especially those living in low-income countries.<sup>10</sup> In this context, it is important to consider that there is an overlap between children and youth for the specific age group of those who are 15 and above, but under 18. Youth may be in child labour, if they are under 18 and engaged in hazardous work or other worst forms of child labour.

### What are the worst forms of child labour?

The Worst Forms of Child Labour Convention, 1999 (No. 182) defines the worst forms of child labour as:

- 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; and

9 UNESCO.

10 FAO.



- 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 (hazardous work).

These forms of labour are mostly performed by the most vulnerable and poorest children. The international community has recognized the urgent need to eliminate the worst forms of child labour.

### What is hazardous work?

Many child labourers in agriculture are trapped in hazardous work. The ILO has classified the agricultural sector as one of the most hazardous working environments, especially for children. The ILO Worst Forms of Child Labour Recommendation, 1999 (No. 190) provides guidance on what kind of work should be prohibited:

- work that exposes children to physical, emotional or sexual abuse;
- work underground, underwater, at dangerous heights or in confined spaces;
- work with dangerous machinery, equipment and tools, or work that involves the manual handling or transporting of heavy loads;

- work in an unhealthy environment, which may, for example, expose children to hazardous substances, agents or processes or to temperatures, noise levels, or vibrations damaging to their health;
- work under particularly difficult conditions, such as work for long hours or during the night; and
- work that prevents children from returning home each day.

## 1.2 Causes of child labour

The main cause of child labour in agriculture is persistent rural household poverty. Poor families often rely on the work performed by children in order to meet their immediate needs. Labour migration of adult household members leads to labour shortages, which are often compensated for with the work of children. Households headed by children, for example due to deaths from HIV/AIDS, are particularly affected.

The limited availability of basic education, especially in remote rural areas, the poor quality of education and the high costs of schooling are additional

**TABLE 4: Supply and demand factors of child labour**

Supply factors	Demand factors
<ul style="list-style-type: none"> <li>• Prevalence of poverty and need to supplement household income.</li> <li>• Lack of access to adequate schools and childcare, particularly in remote areas.</li> <li>• Interruption of education due to migration.</li> <li>• Inadequate or insufficient information among parents (e.g. perceived irrelevance of education or limited awareness of hazards).</li> <li>• Lack of financial services allowing the household to redistribute expenses; use of children's labour to repay debts.</li> <li>• Necessity to cope with shocks (e.g. failed harvest, death of livestock, loss of breadwinners).</li> <li>• Perception that children's participation in agriculture is necessary to pass on skills and knowledge.</li> <li>• Desire of children to prove their skills and contribute to the family income.</li> </ul>	<ul style="list-style-type: none"> <li>• Demand for cheap labour: children are often paid less than adults (or unpaid) and have weaker negotiating power.</li> <li>• Insufficient availability of adult labour during peak seasons.</li> <li>• Quotas or piecework based on family work units, putting pressure on parents to involve children.</li> <li>• Low productivity of small farms and rural enterprises with very small operating margins.</li> <li>• Need to substitute adults when parents are working away from home.</li> <li>• Demand for special skills and perception that children's fingers are nimble or their (smaller) bodies better for certain tasks.</li> <li>• Perception that children, particularly girls, are more docile workers.</li> <li>• Attitude that certain tasks are children's responsibility.</li> </ul>

factors contributing to a high prevalence of child labour. For example, in situations where educational institutions are not accessible or affordable or when parents see no value in education, children are sent to work, rather than to school.

An unfavourable socio-economic context, such as low income levels or low occupational status, weak labour market mechanisms and structural unemployment, can foster the increase in child labour. Employers may prefer to hire children because they are cheaper than their adult counterparts. Child labour is also influenced by cultural practices, social and gender inequalities and the lack of awareness of communities about its negative consequences. The absence of appropriate national policies and legislation on child labour and inadequate enforcement of existing legal frameworks further exacerbate the situation.<sup>11</sup>

### 1.3 Consequences of child labour

Poverty and the daily struggle for survival can hamper individuals' ability to acquire higher-level skills, adopt improved production methods and technologies, make informed decisions, develop successful agribusinesses, learn to innovate and respond to economic shocks. This can affect the whole community, because without such capacities and the developments they entail, the agricultural productivity and performance of rural economies is likely to remain low.

The vicious cycle of poverty demonstrates that child labour impedes education and is a major threat to future decent employment in youth and adulthood and a barrier to long-term agricultural and rural development, both locally and regionally.<sup>12</sup>

**FIGURE 3: Vicious cycle of poverty**



11 FAO-ILO 2013: 10.

12 FAO 2013: 18f.

## 2. Child labour in family-based agriculture

### 2.1 Definition of family-based agriculture

Family farms account for almost 90 percent of the world's farms.<sup>14</sup> Worldwide, 500 million farms are family-owned. Only a small number of family farms are large, commercial corporations with numerous employees. The vast majority (more than 475 million) are small-scale enterprises under 2 hectare in size.<sup>15</sup>

#### Definition of family farming

“All family-based agricultural activities, linked to several areas of rural development. Family farming is a means of organizing agricultural, forestry, fisheries, pastoral and aquaculture production which is managed and operated by a family and predominantly reliant on family labour [rather than on hired work], including both women's and men's. The family and the farm are linked, co-evolve and combine economic, environmental, social and cultural functions.”<sup>13</sup> In family-based agriculture, the majority of the household income derives from the family farm. The term “family farming” is often used interchangeably with smallholder, family-based or small-scale agriculture.

### 2.2 Prevalence of child labour

The majority of the world's poorest population lives in rural areas and works in agriculture. Agriculture constitutes one of the three most dangerous

sectors for children to work in at any age<sup>16</sup> and a large share of child labour in agriculture takes place in family-based agriculture.

- 75% of the world's poorest population lives in rural areas and most of the rural poor depend, directly or indirectly, on agriculture for their livelihoods.<sup>17</sup>
- 59% of the 168 million child labourers in the world work in agriculture.
- 85 million of all child labourers are engaged in hazardous work.
- 59% (about 50 million) of children in hazardous work are in agriculture.<sup>18</sup>

Rural children, especially girls, often begin to work and support their families when they are 5–7 years old.<sup>19</sup> Boys' and girls' participation in rural activities within their own families can help them to acquire skills and contribute to the generation of household income, which can have a positive impact on their livelihoods. On the other hand, rural work is physically demanding, often involving long periods of stooping, repetitive movements and carrying heavy loads over long distances. In addition, a lot of agricultural work is seasonal and often incompatible with school calendars, so that children miss or drop out of school due to their working activities.

<sup>16</sup> FAO 2002.

<sup>17</sup> For further information <http://web.worldbank.org/WBSITE/EXTERNAL/EXTDEC/EXTRESEARCH/EXTWDRS/0,,contentMDK:21501332~pagePK:478093~piPK:477627~theSitePK:477624,00.html>

<sup>18</sup> ILO-IPEC 2013: 22.

<sup>19</sup> FAO 2010c.

<sup>13</sup> FAO 2013: 2.

<sup>14</sup> FAO 2014: 1.

<sup>15</sup> FAO 2014: 1.

In recent years, there has been an increase in awareness about child labour and its role in international value chains (e.g. in export crops such as cocoa, coffee and cotton); companies, development organizations and other stakeholders have begun to address child labour in the respective value chains. On the other hand, child labour within family-based agriculture and not linked to international commodities has been largely neglected. The International Partnership for Cooperation on Child Labour in Agriculture brings together a range of partner organizations: the International Labour Organization (ILO), the Food and Agriculture Organization of the United Nations (FAO), the International Fund for Agricultural Development (IFAD), the International Food Policy Research Institute (IFPRI) and the International Union of Food, Agricultural, Hotel, Restaurant, Catering, Tobacco and Allied Workers' Associations (IUF). The partnership works for the elimination and prevention of child labour in agriculture; including to address child labour in family-based agriculture, raising awareness both in and outside the organizations.

## 2.3 Challenges in addressing child labour in family-based agriculture

Tackling child labour in family-based agriculture is a matter of urgency, yet it represents a complex challenge for several reasons:

### 1. The nature of the agricultural sector in general

The agricultural sector is historically and traditionally under-regulated, presenting numerous challenges: family undertakings are poorly covered in national labour legislation; there is only limited unionization of workers and poor organization of producers; and the labour force is fragmented.<sup>20</sup>

<sup>20</sup> FAO 2013: 12.

### 2. Addressing a family-based working environment

Most children in a family-based working environment are unpaid labourers without formal contracts, and they do not feature in statistics.<sup>21</sup> In such circumstances, child labour is often invisible, as most children work in dispersed small-scale farms in remote locations, on fishing boats, in plantations, in mountain areas or herding livestock. Given the blurred boundaries between the household and the workplace, it is very difficult to verify compliance with child labour laws without the cooperation of families and other local actors and authorities.

### 3. Low level of awareness of families about the harmful effects of child labour

Communities with child labourers on family farms often know very little about the effects of child labour on the health and future development of children. There is no awareness of alternative practices. Social and cultural constructions are at play; there are different ideas of what is in the best interest of the child and different opinions may exist on what is potentially beneficial or harmful to children. Specifically, children are frequently seen to be just “helping out”, despite the many hours they spend working in agriculture. Boys and girls are usually covering different roles: there is a gender differentiation of tasks and observers need to take it into account. For instance, girls are very often carrying out the burden of household chores and fetch the water needed for cooking, cleaning, washing and drinking. In many countries, domestic work is not viewed as work per se and domestic chores are considered as work by the ILO conventions only when those tasks are performed for a third party<sup>22</sup>. Girls involved in domestic work on top of agricultural work may be in situation of/ tantamount to “child labour”.

<sup>21</sup> FAO 2013: 12.

<sup>22</sup> ILO convention 189 defines domestic work and domestic workers. Domestic work is work performed in the home of a third party or employer. Domestic chores performed by children in their own household are not covered by the definition of domestic work and therefore cannot be defined as child labour. However in some extreme cases, situations are considered tantamount to child labour.

## 3. Children's involvement in the agricultural subsectors

Child labour in the agricultural subsectors varies widely depending on the working environment and the hazards and health risks involved. Many activities interfere with children's schooling. Combining agricultural tasks with school usually becomes more difficult with age, because in rural areas secondary schools are often further away from home than primary schools. Distance is especially a problem for girls who are more vulnerable to (sexual) harassment.<sup>23</sup>

This chapter concentrates on children's involvement in the various agricultural subsectors, highlighting their respective characteristics, tasks and common hazards. In general, children are at greater risk than adults, because their minds and bodies are still developing. A number of biological and behavioural factors increase their exposure to hazards and their susceptibility to harm from them. Damage to their health can go unnoticed for years. A detailed list of the children's tasks, hazards and health risks in the various subsectors can be found in [Appendix II](#).

### 3.1 Crop production

Crop production comprises a wide range of commodities, but children's tasks are usually quite similar. Children are involved in every stage of crop production: from land preparation, planting and weeding to harvesting and processing. The work that children perform in crop production is often invisible and goes unacknowledged for many reasons: they are helping their parents; they are doing piecework or working under a

quota system on larger farms; or they may be in migrant worker families.<sup>24</sup>

Health hazards in crop production can vary widely depending on the specific farming environment. Nevertheless, crop production implies various typical, and serious, hazards for children: exposure to sharp tools and dangerous machinery, injuries from animals, exposure to extreme environmental conditions, exposure to agrochemicals; long working hours in fields (especially in extreme weather conditions); and physically strenuous or repetitive activities.<sup>25</sup>

#### Typical tasks of children

- Preparing land
- Working with drought animals for ploughing
- Transporting crops
- Planting seedlings
- Weeding
- Applying fertilizers
- Spraying chemicals
- Harvesting
- Processing collected crops

### 3.2 Livestock

Children's activities in the livestock sector vary from simply helping out with light work to situations of worst forms of child labour. Some children's tasks are often categorized locally as domestic chores that contribute to livestock production, such as collecting grass for cattle,

23 FAO 2013: 38–40.

24 ILO 2012a.

25 FAO 2010a: 17, ILO 2012a.

cleaning out cowsheds and looking after small livestock for domestic consumption.

Livestock activities imply numerous hazards and risks for children. Health risks are mainly based on the close contact with animals that exposes them to diseases transmitted by animals and animal substances. Some children also have to stay with the cattle overnight exposing them to the risk of attack. Furthermore, time-consuming activities, such as herding, can negatively influence formal school attendance.

### Typical tasks of children

- Herding animals
- Feeding animals
- Cleaning animals
- Collecting fodder and water
- Cleaning out animal sheds
- Looking after small livestock for domestic consumption
- Working in dairy production, slaughterhouses and other meat-processing operations

## 3.3 Fisheries and aquaculture

In fisheries and aquaculture, children are engaged in a wide variety of activities, comprising harvesting and farming of fish in capture fishing and aquaculture and all associated operations (processing, marketing and other post-harvest activities), as well as upstream industries such as net-making and boatbuilding. Child labour in fisheries and aquaculture is particularly widespread in the small- and medium-scale sectors of the informal economy. Many of the sector-specific activities fall within the scope of the worst forms of child labour. Both girls and boys are involved in fisheries: in general, boys tend to be more involved in fishing and girls in post-harvest activities.<sup>26</sup> In the fisheries sector,

many children work in circumstances that are incompatible with regular school attendance.<sup>27</sup>

In the fisheries sector, many of the hazards faced by children are related to the physically demanding work and long and irregular working hours. The periods spent on the boat can be extremely long, with work beginning very early in the morning and/or lasting until night.<sup>28</sup> Exposure to noise, poison or toxics, physically demanding tasks, such as carrying heavy loads and operating certain types of equipment, and high-risk diving are all dangerous for children and their health.

### Typical tasks of children

**Onboard:** diving for fish or to free snagged nets; draining boats; handling and repairing nets; herding fish into nets; crewing on fishing vessels; shovelling ice.

**Onshore:** guarding fishing vessels in docks, piers and harbours; loading and unloading fish; sorting and cleaning fish; salting, smoking and drying fish; shovelling ice; transporting and selling fish.

**Offshore on fishing platforms:** lifting heavy nets of fish using hand cranes; sorting, boiling and drying fish.

In factories: sorting, slicing, filleting, salting, smoking, curing, peeling (shrimps), drying, packing, boiling and shelling various types of seafood.

**Additional tasks:** making and repairing nets; boatbuilding; waxing and painting boats; looking after outboard engines; performing household chores in the family and community.

**Aquaculture:** feeding and fertilizing; cleaning ponds; harvesting fish; collecting shrimp or seed; farming and processing seaweed.<sup>26</sup>

Fishery sector is often characterized by migration and mobility, used as livelihood strategies. Children are then migrating with their communities or parents and the prevalence of child labour situation in fisheries is often linked to migration. Migrant communities also lack secure access to

26 FAO–ILO 2013: 23/31.

27 FAO–ILO 2013: III.

28 FAO–ILO 2013: 25–29.

29 ILO 2012b, FAO–ILO 2013.

health and other social services and may suffer from marginalization and inadequate integration in local communities which further increase the situation of vulnerability of child labourers.

### 3.4 Forestry

Child labour is found in many forest-dependent communities, mainly in remote areas. In addition to work in family-based forestry, children often work under subcontractual arrangements and receive their payment in food and clothing. Most children in this sector are in their early teens because the tasks require physical strength.

Working in the forest exposes children to several health and safety hazards such as falls from ladders and trees, cuts or extreme temperatures.

The isolation and migration which are typical of the forestry sector are a hindrance to school enrolment and attendance,<sup>30</sup> and many child labourers in the forestry sector are school drop-outs. With the exception of forestry plantation (e.g. rubber), there is very little information about the incidence and characteristics of child labour in this sector. Further attention to and research on child labour in forestry is needed.

#### Typical tasks of children

- Climbing trees to harvest fruits and spices
- Collecting honey from beehives
- Cutting rubber
- Planting

30 ILO 2012, for further information:  
<http://www.childlabourinagriculture.org>





# **PART 2:**

## **M&E OF PROGRAMME IMPACTS ON CHILD LABOUR**

This part of the Handbook introduces the criteria for assessing child labour and focuses on three stages of the programme cycle: planning, monitoring and evaluation. It explains the three stages and describes how the child labour topic can be integrated into each one. Detailed explanations are given of the different steps for assessing programme impacts on child labour: preparation, data collection, data analysis and follow-up.



# 1. Criteria for assessing child labour

The international Conventions on child labour and the respective national legal frameworks form the basis for the assessment of child labour. In line with this legal foundation, the Handbook presents the six criteria that must be considered in a child labour and programme impact assessment. These criteria allow for the differentiation between age-appropriate tasks and child labour; they are the basis of all tools included in the [TOOLKIT](#) and are used in the guidelines to analyse the tools.

## 1.1 Must-know criteria

### 1. Age of the child

The child's age – in combination with the working tasks and the working hours – is the main criterion for defining child labour. The age thresholds are defined in international Conventions, but governments have the option to adapt the minimum working age to their national context (within certain parameters).

### 2. Working tasks of the child

It is necessary to examine in detail the child's working tasks, more specifically the child's involvement in agricultural activities in family-based businesses. It is not always easy to distinguish between agricultural tasks and household chores (e.g. fetching water, preparing fodder); it is, therefore, important to also consider

the child's activities in his or her own home. For a broader overview, it is important to take into account paid or unpaid work activities outside the family context in formal or informal sectors.

### 3. Working hours per day/week

In addition to the child's working tasks, it is necessary to obtain information about the working hours. National legislation should determine the working hours for permissible light work. If they are not specified, a cut-off point of 14 hours per week can be used.<sup>31</sup>

### 4. Hazards associated with the agricultural tasks

The hazards associated with the working tasks play an important role in characterizing whether the child's work is considered child labour or not. The signatory states of the ILO Conventions are asked to develop a "Hazardous Work List" detailing what work and working conditions are prohibited for children under the age of 18 in that country. In addition, [Appendix II](#) of this Handbook provides an overview of children's tasks in the agricultural subsectors, including the associated hazards and health risks.

<sup>31</sup> FAO-ILO 2014.

## 5. Impacts of the child's work on their health

In addition to the work hazards, the likely impact of the child's work on their health needs to be assessed. The child's working tasks should not interfere with their health; this criterion therefore covers health risks associated with agricultural tasks, as well as work-related accidents or diseases.

## 6. Impacts of the child's work on their education

Child labour is also defined by its impact on the child's education. These impacts are mainly on the child's school enrolment or drop-out and the regularity of school attendance as well as performance.

### 1.2 Must-know background information

In addition to the six must-know criteria, must-know background information: the sex of the child and the characteristics of the child's household, strongly contribute to the usefulness of the assessment.

#### 1. Sex of the child

Gender roles, birth order and cultural norms influence the type of work traditionally performed by boys and girls, the number of hours worked and who gets an education; it is, therefore, essential to include the child's sex in the child labour assessment. Disaggregating data on child labour according to sex is particularly important as ILO research attests that girls often work in the worst forms of child labour.<sup>32</sup> This reality is related to the low status given to girls and women in many societies. For the same reason, the coping strategies adopted by girls differ from those of boys in many circumstances, as they are

married at a young age or are sent elsewhere to do domestic chores.

#### 2. Household characteristics

The characteristics of the household in which the child lives can influence the child's work. Aspects that might be considered in the assessment are the nature of the household's economic activities, the amount of land and the household's income. The head of the household, the number of household members and their family relationship may also be relevant. In some countries or regions, it could be very important to consider the household's class, religion or ethnicity.



The national, regional or local social framework influences the child's daily life and work. Knowledge about the education and health system in the programme region or the cultural perception of child labour is useful for understanding the situation of children in general.

<sup>32</sup> ILO-IPEC 2014.

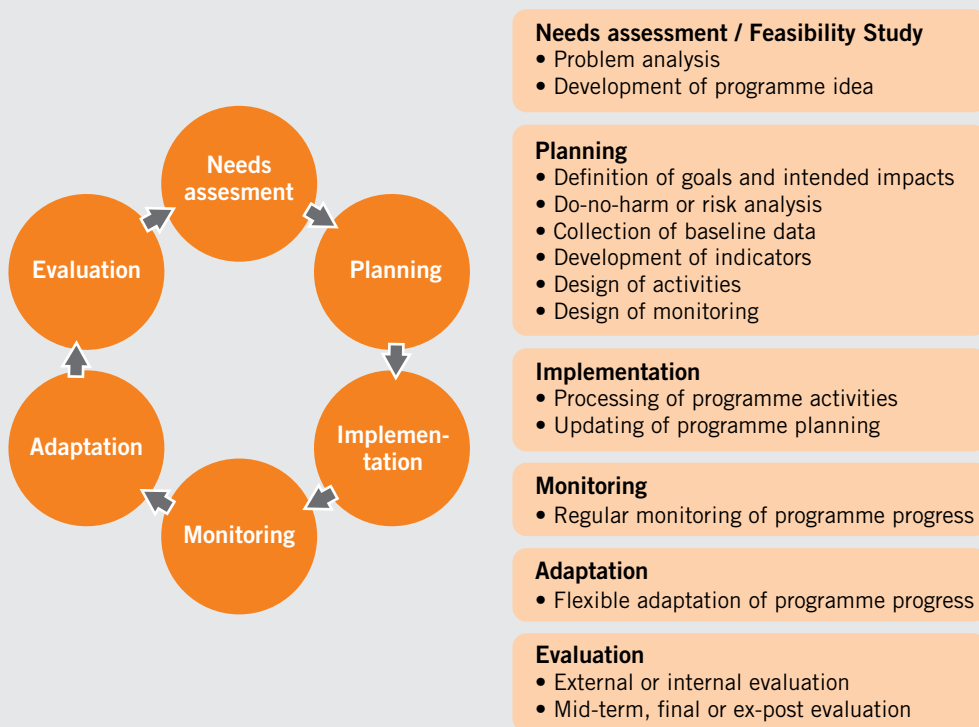
## 2. Integrating the child labour topic in the programme cycle

### 2.1 Programme cycle

The programme cycle describes the way in which development programmes are planned and carried out. A “cycle” illustrates a continuous process in which each stage provides the foundation for the next. The generic programme cycle consists of six

stages. While the Handbook focuses on the three stages of planning, monitoring and evaluation, it is applicable in all six stages. The child labour topic can be integrated in each step of the cycle, depending on the programme design. In practice, the duration and importance of each stage may vary between programmes.

**FIGURE 4: Programme cycle**



## 2.2 Planning

Most development programmes are designed on the basis of the Logical Framework Approach (LFA) and/or results-based management (RBM). In addition, the Theory of Change broadens the picture to consider external effects and unintended impacts from the start. These approaches share the same overall purpose: to describe how the programme will lead to results and to support critical reflection during the programme's lifetime. The approaches are continually updated throughout programme implementation and they provide an essential resource for monitoring and evaluation. The M&E Handbook is applicable, regardless of the programme's planning and management approach.

### Baseline

A baseline study is conducted for the set of indicators and can be used to assess programme achievements. "When compared with the condition of the same indicators at some point during implementation and post-operation, the baseline study forms the basis for a 'before and after' assessment or a 'change over time' assessment".<sup>33</sup>

Ideally, agricultural programmes consider the child labour topic in the needs assessment and incorporate it in the planning and design phase. Its inclusion helps reduce the likelihood of negative impacts of the programme and enhance potential positive impacts on the children's working situation. Wherever possible, baseline data including child labour criteria should be gathered right at the start of the programme. This facilitates the ongoing monitoring and evaluation process and the data are a useful basis for comparing eventual changes.

33 International Initiative to End Child Labour.

## 2.3 Monitoring

Monitoring is an ongoing process and involves the systematic collection and analysis of data related to specified indicators or emerging from guiding questions. It provides information about the current extent of progress and achievements of a development programme. Monitoring activities should be an integral part of the programme's operation plan. Dates, tasks and responsibilities for the monitoring should be clearly assigned. Throughout the monitoring process, the active and effective participation of beneficiaries should be assured.

### Participation of beneficiaries

Participation provides a basis for mutual learning and contributes to the programme's legitimacy and accountability. Complementing participatory tools, joint reflection workshops can be used to discuss findings of the monitoring with the target group and to include their opinions and perceptions in the further process.

Monitoring has several major functions:

- It enables verification of whether the programme is on target.
- It assists programme management in the decision-making process.
- It supports awareness-raising, mutual learning and knowledge-sharing among programme staff and beneficiaries.

Monitoring the impacts of the child labour topic enables an agricultural programme to verify whether its activities lead to negative impacts on the working situation of children. It therefore serves as an early warning system to prompt the revision of the programme strategy if necessary. On the other hand, positive impacts on the working situation of children can be identified and strengthened. Impact monitoring requires detailed and accurate preparation and a broad participation of programme staff and beneficiaries. It is particularly important for

agricultural programmes where impacts on child labour have not yet been considered, despite the fact that the activities probably affect the situation of working children.

## 2.4 Evaluation

While monitoring supervises and controls the ongoing implementation process of the programme, an evaluation is an appraisal of a programme's performance at a certain point in time. The findings of an evaluation are not only for use by programme management and steering, but are communicated to stakeholders, development partners and donors. They therefore prove legitimacy and accountability of the intervention.

Regardless of the timing, the child labour topic can be integrated in all stages of a typical evaluation process. When establishing the terms for the evaluation, a detailed assessment of the programme's impacts on child labour should be explicitly agreed upon. The design of the evaluation depends on whether the programme integrated the child labour topic in the planning and monitoring stages or whether it is to be an on-the-spot evaluation. A final evaluation helps identify areas of good performance and lessons learned that can be useful for future programmes.

### Criteria for evaluation

**Relevance:** Is the programme suited to the priorities of the target group and donor?

**Effectiveness:** To what extent is the programme attaining its objectives?

**Efficiency:** Are the programme's outputs in relation to its inputs?

**Impact:** What changes does the programme produce?

**Sustainability:** Is the programme socially, environmentally and financially sustainable.<sup>34</sup>

Adapted from OECD-DAC

Evaluation examines whether a programme achieved its objective and what changes the intervention produced.<sup>35</sup> According to the Development Assistance Committee (DAC) of the Organisation for Economic Co-Operation (OECD), there are five key criteria that need to be considered when evaluating development programmes. An evaluation can be conducted midway through the programme, upon completion of the programme, or retrospectively some time after the end of the programme.

34 OECD-DAC 2010.

35 FAO-ILO 2014.





## 3. Steps for assessing programme impacts on child labour

The following explanation of the assessment of programme impacts on child labour focuses on three different stages of the programme cycle: planning, monitoring and evaluation. The assessment of the impacts of agricultural programmes on child labour comprises four main steps:

1. Preparation of the process
2. Data collection
3. Data analysis
4. Follow-up

Regardless of whether the child labour topic is integrated from the very beginning of the programme cycle or whether it is incorporated during the monitoring or evaluation process at a later stage, the assessment of programme impacts on child labour always follows these four main steps. Depending on the stage of a programme cycle (planning, monitoring or evaluation), some specific considerations need to be made while conducting the assessment. These are explained at the relative points in the Handbook.

Table 5 presents in detail the steps to follow during preparation, data collection, data analysis and follow-up. It indicates whether these steps should be considered in the planning, monitoring or evaluation process. It is important to follow all the steps to assess a programme's impacts on child labour; however, the extent of each process step will vary depending on the resources of the programme.

The process steps follow a typical programme cycle. The presentation here of the process steps is linear, but they may be implemented in parallel or in a different order. The steps can therefore easily be included in an existing programme design. Since most of the process steps are well known to programme designers, only those regarding the integration of child labour assessment are explained in detail.

### 3.1 Preparation of the process

The assessment of programme impacts on child labour requires different preparatory steps:

1. Research on the child labour situation
2. Identification of actual and/or potential programme impacts on child labour
3. Identification of relevant stakeholders, their roles and interests
4. Formulation of indicators
5. Formulation of guiding questions

**TABLE 5: Necessary steps for assessing programme impacts on child labour**

The ticks (✓) indicate whether the process steps should be included in a planning, monitoring or evaluation process. Those steps not described in the Handbook are written in <i>italics</i> .	Page	Planning	Monitoring	Evaluation
<b>Preparation of the process</b>				
Research on the child labour situation	32	✓	✓	✓
Identification of actual and/or potential programme impacts on child labour	33	✓	✓	✓
<i>Design of the M&amp;E process</i>	-	✓	✓	✓
<i>Identification of necessary resources (personal and budget)</i>	-	✓	✓	✓
Identification of relevant stakeholders, their roles and interests	33	✓	✓	
Formulation of indicators	33	✓	✓	
Formulation of guiding questions	34			✓
<b>Data collection</b>				
Research on existing secondary data	37	✓	✓	✓
Identification of tools for data collection	37	✓	✓	✓
Selection of the sample	38	✓	✓	✓
Collection of data	39	✓	✓	✓
<b>Data analysis</b>				
Processing, cross-checking and interpretation of data	40	✓	✓	✓
<b>Follow-up</b>				
Sharing the findings	44	✓	✓	✓
<i>Planning the follow-up process, setting up a work plan</i>	-	✓	✓	
Adjusting the programme	44		✓	
<i>Reporting to financing agency, donor and partner</i>	-	✓	✓	✓
<i>Considering the findings for the next programme phase</i>	-	✓	✓	✓

## 1. Research on the child labour situation

Regardless of when the child labour topic is integrated into the programme (at the planning, monitoring or evaluation stage), the first step of the preparation process should always be research on the current child labour situation in the programme region.

A country's national legislation is supposed to define which tasks and conditions come under permissible "light work" and which constitute "hazardous child labour". It is, therefore, essential to consult the national legal framework on child labour and obtain information on the following:

- Ratification of the ILO Conventions on child labour.

- The national legislation on child labour. Child labour might be covered, for example, under labour legislation, agricultural laws, education laws, social protection policies or child protection legislation.
- National policies on child labour (e.g. the National Action Plan Against Child Labour or "Hazardous Tasks Lists").



Even if a country has not ratified the ILO Conventions on child labour, the objective of the elimination of child labour is mandatory for all ILO member States as child labour is a core labour standard. The Conventions should always guide the provisions of national legislation.

In order to obtain an overview of the current child labour situation, it is advisable to consider all country levels: national, regional and local.

### Guiding questions for research on the child labour situation

- How high is the prevalence of child labour in the country/programme region?
- What are the main agricultural goods produced in the country/programme region?
- How many children work in the agricultural sector/subsectors?
- What are the main tasks of children working in agriculture? Are there differences between sex and age groups?
- What are the main hazards and health risks for children working in agriculture?
- What are the main reasons for child labour?
- What are the main factors influencing the child labour situation? Are there any factors specific to the region (e.g. labour migration)?
- Does compulsory schooling exist in the country? How many hours a day do children go to school?

## 2. Identification of actual and/or potential programme impacts on child labour

PROGRAMME IMPACT ANALYSIS and EXTENDED PROGRAMME IMPACT ANALYSIS are tools to reflect on how activities, outputs or outcomes of a programme may impact the child labour situation.

They are adapted to both the planning and the M&E process, but exactly how the tools are applied varies depending on whether they are used at the beginning of or during the course of a running programme.

Application of the tools in the planning process requires a brainstorming on the potential positive and negative impacts of the programme on child labour, while their use during an already-running programme requires a brainstorming on

actual impacts on child labour (if the programme has been running for some time, the actual impacts may be observable). In both cases, the identification of potential or actual impacts is the first step towards formulating child labour indicators for further M&E purposes.



When applying a Theory of change model or elaborating a cause-effect diagram during the planning phase of your programme, it is advisable to include the child labour topic directly and to think about the potential positive and/or negative impacts of the programme on child labour.

## 3. Identification of relevant stakeholders, their roles and interests

The identification of relevant stakeholders is a crucial step in the preparation process. In both planning and M&E, it is necessary to actively engage key stakeholders and obtain their permission, support and commitment in order to successfully collaborate on the child labour topic. Children, community leaders, local or national authorities and civil society organizations should all be involved.

Useful tools for identifying relevant stakeholders are the STAKEHOLDER ANALYSIS and the VENN DIAGRAM.

Once the relevant stakeholders have been identified, they need to have a common understanding of the process. It is important to clarify the roles and contributions of the different stakeholders and consider their different interests and needs.

## 4. Formulation of indicators

When the child labour topic is incorporated into a programme from the beginning, it is advisable to formulate indicators early on, since indicators facilitate and structure the M&E process. If, on the other hand, the child labour topic has not been considered in the planning stage of a programme, but is to be considered in a running programme or in an evaluation, indicators need to be prepared. An alternative to the formulation of indicators is

the formulation of “guiding questions” (explained below).

### Indicator

An indicator is a “quantitative or qualitative factor or variable that provides a simple and reliable means to measure achievement, to reflect the changes connected to an intervention, or to help assess the performance of a development actor”.<sup>36</sup>

To assess the impacts of agricultural programme interventions on child labour, indicators need to relate programme activities to the child labour topic. So-called “child labour indicators” provide information on the programme’s performance in terms of reducing child labour, and should not be confused with indicators of the programme’s broader performance in terms of achieving its intended impacts. SMART indicators are recommended for their manageability.

### What is a SMART indicator?

**Specific:** The indicator targets a specific area for improvement.

**Measurable:** The indicator is definitely measurable and the required data can be collected in appropriate time and with acceptable effort.

**Achievable:** The targeted result is realistic.

**Relevant:** The indicator captures the essential regarding the objectives and the changes in the target group.

**Time-bound:** The indicator specifies the time by which the result can be achieved.

The (actual and/or potential) programme impacts on child labour, identified by conducting a PROGRAMME IMPACT ANALYSIS or an EXTENDED PROGRAMME IMPACT ANALYSIS, are useful for formulating child labour indicators. On the basis of the identified impacts, the programme staff and beneficiaries are able to

develop indicators to maximize identified positive impacts or to prevent negative ones.

Once the child labour indicators have been formulated, it is necessary to adapt the tools in the TOOLKIT to the required purpose, modifying them to fit the formulated indicators. Depending on the information required to monitor or evaluate the indicators, it must be decided which tool is appropriate and what information sources need to be consulted.

### Child labour indicators related to children

Child labour indicators need to be consistent with international labour standards on child labour as defined by the ILO Conventions 138 and 182 and national legislation. Therefore, indicators should cover the following:

- Working children below the legal working age
- Children above the legal working age involved in hazardous work
- Children engaged in other worst forms of child labour

There is no standard list of child labour indicators adapted to all situations. Indicators must be specific to the programme context and need to be selected on the basis of the child labour dynamics in the different agricultural subsectors. In most cases, indicators could be combined to provide a more complete picture.

### Examples of child labour indicators related to children

- Reduction in percentage of children under the legal working age working in agriculture.
- Reduction in percentage of children engaged in hazardous work in agriculture.

### Child labour indicators at household level

Indicators at household level focus on the factors influencing a family’s decision to make the children work. Possible factors include the family’s income, assets or productivity, gender

discrimination and lack of awareness of the negative impacts of child labour.

Many agricultural programmes, especially those directly targeting producers, may already incorporate indicators on their impacts at household level.

Indicators related to output might measure whether the goods and services provided by the programme adequately address child labour, for example if agricultural extension programmes include child labour. At outcome level, the indicators would measure if the producers receiving the extension improve their knowledge of child labour prevention and take appropriate action. At impact level, the indicators should measure the reduction in child labourers.

#### Examples of child labour indicators at household level

- Reduction in percentage of households with child labourers employed in agriculture.
- Percentage of households aware of negative consequences of child labour.

#### Child labour indicators at community level

These indicators measure the awareness of the community (producers, grassroots organizations, village chiefs etc.) about prevention/reduction/elimination of child labour in agriculture. The proposed indicators relate to outcomes and impacts. They address different stakeholders and can be used separately.

#### Examples of child labour indicators at community level

- Percentage of producers' organizations carrying out actions against child labour.
- Number of community/local organizations engaging in child labour monitoring.
- Number of community initiatives to raise awareness about child labour and the protection of children's rights.

#### Child labour indicators at policy level

Impact indicators at policy level measure the change in local and national capacity to address child labour in agriculture (government agricultural agencies, provincial and local governments, sectoral producers' organizations etc.). These indicators relate mainly to outcomes and impacts. They can be used separately or combined, depending on the policy level addressed.

#### Examples of child labour indicators at policy level

- Number of agricultural development policies or programmes integrating child labour in their strategies/objectives.
- Number of agricultural support services (e.g. agricultural extension services) that include child labour.
- Budget in agricultural development policies or programmes allocated to child labour-related objectives (as a percentage of the total budget).
- Number of government agencies (ministries of agriculture, agricultural development agencies etc.) that incorporate child labour into their policy agenda.

### 5. Formulation of guiding questions

A possible extension of or alternative to the formulation of indicators is the formulation of guiding questions. Guiding questions help in planning the M&E process and are useful for data collection.

If the child labour topic was not included in the planning stage of a programme, but is to be considered in a running programme or in an evaluation, there are no indicators on child labour. Nevertheless, it is still possible to assess programme impacts on child labour. In this case, the formulation of guiding questions facilitates and structures the M&E process.

Although guiding questions are not as specific as indicators, they may support the assessment of the unintended consequences of programme activities. As when formulating indicators, guiding questions can be related to programme impacts

at different levels (e.g. household or community) as well as to the results chain of a programme.

A **PROGRAMME IMPACT ANALYSIS** or an **EXTENDED PROGRAMME IMPACT ANALYSIS** can be conducted to identify the (actual and/or potential) programme impacts on child labour, which can be used to formulate guiding questions.

### Child labour indicators related to the results chain

Another way to classify indicators is according to the level of the results chain. In this case, indicators are associated with output, outcome and long-term impact. However, it is not necessary to build child labour indicators at all levels of the results chain.

#### Indicators related to outputs

Indicators for the goods and services provided (e.g. improved ploughing machines or technical assistance for small-scale aquaculture), which are usually associated with output levels, measure whether the products and services delivered by the programme adequately incorporate the child labour topic and if user/recipient skills and capacities are improved. For instance, the indicators measure whether agricultural extension programmes include the topic of child labour.

#### Indicators related to outcomes

These indicators relate to behavioural changes, i.e. what target groups do differently as a result of receiving the products and services. Indicators at this level measure, for example, whether agricultural producers are applying measures to prevent children's engagement in hazardous activities, or whether policy-makers are incorporating the child labour topic into agricultural development programmes.

#### Indicators related to impacts

Indicators for the programme's medium- and long-term results (outcomes and impacts) on child labour typically measure the incidence of child labour. These indicators measure the programme's ultimate effect on the prevention, reduction and elimination of child labour. They can specifically relate to impacts a programme might have at household, community or policy level.



Indicators should be realistic and not over ambitious. They have to draw on the programme's capacity to address child labour within its scope. For example, information related to school attendance is relevant, but goes beyond the objectives of agricultural programmes. Therefore, it is typically beyond the scope and feasibility of agricultural programmes to monitor school attendance. However, where such data are available or can be collected by partners, they may provide very useful insights into any changes in school attendance during and after programme implementation.

### Examples of child labour-related guiding questions

- Does the number of children undertaking hazardous tasks decrease as a result of the programme activities?
- Does the programme intervention increase gender-related differences and is there a difference in the effect on boys' and girls' situations?
- Does the introduction of new agricultural techniques and practices lead to an increase/decrease in the workload of smallholder farmers, and is this workload transferred to children?
- Does the programme contribute to an increased income of smallholder farmers and does this improve the working situation of children?
- Does the programme have any impact on the migration of adults leading to an increased workload for remaining family members, and is this workload transferred to children?
- Does the number of producers' organizations carrying out actions against child labour in agriculture increase?

## 3.2 Data collection

Data collection is central to the M&E process and comprises the four steps listed below. Where the planning process comprises a baseline survey, these steps should be considered in the planning stage.

1. [Research on existing secondary data](#)
2. [Identification of tools for data collection](#)
3. [Selection of the sample](#)
4. [Collection of data](#)

## 1. Research on Existing Secondary Data

The six must-know criteria introduced in the chapter [CRITERIA FOR ASSESSING CHILD LABOUR](#) cover the main kinds of data required for the child labour and programme impact assessment. When secondary data relative to these criteria are available in the programme region, when they meet certain methodological standards and can be derived from a reliable source, only the missing data need to be collected. The secondary data can then be treated like the collected primary data and analysed according to the same criteria.

When, on the other hand, secondary data cannot substitute the collection of primary data, they are nevertheless useful. Secondary data form an essential basis for adapting the tools and templates in the [TOOLKIT](#) to the specific situation in the programme region and for cross-checking the collected data during the M&E process.

Data on child labour and the child labour situation in agriculture come from a range of sources and are often used in combination. Possible data sources include the following:

- Statistics institutions
- National population censuses
- Existing national household surveys
- Special child labour studies and surveys

Further sources of secondary data could be identified by the [STAKEHOLDER ANALYSIS](#) and the [VENN DIAGRAM](#) or during the [Research on the Child Labour Situation](#) in the preparation phase.

## 2. Identification of tools for data collection

The [TOOLKIT](#) provides several tools for data collection. Each tool is designed for a different purpose and the [TOOLKIT](#) also includes a set of

analytical methods and techniques appropriate for planning, monitoring and evaluation. The Handbook provides a mix of qualitative and quantitative methods, and the [TOOLKIT](#) includes a set of participatory methods.

The Handbook tools can be used for:

- exploring stakeholders and characteristics of the programme region;
- assessing the perception and causes of child labour;
- gathering individual data on child labour;
- analysing the programme impacts; and
- visualizing the findings.

The different tools can be applied during focus group discussions, interviews or programme staff discussions.

It is recommended to use a combination of different tools during data collection, in order to obtain diverse data which can be cross-checked against each other. With a combination of tools, the strengths of one can overcome the potential weaknesses of another, and the data obtained are therefore more reliable.

### Guiding questions for tool selection

- ? Which tool can provide the information needed?
- ? Which combination of tools can produce meaningful results?
- ? What tools are feasible in terms of time and money?
- ? Who will collect the data? What methods correspond to the skills of the staff?
- ? Are the persons responsible for collecting the data sufficiently qualified or do they need further training?
- ? What methods are already known and tested?

The following table presents what kind of information can be gathered by which tools. Some tools are listed several times in the table, since they are instrumental in collecting different kinds of information.

**TABLE 6: Gathering information using tools in the toolkit**

Kinds of information	Tools provided in the toolkit	
		Tools with visual, spatial and/or participatory component
<b>Exploring stakeholders and characteristics of the programme region</b>	<ul style="list-style-type: none"> <li>• <a href="#">Expert interview</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Venn diagram</a></li> <li>• <a href="#">Stakeholder map</a></li> <li>• <a href="#">Observation walk</a></li> <li>• <a href="#">Village social map</a></li> </ul>
<b>Assessing the perception and causes of child labour</b>	<ul style="list-style-type: none"> <li>• <a href="#">Expert interview</a></li> <li>• <a href="#">Impact discussion</a></li> <li>• <a href="#">Interview with beneficiaries</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Problem and solution tree</a></li> <li>• <a href="#">Influence matrix</a></li> <li>• <a href="#">Observation walk</a></li> <li>• <a href="#">Village social map</a></li> </ul>
<b>Gathering individual data on child labour</b>	<ul style="list-style-type: none"> <li>• <a href="#">Interview with beneficiaries</a></li> <li>• <a href="#">Interview with children</a></li> <li>• <a href="#">Household survey</a></li> <li>• <a href="#">School attendance monitoring</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Daily schedule/clock</a></li> </ul>
<b>Analysing the programme impacts</b>	<ul style="list-style-type: none"> <li>• <a href="#">Expert interview</a></li> <li>• <a href="#">Impact discussion</a></li> <li>• <a href="#">Interview with beneficiaries</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Influence matrix</a></li> <li>• <a href="#">Programme impact analysis</a></li> <li>• <a href="#">Extended programme impact analysis</a></li> </ul>
<b>Visualizing the findings</b>		<ul style="list-style-type: none"> <li>• <a href="#">Spider diagram</a></li> </ul>

### 3. Selection of the sample

Most agricultural programmes focus on a larger population than that covered in the data collection. It is therefore necessary to define a sample from the entire population of interest. A qualitative sample is recommended for two reasons: agricultural programmes have limited resources; and the Handbook aims to evaluate the impacts of agricultural programmes on child labour, and not to make a full child labour assessment. If the programme approach and resources are appropriate for a quantitative survey, the sample size and structure should be designed accordingly. In all cases, for successful data collection, sampling must be done with care: the sample should be selected with the cooperation of relevant stakeholders with good knowledge of the population, whether from surveys or national censuses.

The underlying sample unit for the case samplings is the household. Different sets of households (i.e. vulnerable, poor and better off) should be considered in order to gain an insight into the

several dimensions of child labour and to cover as many potential impacts of the programme as possible.

#### Guiding questions for sampling

- ? What is the population of interest the sample should be selected from?
- ? What sample size can be covered in the data collection?
- ? How should the sample be selected?
- ? How can the results from the sample be used to draw conclusions for the entire population of interest?

Qualitative sampling for baseline data collection, for monitoring and for evaluating the impacts of agricultural programmes on child labour should be adapted to the purpose of the data collection. The sampling method depends on the household characteristics.

#### Typical case sampling

Typical case sampling allows an in-depth description of a few cases and provides an



**TABLE 7: Most vulnerable households**

Criteria	Most vulnerable household
Income	Very poor households
Head of household	Households headed by children, youth or women
Size of household / Relative number of adults	Large households with few adults
Migration	Households where family members need to migrate for labour
Land ownership	Landless households
Level of education	Households with a very low level of education
Access to education	Households with no access to functioning schools

overview of the child labour situation in the target area. The descriptions of these typical cases are merely illustrative and they cannot be generalized for the whole group.

#### Most vulnerable case sampling

This sampling includes households which may be most vulnerable to child labour. These households may be able to provide insights into child labour and help identify contributing factors for the reduction of child labour. Several criteria may be used to describe the vulnerability of households to child labour (Table 7).

#### Extreme case sampling

The selection of extreme cases, such as the poorest and the wealthiest households in the target area of the programme, is a powerful and rapid strategy to identify distinct child labour situations and a range of possible programme impacts.

#### Grade of programme benefits sampling

This sampling divides the households on the basis of the benefits they receive from the programme. This method is particularly helpful for focusing on the programme and linking the programmes activities with the child labour situation.

#### Agricultural subsector sampling

This approach is useful for understanding the occurrence of child labour in a specific agricultural subsector. When a high prevalence of child labour and hazardous work in certain tasks

in a subsector is reported (or assumed), a good strategy is to focus on these activities and identify programme impacts on specific tasks of children.

#### 4. Collection of data

The next step is to collect the data using the chosen tools. The [TOOLKIT](#) provides details for each tool. To avoid errors and bias, it is necessary to collect and cross-check data from a variety of sources. The collected data should be documented carefully: the more detailed and accurate the documentation, the easier the data analysis.

As child labour is a sensitive topic, the following aspects should be considered to maximize the responsiveness and effectiveness of the data collection.



#### Child labour is illegal and families may worry about telling the truth.

- Be responsive when dealing with the topic of child labour and avoid using the term “child labour” when talking to parents or children. It is better to use terms like “helping”, “assisting” or “being involved”.
- Avoid judging the parents’ behaviour and clarify that the aim of the research is to learn about the impacts of agricultural programmes on child labour and improve their effects on the working situation of children



### Children’s work is not perceived as child labour.

- Encourage parents and children to describe the children’s tasks in as much detail as possible, in order to get an idea of whether the children’s work is hazardous.
- Ask about “daily activities” rather than “working activities” of the child, because many activities of children are not perceived as work.



### A low level of awareness exists with regard to the effects of child labour on health.

- Become familiar with the typical hazards and health risks for children and keep them in mind during the discussion.
- Ask directly if the child is doing hazardous tasks.

## 3.3 Data analysis

The analysis of collected data involves processing, cross-checking and interpreting the information. Data analysis serves two main purposes:

- Identification of the child labour situation in the programme region
- Identification of the programme’s impacts on the child labour situation

In order to collect data for these two purposes, the [TOOLKIT](#) provides various tools. [Table 6](#) provides an overview of what kinds of information can be gathered using which tools.

### 1. Analysis categories

The collected data need to be carefully processed and interpreted. For data comparison, processing should always be done using the same analysis categories, derived from the “[must-know criteria for assessing child labour](#)”:

### 2. Identifying the child labour situation in the programme region

Individual interviews with beneficiaries and children (including daily schedules) and household surveys are the main source of data for identifying child labour. Conclusions can then be drawn on the exact number of child labourers in the chosen sample.

To process the collected data, follow seven steps (see box).

### Guiding questions for sampling

1. Complete the analysis table below for every child individually. Fill in the empty boxes in the first row: the questions in subsequent rows form the structure of the analysis process.
2. Note the source of the data in the first box, i.e. place and date of interview (and number if interviews are numbered consecutively).
3. Fill in the next box with the information on the child’s age and sex. Consult the national law for the legal working age of children. Once the age category has been established, proceed to the next questions in the row by following the arrows.
4. Answer the relative questions concerning the child’s working hours, working tasks, working hazards, health and school situation. It may be necessary to consult existing guidelines on age-appropriate tasks, guidelines on light work or “hazardous tasks lists”. Fill in the answers to the questions (“yes” or “no”) in the respective boxes.
5. If one of the answers is “yes”, the work of the child is identified as child labour.
6. Summarize the results on one page for an overview of the number of children identified as child labourers.
7. Use the **SPIDER DIAGRAM** to visualize findings and changes over time.

**TABLE 8: Analysis categories for processing data**

Work of the child	Health of the child	Education of the child
<ul style="list-style-type: none"> <li>Working hours in relation to the age of the child</li> <li>Hazardous tasks/working conditions</li> </ul>	<ul style="list-style-type: none"> <li>Work-related accidents and diseases</li> </ul>	<ul style="list-style-type: none"> <li>School enrolment</li> <li>Regular school attendance</li> </ul>

**TABLE 9: Analysis table for identifying child labour**

Date, place and no. of interview	_____			
Age and sex of child	Age: _____ Sex: _____	Does the age fall below the legal working age? (normally children below the age of 12)	Does the age fall within the range for permissible light work? (normally children aged 12–13)	Does the age fall above the legal working age? (normally children aged 14–18)
Working hours per day/week	<input type="checkbox"/> Yes <input type="checkbox"/> No	Does the child spend too much time on non-age-appropriate tasks?	Do the working hours exceed the permitted working hours for light work defined in national law?	Do the working hours exceed the permitted working hours for children above minimum age for employment defined in national law?
Working tasks of child	<input type="checkbox"/> Yes <input type="checkbox"/> No	Are the tasks too demanding for the age of the child?	Do the tasks exceed permissible light work as defined in national law?	
Hazards of working tasks	<input type="checkbox"/> Yes <input type="checkbox"/> No	Does the child work under hazardous conditions or is he/she exposed to hazards?		
Impacts of child's work on his/her health	<input type="checkbox"/> Yes <input type="checkbox"/> No	Does the child have diseases and/or impairments due to work or has the child had accidents during agricultural work?		
Impacts of child's work on his/her education	<input type="checkbox"/> Yes <input type="checkbox"/> No	Is the child not enrolled at school because of work, or does the child not attend school regularly because of work?		
Child labour (yes or no)?	<input type="checkbox"/> Yes <input type="checkbox"/> No	If one of the answers in the above row is "yes", the work of the child is identified as child labour.		

In addition, the data should be analysed with regard to specific differences between boys and girls.


### Guiding questions for a gender-specific analysis

- ? Are more boys or more girls working as child labourers?
- ? What is the most common sector of work for girls and the most common one for boys?
- ? Are there specific tasks typically performed by boys or by girls?
- ? Are boys exposed to different kinds of hazards than girls, and vice versa?
- ? Is there a difference between girls and boys with regard to school enrolment or school attendance due to working tasks?
- ? Is there a difference between boys and girls in terms of the number and type of work-related accidents and injuries?

After processing and analysing the data, examine in detail the households in which child labour was identified. Find out if any similarities exist between these households.

### Examples of similarities between “child labour” households

- One or both parents have migrated for labour reasons.
- The number of household members is particularly high or low.
- The household is headed by a woman, grandparents or a child.
- The size of the cultivated land is particularly large or small.
- The households work in the same agricultural subsector (crops, livestock, fisheries, forestry).

 The identified similarities might be useful for understanding the reasons for child labour and could serve as a basis for the adjustment of programme activities.

## 3. Identifying the programme impacts on the child labour situation

The main tools providing data on the impacts of your programme on child labour are the INFLUENCE MATRIX, the IMPACT DISCUSSION and the INTERVIEW WITH PROGRAMME BENEFICIARIES. The PROGRAMME IMPACT ANALYSIS and the EXTENDED PROGRAMME IMPACT ANALYSIS also provide useful information, especially if the tools were applied during a running programme and actual impacts were identified. An EXPERT INTERVIEW may also provide valuable information, for example if it was conducted with a village chief or another person with information about the programme's impacts on child labour.

The analysis of the programme's impacts on child labour is based on the categories adopted for the main analysis: work of children, health of children and education of children.

In order to analyse the collected data, write down all the information collected regarding the impacts of the programme on child labour in the analysis table (Table 10). Write the tools used in the top row and the information on the impacts of the programme activities in the boxes related to the various analysis criteria.



Connect the mentioned impacts to a specific programme activity when writing down the collected information.



Cross-check the different tools/sources of information used to guarantee the reliability of the collected information. Interpret the results of the different data sources and summarize the findings, especially if contradictory results emerge.



Use the **SPIDER DIAGRAM** to visualize the impacts of the various programme activities.

**TABLE 10: Analysis table for identifying the programme impacts**

ANALYSIS TABLE	Tool 1 (e.g. Programme impact analysis)	Tool 2 (e.g. Influence matrix)	Tool 3 (e.g. Impact discussion)	Tool 4 (e.g. Expert interview)	Secondary data
Occurrence of child labour					
<b>Work of children</b>					
Average working hours					
Hazardous tasks/ working conditions					
Further important findings on the working tasks of children					
<b>Health of children</b>					
Work-related accidents and diseases					
Further important findings on the health of children					
<b>Education of children</b>					
School enrolment					
Regular school attendance					
Further important findings on the education of children					

#### 4. Connecting the findings.

If not already done, it is necessary to analyse the findings on the child labour situation in the programme region in relation to the findings on the impacts of the programme on the child labour situation.



If it is discovered that children conduct non-age-appropriate or hazardous tasks promoted through a programme activity, action must be taken and countersteering is needed.



If there are specific reasons for the occurrence of child labour in the programme area, the findings must be included in a subsequent programme staff or focus group discussion.



Compare the findings of the analysed data with earlier findings if there are already-existing data on child labour or on the impacts of the programme on child labour.



Use the **SPIDER DIAGRAM** to visualize changes over time.

### 3.4 Follow-up

The follow-up process for the programme's monitoring and evaluation comprises two major steps:

1. Sharing the findings
2. Adjusting the programme

## 1. Sharing the findings

The findings from the data collection should be discussed with:

- programme beneficiaries;
- relevant stakeholders; and
- programme staff.

Sharing the findings with the beneficiaries assures their effective participation. This is best done through focus group discussions. If data have been collected on child labour several times (or at least twice), a visualized SPIDER DIAGRAM can be used to discuss the changes with the beneficiaries. Subsequent steps and adjustments to the programme are further possible topics of discussion.

A joint workshop with the relevant stakeholder is useful to discuss the findings and mutually decide the next steps.

The findings of the monitoring should be reported within the programme. They represent an opportunity for awareness-raising about the child labour topic, as well as mutual learning and programme adjustment where necessary.

## 2. Adjusting the programme

If the identified impacts pose a negative effect on child labour, i.e. they increase child labour or foster activities considered hazardous, the programme should countersteer. Possible adjustments and solutions may already exist in the SOLUTION TREE. If the identified results have a positive effect, i.e. reduction in the prevalence of child labour in the programme region, a review should ascertain whether or not further capacities exist to enhance these positive effects.

If it is discovered that child labour is an important topic in the programme region and children are exposed to hazardous work and worst forms of child labour, but no programme impacts are identified, the findings should be disseminated to relevant stakeholders, other programmes in the region and/or local authorities, and possible

joint activities to address the problem should be discussed.

The findings vary depending on the context and the kind of programme. It is, therefore, not possible to offer general recommendations for adjusting the programme. Nevertheless, some aspects and questions are relevant to many contexts. How the programme deals with the child labour topic depends on the context and, more importantly, on the individual capacities and resources. In any case, every agricultural programme should at least adopt a do-no-harm approach to child labour.



When parents and/or children do not perceive any hazards or health risks, despite the fact that the children are performing hazardous tasks, seek ways to raise awareness about hazards and health risks.



When many children have work-related accidents, address how the programme can contribute to the prevention of these accidents.



When the working hours of children increase due to the programme, examine what kinds of activity the children are increasingly doing and whether these tasks are hazardous or interfere with schooling. Discuss with the programme team and beneficiaries what approach to adopt.



When children are doing more hazardous tasks due to programme activities, an adjustment of the programme and its activities is inevitable.

### General things to think about, when planning the programme adjustment

- When labour-saving technologies or practices reduce the demand for child labour in one particular area of activity, the child will not necessarily attend school instead. The supply and demand for child labour might be transferred to other areas of agricultural activity, unless awareness-raising about the benefits of education takes place and possibilities to easily access quality education are fostered.
- The reduction in working hours is not always the main goal of child labour-reducing activities. Even if children work fewer hours, the remaining work may be hazardous or take place under hazardous conditions.
- Not all agricultural tasks performed by children are damaging. Some activities represent an important opportunity for children to learn skills for future employment.
- Children normally contribute to their family's income with their agricultural work. Increasing family income often means better education and nutrition for children. Therefore, reducing the working hours of children in general may have negative impacts on livelihoods and consequently on the child's education and nutrition. Without doubt, hazardous work and child labour need to be prevented and reduced. However, programme staff must find ways to meet the increase in working hours resulting from programme activities without age appropriate tasks becoming child labour.
- When the programme includes training activities for children or field schools for children and youths, it is important to ensure that these activities are contributing to the prevention of child labour and do not exclude children of legal age for employment.





# PART 3: TOOLKIT

This part of the Handbook provides the toolkit.<sup>37</sup> The toolkit comprises a range of tools useful for assessing programme impacts on child labour. The purpose, potentials, limitations and implementing steps of every tool are explained in detail. There are examples of visualization, and templates are provided to facilitate application of the tools.

<sup>37</sup> Tools are based on Kumar 2002, ILO–UNICEF 2005, FAO 2010c, ILO–IPEC 2013 and are adapted by the authors to the purpose of this Handbook.







## How to use the toolkit

This toolkit introduces methods of social research and data collection designed to assess child labour in family-based agriculture and to identify the programme's impacts on child labour. The tools are designed for the following purposes:

- Exploring stakeholders and characteristics of the programme region
- Assessing perception and causes of child labour
- Gathering individual data on child labour
- Analysing programme impacts
- Visualizing findings

The selection of tools available in the toolkit allows the integration of the child labour topic at different stages and in the programme cycle steps: planning, monitoring and evaluation.

**TABLE 11: Structure of the tools**

<b>General information</b>	 Target group
	 Time required
	 Material needed
	 Template – where to find in the Appendix
<b>How to implement the tool</b>	Entails detailed process steps for implementation of the tool.
<b>Example of visualization</b>	Shows examples of visualization as part of the tool description.
<b>Template</b>	Includes templates designed for printing or copying.

**TABLE 12: Description and potential of the tools**

Tools	Description and potential
<b>PROGRAMME STAFF DISCUSSION</b>	
<u>Programme impact analysis</u>	Offers guidance to assess the (potential) impacts of planned or current programme activities on child labour. The information obtained can be used to decide what should be monitored with a focus on child labour.
<u>Extended programme impact analysis</u>	Offers information on programme impacts and on external factors influencing child labour. The information obtained can be used to decide what should be monitored with a focus on child labour.
<u>Stakeholder map</u>	Gives an overview of the key actors on child labour in the programme region and helps identify useful sources of information and actors for further cooperation.
<u>Spider diagram</u>	Helps visualize the collated data on child labour and monitor trends. Thanks to the visual component of the tool, results and changes over time are visible at a glance.
<b>INTERVIEWS</b>	
<u>Interview with programme beneficiary</u>	Offers an in-depth understanding on child labour in different families.
<u>Child labour module for household survey</u>	Helps determine the magnitude of the child labour situation in the programme region. Integrating the child labour module in a household survey is a way to generate broad-scale quantitative data.
<u>Interview with children</u>	Gives children the opportunity to express their own point of view. Interviews, even with young children, produce unique and detailed accounts, which improve the understanding of the child labour situation.
<u>Daily schedule /Daily clock</u>	Generates detailed information on the daily activities of children and their working situation. The participative and visual component of the daily schedule/clock encourages children to talk about their agricultural tasks, their working hours and the potential hazards and health risks.
<u>Expert interview</u>	Provides a third party assessment of the child labour situation, because external experts are not affected in the same way as parents and children. Expert interviews are useful for gaining a deeper understanding of programme impacts.
<b>FOCUS GROUP DISCUSSION</b>	
<u>Venn diagram</u>	Helps identify relevant stakeholders and their relative role in the community in terms of child labour.
<u>Village social map</u>	Provides a better understanding of a specific village or community in the programme region. With the participation of programme beneficiaries, the visual and spatial component allows the households to be categorized according to specific characteristics. This information can be useful for selecting the sample for further data collection.
<u>Observation walk</u>	Provides an overview of a village or community and offers insights into certain aspects of community life. It is an opportunity to gather information for selecting the sample for further data collection and to get a picture of the child labour situation in the community by talking with programme beneficiaries and relevant stakeholders.
<u>Problem and solution tree</u>	Deepens the understanding of child labour among the programme staff and programme beneficiaries through discussing and visualizing both the causes and consequences of child labour and the solutions. The participatory process of the analysis leads to a shared sense of underlying problems and solutions and identifies factors that may need to be tackled by the programme to address child labour.
<u>Influence matrix</u>	Provides guidance to discuss positive and negative as well as intended and unintended impacts of the programme on child labour. By considering not only the influences of the programme but also relevant external influence factors, it is possible to correlate the programme's impacts on child labour.
<u>Impact discussion</u>	Allows an assessment of changes concerning the child labour situation with programme beneficiaries so as to identify relevant factors influencing these changes.
<b>OTHERS</b>	
<u>School attendance monitoring</u>	Provides important information on the regularity of children's school attendance so as to monitor and understand the main reasons for absences.

# PROGRAMME STAFF DISCUSSION

Staff of agricultural/food security programmes require clarity on how to prevent and reduce child labour in agriculture. The tools in this section will help programme staff to get a clearer idea on the relationships between their programmes and child labour and on how to measure that influence. The methods differ according to the objective pursued by the discussion, which can consist of:

- Understanding the impacts of the programme on child labour in agriculture;
- Having a clear overview of the stakeholders who can play a role in monitoring and evaluating child labour in agriculture in the programme area;
- Visualizing the available data and trends of child labour in agriculture.

Moreover, discussions among programme staff provide opportunities to learn about child labour in agriculture and can help to build group commitment for engaging in the prevention and reduction of child labour in agriculture. It allows the exchange of ideas and guides the thinking process on how the programme could monitor and evaluate child labour in agriculture.

## HOW TO CONDUCT A DISCUSSION WITH YOUR PROGRAMME STAFF ON THIS TOPIC

### STEP 1:

Define the concrete objective and expected outcome of the discussion and subsequently decide who of the programme staff should participate.

### STEP 2:

Explain ahead of time the objective of the discussion to the invited programme staff and provide them with relevant background information and materials, such as for example Part I of this Handbook or the internet link to the FAO-ILO E-Learning Course on “End Child Labour in Agriculture”.

### STEP 3:

If participants are not yet familiar with the topic of child labour in agriculture, start by letting them express their understanding and perceptions of what child labour is and what their perceived role of their agricultural programme vis à vis child labour is. Then move on to clarifying the definition of child labour in agriculture as well as the proposed role of the programme to help prevent, reduce or at least not increase child labour in agriculture.

After this initial clarification, move on to the actual objective and agenda of the discussion/exercise.

### STEP 4:

During the discussion, make sure that that the meeting is facilitated in a way that ensures that the expected outcome is achieved, such as for example a plan of activities with a timeline. Document the meeting outcomes.

# TOOL 1: PROGRAMME IMPACT ANALYSIS

Programme impact analysis can be used to identify the programme's impacts on child labour based on the assessment of planned or current programme activities. It can be used either for planning or for monitoring and evaluating the impacts of agricultural programmes.

When used in the programme planning phase, the identification of potential programme impacts on child labour is useful for the formulation of indicators on child labour. When used in the M&E process, the tool serves to identify the de facto impacts of the programme on child labour. The analysis is ideally conducted in a workshop with the joint programme staff in order to include all relevant perspectives.

## GENERAL INFORMATION



Programme staff



2–3 hours



Pinboard, paper, writing material, (facilitator for workshop)

## HOW TO IMPLEMENT THE TOOL

### STEP 1:

Consult the chapter “[How do agricultural programmes influence child labour](#)” and [Appendix I](#) of the Handbook for a general idea of the impacts of agricultural programmes on child labour. Appendix II of the Handbook provides an overview of the typical tasks performed by children, and the hazards and health risks in the different agricultural subsectors.

### STEP 2:

Identify and discuss the (potential) impacts of your programme's activities on child labour. Consider the guiding questions in Table 13.

Programme impact analysis during the planning process: Discuss which envisaged programme activities might have positive or negative, direct or indirect impacts on child labour.

Programme impact analysis during the M&E process: Identify the relevant current or completed programme activities that have a positive or negative, direct or indirect impact on child labour.

**TABLE 13: Guiding questions for identifying programme impacts**

Planning process	M&E process
<ul style="list-style-type: none"> <li>? What impacts of envisaged programme activities on child labour can be assumed?</li> <li>? Which programme activities might cause the greatest positive or negative impacts on child labour?</li> <li>? Are there potential programme effects that could have an impact on the worst forms of child labour (e.g. hazardous tasks)?</li> <li>? Are there potential programme effects that could have an impact on the educational and/or health situation of children?</li> </ul>	<ul style="list-style-type: none"> <li>? Do the programme activities have any positive or negative impacts on the working hours and the tasks of children?</li> <li>? Do the programme activities have any positive or negative impacts on children's involvement in hazardous tasks?</li> <li>? Do the programme activities have any positive or negative impacts on the educational situation of children?</li> <li>? Do the programme activities have any positive or negative impacts on the health situation of children, especially on work-related injuries and diseases?</li> <li>? Does the programme have other positive or negative impacts that influence children's situations (e.g. with regard to children's social relationships or the migration of parents)?</li> </ul>

**STEP 3:**

Discuss whether certain (envisaged) programme activities need further adjustment or revision to avoid (potential) negative direct or indirect impacts on children or whether (potential) positive impacts of activities on child labour can be further strengthened.

**STEP 4:**

Programme impact analysis during the planning process: Identify and discuss the most important potential positive or negative impacts of the programme on child labour which should be integrated into the set-up of the programme's M&E system.



Discuss the findings of the programme impact analysis with programme beneficiaries to obtain valuable insights into whether the perception of the target group coincides with the findings.

**TABLE 14: Programme impact analysis**

Actual or potential negative impacts on child labour	Main activities	Actual or potential positive impacts on child labour
<ul style="list-style-type: none"> <li>• Increased workload of children as they replace parents in agricultural training and then have to apply the skills in their families.</li> <li>• Increased workload of children as they have to sell agricultural surpluses on the market.</li> </ul>	<p>Trainings on land-based agricultural techniques</p>	<ul style="list-style-type: none"> <li>• Less use of hazardous pesticides by children due to training on alternatives to chemical pesticides.</li> <li>• Increased attendance of children at school or later on at university, as parents have more money to spend on education due to higher household income.</li> <li>• Better nourishment for children due to higher household income.</li> </ul>

## TOOL 2: EXTENDED PROGRAMME IMPACT ANALYSIS

As with programme impact analysis, extended programme impact analysis can be used either as a planning tool or as a tool for monitoring and evaluating the impacts of agricultural programmes on child labour. In addition, extended programme impact analysis also considers external factors when identifying potential or current programme impacts on child labour. Extended programme impact analysis therefore offers a broader picture and a more detailed analysis, but requires in-depth understanding of relevant external factors.

When used in the programme planning phase, the identification of potential programme impacts on child labour as well as relevant external factors is useful for the formulation of indicators on child labour. When used in the M&E process, on the other hand, the tool serves to identify the de facto impacts of the programme on child labour as well as relevant external factors. As an M&E tool, extended programme impact analysis is ideally carried out in a workshop together with the joint programme staff to include all relevant perspectives.

### GENERAL INFORMATION



Programme staff



2–3 hours



Pinboard, paper, writing material, (facilitator for workshop)

### HOW TO IMPLEMENT THE TOOL

#### STEP 1:

Consult the chapter “[How do agricultural programmes influence child labour](#)” and Appendix I of the Handbook for a general idea about impacts of agricultural programmes on child labour. [Appendix II](#) of the Handbook provides an overview of the typical tasks performed by children, and the hazards and health risks in the different agricultural subsectors.

#### STEP 2:

Consider the programme’s log frame; write the main activities, outputs, outcomes and impacts on cards and pin them on a board.

#### STEP 3:

Identify the impacts of the programme’s activities, outputs and outcomes on child labour considering the guiding questions in Table 15. Write the identified impacts on cards.

**TABLE 15: Guiding questions for identifying programme impacts**

Planning process	M&E process
<ul style="list-style-type: none"> <li>? What impacts of the programme on child labour can be assumed at each level of the results chain?</li> <li>? Which programme activities could cause the greatest positive or negative impacts on child labour?</li> <li>? Are there potential programme effects that might have an impact on the worst forms of child labour (e.g. hazardous tasks)?</li> <li>? Are there potential programme effects that might have an impact on the educational and/or health situation of children?</li> </ul>	<ul style="list-style-type: none"> <li>? Do the programme activities have any positive or negative impacts on the working hours and the tasks of children?</li> <li>? Do the programme activities have any positive or negative impacts on children’s involvement in hazardous tasks?</li> <li>? Do the programme activities have any positive or negative impacts on the educational situation of children?</li> <li>? Do the programme activities have any positive or negative impacts on the health situation of children, especially on work-related injuries and diseases?</li> <li>? Does the programme have further positive or negative impacts that influence the situation of children (e.g. with regard to children’s social relationships or migration)?</li> </ul>



**STEP 4:**

Assign the collected effects on child labour to the programme’s log frame; discuss whether further effects are missing.

**STEP 5:**

Introduce the programme environment by discussing which external factors also influence the identified impacts and the child labour situation. Include the identified relevant external factors in the extended programme impact analysis.

**Guiding questions**

- ? Which external factors have a decisive influence on the programme's performance?
- ? Which external factors have a positive or negative, direct or indirect influence on child labour?

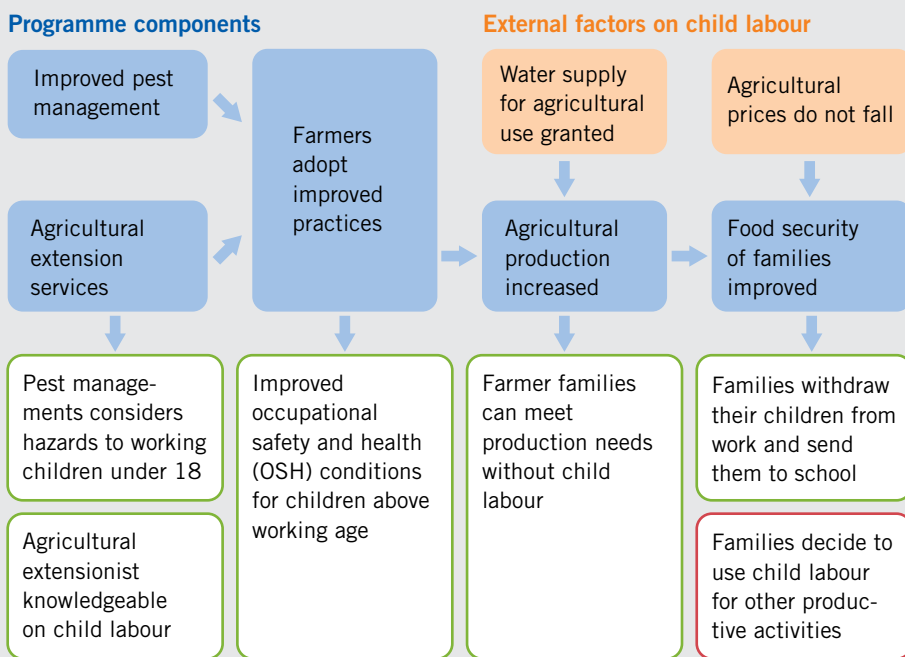
**STEP 6:**

Extended programme impact analysis as a planning tool: Identify and discuss the most important potential positive or negative impacts of the programme on child labour that should be integrated into the set-up of the programme’s M&E system. Include the identified external factors which play an important role in these considerations.

Extended programme impact analysis as an M&E tool: Identify and discuss the most important positive or negative impacts of the programme on child labour. Discuss how to minimize negative and strengthen positive impacts. Identify and discuss also the most relevant external factors and consider how to deal with them when they interfere with the programme’s performance.

**EXAMPLE OF VISUALIZATION: EXTENDED PROGRAMME IMPACT ANALYSIS**

**FIGURE 5: Extended programme impact analysis**



Potential **positive (+)** and **negative (-)** effects on child labour

# TOOL 3: STAKEHOLDER MAP

The stakeholder map is a preparatory tool used to identify and map all relevant stakeholders in the programme area. The identified stakeholders can provide their relative expertise on child labour, their local knowledge may be decisive in dealing with child labour for political or legal reasons, and they can be a source of useful secondary data.

The stakeholder map can be conducted internally by the planning team or the programme staff. Additionally, a joint workshop held together with external stakeholders can help clarify the roles and interests of relevant stakeholders participating in the M&E process.



Develop a **VENN DIAGRAM** together with programme beneficiaries for useful insights into the perception of the target group concerning the role of certain stakeholders.



Involvement of relevant stakeholders is not only essential to the M&E process, but also to raise awareness about child labour among stakeholders.

## GENERAL INFORMATION



Programme staff



2–3 hours



Pinboard, paper, writing material, (facilitator for workshop)

## HOW TO IMPLEMENT THE TOOL

### STEP 1:

Identify the major groups of actors working on child labour in the programme region and the relevant stakeholders for further work on child labour. Relevant actors and stakeholders can be found in various areas (see box).

#### Governmental actors

- Ministries of agriculture, forestry, fisheries, aquaculture.
- Ministries, including of labour, education, health, children, youth, social protection, gender issues and planning, and local authorities (district and municipal)
- Statistics offices
- Labour and child labour inspectors and committees
- Child labour focal points
- School authorities (and teachers)
- Health authorities (and medical practitioners)

### International organizations, multilateral and bilateral donors, implementing agencies, local organizations/institutions and programmes

- FAO
- ILO–International Programme on the Elimination of Child Labour (IPEC)
- United Nations Children’s Fund (UNICEF)
- International NGOs working with children
- Local stakeholders
- National NGOs
- Agricultural producer organizations (e.g. cooperatives)
- Women’s associations
- Traditional and/or religious authorities

#### Core stakeholders

Actors providing direct assistance to child labourers

#### Primary stakeholders

Actors in (eye) contact with child labourers.

#### Secondary stakeholders

Actors with an influence on child labour but not providing direct services.

### Stakeholders who can make a difference to child labour in agriculture

- Emergency preparedness and response programme staff
- Labour saving technologies programme staff
- Water supply/management programme staff
- Integrated Pest Management programme staff
- Occupational safety and health programme staff

#### STEP 2:

Classify actors and stakeholders as primary or secondary and insert them in the stakeholder map.

#### STEP 3:

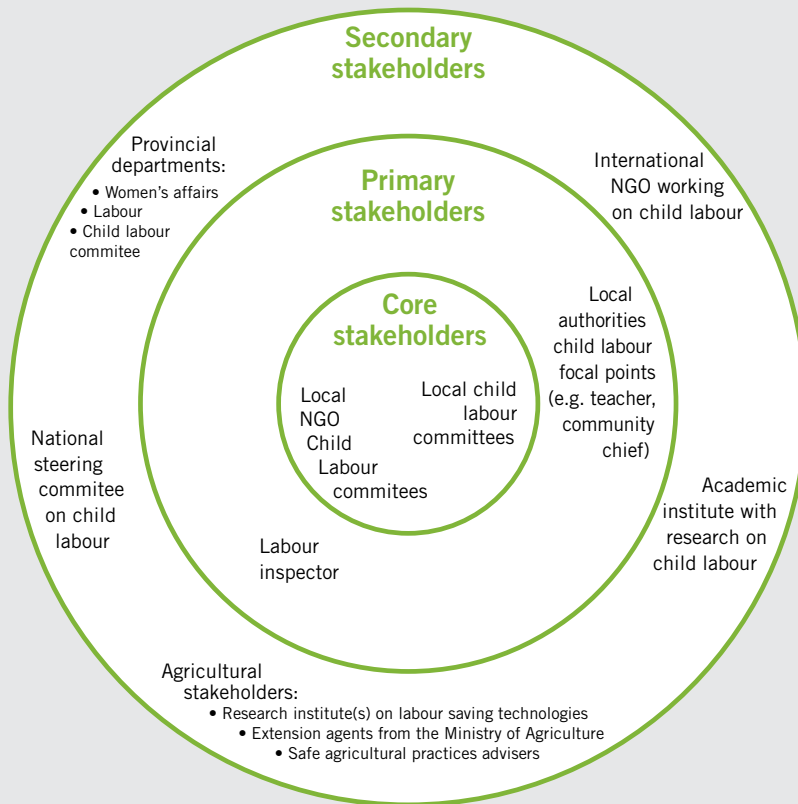
Classify stakeholders not only according to their relevance to the programme’s aims; cluster stakeholders also in thematic groups or on the basis of their societal role (e.g. governmental actors, international organizations, NGOs, academia, economic actors, community-based organizations [CBOs]).

#### STEP 4:

Discuss and document the potential contributions of specific stakeholders to the child labour assessment using a cooperation plan (e.g Table 16). This plan can be developed internally or together with the stakeholders in the joint workshop, and it could mark the basis for future cooperation.

## EXAMPLE OF VISUALIZATION: STAKEHOLDER MAP

**FIGURE 6: Stakeholder map**



## EXAMPLE OF VISUALIZATION: COOPERATION PLAN

**TABLE 16: Cooperation plan**

Name of stakeholder	Activities concerning child labour	Relation to the programme	Type of cooperation/ contribution
Local child labour focal point (teacher in primary school)	Training of parents about hazards of child labour	Close and regular cooperation	Completion of school attendance monitoring sheet
(Child) labour inspector	Assessment of child labourers' working conditions (with focus on plantations)	Close and regular cooperation	Information to programme on how to monitor child labour
Livestock programme	Promotion of alternative herding practices	Close and regular cooperation	Information on changes in children's herding activities

## TOOL 4: SPIDER DIAGRAM

The spider diagram is a tool for visualizing the findings of previous data collection. It presents data in a clear and demonstrative way and is a preparatory step for discussing the findings with the programme beneficiaries in a focus group or with the programme staff.

The spider diagram can be used in two ways: either to visualize the results of a single data collection or to display changes over time. To visualize changes over time, it is necessary to collect data at least twice from the same sample in order to obtain reliable and comparable results. The spider diagram can be used to present data on child labour criteria, highlight the influence of agricultural programmes on child labour or compare results in different communities or villages.

### GENERAL INFORMATION



Programme  
staff



1 hour



Pinboard, paper,  
writing material,  
(different colours)

### HOW TO IMPLEMENT THE TOOL

#### STEP 1:

Decide what kind of data is to be visualized in the spider diagram and determine which criteria should be presented on the axes of the spider diagram, for example, various child labour criteria or different spatial units.

#### STEP 2:

Prepare the processed data from the interviews or focus group discussions on the basis of the determined criteria.

#### STEP 3:

Rate the results of the data collection. The rating depends on the chosen criteria and the kind of data.

#### STEP 4:

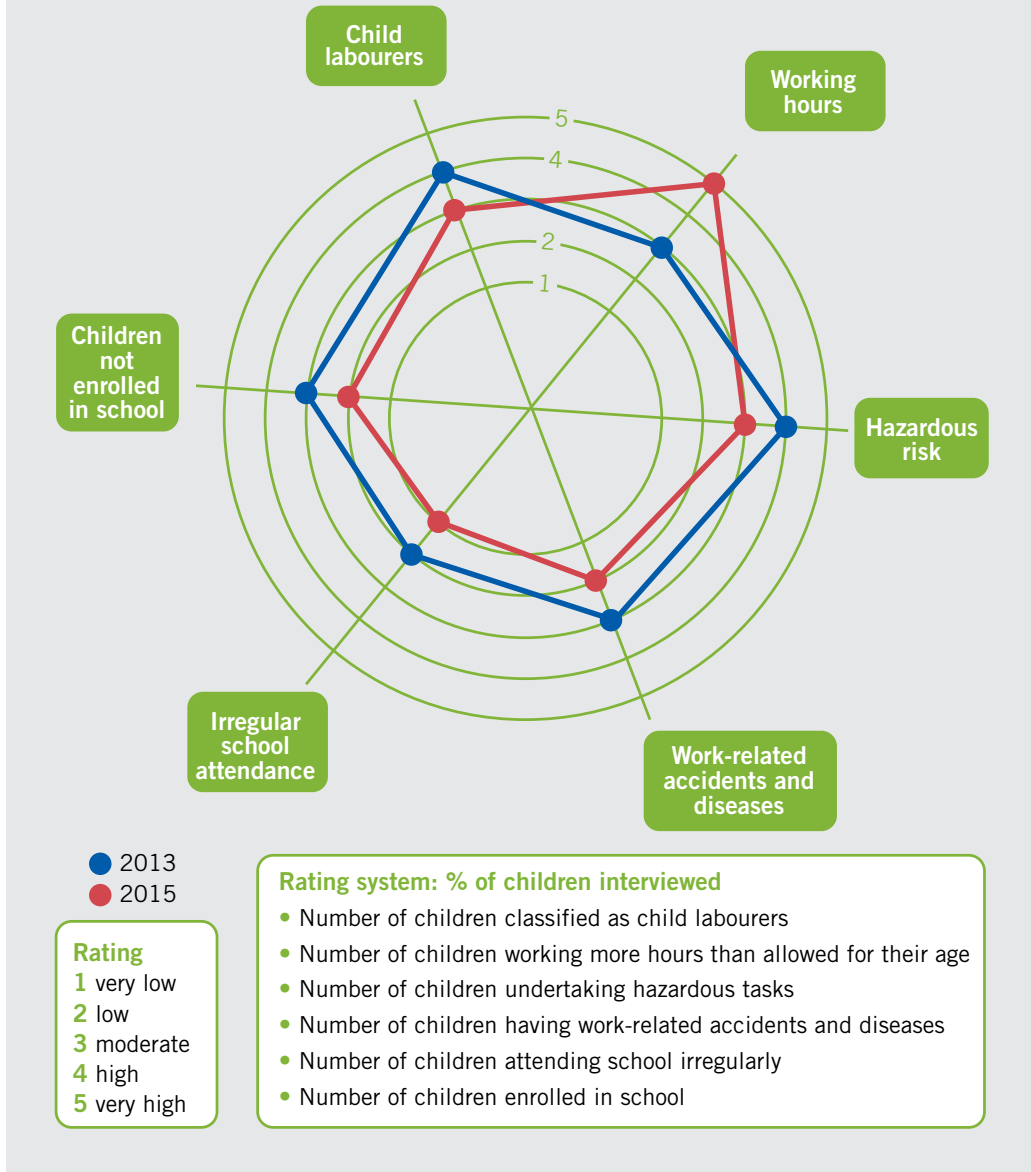
Prepare a flip chart paper (see the example of visualization) and fill in the values on each axis. After entering the values, connect them with a coloured marker. To visualize changes over time or different kinds of data in one diagram, use different colours.

#### STEP 5:

Discuss the visualized findings and possible programme impacts and solutions in an IMPACT DISCUSSION with the beneficiaries and/or with programme staff.

## EXAMPLE OF VISUALIZATION: CHILD LABOUR CRITERIA

**FIGURE 7: Spider diagram for child labour criteria**



# INTERVIEWS

Interviews are an effective tool for gathering relevant data on the child labour situation and on the programme's impacts on child labour. Interviews help find out about people's thoughts, ideas, actions and observations and are useful for exploring the nuances and complexities of real-life situations. There is a wide variety of interviews. However, this represents an introduction to a selection of the most relevant forms of interviews in view of obtaining information on child labour within an agriculture/food security programmes.

## HOW TO CONDUCT AN INTERVIEW

### STEP 1:

Become familiar with the interview guideline and, if necessary, adapt it to the local context. Print the guideline and add paper for further notes.

### STEP 2:

Explain the purpose of the interview to the interviewee and indicate how long the interview will take. Explain who will have access to the interview content. Ask if there are any questions before you begin.

### STEP 3:

Conduct the interview according to the interview guideline.

### STEP 4:

During the interview, take detailed notes or record the interview with a Dictaphone.

### STEP 5:

At the end of the interview, thank the interviewee for their time and ask if there is any information they would like to add. This provides the opportunity to talk about things the interviewee considers important, but which were not raised during the interview.

**TABLE 17: Do's and don'ts for interviewing**

DO's	DON'Ts
<ul style="list-style-type: none"> <li>• Avoid making the interviewee feel judged.</li> <li>• Be flexible with the questions and prepared to respond to different situations and answers as they arise.</li> <li>• Take notes in as much detail as possible. You could bring another person to take notes during the interview.</li> <li>• Ask again if you think you don't have a full answer. Interviewees tend to answer questions with "yes" or "no", but to get all the necessary information it is important to ask "why".</li> <li>• encourage interviewees to describe children's tasks as much as possible</li> <li>• ask about "children's daily activities" rather than "working activities"</li> </ul>	<ul style="list-style-type: none"> <li>• Don't use terms that are difficult to understand. Keep the language simple and clear.</li> <li>• Don't show strong emotional reactions to the interviewee's responses.</li> <li>• Don't push the interviewee in a specific direction.</li> <li>• Don't refer to "child labour" but rather to "children assisting/helping/participating to activities"</li> </ul>

# TOOL 5: INTERVIEW WITH PROGRAMME BENEFICIARY

Interviews with programme beneficiaries offer insights into the individual household situation of the interviewee and are useful for obtaining individual information about the child labour situation of the specific household. They also allow the assessment of the perceived impacts of agricultural programme activities on beneficiaries' daily lives.

## GENERAL INFORMATION



Programme beneficiaries



45–60 minutes per interview



Copies of the interview guideline, additional paper, writing material, (Dictaphone)



TEMPLATE 1: Questionnaire for interviews with programme beneficiaries



Collect detailed information on the child's age and sex, his or her working activities and working hours. Make sure that this information can be related to each particular child.



## TOOL 6: INTERVIEW WITH CHILDREN

Interviews with children provide an understanding of the individual child labour situation of the children. Conversations with children produce detailed information on the various tasks children perform, the time they spend on these activities, the hazards involved, and whether their working activities interfere with their schooling or health.

### GENERAL INFORMATION



Children



30–45 minutes  
per interview



Copies of the  
interview guideline,  
additional paper,  
writing material,  
(Dictaphone)



TEMPLATE 2:  
Questionnaire for  
interviews with  
children



Remember that children often require far more guidance and support during interviews than adults do. Therefore, be constantly aware, flexible and able to modify the interview to meet the child's requirements and language levels.



Ask the parents' permission to interview their child, explain why you want to interview their child and how the information will be used.

**TABLE 18: Do's and don'ts for interviewing children**

DO's	DON'Ts
<ul style="list-style-type: none"> <li>• Find a quiet place for the interview and put the child at ease. Allow the child or parents to pick a familiar setting for the interview.</li> <li>• Make the opening questions easy. They are important to the interview process and children should be able to answer them without difficulty.</li> <li>• Make it clear that the child can choose to not answer a question.</li> <li>• Repeat the question using easier words if a child is clearly struggling to answer.</li> <li>• Keep the interview to an age-appropriate length.</li> </ul>	<ul style="list-style-type: none"> <li>• Don't push the child. Wait until the child is ready to talk.</li> <li>• Don't talk down to the child. Strike a tone that is sincere.</li> <li>• Don't allow the interview experience to disturb or harm the child.</li> <li>• Don't make promises you can't keep.</li> <li>• Don't ask questions that imply blame, such as "Weren't you wearing your protective clothing?" or "Don't you help your parents with household chores?"</li> <li>• Don't forget to take a break if a child gets bored or distracted.</li> </ul>

# TOOL 7: GUIDELINES FOR THE INTEGRATION OF A CHILD LABOUR MODULE INTO A HOUSEHOLD SURVEY

By integrating the child labour topic into an existing household survey, for example as part of a baseline assessment, it is possible to collect robust and quantitative data on specific household characteristics and the working situation of children. The data can be used as a comprehensive database for planning, monitoring and evaluation purposes.

## HOW TO IMPLEMENT THE TOOL

The tool is designed to integrate the child labour topic in a household survey. The guideline (see box) lists the information required to assess child labour. It comprises core information about the household and a child labour module composed of all subjects relevant to the assessment of the child labour situation. The child labour module can be incorporated in the design of a household survey by formulating appropriate questions.

## GUIDELINE ON INFORMATION TO BE CAPTURED IN A CHILD LABOUR MODULE FOR HOUSEHOLD SURVEY

### Core information about the household

- Head of household: name, age, sex
- Household members: number, age, sex, relation to head of household
- Children in household: number, age, sex
- Economic activities of household members
- Migration of household members

### Child labour module

- **Work activities of children**
  - Agricultural tasks and/or household chores in the household
  - Working duties outside the household
  - Hazards of agricultural tasks / household chores / working duties
  - Working hours per day
  - Seasonal differences of the work
- **Education of children**
  - School enrolment
  - Regularity of school attendance
  - Reasons for school absences
- **Health situation of children**
  - Work-related accidents and diseases

The sections I-IV of the template I, questionnaire for interviews with programme beneficiaries can also be used for that purpose.

## TOOL 8: DAILY SCHEDULE / DAILY CLOCK

The daily schedule / daily clock can be used to examine the daily activities and agricultural tasks of a child. Its visual nature makes it especially suitable for younger children. The daily schedule invites children to draw pictures of or write down their activities. The daily clock, on the other hand, visualizes children's activities and their duration in a 24-hour clock model, linking the activities and tasks directly with a time component. The tool should be used in small groups of 3–5 children. It exists a wide range of focus group exercises and only some of them are hereby featured and described. Some of the following selected tools could also be used in programme staff discussion. Yet, in the specific case of the Handbook, they represent a best choice for interactions with a wider range of stakeholders involved in agricultural/food security programmes.

### GENERAL INFORMATION



Children



45–60minutes



Paper (already prepared for daily clock), pens (different colour for each child)

### HOW TO IMPLEMENT THE TOOL

#### STEP 1:

Choose the visualization form: the daily schedule is more open and flexible, while the daily clock already includes the hours spent on each activity.

#### STEP 2:

Explain the purpose and the procedure of the tool to the children.

#### STEP 3:

Ask the children to write or draw all the activities they perform every day from when they get up until they go to bed. Ensure that the activities are described in detail and include the children's agricultural tasks.

#### STEP 4:

If the children choose to draw, ask them to write what they are doing next to the picture. If the children cannot write, then write down the activities yourself.

#### STEP 5:

Check that every daily schedule / daily clock includes detailed individual information for each child (name, sex and age) as well as the location and date of realization.

#### STEP 6:

Discuss each daily schedule / daily clock with the respective child in order to obtain as many details as possible. The discussion can take place within the group or with each child individually. Guiding questions may be used (see box).

## Hazardous Work

### Working hours

- ? How many hours do you spend on each activity every day/week?
- ? Do you do the same activities every day of the week?

### Hazardous Work

When you do agricultural tasks...

- ? ... do you use sharp tools: knives, hooks, hoes, sickles etc.?
- ? ... do you use heavy machinery: saws, farm vehicles etc.?
- ? ... do you carry heavy objects: sandbags, water canisters etc.?
- ? ... do you spray pesticides?
- ? ... do you climb trees?
- ? ... do you swim or dive to catch fish?
- ? ... do you work at night?
- ? ... are there wild animals like snakes or insects?

### Health

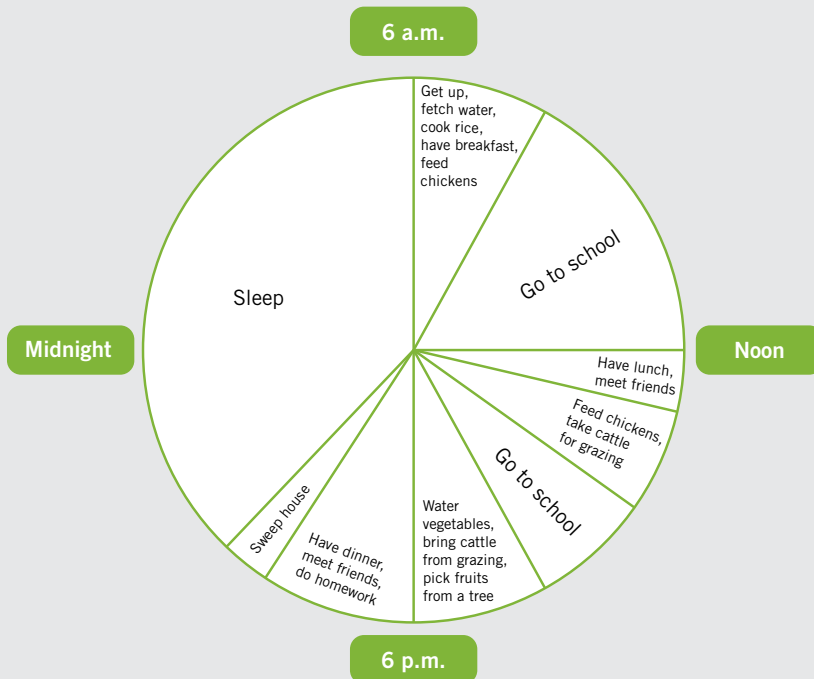
- ? Do you sometimes feel pain when doing agricultural tasks?
- ? Do you sometimes hurt yourself?
- ? Do you sometimes have accidents when doing agricultural tasks?

### Education

- ? Do you go to school every day?
- ? Do you miss school sometimes?
- ? Why do you miss school?

## EXAMPLE OF VISUALIZATION: DAILY CLOCK

**FIGURE 8: Daily clock**



## TOOL 9: EXPERT INTERVIEW

Expert interviews provide consolidated knowledge on different topics of interest, for example, the child labour situation in the programme region, the educational situation, legislation, and governmental structures concerning child labour.

An expert interview can be used as a preparatory tool for gaining early insights into the child labour situation in the programme region, and this information can then be applied to adapt the various tools to the respective context. It is also an important source of information on child labour, education and health, and when conducted following data collection, it provides a useful opportunity for discussing the findings with an expert.

### GENERAL INFORMATION



Educational staff, health staff, local, religious and/or traditional authorities, experts on child labour identified in the **STAKEHOLDER MAP**



45–60 minutes per interview



Copies of the interview guideline, additional paper, writing material, (Dictaphone)



**TEMPLATE 3:**  
Interview guideline



Adapt the suggested list of questions in the interview guideline to the specific interview partner. Cover all the questions on child labour and in addition, focus on topics specifically related to the interviewee's field of expertise (e.g. education, health).

# FOCUS GROUP DISCUSSION

A focus group discussion (FGD) is an opportunity to discuss within a group people's perceptions of and opinions on child labour and the impacts of agricultural programmes on their livelihoods and the child labour situation. Focus group discussions take place within a fixed time frame and focus on a limited number of questions. The facilitator's role is to moderate the discussion and to assure that participants keep focused and provide relevant information. While a wide range of different focus group exercises exist, only those most relevant for this handbook have been included in the toolbox. Some of these tools could also be used for the programme staff discussion.

## HOW TO FORM A FOCUS GROUP

- The focus group should comprise 8–10 programme beneficiaries.
- The exact composition of a focus group depends on the topic and the aim of the discussion. In some cases homogeneity, in other cases heterogeneity of a group is useful. Aspects of homogeneity and heterogeneity may be sex, household characteristics or agricultural commodities produced.

## HOW TO IMPLEMENT A FOCUS GROUP DISCUSSION

### STEP 1:

Become familiar with the guidelines and templates for conducting the FGD. If necessary, adapt them to your context.

### STEP 2:

Introduce the purpose of the discussion and make sure that all participants have a common understanding of what you want to discuss. Explain why you want to discuss and how the results will be used.

### STEP 3:

Moderate the discussion by listening carefully, summarizing participants' contributions and reflecting on their opinions and input evenly and fairly. Take detailed notes throughout the discussion.

### STEP 4:

Thank the participants for their participation and time.

### STEP 5:

Prepare a detailed report once the session is finished. Include in the transcript all relevant observations made during the discussion.



Be aware that a sensitive topic like child labour might make group members reluctant to provide insights into their personal situation in front of others. Try to avoid stigmatization by creating an atmosphere in which participants feel comfortable speaking openly.

**TABLE 19: Do's and don'ts for focus group discussions**

DO's	DON'Ts
<ul style="list-style-type: none"> <li>• Respect the right of all participants to speak and be listened to.</li> <li>• Empower quiet participants.</li> <li>• Ask questions in a flexible way, so that new questions can be raised ad hoc.</li> <li>• Uncover the existing range of perceptions so that different opinions emerge.</li> <li>• Note whether controversies are of an individual nature or reflect the group opinion.</li> </ul>	<ul style="list-style-type: none"> <li>• Don't stop disputes: disputes can be the most interesting part of a focus group discussion. Identify the core of the dispute and try to attribute different views to different stakeholders.</li> <li>• Don't expose participants in front of the others.</li> <li>• Don't lose control of the discussion. If necessary, remind participants to return to the topic.</li> </ul>

# TOOL 10: VENN DIAGRAM

The Venn diagram is a preparatory tool which provides a reasonable complement to the STAKEHOLDER MAP. It is used to identify and map the participant's assessment of which stakeholders are relevant to the community for addressing child labour. It is then possible to identify organizations and/or individuals for further cooperation.

## GENERAL INFORMATION



Programme beneficiaries, community chiefs, teacher, health staff etc.



1–2 hours



Pinboard, paper, writing material, cards of different sizes and colours

## HOW TO IMPLEMENT THE TOOL

### STEP 1:

Place a card with “child labour” in the centre of the pinboard for maximum visual effect. Ask the participants to discuss which groups, organizations, individuals, programmes or projects work on child labour in the programme region and which have an important role in addressing child labour in agriculture. Ensure that all members have the same understanding of what “important” means by, for example, defining specific criteria to describe the term “important”. The aim is not to obtain a comprehensive list but to gain an overview of the stakeholders whose actions reach the target group.

### STEP 2:

Ask the participants to discuss which actors they consider most important in terms of their influence on child labour in the programme area. Write the names of the identified stakeholders on cards and place them around the “child labour” card. The more important the organization, group or individual is with regard to child labour, the bigger the card.

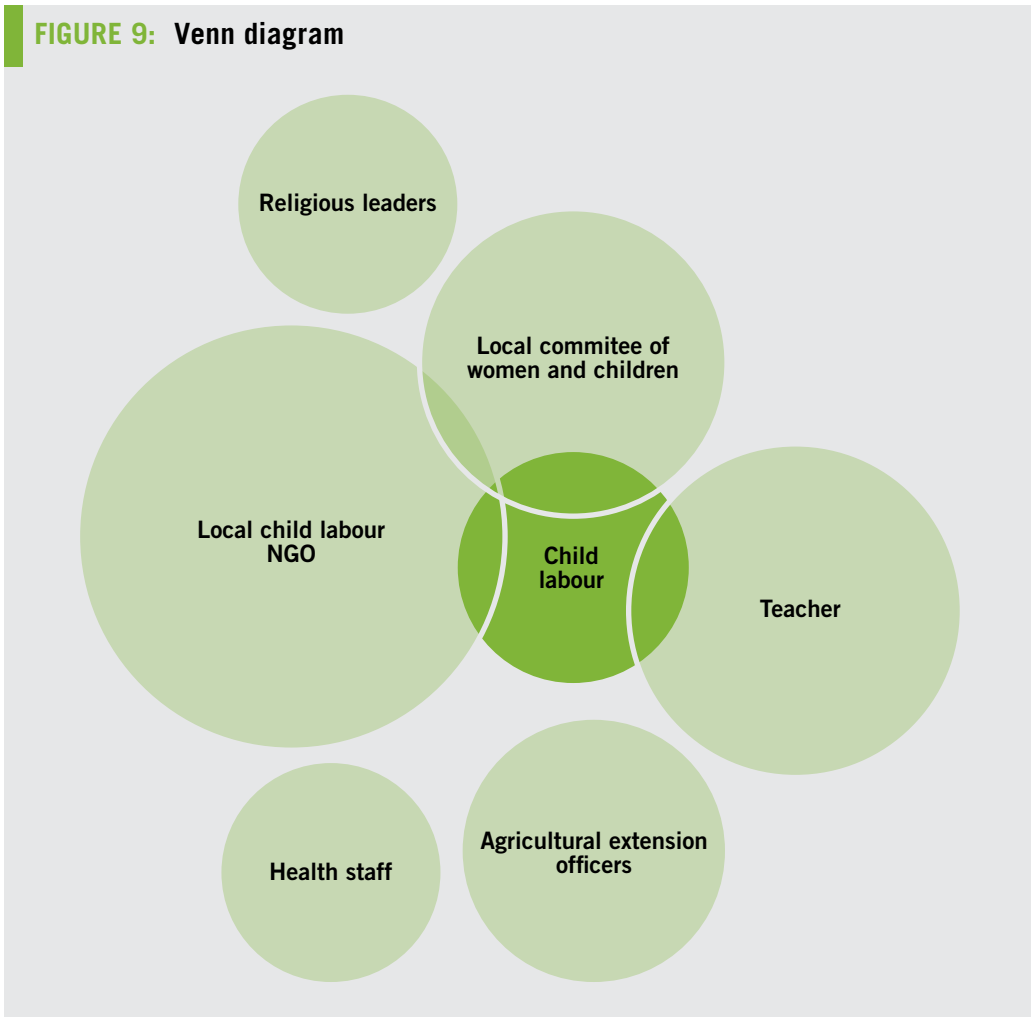
### STEP 3:

Encourage the group to discuss the relationship between the identified stakeholders and group the cards on the basis of what emerges from the discussion. The closer the cards are to one another, the more interaction exists between the individuals or groups. If people, groups or organizations have overlapping functions, the cards should overlap as well.



## EXAMPLE OF VISUALIZATION: VENN DIAGRAM

**FIGURE 9: Venn diagram**



# TOOL 11: VILLAGE SOCIAL MAP

The Village Social Map is used to create a detailed map of a specific community or village. On the basis of the map, it is possible to identify and discuss the characteristics, and social and economic structures of the community or village as well as of individual households. The village social map is best conducted at the beginning of the programme, when detailed knowledge about the programme region may not yet be available.

The village social map is an opportunity for programme beneficiaries to talk about their respective situations and participate actively in the process of identifying vulnerable households. The tool offers valuable information about potential influence factors on child labour, such as the composition and heads of households and their social and economic status. For this reason, the village social map is also a good basis for selecting the sample for further data collection.

## GENERAL INFORMATION



Programme  
beneficiaries



2 hours



Large sheet of  
paper, pencils,  
colour markers

## HOW TO IMPLEMENT THE TOOL

### STEP 1:

Ask the participants to draw a map indicating all the institutions and relevant sites in the community (e.g. schools, health centres, local administration offices, shops, whereabouts of village leaders, places where people frequently meet to socialize). To facilitate orientation, it is advisable to draw roads and significant landmarks beforehand.

### STEP 2:

Ask the participants to draw all the households. Ask them to insert information about the composition and head of each household, as well as its social and economic status in the community.

### STEP 3:

Ask the participants to indicate the village's agricultural sites (e.g. fields, gardens, plantations, fish lakes, locations of fuel, wood collection, animal grazing and drinking), commune irrigation systems, wells etc.

### STEP 4:

Encourage the participants to discuss, on the basis of the map, the village's social situation, for example, the increase/decrease in households during recent years, labour migration, the existence of households headed by women/grandparents/children and the subsistence strategies adopted.

### Topics for the discussion on child labour

#### Households

- Household chores of children

#### Agricultural sites

- Agricultural tasks of children
- Risks and hazards of agricultural tasks, household chores and working duties
- Working hours per day/week

#### School

- School enrolment
- Regularity of school attendance
- Reasons for school absences

#### Health centre

- Work-related accidents
- Work-related diseases

## TOOL 12: OBSERVATION WALK

The observation walk is a way to experience the environment of a village and gather information about its economic and social characteristics. It is therefore a useful preparatory tool for further data collection. Walking around the village provides visual triggers and makes it easier for participants to talk about the village, the nature of its agricultural businesses and, eventually, the child labour situation. By giving the villagers time and space to share their living environment, issues may emerge which might otherwise have been overlooked, but that are important to be considered when further assessing child labour.

### GENERAL INFORMATION



Programme beneficiaries, local authorities (group of 3–4 local people)



1–2 hours



Copies of the template, writing material, clipboard, camera (if available)



TEMPLATE 4:  
Observation sheet

### HOW TO IMPLEMENT THE TOOL

#### STEP 1:

Become familiar with the observation criteria and the templates. If necessary, adapt the templates to the specific regional context.

#### STEP 2:

Explain to the participants that you would like them to show you around their village, in particular the agricultural production sites (fields, gardens, plantations, fish lakes etc.). Focus also on public services, such as schools and health centres. Try to register any additional influencing factors.

#### STEP 3:

Decide together with the participants on the path for the observation walk.

#### STEP 4:

Accompany the participants on the decided route. If necessary, do not hesitate to make modifications to the path. To maximize the visual potential, encourage the participants to explain the surroundings while you walk. If necessary, stop at specific locations for detailed discussions on the points emerging.

#### STEP 5:

Encourage the participants to talk about and discuss any economic and social issues they consider important in the community. If appropriate, address the child labour topic in the discussions.



Take detailed notes during the observation walk. Notes should contain participants' statements, discussions, any controversies arising and your own observations and remarks.

## TOOL 13: PROBLEM AND SOLUTION TREE

The problem and solution tree is used to map out the causes and consequences of child labour and to structure possible solutions. The discussion leads to the identification of factors that the programme may need to tackle to address child labour. The tool can therefore make an important contribution to the programme's planning and M&E process.

The problem and solution tree helps gain a better understanding of and greater awareness about the topic of child labour and gives participants a shared sense of the underlying problems and solutions.

### GENERAL INFORMATION



Programme beneficiaries  
(6–8 per group)



1–2 hours



Flip chart paper,  
writing material,  
cards

### HOW TO IMPLEMENT THE TOOL

#### STEP 1:

Prepare a flip chart and write “child labour” in the centre of the first sheet of paper: this is the “trunk” of the tree.

#### STEP 2:

Ask the participants to discuss the causes and consequences of child labour in their community. The identified causes and consequences can be written on cards and arranged according to cause and effect. The causes are the “roots” of the tree and the consequences the “branches”.



Take time to allow the participants to explain their feelings and reasoning, as the heart of this tool is the discussion as causes and consequences are named, arranged and re-arranged. Record related ideas and points as they come up on separate sheets of paper under headings such as “Solutions”, “Concerns” and “Decisions”.

#### Guiding questions

- ? What are the main causes of child labour? Which factors influence the working situation of children?
- ? What are the consequences of child labour? Which are the most serious consequences?
- ? Which causes and consequences are improving, which are getting worse and which are staying the same?

#### STEP 3:

Convert the “problem tree” into a “solution tree” by rephrasing each of the problems into positive desirable outcomes. Root causes and consequences thus become solutions, and key programme elements and significant entry points are quickly identified. The solution tree

may point to several possible interventions to solve a problem. This step is therefore adapted to the focus group discussion, directly involving the participants in the creation of solutions. It can also be conducted by the programme staff following the focus group discussion.

### Guiding questions

- ? Which causes are easiest / most difficult to address?
- ? What possible solutions or options are there?
- ? How can the agricultural programme help address a cause or consequence, or create a solution?
- ? What expectations do the participants have with regard to the agricultural programmes improving the working situation of children?

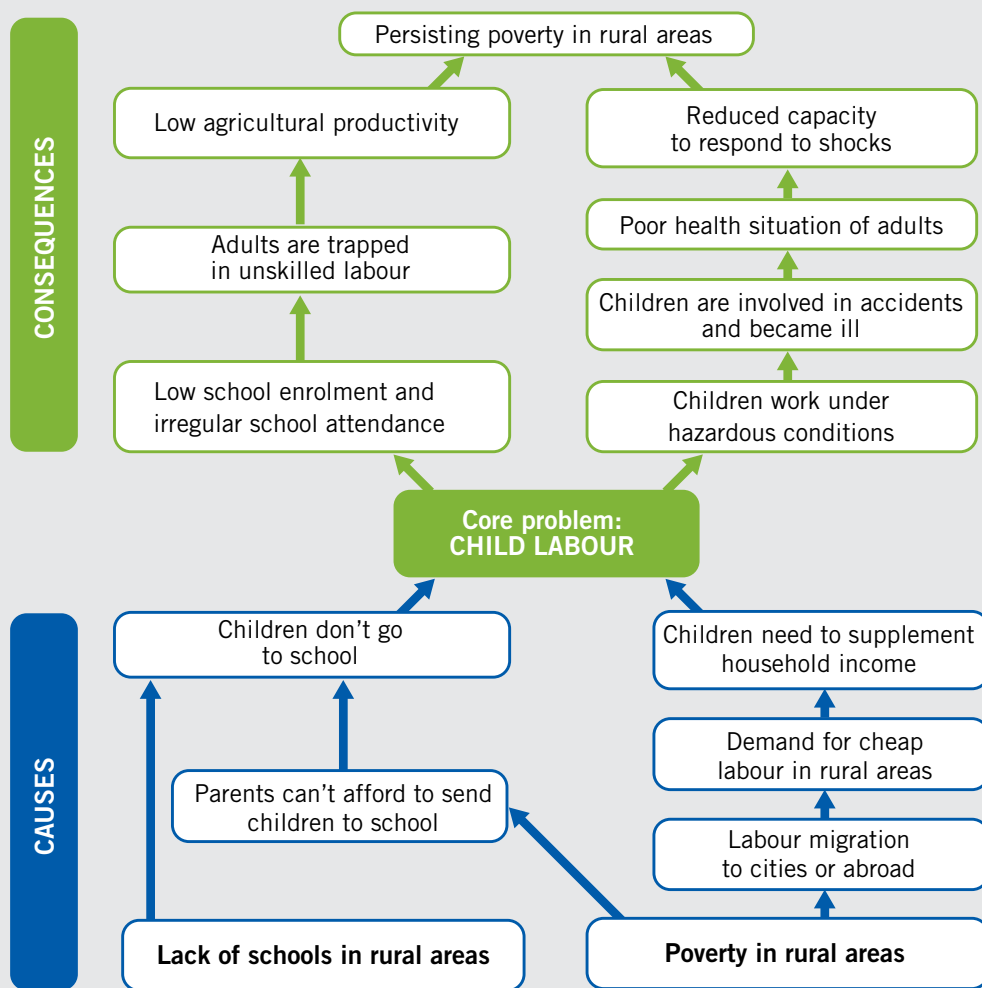
#### STEP 4:

Select a preferred strategy for the intervention. Depending on the programme’s funding, time and relevance, an already-planned intervention may not be able to tackle all the causes. It is

therefore important to establish whether any of the branches are more influential than others in solving a problem.

### EXAMPLE OF VISUALIZATION: PROBLEM TREE

**FIGURE 10: Problem tree**



## TOOL 14: INFLUENCE MATRIX

The influence matrix is used to analyse the impacts of the agricultural programme on defined criteria relative to children's working situation, education and health. The matrix helps the participants discuss the programme's influences on child labour and pinpoint its positive and negative impacts. In order to correlate the programme's impacts on child labour, it is important to consider influences both of the programme and of relevant external factors.

### GENERAL INFORMATION



Programme beneficiaries



2–3 hours



Pinboard, paper, writing material



TEMPLATE 5:  
Influence matrix

### HOW TO IMPLEMENT THE TOOL

#### STEP 1:

Prepare a paper for the pinboard based on the template. Fill in the main programme activities.

#### STEP 2:

Explain to the participants that the discussion should be about how the agricultural programme influences the working, educational and health situation of children and about any other relevant factors.

#### STEP 3:

Invite the participants to discuss how the agricultural programme and its activities influence their daily life in general.

#### STEP 4:

Ask the participants if and how the agricultural programme activities influence the working, educational and health situation of children. For each programme activity, discuss its impacts on the six given criteria. Write the impacts (including why they are positive or negative) into the matrix. After writing the impacts down, the participants can rate the influence of the activities using a scoring system (see "Rating the influence").

#### STEP 5:

Ask participants to cite other important factors (besides the programme activities) influencing children's work, education and health and write them in the matrix.

## RATING THE INFLUENCE

There are different ways to rate the influence of agricultural programmes. Discuss within the programme team whether it is appropriate to integrate the rating in the influence matrix.

**TABLE 20: Rating the influence of agricultural programmes**

Advantages	Obstacles
<ul style="list-style-type: none"> <li>• Makes the influence immediately visible and easily comparable.</li> <li>• Encourages discussion among participants about the attributed values.</li> </ul>	<ul style="list-style-type: none"> <li>• Reduces the time available to discuss the reasons of the influence.</li> <li>• Simplifies complex realities.</li> <li>• Tends to produce “herd” behaviour as a result of the group setting.</li> </ul>

### Possible rating systems

#### Rating system A

Strong influence	++	This system simply asks whether an estimated influence of the programme's activities exists and, if so, whether it is considered moderate or strong. Whether this influence is considered positive or negative is not expressed in the results and should be separately discussed in a subsequent step. The explanations should be noted in the matrix.
Moderate influence	+	
No influence	0	
Can't say	x	

#### Rating system B

Worsens the situation	-	This system asks whether an estimated influence is positive or negative. Precise information is required, and it might be difficult for participants to identify potential negative effects of programme activities on a certain child labour criterion when the overall impact of the programme is considered positive.
Has no influence on the situation	0	
Improves the situation	+	
Can't say	x	

#### Practical tips for rating

- Check that all participants agree on the rating before writing it in the matrix.
- If a controversy arises, try to understand why, and then include both subgroups' ratings using two different colours.

## TOOL 15: IMPACT DISCUSSION

The impact discussion is a more open form of focus group discussion, used to discuss previous findings with the target group and complement the findings. It helps gain a deeper understanding of child labour, of factors influencing the child labour situation and of the impacts of the agricultural programme on child labour.

The impact discussion helps understand the reasons for assessed changes and inconsistencies in the collected data and can be used to fill in information gaps. The discussion can take various forms, and it should be designed on the basis of the information required. The impact discussion can therefore use the SPIDER DIAGRAM if it is important to visualize the results; alternatively, the discussion can be based on the completed PROGRAMME IMPACT ANALYSIS or EXTENDED PROGRAMME IMPACT ANALYSIS.

### GENERAL INFORMATION



Programme  
beneficiaries



1–2 hours



Pinboard, paper,  
writing material

### HOW TO IMPLEMENT THE TOOL

#### STEP 1:

Prepare the discussion topic using the findings of the previous data collection. For maximum visual impact, it is recommended to present the findings on a pinboard or flip chart.

#### STEP 2:

Present and explain the findings to the group and ask the participants for their opinion. Encourage them to discuss the findings and highlight any controversies and disagreements.

#### STEP 3:

Ask the participants to discuss how the agricultural programme influences the child labour situation and what other factors affect the situation.



# TOOL 16: SCHOOL ATTENDANCE MONITORING

School attendance is one of the most important criteria for the assessment of child labour. School attendance monitoring can be used by agricultural programmes to monitor children's school attendance and the reasons for absences.

## GENERAL INFORMATION



Teacher



A few minutes per day



Copies of the template



TEMPLATE 6:  
School attendance monitoring sheet

## HOW TO IMPLEMENT THE TOOL

### STEP 1:

Print out the [School Attendance Monitoring Sheet](#). Provide local teachers with enough copies and explain how to fill out the template. The monitoring sheet is prepared for 35 pupils and 20 school days; if necessary, adapt the sheet or ask the teacher to revise it. It might also be necessary to adapt the possible reasons for absence to the local context.

### STEP 2:

Ask the local teacher to fill out the attendance monitoring sheet on a regular basis, observing the pupils' absences and asking for the reasons for absence.



Collect data on a regular, possibly daily, basis, because teachers and children may not be able to recall precisely days already passed.



Be aware that some children may feel ashamed of not being able to regularly attend school and may not want to speak openly about the reasons for their absence. In such cases, ask children individually about the reasons for their absence.

### STEP 3:

Complete the school attendance monitoring sheet:

- List the name, age and sex for each class pupil in the monitoring sheet.
- Mark daily whether the children were present or absent. Use a tick (✓) for present.
- If a child was absent on a particular day, ask why and mark the absence with one of the following letters:
  - a. Illness
  - b. No textbook or pencil
  - c. School uniform not washed/dried
  - d. Long distance to school
  - e. Helping parents with household work
  - f. Taking care of younger siblings

- g. Helping parents in the field
- h. Caring for animals
- i. Fishing
- j. Out of village to sell something on the market
- k. Working for others for money or food
- l. Other reason (specify)

### STEP 4:

Use the school attendance monitoring sheet as a source of information for the programme's monitoring process. However, the programme has a responsibility towards both children and parents and school attendance is a potentially sensitive subject. It is therefore important to think carefully about if and how to approach families whose children do not attend school on a regular basis.

# TOOLKIT: TEMPLATES

## HOW TO USE THE TEMPLATES

This part of the Toolkit contains the templates for the various tools described. The templates are in the form of interview guidelines, questionnaires, matrixes or observation sheets. They should be adapted to the specific context and can then be printed out or copied.

## CONTENT

**TABLE 21: Templates provided**

No.	Template	Tool	Page
1	Questionnaire for interviews with programme beneficiaries	Interview with programme beneficiary	79
2	Questionnaire for interviews with children	Interview with children	82
3	Interview guideline	Expert interview	85
4	Observation sheet	Observation walk	87
5	Influence matrix	Influence matrix	90
6	School attendance monitoring sheet	School attendance monitoring	91

# TEMPLATE 1 - INTERVIEW WITH PROGRAMME BENEFICIARY: QUESTIONNAIRE FOR INTERVIEWS WITH PROGRAMME BENEFICIARIES

**Interviewer:** \_\_\_\_\_

**Date of interview:** \_\_\_\_\_

**Phone:** \_\_\_\_\_

**Place of interview (province, district, commune, village):** \_\_\_\_\_

**Address:** \_\_\_\_\_

**Name of interviewee:** \_\_\_\_\_

**Sex and age of interviewee:**  female  male **age:** \_\_\_\_\_

**I. Characteristics of the household**

Head of household ( <i>name, sex and age if not identical to interviewee</i> ): _____	Number of household members: _____
How many household members work in other places? _____	Who is living in the household? Description of household members? ( <i>e.g. 1 grandmother, 1 wife, 4 children, 1 nephew</i> ) _____
Have any household members migrated for work? <input type="checkbox"/> yes <input type="checkbox"/> no	_____

**Number of children in the household:**

Name, age and sex of child 1: _____	Name, age and sex of child 4: _____
Name, age and sex of child 2: _____	Name, age and sex of child 5: _____
Name, age and sex of child 3: _____	Name, age and sex of child 6: _____

**II. General information**

<b>Q 1:</b> What are the main agricultural goods you produce?	_____ _____ _____
<b>Q 2:</b> [Ask follow-up question(s) adapting the question(s) to the agricultural goods named in Q1.] <i>e.g. How many hectares do you cultivate?</i> <i>e.g. How many chickens do you raise?</i> <i>e.g. Do you own your own fishing vessel?</i>	_____ _____ _____ _____
<b>Q 3:</b> Does the family farm (or other family agricultural activities) permit you to feed all family members?	<input type="checkbox"/> yes <input type="checkbox"/> no
<b>Q 4:</b> How many people work on the family farm (or other family agricultural activities)?	_____
<b>Q 4.1:</b> Are they all household members?	<input type="checkbox"/> yes <input type="checkbox"/> no
If no, ask: <b>Q 4.2:</b> Who else works on the family farm?	_____ _____
<b>Q 5:</b> Do you have other sources of income for your household?	<input type="checkbox"/> yes <input type="checkbox"/> no
If yes, ask: <b>Q 5.1:</b> What are the other sources of income?	_____ _____ _____

### III. Agricultural tasks of children

<b>Q 6:</b> Do the children help you on the family farm? <i>[Note: "Children" refers to children below the age of 18!]</i>				<input type="checkbox"/> yes	<input type="checkbox"/> no
Name of child <i>[Ask the questions for each child under 18.]</i>				_____	_____
Sex and age of child				_____	_____
<b>Q 7:</b> What are the main agricultural tasks of the child? What are his/her responsibilities? <i>(include crop, fisheries, livestock, forestry, aquaculture related activities)</i>				_____	_____
<b>Q 8:</b> Does the child help with household chores? If yes, which household chores?				_____	_____
<b>Q 9:</b> Does the child do any other activities to support the family? <i>(e.g. free-ranging activities like fishing, collecting non-timber forest products)</i>				_____	_____
<b>Q 10:</b> How many hours per day and/or per week does the child help you? <i>[Try to obtain a concrete number of hours.]</i>				_____	_____
<b>Q 11:</b> Does the child work outside the family for income? If yes, what does he/she do?				_____	_____
<b>Q 12:</b> Are there seasonal differences in the working hours and/or agricultural tasks of the children? <i>(e.g. dry, rainy, harvest season)</i> <i>[If yes, ask for detailed explanations.]</i>				<input type="checkbox"/> yes	<input type="checkbox"/> no
				_____	_____
<b>Q 13:</b> Do you employ children outside the family to assist you if necessary? <i>[If yes, ask for detailed explanation: age of the child (ren), sex, tasks, working hours per day/week etc.]</i>				<input type="checkbox"/> yes	<input type="checkbox"/> no
				_____	_____
<b>Q 14:</b> Are the children sometimes involved in accidents or do they ever become ill because of their agricultural tasks? <i>[If yes, ask for detailed explanations.]</i>				<input type="checkbox"/> yes	<input type="checkbox"/> no
				_____	_____
<b>Q 15:</b> Do you see any risks for children doing agricultural tasks? <i>[Specify risks to make the question clear: e.g. carrying heavy loads, using chemicals, UV exposure, work in/under water, insect and animal bites]</i>				<input type="checkbox"/> yes	<input type="checkbox"/> no
				_____	_____
<b>Q 16:</b> Are the children supervised by adults when doing agricultural tasks?				<input type="checkbox"/> yes	<input type="checkbox"/> no

**IV. Education of children**

<p><b>Q 17:</b> Are the children enrolled in school? If yes, which school and grade?</p>	<p><input type="checkbox"/> yes    <input type="checkbox"/> no</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p><b>Q 18:</b> Do the children go to school regularly?</p>	<p><input type="checkbox"/> yes    <input type="checkbox"/> no</p>
<p><b>Q18 (a)</b> If yes: How frequently do the children miss school? <i>(this given range - &lt; or &gt; 10 days, etc. - is meant to guide the interviewer but must not be provided as a fixed choice to the interviewee)</i></p>	<p><input type="checkbox"/> Less than 10 days per year <input type="checkbox"/> Between 10 and 20 days per year <input type="checkbox"/> More than 20 days per year</p>
<p><b>Q 18.(b)</b> : If no, why do the children not attend school regularly? Is it for one (or more) of the following reasons?</p> <p>a. Compulsory education finished b. Serious illness or disability c. Absence because of agricultural tasks d. Working for others for money or food e. Domestic work or taking care of siblings f. Long distance to school g. No money for school fees or uniform h. Family against girls attending school i. Other reason</p>	<p><i>[Please tick as appropriate:]</i></p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> <p><i>[Please specify:]</i> _____</p> <p>_____</p> <p>_____</p>
<p><b>Q 19:</b> What are the major challenges concerning the children's education? (e.g. accessibility of school, affordability of school fees/material/uniforms, quality of lessons?)</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>

**V. Impacts of the programme**

<p><b>Q 20:</b> Has your situation changed in recent years due to the influence of the programme? If so, why? Explain in detail. <i>[Ask how the household benefits from specific programme activities.]</i> <i>(e.g. participation in Farmer Field Schools or trainings)</i></p>	<p><input type="checkbox"/> yes    <input type="checkbox"/> no</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p><b>Q 21:</b> Do you see any influence of the agricultural programme on the situation of children? <i>[Ask in detail about the influence on the working situation/working hours of children, and on their health and education.]</i></p>	<p><input type="checkbox"/> yes    <input type="checkbox"/> no</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>

# TEMPLATE 2 – INTERVIEW WITH A CHILD:

## QUESTIONNAIRE FOR INTERVIEWS WITH CHILDREN

<b>Interviewer:</b> _____
<b>Date of interview:</b> _____
<b>Phone:</b> _____
<b>Place of interview (province, district, commune, village):</b> _____
<b>Address:</b> _____
<b>Name of the child:</b> _____
<b>Sex and age of the child:</b> <input type="checkbox"/> female <input type="checkbox"/> male <b>age:</b> _____

I. Characteristics of the household	
Head of household ( <i>name, sex and age</i> ): _____	Number of household members: _____
How many household members work in other places? _____	Who is living in the household? Description of household members? ( <i>e.g. 1 grandmother, 1 wife, 4 children, 1 nephew</i> ) _____
Have any household members migrated for work? <input type="checkbox"/> yes <input type="checkbox"/> no	

II. Agricultural tasks of the child	
<p><b>Q1:</b> What kind of activities do you perform every day? (<i>e.g. go to school, play with friends, take care of younger siblings, fetch water, herd animals, help in the field</i>) [<i>Make sure that the list is detailed and includes the agricultural and/or household tasks of the child. If the child does not talk about agricultural tasks, ask what the parents do and whether the child helps them.</i>]</p>	_____ _____ _____ _____ _____
<p><b>Q1.1:</b> What exactly do you do when you..... [<i>Insert agricultural tasks mentioned in Q1 and let the child describe the activities in as much detail as possible.</i>]</p>	_____ _____ _____ _____ _____
<p><b>Q2:</b> On which of these activities do you spend most of your time every day/week? [<i>Try to obtain a concrete number of hours per day/week.</i>]</p>	_____ _____ _____ _____
<p><b>Q3:</b> Which agricultural/household task is the most exhausting and why? (<i>e.g. cattle herding, fishing on a boat, carrying water, preparing land</i>)</p>	_____ _____ _____ _____

<p><b>Q4:</b> Do you do the same agricultural/household tasks every day of the week?  <i>[If no, ask for detailed explanations.]</i></p>	<p><input type="checkbox"/> yes    <input type="checkbox"/> no</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p><b>Q5:</b> Are there times during the year when you work more? (e.g. dry, rainy, harvest season)  <i>[If yes, ask for detailed explanations.]</i></p>	<p><input type="checkbox"/> yes    <input type="checkbox"/> no</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p><b>Q6:</b> Do you work only with your family or also for others? (e.g. neighbours and relatives)</p>	<p><input type="checkbox"/> yes    <input type="checkbox"/> no</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>If the child works for others, ask:  <b>Q6.1:</b> What do you do when you work for others?</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p><b>Q6.2:</b> How many hours per day/week do you work for others?</p>	<p>_____</p>
<p><b>Q6.3:</b> Do you get money, food, animals, etc. in exchange when you work for others?</p>	<p><input type="checkbox"/> yes    <input type="checkbox"/> no</p>
<p><b>Q7:</b> When you work, ...</p> <p>a. ... do you use sharp tools?</p> <p>b. ... do you use heavy machinery?</p> <p>c. ... do you carry heavy loads?</p> <p>d. ... are you exposed to pesticides?</p> <p>e. ... do you work or climb on trees?</p> <p>f. ... are you exposed to loud noises?</p> <p>g. ... are you exposed to wild animals?</p> <p>h. ... are you exposed to insects?</p> <p>i. ... are you exposed for long hours to sun?</p> <p><i>[Ask the child if it thinks that the tasks he or she is performing imply any other risks or hazards.]</i></p>	<p><input type="checkbox"/> yes    <input type="checkbox"/> no</p> <p><input type="checkbox"/> yes    <input type="checkbox"/> no</p> <p><input type="checkbox"/> yes    <input type="checkbox"/> no</p> <p><input type="checkbox"/> yes    <input type="checkbox"/> no</p> <p><input type="checkbox"/> yes    <input type="checkbox"/> no</p> <p><input type="checkbox"/> yes    <input type="checkbox"/> no</p> <p><input type="checkbox"/> yes    <input type="checkbox"/> no</p> <p><input type="checkbox"/> yes    <input type="checkbox"/> no</p> <p><input type="checkbox"/> yes    <input type="checkbox"/> no</p> <p><input type="checkbox"/> yes    <input type="checkbox"/> no</p> <p>_____</p>
<p><b>Q8:</b> Do you sometimes feel pain or become ill because of the work you do?  <i>[If the answer is yes, ask what kind of pain or sickness the child feels and because of which tasks.]</i></p>	<p><input type="checkbox"/> yes    <input type="checkbox"/> no</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p><b>Q9:</b> Have you ever had an injury as a result of a work-related accident?  <i>[If the answer is yes, ask about the injury.]</i></p>	<p><input type="checkbox"/> yes    <input type="checkbox"/> no</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p><b>Q10:</b> If something happens to you when you are working, is someone around to help you?</p>	<p><input type="checkbox"/> yes    <input type="checkbox"/> no</p>

### III. Education of the child

<b>Q11:</b> Are you enrolled in school? <i>[If the answer is yes, ask the child which grade.          If the answer is no, ask why not.]</i>	<input type="checkbox"/> yes <input type="checkbox"/> no _____ _____
<b>Q12:</b> Do you sometimes miss school? If yes, ask: <b>Q12.1:</b> Why do you miss school? a. Illness b. No textbook or pencil c. School uniform not washed/dried d. Helping parents with household work e. Taking care of younger siblings f. Helping parents in the field g. Taking care of animals h. Fishing i. Out of village to sell something on the market j. Working for others for money or food k. Long distance to school l. Other reason	<input type="checkbox"/> yes <input type="checkbox"/> no <i>[Please tick as appropriate:]</i> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <i>[Please specify]</i> _____ _____ _____

### IV. Impacts of the programme

<b>Q13:</b> Has your working situation changed in recent years? (e.g. do you work more hours, do you perform different tasks?) <i>[If the answer is yes, ask what has changed and why it has changed.]</i>	<input type="checkbox"/> yes <input type="checkbox"/> no _____ _____ _____ _____
<b>Q 14:</b> Has your education situation changed in recent years? (e.g. do you miss school more often than before, have your results changed significantly?) <i>[If the answer is yes, ask what has changed and why it has changed.]</i>	<input type="checkbox"/> yes <input type="checkbox"/> no _____ _____ _____ _____
<b>Q15:</b> Has your health situation changed in recent years? (e.g. do you feel more pain, do you have more accidents?) <i>[If the answer is yes, ask what has changed and why.]</i>	<input type="checkbox"/> yes <input type="checkbox"/> no _____ _____ _____ _____



# TEMPLATE 3 – EXPERT INTERVIEW: INTERVIEW GUIDELINE

<b>Interviewer:</b>	_____
<b>Date of interview:</b>	_____
<b>Phone:</b>	_____
<b>Place of interview (province, district, commune, village):</b>	_____
<b>Address:</b>	_____
<b>Name of expert:</b>	_____
<b>Profession / Function of expert:</b>	_____

## I. Occurrence and perception of child labour

<b>Q1:</b> In which sector/subsector do most of the children in the community work?	_____ _____
<b>Q2:</b> Is child labour discussed in the community?	_____ _____
<b>Q3:</b> How is child labour perceived? Are parents aware of the risks and hazards that agricultural tasks can pose for their children?	_____ _____ _____
<b>Q4:</b> Do activities take place to inform the community about child labour and its negative impacts on children's health, well-being and development?	_____ _____ _____
<b>Q5:</b> What are the main reasons for child labour (in family-based agriculture)? <i>[keep in mind that, by agriculture, we mean fisheries, livestock, forestry, crop farming, etc.]</i>	_____ _____ _____ _____
<b>Q6:</b> What are the main factors influencing the child labour situation?	_____ _____ _____
<b>Q7:</b> Have there been any major changes in the child labour situation in recent years?	_____ _____ _____

## II. Agricultural tasks of children

<b>Q8:</b> How many children are involved in family-based agriculture? (8–11 years, 12–14 years, 15–17 years)?	_____ _____ _____
<b>Q9:</b> Do children work in families other than their own? If yes, do they get paid?	_____ _____
<b>Q10:</b> What are the main tasks of children working in family-based agriculture? Do boys and girls carry out the same or different tasks? Please describe the tasks in detail.	_____ _____ _____ _____
<b>Q11:</b> At what age do children start working? Which age group works the most in family-based agriculture?	_____ _____ _____
<b>Q12:</b> How many hours per day/week do children work in the different age groups (8–11 years, 12–14 years, 15–17 years)?	_____ _____ _____

<b>Q13:</b> Do you see any risks and hazards for children performing agricultural tasks?	_____
<b>Q14:</b> Are there seasonal differences in the working hours and/or agricultural tasks of children (e.g. <i>dry, rainy, harvest season</i> )?	_____ _____
<b>Q15:</b> Does labour migration in the community play a significant role in the working situation of children?	_____
<b>Q16:</b> Do you see any effects of agricultural programmes (specific or in general) on the child labour situation in this area?	_____ _____

### III. Education of children

<b>Q17:</b> How far do children travel from home to school?	_____
<b>Q18:</b> How many children are enrolled in school in the community and how high is the drop-out rate?	_____
<b>Q19:</b> Are there differences between boys and girls with regard to school enrolment and drop-out?	_____
<b>Q20:</b> How many hours do children go to school every day?	_____
<b>Q21:</b> Do children attend classes regularly? If not, how often do they miss school and why?	_____ _____
<b>Q22:</b> How much money do parents have to spend on their child's education per month (school fees, materials, uniform etc.)?	_____

### IV. Health of children

<b>Q23:</b> What is the health care situation in the community?	_____ _____
<b>Q24:</b> What type of acute and/or chronic sickness do children in the community suffer from? Can specific children's sicknesses be related to their agricultural work?	_____ _____ _____
<b>Q25:</b> Are children involved in accidents connected to their agricultural work? If yes, what kinds of accidents?	_____ _____
<b>Q26:</b> Do children suffer from mental impairments as a result of their agricultural work (e.g. sleeplessness, fear, trauma, depression)?	_____ _____

# TEMPLATE 4 – OBSERVATION WALK: OBSERVATION SHEET

**Interviewer:** \_\_\_\_\_

**Date of interview:** \_\_\_\_\_

**Phone:** \_\_\_\_\_

**Place of interview (province, district, commune, village):** \_\_\_\_\_

**Address:** \_\_\_\_\_

Name of participant	Profession / Function	Age	Sex
1. _____	_____	_____	<input type="checkbox"/> female <input type="checkbox"/> male
2. _____	_____	_____	<input type="checkbox"/> female <input type="checkbox"/> male
3. _____	_____	_____	<input type="checkbox"/> female <input type="checkbox"/> male
4. _____	_____	_____	<input type="checkbox"/> female <input type="checkbox"/> male
5. _____	_____	_____	<input type="checkbox"/> female <input type="checkbox"/> male

### I. General information

Regional specifics  
*(e.g. ethnicity, religion, occurrence of labour migration)*

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Agricultural subsectors in the area

Crop     Livestock     Fisheries     Aquaculture     Forestry

Others: \_\_\_\_\_

Observation sites  
*(e.g. rice field, forest, school)*

\_\_\_\_\_

\_\_\_\_\_

### II. Agricultural site 1

*(Insert name of agricultural observation site. Use copies of template for subsequent sites.)*

	Record statements, discussions and controversies	Write your observations and remarks
What are the main agricultural goods produced and/or processed in this community? (e.g. rice farming, fish-raising)	_____	_____
Do mainly small-scale farmers/producers produce the agricultural commodities / goods mentioned?	_____	_____
What is the general condition of the place of production and of the agricultural equipment?	_____	_____

<p>Do children work at the site? If yes, how many and what age? How many hours per day/ week do children work at the site?</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>What are the main tasks of the children working at the site? Do girls and boys perform different tasks? Please describe the tasks in detail.</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>Are there seasonal differences with regard to the working hours and agricultural tasks of the children (e.g. dry, rainy, harvest season)?</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>Do you perceive any risks and hazards for children in these kinds of task? What are they? Are children involved in accidents or get sick because of their agricultural tasks?</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>Do the children on the site work for their own family, for other families or for other employers? If yes, do they get paid for their work?</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>

<p><b>III. Observation site no. ____ : Health centre</b></p>		
	<p>Record statements, discussions and controversies</p>	<p>Write your observations and remarks</p>
<p>What is the health situation in the community, in particular of the children? How many health centres exist? Are they easily accessible and affordable?</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>What types of acute and/ or chronic sicknesses do children in the community suffer from? Can specific children's sicknesses be related to their agricultural work?</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>Are children involved in accidents due to their agricultural work? If yes, what kinds of accidents?</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>Do children suffer from mental impairments due to their agricultural work? (e.g. fear, trauma, depression, sleeplessness)</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>

IV. Observation site ____: School		
	Record statements, discussions and controversies	Write your observations and remarks
Where is the school located? What distance do children travel from home to school? Is the school easily accessible?	_____ _____ _____	_____ _____ _____
How many children are enrolled in school in the community and what is the drop-out rate? Are there differences between boys and girls with regard to school enrolment and drop-out?	_____ _____ _____	_____ _____ _____
Do children attend classes regularly? If not, how often do they miss school and why? Do children's agricultural tasks interfere with their school attendance?	_____ _____ _____	_____ _____ _____
How many hours do children go to school every day?	_____	_____
How much money do the parents have to spend on their child's education per month? (e.g. school fees, uniform, materials)	_____ _____ _____	_____ _____ _____

V. Impacts of agricultural programmes on child labour		
	Record statements, discussions and controversies	Write your observations and remarks
What are the main reasons for child labour in family-based agriculture?	_____ _____ _____	_____ _____ _____
What are the main factors influencing the child labour situation?	_____ _____ _____	_____ _____ _____
Have there been any major changes in the child labour situation in recent years?	_____ _____ _____	_____ _____ _____
Do you perceive any impacts of agricultural programmes on the situation of children?	_____ _____ _____	_____ _____ _____

# TEMPLATE 5 – INFLUENCE MATRIX: INFLUENCE MATRIX

Criteria of children's development and working situation	Programme activity: <i>[please fill in]</i>	Programme activity: <i>please fill in]</i>	Programme activity: <i>[please fill in]</i>	Other influence factors: <i>[please fill in]</i>	
<b>Does the activity influence children's well-being and nutrition?</b> <i>[health situation]</i>	Proxy indicators of child labour				
<b>Does the activity influence children's school attendance?</b> <i>[school attendance]</i>					
<b>Does the activity influence children's access to higher education?</b> <i>[educational performance]</i>					
<b>Does the activity influence the working hours of children assisting their parents in agricultural tasks?</b> <i>[intensity of work]</i>					
<b>Does the activity influence the type of work performed by children, especially physically exhausting or hazardous work?</b> <i>[types of activity] (e.g. carrying heavy loads, using chemicals, UV exposure, working in/under water)</i>		Indicators of child labour			
<b>Does the activity influence work-related injuries and diseases?</b> <i>[injuries and diseases]</i>					

# TEMPLATE 6 – SCHOOL ATTENDANCE MONITORING:

## SCHOOL ATTENDANCE MONITORING SHEET

Name of teacher: _____		Month, year: _____		Total no. of school days/month: _____	
<b>Legend</b>		<b>Reasons for absence:</b>			
Present: tick (✓)	(a) Illness	(f) Taking care of younger siblings			
Absent:	(b) No textbook or pencil	(g) Helping parents in the field			
insert letter	(c) School uniform not washed/dried	(h) Taking care of animals			
corresponding	(d) Long distance to school	(i) Fishing			
to reason	(e) Helping parents with household work	(l) Out of village to sell something on the market			
		(m) Working for others for money or food			
		(n) Other reason <i>[please specify]</i>			

	Pupil			School day	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
	Name	Age	Sex	Week day																				
1.																								
2.																								
3.																								
4.																								
5.																								
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# APPENDIX I

## POTENTIAL POSITIVE AND NEGATIVE IMPACTS OF AGRICULTURAL PROGRAMMES ON CHILD LABOUR

**TABLE 22: Examples of potential positive and negative impacts of agricultural programmes on child labour<sup>38</sup>**

Unintended negative impacts on child labour	Unintended negative impacts on the target group	Programme activities	Positive impacts on the target group	Unintended positive impacts on child labour
	<ul style="list-style-type: none"> <li>Misuse of information</li> </ul>	<b>1. Knowledge management (e.g. access to information)</b>	<ul style="list-style-type: none"> <li>Increased human capital (e.g. education, health, skills and access to information)</li> </ul>	<ul style="list-style-type: none"> <li>Increased school attendance of children</li> <li>Improved health care for children</li> </ul>
<ul style="list-style-type: none"> <li>Attendance by children at Farmer Field and Life Schools (FFLS) during school hours</li> <li>Attendance of children below the legal working age at FFLS</li> <li>Increased workload of children</li> </ul>	<ul style="list-style-type: none"> <li>Neglect by parents of duties (e.g. working in the rice field) in order to attend time-consuming FFLS</li> </ul>	<b>2. Trainings (e.g. Farmer Field and Life Schools (FFLS))</b>	<ul style="list-style-type: none"> <li>Improved knowledge and skills</li> <li>Increased resilience to shocks</li> <li>Increased household income</li> <li>Increased awareness about the importance of education (if education is included in the agenda)</li> <li>Increased interaction with other farmers</li> <li>Diversified nutrition</li> </ul>	<ul style="list-style-type: none"> <li>Attendance by children above legal working age at FFLS → children develop responsibility and earn important skills for their future</li> <li>Increased school attendance of children</li> <li>Improved nutrition for children</li> </ul>

<sup>38</sup> Examples are based on FAO 2012a, FAO 2012b, FAO–ILO–IFAD 2010, ILO–IPEC 2005, ILO–IPEC 2012a, ILO–IPEC 2012b, UNICEF 2012, WINROCK 2008, Crossroads to Development 2011a, Crossroads to Development 2011b.



Unintended negative impacts on child labour	Unintended negative impacts on the target group	Programme activities	Positive impacts on the target group	Unintended positive impacts on child labour
<ul style="list-style-type: none"> <li>• Use by children of new technologies without proper training → increase in accidents and injuries</li> <li>• Increased labour demand is met with children</li> </ul>	<ul style="list-style-type: none"> <li>• Additional work for parents (especially in the beginning) due to new technologies/practices</li> <li>• New hazards introduced in the workplace</li> </ul>	<p><b>3. Technical support / Introduction of new technologies</b></p>	<ul style="list-style-type: none"> <li>• Improved knowledge and skills</li> <li>• Increased household income</li> <li>• Increased resilience to shocks</li> <li>• Reduced labour demand</li> <li>• Work safer for youth and adults</li> </ul>	<ul style="list-style-type: none"> <li>• Reduced workload of children</li> <li>• Work safer for children of legal working age</li> <li>• Increased school attendance of children</li> <li>• Better nutrition for children</li> </ul>
<ul style="list-style-type: none"> <li>• Increased workload of children to meet additional costs</li> <li>• Increased workload of children e.g. due to increase in land under production</li> </ul>	<ul style="list-style-type: none"> <li>• At the beginning, inability of famers to meet additional costs of maintenance</li> </ul>	<p><b>3.1</b> Introduction and/or improvement of irrigation systems and sanitation</p>	<ul style="list-style-type: none"> <li>• Less time spent on irrigation → farmers can spend more time on more income-generating activities</li> <li>• Increased yields and income</li> <li>• Improved food security</li> </ul>	<ul style="list-style-type: none"> <li>• Less time spent fetching water (especially for girls)</li> <li>• Reduced workload of children</li> <li>• Increased school attendance of children</li> <li>• Improved nutrition / safe drinking water for children</li> </ul>
		<p><b>4. Extension services</b></p>	<ul style="list-style-type: none"> <li>• Inclusion of components about child labour → increased awareness about child labour, the hazards and risks for children and the importance of education</li> <li>• Diversification of income sources → decreased vulnerability</li> </ul>	<ul style="list-style-type: none"> <li>• Withdrawal of children from hazardous work and reduction of risks</li> <li>• Children's school attendance ensured by parents</li> </ul>
<ul style="list-style-type: none"> <li>• Increased workload as a result of alternative measures to pesticides → greater demand for child labour</li> </ul>	<ul style="list-style-type: none"> <li>• Increase in labour demand</li> </ul>	<p><b>4.1</b> Integrated pest management</p>	<ul style="list-style-type: none"> <li>• Reduced use of chemical pesticides</li> <li>• Increased knowledge of farmers about the risks of using agrochemicals and their correct application</li> </ul>	<ul style="list-style-type: none"> <li>• Improved health situation of children because of their reduced exposure to agrochemicals</li> </ul>

Unintended negative impacts on child labour	Unintended negative impacts on the target group	Programme activities	Positive impacts on the target group	Unintended positive impacts on child labour
<ul style="list-style-type: none"> <li>Increased workload of children during the conversion phase</li> <li>Increased exposure to herbicides in the initial phase</li> </ul>	<ul style="list-style-type: none"> <li>Increased labour demand during initial years → greater weeding burden</li> <li>Increased use of herbicides in the initial phase</li> </ul>	<b>4.2</b> Conservation Agriculture (CA)	<ul style="list-style-type: none"> <li>Sustained land fertility and yield improvement</li> <li>Reduced labour demand (time saved on activities often done by children)</li> <li>Improved food security</li> <li>Reduction of weeding (a task traditionally done by children)</li> </ul>	<ul style="list-style-type: none"> <li>Improved health of children because they spray fewer pesticides and do not work in contaminated fields</li> <li>Increased school attendance of children</li> <li>Reduced workload of children</li> </ul>
<ul style="list-style-type: none"> <li>Increased workload of children and longer hours away from home (tasks in livestock and animal-raising traditionally done by children)</li> </ul>	<ul style="list-style-type: none"> <li>Increased labour demand due to intensive livestock breeding</li> </ul>	<b>4.3</b> Intensification of livestock production / Setting up of animal sheds	<ul style="list-style-type: none"> <li>Improved livestock management</li> <li>Increased income</li> <li>Reduced labour demand</li> <li>Improved nutrition</li> <li>Reduced cost of feeds</li> </ul>	<ul style="list-style-type: none"> <li>Reduced workload of children</li> <li>No need for children to walk long distances without shelter</li> <li>More regular school attendance</li> </ul>
	<ul style="list-style-type: none"> <li>Farmer vulnerability increased (e.g. due to damage by livestock and wild fire outbreaks in woodlots)</li> </ul>	<b>4.4</b> Afforestation (establishment of woodlots, nursery management, tree planting)	<ul style="list-style-type: none"> <li>Increased income through timber</li> </ul>	<ul style="list-style-type: none"> <li>Less time spent collecting fuelwood</li> <li>Increased school attendance of children</li> </ul>
<ul style="list-style-type: none"> <li>Increased workload of children</li> </ul>	<ul style="list-style-type: none"> <li>Increased labour demand</li> </ul>	<b>5.</b> Income generation (e.g. crop intensification)	<ul style="list-style-type: none"> <li>Increased income</li> </ul>	<ul style="list-style-type: none"> <li>Increase in school attendance and lower drop-out rate</li> <li>Fewer children in child labour</li> </ul>
<ul style="list-style-type: none"> <li>Increased opportunity cost of sending children to school (if children can usefully be employed)</li> </ul>	<ul style="list-style-type: none"> <li>Expansion of household productive activity</li> </ul>	<b>6.</b> Microfinance services / Establishment of community funds	<ul style="list-style-type: none"> <li>Higher income levels</li> <li>Enhanced group dynamics</li> <li>Increased food security</li> </ul>	<ul style="list-style-type: none"> <li>Increase in school attendance and lower drop-out rate</li> </ul>
<ul style="list-style-type: none"> <li>Application by children of inputs</li> <li>Increased demand for child labour due to increase in production</li> </ul>	<ul style="list-style-type: none"> <li>Increased labour demand for application of inputs</li> </ul>	<b>7.</b> Input subsidy programme (e.g. provision of fertilizer)	<ul style="list-style-type: none"> <li>Increased income</li> </ul>	<ul style="list-style-type: none"> <li>Increase in school attendance and lower drop-out rate</li> </ul>

# APPENDIX II

## TYPICAL TASKS, HAZARDS AND RISKS OF CHILDREN'S WORK IN AGRICULTURE

### II.1 CHILD LABOUR IN CROP PRODUCTION

**TABLE 23: Tasks, hazards and health risks of children in crop production<sup>39</sup>**

Tasks	Hazards	Health risks
Preparation of land	<ul style="list-style-type: none"> <li>• Use of farm vehicles and heavy machinery</li> <li>• Excessive exposure to noise</li> <li>• Draught animals</li> </ul>	<ul style="list-style-type: none"> <li>• Accidents with vehicles and machinery</li> <li>• Entanglement or getting dragged into machinery</li> <li>• Hearing loss</li> <li>• Injuries from animals</li> </ul>
Application of fertilizers and spraying of chemicals	<ul style="list-style-type: none"> <li>• Exposure to pesticides and other toxic chemicals</li> </ul>	<ul style="list-style-type: none"> <li>• Acute pesticide poisoning</li> <li>• Chronic effects of pesticide exposure (e.g. cancer, neurological damage, respiratory diseases)</li> </ul>
Weeding, harvesting and processing of collected crops	<ul style="list-style-type: none"> <li>• Use of sharp tools (machetes, knives, scythes, sickles)</li> <li>• Exposure to skin irritants contained in crops</li> <li>• Exposure to high levels of organic dust from fields</li> <li>• Contamination from pesticide spray drift, from not observing pesticide re-entry intervals, or from contact with contaminated soil and water</li> </ul>	<ul style="list-style-type: none"> <li>• Injuries from sharp tools</li> <li>• Skin problems (e.g. allergies, rashes or blistering)</li> <li>• Allergic respiratory diseases</li> <li>• Pesticide poisoning</li> </ul>
Outdoor crop activities (e.g. planting of seedlings)	<ul style="list-style-type: none"> <li>• Exposure to extreme weather and solar radiation</li> <li>• Lack of drinking water</li> <li>• Exposure to wild animals and insects (especially without appropriate protective clothing, footwear and shelter)</li> <li>• Attacks from dangerous wild animals and insects</li> </ul>	<ul style="list-style-type: none"> <li>• Frostbite, sunstroke and other thermal stresses</li> <li>• Skin cancer</li> <li>• Dehydration</li> <li>• Respiratory infections in cold and wet working conditions</li> <li>• Diseases from drinking stagnant or polluted water</li> <li>• Diseases transmitted through insects and wild animals</li> <li>• Cuts, bruises, puncture wounds from thorns</li> </ul>
Loading and carrying produce and water	<ul style="list-style-type: none"> <li>• Handling of heavy loads</li> <li>• Extended awkward postures</li> <li>• Repeated movements</li> </ul>	<ul style="list-style-type: none"> <li>• Musculoskeletal injuries and disorders</li> <li>• Blistered hands and feet</li> <li>• Aches, pains, sprains, strains</li> </ul>

39 FAO 2010c, IPEC 2011.

## II.2 CHILD LABOUR IN LIVESTOCK

**TABLE 24: Tasks, hazards and health risks of children in livestock<sup>40</sup>**

Tasks	Hazards	Health risks
All activities involving handling or being near livestock	<ul style="list-style-type: none"> <li>Exposure to biological hazards through direct contact with the animal, with substances derived from it or with contaminated environments</li> </ul>	<ul style="list-style-type: none"> <li>Numerous zoonotic or parasitic infections and diseases</li> </ul>
All activities involving direct contact with large animals	<ul style="list-style-type: none"> <li>Large or dangerous animals</li> </ul>	<ul style="list-style-type: none"> <li>Being bitten, jostled, butted, gored (by horns), kicked, stamped on or trampled by animals; infection of wounds</li> </ul>
Outdoor livestock activities	<ul style="list-style-type: none"> <li>Exposure to extreme weather and solar radiation</li> <li>Lack of drinking water</li> <li>Exposure to wild animals and insects (especially without appropriate protective clothing, footwear and shelter)</li> </ul>	<ul style="list-style-type: none"> <li>Frostbite, sunstroke and other thermal stresses</li> <li>Skin cancer</li> <li>Dehydration</li> <li>Respiratory infections in cold and wet working conditions</li> <li>Diseases from drinking stagnant or polluted water</li> <li>Bites, stings and diseases from wild animals and insects</li> <li>Cuts, bruises, puncture wounds from thorns; infection of wounds</li> </ul>
Having the responsibility for herding	<ul style="list-style-type: none"> <li>Exposure – or fear of exposure – to punishment or beatings for animal loss or crop destruction by animals</li> <li>Excessive feeling of responsibility for (family) capital</li> </ul>	<ul style="list-style-type: none"> <li>Injuries related to physical abuse from employers</li> <li>Psychosocial stress or trauma</li> </ul>
Herding away from home	<ul style="list-style-type: none"> <li>Poor diet and inadequate food intake</li> <li>Long periods of isolation</li> <li>Fatigue or drowsiness</li> <li>Long hours or many days spent working away from home</li> </ul>	<ul style="list-style-type: none"> <li>Malnutrition</li> <li>Stunted growth</li> <li>Psychosocial stress from working in isolation</li> <li>Poor judgement in performing duties, potentially leading to dangerous decisions</li> </ul>
Herding on horseback	<ul style="list-style-type: none"> <li>Exposure to horse-related accidents and diseases</li> </ul>	<ul style="list-style-type: none"> <li>Injuries related to handling horses (bites, kicks) and riding (falls)</li> <li>Diseases transmitted through bites; infection of wounds</li> <li>Horse-related diseases or parasites</li> </ul>
Slaughtering or slaughterhouse activities	<ul style="list-style-type: none"> <li>Use of sharp objects, dangerous tools or machinery</li> <li>Forceful repetitive movements</li> <li>Exposure to carcasses</li> </ul>	<ul style="list-style-type: none"> <li>Injuries from slaughtering tools or machinery</li> <li>Cuts, infection of wounds</li> <li>Stress injuries</li> <li>Skin disorders</li> <li>Zoonotic and fungal infections</li> </ul>
Loading and carrying water, collecting fodder and manure (and other similar activities)	<ul style="list-style-type: none"> <li>Use of sharp objects, dangerous tools or machinery</li> <li>Carrying heavy loads</li> <li>Extended awkward postures</li> <li>Repeated movements</li> </ul>	<ul style="list-style-type: none"> <li>Musculoskeletal injuries and disorders (e.g. joint and bone deformities)</li> <li>Injuries and wounds</li> <li>Blistered hands and feet</li> <li>Aches, pains, sprains, strains and swelling</li> </ul>

40 FAO 2013: 41, IPEC 2011, ILO 2012c.

Tasks	Hazards	Health risks
washing animals, fetching water (and other activities related to water)	<ul style="list-style-type: none"> <li>• Exposure to contaminated water</li> <li>• Drinking stagnant or polluted water</li> </ul>	<ul style="list-style-type: none"> <li>• Zoonotic parasitic diseases</li> </ul>
Handling chemicals used for livestock treatment of internal and external parasites	<ul style="list-style-type: none"> <li>• Exposure to toxic chemicals</li> </ul>	<ul style="list-style-type: none"> <li>• Rashes and other skin disorders</li> <li>• Allergic reactions</li> <li>• Breathing difficulties</li> <li>• Eye irritation</li> <li>• Chemical poisoning</li> <li>• Liver damage</li> <li>• Nerve and neurological disorders</li> <li>• Cancers</li> <li>• Reproductive health disorders</li> </ul>
All livestock activities	<ul style="list-style-type: none"> <li>• Poor sanitation and hygiene</li> </ul>	<ul style="list-style-type: none"> <li>• Infectious diseases</li> <li>• Dermatitis</li> <li>• Urinary tract infections</li> <li>• Respiratory diseases</li> <li>• Eye disease</li> <li>• Spread of parasites</li> </ul>

## II.3 CHILD LABOUR IN FISHERIES AND AQUACULTURE

**TABLE 25: Tasks, hazards and health risks of children in fisheries and aquaculture<sup>41</sup>**

Tasks	Hazards	Health risks
Sorting, unloading and transportation of catches	<ul style="list-style-type: none"> <li>• Carrying of heavy loads</li> <li>• Use of large machines with moving parts</li> <li>• Exposure to loud noises</li> </ul>	<ul style="list-style-type: none"> <li>• Joint and bone deformities</li> <li>• Blistered hands and feet</li> <li>• Lacerations</li> <li>• Back and muscle injuries</li> <li>• Amputation of fingers, toes and limbs</li> <li>• Hearing loss</li> </ul>
Preparation of food on fishing vessels	<ul style="list-style-type: none"> <li>• Use of sharp blades</li> <li>• Use of or working in vicinity of stoves in poor repair</li> </ul>	<ul style="list-style-type: none"> <li>• Cuts</li> <li>• Burns</li> </ul>
Diving for certain aquatic species, or to free snagged nets or scare fish into nets	<ul style="list-style-type: none"> <li>• Diving in deep water</li> <li>• Working in polluted water</li> <li>• Working in vicinity of dangerous fish</li> <li>• Exposure to boat propellers</li> <li>• Entanglement in fishing nets</li> </ul>	<ul style="list-style-type: none"> <li>• Death by drowning</li> <li>• Hypoxia</li> <li>• Decompression disease</li> <li>• Dizziness</li> <li>• Emphysema</li> <li>• Bites or stings from fish</li> <li>• Hearing loss from ear infections or rapid pressure change</li> </ul>
Active fishing; hauling fish onto boat	<ul style="list-style-type: none"> <li>• Carrying and hauling of heavy loads</li> <li>• Use of sharp objects</li> </ul>	<ul style="list-style-type: none"> <li>• Blistered hands and feet</li> <li>• Lacerations</li> <li>• Back and muscle injuries</li> <li>• Fish poisoning</li> </ul>
Going out to sea	<ul style="list-style-type: none"> <li>• Lack of appropriate fishing ports, boat shelters and anchorages</li> </ul>	<ul style="list-style-type: none"> <li>• Death or broken bones from surf crossing</li> </ul>
Dangerous fishing operations	<ul style="list-style-type: none"> <li>• Trawling vessel gear snagging on a fastener (due to obstacles on sea bed)</li> <li>• Small seiners capsizing under the downward pressure of a large catch of fish “sinking” during the last stage of net hauling</li> <li>• Entanglement in nets</li> <li>• Ropes running out while setting the gear</li> <li>• Attacks by marine animals</li> </ul>	<ul style="list-style-type: none"> <li>• Death due to capsizing of vessels</li> <li>• Being swept overboard</li> <li>• Stings, bites, tail kicks</li> </ul>
Working on boats and in water	<ul style="list-style-type: none"> <li>• Working in crowded conditions</li> <li>• Working in deep, cold or polluted water</li> <li>• Slippery walkways</li> <li>• Fumes and odours</li> <li>• Use of loud equipment</li> <li>• Lack of drinking water</li> <li>• Working long hours and at night</li> <li>• Bad weather conditions, poor weather warning systems and lack of radio communication</li> <li>• Working on unsuitable boats</li> <li>• Sudden gales, major storms and heavy fog causing boat accidents</li> <li>• Capsizing, grounding, becoming lost, collisions</li> <li>• Physical or emotional abuse</li> </ul>	<ul style="list-style-type: none"> <li>• Death by drowning</li> <li>• Hypothermia</li> <li>• Nausea</li> <li>• Claustrophobia</li> <li>• Parasitic infections (e.g. bilharzias, guinea worm)</li> <li>• Broken bones and head injuries</li> <li>• Exhaustion</li> <li>• Hunger</li> <li>• Dehydration</li> </ul>

<sup>41</sup> ILO 2012a, FAO–ILO 2011, FAO–ILO 2013: 28–29.

Tasks	Hazards	Health risks
Long periods at sea on boats or fishing platforms	<ul style="list-style-type: none"> <li>• Sexual abuse, intimidation, exposure to and pressure or enticement to engage in adult behaviour</li> </ul>	<ul style="list-style-type: none"> <li>• Sexually transmitted diseases and HIV/AIDS</li> <li>• Alcoholism, drug use and smoking-related diseases</li> </ul>
Behavioural responses to fisheries management	<ul style="list-style-type: none"> <li>• Risk-taking (in the case of spatial-temporal limits on fishing time or area, fishers may venture further offshore)</li> <li>• Becoming lost</li> </ul>	<ul style="list-style-type: none"> <li>• Death by drowning</li> <li>• Physical exhaustion</li> </ul>
Cleaning, processing, smoking and selling fish	<ul style="list-style-type: none"> <li>• Use of sharp tools</li> <li>• Exposure to smoke and chemicals</li> <li>• Working long hours standing or bending</li> </ul>	<ul style="list-style-type: none"> <li>• Blistered hands and feet</li> <li>• Lacerations</li> <li>• Backache and other musculoskeletal strains and disorders</li> <li>• Exhaustion</li> </ul>
Repairing nets, vessels	<ul style="list-style-type: none"> <li>• Use of sharp or heavy tools</li> </ul>	<ul style="list-style-type: none"> <li>• Blistered hands and feet</li> <li>• Lacerations</li> </ul>
Tending aquaculture farms	<ul style="list-style-type: none"> <li>• Exposure to fish and mosquitoes</li> </ul>	<ul style="list-style-type: none"> <li>• Injury from falls</li> <li>• Death by drowning</li> <li>• Malaria, dengue</li> <li>• Pesticide poisoning</li> </ul>

## II.4 CHILD LABOUR IN FORESTRY

**TABLE 26: Tasks, hazards and health risks of children in forestry<sup>42</sup>**

Tasks	Hazards	Health risks
Climbing trees to harvest fruits	<ul style="list-style-type: none"> <li>• Working at dangerous heights</li> <li>• Falls from ladders and trees</li> </ul>	<ul style="list-style-type: none"> <li>• Fatal or non-fatal injuries (e.g. broken bones, skull fractures and head injuries)</li> </ul>
Collecting honey from beehives	<ul style="list-style-type: none"> <li>• Attacks by bees</li> </ul>	<ul style="list-style-type: none"> <li>• Stings</li> </ul>
Planting and logging	<ul style="list-style-type: none"> <li>• Use of sharp tools</li> <li>• Exposure to dangerous machinery</li> <li>• Carrying heavy loads</li> <li>• Repetitive movements</li> </ul>	<ul style="list-style-type: none"> <li>• Injuries from sharp tools and machinery (e.g. cuts, wounds, amputation)</li> <li>• Musculoskeletal disorders</li> </ul>
Working outdoors	<ul style="list-style-type: none"> <li>• Exposure to extreme weather, solar radiation</li> <li>• Lack of drinking water</li> <li>• Exposure to wild animals and insects (especially without appropriate protective clothing, footwear and shelter)</li> </ul>	<ul style="list-style-type: none"> <li>• Frostbite, sunstroke and other thermal stresses</li> <li>• Skin cancer</li> <li>• Dehydration</li> <li>• Respiratory infections in cold and wet working conditions</li> <li>• Diseases from drinking stagnant or polluted water</li> <li>• Bites, stings</li> <li>• Attacks by dangerous wild animals and insects</li> <li>• Diseases transmitted through insect bites and wild animal attacks</li> <li>• Cuts, bruises, puncture wounds from thorns; infection of wounds</li> <li>• Infectious diseases (e.g. malaria, dengue fever)</li> </ul>

42 ILO 2005, ILO 2012b.



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## FURTHER LINKS

Child labour in agriculture. FAO’s theme page: <http://www.fao.org/childlabouragriculture>

National Child Labour Surveys and other reports: <http://www.ilo.org/ipecc/ChildlabourstatisticsSIMPOC/Questionnairesurveysandreports/lang--en/index.htm>

Further information on FAO activities: <http://www.fao.org/childlabouragriculture/en/>

The International Partnership for Cooperation on Child Labour in Agriculture is a cooperation between FAO, ILO, IFAD, IFPRI and IUF and offers specific information on the agricultural sector: <http://www.childlabourinagriculture.org/>

Country reports can be found at the ILO, UNICEF, World Bank research cooperation on “Understanding Child Labour”: <http://www.ucw-project.org>

# MORE RESOURCES ON PREVENTING AND REDUCING CHILD LABOUR IN AGRICULTURE

## FAO-ILO E-learning course: 'End Child Labour in Agriculture'

[www.fao.org/elearning/end-child-labour-in-agriculture](http://www.fao.org/elearning/end-child-labour-in-agriculture)



The course is designed to raise awareness and build knowledge among agricultural stakeholders about the importance of addressing child labour in agriculture, including livestock, forestry, fisheries and aquaculture. It aims to build specific skills, depending on work-related responsibilities and tasks and/or interests, by providing concrete ideas and guidance that can be applied in real life agricultural policy and programming situations.

The course will be relevant for many learners, but is specifically relevant for:

- Agricultural policy-makers and advisors
- Agricultural programme designers and implementers
- Agricultural researchers
- Agricultural statisticians

The course includes the following units:

Unit 1 *Introduction to child labour in agriculture*

Unit 2 *Identifying and coordinating stakeholders*

Unit 3 *Assessing and generating data to inform policies and programmes*

Unit 4 *Incorporating child labour into national policies*

Unit 5 *Addressing child labour in agricultural programmes*

Unit 6 *Monitoring and evaluating the impact of agricultural initiatives on child labour*

Unit 7 *Developing capacity and advocacy to address child labour in agriculture*

Unit 8 *Supplementary lessons on pesticides, business and youth employment*



## Junior Farmer Field and Life Schools (Facilitator's Guide): Module on Child Labour Prevention

[www.fao.org/docrep/013/i1897e/i1897e.pdf](http://www.fao.org/docrep/013/i1897e/i1897e.pdf)



**Guidance on addressing child labour in fisheries and aquaculture**

[www.fao.org/docrep/018/i3318e/i3318e.pdf](http://www.fao.org/docrep/018/i3318e/i3318e.pdf)



**Visual Facilitator's Guide: Protect Children from Pesticides!**

[www.fao.org/3/a-i3527e.pdf](http://www.fao.org/3/a-i3527e.pdf)



**Children's work in the livestock sector**

[www.fao.org/docrep/018/i2971e/i2971e.pdf](http://www.fao.org/docrep/018/i2971e/i2971e.pdf)



**Decent rural employment for food security: A case for action**

[www.fao.org/docrep/015/i2750e/i2750e00.pdf](http://www.fao.org/docrep/015/i2750e/i2750e00.pdf)



**Passport to mainstreaming gender in water programmes: Key questions for interventions in the agricultural sector**

[www.fao.org/docrep/017/i3173e/i3173e.pdf](http://www.fao.org/docrep/017/i3173e/i3173e.pdf)

**FAO's website on child labour in agriculture**

[www.fao.org/childlabouragriculture/en](http://www.fao.org/childlabouragriculture/en)

**Knowledge Hub of the International Partnership for Cooperation on Child Labour in Agriculture**

[www.childlabourinagriculture.org](http://www.childlabourinagriculture.org)





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