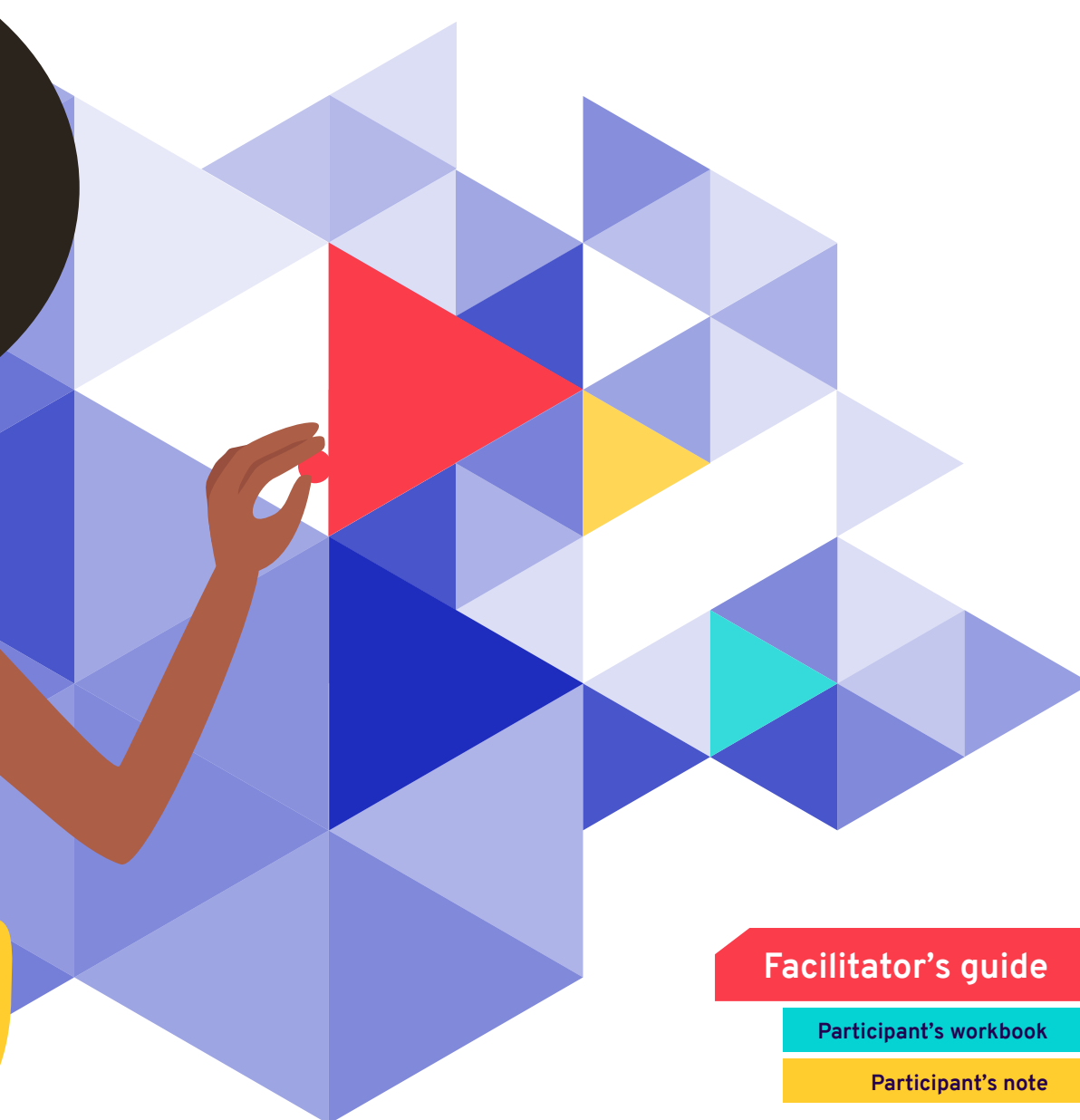




International  
Labour  
Organization

► **Child labour due diligence  
training package for the tea and  
coffee supply chains in Uganda**



**Facilitator's guide**

Participant's workbook

Participant's note



- ▶ **Child labour due diligence training package for the tea and coffee supply chains in Uganda**

© International Labour Organization 2024  
First published 2024



Attribution 4.0 International (CC BY 4.0)

This work is licensed under the Creative Commons Attribution 4.0 International. To view a copy of this licence, please visit <https://creativecommons.org/licenses/by/4.0/>. The user is allowed to reuse, share (copy and redistribute), adapt (remix, transform and build upon the original work) as detailed in the licence. The user must clearly credit the ILO as the source of the material and indicate if changes were made to the original content. Use of the emblem, name and logo of the ILO is not permitted in connection with translations, adaptations or other derivative works.

**Attribution** – The user must indicate if changes were made and must cite the work as follows: *ILO, Child labour due diligence training package for the tea and coffee supply chains in Uganda: Facilitator's guide, Geneva: International Labour Office, 2024. © ILO.*

**Translations** – In case of a translation of this work, the following disclaimer must be added along with the attribution: *This is a translation of a copyrighted work of the International Labour Organization (ILO). This translation has not been prepared, reviewed or endorsed by the ILO and should not be considered an official ILO translation. The ILO disclaims all responsibility for its content and accuracy. Responsibility rests solely with the author(s) of the translation.*

**Adaptations** – In case of an adaptation of this work, the following disclaimer must be added along with the attribution: *This is an adaptation of a copyrighted work of the International Labour Organization (ILO). This adaptation has not been prepared, reviewed or endorsed by the ILO and should not be considered an official ILO adaptation. The ILO disclaims all responsibility for its content and accuracy. Responsibility rests solely with the author(s) of the adaptation.*

**Third-party materials** – This Creative Commons licence does not apply to non-ILO copyright materials included in this publication. If the material is attributed to a third party, the user of such material is solely responsible for clearing the rights with the rights holder and for any claims of infringement.

Any dispute arising under this licence that cannot be settled amicably shall be referred to arbitration in accordance with the Arbitration Rules of the United Nations Commission on International Trade Law (UNCITRAL). The parties shall be bound by any arbitration award rendered as a result of such arbitration as the final adjudication of such a dispute.

Queries on rights and licensing should be addressed to the ILO Publishing Unit (Rights and Licensing) at [rights@ilo.org](mailto:rights@ilo.org). Information on ILO publications and digital products can be found at: [www.ilo.org/publns](http://www.ilo.org/publns).

---

ISBN: 978-92-2-040811-7 (print); 978-92-2-040812-4 (web PDF)

---

The designations employed in ILO publications and databases, which are in conformity with United Nations practice, and the presentation of material therein do not imply the expression of any opinion whatsoever on the part of the ILO concerning the legal status of any country, area or territory or of its authorities, or concerning the delimitation of its frontiers or boundaries.

The opinions and views expressed in this publication are those of the author(s) and do not necessarily reflect the opinions, views or policies of the ILO.

Reference to names of firms and commercial products and processes does not imply their endorsement by the ILO, and any failure to mention a particular firm, commercial product or process is not a sign of disapproval.

---

Printed in Uganda

# Contents

---

<b>Acknowledgements</b> . . . . .	<b>vii</b>
<b>Acronyms and abbreviations</b> . . . . .	<b>viii</b>
<b>Introduction</b> . . . . .	<b>1</b>
<b>Training package content</b> . . . . .	<b>3</b>
<b>The learning experience</b> . . . . .	<b>4</b>
<b>Overview of the course</b> . . . . .	<b>10</b>

## Training package

<b>Welcome and introductions</b>	<b>23</b>
1. Activity   Welcome . . . . .	24
2. Activity   Introductions . . . . .	25
<b>Why attend a course on child labour?</b>	<b>27</b>
3. Activity   Do businesses need to think about child labour issues? . . . . .	28
4. Activity   Who in the supply chain needs to be concerned about child labour? . . . . .	30
5. Activity   But isn't it the role of the State or NGOs to address child labour? . . . . .	33
6. Activity   What do stakeholders expect from business? . . . . .	36
7. Activity   Where do these expectations arise? . . . . .	38
8. Activity   Why should companies engage? . . . . .	41
9. Activity   What do companies need to do? . . . . .	44
<b>Understanding child labour</b>	<b>47</b>
10. Activity   Who are children? . . . . .	48
11. Activity   What is child labour? . . . . .	50
12. Activity   What work can be done at what age? . . . . .	53

13. Activity   What is hazardous work? . . . . .	56
14. Activity   Are these examples of child labour? . . . . .	59
15. Activity   Do many children work? . . . . .	64
16. Activity   How is child labour perceived in the community? . . . . .	66
17. Activity   Why do children work? . . . . .	69
18. Activity   Which ILO standards prohibit child labour? . . . . .	73
19. Activity   What does the national legislation say? . . . . .	74

**What should business do? 77**

20. Activity   What are companies already doing? . . . . .	78
21. Activity   Should there be someone responsible in the company for child labour issues? . . . . .	80

**Step 1:  
Develop a policy 81**

22. Activity   What is a policy statement? . . . . .	82
23. Activity   What elements should be included in the company policy statement? . . . . .	85
24. Activity   Who should be involved in the process of drafting the policy statement? . . . . .	88
25. Activity   How should the policy statement be drafted? . . . . .	90
26. Activity   Should the policy statement be disseminated? . . . . .	92

**Step 2:  
Assess the impact of child labour 95**

27. Activity   What needs to be assessed? . . . . .	96
28. Activity   How can an impact assessment be done? . . . . .	99
29. Activity   What challenges can arise when carrying out the assessment? . . . . .	104

**Step 3:  
Take action 107**

30. Activity   What four principles can guide a company's actions? . . . . .	108
31. Activity   What immediate actions can be taken? . . . . .	110
32. Activity   What activities can children perform in the sector? . . . . .	114
33. Activity   If children work, what conditions must be ensured? . . . . .	116
34. Activity   What other actions can be taken to support the supply chain in reducing or eliminating child labour? . . . . .	119

35. Activity   What can be done to engage smallholders? . . . . .	122
36. Activity   What can be done to engage smallholders? . . . . .	123
37. Activity   Activity: Can companies operate without child labour?. . . . .	127

**Step 4:  
Track performance** **129**

38. Activity   What needs to be tracked?. . . . .	130
39. Activity   How can a company know if its suppliers are employing children in their operations? . .	132
40. Activity   Are there other means of ensuring that suppliers are not engaging children in their operations?. . . . .	135
41. Activity   What should be done with new suppliers? . . . . .	137
42. Activity   What should be done with suppliers who are not willing to improve?. . . . .	139

**Step 5:  
Communicate** **141**

43. Activity   Why should others be told what the company is doing?. . . . .	142
44. Activity   Who should be told what?. . . . .	144
45. Activity   How should communication take place? . . . . .	146
46. Activity   What channels can be used? . . . . .	148

**Step 6:  
Stakeholder engagement** **151**

47. Activity   What can other stakeholders do for the company? . . . . .	152
48. Activity   Whom can the company work with? . . . . .	154
49. Activity   What criteria can be used to select stakeholders to engage with? . . . . .	156
50. Activity   What can different stakeholders do to support the company's due diligence efforts?. . .	158

**Step 7:  
Remedy and grievance mechanisms** **161**

51. Activity   What procedures need to be set up to remedy non-compliance? . . . . .	162
52. Activity   And if it is happening, what should be done? . . . . .	168
53. Activity   What stakeholders can be involved in child labour remediation? . . . . .	169
54. Activity   What grievance mechanisms need to be set up? . . . . .	170

**Retrospective** **173**

55. Activity | Creating an action plan. . . . . 174

56. Activity | What has been learned? . . . . . 176

**Closure** **179**

57. Activity | Evaluations . . . . . 180

58. Activity | Farewell . . . . . 180

**Annexes** . . . . . **181**

Annex 1: Key learning points. . . . . 182

Annex 2: Extracts from ILO Conventions Nos. 138 and 182 . . . . . 192

**Further reading** . . . . . **197**



## ► Acknowledgements

---

This training package is the result of close collaboration between the ILO and the Federation of Uganda Employers (FUE). It was developed by Helena Perez and Miranda Hochman (Improving Work Life) for the ILO and coordinated by Silvia Possenti (ILO FUNDAMENTALS).

Special thanks go to Douglas Opio (FUE) and Harriet Auma (FUE) for offering their perspectives and predisposition to address such a sensitive issue. Also to ILO colleagues: Jackie Banya (ILO Uganda), Gary Rynhard (ILO Bangkok, formerly ILO Pretoria), Minoru Ogasawara (ILO Abidjan), and other colleagues from the ILO Uganda Office who contributed to this guide. Special thanks also to David Tajgman, consultant, for his contributions.

The publication process was led by Liliana Castillo Rubio (ILO FUNDAMENTALS), while the design was created by Manuela Flamini of Retro Consulting Group (ILO consultant).

Funding for this ILO publication was provided by the Ministry of Foreign Affairs of the Netherlands, under the cooperative agreement RAF/18/08/NLD of the project "Accelerating action for the elimination of child labour in supply chains in Africa" (ACCEL Africa project). This publication does not necessarily reflect the views or policies of the Ministry of Foreign Affairs of the Netherlands, nor does mention of trade names, commercial products, or organizations imply endorsement by the Government of the Netherlands.

## ► Acronyms and abbreviations

---

<b>CSDDD</b>	EU Corporate Sustainability Due Diligence Directive
<b>CSG</b>	Corporate social governance
<b>ESG</b>	Environmental, social and governance (issues)
<b>ETI</b>	Ethical Trading Initiative
<b>EU</b>	European Union
<b>FAO</b>	Food and Agriculture Organization of the United Nations
<b>FLA</b>	Fair Labor Association
<b>FKE</b>	Federation of Kenya Employers
<b>FUE</b>	Federation of Uganda Employers
<b>ILO</b>	International Labour Office/Organization
<b>IOE</b>	International Organisation of Employers
<b>PPE</b>	Personal protective equipment
<b>SDGs</b>	Sustainable Development Goals
<b>SMEs</b>	Small and medium-sized enterprises
<b>UBOS</b>	Uganda Bureau of Statistics
<b>UNGA</b>	United Nations General Assembly
<b>UNGC</b>	United Nations Global Compact
<b>UNGP</b>	United Nations Guiding Principles on Business and Human Rights
<b>UNICEF</b>	United Nations Children's Fund

## ► Introduction

---

### Background

The latest ILO global estimates<sup>1</sup> show that child labour remains a relevant and urgent issue, as 160 million children – 63 million girls and 97 million boys – still work, in all regions and in all sectors. Target 8.7 of the Sustainable Development Goals (SDGs) specifically calls for an acceleration of actions to eliminate child labour.

The global partnership Alliance 8.7 brings together actors from all levels to collaborate, develop strategies, share knowledge and accelerate progress to achieve this goal by 2030. The efforts of many actors to improve governance of the global supply chains demonstrate their clear commitment to contribute to the achievement of Target 8.7 – as reflected by the achievement of the universal ratification of the ILO Worst Forms of Child Labour, Convention, 1999 (No. 182) in August 2020.

To mark the importance of revitalized global partnership to ensure the implementation of the 2030 Agenda for Sustainable Development, with a specific focus on accelerating the pace of progress to eliminate child labour by 2025, the United Nations General Assembly (UNGA) unanimously adopted a resolution declaring 2021 as the *International Year for the Elimination of Child Labour*. Efforts in this direction acquire particular relevance in the light of the COVID-19 pandemic which has been threatening household incomes and access to education for many children and families around the world, exposing the risk of reversing years of progress in the elimination of child labour.

In 2022, the Fifth Global Conference on the Elimination of Child Labour was organized in Durban, South Africa. As a result of the conference, the Durban Call to Action for the Elimination of Child Labour was adopted. The Call to Action recognizes

*the responsibility of businesses and their contribution to the elimination of child labour and forced labour by carrying out due diligence in their operations and supply chains and ensuring responsible and sustainable business practices that address the root causes of child labour and forced labour, in line with the Tripartite Declaration of Principles concerning Multinational Enterprises and Social Policy, and the UN Guiding Principles on Business and Human Rights; further acknowledging the role of guidance from the Organisation for Economic Co-operation and Development, including the Guidelines for Multinational Enterprises and Due Diligence Guidance for Responsible Business Conduct.*

The role of enterprises, especially multinational enterprises, is critical in contributing to the fight against child labour. The business environment with its economic and commercial pressures around conditions of tendering, costs, price, speed and delivery time can in fact represent a factor leading towards the use of child labour and other human rights abuses along the global supply chains, through both direct and indirect business relationships. At the same time, global supply chains can be an engine of development by contributing to economic growth, job creation and poverty reduction through the promotion of technology transfer and higher value-added activities that can, in turn, enhance skill development and productivity as well as the transition from the informal to the formal economy.

It is in this context that the ILO has developed this training package to support businesses to implement the ILO-IOE Child Labour Guidance Tool for Business.<sup>2</sup>

---

1 ILO and UNICEF (United Nations Children's Fund), *Child Labour: Global Estimates 2020, Trends and the Road Forward* (Geneva, 2021).

2 ILO and IOE (International Organisation of Employers), *ILO-IOE Child Labour Guidance Tool for Business: How to Do Business with Respect for Children's Right to Be Free from Child Labour* (Geneva, 2015).

## Objectives

OBJECTIVE

1

**Increase business' understanding of child labour** and the negative effects child labour has on their operations.

OBJECTIVE

2

**Improve business understanding of how to implement** the ILO-IOE Child Labour Guidance Tool for Business in line with the United Nations Guiding Principles on Business and Human Rights (UNGPs)<sup>3</sup> and the ILO Tripartite Declaration of Principles concerning Multinational Enterprises and Social Policy (MNE Declaration)<sup>4</sup> as well as the relevant national legislation and regional frameworks such as the EU Corporate Sustainability Due Diligence Directive (CSDDD).<sup>5</sup>

OBJECTIVE

3

**Propose simple practices that companies** can use in order to identify, prevent and mitigate risks and remedy cases of child labour.

## Target audience

The training package targets multinational companies with extended global value chains and their business partners. It is also useful for small and medium-sized enterprises (SMEs) that sit within such value chains and are seeking to strengthen their own efforts against child labour.

All companies at risk of being involved with the impacts of child labour in communities that may be affected by their operations or through their financing or investment decisions are the target of this training package.

---

3 UNHCR (UN Human Rights Office of the High Commissioner), *Guiding Principles on Business and Human Rights: Implementing the United Nations "Protect, Respect and Remedy" Framework* (New York and Geneva, 2011).

4 ILO, *Tripartite Declaration of Principles concerning Multinational Enterprises and Social Policy (MNE Declaration)*, Sixth edition, 2022.

5 European Commission, *EU Corporate Sustainability Due Diligence Directive (CSDDD)* (Brussels, 2024).

## ▶ Training package content

---

The training package is composed of five main documents:

1. **Facilitator's guide:** This document is a self-explanatory document that can be used by any facilitator or trainer to conduct the course following a set of detailed instructions. Before conducting the course, facilitators need to read and prepare the document carefully, as it is their fundamental work tool. Typically, facilitators will print out and bind this material, which will allow them to carry out the activities and follow the objectives.

Two other tools can be used by the facilitator:

- ▶ **Slide presentation:** This is a visual tool which the facilitator can use during the face-to-face sessions. Each activity is presented in two slides: (1) a brief description of the activities' instructions; and (2) a theoretical slide which contains the key learning points that are transmitted through the activity. Participants can also be given a copy of the presentation if they so wish, although all key learning points included in the presentation are already included as an annex to the participants' workbook.
- ▶ **Miro board:** This is a tool for the facilitator (or the training organizers) to conduct the course entirely in an online, synchronous format maintaining its interactive approach. In other words, it is a platform where participants can interact and carry out all activities online, instead of doing it face-to-face. It can also be a very useful tool to train facilitators on how to use the training package.

2. **Participants' workbook:** This document accompanies participants through their learning experience, just like a school textbook. It is advisable to give it to participants at the beginning of the course. If this is not possible, participants can also print it out themselves, or even use it in its MS Word version if they participate in training with a computer.

The workbook fulfils three different functions:

- ▶ **A guide to the class:** This document provides the activities and case studies that are carried out in class. Participants can therefore follow the content and use the spaces given to write answers. In other words, it can be used to answer the questions and record the activities.
- ▶ **A notebook:** Participants are given space where they can take notes on the plenary discussions and on the information provided by the facilitator.
- ▶ **A memory of the course:** Once the course is finished, participants can go back to this document to review everything that was discussed in the training experience. They can thus refresh the information after they return to the workplace and are implementing suggested measures.

3. **Participants' notes:** Like the workbook, this document provides participants with all the content that facilitators may share in class. In many cases, due to time constraints, facilitators cannot share all the ideas that would be important to participants, so aside from the key learning points, participants also have access to additional material when creating due diligence strategies and following each of the steps. This document complements the ILO-IOE Child Labour Guidance Tool for Business.

## ► The learning experience

---

### Learning approach and methodologies used

The main characteristic of this learning experience is its interactive approach. It is composed of activities that require the constant active engagement of all participants. It is not a training session where participants are just passive listeners; rather, they are active learners or, even better, active creators of their learning experience.

The activities consist of a series of very different methodologies: amongst others, individual reflection exercises, small group discussions, identifying advantages or disadvantages of specific areas, case studies, role plays, but also visual and graphic elements such as mind mapping, illustrating, working with grids and mandalas. Through this active engagement, participants are not only able to increase their knowledge but also develop the various skill sets needed to address child labour in their supply chains.

Thus, this training package is not a series of presentations with theory or content that the facilitator simply has to convey, but rather a set of activities through which participants will discover how to best approach child labour issues, based on the ILO-IOE Child Labour Guidance Tool for Business, the UN Guiding Principles, and the ILO MNE Declaration. The facilitator will ensure that the key learning points are understood, not only through explanations but also through participants' discovery during their group discussions and interactions.

### Structure of activities

The 58 activities included in the training package are described using the same sequence:



#### Objectives

**Objectives:** This section outlines the specific objectives that each activity aims to achieve. Activities are not ends in themselves; they are designed to meet these concrete objectives. If facilitators identify alternative methods to achieve these specific goals, modifications to the activity are encouraged. At the same time, the primary objective of all activities should be to share experiences and allow participants to raise concerns, even if the described goals do not explicitly point out an interactive approach. All activities must be viewed with this perspective and overarching objective in mind.



#### Instructions

**Instructions:** This section provides detailed step-by-step instructions to follow. It also includes a list of questions designed to enhance plenary discussions, engaging participants more deeply. These questions encourage participants to raise concerns, share experiences and explore the subject area in greater depth.



#### Key learning points

**Key learning points:** These are the essential pieces of information that participants should take away after completing an activity. Facilitators are advised to explicitly share these key points throughout the activity, preferably on multiple occasions, and reiterate them during wrap-ups or conclusions. Despite the interactive nature of the training, it is crucial to include components of reflection and a summary of the learning points to reinforce the learning objectives.

 <b>Time: 20 minutes</b>	<p><b>Time:</b> Each activity includes an estimated duration, providing a general timing for the overall activity and a breakdown of its various components, such as group work, reporting to plenary, plenary discussion, and wrap-up. This timing should be considered a recommendation. Different groups may require different amounts of time for each activity: some may need extra minutes for activities aimed at raising awareness, while others may need more time to understand examples of actual implementation. Facilitators should consider participants' needs and adjust the timings accordingly. The main indicator for adjusting the time spent on each activity is the participants' understanding of the key learning points, as explained at the end of the overview of the course.</p>
 <b>Tips</b>	<p><b>Tips:</b> This section includes suggestions and recommendations for facilitators, highlighting actions to take and those to avoid, as well as practices to encourage and those to discourage, based on past experiences with these activities. The tips also provide suggestions on how participants might react to specific activities.</p>
 <b>Facilitator's notes</b>	<p><b>Facilitator's notes:</b> This section contains the essential information facilitators need to support participants in their learning experience. It summarizes the core content required to convey the key learning points. Facilitators should use these notes as a reference rather than reading them aloud to participants. Although they do not need to know all the information by heart, familiarity with it will help them to feel confident in addressing questions and guiding participants through the case studies and other activities.</p>
 <b>Materials</b>	<p><b>Materials:</b> This section lists the materials participants will need for the activity. Facilitators should ensure that all necessary materials are available before the training begins. Ideally, these items should be placed on tables at the beginning of the session, except for those the facilitator will use directly.</p>
 <b>Prepare in advance</b>	<p><b>Prepare in advance:</b> This section informs facilitators about any additional elements or materials that need to be prepared before the workshop, such as illustrations, a deck of cards, a table, or print-outs from the guide.</p>

## Facilitator's role

The facilitator will be carrying out four main roles:

- ▶ **Inform:** Provide data and information that expands participants' knowledge.
- ▶ **Train:** Ensure the message is understood through the facilitation of practical individual and group exercises.
- ▶ **Motivate:** Stimulate participants to engage with the activities and build their curiosity and openness to change.
- ▶ **Moderate:** Create and maintain a safe and friendly learning environment where participants feel they can exchange ideas and experiences in a protected atmosphere free from judgement.

Facilitators should ensure that all participants are actively engaging in the activities and exercises. It is normal that natural leaders take more space with their questions, comments and interactions; at the same time, facilitators also need to encourage those individuals with a less public presence to contribute, take part,

ask and answer questions and share their experiences. This can be achieved by soliciting comments from those participants who seem shy or more reserved.

Similar contribution times should be provided for all participants, regardless of age, gender, ability, race and any other possible ground that could lead to bias or unequal participation: it is important to try to give fair opportunities to everyone, and for participants to acknowledge the advantages of working in a diverse group.

Making any type of judgement about participants, their experiences or their contributions should be avoided, so as to ensure that they feel they are not going to be judged either by their opinions or by the challenges they face and share during the training.

Making the training a safe space is key for participants to actively engage and feel they are in a secure, friendly environment. They may also need some kind of motivation to open up and express themselves. For this to happen, it is best to avoid asking compromising questions, especially at the beginning of the sessions. There are many ways of making people feel that they are not “on the spot”, for example by having everyone provide answers, or asking them to provide answers in writing anonymously.

Facilitators also need to pay attention to the amount of time they spend talking. Participants’ interventions should take up at least 70 per cent of the training time, while the facilitator’s contributions should take about 30 per cent. This will ensure that participants consider their contributions are heard and valued, while the facilitator is able to convey the key learning points or other information that has not already come up in the discussions and activities.

Some actions that facilitators also carry out include:

- ▶ Giving clear instructions about the activities so that everyone understands what is expected of them.
- ▶ Providing examples or demonstrations when needed.
- ▶ Encouraging groups to choose representatives to present the group work.
- ▶ Creating a favourable climate and relationship amongst the individuals and the groups.
- ▶ Reformulating and summarizing useful information and the outcomes of the group discussions.
- ▶ Clarifying concepts or answers that have not been clearly understood.
- ▶ Ensuring acceptance of new ideas to eventually obtain commitment to implementing them.

## Conducting the course

### Preparation

The facilitator needs to know some basic information about the participants, so as to be able to adapt or choose what activities to conduct, and to better plan the learning experience.

The most basic information is the participants’ names and roles in their companies, where they work, what part of the supply chain they are in, and what productive sector they work for.

Facilitators should also be aware of participants’ previous experience of child labour issues, for example:

- ▶ Do their companies have a policy on child labour?
- ▶ Have they worked on this issue before?
- ▶ Have they already received training on child labour?

### Adaptation

The above information allows the facilitator to identify which activities, of the 58 proposed here, should be carried out, based on:



- ▶ previous knowledge and experience of the subject area
- ▶ specific needs based on the existing policies and practices in participants' companies
- ▶ roles and responsibilities within their company/organization
- ▶ expected outcomes after the training

Training sessions can be quite different from each other, depending on participants' decision-making power and hierarchy. If they are mostly involved with implementation and not decision-making, the session might be more practical and technical. But if the participants are top management and decision-makers, it is likely that they are not interested in that level of detail, and the presentation will therefore convey policies, links between the business case and compliance, and the benefits of consistent policies and procedures, among others.

Facilitators thus need to be ready to modify their communication style and presentation if they realize that there is too much distance between the content of the presentations and the knowledge and needs of the audience.

### Time frames

The guide provides estimates of the amount of time to be dedicated to each specific session, considering its objectives. These time frames also aim at avoiding participants' fatigue and maintaining their attention throughout the session.

Again, facilitators will have to use their own judgement, considering different factors that may lead them to adapt the time frames, such as:

- ▶ number of participants
- ▶ current knowledge of participants
- ▶ interest in specific issues that may be more relevant to their realities
- ▶ specific difficulties in their understanding
- ▶ anticipation of controversies that can arise with certain issues

Facilitators must always check how the audience is responding, to see if the right pace is being used. They need to be prepared to adapt the pace according to the performance of the participants. It is important to remember that brevity and a clear and concise message is preferable.

Some interventions or "interruptions" from participants may cause the sessions to last longer. This kind of engagement is essential for the training, because a main goal is that participants discuss issues that are important to them. However, the facilitator must moderate the discussion so that it does not lead to other subjects that are truly irrelevant to the session's objectives. Finally, answering all questions as they arise is very important, even if they take more time than expected.

### Venue

The sessions should be conducted in spaces that meet the following requirements:

- ▶ They should be large enough for the expected number of participants to feel comfortable.
- ▶ They should have good lighting, which can be adjusted to be brighter during group work and darker when slides are shown.
- ▶ They should have an adequate temperature and be well ventilated.
- ▶ There should be little noise and no interruptions.

The size of the room will depend on the number of participants.

For the seating arrangement, a "restaurant-style" lay-out is advised: there should be as many tables as working groups, so that each group can sit around a table. Round tables are preferred, so that participants

are able to interact in their working groups and also easily face the front when they need to listen to a presentation, to understand instructions or to view projected slides.

Before the session, facilitators should not assume that the company or hotel/venue staff will know how to prepare the room for the session. Clear instructions will have to be provided in advance, for example by sending a diagram of the preferred lay-out. Facilitators need to check the room and seating arrangement before the event, with enough time for it to be changed if necessary.

### Number of participants and working groups

Ideally the number of participants should be between 16 and 24. This number is large enough for people to have different perspectives and experiences, while at the same time small enough to ensure that everyone has time to be able to interact and engage actively. A larger group is difficult to manage because of the interactivity, and requires a lot of time for group debriefing.

As soon as the training sessions begin, the facilitator should break the participants into working groups. The number of participants in each group will depend on the total number of participants, but ideally 4-5 groups will be created with 4-6 individuals in each one.

Forming the groups at the beginning of the session and maintaining these groups throughout all the sessions will favour team identity and also avoid spending time in constantly creating new groups. Of course, there are some activities where fewer groups are required, or where it is necessary to work in pairs or trios. In these cases, the different groups created will give participants the opportunity to interact with other people.

It is advisable for all the members of a company to be together in a group (in other words, one group per organization or company). This allows them to use the training as part of an implementable action plan once the course is finished. If this is not the goal of the specific training that is being provided, the groups can be organized in a way that provides diversity between sectors, types of companies and roles.

### Materials

Here is a complete list of all materials that facilitators will need. The materials actually used will depend on the specific sections and activities that the facilitator decides to conduct, based on the participants' needs.

In general, facilitators will need the following elements to be able to conduct the training:

computer

projector

projector's remote control

screen

whiteboard or flip chart or blackboard

markers for whiteboard or flip chart or chalk for blackboard

microphone if the room is large

a copy of the Facilitator's guide and a copy of the participants' workbook.

Step 5: Communicate

Step 6: Stakeholder engagement

- Step 7: Remedy and grievance mechanisms
- Retrospective
- Closure

Materials needed for the specific activities include:

- flip chart paper
- markers and pens
- tape
- white or coloured pieces of paper
- sheets of paper
- sticky notes (various colours)
- rope or string
- masking tape
- stickers (circles or other shapes)
- a ball
- Internet connection
- mobile phones or other devices to search online

## ► Overview of the course

---

The training package offers a total of **58 activities** lasting a total of **24 hours and 30 minutes** of training without taking into consideration the breaks needed within the sessions. To be able to conduct all 58 activities, facilitators would have to organize a full five-day training.

The activities are organized in the following sections:

- ▶ Welcome and introduction
- ▶ Why attend a course on child labour?
- ▶ Understanding child labour
- ▶ What should business do?
- ▶ Step 1: Develop a policy
- ▶ Step 2: Assess child labour impact
- ▶ Step 3: Take action
- ▶ Step 4: Track performance
- ▶ Step 5: Communicate
- ▶ Step 6: Stakeholder engagement
- ▶ Step 7: Remedy and grievance mechanisms
- ▶ Retrospective
- ▶ Closure

The table below provides a general overview of the training package, including:

- ▶ suggested total time allocated per section
- ▶ name of activities in each section
- ▶ suggested time per activity
- ▶ key objectives per activity



Time



Activity



Objectives

## Welcome and introductions

**40m** Participants are introduced to the main aspects of the course.

- |            |         |   |
|------------|---------|---|
| <b>20m</b> | Welcome | <ul style="list-style-type: none"> <li>⊙ Welcome participants to the course.</li> <li>⊙ Explain the objectives of the course.</li> <li>⊙ Review the course structure and agenda.</li> <li>⊙ Provide general information about the methodology that will be used.</li> <li>⊙ Understand the basic rules of the training.</li> <li>⊙ Review the material that is shared with them.</li> </ul> |
|------------|---------|---|

- |            |               |  |
|------------|---------------|--|
| <b>20m</b> | Introductions | <ul style="list-style-type: none"> <li>⊙ Learn who the participants in the room are.</li> <li>⊙ Share expectations of the course.</li> <li>⊙ Create a comfortable and safe learning space for participants to interact.</li> </ul> |
|------------|---------------|--|




## Why attend a course on child labour?

**2h 25m** A global process is taking place which urges companies to respect principles of human rights and corporate social responsibility. Brand name companies are requiring suppliers not only to meet quality, time and price standards but also to comply with human rights, social and environmental requirements. Suppliers are expected to conduct their business in compliance with these requirements. Child labour is one of the human rights issues being addressed globally.

- |            |  |  |
|------------|--|--|
| <b>20m</b> | Do businesses need to think about child labour issues? | <ul style="list-style-type: none"> <li>⊙ Understand the new expectations and requirements related to social and environmental standards that companies and supply chains have to follow.</li> <li>⊙ Introduce child labour as one of the important human rights issues to be addressed.</li> </ul> |
|------------|--|--|

- |            |   |   |
|------------|---|---|
| <b>30m</b> | Who in the supply chain needs to be concerned about child labour? | <ul style="list-style-type: none"> <li>⊙ Understand what a supply chain is.</li> <li>⊙ Introduce company responsibilities towards their supply chain: knowing it, understanding it and influencing it to follow national and international standards.</li> <li>⊙ Raise awareness of the variety of supply chains that exist and ways to influence the strategies that will be implemented.</li> <li>⊙ Motivate participants to get to know their supply chain.</li> </ul> |
|------------|---|---|




- |            |   |   |
|------------|---|---|
| <b>10m</b> | But isn't it the role of the State or NGOs to address child labour? | <ul style="list-style-type: none"> <li>⊙ Understand the role of the State in respecting human rights and setting the standards for human rights to be protected throughout its territory.</li> <li>⊙ Discuss the idea that the State is not the only responsible entity for this. Raise awareness of the fact that companies are a central actor when it comes to addressing and eliminating child labour.</li> <li>⊙ Introduce the United Nations Guiding Principles on Business and Human Rights (UNGPs) and their influence on both States and companies.</li> </ul> |
|------------|---|---|

 Time	 Activity	 Objectives
20m	What do stakeholders expect from business?	<ul style="list-style-type: none"> <li>☉ Raise awareness on the variety of stakeholders that are expecting child labour to be addressed by companies.</li> <li>☉ Understand the different ways for these stakeholders to intervene in the process of addressing child labour.</li> </ul>
15m	Where do these expectations arise?	<ul style="list-style-type: none"> <li>☉ Introduce and raise awareness of the various international standards on respecting human rights and that provide tools to protect children from child labour.</li> </ul>
30m	Why should companies engage?	<ul style="list-style-type: none"> <li>☉ Reinforce the idea that companies have to actively engage in addressing and eliminating child labour.</li> <li>☉ Provide both ethical and economic reasons for them to engage.</li> </ul>
20m	What do companies need to do?	<ul style="list-style-type: none"> <li>☉ Define the concept of “due diligence” and the importance of having it in place.</li> <li>☉ Introduce each one of its main elements and the need to put them in practice.</li> <li>☉ List the main steps that companies need to take to effectively engage in eliminating child labour.</li> <li>☉ Share views on what a due diligence system is.</li> </ul>

### *Understanding child labour*




**4h 20m** The definition of child labour is set at the international level by the ILO. It is essential for all employers to know how the national legislation defines child labour because it is against the law for a company to break any of the rules related to minimum age and hazardous work.

20m	Who are children?	<ul style="list-style-type: none"> <li>☉ Define the term “child”.</li> <li>☉ Identify the criteria used to distinguish between adults and children.</li> <li>☉ Recognize that children, because of their age, need certain protection and have rights.</li> <li>☉ Introduce the UN Convention on the Rights of the Child.</li> <li>☉ Share views on the participants’ own concepts of “child”.</li> </ul>
20m	What is child labour?	<ul style="list-style-type: none"> <li>☉ Learn the concept of child labour.</li> <li>☉ Raise awareness of the different elements used to identify a situation of child labour.</li> <li>☉ Share views on the concept of child labour.</li> </ul>
30m	What work can be done at what age?	<ul style="list-style-type: none"> <li>☉ Understand the five criteria – age, type of activity, hours of work, working conditions, and impact on education – used to determine when a child can work.</li> <li>☉ Understand the differences between light work and hazardous work.</li> <li>☉ Practise distinguishing between the different situations based on the participants’ own cases.</li> <li>☉ Share views on the work that can be done and cannot be done.</li> </ul>

 Time	 Activity	 Objectives
<b>20m</b>	What is hazardous work?	<ul style="list-style-type: none"> <li>Define the concept of hazardous work.</li> <li>Share impressions and raise concerns over the concept of hazardous work.</li> </ul>
<b>1h</b>	Are these examples of child labour?	<ul style="list-style-type: none"> <li>Practise analysing whether a particular form of “work” can be called “child labour” or not: (i) the child’s age; (ii) the type of work performed; (iii) the hours of work performed; and (iv) the conditions under which the work is performed (taking into consideration the objectives pursued by your country).</li> <li>Review the concepts of light work and hazardous work</li> <li>Share impressions and raise concerns over the concepts.</li> </ul>
<b>15m</b>	Do many children work?	<ul style="list-style-type: none"> <li>Raise awareness of the fact that there are many children working and that it is urgent to address the issue.</li> </ul>
<b>30m</b>	How is child labour perceived in the community?	<ul style="list-style-type: none"> <li>Understand how children working before the legally permitted age is perceived.</li> <li>Acknowledge the difficulties that can be encountered when trying to address child labour.</li> <li>Explore people’s perception of child labour.</li> </ul>
<b>30m</b>	Why do children work?	<ul style="list-style-type: none"> <li>Recognize causes and push–pull factors from different points of view (children, parents, employers).</li> <li>Explore people’s perception of child labour.</li> </ul>
<b>5m</b>	Which ILO standards prohibit child labour?	<ul style="list-style-type: none"> <li>Provide information on the ILO standards on child labour.</li> <li>Obtain tools to implement the ILO standards at the national level.</li> </ul>
<b>30m</b>	What does the national legislation say?	<ul style="list-style-type: none"> <li>Acknowledge the importance of employers and workers knowing basic legal national requirements on child labour.</li> <li>Learn the legal national requirements of compliance.</li> </ul>

### *What should business do?*

<b>30m</b>	Many companies have in place different actions to prevent child labour practices, in some cases without really recognizing their efforts. All actions to combat child labour are valuable.	
<b>20m</b>	What is already being done?	<ul style="list-style-type: none"> <li>Review the concept of “due diligence” and the importance of having a system in place.</li> <li>Acknowledge and recognize any efforts that the companies are already doing in order to address child labour issues.</li> <li>Share experiences.</li> </ul>
<b>10m</b>	Should there be someone responsible in the company for child labour issues?	<ul style="list-style-type: none"> <li>Acknowledge the importance of having a focal person in the company who is responsible for child labour issues.</li> <li>Discuss who it could be, and what kind of characteristics that person should have.</li> <li>Share experiences.</li> </ul>

 Time	 Activity	 Objectives
<p><i>Step 1: Develop a policy</i></p>		
<p><b>2h 25m</b> The UN Guiding Principles require companies to have a policy statement whereby the company commits to respecting internationally recognized human rights.</p>		
<p><b>15m</b></p>	<p>What is a policy statement?</p>	<ul style="list-style-type: none"> <li>⊙ Introduce the concept of “policy statement”.</li> <li>⊙ Raise awareness of the need to have a company policy statement on child labour.</li> <li>⊙ Explain the benefits of having a policy statement.</li> <li>⊙ Clarify some of the characteristics of the policy statement.</li> </ul>
<p><b>30m</b></p>	<p>What elements should be included in the company policy statement?</p>	<ul style="list-style-type: none"> <li>⊙ Reflect on the first steps to draft the company’s own policy statement.</li> <li>⊙ Learn the basic elements that should always be included in the policy statement.</li> <li>⊙ Understand how international standards and national law should be articulated in the company’s policy statement.</li> <li>⊙ Recognize that there is no one way of drafting a policy statement or a perfect template for it.</li> </ul>
<p><b>10m</b></p>	<p>Who should be involved in the process of drafting the policy statement?</p>	<ul style="list-style-type: none"> <li>⊙ Understand who should take part in the process of drafting the policy statement.</li> <li>⊙ Raise awareness of the need to include different internal stakeholders (from different positions within the company).</li> <li>⊙ Raise awareness of the need to include external stakeholders in the drafting process.</li> </ul>
<p><b>45m</b></p>	<p>How should the policy statement be drafted?</p>	<ul style="list-style-type: none"> <li>⊙ Discuss the language and phrasing that should be used when drafting the policy statement.</li> <li>⊙ Raise awareness of the fact that not everybody uses the same language or understands the same way of communicating. There are special communication needs that have to be met in order to make the policy statement accessible to all.</li> <li>⊙ Learn how to avoid writing in too technical language, by rephrasing difficult terms.</li> <li>⊙ Practise how to draft a possible policy statement on child labour issues.</li> </ul>
<p><b>45m</b></p>	<p>Should the policy statement be disseminated?</p>	<ul style="list-style-type: none"> <li>⊙ Understand the importance of communicating and disseminating the policy statement.</li> <li>⊙ Create an action plan on how the company will communicate its policy once the statement is drafted.</li> </ul>





### Step 2: Assess the impact of child labour




**1h 40m** Companies need to assess the impact of child labour in their facilities and their supply chain.

<b>25m</b>	What needs to be assessed?	<ul style="list-style-type: none"> <li>Introduce the importance of assessing the impact of child labour.</li> <li>Understand the principles of the assessment.</li> <li>Practise using specific tools to design and carry out an assessment.</li> </ul>
<b>45m</b>	How can an impact assessment be done?	<ul style="list-style-type: none"> <li>Introduce general guidelines on carrying out an assessment.</li> <li>Review different formats of assessments.</li> <li>Practise completing assessments.</li> <li>Discuss possible challenges in performing assessments.</li> <li>Share experiences.</li> </ul>
<b>30m</b>	What challenges can arise when carrying out the assessment?	<ul style="list-style-type: none"> <li>Visualize and discuss the many reasons that might lead suppliers not to share information.</li> <li>Learn how to recognize these reasons even when they are unexpressed.</li> <li>Acquire tools to break through these barriers and generate relationships based on trust.</li> </ul>

### Step 3: Take action




**3h 55m** If the company finds that child labour is occurring in its facilities or in its supply chain, it has to take action.

<b>15m</b>	What four principles can guide a company's actions?	<ul style="list-style-type: none"> <li>Identify and discuss principles that should guide due diligence actions.</li> <li>Clarify that companies need to actively work towards assessing, preventing, mitigating and remediating any adverse impact.</li> <li>Acknowledge how planned actions are more effective in due diligence efforts.</li> </ul>
<b>45m</b>	What immediate actions can be taken?	<ul style="list-style-type: none"> <li>Identify the different actions that companies have to take when child labour is found in their facilities or in their supply chain.</li> <li>Introduce the various immediate actions that can be taken as a short-term measure.</li> <li>Understand that long-term measures are essential.</li> </ul>
<b>20m</b>	What activities can children perform in the sector?	<ul style="list-style-type: none"> <li>Identify the specific activities that children above the legal working age and under 18 can carry out without potential harm.</li> <li>Provide alternatives for when children above the legal working age are found doing hazardous work.</li> <li>Explain the concept of light work that children under the legal age of employment can perform.</li> </ul>

 Time	 Activity	 Objectives
<b>30m</b>	If children work, what conditions must be ensured?	<ul style="list-style-type: none"> <li>Explore the minimum requirements applicable to ensure children’s safety and health when they are engaged in work.</li> <li>Discuss the working conditions that must be ensured for children above the legal working age and below 18 years.</li> </ul>
<b>30m</b>	What other actions can be taken to support the supply chain in reducing or eliminating child labour?	<ul style="list-style-type: none"> <li>Promote creativity to think of new actions to address child labour throughout the supply chain.</li> <li>Identify and discuss possible actions that can be taken to prevent and eliminate child labour in the company’s facilities and supply chain.</li> </ul>
<b>15m</b>	What can be done to engage smallholders?	<ul style="list-style-type: none"> <li>Discuss the need to create relationships with stakeholders that are based on trust.</li> <li>Review tools to build this kind of relationship: communication, transparency, etc.</li> </ul>
<b>1h 10m</b>	What is the minimum to be told to suppliers?	<ul style="list-style-type: none"> <li>Clarify the minimum information that suppliers always need to know.</li> <li>Practise communicating with suppliers on child labour issues.</li> </ul>
<b>10m</b>	Can companies operate without child labour?	<ul style="list-style-type: none"> <li>Clarify that business profitability does not depend on child labour.</li> <li>Discuss possible alternatives to the use of child labour in businesses.</li> </ul>

### Step 4: Track performance

<b>1h 50m</b>	Tracking is the process by which the company reviews whether its efforts to address child labour are effective over time.	
<b>20m</b>	What needs to be tracked?	<ul style="list-style-type: none"> <li>Discuss the concept and the need for tracking the process of addressing child labour.</li> <li>Acknowledge the importance of tracking the children instead of the company.</li> <li>Share impressions and views.</li> </ul>
<b>45m</b>	How can a company know if its suppliers are employing children in their operations?	<ul style="list-style-type: none"> <li>Become familiar with the concepts of “auditing” and “monitoring” and their characteristics.</li> <li>Compare the different purposes of auditing and monitoring.</li> <li>Discuss the different types of monitoring that can be implemented.</li> <li>Explore what would be realistic for smallholders and what would be credible for the brand name companies.</li> </ul>
<b>10m</b>	Are there other means of ensuring that suppliers are not engaging children in their operations?	<ul style="list-style-type: none"> <li>Acknowledge the changes that are taking place in the way that companies are monitored.</li> <li>Discuss alternatives for companies to work alongside their suppliers in addressing child labour.</li> <li>Promote creative thinking to come up with other ways of addressing child labour throughout the supply chain.</li> </ul>




 Time	 Activity	 Objectives
<b>20m</b>	What should be done with new suppliers?	<ul style="list-style-type: none"> <li>⦿ Raise awareness on the need to establish business relationships with suppliers that share similar values concerning child labour.</li> <li>⦿ Provide recommendations on what kind of suppliers to look for and how that relationship should be.</li> </ul>
<b>15m</b>	What should be done with suppliers who are not willing to improve?	<ul style="list-style-type: none"> <li>⦿ Discuss the need to explain to suppliers the company's position regarding child labour.</li> <li>⦿ Practise conveying the message to suppliers.</li> <li>⦿ Analyse examples of the types of action the company can take against suppliers who are not willing to improve.</li> <li>⦿ Include clauses on child labour in contracts/economic agreements with suppliers.</li> </ul>

### Step 5: Communicate

<b>1h 20m</b>	Companies are expected to explain to stakeholders how they are putting into practice their commitment to preventing and eliminating child labour.	
<b>15m</b>	Why should others be told what the company is doing?	<ul style="list-style-type: none"> <li>⦿ Explore the different benefits that sharing information on the company's efforts to prevent and eliminate child labour can bring to the company.</li> <li>⦿ Create a sense of team work where several companies work together towards the same goal.</li> <li>⦿ Share experiences.</li> </ul>
<b>20m</b>	Who should be told what?	<ul style="list-style-type: none"> <li>⦿ Identify internal and external stakeholders that are expecting information on efforts against child labour.</li> <li>⦿ Acknowledge companies' current transparency levels with different stakeholders.</li> <li>⦿ Compare different messages that those stakeholders could be expecting.</li> </ul>
<b>25m</b>	How should communication take place?	<ul style="list-style-type: none"> <li>⦿ Review some of the main principles of efficient communication on efforts against child labour.</li> <li>⦿ Examine how different stakeholders might need different approaches.</li> </ul>
<b>20m</b>	What channels can be used ?	<ul style="list-style-type: none"> <li>⦿ Discuss the different channels that can be used in disseminating information and the different formats that can be implemented.</li> </ul>

### Step 6: Stakeholder engagement

<b>1h 20m</b>	Meaningful engagement with stakeholders is an integral part of human rights due diligence.	
<b>15m</b>	What can other stakeholders do for the company?	<ul style="list-style-type: none"> <li>⦿ Value the importance of collaborating with internal and external stakeholders in due diligence efforts to prevent and eliminate child labour.</li> <li>⦿ Explore what meaningful engagement means.</li> <li>⦿ Share views on how engaging with other stakeholders helps the company.</li> </ul>

 Time	 Activity	 Objectives
<b>20m</b>	Whom can the company work with?	<ul style="list-style-type: none"> <li>☉ Explore specific stakeholders that the business could engage with.</li> <li>☉ Identify the general categories of stakeholders and specific groups/individuals within each category.</li> <li>☉ Share experiences.</li> </ul>
<b>20m</b>	What criteria can be used to select stakeholders to engage with?	<ul style="list-style-type: none"> <li>☉ Discuss different criteria that can be used to identify and select stakeholders to engage with.</li> <li>☉ Practise using different evaluation criteria for stakeholders.</li> </ul>
<b>25m</b>	What can different stakeholders do to support the company's due diligence efforts?	<ul style="list-style-type: none"> <li>☉ Analyse different roles that each stakeholder could have in the steps of a due diligence programme/system on child labour issues.</li> </ul>

### Step 7: Remedy and grievance mechanisms

<b>2h 10m</b> Companies are expected to set up remediation processes and grievance procedures that address non-compliance.		
<b>1h</b>	What procedures need to be set up to remedy non-compliance?	<ul style="list-style-type: none"> <li>☉ Introduce the concept of “remediation” and explain the company’s obligation to provide it.</li> <li>☉ Explore some basic ways to provide remediation which can be implemented.</li> <li>☉ Explore remediation alternatives for smaller enterprises.</li> <li>☉ Understand the need to adapt the remediation strategy to the specific context and to the company’s characteristics.</li> </ul>
<b>15m</b>	And if it is happening, what should be done?	<ul style="list-style-type: none"> <li>☉ Reinforce the idea that simply firing children or ending business relationships with suppliers that are involved in child labour is not the best strategy to adopt.</li> <li>☉ Provide tools to explore different alternatives of remediation.</li> </ul>
<b>15m</b>	What stakeholders can be involved in child labour remediation?	<ul style="list-style-type: none"> <li>☉ Explore possible and existing local actors that can be supportive in the remediation process.</li> <li>☉ Provide tools to establish dialogue with those actors.</li> </ul>
<b>40m</b>	What grievance mechanisms need to be set up?	<ul style="list-style-type: none"> <li>☉ Understand the concept of “grievance mechanism”, its characteristics and requirements.</li> <li>☉ Review and discuss the different channels that can be set up to address different target audiences.</li> <li>☉ Understand the need to pay special attention to children’s needs and to create appropriate systems for them to express themselves or through others.</li> <li>☉ Share views and experiences.</li> </ul>

### Retrospective

 Time	 Activity	 Objectives
1h 30m	Companies need to come up with an action plan which takes into consideration the contents of the course.	
1h	Creating an action plan	<ul style="list-style-type: none"> <li>⦿ Create an action plan to continue working towards eliminating child labour.</li> <li>⦿ Define goals, time frames, milestones, obstacles and resources needed.</li> </ul>
30m	What has been learned?	<ul style="list-style-type: none"> <li>⦿ Review the main learning points covered in the course.</li> <li>⦿ Answer any pending questions.</li> <li>⦿ Clarify grey areas.</li> <li>⦿ Share impressions and share views on the contents of the course.</li> </ul>
<i>Closure</i>		
15m	Evaluations	<ul style="list-style-type: none"> <li>⦿ Participants fill in evaluation forms to measure their level of satisfaction with the course.</li> </ul>
10m	Farewell	<ul style="list-style-type: none"> <li>⦿ Formal farewell.</li> <li>⦿ Issuing of certificates.</li> </ul>

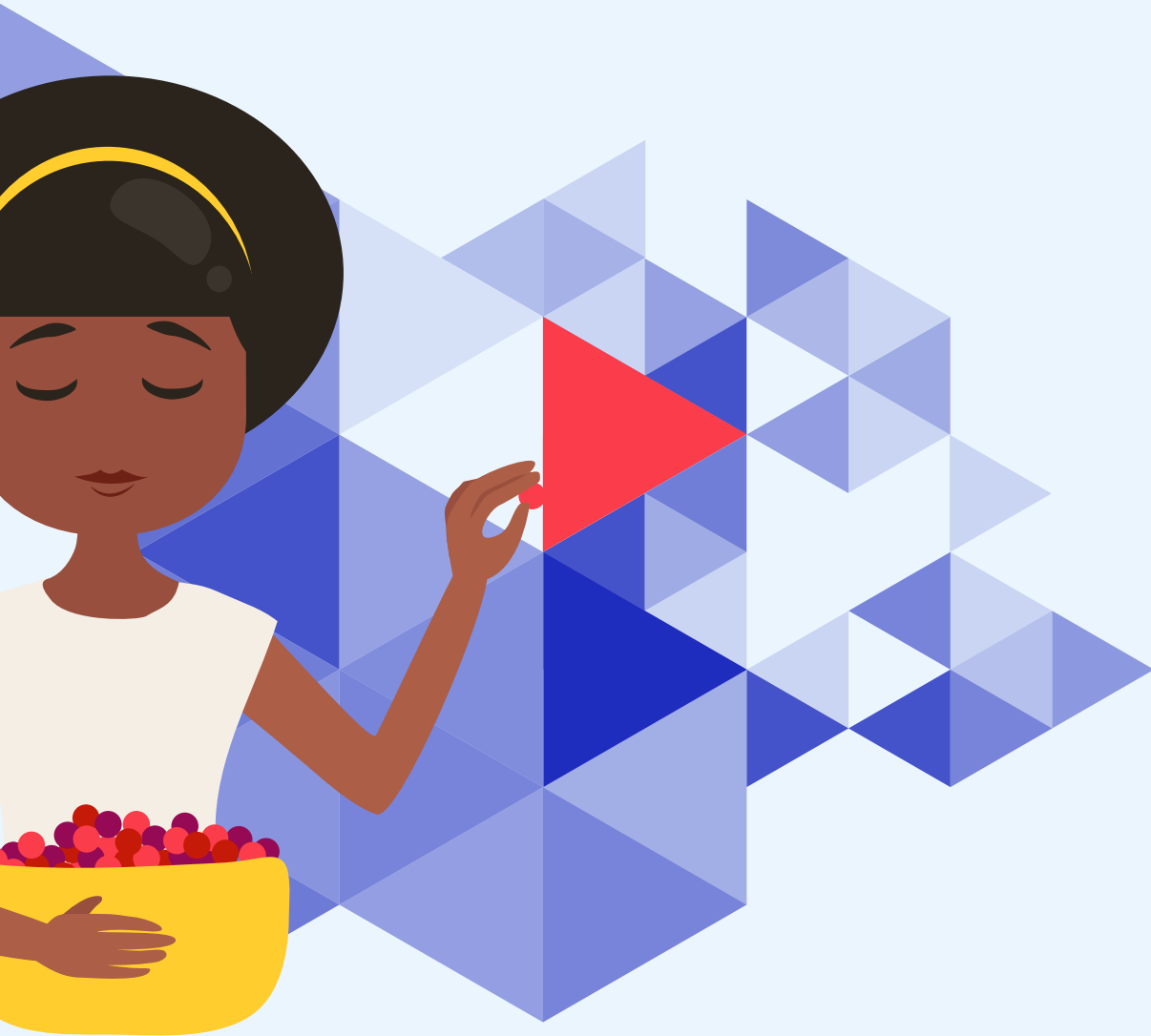
**Total length: 24h 30m**

## Different learning tracks

This guide suggests a flexible methodology that allows the facilitator to choose those sessions or activities that they want to develop, and to leave others for another time or for a more appropriate audience.

It is possible that the group's level of knowledge will be above or below the required skills to take the most advantage of the activities, as they are presented in the guide. The facilitator should always identify these situations and decide to lengthen or shorten the activities as required by the group.

The proposed agenda should be used as an orientation to carry out the sessions. All changes that aim at adapting the training to the specific audience's needs are advisable.



# Training course














# Welcome and introductions

## ▶ 1. Activity | Welcome

 <b>Objectives</b>	<ul style="list-style-type: none"> <li>⊙ Welcome participants to the course.</li> <li>⊙ Explain the objectives of the course.</li> <li>⊙ Review the course structure and agenda.</li> <li>⊙ Provide general information about the methodology that will be used.</li> <li>⊙ Understand the basic rules of the training.</li> <li>⊙ Review the material that is shared with the participants.</li> </ul>
 <b>Instructions</b>	<ol style="list-style-type: none"> <li>1. Arrange with locals.</li> <li>2. Officially welcome participants to the course.</li> <li>3. Explain the general objectives of the course.</li> <li>4. Review the course agenda.</li> <li>5. Provide general information about the methodology that will be used.</li> <li>6. Explain the basic rules of the training.</li> <li>7. Review the material that is shared with them.</li> </ol>
 <b>Key learning points</b>	<ul style="list-style-type: none"> <li>⊙ There are no specific learning points for this activity.</li> </ul>
 <b>Time: 20 minutes</b>	<ul style="list-style-type: none"> <li>⊙ 5 minutes for formal introduction/opening.</li> <li>⊙ 15 minutes for the facilitator's presentation.</li> </ul>
 <b>Tips</b>	<ul style="list-style-type: none"> <li>⊙ Explain that this is not a merely “informative” training, where participants simply have to remember information, but instead, that it is participative and that their active engagement is essential.</li> <li>⊙ Encourage them from the very beginning to actively engage in the training, by participating in the group work and also by sharing experiences, asking questions and raising concerns.</li> </ul>
 <b>Facilitator's notes</b>	<ul style="list-style-type: none"> <li>⊙ No particular notes are needed for this activity.</li> </ul>
 <b>Materials</b>	<ul style="list-style-type: none"> <li>⊙ Flip chart and paper</li> <li>⊙ Markers</li> <li>⊙ Tape</li> </ul>
 <b>Prepare in advance</b>	<ul style="list-style-type: none"> <li>⊙ On a flip chart, write the rules of the training:             <ul style="list-style-type: none"> <li>⊙ Engage</li> <li>⊙ Be present</li> <li>⊙ Talk, listen and write with respect</li> <li>⊙ Ask, interrupt, be in disagreement</li> <li>⊙ Don't hold back</li> <li>⊙ Trust the process</li> </ul>             Each rule can be illustrated with a little drawing.           </li> <li>⊙ On a flip chart, write the course agenda in a clear, visual way.</li> </ul>

## ▶ 2. Activity | Introductions

 <b>Objectives</b>	<ul style="list-style-type: none"> <li>⦿ Learn who the participants in the room are.</li> <li>⦿ Share expectations of the course.</li> <li>⦿ Create a comfortable and safe learning space for participants to interact.</li> </ul>
 <b>Instructions</b>	<ol style="list-style-type: none"> <li>1. Ask participants to think about a professional quality that they like about themselves.</li> <li>2. Distribute white pieces of paper and ask the participants to roll the paper into a loose cylinder, align the edges and flatten the middle. This allows a name tag to be created that can stand up on the table so everyone, including the facilitator, may see their name from a distance.</li> <li>3. Ask them to write their name in large characters and also to draw the characteristic that they like about themselves.</li> <li>4. Ask participants to briefly introduce themselves, letting the group know: <ul style="list-style-type: none"> <li>⦿ their name</li> <li>⦿ where they work</li> <li>⦿ the quality that describes them based on their drawing</li> <li>⦿ what brings them to this course</li> </ul> </li> <li>5. Wrap up by welcoming everyone again to the course.</li> </ol>
 <b>Key learning points</b>	<ul style="list-style-type: none"> <li>⦿ There are no specific learning points for this activity.</li> </ul>
 <b>Time: 20 minutes</b>	<ul style="list-style-type: none"> <li>⦿ 3 minutes for individual reflection and drawing.</li> <li>⦿ 1 minute for each individual to introduce themselves.</li> <li>⦿ 6 minutes for facilitator input and wrap up.</li> <li>⦿ 10 minutes for pending questions.</li> </ul>
 <b>Tips</b>	<ul style="list-style-type: none"> <li>⦿ This activity may be carried out in whichever manner the facilitator thinks will work best in the local context. There are many icebreaker activities to make introductions in plenary. The facilitator may also choose, for example, to ask participants to introduce themselves in their working groups instead of doing it in plenary.</li> </ul>
 <b>Facilitator's notes</b>	<ul style="list-style-type: none"> <li>⦿ No particular notes are needed for this activity.</li> </ul>
 <b>Materials</b>	<ul style="list-style-type: none"> <li>⦿ White paper</li> <li>⦿ Markers</li> </ul>
 <b>Prepare in advance</b>	<ul style="list-style-type: none"> <li>⦿ None</li> </ul>





# Why attend a course on child labour?

## ▶ 3. Activity | Do businesses need to think about child labour issues?

 <b>Objectives</b>	<ul style="list-style-type: none"> <li>⦿ Understand the new expectations and requirements related to social and environmental standards that companies and supply chains have to follow.</li> <li>⦿ Introduce child labour as one of the important human rights issues to be addressed.</li> </ul>
 <b>Instructions</b>	<ol style="list-style-type: none"> <li>1. Give each participant a piece of paper and ask them to draw a product that is made by their company.</li> <li>2. In their working groups have participants discuss: “How do consumers choose your product ‘from the shelf?’” The working groups need to come up with criteria that consumers use to choose a product over others.</li> <li>3. Have a representative of the group share in plenary the discussed criteria. Take note of the proposed criteria on a flip chart.</li> <li>4. In plenary, discuss all criteria mentioned.</li> <li>5. Wrap up the discussion by presenting the key learning points, and by pointing out that child labour is currently an important human rights issue, which is why this course is being held.</li> <li>6. Questions to reflect on in plenary:             <ul style="list-style-type: none"> <li>⦿ What criteria have been included? (price, quality, flavour, etc.)</li> <li>⦿ Have criteria related to how the product is made been included? (working conditions, transparency, traceability, product origin, etc.)</li> <li>⦿ Have social and or environmental issues been considered about how the product is made?</li> <li>⦿ Are an increasing number of consumers concerned about the impact of their choices on society, on people and the earth?</li> <li>⦿ Do final consumers have the same criteria as direct clients (brand name companies for example)?</li> </ul> </li> </ol>
 <b>Key learning points</b>	<ul style="list-style-type: none"> <li>⦿ A global process is taking place which urges companies to respect human rights and corporate social responsibility (CSR) principles.</li> <li>⦿ Brand name companies are requiring suppliers not only to meet quality, time and price standards but also to comply with human rights requirements.</li> <li>⦿ Suppliers are expected to conduct their business in compliance with these social and environmental requirements.</li> <li>⦿ Child labour is one of the human rights issues being addressed globally.</li> </ul>
 <b>Time: 20 minutes</b>	<ul style="list-style-type: none"> <li>⦿ 1 minute for drawing.</li> <li>⦿ 5 minutes for group discussion.</li> <li>⦿ 10 minutes for plenary discussion.</li> <li>⦿ 4 minutes for facilitator input and wrap up.</li> </ul>



### Tips

- ⦿ Typically, working groups will be divided by company. If there are not enough representatives of a company for one working group, then groups should be organized by product, trying to ensure that everyone in the same group produces similar products. If they do not, a product can be chosen that could have common or similar production characteristics.
- ⦿ Encourage participants to draw, regardless of their drawing skills. They are not being assessed on their creativity. This activity allows them to start the course with some visual thinking methodologies that will be used throughout the activities. The drawings do not have to be perfect!
- ⦿ If the company produces several products, participants can choose any of them, but preferably one that has an interesting supply chain that can be analysed during the course.
- ⦿ For example, a tea company can draw a tea bag with a tag on it or a tea leaf; a coffee company can draw a coffee package or a coffee grain, and so on.
- ⦿ The flip chart paper with the different criteria can be taped to a wall so that the information is visible during the following activities.
- ⦿ Do not spend excessive time going through a detailed discussion. This is only an introductory exercise to lead the participants into the course. The details will be seen throughout the activities.



### Facilitator's notes

Business concerns **used to be all about prices, quality and time management**. Companies' efforts were aimed at providing their products, improving productivity and making the business economically profitable.

Nowadays, with the recognition and expansion of human rights and CSR throughout global production chains, companies also have to **pay attention to their social and environmental impact**.

Consumer and investor expectations around environmental, social and governance (ESG) issues, as well as the related global guidelines and national regulatory frameworks, are fast evolving, and companies are increasingly judged on their social and environmental footprint.

**Brand name companies no longer produce goods, they buy goods that they then sell in the market to consumers.** These companies look for local and independent businesses they can source from to produce products based on specific requirements, including price, quality and time. **Nowadays though, these are not the only requirements, as social and environmental standards are increasingly becoming important.** If a business, for example an international brand, wants to access the commercial opportunities offered by global supply chains, it needs to be proactive in providing those companies with ESG assurances.

**Amongst the social standards that brands are concerned about is ensuring that child labour is not used by their producers or their producers' suppliers. Child labour is a world-wide problem: there are children working in many steps of the supply chains.** Suppliers are increasingly being asked to comply with international standards to prevent and eliminate child labour from their production processes.



### Materials

- ⦿ Pieces of paper
- ⦿ Flip chart and paper
- ⦿ Markers



### Prepare in advance

- ⦿ No materials need to be prepared in advance for this activity.

## ▶ 4. Activity | Who in the supply chain needs to be concerned about child labour?

 <p><b>Objectives</b></p>	<ul style="list-style-type: none"> <li>⊙ Understand what a supply chain is.</li> <li>⊙ Introduce company responsibilities towards their supply chain: knowing it, understanding it and influencing it to follow national and international standards.</li> <li>⊙ Raise awareness of the variety of supply chains that exist and ways to influence the strategies that will be implemented.</li> <li>⊙ Motivate participants to get to know their supply chain.</li> </ul>
 <p><b>Instructions</b></p>	<ol style="list-style-type: none"> <li>1. In their working groups, ask participants to draw their supply chain, from raw material to the consumer.</li> <li>2. Ask them to consider the whole product, and the whole process it goes through until finally being consumed, including suppliers and subcontractors, but also up through the supply chain to their buyers and consumers.</li> <li>3. Ask each group to place a star where they are in the supply chain.</li> <li>4. Have each group present their supply chain in plenary.</li> <li>5. Once they have all presented their chains, ask them in plenary: “Who of all of these stakeholders do you believe is concerned about child labour issues?”</li> <li>6. Questions to reflect on in plenary:             <ul style="list-style-type: none"> <li>⊙ Where are you?</li> <li>⊙ How many steps are there from you to the consumer?</li> <li>⊙ How many steps are there from the raw material to you?</li> <li>⊙ What different businesses/people could be involved in each of these steps?</li> <li>⊙ Who should be concerned about child labour?</li> </ul> </li> </ol>
 <p><b>Key learning points</b></p>	<ul style="list-style-type: none"> <li>⊙ A supply chain is the system by which a good is produced, involving all stages of production from obtaining the raw material to finally delivering the product to the consumer.</li> <li>⊙ This system involves many different enterprises which are responsible for each one of the stages. They are called tiers.</li> <li>⊙ Companies are expected to know what their supply chain looks like and to guarantee that social and environmental regulations are respected throughout the whole supply chain.</li> <li>⊙ The complexity of the supply chain will determine what strategy to use and the actual possibilities of influencing all suppliers.</li> </ul>
 <p><b>Time: 30 minutes</b></p>	<ul style="list-style-type: none"> <li>⊙ 15 minutes for group work.</li> <li>⊙ 15 minutes for plenary discussion.</li> </ul>





## Tips

- ⊙ Remind participants that they are in their own supply chains, and not their value chains. The difference is that the value chain includes what happens after the product is consumed: recycling, waste management, and so on.
- ⊙ As mentioned, the working groups should be organized by company or product. If there are participants in the group from different stages of the same supply chain, have them place several stars to show the presence of both.
- ⊙ Since the group will continue to use this diagram throughout the whole course, post them up on the wall so that they are always visible. If the training facility/room does not allow for this, save them to be used later.



## Facilitator's notes

- ⊙ Producing a good that is going to be consumed (be it a tea bag, a package of coffee, a t-shirt, a cell phone, a car or whatever other good) is a **complex process involving many different steps: the product goes through many phases, from obtaining the raw material to assembling it to finally being sold to the consumer.**
- ⊙ These different steps are **not carried out by the same person or business**; different companies are responsible for each of these stages. **The process can be visualized as a chain of consecutive tasks that are carried out by people or businesses**, although in reality it could be pictured as a web or actors that depend on each other in order to be able to transform those natural resources, raw materials or other components into a finished good or service that will then be delivered to the consumer.
- ⊙ For example, the people involved in collecting the raw material will typically not be the same as those who are responsible for the packaging or for distributing the final product. Each person/business adds value at every step of the process. **Each of these steps is called a "tier"**.
- ⊙ The production relationship between the different businesses that take part in the whole process is called a **supply chain**. Depending on the product that is being produced and the scale of the production, **the supply chain might be simple and short, or long and complex.**
- ⊙ Companies have to make sure they follow all national and international legal standards. But nowadays, there is also a demand for companies to make sure that their suppliers follow these standards as well. **Companies are expected to know what their supply chain looks like, and to guarantee that social and environmental regulations are respected throughout the whole supply chain.** It is understood that businesses have an influence beyond their own workplaces, and that their influence can be used to build better working conditions throughout the whole supply chain.
- ⊙ One of the social standards that companies have to be concerned about is ensuring that child labour is not used by their producers or their producer's suppliers.
- ⊙ In a short and simple supply chain, it is much easier to verify if all suppliers are following the law: in such cases, businesses have a good understanding of what their suppliers look like, who they are, and how they operate.
- ⊙ With a longer and more complex supply chain, it becomes much harder. Imagine an international brand that has to verify whether all the suppliers of its 1,000 factories worldwide are respecting all national standards!
- ⊙ This is a very complex issue that is currently being addressed by governments, international organizations, companies and other institutions worldwide.
- ⊙ **The first step for a company is to make sure that it knows what its supply chain looks like and how it operates.** This includes not only from whom the company buys its production inputs; it has to be aware of all tiers that supply its suppliers. Companies should try to understand how their supply chain works and to track their product to primary production. They need to know their supply chain in detail in order to manage any risks and carry out a proper due diligence process.



### Materials

- ⊙ Flip chart and paper
- ⊙ Markers
- ⊙ Tape



### Prepare in advance

- ⊙ No materials need to be prepared in advance for this activity.

## ► 5. Activity | But isn't it the role of the State or NGOs to address child labour?



### Objectives

- ⦿ Understand the role of the State in respecting human rights and setting the standards for human rights to be protected throughout its territory.
- ⦿ Discuss the idea that the State is not the only responsible entity for this. Raise awareness of the fact that companies are a central actor when it comes to addressing and eliminating child labour.
- ⦿ Introduce the United Nations Guiding Principles on Business and Human Rights (UNGPs) and their influence on both States and companies.



### Instructions

1. In plenary, have participants discuss: "Whose responsibility is it to address child labour?"
2. While participants share their thoughts, take notes of the answers on a flip chart.
3. After some minutes, ask participants: "What if the State is not addressing child labour?" and have them discuss while you continue to take notes.
4. Finally, present the responsibilities that the UNGPs assign to both States and businesses.
5. Questions to reflect on in plenary:
  - ⦿ Do you believe that the State is actively addressing child labour issues?
  - ⦿ How do you feel about how the State is meeting its duty?



### Key learning points

- ⦿ States have the duty to protect human rights against abuse by third parties, including business, through appropriate policies, legislation, regulations and adjudication.
- ⦿ Companies have the responsibility to respect human rights, including providing protection against child labour.
- ⦿ Even if the State is not addressing its responsibilities, companies have the obligation to address theirs.
- ⦿ Companies should also set up mechanisms for people to report violations of human rights and receive remedy.



### Time: 10 minutes

- ⦿ 10 minutes for plenary discussion and facilitator inputs.



### Tips

- ⦿ Try to keep this simple, focusing on the main message that regardless of how others comply with their obligations, companies have to meet their responsibilities.
- ⦿ Avoid having a long discussion on topics that will be discussed later in the course.



### Facilitator's notes

#### ***Isn't it the role of the State or the NGOs to address child labour?***

States have an obligation to ensure that children are not working below the legal working age and that those that are working legally are guaranteed safe and healthy working conditions. At the same time, the UNGPs recognize that both the State and business have a role to play in ensuring that human rights are respected, and in the present case, that children are free from child labour.

#### ***What are the different roles of States and businesses?***

**States have the duty to protect human rights against abuse by third parties**, including business, through appropriate policies, legislation, regulations and adjudication. This includes the right to be free from child labour.

States play an essential role in eliminating and remediating child labour. This includes:

- ⦿ Ensuring that national laws are in line with the ILO Minimum Age Convention, 1973 (No. 138) and the Worst Forms of Child Labour, 1999 (No. 182), and that they are effectively enforced in relation to both domestic and foreign companies.
- ⦿ Ensuring that there is an effective system of labour inspection that includes identifying and remedying instances of child labour.
- ⦿ Guaranteeing necessary wage measures, social protection and support for employment creation, formalizing the informal economy, and other measures to combat household poverty.
- ⦿ Creating national policies and programmes of action to eliminate child labour, including appropriate education and training as alternatives to child labour.
- ⦿ Ensuring that schools are within reasonable travelling distance for their intended students, are free of cost to children and their families, and are of sufficient quality (often a local or provincial government responsibility).
- ⦿ Where child labour is systemic in certain sectors or communities, creating and supporting programmes to transfer children from work to full-time education, including by bridging education or vocational training for older children.
- ⦿ Where child labour occurs, ensuring that it is appropriately remediated, taking full account of the best interests of the children involved.

Companies should act with due diligence to avoid infringing the rights of others, and should address all negative impacts with which they are involved. This means that **companies have the corporate responsibility to respect human rights, even if the State does not**. It is undeniable that failure by the State to meet its duty to protect human rights makes it harder for companies respect them as well. However, such failure is not an excuse for company inaction. For example, while it is the State's responsibility to put in place an effective labour inspection system, companies also need to have their own policies and processes in place to verify workers' ages in a way that respects workers' dignity. The UNGPs expect companies to comply with national law, even if it is not enforced.

The UNGPs also refer to the need for greater access to effective remedy, both judicial and non-judicial, for victims of business-related human rights abuse. Both States and companies must provide access to remedy; in other words, they should set up mechanisms for people to report violations of human rights and receive remedy.

This is one of the main points of the UNGPs, to be discussed later in the course when remediation is specifically addressed. In the present activity the focus is mainly on the roles of the State and companies.



### Materials

- ⊙ Flip chart and paper
- ⊙ Markers



### Prepare in advance

- ⊙ No materials need to be prepared in advance for this activity.

## ▶ 6. Activity | What do stakeholders expect from business?

 <b>Objectives</b>	<ul style="list-style-type: none"> <li>⦿ Raise awareness of the variety of stakeholders that are expecting child labour to be addressed by companies.</li> <li>⦿ Understand the different ways for these stakeholders to intervene in the process of addressing child labour.</li> </ul>
 <b>Instructions</b>	<ol style="list-style-type: none"> <li>1. Ask participants to go back to their drawings of their supply chain.</li> <li>2. Hand out sticky notes in two different colours, for example blue and yellow.</li> <li>3. On the blue sticky notes (colour 1), ask them to write the names of the stakeholders that could be concerned about child labour being present at each stage of the supply chain. Remind them to include different stakeholders that are not necessarily part of the supply chain: NGOs, civil society organizations, the community, and so on.</li> <li>4. Ask participants to write on the yellow sticky notes (colour 2), what these stakeholders' expectations could be, regarding what companies should do to address child labour.</li> <li>5. Have a representative of each group share the results in plenary.</li> <li>6. Questions to reflect on in plenary:             <ul style="list-style-type: none"> <li>⦿ What stakeholders have you included?</li> <li>⦿ Are there different stakeholders depending on the product supply chain?</li> </ul> </li> </ol>
 <b>Key learning points</b>	<ul style="list-style-type: none"> <li>⦿ Many different stakeholders are concerned about child labour taking place at different stages of the supply chain.</li> <li>⦿ These concerns imply that the business partners in the supply chain will have different responsibilities or different due diligence efforts to meet those expectations.</li> </ul>
 <b>Time: 20 minutes</b>	<ul style="list-style-type: none"> <li>⦿ 10 minutes for group work.</li> <li>⦿ 10 minutes for group presentation and plenary discussion.</li> </ul>
 <b>Tips</b>	<ul style="list-style-type: none"> <li>⦿ Advise participants to start from the consumer and go over the whole supply chain, trying to think of all stakeholders that might be concerned about child labour.</li> <li>⦿ Remind them to include local, national and international stakeholders.</li> <li>⦿ It is best if they can mention specific stakeholders, for example, including the names of NGOs they think of.</li> <li>⦿ The expectations can be specific or general, ranging from "not hiring children" to "information on who is producing their goods".</li> <li>⦿ Make sure that participants also include the expectations of those within the supply chain, in other words, not only external stakeholders, but also brand name companies, clients, consumers, and so on.</li> </ul>
 <b>Facilitator's notes</b>	<p>Facilitators do not need specific notes for this activity.</p>

**Materials**

- ⊙ Supply chain diagrams
- ⊙ Sticky notes (two different colours)
- ⊙ Markers

**Prepare in advance**

- ⊙ No materials need to be prepared in advance for this activity.

## ▶ 7. Activity | Where do these expectations arise?

 <b>Objectives</b>	<ul style="list-style-type: none"> <li>⦿ Introduce and raise awareness of the various international standards on respecting human rights and that provide tools to protect children from child labour.</li> </ul>
 <b>Instructions</b>	<ol style="list-style-type: none"> <li>1. Divide participants into groups (not necessarily by company).</li> <li>2. Give each participant a flip chart paper with a timeline which includes the years when the international Conventions and other instruments were introduced (only the years, not the titles of the instruments).</li> <li>3. Give each group a set of pieces of paper where all the instruments are printed separately. Each set should have the complete number of instruments.</li> <li>4. Ask participants to arrange the instruments chronologically according to when they believe each was adopted.</li> <li>5. Have a representative of each group share in plenary their finished timeline.</li> <li>6. Wrap up the discussion by presenting the correct timeline.</li> <li>7. Questions to reflect on in plenary:             <ul style="list-style-type: none"> <li>⦿ Did you already know any of these instruments?</li> <li>⦿ How did you know them?</li> <li>⦿ Do you know any other important ones, international, regional or national?</li> </ul> </li> </ol>
 <b>Key learning points</b>	<ul style="list-style-type: none"> <li>⦿ There are different international instruments that recognize human rights in general and children's rights in particular.</li> <li>⦿ There is an international framework that sets the different expectations and requirements to promote that both States and businesses protect and respect human rights in general and children's rights in particular.</li> </ul>
 <b>Time: 15 minutes</b>	<ul style="list-style-type: none"> <li>⦿ 5 minutes for group work.</li> <li>⦿ 10 minutes for group presentation and plenary discussion.</li> </ul>
 <b>Tips</b>	<ul style="list-style-type: none"> <li>⦿ All these activities can be carried out in the same working groups as earlier, or, to encourage networking amongst participants, break them into different working groups.</li> <li>⦿ If there is no time to make the timelines for each group on the flip charts, give each group a flip chart paper and ask them to write the years on it.</li> <li>⦿ When printing out the sets of instruments, decide whether to print only the name of the instrument or also a short description. Including the description will allow participants to also recognize the content/objective of the instrument while they are discussing when it could have been adopted.</li> <li>⦿ Do not spend more time than necessary on this activity; its intention is for participants to contextualize the due diligence framework.</li> </ul>





## Facilitator's notes

The following are the key milestones in the past decades that demonstrate the increased interest in business and human rights. They include not only binding international treaties and Conventions but also guidelines, frameworks, initiatives, goals, and so on.

**1944: ILO Declaration of Philadelphia.** A statement of aims adopted by the International Labour Organization which embodies basic principles of economic justice and served to inspire other international instruments, including the Universal Declaration of Human Rights.

**1948: UN Universal Declaration of Human Rights.** An international treaty that enshrines the rights and freedoms of all people worldwide. It consists of 30 articles detailing an individual's "basic rights and fundamental freedoms" and affirming their universal character as inherent, inalienable, and applicable to all human beings.

**1976: Organisation for Economic Co-operation and Development (OECD) Guidelines for Multinational Enterprises.** Global instrument to guide the ethical behaviour of multinational companies.

**1977: ILO Tripartite Declaration of Principles concerning Multinational Enterprises and Social Policy (MNE Declaration).** It provides direct guidance to enterprises (multinational and national) on social policy and inclusive, responsible and sustainable workplace practices.

**1998: Multistakeholders' initiatives.** Different partnerships are created with the shared goal of improving workers' lives in supply chains, including the Ethical Trading Initiative (ETI), an alliance between companies, NGOs and trade unions; and the Fair Labor Association (FLA), an alliance between companies, NGOs and universities.

**1998: ILO Declaration on Fundamental Principles and Rights at Work.** It provides that all States have an obligation to respect, promote and realize in good faith the principles concerning the fundamental rights regardless of whether they have ratified the relevant Conventions or not. Freedom of association, the elimination of forced or compulsory labour, the abolition of child labour and the elimination of discrimination become core principles and values to uphold.

**2000: The UN Global Compact (UNGC).** "A call to companies to align strategies and operations with universal principles on human rights, labour, environment, and anti-corruption." Through this instrument, companies commit to a set of ten principles, all drawn from key UN Conventions and Declarations, in four areas: (i) human rights; (ii) labour; (iii) environment; and (iv) anticorruption.

**2006: UN Principles for Responsible Investment.** Six principles offering a menu of possible actions for incorporating environmental, social and governance (ESG) issues into investment practice. ESG means these three key factors when measuring the sustainability and ethical impact of a company.

**2011: The UN Guiding Principles on Business and Human Rights.** These implement the United Nations' "Protect, Respect and Remedy" framework. This instrument sets a minimum standard of conduct for companies to prevent and address the risk of adverse human rights impacts linked to their business activities.

- ⦿ **2012: The Children's Rights and Business Principles** developed by UNICEF, the UNGC and Save the Children. This is the first comprehensive set of principles to guide companies on the full range of actions they can take in the workplace, marketplace and community to respect and support children's rights.
- ⦿ **2015: The Sustainable Development Goals (SDGs)**, set out quantitative objectives across the social, economic, and environmental dimensions of sustainable development – all to be achieved by 2030. The 17 SDGs are further broken down into 169 targets. To add to this, there are 232 indicators or performance metrics to measure progress.
- ⦿ **2016: Alliance 8.7**, launched with a specific mandate to eliminate modern slavery, forced labour, human trafficking, and all forms of exploitation of child labour. The initiative serves as a coalition of stakeholders, including UN Member States, UN agencies such as the ILO, other international institutions and civil society organizations.
- ⦿ **2022: EU Corporate Sustainability Due Diligence Directive (CSDDD)**, which aims to strengthen the nature and extent of sustainability reporting in the European Union over the coming years. The directive (which will become national law in EU Member States) compels companies to conduct due diligence throughout their supply chain, on the issues of environmental footprint and human rights. The legislation will oblige companies to identify, address and remedy any aspects of their supply chain that could infringe human rights, the environment or good governance.



### Materials

- ⦿ Flip chart paper
- ⦿ Tape
- ⦿ White paper for printing



### Prepare in advance

- ⦿ Prepare the timelines on a flip chart paper for each working group. Each timeline should include the following years: 1944, 1948, 1976, 1977, 1998, 2000, 2006, 2011, 2012, 2015, 2016, 2022. Leave enough space between the years, as there are sometimes two instruments to be included in the year.
- ⦿ Print out the list of instruments without the years, as follows:
  - ⦿ ILO Declaration of Philadelphia
  - ⦿ UN Universal Declaration of Human Rights
  - ⦿ OECD Guidelines for Multinational Enterprises
  - ⦿ ILO Tripartite Declaration of Principles concerning Multinational Enterprises and Social Policy (MNE Declaration)
  - ⦿ Multistakeholders' initiatives
  - ⦿ ILO Declaration on Fundamental Principles and Rights at Work
  - ⦿ UN Global Compact (UNGC)
  - ⦿ UN Principles for Responsible Investment
  - ⦿ UN Guiding Principles on Business and Human Rights
  - ⦿ Children's Rights and Business Principles
  - ⦿ Sustainable Development Goals (SDGs)
  - ⦿ Alliance 8.7
  - ⦿ EU Corporate Sustainability Due Diligence Directive (CSDDD)
- ⦿ If you wish, include the descriptions (but without the dates) from the facilitator's notes, as mentioned in the section 'Tips' above.
- ⦿ Use a separate sheet of paper for each instrument. Create a set of all the instruments for each working group.

## ▶ 8. Activity | Why should companies engage?

 <b>Objectives</b>	<ul style="list-style-type: none"> <li>⊙ Reinforce the idea that companies have to actively engage in addressing and eliminating child labour.</li> <li>⊙ Provide both ethical and economic reasons for them to engage.</li> </ul>
 <b>Instructions</b>	<ol style="list-style-type: none"> <li>1. Ask each working group to come up with:             <ul style="list-style-type: none"> <li>⊙ Three reasons why businesses should engage in addressing child labour</li> <li>⊙ Three reasons why businesses should not engage.</li> </ul> </li> <li>2. Each group should choose two representatives to perform a four-minute role play:             <ul style="list-style-type: none"> <li>⊙ Participant 1 will represent the role of a business person in favour of addressing child labour issues in their business and in their supply chain.</li> <li>⊙ Participant 2 will represent the role of a business person who is against investing efforts in addressing child labour issues in their business and in their supply chain.</li> </ul> </li> <li>3. In the role play, they discuss the reasons they have come up with in their groups, and try to convince the other.</li> <li>4. While they are discussing, the facilitator can write the arguments used on two flip charts: one for the arguments in favour and one for the arguments against engaging.</li> <li>5. Once all groups have done the role play, have a plenary discussion on the arguments.</li> <li>6. Wrap up the discussion by presenting the key learning points and the arguments listed in the facilitator's notes.</li> <li>7. Questions to reflect on in plenary:             <ul style="list-style-type: none"> <li>⊙ Which reasons appeared the most often?</li> <li>⊙ Are there more economic reasons? more ethical issues? legal reasons?</li> <li>⊙ How did participants react to these reasons?</li> <li>⊙ Were there emotional reactions towards the reasons that were explored?</li> </ul> </li> </ol>
 <b>Key learning points</b>	<ul style="list-style-type: none"> <li>⊙ There are different international instruments that recognize human rights in general and children's rights in particular.</li> <li>⊙ There is an international framework that sets the different expectations and requirements to promote that both States and businesses protect and respect human rights in general and children's rights in particular.</li> </ul>
 <b>Time: 30 minutes</b>	<ul style="list-style-type: none"> <li>⊙ 10 minutes for group discussion.</li> <li>⊙ 15 minutes for role playing.</li> <li>⊙ 5 minutes for plenary discussion and wrap up.</li> </ul>



### Tips

- ⊙ Suggest that participants write the reasons down to make the role play easier for the representatives.
- ⊙ Whether those performing the role play are actually in favour of or against engaging in addressing child labour does not matter. They must represent whatever position was assigned to them (or that they chose) in their working groups.
- ⊙ Encourage participants to adopt their role and try to convince the other, regardless of what they actually believe.
- ⊙ After the activity, the flip charts listing the reasons to engage can be left taped to the wall so that the arguments are visible during the following activities. The participants can also be asked to go to the flip charts during breaks and write an X or a check in the reasons to comply that they find most compelling.



### Facilitator's notes

There are many reasons why employers should engage in efforts to eliminate child labour. They rest not only on ethical priorities but also on factors that make good business sense:

- ⊙ **Child labour is illegal:** The first reason to stop child labour is that in most countries it is against the law. A company should respect child labour laws just as it should comply with other legal requirements. Not respecting the law translates into penalties and other state sanctions. Businesses that do not respect the law often spend a lot of money and time hiding it in an attempt to avoid sanctions. Respecting the law makes the company honest and allows it to establish an open and cooperative relationship with the government rather than a confrontational one.
- ⊙ **Better business opportunities:** Nowadays, buyers are more aware of child labour as an issue that has to be tackled. They want to meet accepted international labour standards and also avoid bad publicity and sanctions. This is why they are looking for producers that are certified as being free from child labour in their own operations and also in their supplier's operations.
- ⊙ **Building the reputation of a sector:** A specific sector (such as coffee or tea production) can build a reputation for being free from child labour. That reputation becomes known to buyers, who are then more willing to place orders. This also translates into better business opportunities.
- ⊙ **Improving productivity:** Companies often hire children because they think that it improves their profitability. This, however, is usually a short-term perspective. Child labour makes the business less profitable in the long term, because it inhibits the development of a trained and productive workforce of adult workers. Even though hiring children might seem cheaper in the short term, in the long term it brings higher costs because children are less productive and are more often injured than adults. Engaging to eliminate child labour means adopting a long-term perspective which will eventually be much more beneficial for the business.
- ⊙ **Building a better society:** Companies always have an impact on society, economically, socially and ethically. The question is: does the company want to have a good impact or a bad impact? Companies can actually contribute to society if they make the right decisions; for example, adopting hiring policies that allow children to get an education. Educated children will, in the long term, contribute to a better, more just society and a more productive economy.
- ⊙ **It's the right thing to do:** Besides contributing to a better society, sparing children the misery of hard and hazardous work is desirable in itself. It allows children to live a happier life (if they live in households with an adequate income). In such a situation, not hiring child labourers is simply the right thing to do.

**Materials**

- ⊙ Flip chart and paper
- ⊙ Markers
- ⊙ Pieces of paper

**Prepare in advance**

No materials need to be prepared in advance for this activity.

## ▶ 9. Activity | What do companies need to do?



### Objectives

- ⦿ Define the concept of “due diligence” and the importance of having a system in place.
- ⦿ Introduce each one of its main elements and the need to put them in practice.
- ⦿ List the main steps that companies need to take to effectively engage in eliminating child labour.
- ⦿ Share views of what a due diligence system is.



### Instructions

1. Define what a due diligence system is briefly and list the seven steps that the process would entail.
2. Divide participants into seven working groups, if possible.
3. Give each group a flip chart and markers.
4. Assign each group one of the seven elements:
  - 1) Policy
  - 2) Assessment
  - 3) Taking action
  - 4) Tracking performance
  - 5) Communicating
  - 6) Stakeholder engagement
  - 7) Remedy and grievance mechanisms
5. Distribute a flip chart paper to each working group. Ask the working groups to place it horizontally in front of them, and in the middle to write within a circle the step they have been assigned.
6. Ask the working groups to draw a mind map on the step that has been assigned to them. Have them write down or draw all the ideas they have on the step, including objectives, what these could imply, challenges ... basically anything that could come to mind.
7. Have a representative for each group share in plenary their mind map.
8. Briefly present or define the seven steps and explain that they will be the subjects of learning during the whole course.
9. Questions to reflect on in plenary:
  - ⦿ What ideas came up in the mind maps?
  - ⦿ What activities?
  - ⦿ What people or groups are included?
  - ⦿ Challenges?
  - ⦿ What are some of the main conclusions from these mind maps?

 <b>Key learning points</b>	<ul style="list-style-type: none"> <li>⦿ A due diligence system is the process by which a company identifies, prevents, manages and accounts for negative impacts occurring in its operations or in its value chain.</li> <li>⦿ The seven main elements of a due diligence system are: policy, assessment, taking action, tracking performance, communicating, stakeholder engagement, remedy and grievance mechanisms.</li> <li>⦿ Each of these elements is key to establishing an effective due diligence system.</li> </ul>
 <b>Time: 20 minutes</b>	<ul style="list-style-type: none"> <li>⦿ 10 minutes for group work.</li> <li>⦿ 10 minutes for group presentation and plenary discussion.</li> </ul>
 <b>Tips</b>	<ul style="list-style-type: none"> <li>⦿ If the working groups have never drawn a mind map before, give them basic instructions on to create one, for example: adding branches to their map, adding key words. Encourage them to use different colours if they can.</li> <li>⦿ Encourage participants to complete the mind map even if they don't know much about the subject. During the plenary, they can complete the mind map with what other groups have said or can ask other groups to provide ideas.</li> <li>⦿ Save the flip charts; they will be used again for activity 20: "What are companies already doing?".</li> <li>⦿ Make sure that the working groups are not limiting their ideas to what they know or believe could be correct. One of the main objectives of this exercise is to get them thinking about what they know and for the facilitator to know what they don't know.</li> </ul>
 <b>Facilitator's notes</b>	<p>What is a due diligence system? It is the process by which a company identifies, prevents, manages and accounts for negative impacts occurring in its operations or in its value chain.</p> <p>A complete due diligence system includes seven elements:</p> <p><b>1. Policy.</b> The company needs to develop a policy commitment and embed it throughout the organization. The policy is a public commitment to respect human rights. It shows that the company is respecting human rights across the whole organization and incorporating them in its business values and culture.</p> <p>It is not necessary to write a policy specifically on child labour. The prohibition of child labour and the commitment to address it can be included in a wider human rights policy, but child labour has to be addressed in it.</p> <p><b>2. Assessment.</b> To address child labour, the company first needs to know what the actual impact of child labour is, in both its own operations and those of its suppliers. A detailed assessment can provide this information. The focus should be on the risk for people and not solely on the risk for the business. This assessment should be an ongoing process, as risks evolve over time. It can be an assessment that focuses only on child labour, or it can be a wider assessment which observes human rights impacts in general; but child labour must be included.</p> <p><b>3. Taking action.</b> The company takes action by putting in practice prevention and mitigation measures. It can also pay attention to its leverage, which is its capacity to influence others (for example, suppliers that might be using child labour).</p>

	<p>Companies cannot replace governments in their essential obligations (for example, providing an education system). At the same time governments (at various levels) and companies should work together to take action against child labour.</p> <p><b>4. Tracking performance.</b> The company needs to track and monitor what it is doing to address child labour. Tracking its own performance helps strengthen its efforts to prevent child labour. It is also the tool to make sure its remediation system is working. Tracking is a way to obtain information that can later be communicated to stakeholders.</p> <p><b>5. Communicating.</b> The company needs to communicate its efforts to prevent and eliminate child labour, especially when stakeholders are suspecting that there might be child labour in their operations. Companies that may be involved in severe child labour cases must formally report their efforts.</p> <p><b>6. Stakeholder engagement.</b> The company needs to engage with internal and external stakeholders in their efforts to combat and address child labour. Engaging with stakeholders is essential, especially those stakeholders that are affected (children, families, communities). It also helps stakeholders to understand better how the company's decisions and actions are affecting them.</p> <p><b>7. Remedy and grievance mechanisms.</b> When child labour is found, the company must provide remedy and cooperate in remediation processes. Remediating child labour cases is a complex issue that should be handled by appropriate experts. It is well to keep in mind that simply firing the child labourers can be counterproductive and also may place them in a dangerous situation.</p> <p>The company should also have in place effective grievance mechanisms that help it identify and address child labour. The company can use the information gathered to understand the root causes behind child labour. It should also encourage its partners to design and install them. It is especially challenging to design grievance mechanisms for children to use, so that should be done by appropriate experts.</p>
 <p><b>Materials</b></p>	<ul style="list-style-type: none"> <li>⊙ Flip chart and paper</li> <li>⊙ Markers</li> <li>⊙ Tape</li> </ul>
 <p><b>Prepare in advance</b></p>	<p>No materials need to be prepared in advance for this activity.</p>





# Understanding child labour

## ▶ 10. Activity | Who are children?

 <p><b>Objectives</b></p>	<ul style="list-style-type: none"> <li>⊙ Define the term “child”.</li> <li>⊙ Identify the criteria used to distinguish between adults and children.</li> <li>⊙ Recognize that children, because of their age, need certain protection and have rights.</li> <li>⊙ Introduce the UN Convention on the Rights of the Child.</li> <li>⊙ Share views on the participants’ own concepts of “child”.</li> </ul>
 <p><b>Instructions</b></p>	<ol style="list-style-type: none"> <li>1. Ask participants to group in pairs.</li> <li>2. Ask each pair to take a sticky note and write on it a definition of “child”.</li> <li>3. Once they have finished, ask participants to join other pairs that are nearby, forming little groups of four to six people. Ask them to share within each group the definitions they have agreed with their partners.</li> <li>4. Have a representative of each group share in plenary the outcomes of the group discussion.</li> <li>5. Briefly present the definition included in the UNCRC and the ILO definition in Convention No. 182.</li> <li>6. Questions to reflect on in plenary:             <ul style="list-style-type: none"> <li>⊙ Were definitions similar to each other?</li> <li>⊙ Was age the criteria mostly used for the definition?</li> <li>⊙ What other criteria came up?</li> <li>⊙ How does the legislation in your country define the term “child”?</li> <li>⊙ What are the differences between how your legislation defines “child” and the internationally recognized definition?</li> <li>⊙ At what age do you think a person is no longer a child?</li> </ul> </li> </ol>
 <p><b>Key learning points</b></p>	<ul style="list-style-type: none"> <li>⊙ The international and national instruments offer definitions and rules to protect children and regulate their activities.</li> <li>⊙ National legislation defines the age at which a child becomes an adult.</li> <li>⊙ The UNCRC defines “child” as “a human being below the age of 18 years unless under the law applicable to the child, majority is attained earlier”.</li> <li>⊙ ILO Conventions Nos. 138 and 182 define a child as a person below 18.</li> <li>⊙ The international community recognizes that children need special protection.</li> <li>⊙ ILO Conventions and the UNCRC establish the rights that all children in the world have.</li> </ul>
 <p><b>Time: 20 minutes</b></p>	<ul style="list-style-type: none"> <li>⊙ 2 minutes for work in pairs.</li> <li>⊙ 5 minutes for group discussion.</li> <li>⊙ 10 minutes for plenary discussion.</li> <li>⊙ 3 minutes for facilitator input and wrap up.</li> </ul>

 <b>Tips</b>	<ul style="list-style-type: none"> <li>⦿ Encourage participants to write the definitions of “child” following their common sense: they do not have to be experts, there are no right or wrong answers.</li> <li>⦿ When explaining the “official” definition, explain that it is the one that will be used throughout the training course.</li> <li>⦿ Write the official definition on a flip chart paper and post it where it is visible through the training.</li> <li>⦿ Do not judge participants on their views of children.</li> </ul>
 <b>Facilitator's notes</b>	<p>Who is a “child”? How is childhood defined? When does childhood end?</p> <p>There are many definitions of what or who a child is. The idea of “child” varies from society to society, from culture to culture.</p> <p>There is a common understanding that children are more vulnerable than adults. The international community determines that <b>children have a right to special protection</b>. The way to protect children is through regulations and legal limits on what they can or cannot do, respecting their capacities and responsibilities.</p> <p>The main criterion to define the limits of childhood is <b>age</b>. International treaties and conventions, and national legislation, typically determine the age at which people can carry out different activities, for example when they can leave school, when they can work, when they can marry or vote. In general, it is understood that childhood is a period of life which should be dedicated, not to work, but to education and development.</p> <p>The United Nations Convention on the Rights of the Child (UNCRC), as quoted above, sets the age of 18 as the limit of childhood, but it also allows for the age to be set by countries, and in fact many cultural traditions argue for a higher or lower age.</p> <p>Uganda's Constitution also defines “child” as “a person below the age of 18 years”.</p>
 <b>Materials</b>	<ul style="list-style-type: none"> <li>⦿ Sticky notes</li> <li>⦿ Markers</li> </ul>
 <b>Prepare in advance</b>	<ul style="list-style-type: none"> <li>⦿ On a flip chart paper, write the UNDRC and the ILO definitions: <ul style="list-style-type: none"> <li>⦿ The UNCRC defines “child” as “a human being below the age of 18 years unless under the law applicable to the child, majority is attained earlier.</li> <li>⦿ ILO Conventions Nos. 138 and 182 define a child as a person below 18.</li> </ul> </li> </ul>

## ▶ 11. Activity | What is child labour?

 <b>Objectives</b>	<ul style="list-style-type: none"> <li>⦿ Learn the concept of child labour.</li> <li>⦿ Raise awareness of the different elements used to identify a situation of child labour.</li> <li>⦿ Share views on the concept of child labour.</li> </ul>
 <b>Instructions</b>	<ol style="list-style-type: none"> <li>1. Ask participants in working groups to make a drawing of what child labour means for them, including any characteristics of the child, of the work, how they feel, and so on.</li> <li>2. Have a representative of each group share in plenary their drawing and a definition of child labour.</li> <li>3. As the representatives share their definitions, write on the flip chart the main characteristics that they are outlining, regardless of whether they are mentioned in the ILO standards or not.</li> <li>4. Once all of the groups have shared their definitions and characteristics, share with the participants the ILO definition and highlight those elements that the groups had identified appropriately.</li> <li>5. Have a brief but open discussion on the main elements that have come up.</li> <li>6. Finally, present and explain the main criteria used to define child labour.</li> <li>7. Questions to reflect on in plenary:             <ul style="list-style-type: none"> <li>⦿ What are the main characteristics of child labour?</li> <li>⦿ Do you think most smallholders in the country would agree with this definition?</li> <li>⦿ What do you think interferes with a child's education?</li> </ul> </li> </ol>
 <b>Key learning points</b>	<ul style="list-style-type: none"> <li>⦿ There is no one single definition of child labour that applies to all countries.</li> <li>⦿ In most countries, work performed by a child less than 15 years of age or the age of finishing compulsory education is child labour, and therefore prohibited.</li> <li>⦿ Child labour refers to work for which a child is too young and work that harms a child's well-being and hinders his/her education, development and future livelihood.</li> <li>⦿ Economic activity can be thought of as work for which, if the child were not doing it, the parent or employer would need to pay someone else.</li> </ul>
 <b>Time: 20 minutes</b>	<ul style="list-style-type: none"> <li>⦿ 5 minutes for group work.</li> <li>⦿ 10 minutes for each representative to share their groupwork and for plenary discussion.</li> <li>⦿ 5 minutes for facilitator input.</li> </ul>



## Tips

- ⦿ This is one of the first activities related to the concept of child labour, so it is normal that many questions arise at this point. Have participants understand that this is a first approximation and that through the activities that follow many of their questions will be clarified.
- ⦿ Write the definition of child labour on a flip chart and post it where it is visible throughout the training course.
- ⦿ Try to make participants feel that their drawing skills are not being judged, that they do not need to be artists to enjoy communicating through simple images. Advise them that making illustrations helps people share concepts that are sometimes hard to put into words.



## Facilitator's notes

What is child labour? How do international standards define it?

Child labour is hard to define. There are many definitions and regulations that attempt to set the limits on what is allowed and what is forbidden for children with regard to productive activities.

The difficulties in finding a universal definition of child labour have to do with the broad cultural differences that determine what a child can or cannot do in specific contexts and situations. **The ILO Conventions provide the general definition that has been internationally accepted, but they include some “flexibility clauses”, and national laws may vary somewhat.**

According to **ILO Conventions Nos. 138 and 182, child labour is work that is mentally, physically, morally or socially dangerous and harmful to children. It interferes with their education by depriving them of the opportunity to attend school or forcing them to leave school prematurely or make them combine school attendance with heavy work.**

**Work that does not affect the children's health and education, such as helping at home, outside school time (including time for completing homework) and does not affect the children's development, is not classified as child labour.**



The main criteria to identify child labour are:

**Age:** ILO Convention No. 138 requires a **general minimum age** for work to be fixed nationally at not less than the age of finishing compulsory education, and not less than age 15 in principle, although it gives some leeway for national legislation.

**The type of activity:** The nature and characteristics of the work will determine whether it can be considered child labour or not. There are some activities that pose special risks for children, so they are forbidden. In some cases, some sectors are totally banned for minors, due to the nature of the work which can pose a risk for a child, for example mining, underground work, cement, tobacco, among others.

**Hours of work:** The number of hours a child works can also determine whether the work is child labour or not. If the number of hours the child works interferes with school hours, study time, or play time, it can be considered child labour.

**Working conditions:** If the working conditions, for example the tools being used, the weather, the presence of dangerous chemical substances, the physical or mental strain, or the position that the child is submitted to pose a risk for the child, that work can be considered child labour.

	<p><b>Children's education:</b> When work interferes with the child's education, it will be considered child labour. This includes cases where children do not go to school in order to work; or leave school prematurely, or where the combination of work and school hours negatively affects their ability to learn.</p> <p>Not all work is harmful to children. Age-appropriate tasks that are of low risk and do not interfere with a child's schooling and right to leisure time can be a normal part of growing up.</p>
 <b>Materials</b>	<ul style="list-style-type: none"><li>☉ Pieces of paper</li><li>☉ Markers</li><li>☉ Flip chart and paper</li></ul>
 <b>Prepare in advance</b>	<ul style="list-style-type: none"><li>☉ Write the ILO definition of child labour on a flip chart.</li></ul>

## ▶ 12. Activity | What work can be done at what age?



### Objectives

- ⦿ Understand the five criteria – age, type of activity, hours of work, working conditions, and impact on education – used to determine when a child can work.
- ⦿ Understand the differences between light work, normal work and hazardous work.
- ⦿ Practise distinguishing between the different situations based on participants' own cases.
- ⦿ Share views on the work that can be done and cannot be done.



### Instructions

1. Divide participants into groups.
2. Give each group a sheet of paper which is divided into four sections:
  - ⦿ House chores
  - ⦿ Acceptable economic activity
  - ⦿ Child labour
  - ⦿ Worst forms of child labour
3. Ask working groups to come up with at least one example of each category.
4. In plenary, go around the room asking each group to provide one example of each category.
5. As a plenary, decide if the example corresponds to the correct category and if it is an activity to be considered child labour or not, and why.
6. Wrap up the discussion by summarizing the five criteria and the different definitions provided.
7. Questions to reflect on in plenary:
  - ⦿ Are there types of work that are hard to define as allowed or forbidden?
  - ⦿ Do people who perform these activities have the same notion of child labour as the national or international law?



### Key learning points

- ⦿ Not all work is harmful to children.
- ⦿ Whether or not particular forms of work can be called “child labour” depends on the child's age, the type and hours of work performed and the conditions under which it is performed.
- ⦿ Tasks that are of low risk and do not interfere with a child's schooling and leisure time can give children an opportunity to develop skills and a sense of belonging to the community.
- ⦿ This participation becomes a problem when tasks interfere with schooling or are hazardous.
- ⦿ International standards determine that children between the ages of 14 and 16 can perform light work if national legislation allows it.

 <p><b>Time: 30 minutes</b></p>	<ul style="list-style-type: none"> <li>⦿ 10 minutes for group discussion.</li> <li>⦿ 15 minutes for group presentation and plenary discussion.</li> <li>⦿ 5 minutes for facilitator input.</li> </ul>
 <p><b>Tips</b></p>	<ul style="list-style-type: none"> <li>⦿ Many of the examples given will be “grey areas” where it will not be easy to determine whether the task is child labour or not. In these cases, it is important for participants to use their judgement to identify if the work or task poses a threat to the child’s physical and mental well-being and development and his/her education.</li> <li>⦿ There is no definition of “house chores” per se but some examples may include washing dishes, helping clean the house or feeding the chickens.</li> <li>⦿ Be sure to know if light work is allowed in the country before carrying out this activity. If light work is not allowed, then the discussion should focus only on the difference between house chores or tasks in rural areas and employment in a family farm.</li> <li>⦿ Write the five criteria – age, type of activity, hours of work, working conditions, and impact on education – on a flip chart and post it where it is visible throughout the training course.</li> <li>⦿ Many details of each of these categories will be defined in the next activities, so do not go into too much detail here, other than the basics.</li> </ul>
 <p><b>Facilitator’s notes</b></p>	<p>As mentioned, while not all work is harmful to children there are certain protections that need to be put in place regarding the five criteria of age, nature of the work, hours of work, working conditions and the right that children have to their education.</p> <p>Here are some categories of acceptable and unacceptable work:</p> <p><b>House chores: Children of any age can perform house chores that are appropriate for their age and development.</b> Depending on the task, they should be supervised to ensure their safety, but these types of tasks are not considered to be child labour. House chores refer to those tasks performed within the home and not performed for a third person, which would then be considered domestic work. What is an acceptable house chores differs from country to country, between regions or even between rural and urban areas.</p> <p>It is also important to consider is the difference between house chores and home working. When parents are carrying out their economic activity in their home and children are helping them complete tasks that are within the adults’ responsibilities, that is not considered a house chore. Each country determines and defines these limits, but when the task is generating an income, that is considered an economic activity and not a house chore. Equally, when goods produced within the household are to be sold in the market, the participation of children in their production cannot be considered a house chore, and the limits to child labour need to apply.</p> <p><b>Acceptable economic activity:</b> This is any work performed by a child above the legal working age that does not interfere with their schooling and does not jeopardize their mental or physical health. It can include what is known as “light work”, defined as work which is neither harmful to children’s health and development nor prejudicial to their attendance at school and their participation in vocational training. The ILO Convention No. 138 sets 13 years as the minimum age for “light work” that is not hazardous and does not interfere with education (the usual minimum age is 14). The amount of time dedicated to work should not exceed 14 hours per week and must not interfere with the child’s education and personal development. Children need to be able to go to school and be physically and mentally available to benefit from their education. They also need to have enough time for leisure and rest during the day.</p>



Carefully monitored, light work can be an important part of children's socialization and development, where they learn to take responsibility and gain pride in their own accomplishments, and it is considered a culturally relevant aspect of life. Work of this kind is not always without risk, but it is not child labour. When referring to field or farm work, the limit between light work or allowed work and child labour is not always clear. It is important to take all these elements in consideration and always analyse whether the child's education and personal development and well-being is being harmed. In many cases, although light work is allowed in some countries, brand companies do not want children involved in any stage of the development of their products and insist that only children above the legal working age and above the age of compulsory education be engaged in their activities.

Although many activities may be considered light in some contexts, whether they are defined as light work also depends on the number of hours worked, the working conditions and if there is someone supervising the task. For example, a task that can be light if carried out in an urban area can involve hazards when performed in a rural environment. A task can be considered a house chore if done in the family home, or child labour if done in someone else's house. Fetching water can be considered light work if the distance to get the water is short, but it can also be child labour if the child has to walk a long distance, or if a heavy weight is involved. The company will have to analyse, in each case, as to whether the activity is light or not.

**Child labour:** This is any work done a child under the legal working age that is a risk for his or her mental or physical health and development.

**Hazardous work:** This refers to tasks that put at risk the child's physical and/or mental health, interfering with schooling and personal development. Hazardous work is considered child labour. This will be further discussed in Activity 13: "What is hazardous work?" There are many regulations that try to avoid children being harmed through work. There are specific conditions that must be respected to ensure the child's safety. For example, when working in the fields, children cannot be involved in hazardous activities; they cannot handle or be in contact with pesticides or other toxic chemicals; they should not be exposed to the sun or heat for long working hours, among others They need to have access to food, clean drinking water, toilet facilities and other elements that ensure they are comfortable and in healthy conditions.



### Materials

- ⦿ Markers
- ⦿ Sheets of paper for each group



### Prepare in advance

- ⦿ Divide sheets of paper into four sections (use as many sheets as groups). Write the following words in the sections:
  - ⦿ House chores.
  - ⦿ Acceptable economic activity.
  - ⦿ Child labour.
  - ⦿ Worst forms of child labour.

## ▶ 13. Activity | What is hazardous work?

 <b>Objectives</b>	<ul style="list-style-type: none"> <li>⦿ Define the concept of hazardous work.</li> <li>⦿ Share impressions and raise concerns over the concept of hazardous work.</li> </ul>																																	
 <b>Instructions</b>	<ol style="list-style-type: none"> <li>1. Provide participants with the following list of activities.             <table border="1" data-bbox="655 678 1402 1211"> <thead> <tr> <th></th> <th>YES</th> <th>NO</th> </tr> </thead> <tbody> <tr> <td>1 Sweeping, cleaning the floor and organizing the house</td> <td></td> <td></td> </tr> <tr> <td>2 Using sharp tools</td> <td></td> <td></td> </tr> <tr> <td>3 Driving a tractor</td> <td></td> <td></td> </tr> <tr> <td>4 Spraying pesticides</td> <td></td> <td></td> </tr> <tr> <td>5 Washing clothes</td> <td></td> <td></td> </tr> <tr> <td>6 Weeding</td> <td></td> <td></td> </tr> <tr> <td>7 Carrying heavy loads</td> <td></td> <td></td> </tr> <tr> <td>8 Looking after cattle and other animals</td> <td></td> <td></td> </tr> <tr> <td>9 Harvesting leaves</td> <td></td> <td></td> </tr> <tr> <td>10 Welding</td> <td></td> <td></td> </tr> </tbody> </table> </li> <li>2. Ask them to decide within their group if they consider any of these tasks an activity that can jeopardize the health of children and therefore be considered hazardous work.</li> <li>3. Go through the list in plenary asking each working group to provide an answer to one of the examples provided until all examples are covered.</li> <li>4. Wrap up the discussion by presenting the key learning points including the general limitation of 18 years of age to perform hazardous tasks.</li> <li>5. Questions to reflect on in plenary:             <ul style="list-style-type: none"> <li>⦿ What other hazardous activities could children be involved in?</li> <li>⦿ Can these activities harm both adults and children equally?</li> <li>⦿ Have you ever seen the legislation that is in force in your country that lists those activities that are considered hazardous?</li> </ul> </li> </ol>		YES	NO	1 Sweeping, cleaning the floor and organizing the house			2 Using sharp tools			3 Driving a tractor			4 Spraying pesticides			5 Washing clothes			6 Weeding			7 Carrying heavy loads			8 Looking after cattle and other animals			9 Harvesting leaves			10 Welding		
	YES	NO																																
1 Sweeping, cleaning the floor and organizing the house																																		
2 Using sharp tools																																		
3 Driving a tractor																																		
4 Spraying pesticides																																		
5 Washing clothes																																		
6 Weeding																																		
7 Carrying heavy loads																																		
8 Looking after cattle and other animals																																		
9 Harvesting leaves																																		
10 Welding																																		
 <b>Key learning points</b>	<ul style="list-style-type: none"> <li>⦿ Children under 18 cannot perform hazardous work.</li> <li>⦿ Hazardous work is any activity or work by children that, by its nature or conditions, is likely to harm or jeopardize their health, safety or morals.</li> <li>⦿ Hazardous work is usually defined by national governments through a list of occupations classified as hazardous.</li> <li>⦿ In some countries, legislation allows children between the ages of 16 and 18 to perform hazardous work, on condition that they are fully protected and have received adequate training.</li> <li>⦿ Children can be in “child labour” up to the age of 18 – not 15 as many people assume – because work in hazardous conditions or doing hazardous tasks makes it a “worst form of child labour” under international standards.</li> </ul>																																	

**Time: 20 minutes**

- ⌚ 10 minutes for group work.
- ⌚ 10 minutes for plenary discussion.

**Tips**

- ⌚ This activity can be made more interactive by asking participants to stand up and go to one side of the room if they believe the task in question is a hazardous activity or to another if they do not so consider it.
- ⌚ Participants can also come up with their own examples to use.

**Facilitator's notes*****What is hazardous work?***

It is any labour that harms the physical, mental or moral well-being of a child, either because of its nature or because of the conditions in which it is carried out.

Children under 18 cannot perform hazardous work. It is considered one of the worst forms of child labour.



***What, specifically, is considered hazardous work?***

The ILO does not have a list of hazardous occupations. Countries determine what constitutes hazardous work for children by drafting "hazardous work lists". However, the ILO Worst Forms of Child Labour Recommendation, 1999 (No. 190) lists activities that national legislation should consider as hazardous for children:

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

In accordance with the ILO Recommendation, each country creates its own list of hazardous activities by consulting with workers' and employers' organizations. This list describes types of work that must not be carried out by children, focusing on work that is likely to harm their health, safety or morals. When this list has been finalized, it is usually attached to the country's labour law.

Some countries may allow children aged 16–17 to engage in types of work included in the hazardous work lists on condition that the health, safety and morals of the young persons concerned are fully protected, and that they have received adequate specific instruction or vocational training in the relevant branch of activity.

	<p>Here are some examples of common workplace hazards:</p> <ul style="list-style-type: none"> <li>⊙ a sharp object, such as a knife blade</li> <li>⊙ a tall ladder</li> <li>⊙ a solvent, such as benzene</li> <li>⊙ a material, such as asbestos</li> <li>⊙ an energy source, such as electricity</li> <li>⊙ a physical environment, such as a wet floor</li> <li>⊙ a psychological environment, such as intimidation</li> <li>⊙ a task, such as welding</li> <li>⊙ a condition of work, such as excessive hours</li> </ul> <p>The potential harm from some of these hazards is obvious – such as cuts from blades or blindness from welding. But some hazards are obscure and take a long time to be felt. The dangers associated with psychosocial hazards – such as stress, long hours, fast-paced work, isolation and intimidation – are the least known.</p>
 <p><b>Materials</b></p>	<ul style="list-style-type: none"> <li>⊙ Flip chart and paper</li> <li>⊙ Markers</li> <li>⊙ Tape</li> </ul>
 <p><b>Prepare in advance</b></p>	<ul style="list-style-type: none"> <li>⊙ No materials need to be prepared in advance for this activity.</li> </ul>

## ▶ 14. Activity | Are these examples of child labour?



### Objectives

- ⊙ Practise analysing the four elements that determine whether a particular form of “work” can be called “child labour” or not: (i) the child’s age; (ii) the type of work performed; (iii) the hours of work performed; and (iv) the conditions under which the work is performed (taking into consideration the objectives pursued by your country).
- ⊙ Review the concepts of light work and hazardous work.
- ⊙ Share impressions and raise concerns over the concepts.



### Instructions

1. Review with participants the concepts of child labour, light work and hazardous work, using the chart provided.
2. Ask the working groups to read the following case studies and decide whether the children presented in the situations described should actually be working or not. Answers are given in the facilitator’s notes at the end of this section.

**Case 1:** During the harvest season, Musaka’s task is to lift and carry heavy bags filled with fruit (over 15 per cent of his body weight) on the family farm. He is 16 years old. Sometimes he also drives a tractor through the farm. He is very proud of being able to help his family.

**Case 2:** Namazzi, a 10-year-old girl, spends all day working in the coffee field and cannot attend school.

**Case 3:** Rose, a 17-year-old, is hired by a large company to apply chemical pesticides to the plants. She generally handles, mixes and applies them without protective equipment.

**Case 4:** John is 12 years old. His parents work for a company that grows cotton. After school, John joins his parents at the field, because he has nowhere else to go. Sometimes he helps them to pick cotton, but most of the time he plays with the other children or does some homework. While he is in the field, he is exposed to long hours of sun.

**Case 5:** Dembe’s father asks her to work in the field for a few hours on Sundays and on school holidays. Dembe is 14 years old and likes learning from her father.

**Case 6:** A 12-year-old helps his family on the farm by bringing them water and food to the fields.

**Case 7:** 16-year-old Nick works on a private farm. When he goes back home, he does household chores or work on the family farm. He does all types of tasks, depending on the needs. When there is not much work to do, he goes to school.

**Case 8:** Anita is 16 years old. She works for a small farmer, helping him with different tasks he cannot do on his own. Anita does not always get paid; the farmer says that more important than money is the knowledge, experience and personal growth the work at the farm gives her.

**Case 9:** Caroline is 8 years old. Her mother works as a seamstress and sells the clothes she makes at home. Caroline helps her sometimes to organize the fabrics or works with very simple tools.

**Case 10:** Christina, a 17-year-old, is hired for the season to apply chemical pesticides to the coffee plants and is provided with protective equipment.

**Case 11:** Sisu, a 12-year-old, is responsible on the family farm for collecting water. It takes her so much time to go to the well and come back that she hardly has time to do her homework and play.

**Case 12:** Ken is 13. He has not finished school yet and works in the fields four hours a day. He travels 50 minutes by foot to and back from school.

3. Have a representative of each group share in plenary the outcomes of the discussion.
4. Have a plenary discussion for each case to see if everybody agrees with the groups' replies.
5. Wrap up the discussion by reminding participants of the four elements, and the types of work that a child can do at different ages.
6. Questions to reflect on in plenary:

- ☉ Are there any grey areas?

Above 18	Any economic activity as any adult	
Between 16 and 18 (young workers)	Economic activity except hazardous work	<ul style="list-style-type: none"> <li>☉ No hazardous work</li> <li>☉ Limitations on hours of work</li> <li>☉ Limitations on overtime</li> <li>☉ Limitations on night work</li> <li>☉ Medical examinations</li> <li>☉ Register</li> </ul>
Between 14 and 16	Light work	<ul style="list-style-type: none"> <li>☉ If it is not interfering with the child's schooling and play</li> <li>☉ No risks</li> <li>☉ Under adult supervision</li> <li>☉ Limitations on hours</li> </ul>
Under 14	House chores only	



### Key learning points

- ☉ A child below 14 years cannot perform any type of work.
- ☉ A child between the ages 14 and 16 can perform only light work, when local law permits it, if it does not interfere with the child's schooling and play and if the working environment is safe from risks.
- ☉ Children between 16 and 18 years of age are allowed to work, unless it is hazardous work.
- ☉ Some countries may allow children aged 16 to 18 to engage in types of work included in the hazardous work lists on condition that the health, safety and morals of the young persons concerned are fully protected, and that the young persons have received adequate specific instruction or vocational training in the relevant branch of activity.



### Time: 1 hour

- ⦿ 10 minutes for review of the concepts and for explaining the activity.
- ⦿ 15 minutes for group discussion.
- ⦿ 10 minutes for each representative to share their groupwork.
- ⦿ 10 minutes for plenary discussion (5-10 minutes per case, maximum).
- ⦿ 15 minutes for facilitator input, wrap up and pending questions.



### Tips

- ⦿ These case studies are suggestions. They can be adapted to the specific context the facilitator is working with or new cases can be introduced.
- ⦿ Often there will not be an obvious answer. Give time for participants to debate, consider all factors involved, and reach their own conclusions.



### Facilitator's notes

In Activity 12, participants learned that there are five criteria used to determine whether an activity can be considered child labour:

- ⦿ Age
- ⦿ Type of activity
- ⦿ Hours of work
- ⦿ Working conditions
- ⦿ Impact on education

When analysing a specific case, attention should always be paid to these factors. Here are some of the questions which will help determine whether the situation is child labour:

#### Age

- ⦿ How old is the child?
- ⦿ What is the minimum age to work set by national law?
- ⦿ What is the minimum age to work set by international Conventions and the buyer's requirements?
- ⦿ Are more children in the same situation?

#### Type of activity

- ⦿ What specific tasks are the children carrying out?
- ⦿ What kind of work are they doing?
- ⦿ Is it "light" work? Is it "hazardous" work?
- ⦿ What kind of contract or arrangement do these children have with their employer?
- ⦿ What does national law say about the type of work that children are allowed to perform? Are there children who are not respecting this regulation?

#### Hours of work and working conditions

- ⦿ Is children's health at risk when carrying out specific activities?
- ⦿ Are they handling dangerous elements or substances?
- ⦿ Are they carrying heavy weights?
- ⦿ Are they working long hours?
- ⦿ Are they exposed to bad working conditions?
- ⦿ Are they drinking enough water?
- ⦿ Are they exposed to the sun for too many hours?
- ⦿ Is their physical or mental integrity being harmed in any way?

### Impact on education

- ⊙ Are those children who are working also going to school?
- ⊙ Are they going every day or are they missing some days?
- ⊙ How many hours are they going to school and how many hours are they working?
- ⊙ When they go to school, do they pay attention and participate actively?
- ⊙ Do they do homework?
- ⊙ Do they socialize and play with other children?
- ⊙ What is the national regulation for the amount of work that children can do? Are these children crossing this limit?

### Answers

7. During the harvest season, Musaka's task is to lift and carry heavy bags filled with fruits (over 15 per cent of his body weight) on the family farm. He is 16. Sometimes he also drives a tractor through the farm. He is very proud of being able to help his family. *(Answer: It is likely that lifting such heavy weights is hazardous work, and children cannot not perform hazardous tasks. Driving a tractor is usually also considered hazardous work that no one under 18 can perform.)*
8. Namazzi, a 10-year-old girl, spends all day working in the coffee field and cannot attend school. *(Answer: This is prohibited child labour, regardless of the nature of the work, because of her age. The only work that children under 14 can carry out is household chores.)*
9. Rose, a 17-year-old, is hired by a large company to apply chemical pesticides to the plants. She generally handles, mixes and applies them without protective equipment. *(Answer: Children cannot be applying chemicals, as that is hazardous work, regardless of whether the child is wearing protective equipment or not.)*
10. John is 12 years old. His parents work for a company that grows cotton. After school, John joins his parents at the field, because he has nowhere else to go. Sometimes he helps them to pick cotton, but most of the time he plays with the other children or does some homework. While he is in the field, he is exposed to long hours of sun. *(Answer: It is likely that this is not child labour, because he does it sporadically and under supervision.)*
11. Dembe's father asks her to work in the field a few hours on Sundays and on school holidays. Dembe is 14 years old and likes learning from her father. *(Answer: This is considered light work due to the fact that it does not interfere with her schooling, she does it sporadically and she is of age to do light work. In any case it would also depend on the tasks she does. Were they hazardous, it would no longer be considered light work.)*
12. A 13-year-old helps his family in the farm by bringing them water and food to the fields. *(Answer: At this age children can only perform light work. This could be considered light work so long the weight he is carrying is adequate and that this task does not interfere with his school activities, play or rest time. It could also be considered that this is a house chore as it is done for the family.)*



13. 16-year-old Nick works on a private farm and when he goes back home, he does household chores or work on the family farm. He does all types of tasks, depending on the needs. When there is not much work to do, he goes to school. *(Answer: Nick is apparently above the legal working age, so in theory he can perform economic activities that are not hazardous, so long as the working conditions for young workers are ensured. If Nick would want to go to school, whether this work is interfering with his studies could be discussed.)*
14. Anita is 16 years old. She works for a small farmer, helping him with different tasks he cannot do on his own. Anita does not always get paid; the farmer says more important than money is the knowledge, experience, and personal growth the work at the farm gives her. *(Answer: Anita is old enough to enter the labour market according to the national legislation. At the same time, in order to guarantee that this is not child labour, certain working conditions need to be ensured, including being paid according to local requirements and regularly. She cannot be paid only in kind or based on the experience she is obtaining. National requirements on apprenticeships need to be ensured.)*
15. Caroline is 8 years old. Her mother works as a seamstress and sells the clothes she makes at home. Caroline helps her sometimes to organize the fabrics or uses very simple tools. *(Answer: It is likely that this is child labour because of the child's age, even if it doesn't interfere with school.)*
16. Christina, a 17-year-old, is hired for the season to apply chemical pesticides to the coffee plants and is provided protective equipment. *(Answer: This is prohibited child labour because it is hazardous work. Only people above the age of 18 can carry out hazardous tasks.)*
17. Sisu, a 10-year-old, is responsible on the family farm for collecting water. It takes her so much time to go to the well and come back that she hardly has time to do her homework and play. *(Answer: At this age children cannot be working or performing light work. Whether this is a house chore could be discussed, as it is done for the family, but since the task interferes with the child's schooling, play and rest time, consideration should be given to that.)*
18. Ken is 13. He has not finished school yet and works in the fields four hours a day. He travels 50 minutes by foot to and back from school. *(Answer: Although the type of activities he carries out is not known, it is doubtful that this can be considered light work. Also, the fact that it takes the child such a long time to go to school and back, it is likely that this work interferes with his school obligations, play and rest time, and therefore might be considered child labour.)*



### Materials

- ⊙ Sheets of paper with the case studies





### Prepare in advance

- ⊙ Print out the case studies and make several copies to hand out.

## ▶ 15. Activity | Do many children work?

 <b>Objectives</b>	<ul style="list-style-type: none"> <li>⊙ Raise awareness of the fact that there are many children working and that it is urgent to address the issue.</li> </ul>
 <b>Instructions</b>	<ol style="list-style-type: none"> <li>1. Place a rope or a string on the floor, forming a long line. If this is not possible draw an imaginary line in the centre of the room long enough for all participants to stand on both sides of it.</li> <li>2. Ask all participants to stand two steps away from the imaginary line, along the string or tape used.</li> <li>3. Explain that you are going to read some sentences and that participants should answer whether they agree or disagree with the statement.</li> <li>4. After reading each of the sentences ask participants to take a step forward towards the string or imaginary line if they agree with the statement, or, if they disagree, to not move.</li> <li>5. Read the following sentences:             <ul style="list-style-type: none"> <li>⊙ There is a lot of child labour in the world.</li> <li>⊙ Most of it is in agriculture.</li> <li>⊙ Africa has the highest rates of child labour in the world.</li> <li>⊙ Child labour is currently decreasing.</li> <li>⊙ The Government is committed to eliminating child labour.</li> <li>⊙ Child labour is directly related to poverty.</li> <li>⊙ Child labour affects boys more than girls.</li> </ul> </li> <li>6. After each sentence, and once everybody has taken a step or stayed in their place, have a brief discussion on their answers.</li> <li>7. Finally, present some of the relevant information.</li> <li>8. Questions to reflect on in plenary:             <ul style="list-style-type: none"> <li>⊙ How many children work worldwide?</li> <li>⊙ Do you know how many children work in your country?</li> <li>⊙ In what sectors is the prevalence of child labour higher?</li> <li>⊙ In what regions of the world is child labour found?</li> <li>⊙ Does it affect boys and girls equally?</li> </ul> </li> </ol>
 <b>Key learning points</b>	<ul style="list-style-type: none"> <li>⊙ Globally, 160 million children between 5 and 17 years of age are in child labour.</li> <li>⊙ Agriculture remains by far the most important sector, accounting for 59 per cent of all those in child labour and for over 98 million children in absolute terms.</li> <li>⊙ About two million children aged between 5 and 17 years, 14 per cent of all children in Uganda, are engaged in some form of child labour.</li> <li>⊙ In Uganda about 20 per cent of rural children are child labourers.</li> </ul>

 <b>Time: 15 minutes</b>	<ul style="list-style-type: none"> <li>⦿ 10 minutes for the general activity and discussion.</li> <li>⦿ 5 minutes for facilitator input.</li> </ul>
 <b>Tips</b>	<ul style="list-style-type: none"> <li>⦿ This exercise not about who is right and how right they are, but to see how the participants perceive the severity of the problem.</li> </ul>
 <b>Facilitator's notes</b>	<p>The latest child labour reports have focused on sub-Saharan Africa as a region with high rates of child labour. The ILO and UNICEF (2021) revealed that there are now more children in child labour in sub-Saharan Africa than in the rest of the world combined: 54.4 per cent of the global child labour numbers. The report indicates that between 2012, 2016 and 2020, the percentage of children aged 5 to 17 years in child labour in sub-Saharan Africa increased from 21.4 to 22.4 and 23.9 per cent respectively, while in other regions such as Asia and the Pacific, or Latin America and the Caribbean, the percentages are falling. It is estimated that there are 62 million children in child labour in African agriculture, the majority of them in family agriculture. Globally, agriculture as a sector accounted for 70 per cent of all child labour in all sectors worldwide in 2020.</p> <p>According to the Uganda Bureau of Statistics (UBOS), about two million children aged between 5 and 17 years – 14 per cent of all children in Uganda – are estimated to be engaged in some form of child labour, and 20 per cent of rural children are child labourers.</p> <p>Despite the regulatory frameworks there are challenges in the enforcement and implementation of the laws and policies. In Uganda, child labour can be observed in almost all supply chains including agriculture, fishing, manufacturing, mining, services and construction.</p> <p>The regional disaggregation shows that:</p> <ul style="list-style-type: none"> <li>⦿ The Eastern region had the highest proportion of working children aged 5–11 (31 per cent) compared to less than 1 per cent in Kampala City.</li> <li>⦿ The Northern region had the highest proportion of working children aged 12–13 who were in non-light work economic activities or hazardous work, at 17 per cent compared to Kampala City at 1 per cent.</li> <li>⦿ According to the Uganda National Household Survey of 2019/20, 18 per cent of children aged 5–17 years were involved in child labour (excluding household chores). The proportion was slightly higher for boys (20 per cent) than for girls (15 per cent).</li> </ul> <p>The Government is committed to eliminating child labour, and has developed the second National Action Plan for the Elimination of Child Labour (NAP II 2020/21–2024/25) with the goal to reduce the incidence of all forms of child labour in households, communities and all sectors in Uganda.</p>
 <b>Materials</b>	<ul style="list-style-type: none"> <li>⦿ Rope or string or masking tape</li> </ul>
 <b>Prepare in advance</b>	<ul style="list-style-type: none"> <li>⦿ No materials need to be prepared in advance for this activity.</li> </ul>

## ▶ 16. Activity | How is child labour perceived in the community?





### Objectives

- ⊙ Understand how children working before the legally permitted age is perceived.
- ⊙ Acknowledge the difficulties that can be encountered when trying to address child labour.
- ⊙ Explore people's perceptions of child labour.



### Instructions

1. Prepare in advance a set of each of the following eight scenarios.
2. Divide participants into groups and give each group a complete set.
  - ⊙ A 14-year-old child goes to school (has no economic activity and no household chores)
  - ⊙ A 14-year-old child is involved in household chores and economic activity (no school)
  - ⊙ A 14-year-old child is involved in household chores and school (no economic activity)
  - ⊙ A 14-year-old child is involved in household chores (no school and no economic activity)
  - ⊙ A 14-year-old child is involved in economic activity and school and household chores
  - ⊙ A 14-year-old child is involved in economic activity and school (no household chores)
  - ⊙ A 14-year-old child is involved in economic activity (no school and no household chores)
  - ⊙ Inactive (no school, no household chores, no economic activity)
3. Ask the groups to order the scenarios from the best possible option to the worst.
4. Ask the groups to tape the scenarios in their preferred order on a flip chart to be able to present it to plenary.
5. Have a representative share in plenary the outcomes of the discussion.
6. Questions to reflect on in plenary:
  - ⊙ Do the results differ significantly from each other?
  - ⊙ Do you think they would differ a lot if other people from your community were answering? Who would say what?
  - ⊙ Was it easy to agree on the order?
  - ⊙ What were the main discussions in your group work?
  - ⊙ What impact do you think these perceptions have on child labour prevalence?

 <b>Key learning points</b>	<ul style="list-style-type: none"> <li>⦿ Child labour is not always perceived as something bad. In many cases, work is considered to be an important part of children's education.</li> <li>⦿ To address child labour, it has to be agreed that work is not more important to children than going to school.</li> <li>⦿ Working often interferes with a child's education, thus negatively affecting the child's prospects for career development.</li> <li>⦿ Household activities should also be regulated for children to have time to go to school and also play.</li> <li>⦿ The task is not about imposing an external point of view, but rather to listen, try to understand what the local perspective is and work together to build better futures for the children.</li> </ul>
 <b>Time: 30 minutes</b>	<ul style="list-style-type: none"> <li>⦿ 10 minutes for group work.</li> <li>⦿ 20 minutes for each representative to share their groupwork, and plenary discussion.</li> </ul>
 <b>Tips</b>	<ul style="list-style-type: none"> <li>⦿ Remind participants of the definition of economic activity: producing, buying or selling products or services. If child is involved in any type of work for remuneration or without remuneration outside the typical chores that he or she performs in the household, that is an economic activity.</li> <li>⦿ If the national legal age is lower than 14, it is advisable to also change the age of this activity to one year less than the legal working age.</li> <li>⦿ Remind participants that there are no right or wrong answers, it is a matter of finding out what our beliefs and priorities are.</li> </ul>
 <b>Facilitator's notes</b>	<p>Many national and international regulations aim to reduce and eliminate child labour, but unless the community perceives child labour to be a problem, it is hard to fight it. Even though child labour is often related to poverty and the family's need for extra income, in many societies work is also considered to be more important and relevant for a child's education than school, so it is not considered a problem.</p> <p>This is a common view that has to be gradually modified. It is always important to emphasize that children belong in school and not at work, at least during the age of compulsory schooling. Child labour is at the expense of a child's education, both when the child is kept away from school or when the child combines work and school in such a way that school performance suffers. Work often deprives children of meaningful educational training opportunities that could open up a better future.</p> <p>It is necessary to pay attention also to household activities, which many children carry out from very young ages. Cleaning the house, taking care of siblings, or going for water are some typical tasks that children are responsible for. This is mainly the case for girls, who are often asked to take care of the household, thus leaving less time for their education.</p> <p>When addressing such a complex and culturally accepted issue, it is always important to maintain an open attitude, listening to people's realities, trying to understand their points of view and working alongside them to start deconstructing the common view of child labour.</p>

 <p><b>Materials</b></p>	<ul style="list-style-type: none"> <li>⊙ Pieces of paper for the scenarios</li> <li>⊙ Flip chart and paper</li> <li>⊙ Tape</li> <li>⊙ Markers</li> </ul>
 <p><b>Prepare in advance</b></p>	<ul style="list-style-type: none"> <li>⊙ Prepare the sets of scenarios as follows:             <ul style="list-style-type: none"> <li>A 14-year-old child goes to school (has no economic activity and no household chores)                 <ul style="list-style-type: none"> <li>.....</li> </ul> </li> <li>A 14-year-old child is involved in household chores and economic activity (no school)                 <ul style="list-style-type: none"> <li>.....</li> </ul> </li> <li>A 14-year-old child is involved in household chores and school (no economic activity)                 <ul style="list-style-type: none"> <li>.....</li> </ul> </li> <li>A 14-year-old child is involved in household chores (no school and no economic activity)                 <ul style="list-style-type: none"> <li>.....</li> </ul> </li> <li>A 14-year-old child is involved in economic activity and school and household chores                 <ul style="list-style-type: none"> <li>.....</li> </ul> </li> <li>A 14-year-old child is involved in economic activity and school (no household chores)                 <ul style="list-style-type: none"> <li>.....</li> </ul> </li> <li>A 14-year-old child is involved in economic activity (no school and no household chores)                 <ul style="list-style-type: none"> <li>.....</li> </ul> </li> <li>An inactive child (no school, no household chores, no economic activity)                 <ul style="list-style-type: none"> <li>.....</li> </ul> </li> </ul> </li> </ul>

## ▶ 17. Activity | Why do children work?

 <b>Objectives</b>	<ul style="list-style-type: none"> <li>⊙ Recognize causes and push-pull factors from different points of view (children, parents, employers).</li> <li>⊙ Explore people's perception of child labour.</li> </ul>
 <b>Instructions</b>	<ol style="list-style-type: none"> <li>1. Divide all participants into groups of four. The groups will perform a role play.</li> <li>2. Ask each group member to adopt one of the following roles:             <ul style="list-style-type: none"> <li>⊙ A 15-year-old boy or girl who wants to work in the field.</li> <li>⊙ The father who wants his child to go work on the farm.</li> <li>⊙ The mother who does not want her child to go to work.</li> <li>⊙ A farmer who wants to hire the boy or girl.</li> </ul> </li> <li>3. Each group member must come up with at least three arguments to defend their position.</li> <li>4. Each group will have an open discussion amongst themselves, playing out their roles and defending their positions.</li> <li>5. Once the discussions are over, ask participants to share the arguments that came up.</li> <li>6. As participants are sharing their arguments, write on a board or a flip chart the different factors that are coming up.</li> <li>7. Questions to reflect on in plenary:             <ul style="list-style-type: none"> <li>⊙ What are the different factors that contribute to child labour?</li> <li>⊙ What are the different perceptions in the community around child labour?</li> <li>⊙ Who might be totally opposed to eliminating child labour?</li> <li>⊙ Who might be totally for child labour?</li> </ul> </li> </ol>
 <b>Key learning points</b>	<ul style="list-style-type: none"> <li>⊙ There are many reasons why under-aged people work.</li> <li>⊙ Children, families, employers and others involved may have many arguments to defend or to reject child labour. It is important to listen to and understand these arguments in order to start creating better alternatives for children.</li> <li>⊙ It is important not to demonize children and families that might be in favour of child labour. A condescending and punitive attitude cannot contribute to creating a dialogue through which child labour can be gradually eliminated.</li> </ul>
 <b>Time: 30 minutes</b>	<ul style="list-style-type: none"> <li>⊙ 15 minutes for role play in groups.</li> <li>⊙ 15 minutes for plenary discussion.</li> </ul>



### Tips

- ⊙ Distribute roles randomly between participants, so regardless of what they actually think, the group members have to put themselves in the role of their character.
- ⊙ These four roles are the essential ones. If there are more participants per group, further roles that can be adopted include: (1) the international company that does not want to have children under 18 involved in the production of the crop; (2) a 15-year-old girl who does not want to work; (3) a schoolteacher who thinks children should not be working; (4) a grandmother who takes care of the child without any economic support.
- ⊙ Provoke working groups to be animated and have a heated discussion within their roles. You might even want to tell them that the parents are to the point of getting a divorce over the discussion!



### Facilitator's notes

Child labour is a complex issue. For many communities, having children participate in their economy is not viewed as a bad thing, nor does it always relate to extreme needs or poverty. On the contrary, many societies find that work helps children grow, because they acquire important skills and responsibilities. It is often a valued aspect of life, which helps create belonging to the community.

But there are also other reasons that lead children to work; some internal to the household, and others that are external. While parents or families may have reasons for their children to work, children themselves usually have their own motives. And, of course, companies and employers also have other grounds to hire under-aged workers. The reasons differ among countries and even different areas within a country. For example, the situation of children working in the cities is quite different from what happens in rural areas. All these dimensions have to be taken into consideration.

Identifying the specific reasons that lead to child labour is important in order to adapt the strategies aimed at eliminating it to the special needs and realities of each community. Here is a list of common reasons that could be relevant:

#### Reasons from children's perspectives

- ⊙ Lack of food, clothes and need to meet basic needs
- ⊙ Money for fertilizer and seeds for their own farms
- ⊙ Money to repair their houses
- ⊙ Orphans (HIV/AIDS, conflict, natural disasters or others) or single-woman-headed households compelled to contribute to household income
- ⊙ Pay school fees, uniform, books, material and exam fees
- ⊙ Help settle family debt
- ⊙ Supplement family income
- ⊙ They are the head of the household
- ⊙ Not able to cope with academic demands at school
- ⊙ School no longer useful
- ⊙ Low quality of the school environment in the form of lack of teachers, instructional materials, classrooms and sanitation facilities
- ⊙ School too far away
- ⊙ Meal a day they receive at work
- ⊙ Sense of responsibility to their caregivers (grandparents, disabled parents, or others)











- ⊙ Early marriage
- ⊙ Strong sense of reality about their family situation
- ⊙ Help parents finish their quota of work
- ⊙ Learn new skills
- ⊙ Perception that they can earn money from their labour
- ⊙ Help family enterprise
- ⊙ Children who have been out of school for years feel ashamed to go back and study with younger children.

#### **Reasons from parents' perspectives**

- ⊙ Low family income
- ⊙ Coping mechanism in extreme poverty
- ⊙ Low wages
- ⊙ Debts
- ⊙ Income volatility
- ⊙ Health problems resulting in new expenses, fall in household income
- ⊙ Pay school fees, uniform, books, material and exam fees
- ⊙ No access to credit
- ⊙ Take their children along with them to work to acquire food
- ⊙ Lack of day-care facilities
- ⊙ Single parenthood
- ⊙ School in remote and inaccessible areas
- ⊙ Fields a long distance from village so that they take their children to the field for the whole working day
- ⊙ No resources in the community to offer children as an alternative
- ⊙ Cultural tradition and social acceptance of child labour as part of children's upbringing
- ⊙ Perceptions, attitudes and aspirations
- ⊙ Cultural factors see child labour as a private matter
- ⊙ Whole family often involved in the cultivation processes and in harvesting
- ⊙ Do not perceive the importance of education
- ⊙ Children need to learn an occupation
- ⊙ Skills development
- ⊙ Uneducated parents
- ⊙ Weak law enforcement
- ⊙ Lack of land or lack of means to cultivate land effectively
- ⊙ Large family size
- ⊙ Vulnerability of families
- ⊙ Family displacement
- ⊙ Natural disasters and conflict have impacted the family situation
- ⊙ Tenants use their children in order to meet production targets set by the owner




	<ul style="list-style-type: none"><li>⊙ Reasons from farmers' perspectives</li><li>⊙ Lack of sufficient labour supply</li><li>⊙ Adult labour too expensive</li><li>⊙ Reduce labour costs using cheap labour</li><li>⊙ Only viable economic solution</li><li>⊙ Children have fewer benefits</li><li>⊙ No access to credit</li><li>⊙ Lack of access to technology</li><li>⊙ Payment for piecework based on family units</li><li>⊙ Poor agricultural marketing systems including lack of information about markets and microcredit opportunities</li><li>⊙ Weak negotiation powers of smallholder farmers</li><li>⊙ Perception that children are more obedient and willing</li><li>⊙ Perception that some tasks are done better by children</li><li>⊙ Weak law enforcement in agricultural sector</li><li>⊙ Peak time or seasonal help</li><li>⊙ Short-term coping strategy</li><li>⊙ School is too expensive/not relevant</li><li>⊙ Need to teach children to operate the family farm/develop their skills</li></ul>
 <b>Materials</b>	<ul style="list-style-type: none"><li>⊙ Flip chart and paper</li><li>⊙ Marker</li></ul>
 <b>Prepare in advance</b>	<ul style="list-style-type: none"><li>⊙ No materials need to be prepared in advance for this activity.</li></ul>

## ▶ 18. Activity | Which ILO standards prohibit child labour?

 <b>Objectives</b>	<ul style="list-style-type: none"> <li>⦿ Provide information on the ILO standards on child labour.</li> <li>⦿ Obtain tools to implement the ILO standards on a national level.</li> </ul>
 <b>Instructions</b>	<ol style="list-style-type: none"> <li>1. Present the information on ILO standards on child labour in plenary.</li> <li>2. Leave some time for participants' questions.</li> </ol>
 <b>Key learning points</b>	<ul style="list-style-type: none"> <li>⦿ The two ILO Conventions on child labour are the Minimum Age Convention, 1973 (No.138) and the Worst Forms of Child Labour Convention, 1999 (No. 182).</li> <li>⦿ ILO Convention No. 182 is the first ILO Convention to achieve universal ratification.</li> <li>⦿ ILO Convention No. 138 has also been widely ratified by ILO Member States.</li> <li>⦿ Uganda ratified Convention No. 138 in 2003 and Convention No. 182 in 2001.</li> </ul>
 <b>Time: 5 minutes</b>	<ul style="list-style-type: none"> <li>⦿ 5 minutes for facilitator's presentation.</li> </ul>
 <b>Tips</b>	<ul style="list-style-type: none"> <li>⦿ More than an activity, this is a highlight of the two ILO Conventions. It is enough just to mention the two Conventions and the fact that they have received ratifications from most or all the ILO Member States, including Uganda.</li> <li>⦿ Avoid trying to convey the content of their provisions, as the requirements of the Convention and the guidelines in the Recommendations are distributed throughout the activities in the course.</li> </ul>
 <b>Facilitator's notes</b>	<p>The two ILO Conventions on child labour are Convention No.138 on Minimum Age and Convention No. 182 on the Worst Forms of Child Labour. These Conventions are "fundamental" Conventions. This means that, under the ILO Declaration on Fundamental Principles and Rights at Work, all ILO Member States have an obligation to respect, promote and realize the abolition of child labour, even if they have not ratified the Conventions in question.</p> <p>ILO Convention No. 182 is the first ILO Convention to achieve universal ratification. It was also the most rapidly ratified Convention in the history of the ILO, with the majority of ratifications occurring within the first three years after it was adopted in 1999. ILO Convention No. 138 has also been widely ratified by ILO Member States.</p> <p>Uganda ratified Convention No. 138 in 2003 and Convention No. 182 in 2001.</p> <p>Important extracts from the texts of these Conventions may be found in Annex 2.</p> <p>The Conventions are accompanied by the Minimum Age Recommendation, 1973 (No. 146) and the Worst Forms of Child Labour Recommendation, 1999 (No. 190). ILO Recommendations are non-binding but provide more detailed guidance on how the Conventions could be applied.</p>
 <b>Materials</b>	<ul style="list-style-type: none"> <li>⦿ None</li> </ul>
 <b>Prepare in advance</b>	<ul style="list-style-type: none"> <li>⦿ No materials need to be prepared in advance for this activity.</li> </ul>

## ▶ 19. Activity | What does the national legislation say?

 <b>Objectives</b>	<ul style="list-style-type: none"> <li>⦿ Acknowledge the importance of employers and workers to know basic legal national requirements on child labour.</li> <li>⦿ Learn the legal national requirements of compliance.</li> </ul>
 <b>Instructions</b>	<ol style="list-style-type: none"> <li>1. For this activity, bring in an expert who can present the basics of the national legislation on child labour to participants.</li> <li>2. Present the expert and explain that they are going to talk about the national legislation on child labour.</li> <li>3. To make it more dynamic, “interview” the expert, asking them questions and also inviting participants to ask their own questions. For example:             <ul style="list-style-type: none"> <li>⦿ What is the minimum age to access employment in Uganda?</li> <li>⦿ Are there limitations on the number of hours that young workers can work per day or per week?</li> <li>⦿ Is there a list of activities considered light work?</li> <li>⦿ What is considered hazardous work for children in Uganda?</li> <li>⦿ Do children need to be paid the same as adults?</li> <li>⦿ Do children have a right to paid time off?</li> <li>⦿ How does the Government enforce the legislation concerning child labour?</li> <li>⦿ Does the Government have in place any policies or programmes to combat child labour?</li> <li>⦿ Does the national legislation differ from the international standards?</li> </ul> </li> </ol>
 <b>Key learning points</b>	<ul style="list-style-type: none"> <li>⦿ It is essential for all employers to know how the national legislation defines child labour, because it is against the law for a company to break any of the rules related to minimum age and hazardous work.</li> <li>⦿ It is also very important that workers in the business know how child labour is defined. They should always be aware of:             <ul style="list-style-type: none"> <li>⦿ national compulsory schooling age</li> <li>⦿ national minimum age for employment</li> <li>⦿ national legal age for hazardous work</li> <li>⦿ if national legislation prohibits children’s work in their sector</li> <li>⦿ other working conditions for children and young workers regarding hours of work and night work.</li> </ul> </li> </ul>
 <b>Time: 30 minutes</b>	<ul style="list-style-type: none"> <li>⦿ 30 minutes for expert participation or interview.</li> </ul>
 <b>Tips</b>	<ul style="list-style-type: none"> <li>⦿ Make sure the expert is going to present the national legal age for work and the other elements that are relevant at this stage.</li> <li>⦿ Ask someone in the audience to take notes on a flip chart.</li> </ul>

 <b>Facilitator's notes</b>	<p>It is essential for all employers to know how the national legislation defines child labour because it is against the law for a company to break any of the rules related to minimum age and hazardous work.</p> <p>It is also very important that workers in a company know how child labour is defined.</p> <p>What is the minimum information that all employers need to know about the national legislation?</p> <ul style="list-style-type: none"><li>national compulsory schooling age</li><li>national minimum age for employment</li><li>national legal age for hazardous work</li><li>if national legislation prohibits children's work in the sector</li><li>other working conditions for children and young workers regarding hours of work and night work.</li></ul> <p>To obtain information on the national legislation employers may:</p> <ul style="list-style-type: none"><li>obtain information from the Ministry of Labour website</li><li>consult national employers' organizations</li><li>obtain information from ILO experts on child labour at the country's ILO office or on the ILO website.</li></ul>
 <b>Materials</b>	<ul style="list-style-type: none"><li>None</li></ul>
 <b>Prepare in advance</b>	<ul style="list-style-type: none"><li>No materials need to be prepared in advance for this activity.</li></ul>









**What should  
business do?**

## ▶ 20. Activity | What are companies already doing?

 <b>Objectives</b>	<ul style="list-style-type: none"> <li>⊙ Review the concept of “due diligence” and the importance of having a system in place.</li> <li>⊙ Acknowledge and recognize any efforts that the companies are already doing in order to address child labour issues.</li> <li>⊙ Share experiences.</li> </ul>
 <b>Instructions</b>	<ol style="list-style-type: none"> <li>1. Put up on the walls (if they are not up already) the flip charts created in Activity 9: “What do companies need to do?” from Section 2: “Why attend a course on child labour?”. These are the mind maps that made reference to the seven steps of a due diligence system that a business should put in place.</li> <li>2. Hand out sticky notes to all participants.</li> <li>3. Ask participants to individually write on their sticky notes any activities that they are already doing to address child labour in their companies. For example, “We don’t hire children”, “We have drafted a policy on human rights”, “We engage with parents”, “We have consulted with an NGO”, and so on.</li> <li>4. Ask them to stand up and place those specific activities on the flip charts at the relevant phase of the due diligence process. For example:             <ul style="list-style-type: none"> <li>⊙ Step 3, Take action: “We don’t hire children.”</li> <li>⊙ Step 1, Policy: “We have drafted a policy on human rights.”</li> <li>⊙ Step 6, Stakeholders: “We engage with parents”, “We have consulted with an NGO.”</li> </ul> </li> <li>5. Ask some participants to explain what their actions are. Have a brief plenary discussion on it.</li> <li>6. Questions to reflect on in plenary:             <ul style="list-style-type: none"> <li>⊙ What kind of actions are most of us already implementing?</li> <li>⊙ Have we been implementing any action against child labour without being really aware of it?</li> <li>⊙ Are there any stages no one is acting on?</li> <li>⊙ What main challenges have you already faced in your efforts?</li> <li>⊙ Are there any other actions that you would have liked to implement but have faced obstacles?</li> </ul> </li> </ol>
 <b>Key learning points</b>	<ul style="list-style-type: none"> <li>⊙ Many companies already have in place various actions to prevent child labour practices, in some cases without really recognizing their efforts.</li> <li>⊙ All actions to combat child labour are valuable.</li> </ul>
 <b>Time: 20 minutes</b>	<ul style="list-style-type: none"> <li>⊙ 5 minutes for individual reflection.</li> <li>⊙ 15 minutes for plenary discussion.</li> </ul>



 <b>Tips</b>	<ul style="list-style-type: none"><li>⦿ Encourage participants to write down any action taken, no matter how small they perceive it to be.</li><li>⦿ If time allows, ask them to stand up and read what other individuals have written, allowing for small conversations to take place around the different mind maps.</li><li>⦿ Pay attention to where the conversations are happening.</li><li>⦿ It is not necessary to endorse what participants are doing or not doing.</li></ul>
 <b>Facilitator's notes</b>	Facilitators do not need specific notes for this activity.
 <b>Materials</b>	<ul style="list-style-type: none"><li>⦿ Markers</li><li>⦿ Sticky notes</li></ul>
 <b>Prepare in advance</b>	<ul style="list-style-type: none"><li>⦿ No materials need to be prepared in advance for this activity.</li></ul>

## ▶ 21. Activity | Should there be someone responsible in the company for child labour issues?

 <b>Objectives</b>	<ul style="list-style-type: none"> <li>⦿ Acknowledge the importance of having a focal person in the company who is responsible for child labour issues.</li> <li>⦿ Discuss who it could be, and what kind of characteristics that person should have.</li> <li>⦿ Share experiences.</li> </ul>
 <b>Instructions</b>	<ol style="list-style-type: none"> <li>1. Hold a plenary discussion on the question: “Should there be someone responsible in the company for child labour issues?”. Let the conversation flow and moderate whenever it is needed.</li> <li>2. Questions to reflect on in plenary:             <ul style="list-style-type: none"> <li>⦿ Who should that person be?</li> <li>⦿ What criteria could be used to assign a person to this role?</li> <li>⦿ Is it different for a small company than for a large one?</li> <li>⦿ How is your company currently handling these child labour issues?</li> <li>⦿ What resources should this person count on?</li> </ul> </li> </ol>
 <b>Key learning points</b>	<ul style="list-style-type: none"> <li>⦿ Each company will decide how it approaches child labour issues.</li> <li>⦿ Whether or not it designates a responsible person to deal with child labour issues, all companies.</li> </ul>
 <b>Time: 10 minutes</b>	<ul style="list-style-type: none"> <li>⦿ 10 minutes for plenary discussion.</li> </ul>
 <b>Tips</b>	<ul style="list-style-type: none"> <li>⦿ Encourage all participants to engage; sometimes people are shy but on being called might have interesting points of view to share.</li> <li>⦿ Do not judge participants’ opinions or experiences; try to learn from their different realities, and ask them to share what advantages and disadvantages they recognize in their approaches.</li> </ul>
 <b>Facilitator’s notes</b>	<p>Different companies decide on different approaches to manage their due diligence efforts and in particular their efforts to combat child labour. Larger companies tend to designate a person responsible for their due diligence performance. Depending on their size, sector, and objectives, that could be one full-time staff member or a whole team of people.</p> <p>What is important is that the company designates resources that allow it to manage the issue of child labour effectively.</p>
 <b>Materials</b>	<ul style="list-style-type: none"> <li>⦿ None</li> </ul>
 <b>Prepare in advance</b>	<ul style="list-style-type: none"> <li>⦿ No materials need to be prepared in advance for this activity.</li> </ul>



# Step 1: Develop a policy

## ▶ 22. Activity | What is a policy statement?



### Objectives

- ⊗ Introduce the concept of “policy statement”.
- ⊗ Raise awareness on the need to have a company policy statement on child labour.
- ⊗ Explain the benefits of having a policy statement.
- ⊗ Clarify some of the characteristics of the policy statement.



### Instructions

1. Divide a part of the room into three sections (possibly hang a flip chart in each section to make it more visual):
  - ⊗ True
  - ⊗ I don't know
  - ⊗ False
2. Ask all participants to stand outside these areas and explain that you are going to read a statement and they have to decide whether they think it is true, false or if they don't know what to answer. Instead of shouting their answer, they have to stand in the area that they choose.
3. One by one, read the following statements. :
  - ⊗ All the participants in this course should have the same policy for their companies. **(False)**
  - ⊗ The best way to develop a policy is by taking the policy that one of our clients has and copying it. **(False)**
  - ⊗ The policy can be a simple document accessible to all stakeholders. **(True)**
  - ⊗ It is mandatory for our policy to be written down in paper. **(False)**
  - ⊗ Having a policy statement means you are a better company than others. **(False)**
  - ⊗ We can have a general policy on human rights that also covers child labour. **(True)**
4. Stop after each sentence, say the correct answer and generate a brief debate.
5. As a facilitator, try to convey the main learning points through each of these statements. If needed, wrap up making a general summary.
6. Questions to reflect on in plenary:
  - ⊗ How many participants have policies that are not called “policy statements”, but something else, like code of conduct. What is yours called?
  - ⊗ How many of your policies are written?
  - ⊗ Have you written your own policies or have you adhered to others'?



### Key learning points

- ⊗ The UN Guiding Principles require companies to have a policy statement where the company commits to respecting internationally recognized human rights, which includes the right to be free from child labour.
- ⊗ Having a policy statement does not mean the company is meeting compliance requirements. It has to show, through its actions, that it is addressing the issue.
- ⊗ Buyers will require a company to have a strict policy on child labour, sometimes even more strict than the national legislation.
- ⊗ Buyers usually require that the policies be in writing, though small businesses might have an unwritten policy against the hiring of children.

**Time: 15 minutes**

- ⌚ 15 minutes for plenary discussion including facilitator's inputs.

**Tips**

- ⌚ If time permits, instead of simply giving the right answer after each sentence, participants can be asked to debate and try to convince each other.
- ⌚ Do not judge participants on their opinions.

One of the first steps of any due diligence programme is setting up a policy statement. There is an international consensus on the steps that companies should take to demonstrate their commitment to respecting human rights. Having a policy statement is explicitly required in the UN Guiding Principles and increasingly expected by relevant stakeholders, including business partners, governments, investors and consumers.

What is a policy statement? It is a public document where the company commits to respecting internationally recognized human rights, which includes the right to be free from child labour.



But what is it really? The policy statement is a standard that the company needs to follow. It explains how the company will behave, what kind of conduct it will have towards human rights in general, and of course also regarding child labour.

The policy statement communicates internally and externally the values and principles of the company regarding these issues. It also expresses the values, commitments and behaviours it expects from its employees and its business partners.

Some aspects of the policy statement to keep in mind include:

**Facilitator's notes**

1. **It is not always called "policy statement"**. It can take many names. for example: "code of conduct", "business principles", "ethics guidelines", "vendor standards", "sourcing guidelines", "social/community investment commitments", among others.
2. When writing its policy statement, **the company does not necessarily have to start from zero**. A business can develop its own policy statement or adhere to one from other associations, multistakeholder initiatives, or others. It can even be inspired by or take the parts of another group's policies that the business relates to and that it finds useful, and it may incorporate these directly into its own policy.
3. Even though it can be presented in many forms, **the policy statement is usually in writing**. In other words, it should be presented as a readable document. However, this does not mean that it has to be very long; **it can actually be very simple**, and it can (and should) be written in "plain" language which is not too technical and can be understood by everyone.
4. **The policy statement can refer either to human rights in general or to a specific issue such as child labour**. It is up to the company to decide whether it writes a document for each topic it addresses, or if it has a unified document which includes all areas (human rights, labour, environment, anticorruption, and so on). Thus the company does not need to have a stand-alone policy on child labour, it can be integrated into the general human rights policy.

	<p>The policy statement sends a clear message that the company is embedding the international principles concerning human rights in general, and child labour in particular, into its operational policies and procedures. Through the statement, the company leaves no room for doubt on its active commitment to tackling child labour. It shows its internal and external stakeholders that it is taking actual and effective measures.</p> <p>Does having a policy statement mean the company is better than others? No. A company that has a code of conduct or a policy statement is not necessarily better or more compliant than a company that does not. Of course, it is very important to have this document but, at the end of the day, actions and behaviour are more important than words. The policy statement is a commitment which the company then has to follow in order to meet compliance. Having a policy that is not put into practice might have a more negative effect than not having one at all. Companies need to “walk the talk”.</p>
 <b>Materials</b>	<ul style="list-style-type: none"><li>⊙ Flip chart and paper</li><li>⊙ Markers</li><li>⊙ Tape or something to divide the space</li></ul>
 <b>Prepare in advance</b>	<ul style="list-style-type: none"><li>⊙ Three flip chart papers, each with one of the following titles:<ul style="list-style-type: none"><li>⊙ True</li><li>⊙ I don't know</li><li>⊙ False</li></ul></li></ul>

## ▶ 23. Activity | What elements should be included in the company policy statement?



### Objectives

- ⊙ Reflect on the first steps to draft the company's own policy statement.
- ⊙ Learn the basic elements that should always be included in the policy statement.
- ⊙ Understand the way that international standards and national law should be articulated in the company's policy statement.
- ⊙ Recognize that there is no one way of drafting a policy statement or a perfect template for it.



### Instructions

1. Explain to participants that any policy should include at least four elements:
  - (1) Explicit commitment to respect relevant international standards.
  - (2) Whom the policy applies to.
  - (3) What the company expects from its personnel and suppliers.
  - (4) Information on how the company will implement its commitment.
2. Ask each working group to search online for the policy of some of their main clients (brands).
3. Ask each group to analyse their client's policy and check if they include these elements.
4. In plenary, discuss the findings.
5. Questions to reflect on in plenary:
  - ⊙ What are the strengths of these policies? What could be improved?
  - ⊙ What elements were missing?
  - ⊙ Was it easy to find the clients' policies?



### Key learning points

- ⊙ Policy statements may differ from each other but should always include the following four elements:
  - ⊙ an explicit commitment to respecting international standards
  - ⊙ whom the policy applies to
  - ⊙ what the company expects from its personnel and business partners
  - ⊙ information on how the company will implement its commitment
- ⊙ The policy should always set principles that apply to its relationships with suppliers.



### Time: 30 minutes

- ⊙ 15 minutes for group work.
- ⊙ 15 minutes for plenary discussion.



### Tips

- ⊙ Depending on the sectors that participants represent, ask them in advance to provide copies of the policies that their clients send them, to be analysed during the session.
- ⊙ You can also ask them to send in their own policies or codes and, ensuring their anonymity, share them and work with them in class.
- ⊙ Avoid shaming companies for their policies. The idea is for participants to have access to different policies and see that there are many different ways of drafting them and that there is no one way to draft them.



Facilitator's notes

There is no template or recipe for drafting the policy. Each policy will depend on many factors such as the characteristics of the company (size, sector ...), the local context, the issues it aims at tackling, and so on. Policy statements may differ widely from each other, but there are some main points that should always be included for it to have a solid ground.

**1. Explicit commitment to respect relevant international standards.**

This means that the company recognizes international regulations as the basis of its policy, which include definitions such as the minimum age to work.

In this sense, all policy statements can be adapted to local legislation, so long as they are at least as protective to children as the international standard.

Among the information that the policy should always include is the following:

- ☉ A definition of child labour. This means the definition according to national law, which will allow the business to operate within the national legal context, and meet the minimum requirement for any business.

The definition should include:



- ☉ the minimum age for regular work in the country
- ☉ the maximum daily and weekly hours that can be worked by children of the legal age for employment (young workers)
- ☉ the minimum age for hazardous work
- ☉ the national definition of hazardous work
- ☉ A list of hazardous activities which are part of the business. This means that the company recognizes that there are tasks that can imply risks to workers' health and well-being and commits to preventing children from carrying out those activities.

**2. Whom the policy applies to.** This means the actual coverage of the policy. The company needs to clearly state which stakeholders, both internally and externally, are within the scope of application of the policy statement. At a minimum it includes all the company's employees, but it should also include other external stakeholders such as business partners and further tiers in the supply chain –suppliers and subcontractors. It should clearly state how it applies to relationships with suppliers and other entities with which the company does business. The more explicit the policy is about its coverage, the easier it will be to make decisions regarding when to intervene and when not to intervene once the policy is implemented.

**3. What the company expects from its personnel and suppliers.** The UN Guiding Principles require that the policy statement sets out the company's expectations of its personnel as well as its business partners and other relevant parties. The policy should include stipulations concerning the company's expectations from its business partners.




For example, it could state that it expects its employees to report situations of child labour when they see one; or that it expects suppliers to generally respect human rights and respond appropriately when they do not, by adopting corrective measures; it could also state that it expects all business partners to share the same values regarding human rights.



	<p><b>4. Information on how the company will implement its commitment.</b></p> <p>The policy statement should explain how it is to be put in practice through concrete corporate processes and mechanisms. This includes:</p> <ul style="list-style-type: none"><li>⦿ What the company will do to identify, assess and address child labour in its own operations.</li><li>⦿ What the company will do to identify, assess and address child labour in its supply chain.</li></ul>
 <b>Materials</b>	<ul style="list-style-type: none"><li>⦿ None</li></ul>
 <b>Prepare in advance</b>	<ul style="list-style-type: none"><li>⦿ Depending on the sectors that participants represent, ask them in advance to provide copies of the policies that their clients send them, to be analysed during the session.</li></ul>

## ▶ 24. Activity | Who should be involved in the process of drafting the policy statement?

 <b>Objectives</b>	<ul style="list-style-type: none"> <li>⊙ Understand who should take part in the process of drafting the policy statement.</li> <li>⊙ Raise awareness of the need to include different internal stakeholders (from different positions within the company).</li> <li>⊙ Raise awareness of the need to include external stakeholders in the drafting process.</li> </ul>
 <b>Instructions</b>	<ol style="list-style-type: none"> <li>1. Open a plenary discussion where participants share whether they have a policy on child labour issues and who was involved in the process of drafting it.</li> <li>2. Questions to reflect on in plenary: <ul style="list-style-type: none"> <li>⊙ Who participated in the drafting?</li> <li>⊙ Did you engage with people outside your company to draft it?</li> <li>⊙ How was the experience of drafting a policy?</li> <li>⊙ Can you learn from the experiences of others to draft your own policy?</li> <li>⊙ What pros and cons did you experience in the drafting process?</li> <li>⊙ If you do not have a policy yet, whom do you think should be involved, and what benefits would it have for those people to get involved?</li> </ul> </li> </ol>
 <b>Key learning points</b>	<ul style="list-style-type: none"> <li>⊙ Drafting a policy statement is a process which should involve multiple stakeholders, both internal and external.</li> <li>⊙ It is important to include different perspectives so that the policy will have a greater impact once implemented.</li> <li>⊙ A policy that is negotiated with workers might also be considered more legitimate.</li> </ul>
 <b>Time: 10 minutes</b>	<ul style="list-style-type: none"> <li>⊙ 10 minutes for plenary discussion.</li> </ul>
 <b>Tips</b>	<ul style="list-style-type: none"> <li>⊙ Encourage an open conversation ensuring constructive feedback and a safe space.</li> <li>⊙ Avoid judging participants on their opinions or on the processes.</li> </ul>

 <b>Facilitator's notes</b>	<p>Developing a policy statement is a process that involves the internal staff of the company; <b>this means that several people with different positions will have to actively participate in its development.</b></p> <p>Obviously, the number of people designated to draft the policy and the categories of staff represented will depend on the size of the company. Large companies, for example, can engage employees from ethical compliance or corporate social responsibility departments, their procurement areas or their human resources department, as well as members of the senior leadership. It is also very important to engage workers' representatives in the process.</p> <p>Smaller companies probably do not have all these different departments. In many cases a few people cover all these different functions. In these cases it is advisable for a team of people from various positions to draft the policy.</p> <p>A good practice is to also involve external stakeholders in the process. It is very useful to include other perspectives so as to develop a policy that takes into consideration the points of view of those who will be reached and affected by the policy. This can include business partners, suppliers, the community and government representatives, among others.</p> <p>Once drafted, the policy should always be approved at the most senior level of the company.</p>
 <b>Materials</b>	<ul style="list-style-type: none"><li>⊙ None</li></ul>
 <b>Prepare in advance</b>	<ul style="list-style-type: none"><li>⊙ No materials need to be prepared in advance for this activity.</li></ul>

## ▶ 25. Activity | How should the policy statement be drafted?

 <p><b>Objectives</b></p>	<ul style="list-style-type: none"> <li>⊙ Discuss the language and phrasing that should be used when drafting the policy.</li> <li>⊙ Raise awareness of the fact that not everybody uses the same language or understands the same way of communicating. There are special communication needs that have to be met in order to make the policy accessible to all.</li> <li>⊙ Learn how to avoid writing in too technical language, by rephrasing difficult terms.</li> <li>⊙ Practise how to draft a possible policy statement on child labour issues.</li> </ul>
 <p><b>Instructions</b></p>	<ol style="list-style-type: none"> <li>1. Give each working group a sheet of paper and pens.</li> <li>2. Ask each group to discuss within the group specific language and draft a policy on child labour, including as much as possible of the four elements discussed in Activity 23.</li> <li>3. Have a representative read in plenary the written policy</li> <li>4. Hold a brief plenary discussion where feedback is given on the policies presented.</li> <li>5. Wrap up by explaining some of the key learning points.</li> <li>6. Questions to reflect on in plenary:             <ul style="list-style-type: none"> <li>⊙ What challenges did you face when writing the policy?</li> <li>⊙ How is this policy, that you have discussed in your groups, different from the policy your company currently have in place, if there is one?</li> <li>⊙ Would you be able to use this policy in your own company?</li> <li>⊙ If you would be unable to use it, what would you need to change?</li> </ul> </li> </ol>
 <p><b>Key learning points</b></p>	<ul style="list-style-type: none"> <li>⊙ The policy should be written in practical, clear and concise language, so that it can be understood by the people who are affected by it.</li> <li>⊙ There are special communication needs that have to be met in order to make the policy accessible to all.</li> </ul>
 <p><b>Time: 45 minutes</b></p>	<ul style="list-style-type: none"> <li>⊙ 25 minutes for group work.</li> <li>⊙ 15 minutes for each representative to share their groupwork and for plenary discussion.</li> <li>⊙ 5 minutes for facilitator input and wrap up.</li> </ul>
 <p><b>Tips</b></p>	<ul style="list-style-type: none"> <li>⊙ This activity tries to give participants a closer look at what writing a policy could feel like. The time limits do not allow them to draft a full policy. If the objective is for them to actually leave the course with a policy, you could give them half an hour to address each of the four elements, and come back into plenary to discuss each of them individually. This could in itself be a one-morning workshop.</li> </ul>



### Facilitator's notes

What language should be used when drafting the policy? International Conventions and treaties are originally designed for States, for government representatives to read and understand. Sometimes the language used in these documents is not very accessible to companies, especially if they are not familiar with human rights technicalities.

The ILO Conventions, where the values and definitions of labour rights are developed, can serve as a source of information and as inspirational language to help drafting. However, the company should always try to write and phrase its policy in practical, clear and concise language, so that it can be understood by all those who are affected by it. Accessibility is a central factor regarding the actual effect of the policy.

Here are some language structures and phrases that can be useful to help companies develop each section of their policy statement:

#### 1. **Explicit commitment to respect relevant international standards**

- ⊙ We believe...
- ⊙ We commit to...
- ⊙ We respect...
- ⊙ As per Conventions...
- ⊙ Child labour is defined as...
- ⊙ The hazardous activities that take place in our company are...

#### 2. **Whom the policy applies to**

- ⊙ This policy applies to...
- ⊙ We aim at involving...
- ⊙ The internal stakeholders that the policy reaches are...
- ⊙ The external stakeholders that the policy reaches are...

#### 3. **What the company expects from its personnel and suppliers**

- ⊙ Our company expects its employees to...
- ⊙ Our company expects its business partners to...
- ⊙ It is expected that...
- ⊙ It is desired that...

#### 4. **Information on how the company will implement its commitment**

- ⊙ To identify, assess and address child labour issues within our operations we will...
- ⊙ To identify, assess and address child labour issues in our supply chain we will...
- ⊙ When breaches of our policy are identified we will...
- ⊙ In the event of... we will...



### Materials

- ⊙ Sheets of paper
- ⊙ Pens
- ⊙ Printed structures



### Prepare in advance

- ⊙ Print out several copies of the structures to hand out to each group.

## ▶ 26. Activity | Should the policy statement be disseminated?

 <b>Objectives</b>	<ul style="list-style-type: none"> <li>⊙ Understand the importance of communicating and disseminating the policy.</li> <li>⊙ Create an action plan on how the company will communicate its policy once the statement is drafted.</li> </ul>
 <b>Instructions</b>	<ol style="list-style-type: none"> <li>1. Assign each working group a different target audience:             <ul style="list-style-type: none"> <li>⊙ children and families</li> <li>⊙ companies or smallholders</li> <li>⊙ workers in a large company</li> <li>⊙ a manager of a supplier</li> </ul> </li> <li>2. Ask each working group to come up with a short dialogue (role play), which could be used to disseminate the policy among their assigned audience.</li> <li>3. Have the working groups think of both:             <ul style="list-style-type: none"> <li>⊙ the message (what they will say),</li> <li>⊙ the verbal and non-verbal communication elements (how to say it).</li> </ul> </li> <li>4. Ask each group to act out their role play live for the rest of the group, or to present it as a video.</li> <li>5. Have a brief plenary discussion where participants can comment on their presentations.</li> <li>6. Questions to reflect on in plenary:             <ul style="list-style-type: none"> <li>⊙ What does this audience need to know about the policy?</li> <li>⊙ What do you want them to remember about you and your policy?</li> <li>⊙ How can you get it across to them?</li> <li>⊙ What is the best language to use?</li> <li>⊙ Would it be better to convey it in writing or verbally?</li> <li>⊙ How does the specific audience determine the way the message is going to be transmitted?</li> <li>⊙ What else do you need to pay attention to?</li> </ul> </li> </ol>
 <b>Key learning points</b>	<ul style="list-style-type: none"> <li>⊙ Once the policy is drafted, it should be communicated to all stakeholders. Sharing it is the first step to getting people to know it and to start implementing it. That is why it should always be accessible and understandable.</li> <li>⊙ There are many ways the policy can be shared, both internally and externally. The company can be creative when it comes to thinking of methods to disseminate it.</li> </ul>
 <b>Time: 45 minutes</b>	<ul style="list-style-type: none"> <li>⊙ 20 minutes for group work.</li> <li>⊙ 20 minutes for group presentation.</li> <li>⊙ 5 minutes for plenary discussion.</li> </ul>



## Tips

- ⦿ Consider including any other stakeholder as appropriate.
- ⦿ If there is not enough time to do the role play, ask each group to design a poster for that target audience. They still need to pay attention whom they are talking to, what they need to communicate and how they are transmitting it.



## Facilitator's notes

Drafting the policy statement does not mean it will have an immediate effect on the company. For a policy to be effective, it needs to be communicated. Otherwise, those who weren't involved in the process of writing it won't even know it exists, nor know what its content is or what is expected of them. It is essential to inform all stakeholders about the policy.

When communicating the policy statement, the company should always make it publicly available. This means that it be a secret document hidden in some drawer. It needs to be made accessible to everyone who is responsible for its implementation, to anyone who needs to comply with it, and to all those it could affect.



For large companies, this can mean uploading the policy on the company's webpage, if it has one, so that everyone can access and download it, but for other companies it will imply becoming creative as to means of dissemination, so that it actually reaches all those affected.

There are two specific dimensions to the concept of dissemination:


1. **Internal communication.** The policy statement should be made available, provided and explained to all the company's employees. There are different ways to communicate the policy internally. For example, its contents could be included in the company's training programmes, posted internally in visible spaces, talked about frequently, and so on. Also, more creative actions can be taken, for example by having employees record short videos on their smartphones to disseminate it, drawing images of its contents, and so on.
2. **External communication.** The policy statement should also be shared with other stakeholders; in other words, everyone who might be affected by it. It is important for them to get to know and also understand it. External communication also includes disseminating the policy among the company's suppliers and subcontractors. Again, there are multiple ways to do this, for example through the contracts that are signed, in initial audits, in special organized training, and so on. The company will have to choose the best way to ensure that each stakeholder is aware of the policy and its contents.

Why should the company disseminate the policy? There are many reasons. The main objectives of sharing it are:

1. To raise awareness.
2. To ensure everyone is aware of their responsibilities when it comes to child labour.
3. To explain the consequences of not complying with the policy.


	<p>The company needs to consider how to best communicate the policy to those who need to be part of its implementation (such as staff, contractors, suppliers), and those who have a direct interest in its implementation (such as potentially affected children and their families, local communities).</p> <p>To make sure that it is doing things right when it comes to sharing its policy, the company can ask itself:</p> <ul style="list-style-type: none"><li>☉ Is it publicly available?</li><li>☉ Is it communicated internally?</li><li>☉ Is it communicated externally?</li><li>☉ Is it communicated in terms that can be widely understood?</li><li>☉ Is it available in languages that are understood by the various audiences?</li></ul>
 <b>Materials</b>	<ul style="list-style-type: none"><li>☉ None (participants can be given sheets of paper and pens to write their dialogues).</li><li>☉ If the poster option is preferred, provide participants with different coloured markers and sheets of paper.</li></ul>
 <b>Prepare in advance</b>	<ul style="list-style-type: none"><li>☉ No materials need to be prepared in advance for this activity.</li></ul>





## Step 2: Assess the impact of child labour

## ▶ 27. Activity | What needs to be assessed?

 <b>Objectives</b>	<ul style="list-style-type: none"> <li>⦿ Introduce the importance of assessing the impact of child labour.</li> <li>⦿ Understand the principles of the assessment.</li> <li>⦿ Practise using specific tools to design and carry out an assessment.</li> </ul>
 <b>Instructions</b>	<ol style="list-style-type: none"> <li>1. For this activity, use the supply chain maps that were made by the working groups in Activity 4: “Who in the supply chain needs to be concerned about child labour?” from the section: “Why attend a course on child labour?”.</li> <li>2. Ask the working groups to gather around their supply chain map.</li> <li>3. Hand out dot stickers and ask the working groups to place a sticker at each stage of the supply chain where they believe child labour could be taking place.</li> <li>4. In their working groups, ask them to come up with a list of ways in which they could verify if it is actually happening.</li> <li>5. Ask a representative of each working group to share with the plenary their supply chain map, showing where they have identified that child labour could potentially be taking place and their ideas on how they could verify it.</li> <li>6. Have a plenary discussion on the outcomes.</li> <li>7. Questions to reflect on in plenary:             <ul style="list-style-type: none"> <li>⦿ Should we verify only those stages where we believe there might be child labour or should we also verify the places where we believe there is no child labour?</li> <li>⦿ Why do you think it is happening in that specific phase?</li> <li>⦿ What makes you think it would not be happening in other phases?</li> <li>⦿ What methods of verification can you think of?</li> <li>⦿ When would you use each one and why?</li> <li>⦿ How can you know where it is happening?</li> <li>⦿ How can you know how it takes place?</li> </ul> </li> </ol>
 <b>Key learning points</b>	<ul style="list-style-type: none"> <li>⦿ Companies need to assess the impact of child labour in their facilities and their supply chain.</li> <li>⦿ Assessments help companies understand if, how and where child labour is taking place.</li> <li>⦿ The assessment has to be planned thoroughly for the information to be credible.</li> </ul>
 <b>Time: 25 minutes</b>	<ul style="list-style-type: none"> <li>⦿ 15 minutes for group work.</li> <li>⦿ 10 minutes for plenary discussion.</li> </ul>
 <b>Tips</b>	<ul style="list-style-type: none"> <li>⦿ Ask the working groups to bring their maps to their tables to work on, or to carry out the activity beside the map if it is taped to the wall.</li> <li>⦿ If you do not have stickers, you can just ask them to place a big dot with a marker.</li> </ul>



### Facilitator's notes

Addressing child labour necessarily means that the company has to know and understand if and how child labour is present in its supply chain, including its operations and the operations of its contractors and subcontractors.

The company needs to ask itself:

- ⦿ Is child labour taking place?
- ⦿ Where is it taking place?
- ⦿ How is it taking place?
- ⦿ How is this work affecting children?

This process of getting to know the actual impact of child labour along a company's internal and external operations is called **assessment**. The company assesses, or evaluates, if, where and how child labour is taking place, and its effect on children. The assessment provides a diagnosis of which tasks children are carrying out and what their working conditions are.

With this information, the company can then create more effective and reality-based measures tackling child labour and, ultimately, improving living conditions and opportunities for children and for the communities.

It is not always easy to gather enough information to make this assessment. **Child labour is not always visible; it is hidden by suppliers, workers, parents or even the children themselves.** It is not easy to admit that under-aged children are being employed when that might mean losing a client; or admitting that you send your children to work or that they are working along with you because you really need the money.

**The only goal of this assessment should be that the company understands the situation so they can address it.** When carrying it out, the company should explain to suppliers the goal or objectives and make it clear that the goal is to gather information to create better opportunities, and not to penalize suppliers or fire children or families, or to terminate a contract or report the situation to the authorities.

**Most of the time, managers and smallholders know if they are or are not employing people under the age of 18.** But they usually do not know the nuances, the grey areas: what the local minimum age for employment is, what hazardous work is, what their clients or brands or buyers consider a minimum requirement, among others. Or they might have information on their own operations but not on their suppliers' situation.

How can an assessment be made to understand better what is happening and how? In other words, what can be done to gather the necessary information? There are many different ways. The assessors will have to choose which best fit the specific situation. For example, are the assessors part of the internal staff of the company? Do they know the other workers? Are they assessing their own operations or the operations of suppliers? Is there a good relationship with that supplier based on trust? What kind of tools do the assessors have? All these factors will determine the kind of actions they can take in order to gather information.

**Direct visits to the operations are very important, where the assessors can:**

1. Walk around and observe what is being done.
2. Pay attention to how it is being done (what tools or equipment are being used; whether workers are using protective equipment; what positions are occupied by which workers; what the working conditions are; what the work methods are).
3. Ask workers for their opinions on the issue.

It is important for the assessors to also gather information away from the work sites, for example, by:

4. Reading reports on child labour assessments conducted by other stakeholders.
5. Talking to the community.
6. Talking to the suppliers.

It is always advisable that the assessment is not done alone. It is usually beneficial to **collaborate with other experts and stakeholders** when conducting an assessment.



#### Materials

- ⊙ Supply chain maps previously created
- ⊙ Stickers



#### Prepare in advance

- ⊙ No materials need to be prepared in advance for this activity.

## ▶ 28. Activity | How can an impact assessment be done?



### Objectives

- ⊙ Introduce general guidelines on carrying out an assessment.
- ⊙ Review different formats of assessments.
- ⊙ Practise completing assessments.
- ⊙ Discuss possible challenges in performing assessments.
- ⊙ Share experiences.

1. Ask the working groups to list at least 10 activities that are part of their production process.
2. Then ask them to discuss what potential hazards could be associated with each of those tasks. These risks could be potential hazards for a child or for an adult.

Task	Hazards
1	
2	
3	
4	



### Instructions

3. Once they have the list of tasks and potential hazards, ask them to illustrate the impact those hazards could have on a child carrying out that specific task.
4. To illustrate the hazards, ask the groups to draw on a flip chart paper a silhouette of a child and place a mark on the parts of the body that could be affected through each risk.
5. Asks the groups to share their lists and illustrations in plenary.
6. Alternatively, the groups can call out the different hazards and the facilitator can draw the child silhouette on a flip chart and make the marks as participants name the hazards. This will allow activity to finish with a complete set of hazards and associated impacts on the child's body.
7. Show the participants different models of table templates that they can use to conduct assessments.
8. Questions to reflect on in plenary:
  - ⊙ What are the most common hazards that have been identified?
  - ⊙ Did you realize there might be hazardous activities where you didn't expect them to be?
  - ⊙ Are there some stages of the supply chain that have a bigger impact on children when they are working there?



### Key learning points

- ⊙ There are many different ways to assess the impact of child labour. When choosing a way to carry out the assessment, different factors have to be taken into account.
- ⊙ It is important to be on site to actually see and understand what is going on.
- ⊙ It is important to be informed through other sources.



### Time: 45 minutes

- ⊙ 10 minutes for thinking of activities.
- ⊙ 10 minutes for thinking of hazards.
- ⊙ 10 minutes for drawing the impacts.
- ⊙ 15 minutes for group presentation and plenary discussion.



### Tips

- ⊙ As mentioned earlier, if working groups are organized by participants from the same company or at the very least, the same sector, it is easier to come up with a list of tasks.
- ⊙ It might be useful to review with participants the difference between risk and hazard. A hazard is a situation that potentially can harm someone, such as a chemical (such as a pesticide), an environment (such as heat), or an object (such as a sharp knife). A risk is the possibility of such harm (injury, illness or death) occurring when exposed to that hazard. Risk can be further specified by the degree of harm that can occur (severity) and the level of probability of such harm occurring. Thus: Risk = severity of harm x probability of harm occurring.
- ⊙ Through the illustrations participants can better visualize and understand how child labour could be taking place throughout the supply chain and what impact it could have on children, in other words the what and the how.
- ⊙ Encourage the participants to include not only physical but also psychological impacts.
- ⊙ The following examples of tasks that children usually carry out can be provided:
  - ⊙ For the coffee sector:
    - ⊙ Coffee weeding
    - ⊙ Fertilizer application
    - ⊙ Digging of trenches
    - ⊙ Coffee picking
    - ⊙ Sun drying
    - ⊙ Post-harvest handling
    - ⊙ Coffee nursery beds
    - ⊙ Spraying
    - ⊙ Transportation
  - ⊙ For the tea sector:
    - ⊙ Weeding in tea plantation
    - ⊙ Tea plucking
    - ⊙ Spraying in tea fields

Understanding what is going in the business regarding child labour takes a deep, thorough analysis for the assessment to be accurately made. The data gathered in the assessment informs the company of the size and nature of the problem, and allows it to establish priorities on where to put more effort or resources to address the situation, based on the severity of the impact, its scale, scope and remediability. With a good assessment, the due diligence process will have better chances to have a greater impact.

The first question, then, is whether there are children working, and what their ages are. Those carrying out the assessment ("the assessors") can use this table to gather the information:

Total number of children working under the age of 14 in the business
Total number of children between the ages of 14 and 16 working in the business
Total number of children between the ages of 16 and 18 working in the business
Total number of workers whose age is difficult to verify



Facilitator's notes

And also...

Total number of under-age children who are sons or daughters of employees
---

From this first table the assessors can get a general picture of the number of children are working throughout the business. However, more information is needed to truly understand the impact of child labour: what **tasks** children are doing, and what **hazards** are associated with those tasks. To answer these questions, assessors can use the following table:

Task	Child presence	Hazards

In the first column, assessors can list all the tasks included in the whole production process, or at least the one they are analysing at the moment – for example, planting, weeding, spraying, transporting, and so on.

Next, they will have to check whether there are children carrying out these tasks or not. They can simply write “Yes” or “No”, or be more specific: how many children, what ages, and so on.

Finally, they can list all the hazards associated with that task: for example, carrying heavy weights, contact with pesticides, handling large or sharp knives or other cutting elements.

Other information can also be added to the table: for instance, the number of hours that children dedicate to those tasks per day or per week. In that case, the table would look something like this:

Task	Child presence	Hazards	Hours per day/week
.....			
.....			
.....			
.....			
.....			

Finally, the assessment should also include what impact that task has on the child’s education and general well-being. For this, one more column can be added:

Task	Child presence	Hazards	Hours per day/week	Impact
.....				
.....				
.....				
.....				
.....				



A finished table could look like this:

Task	Child presence	Hazards	Hours per day/week	Impact on education/well-being
Planting	No	--	--	
Coffee weeding	Yes, children under 14 whose parents work at the plantation	Use of knives, long hours in the sun, pesticides	About 5 hours per week	Too tired to pay attention Injuries or sunburn that may cause them to miss school
Intoxication				
Harvesting	Yes	Use of knives, carrying heavy weights, long hours in the sun	1 hour per day	Not enough time to play with friends, to go to school or to do homework
Sale and distribution	Yes, usually in small businesses when children accompany their parents to sell the crop	Carrying heavy weights	2 hours per week	Injuries or tiredness which may cause them to miss school

Some last pieces of information the assessment might collect is whether there is anything being done to eliminate or mitigate the possible risks; what measures are already being implemented, and what protective actions are the different stakeholders carrying out.



### Materials

- ⦿ Sheets of paper
- ⦿ Pens and markers
- ⦿ Tape
- ⦿ Prints of the tables



### Prepare in advance

- ⦿ Print out several copies of the tables to hand out
- ⦿ It would save time to have an illustration prepared with a silhouette of a child and all possible impacts based on the potential hazards in the sector.

## ▶ 29. Activity | What challenges can arise when carrying out the assessment?







### Objectives



- ⦿ Visualize and discuss the many reasons that might lead suppliers not to share information.
- ⦿ Learn how to recognize these reasons even when they are unexpressed.
- ⦿ Acquire tools to break through these barriers and generate relationships based on trust.



### Instructions

1. Divide participants into groups and give each group a flip chart paper and markers.
2. Ask the groups to think of a typical supplier that they work with.
3. Ask the groups to create an empathy map of the supplier they thought of.
4. Give each working group another flip chart paper and ask them to create a four-quadrant layout on the paper.
5. In the middle have them draw the supplier they thought of (not too large!).
6. Ask them to name each of the quadrants with the following: Say, Hear, Think and feel, Do, and then answer these questions:
  - ⦿ What does my supplier say? What are some of the things they say? What do they say to others?
  - ⦿ What does my supplier hear? What does their family say to them? What do friends say? What does their boss say? What does society say? What does the city/town think about them?
  - ⦿ What does my supplier think and feel? What might they think? What does this tell about them? What emotions might they feel? What keeps them awake at night? What are their dreams and aspirations? What matters to them the most?
  - ⦿ What does my supplier do? What actions or behaviours?
  - ⦿ The main question is: why do these suppliers not want to share information? Why are they reluctant to being transparent?
7. At the bottom of the flip chart, participants should also write:
  - ⦿ What concerns does this supplier have? What makes them worry? What are their frustrations? What obstacles are in their way to achieving what they want?
  - ⦿ What motivates this supplier? What moves them? What is success for them? What strategies do they need to be successful?
8. Each characteristic should be written on an individual sticky note. At the end of the activity each quadrant is to have many sticky notes on it.
9. Once all groups have finished including their sticky notes, the flip charts should be taped to the wall.
10. Ask each group to introduce their supplier in one minute. In that time they have to share how the supplier feels and thinks, what they hear and what their basic concerns are, and why all of this might translate into their not wanting to share information.
11. Finish off by mentioning any of the possible reasons that suppliers may have for not being transparent that have not come up already through the maps.
12. Questions to reflect on in plenary:
  - ⦿ What are some of the reasons that suppliers might not want to share information?
  - ⦿ Can we think of ways for us, as their clients, to approach them and convince them to work with us? This will be discussed later but we can start thinking about it.





 <b>Key learning points</b>	<ul style="list-style-type: none"> <li>⊕ It is usually easier to gather reliable information when assessing the company's own internal operations and harder to assess possible child labour in suppliers.</li> <li>⊕ There are many reasons why suppliers might not want to provide information. Companies have to consider all these reasons and make sure they build a relationship based on trust.</li> </ul>
 <b>Time:</b> 30 minutes	<ul style="list-style-type: none"> <li>⊕ 15 minutes for group work.</li> <li>⊕ 15 minutes for group presentation and plenary discussion.</li> </ul>
 <b>Tips</b>	<ul style="list-style-type: none"> <li>⊕ Creating empathy maps might require some guidance from the facilitator. If you walk around the room seeing how groups are proceeding it will help them in the process.</li> <li>⊕ Ensure that they are able to place themselves in the supplier's shoes. Participants need to exercise their empathy skills.</li> <li>⊕ This exercise will also help participants to create a better relationship with the parties in future as it will be easier to identify their needs and concerns.</li> <li>⊕ Try to get them to "dig deep" and not stay on the surface or the obvious.</li> </ul>
 <b>Facilitator's notes</b>	<p>It is usually easier to gather reliable information when assessing the company's own internal operations and harder to assess possible child labour in suppliers. It can be hard to get them to willingly provide true, trustworthy information. Why? For many different reasons:</p> <ol style="list-style-type: none"> <li>1. They may fear the consequences, especially if they believe that by providing the information they will be penalized or reported to the authorities, or that the business relationship will be terminated.</li> <li>2. They may not have the information. Often the supplier simply doesn't know how many children are being employed, what their ages are, or what kind of tasks they are carrying out.</li> <li>3. They do not see a problem in it. It can happen that the supplier does not consider child labour to be a problem or something that must be tackled, especially for family production where child labour is taken for granted. If they don't see the problem, they may not want to collaborate with information that aims at addressing the issue.</li> <li>4. They may perceive that they need to continue employing under-aged children to perform certain tasks, so they believe it is in their interest not to disclose the information.</li> <li>5. They may not want to share internal information on how they run their business. Some suppliers may be suspicious, or mistrust others intervening in their issues and management.</li> <li>6. They may not see the assessor as a proper authority. Sometimes they do not perceive the assessor as someone they can trust or as someone who can provide any type of support.</li> <li>7. They may also not have the time or resources needed to collect that kind of information, to communicate it or to write reports for their clients.</li> <li>8. Also, they may not know how to do it, how to conduct their own assessment or gather information or even communicate it to others. In other words, they may not have the tools to complete the assessment, especially if they have never done it before.</li> </ol>




	<p>9. And they may also simply have other priorities to take care of. Clients often ask suppliers to provide for this type of information while also maintaining a high production demand. Or the business simply sees more benefit in investing its resources in other issues rather than child labour.</p> <p>The company should then ask itself:</p> <ul style="list-style-type: none"> <li>⦿ How can I encourage my suppliers to provide this type of information?</li> <li>⦿ What incentives can I provide?</li> <li>⦿ Should I be taking care of building a relationship with my suppliers based on trust, before asking for this information?</li> <li>⦿ Are there other ways in which I can obtain this information?</li> <li>⦿ Am I making the company's intentions and objectives clear?</li> </ul>
 <p><b>Materials</b></p>	<ul style="list-style-type: none"> <li>⦿ Flip chart and paper</li> <li>⦿ Markers</li> <li>⦿ Tape</li> <li>⦿ Sticky notes</li> </ul>
 <p><b>Prepare in advance</b></p>	<ul style="list-style-type: none"> <li>⦿ No materials need to be prepared in advance for this activity.</li> </ul>



# Step 3: Take action

## ▶ 30. Activity | What four principles can guide a company's actions?

 <b>Objectives</b>	<ul style="list-style-type: none"> <li>⊙ Identify and discuss the principles that should guide due diligence actions.</li> <li>⊙ Clarify that companies need to actively work towards preventing, mitigating and eliminating child labour.</li> <li>⊙ Acknowledge how planned actions are more effective in due diligence efforts.</li> </ul>
 <b>Instructions</b>	<ol style="list-style-type: none"> <li>1. Place a rope or a string on the floor, forming a long line.</li> <li>2. Explain that you are going to read some statements and that participants will reply using a scale from 0 to 10, according to how much they feel they identify with the statement. 0 is “not at all” and 10 is “completely”. One end of the rope represents 0 and the other end 10. After each question, participants should stand at the place on the rope which they feel represents their thoughts on the question.</li> <li>3. Read the following sentences:             <ol style="list-style-type: none"> <li>(1) I (or my company) take time to reflect on the effects our business decisions have on the community and children in particular.</li> <li>(2) I (or my company) have adopted a proactive approach towards child labour issues.</li> <li>(3) I (or my company) usually wait for someone to tell us we are doing something wrong to correct it, even if we already know we are doing it wrong.</li> <li>(4) I (or my company) am willing to cooperate with other stakeholders to eliminate child labour.</li> <li>(5) In our company, we are used to sharing our concerns and experiences with other companies that are also addressing child labour.</li> <li>(6) My company is positively using its influence over suppliers to encourage them to reduce child labour.</li> </ol> </li> <li>4. After each sentence, or once all sentences have been read and answered, have a brief plenary discussion on what this activity has made participants think and explain the four basic principles to them.</li> <li>5. Questions to reflect on in plenary:             <ul style="list-style-type: none"> <li>⊙ Did any of the answers catch your attention? What surprised you?</li> <li>⊙ Do you think you could change something in your approach?</li> </ul> </li> </ol>
 <b>Key learning points</b>	<ul style="list-style-type: none"> <li>⊙ There are four principles that can guide the company's actions:             <ul style="list-style-type: none"> <li>⊙ understanding the consequences of its actions</li> <li>⊙ being proactive rather than reactive</li> <li>⊙ cooperating with others</li> <li>⊙ working within its spheres of influence</li> </ul> </li> <li>⊙ Following these four principles, the actions are more likely to be effective.</li> </ul>
 <b>Time: 15 minutes</b>	<ul style="list-style-type: none"> <li>⊙ 15 minutes for plenary discussion.</li> </ul>

 <p>Tips</p>	<ul style="list-style-type: none"> <li>☉ Try to ensure that you are creating a safe space where people feel they can express themselves without fear of being judged.</li> <li>☉ Remind people that they can stand anywhere along the rope, as it is a range from 0 to 10.</li> <li>☉ Do not judge participants for their replies.</li> </ul>
 <p>Facilitator's notes</p>	<p>There are four principles that can guide the company's actions:</p> <ol style="list-style-type: none"> <li>1. <b>Understand the consequences of your actions.</b> Rushing to comply with legislation or buyer demands can lead to negative, unintended consequences for children and their families. Consider their well-being when creating a workplace free from child labour.</li> <li>2. <b>Be proactive rather than reactive.</b> Don't wait to be told or forced to reduce child labour. Be proactive and reduce child labour through internal efforts or work with organizations that can help. Include it as an action item in the company's strategic plan. This will help the company avoid sanctions from the Government, buyers and the media. In addition, the removal of children from work takes time and planning. Being proactive gives an enterprise a better chance of planning this process carefully.</li> <li>3. <b>Cooperate with others.</b> Many local and international organizations or coalitions have been formed to fight child labour. Employers' organizations or sectoral bodies may also have active programmes on the issue. All these groups may be able to help a company design a responsible programme, monitor labour practices and set codes of conduct.</li> <li>4. <b>Work within your spheres of influence.</b> Companies are responsible for their own workplaces, but they also can have an influence beyond it. They can encourage or even help suppliers to reduce child labour; they can work with other organizations to create awareness; they can support broader programmes to improve education facilities for children and so on.</li> </ol> <p>Following these four principles, the company's actions are more likely to be effective.</p>
 <p>Materials</p>	<ul style="list-style-type: none"> <li>☉ Rope, string or any material to form a line</li> </ul>
 <p>Prepare in advance</p>	<ul style="list-style-type: none"> <li>☉ No materials need to be prepared in advance for this activity.</li> </ul>

## ▶ 31. Activity | What immediate actions can be taken?



### Objectives




- ⊗ Identify the different actions that companies have to take when child labour is found in their facilities or in their supply chain.
- ⊗ Introduce the various immediate actions that can be taken as a short-term measure.
- ⊗ Understand that long-term measures are essential.



### Instructions

1. Divide participants into three groups.
2. Assign each group to one of the following objectives:
  - ⊗ Group 1: Do not hire anyone under the legal age of employment.
  - ⊗ Group 2: Ensure young workers under the age of 18 are not engaged in hazardous work in your company.
  - ⊗ Group 3: Reduce hours of work.
3. Give each group a flip chart paper and ask them to write at the top the objective that has been assigned to them.
4. Ask each group to come up with specific actions that could lead them to achieve that objective.
5. They need to write their proposals on the flip chart or on sticky notes that are posted on the flip chart paper.
6. Once they have come up with the specific actions, they should rotate their proposals, so that group 1 gives its flip chart paper to group 2, group 2 to group 3 and group 3 to group 1.
7. Explain that they are going to play “Three Little Pigs”, who built their houses of hay, wood and stone.
8. Explain that each group has come up with a set of actions, but not all actions are equally efficient:
  - (1) Some will help build a strong, effective strategy (stone actions).
  - (2) Some will have little impact (wood actions).
  - (3) Some will translate into a weak strategy (hay actions).
9. Ask the groups to imagine that a big bad wolf is coming who wants to destroy the house or, in this case, the strategy. Ask each group to:
  - ⊗ Evaluate the actions the other group has come up with by identifying which actions are “stone actions”, which are “wood actions” and which are “hay actions”.
  - ⊗ Come up with more stone actions for that objective.
10. Rotate the papers once more in the same direction as before. This time, each group will play the role of the big bad wolf and will try to see if the strategy the other groups have built are strong enough, judging the impact of the proposed actions.
  - ⊗ If they consider that there are many “hay actions”, they have to come up with more “stone actions” and try to propose alternatives to the hay actions.
  - ⊗ If they believe all actions are stone actions already, they should justify their reply.
11. Have a representative for each group share in plenary the outcomes of the evaluation and have a plenary discussion on the different immediate actions that can be implemented.
12. Questions to reflect on in plenary:
  - ⊗ What were some of the best actions you proposed or read?
  - ⊗ What were some of the weakest actions?



 <b>Key learning points</b>	<ul style="list-style-type: none"><li>⊙ If the company finds that there is child labour occurring in its facilities or in its supply chain, it has to take action.</li><li>⊙ There are actions that have to be taken immediately to avoid any further deepening of the problem in the short term, and there are some that have to be planned and well thought out to work in the long term.</li><li>⊙ The three most immediate actions that have to be taken are:<ul style="list-style-type: none"><li>⊙ ensuring that the company does not hire anyone under the legal age of employment.</li><li>⊙ ensuring that young workers under the age of 18 are not engaged in hazardous work in the company.</li><li>⊙ reducing hours of work without reducing the pay.</li></ul></li></ul>
 <b>Time: 45 minutes</b>	<ul style="list-style-type: none"><li>⊙ 10 minutes for group work.</li><li>⊙ 10 minutes for second group work.</li><li>⊙ 5 minutes for final evaluation.</li><li>⊙ 20 minutes for presentation and plenary discussion.</li></ul>
 <b>Tips</b>	<ul style="list-style-type: none"><li>⊙ This activity makes sense if participants know the story of the “Three Little Pigs”. If it doesn’t make sense to them, just ask the groups to evaluate the actions based on their strength and weaknesses, from 1 to 3, where 3 is a very strong action, and 1 is a very weak action. The idea is that they come up with as many strong actions as possible.</li><li>⊙ The objectives can be perceived as actions themselves, but in order to achieve those actions, smaller and procedural actions need to be taken, for example changing job descriptions, ensuring written contracts are issued, ensuring home work is not performed, and so on.</li></ul>



### Facilitator's notes

Once a company knows if child labour is happening in its supply chain, and how, it knows how children are being affected, who is being affected, how severe it is (for example if it is among the worst forms of child labour). Now it is time to know **what the company can do**.

The company should think of what it can do **in its own operations**, and what it can do **with its suppliers**. With regard to suppliers, the company has to think about leverage, which means understanding if it is in fact able to effect change in the behaviour of a third party that is causing or contributing to child labour.

**When taking action, it is very important to know the consequences of decisions.** The company may have good intentions but its actions may in fact be causing more harm. It should make sure this doesn't happen. For example: a possible action is to ask suppliers to immediately fire all those children who are working. Even though this demand may have a good intention, the effect is not positive: getting fired could imply more severe harm, leading those children into worse working conditions elsewhere, or to work in more dangerous sectors without any kind of protection.

This is why all actions taken need to be monitored, so as to ensure that they are not just a one-off, but a thought-through, organized strategy which has positive effects on the children.

Here are some basic immediate actions a company can take:

**1. Ensure that the company does not hire anyone under the legal age of employment.**

As a first immediate step, make sure that the company stops hiring any new children. In this way it stops contributing to the problem directly through its operations. This implies a total and definite ban on hiring below the legal minimum age, not just a temporary act. To make sure this happens the company can:

- ⊕ Recruit only workers who are above the minimum age into decent youth employment.
- ⊕ Verify applicants' ages during the hiring process.
- ⊕ Register and keep an updated registry of names and ages or dates of birth of all children and young workers.
- ⊕ Ensure that everyone involved in the hiring process (both formally and informally) understands and applies the ban.

**2. Ensure that young workers under the age of 18 are not engaged in hazardous work in the company.**

Young workers should not be exposed to hazards. If they are so exposed, the company can do two things:

1. Assign those workers to a different task that does not expose them to those hazards.
2. Eliminate the hazard from the task that young workers are performing. They can keep on doing what they were doing but with reduced or eliminated risks. Remember that personal protective equipment does not eliminate the hazard but rather reduces the exposure to the hazard.

For this to happen the company can:

- ⊕ Determine which activities are hazardous for young workers.
- ⊕ Reduce the risk from hazards by improving workplace safety and health conditions.

### 3. Reduce hours of work

Typically, national legislation determines the number of hours that young workers can perform. Companies should reduce the number of working hours to this legal standard, but ensure that they do not reduce the income that the young workers are receiving. For this to happen the company can:

- ⊙ Ensure young workers do not work beyond the legal limit (in general, 14 hours per week).
- ⊙ Ensure that working hours are low enough to allow under-aged children to go to school, do homework, play and rest.

Do not reduce a child's income when reducing their hours.



#### Materials

- ⊙ Flip chart paper
- ⊙ Pens
- ⊙ Sticky notes



#### Prepare in advance

- ⊙ No materials need to be prepared in advance for this activity.

## ▶ 32. Activity | What activities can children perform in the sector?

### Objectives

- ⊙ Identify the specific activities that children above the legal working age and under 18 can carry out without potential harm.
- ⊙ Provide alternatives for when children above the legal working age are found doing hazardous work.
- ⊙ Explain the concept of light work that children under the legal age of employment can perform.

### Instructions

1. Ask the working groups to go back to Activity 28: “How can an impact assessment be done?” in Step 2: “Assess the impact of child labour,” where they completed a table that included a list of 10 tasks that can be carried out in the sector and where they identified what possible hazards could be related to each of those tasks.
2. Ask each working group to discuss at what age each of those tasks can be performed.
  - ⊙ Can they be performed by a 14-year-old? by a 16-year-old? an 18-year-old?
3. If possible, as the working groups report back on the tasks that are acceptable based on age, come up with a list of activities in plenary that aggregates all the activities in the sector. For example, it could look something like this:

#### Coffee sector

Activity	14-16	16-18	Above 18
.....			
.....			
.....			
.....			
.....			
.....			
.....			
.....			
.....			
.....			

#### Tea sector

Activity	14-16	16-18	Above 18
.....			
.....			
.....			
.....			
.....			
.....			
.....			
.....			
.....			
.....			
.....			

4. Questions to reflect on in plenary:
  - ⊙ Based on your experience, in which of these activities do you think children are typically involved?
  - ⊙ Do you think that the farmers that you work with have ever done this risk assessment mapping activity?
  - ⊙ Do you think it would be a useful activity for farmers to do?

 <p><b>Key learning points</b></p>	<ul style="list-style-type: none"> <li>⦿ Children who are above the employment age (generally, 16 and over) are allowed to do any task in the sector as long as it is not hazardous.</li> <li>⦿ Before assigning a task to a young worker, it is essential to analyse and make sure there are no risks involved, that the work can be carried out in good conditions and that the duration is adequate for the child's age and needs.</li> </ul>
 <p><b>Time:</b> 20 minutes</p>	<ul style="list-style-type: none"> <li>⦿ 10 minutes for group work.</li> <li>⦿ 10 minutes for plenary discussion.</li> </ul>
 <p><b>Tips</b></p>	<ul style="list-style-type: none"> <li>⦿ If this activity seems too repetitive, given how long you have spent already in the impact assessment activity, there is no need to repeat it; just remind participants what tasks children can do and what they can't, but it is very important that this is specific to their sector and their reality. This activity aims to help participants understand that if children must be working, they need to be performing activities that are appropriate for their age.</li> </ul>
 <p><b>Facilitator's notes</b></p>	<p>As explained in previous activities, children who are above the employment age (generally, 16 and over) are allowed to do any task in the sector <b>as long as it is not hazardous</b>. Before assigning a task to a young worker, it is essential to analyse and make sure there are no risks involved, that the work can be carried out in good conditions and that the duration is adequate for the child's age and needs.</p> <p>Further information can be found in the facilitator's notes for Activity 12: "What work can be done at what age?" and Activity 28: "How can an impact assessment be done?"</p>
 <p><b>Materials</b></p>	<ul style="list-style-type: none"> <li>⦿ Sheets of paper</li> <li>⦿ Pens</li> <li>⦿ Printed tables</li> </ul>
 <p><b>Prepare in advance</b></p>	<ul style="list-style-type: none"> <li>⦿ Print out several copies of the table to hand out.</li> </ul>

## ▶ 33. Activity | If children work, what conditions must be ensured?



### Objectives

- ⊗ Explore different minimum requirements applicable to ensure children's safety and health when they are engaged in work.
- ⊗ Discuss the working conditions that must be ensured for children above the legal working age and below 18 years.

1. Start by reading aloud the conditions that must be respected if children are working.
2. Distribute the four case studies amongst the working groups.
3. Ask each group to discuss and analyse what working conditions they believe could be modified to ensure that these young workers enjoy decent working conditions.

**Case 1: Kawaga** is a 15-year-old girl who lives with her grandmother.

She goes to school in the morning although sometimes she misses class because she needs to work. She needs the money to pay for food, school fees and to help out in the house.

In the mornings she does coffee weeding and picking for five hours. At the coffee farms, she picks between 25 kg and 40 kg per day worked, and is paid between 2,000 and 4,000 Uganda shillings per day.

Later in the evening, between 5 p.m. and 7 p.m., she does sell pancakes at the market; this is a small business started by her grandmother; she also sells bananas, onions and tomatoes on behalf of her grandmother. While selling, she is entirely on her own.

Kawaga says she does not like the jobs she does, and would like to become a teacher if given an opportunity.



### Instructions

**Case 2: Naumbe** is a 17-year-old girl and a single mother. After giving birth, she decided to go back to school and is currently in her final year. She lives with her six siblings and her son at her grandmother's house.

Naumbe works as a farmer and a market vendor: she sells vegetables in the evening after school for around four hours every day, and another 12 hours daily over the weekend.



She faces various challenges on the family farm: lack of land for cultivating household food and having a large family taken care of by herself and her grandmother. Other external challenges include bad debtors and bad weather that sometimes spoils her crops.

She feels overworked at an early age. She hopes to finish school and get a decent job as a teacher one day.

**Case 3: Magandaazi** is a 16-year-old boy who lives with his grandparents and five other young boys. He dropped out of primary school because his parents were too poor to provide for all of his siblings. They sent him to work with his grandparents in their coffee aggregation business.

Magandaazi takes care of drying the stored coffee, loading and offloading coffee bags and selling coffee husks in another person's business. He also operates a coffee husking machine, farms livestock and sells animal feed. He works 11 hours daily. He is tired of working so many hours and of carrying heavy loads, which give him chest and back pains.

	<p><b>Case 4: Ayizuka</b> is a 16-year-old boy who lives with his parents in a family of nine members. He dropped out of primary school because they couldn't afford it.</p> <p>Ayizuka picks tea at both the family's and other people's farms, as do his siblings. He is willing to go back to school if given an opportunity. He works six hours a day at a tea farm and then helps at his family farm from 3 p.m. until late. He picks tea leaves and carries them to the collection centre (about 30 kg per trip).</p> <p>His family sells the tea to traders who then sell to a tea factory which is about 10 km away.</p> <p>Ayizuka says he does not really love his job of tea picking, but would instead like to do carpentry if given the skills.</p> <ol style="list-style-type: none"> <li>4. Have a representative for each group share in plenary the outcomes of the discussion.</li> <li>5. Questions to reflect on in plenary:       <ul style="list-style-type: none"> <li>⦿ What working conditions need to be ensured for young workers?</li> </ul> </li> </ol>
 <p><b>Key learning points</b></p>	<ul style="list-style-type: none"> <li>⦿ Taking a preventative approach and working side by side with the suppliers to prevent any further impacts is essential.</li> <li>⦿ There are many regulations on what children above the legal age for employment can and cannot do.       <ul style="list-style-type: none"> <li>⦿ Young people and children must be protected from hazards and risks and ensured that certain conditions are met regarding their working conditions.</li> <li>⦿ Under no circumstance should children be paid less than adults for work of equal value.</li> <li>⦿ Hours of work should be such that children have enough time for leisure, rest and play.</li> </ul> </li> </ul>
 <p><b>Time:</b> 30 minutes</p>	<ul style="list-style-type: none"> <li>⦿ 15 minutes for group work.</li> <li>⦿ 15 minutes for each representative to share their groupwork, and plenary discussion.</li> </ul>
 <p><b>Tips</b></p>	<ul style="list-style-type: none"> <li>⦿ Participants can be asked to propose their own case studies based on their experiences.</li> </ul>
 <p><b>Facilitator's notes</b></p>	<p>In the event that children above 16 (or the minimum age for entry into employment) are working, several conditions must be met:</p> <ul style="list-style-type: none"> <li>⦿ Working hours must be strictly limited to those allowed (daily and weekly).</li> <li>⦿ Children need to have enough time for leisure and rest during the day.</li> <li>⦿ Regular and sufficient breaks should be allowed.</li> <li>⦿ Children must be granted a minimum consecutive period of 12 hours' night rest.</li> <li>⦿ They must have the customary weekly rest days.</li> <li>⦿ They must be paid a fair remuneration and receive equal pay for work of equal value.</li> <li>⦿ They must be paid at least the minimum wage regularly.</li> <li>⦿ They must be paid at least what they were promised at the beginning of the season.</li> <li>⦿ They must have access to clean drinking water.</li> <li>⦿ They must have access to toilets, hand-washing facilities and shade.</li> <li>⦿ They need to have access to food.</li> </ul>

	<ul style="list-style-type: none"> <li>✓ They need to be provided with health education and safety training.</li> <li>✓ Any hazard identified in performing an activity should be eliminated for children to be able to perform that activity.</li> <li>✗ They cannot be involved in hazardous activities.</li> <li>✗ They cannot handle, mix, spray or have any contact with pesticides or agrochemicals, including fertilizers and growth regulators such as growth inhibitors and ripening agents.</li> <li>✗ Overtime should not be permitted.</li> <li>✗ Deductions cannot be made on their salaries for not meeting the work quota given for that day.</li> <li>✗ Deductions cannot be made for drinking water, soap or other things not agreed to in advance.</li> <li>✗ Children should not be exposed to any hazardous chemicals.</li> <li>✗ Children should not be exposed to the sun and heat for long working hours.</li> </ul> <p>It is advisable to take a preventative approach, seeking to inform the supplier about the hazards that early work poses to children, advise them of the law and the measures required by the law, and convince them that complying with these will be in their own best interests (and certainly those of the child) in the long run.</p>
 <p><b>Materials</b></p>	<ul style="list-style-type: none"> <li>☉ Printed case studies</li> <li>☉ Pens</li> </ul>
 <p><b>Prepare in advance</b></p>	<ul style="list-style-type: none"> <li>☉ Print out each case study on separate sheets of paper.</li> </ul>



## ▶ 34. Activity | What other actions can be taken to support the supply chain in reducing or eliminating child labour?



### Objectives

- ⊕ Promote creativity to think of new actions to address child labour throughout the supply chain.
- ⊕ Identify and discuss possible actions that can be taken to prevent and eliminate child labour in the company's facilities and supply chain.



### Instructions



1. Hand out sticky notes to all participants.
2. Ask participants to individually think of at least three further actions that companies can take to reduce or eliminate child labour, and to write them on separate sticky notes.
3. Ask participants to gather in groups and compare the different actions proposed. If there are some actions that are repeated, they can dismiss one of them.
4. Give each group a flip chart paper and a marker.
5. Ask groups to divide the paper into four quadrants, and write the words NOW – WOW – POW – HOW, one in each of the squares.
6. Each group should classify and organize their proposed actions according to the two basic criteria of **impact** and **resources**:
  - ⊕ In the WOW square, place proposed actions that if implemented will have a high impact and a low cost.
  - ⊕ In the NOW square, place proposed actions that if implemented will have a low impact and a low cost.
  - ⊕ In the HOW square, place proposed actions that if implemented will have a high impact and a high cost.
  - ⊕ And in the POW square, those that will have a low impact and a high cost.
7. Once all the actions have been classified, have a representative of each group share the outcomes in plenary. They do not have to present the "POW" actions, as those will most probably be dismissed.
8. If there are any important actions that have not been mentioned, add them to some of the flip charts.
9. To finish off, and this is optional, give each group or participant a set of stickers and ask them to place a sticker on their preferred actions or those that they can see themselves doing.
10. Questions to reflect on in plenary:
  - ⊕ What are the best actions?
  - ⊕ Is it better to do fewer WOW or HOW actions than to do many NOW actions?



### Key learning points

- ⊕ There are a lot of actions that can be taken to reduce or eliminate child labour, both inside the company and with suppliers.

 <b>Time:</b> 30 minutes	<ul style="list-style-type: none"> <li>⊙ 5 minutes for individual work.</li> <li>⊙ 10 minutes for group work.</li> <li>⊙ 15 minutes for each representative to share their groupwork.</li> </ul>
 <b>Tips</b>	<ul style="list-style-type: none"> <li>⊙ Encourage participants to think individually of actions but to not judge themselves or their actions. There is no small action!</li> <li>⊙ Encourage them to come up with more actions in their working groups while they are classifying those that they have come up with individually. In this way they can build on each others' ideas.</li> </ul>
 <b>Facilitator's notes</b>	<p>Many actions can be taken to reduce or eliminate child labour. The options provided below are simply examples of what can and should be done. When tackling child labour, one needs to be creative and open to new possibilities which may be more suited to our specific needs and context.</p> <p><b>Internally: the company itself</b></p> <ul style="list-style-type: none"> <li>⊙ Identify those employees and managers whose decisions or actions can have an effect on the occurrence of child labour. Train them on its impact on children and on the company, on child labour policy and on its implementation.</li> <li>⊙ Include child labour in performance management schemes, ensuring that child labour rights are included in performance reviews.</li> <li>⊙ Address the risks of child labour that have been identified in the company's risk management system, including in the purchasing department.</li> <li>⊙ Set up a grievance mechanism to report child labour occurrences.</li> <li>⊙ Ensure that the various departments in the company (procurement, compliance, legal, communication) are all equally engaged and share the responsibility.</li> <li>⊙ Adopt a traceability mechanism.</li> </ul> <p><b>Supply chain: the business partners</b></p> <ul style="list-style-type: none"> <li>⊙ Provide training to suppliers on the impact of child labour on children and on their business. Give them alternatives: how they work without depending on child labour and what specific measures can they take.</li> <li>⊙ Inform them of the hazards that early work poses to children.</li> <li>⊙ Advise them of the law and the measures required by the law.</li> <li>⊙ Inform suppliers about the company's requirements.</li> <li>⊙ Ensure that prices agreed with suppliers are sufficient to provide living wages to employees and for parents to afford education for their children.</li> <li>⊙ In economic agreements and contracts with suppliers, incorporate clauses that include the child labour policy.</li> <li>⊙ Provide incentives to suppliers to improve performance – for example, commercial incentives such as price, volume of orders, duration of contracts, and preferred supplier status.</li> <li>⊙ Promote long-term relationships with suppliers so that the company has greater leverage and the suppliers have greater stability.</li> <li>⊙ Work together with other buyers to build leverage.</li> <li>⊙ Involve local stakeholders in finding and implementing solutions.</li> <li>⊙ Work together with many suppliers in addressing child labour so that it is perceived as a broader initiative.</li> <li>⊙ Be firm about the company's policy, but avoid terminating contracts when child labour is found, to avoid suppliers simply hiding it.</li> <li>⊙ Convince the suppliers that complying with the policy will be in their own best interests (and certainly those of the child) in the long run.</li> </ul>

 <b>Materials</b>	<ul style="list-style-type: none"><li>⊙ Flip chart paper</li><li>⊙ Markers</li><li>⊙ Sticky notes</li><li>⊙ Optional: stickers</li></ul>
 <b>Prepare in advance</b>	<ul style="list-style-type: none"><li>⊙ No materials need to be prepared in advance for this activity.</li></ul>

## ▶ 35. Activity | What can be done to engage smallholders?

 Objectives	<ul style="list-style-type: none"> <li>⊗ Discuss the need to create relationships with stakeholders that are based on trust.</li> <li>⊗ Review tools to build this kind of relationships: communication, transparency, and others.</li> </ul>
 Instructions	<ol style="list-style-type: none"> <li>1. Hold a plenary discussion on the relationship with smallholders.</li> <li>2. Questions to reflect on in plenary:             <ul style="list-style-type: none"> <li>⊗ What do you base your relationship with suppliers on?</li> <li>⊗ What actions can be done to generate trust?</li> <li>⊗ How do you generate trust in your culture?</li> <li>⊗ What actions generate trust and what actions break trust?</li> <li>⊗ What actions could a smallholder do for you to lose confidence?</li> <li>⊗ What actions could lead to a smallholder losing trust in you?</li> <li>⊗ What can a stakeholder do for you to trust them?</li> <li>⊗ What can you do to have a stakeholder trust you?</li> </ul> </li> </ol>
 Key learning points	<ul style="list-style-type: none"> <li>⊗ The relationship with the supplier and small holder is not only a business relationship but also a human relationship.</li> <li>⊗ If a supplier does not trust the company, it will never open up or be honest about its situation, and it will never be willing to change.</li> </ul>
 Time: 15 minutes	<ul style="list-style-type: none"> <li>⊗ 15 minutes for plenary discussion</li> </ul>
 Tips	<ul style="list-style-type: none"> <li>⊗ Encourage participants to talk openly about trust, including how hard it is to win and how easy it is to lose.</li> </ul>
 Facilitator's notes	<p>How can smallholders be brought on board with the company's strategy to prevent and eliminate child labour?</p> <p>A central aspect is that the relationship with the supplier or smallholder is not only a business relationship but also a <b>human</b> relationship. If a company understands this, it will become aware of the importance of trust, values, transparency, communication and other aspects that need to be taken care of when engaging with smallholders. If a supplier does not trust the company, it will never open up or be honest about its situation, and it will never be willing to change.</p> <p>Here are some tips that companies can follow in order to build better relationships with their smallholders:</p> <ul style="list-style-type: none"> <li>⊗ Seek suppliers who understand and share similar values concerning the problems of child labour.</li> <li>⊗ Have open conversations with suppliers regarding child labour.</li> <li>⊗ Promote relationships based on trust.</li> <li>⊗ Promote transparency.</li> <li>⊗ Engage them in what to do.</li> <li>⊗ Ask suppliers what type of behaviour is causing or contributing to child labour.</li> <li>⊗ Ask suppliers what they need from the company for them to stop engaging under aged children in their activities.</li> </ul>
 Materials	<ul style="list-style-type: none"> <li>⊗ None</li> </ul>
 Prepare in advance	<ul style="list-style-type: none"> <li>⊗ No materials need to be prepared in advance for this activity.</li> </ul>

## ▶ 36. Activity | What can be done to engage smallholders?



### Objectives

- ⊙ Clarify the minimum information that suppliers always need to know.
- ⊙ Practice communicating with suppliers on child labour issues.



### Instructions

1. Divide participants into groups of three (if they are uneven then have several groups of two, and the facilitator will be the third). Each person will take turns representing the following roles: **A**, **B** and **C**. Each group will complete three case studies.
  - ⊙ **A** will represent a businessperson who is part of a tea or coffee supply chain. They will be evaluated by C.
  - ⊙ **B** is also part of the supply chain but is a smallholder who supplies A. B is not being evaluated but they need to represent their role and try to meet their objectives.
  - ⊙ **C** will be the observer. They will have to evaluate A.
2. In each case, A and B will have to try and reach their objectives (listed in each case description below). Advise A to bear in mind the empathy map that was made in Activity 29 to try and adapt their arguments to that person. B can represent that person and keep the empathy map in mind.
3. Allow the groups to represent each role play successfully for 10 minutes maximum.
4. In between cases allow the evaluator (C) to assess how A carried out their responsibilities.
5. Complete all three case studies so each that participant has the opportunity to represent each role.
6. Once the groups have finished their role plays, give them 10 minutes to read and discuss the evaluations within their groups.
7. Questions to reflect on in plenary:
  - ⊙ How did you feel?
  - ⊙ What were your strengths, your weaknesses?
  - ⊙ Where do you think you could have done better? How could you improve?

The three cases are:

#### Case 1

**A.** You are a coffee producer. Your company processes coffee beans. You are going to a farm to meet one of your raw material suppliers. As you are approaching B, the grower, you see that a young boy is carrying a big bag of beans on his back, and it seems to be heavy. The boy looks strong and seems to be over the legal working age. You decide to ask B about it to make sure that the farm is complying child labour regulations.

Your objectives are to:

- ⊙ Find out if the boy is above the legal working age.
- ⊙ Understand how heavy a load he is carrying to see if it could be a case of hazardous work.
- ⊙ Raise B's awareness about the benefits of not using child labour, whether for the children, the farm, the family or the community overall.
- ⊙ Advise B what to do to ensure that the boy is not involved in hazardous work.

**B.** You are the grower. You have been working for this client for many years. Your son, who has just turned 16, usually helps out on the farm. You have too much work and he helps out with the hard task of moving loads. He never complains because he is hardworking and strong. You are very proud of him.

Your objectives are to:

- ⊙ Keep a good relationship with your client.
- ⊙ Try to convince your client that your son can legally work and how this benefits both him and the family.

### Case 2

**A.** You are a coffee producer. You arrive at a farm that sells you the raw material you need. You see at a distance a young girl spraying pesticides on plants. She is not wearing any protective equipment (PPE). You need to talk to B, the grower, so you also decide to bring this issue into the conversation to ensure that child labour standards are being met.

Your objectives are to:

- ⊙ Find out if the girl is above the legal working age.
- ⊙ Understand what type of activities she is carrying out on the farm.
- ⊙ Find out if PPE is being used on the farm when workers apply pesticides.
- ⊙ Raise B's awareness about the benefits of not using child labour, whether for the children, the farm, the family or the community overall.
- ⊙ Advise B what to do to ensure that the girl is not involved in hazardous work.

**B.** You are the grower. You and your family are quite busy on the family farm – so busy that you have decided to get some help in this season. Mary, a 17-year-old girl, had finished her studies and was looking for work. She has one year of experience on other farms and you have hired her. She does all types of work. She is especially good at handling, mixing and applying chemicals because she takes a lot of care with her tasks; she also knows all the precautions of application and how to store the chemicals.

Your objectives are to:

- ⊙ Keep a good relationship with your client.
- ⊙ Try to convince your client that Mary is above the legal working age and is capable of carrying out these tasks with chemicals.

### Case 3

**A.** You are a tea producer. As you arrive at one of the farms where you get your raw materials, you see that the growers, a couple, and their daughter are all in the field working. You know that Kate, the daughter, is not 16 yet, the legal working age in the country. You have never seen her working in the fields before. You decide to have a conversation with the growers (Kate's parents) about it.

Your objectives are to:

- ⊙ Find out what type of activities Kate is carrying out on the farm and for how long she has been working.
- ⊙ Find out if Kate is enrolled in school.
- ⊙ Raise the parents' awareness about the benefits of not using child labour, whether for the children, the farm, the family or the community overall.
- ⊙ Advise the parents what type of work activities Kate can be involved in at her age.

**B.** You are one of the growers, one of Kate's parents. Your daughter is 15 and has not completed her compulsory education because it is too complicated to have her in school, which is very far away. She helps the family by taking care of her siblings and she also works in the tea fields. She helps out in the fields for only three hours each day. You think that having her out there for longer would be too much for her.

Your objectives are to:

- ⦿ Keep a good relationship with your client.
- ⦿ Show that you are the one who best cares for Kate and her interests.
- ⦿ Show your client how offended you are, since you are being accused of being a bad parent.

For each case, the observer (C) can use the following table to evaluate A's performance, placing an X on the corresponding boxes.

	Needs improvement	Good	Very good
Uses good verbal communication			
Uses adequate and clear language			
Is an active listener			
Is sensitive to growers' needs and challenges			
Recommends farm-specific improvement measures			
Explains how to implement improvement measures			



**Key learning points**

- ⦿ Suppliers have to be aware of some basic information in order to be able to actively engage in a company's efforts to address and eliminate child labour.



**Time: 70 minutes**

- ⦿ 3 minutes for each case preparation (x3).
- ⦿ 10 minutes for each case study (x3).
- ⦿ 10 minutes for team discussion of personal assessments.
- ⦿ 15 minutes for plenary correction and discussion.
- ⦿ 5 minutes for wrap up.








**Tips**

- ⦿ Encourage participants to represent each of their roles to the best of their abilities.
- ⦿ If you consider that due to the national context these role plays are not relevant, do not hesitate to draft alternative ones more suited to participants' needs.

 <p><b>Facilitator's notes</b></p>	<p>When a company decides to address child labour, it has to review not only its own practices but also those of its suppliers or subcontractors. For do this, the company needs to explain to its suppliers what is going to happen, what the changes will be, and all the information that is relevant for suppliers to fully understand and be able to get involved in the process.</p> <p>Sometimes the issue is the codes and standards the brand companies (in other words, our own customers) require; in this case the company must inform its suppliers about the specific demands.</p> <p>Sometimes a company's code of conduct or policy provides workers with more protective conditions than national legislation. Where there is a conflict between two requirements – for example, national legislation and a brand code – the company should apply whichever requirement provides further protection, for example, if the brand code of conduct states that children below the legal working age will not be allowed to work in supply chains even if it is considered light work and allowed in the country. Sometimes companies do not allow any type of work below the age of 18 because children would be exposed to hazards due to the nature of the work, even if the sector is not included in the national list of hazardous activities.</p> <p>It is unnecessary to provide suppliers with all the information at once, as coming to understand it all is a long and complicated process requiring patience and full awareness through training and monitoring</p> <p>There is, however, some basic information that suppliers need to be aware of, and the company should inform them about it as soon as possible. Here is the main information that they should obtain:</p> <ol style="list-style-type: none"> <li>1. National legal minimum age of employment or work and national list of hazardous work.</li> <li>2. Buyers' standards if they are higher than the national legal standards.</li> <li>3. Reasons why suppliers must meet buyers' standards that are higher than those required by national law.</li> <li>4. The agreed period of change and the steps the supplier must take to remove child labour.</li> <li>5. Monitoring procedures to ensure compliance with those standards.</li> <li>6. The consequences of breaching the conditions, including possible termination of the contract.</li> </ol>
 <p><b>Materials</b></p>	<ul style="list-style-type: none"> <li>☉ Prints of the cases</li> </ul>
 <p><b>Prepare in advance</b></p>	<ul style="list-style-type: none"> <li>☉ Print copies of the cases and the evaluations to hand out.</li> </ul>



## ▶ 37. Activity | Activity: Can companies operate without child labour?

 <b>Objectives</b>	<ul style="list-style-type: none"> <li>⦿ Clarify that business profitability does not depend on child labour.</li> <li>⦿ Discuss possible alternatives to the use of child labour in businesses.</li> </ul>
 <b>Instructions</b>	<ol style="list-style-type: none"> <li>1. Hold a plenary discussion where participants share their thoughts on the real needs for business to use underage workers.</li> <li>2. Questions to reflect on in plenary:           <ul style="list-style-type: none"> <li>⦿ What alternatives to child labour would you propose to a company?</li> <li>⦿ What alternatives to child labour would you propose to a smallholder?</li> <li>⦿ Have you ever had to change your management practices to avoid hiring under-aged workers?</li> </ul> </li> </ol>
 <b>Key learning points</b>	<ul style="list-style-type: none"> <li>⦿ Companies do not depend on child labour in order for their business to be profitable.</li> <li>⦿ Child labour is often associated with bad management of the company. By organizing it better, companies can continue to operate without a child labour.</li> <li>⦿ The situation tends to be more complicated for family businesses but there are measures that can be taken.</li> </ul>
 <b>Time: 10 minutes</b>	<ul style="list-style-type: none"> <li>⦿ 10 minutes for plenary discussion.</li> </ul>
 <b>Tips</b>	<ul style="list-style-type: none"> <li>⦿ Try to have an open discussion where participants feel comfortable to share their experiences.</li> </ul>
 <b>Facilitator's notes</b>	<p>Companies may think that operating without child labour is impossible in their sector, because of how normalized and deep the problem is. They may imagine that their business depends on child labour in order to be profitable. But this is not true.</p> <p>In most cases, the elimination of child labour will not affect the ability of the business to operate and earn a profit. Evidence suggests that the majority of businesses, particularly larger companies, will continue to operate and be profitable after eliminating child labour.</p> <p>International buyers note that complying with child labour laws does not damage a supplier's bottom line.</p> <p>The two problems – child labour and poor management – tend to occur together. Cost savings can usually be found in other areas of the business (such as through better organization). This can offset the increases in the cost of wages when older workers replace children.</p> <p>Here are some actions that will improve a company's organization:</p> <ul style="list-style-type: none"> <li>⦿ <b>Mechanize operations.</b> Smaller businesses may rely on savings made from paying low wages to children. Investing in mechanization, especially in smaller tasks, will remove the need for child labour and can increase production efficiency.</li> <li>⦿ <b>Improve production layout.</b> Every company can analyse the work carried out by children and consider whether these tasks can be removed by improving/adapting the layout of the workplace or by adding to machinery.</li> </ul>

- ☉ **Look at the difference in wages paid to children below and above the legal working age.** The costs of eliminating child labour are often misunderstood. There may be little difference between paying a 14-year-old and paying a 16-year-old. With regard to hazardous work, the wages of a 17-year-old and a 19-year-old may be very similar. Slightly older workers are also likely to be more productive.

What happens when there is child labour within a family? What happens when children are working for their parents? Many small enterprises and farms are owned and maintained by families. In these cases, it is very common for the children to be working, even if they are not getting paid. Some national legislations do not regulate this type of work, but international clients are aware that it is a reality that needs to be tackled.

This is a complicated situation. In many cases, family businesses are operated in poverty conditions, and the owners rely on their children's work to keep the business running. There may be no budget to hire someone to do the job that the children are performing.

Families can also try the actions mentioned above (mechanize operations, improve production layout and consider hiring young workers or adults. They have to try to organize their production in a way that allows their children to focus on their education rather than on work.

In these cases, it is essential that the company that is addressing child labour in its supply chain supports these family businesses, by giving them information, resources and guidance, rather than ending the business relationships.



#### Materials

- ☉ None



#### Prepare in advance




- ☉ No materials need to be prepared in advance for this activity.



# Step 4: Track performance

## ▶ 38. Activity | What needs to be tracked?

 <b>Objectives</b>	<ul style="list-style-type: none"> <li>⊕ Discuss the concept and the need for tracking the process of addressing child labour.</li> <li>⊕ Acknowledge the importance of tracking the children instead of the company.</li> <li>⊕ Share impressions and views.</li> </ul>
 <b>Instructions</b>	<ol style="list-style-type: none"> <li>1. Explain to participants the general concept of tracking of child labour.</li> <li>2. Divide participants into three groups.</li> <li>3. Give each participant a flip chart paper. <ul style="list-style-type: none"> <li>⊕ Group 1 should think of the advantages and disadvantages of focusing tracking efforts on the brand name company.</li> <li>⊕ Group 2 should think of the advantages and disadvantages of focusing tracking efforts on the supplier or smallholder.</li> <li>⊕ Group 3 should think of the advantages and disadvantages of focusing tracking efforts on the children.</li> </ul> </li> <li>4. Ask each group to discuss and write the advantages and disadvantages of focusing tracking efforts on their assigned target.</li> <li>5. Have a representative share in plenary the outcomes of the discussion.</li> <li>6. Hold a plenary discussion where participants compare the advantages and disadvantages of tracking each of the subjects.</li> <li>7. Questions to reflect on in plenary: <ul style="list-style-type: none"> <li>⊕ What information does each case provide? (qualitative and quantitative)</li> <li>⊕ What can be done with that information?</li> <li>⊕ Is it better to track brands, suppliers or children?</li> <li>⊕ What other things should be tracked?</li> </ul> </li> </ol>
 <b>Key learning points</b>	<ul style="list-style-type: none"> <li>⊕ Tracking is the process by which the company reviews whether its efforts to address child labour are effective over time.</li> <li>⊕ Nowadays, tracking techniques follow the child rather than the company or the location. The focus is on what happens to children once they stop working and what their opportunities are.</li> </ul>
 <b>Time:</b> <b>20 minutes</b>	<ul style="list-style-type: none"> <li>⊕ 10 minutes for group work.</li> <li>⊕ 10 minutes for each representative to share their groupwork, and plenary discussion.</li> </ul>
 <b>Tips</b>	<ul style="list-style-type: none"> <li>⊕ If the facilitator feels that this activity will take too long, it can also be carried out in plenary where participants call out the advantages and disadvantages and the facilitator writes down all contributions on a flip chart.</li> </ul>

 <p><b>Facilitator's notes</b></p>	<p>What does “tracking” mean? When addressing child labour, the company needs to review whether its efforts are effective over time. It must track its progress in preventing and eliminating child labour and what the actual impact of its actions are. This is important for three reasons:</p> <ol style="list-style-type: none"> <li>1. Tracking progress helps <b>strengthen the company's efforts</b> to prevent new situations of child labour.</li> <li>2. By tracking, the company can <b>understand if it is causing or contributing to a negative impact</b>. When it is, it can change its strategy, correct its mistakes and make sure that the remedy it provides is effective in practice.</li> <li>3. Tracking gives the company the <b>information needed to communicate</b> its efforts on child labour to stakeholders.</li> </ol> <p>Tracking performance implies tracking not only what the company is doing, but also what its business partners or suppliers are doing.</p> <p>So far, tracking has been focused on the company's facilities or location. But this is not sufficient: if the focus is solely on the company, the result may suggest that there is no child labour left, but where those children went, whether they are studying or whether, instead, they moved to some other sector and are working in worse conditions is unknown. Focusing only on the company doesn't allow the whole picture and the actual impact of actions to be seen.</p> <p><b>More advanced monitoring focuses on the children.</b> The goal is no longer to withdraw children from the workplace but to ensure they receive the right protection and that they have access to alternatives. The development of an area-based approach broadens the scope, it allows the bigger picture to be seen, and it involves community stakeholders in the monitoring. Tracking the children can ensure that they continue their education and have better opportunities; in other words, an actual positive impact on their reality is created.</p>
 <p><b>Materials</b></p>	<ul style="list-style-type: none"> <li>⊙ Flip chart paper</li> <li>⊙ Markers</li> </ul>
 <p><b>Prepare in advance</b></p>	<ul style="list-style-type: none"> <li>⊙ No materials need to be prepared in advance for this activity.</li> </ul>

## ▶ 39. Activity | How can a company know if its suppliers are employing children in their operations?

 <p><b>Objectives</b></p>	<ul style="list-style-type: none"> <li>⊗ Become familiar with the concepts of “auditing” and “monitoring” and their characteristics.</li> <li>⊗ Compare the different purposes of auditing and monitoring.</li> <li>⊗ Discuss the different types of monitoring that can be implemented.</li> <li>⊗ Explore what would be realistic for smallholders and what would be credible for the brand name companies.</li> </ul>
 <p><b>Instructions</b></p>	<ol style="list-style-type: none"> <li>1. Start by explaining the concepts of monitoring and auditing, and the different types that exist.</li> <li>2. In working groups, have the participants discuss what they see themselves doing.             <ul style="list-style-type: none"> <li>⊗ What tracking, monitoring or auditing strategies do they believe are feasible in their reality?</li> <li>⊗ What can they do to track what their suppliers are doing?</li> <li>⊗ What kind of activities?</li> <li>⊗ What is realistic for them, given their resources, time, people?</li> </ul> </li> <li>3. Finally, hold a plenary discussion where groups present their thoughts and further ideas are debated.</li> <li>4. Questions to reflect on in plenary:             <ul style="list-style-type: none"> <li>⊗ What do you see yourselves doing?</li> <li>⊗ What would be acceptable in your culture?</li> <li>⊗ What would be realistic considering your resources?</li> <li>⊗ What would you need to be able to carry out what you are proposing?</li> <li>⊗ What resources do you need to carry out this tracking strategy?</li> <li>⊗ How some of this monitoring methods be adapted to your own realities?</li> </ul> </li> </ol>
 <p><b>Key learning points</b></p>	<ul style="list-style-type: none"> <li>⊗ Companies need to track the way their suppliers are addressing child labour. For that, they can either audit or monitor their suppliers.</li> <li>⊗ There are many types of monitoring. The main ones are:             <ul style="list-style-type: none"> <li>⊗ internal monitoring</li> <li>⊗ monitoring led by trade unions and managers</li> <li>⊗ buyer auditing</li> <li>⊗ external monitoring</li> <li>⊗ independent monitoring</li> </ul> </li> </ul>
 <p><b>Time:</b> 45 minutes</p>	<ul style="list-style-type: none"> <li>⊗ 10 minutes for facilitator’s presentation.</li> <li>⊗ 20 minutes for group discussion.</li> <li>⊗ 15 minutes for plenary discussion.</li> </ul>
 <p><b>Tips</b></p>	<ul style="list-style-type: none"> <li>⊗ Remind participants that their discussions can include actions to track progress that do not necessarily imply auditing or monitoring as explained. They can propose anything they believe would work for them, regardless of what the brand name companies could consider credible. The second part of the conversation could include how to make their ideas credible to the brands.</li> </ul>



### Facilitator's notes

As mentioned in the previous activity, a company should monitor (track) the impact not only of its own actions, but also the impact of actions carried out by their suppliers and other stakeholders.

Companies can assess the situation in their suppliers' facilities by **auditing** or **monitoring**.

- ⦿ **Auditing** refers to an assessment which is done a single time. It can also be called "social audit". Through this audit the company obtains a general picture of what the present situation is.
- ⦿ **Monitoring** refers to a series of repeated assessments. Through this technique the company gets to follow their suppliers' progress and development over time. Monitoring allows the impact of actions and measures, and of transformations and tendencies, to be seen.

Both auditing and monitoring imply that someone goes to the work sites, analyses, measures, assesses and reports on the performance of a company regarding child labour.

Monitoring can have several purposes:

- ⦿ The company can **verify** that its suppliers are free from child labour. Through monitoring, it becomes evident whether there are children working and whether legally employed children are safe from exploitation and hazards at work.
- ⦿ Monitoring is also a **deterrence**, which helps suppliers understand what is important for their clients. It is a way of bringing suppliers into compliance with the law, by establishing which rules need to be followed and how they have to perform regarding child labour in order to maintain the business.
- ⦿ Monitoring is also a **source of information** that can later be used to communicate the development and partial outcomes of the strategy against child labour. It is, in a way, an assurance mechanism that provides clients with evidence that child labour is being addressed, and, ultimately, eliminated.



There are different types of auditing and monitoring practices, which depend on different elements, for example:

- ⦿ Who performs them and who verifies the information provided.
- ⦿ When they are performed (frequency and advance notice).
- ⦿ How they are carried out (quantitative or qualitative methodologies).
- ⦿ Who participates in them (including workers and their representatives or other local stakeholders).
- ⦿ How public the information is.

Both auditing and monitoring can be done internally by the company as a way to track its own performance. But they can also be done externally, by hiring a third party who will carry out the assessment. They can be done with high frequency – monthly, annually, or whatever is considered best. What the audit will be like depends on the company's needs, size and other characteristics.




Establishing a monitoring mechanism that is credible is very important. Here are some typical mechanisms:

- ⦿ **Internal monitoring:** a system through which the company monitors itself directly in those places where children may be working. It is also known as first-party auditing. It is the easiest to manage because the company is inspecting itself, but it may lack credibility, as companies may manipulate the information. When a buyer company is performing these audits it is called internal monitoring; when it is a supplier performing these activities on their business based on a specific methodology, it may be called self-assessment.
- ⦿ **Monitoring led by trade unions and managers:** a system where people in the workplace keep a daily watch on the situation, effectively preventing child labour from taking place and identifying any cases that do occur.

	<ul style="list-style-type: none"> <li>☉ <b>Buyer auditing:</b> a process in which a buyer inspects its suppliers. It is also known as second-party auditing, and is used both by international buyers to check on their producers and by domestic producers who subcontract to other companies.</li> <li>☉ <b>External monitoring:</b> a system where the company hires another organization to monitor its work sites or those of its suppliers.</li> <li>☉ <b>Independent monitoring:</b> like external monitoring, except that the process is not organized or paid for by the company. The organization carrying out the monitoring is neither the enterprise itself nor a buyer. It can be, for example, an NGO, a government institution, or a private service provider. This kind of monitoring tends to have more credibility because the people who do it do not have an interest in a positive outcome. Some companies use both their own internal system of monitoring and an external process conducted by a credible outside organization.</li> </ul>
 <b>Materials</b>	<ul style="list-style-type: none"> <li>☉ None</li> </ul>
 <b>Prepare in advance</b>	<ul style="list-style-type: none"> <li>☉ No materials need to be prepared in advance for this activity.</li> </ul>



## ▶ 40. Activity | Are there other means of ensuring that suppliers are not engaging children in their operations?

 <b>Objectives</b>	<ul style="list-style-type: none"> <li>⦿ Acknowledge the changes that are taking place in the way that companies are monitored.</li> <li>⦿ Discuss alternatives for companies to work alongside their suppliers in addressing child labour.</li> <li>⦿ Promote creative thinking to come up with other ways of addressing child labour throughout the supply chain.</li> </ul>
 <b>Instructions</b>	<ol style="list-style-type: none"> <li>1. Start by explaining the main changes that are taking place in the way that companies are monitoring and being monitored.</li> <li>2. Then, propose a plenary discussion with the whole group. During the discussion, take note on a flip chart paper of what is being discussed.</li> <li>3. Questions to reflect on in plenary:             <ul style="list-style-type: none"> <li>⦿ Who benefits from this shift in focus?</li> <li>⦿ Are there any stakeholders that you believe are being negatively affected by this shift in focus?</li> <li>⦿ Are there any stakeholders who could push back on this?</li> </ul> </li> </ol>
 <b>Key learning points</b>	<ul style="list-style-type: none"> <li>⦿ Monitoring practices are moving away from a company-focused monitoring system, where the main concern was to get children to stop working in the facilities.</li> <li>⦿ Now, the focus is on children, to ensure their well-being and that they have better opportunities once they stop working.</li> <li>⦿ There are many other strategies besides monitoring that can be implemented for companies and suppliers to stop employing children.</li> <li>⦿ There is no one single system that will work for all suppliers or regions.</li> </ul>
 <b>Time: 10 minutes</b>	<ul style="list-style-type: none"> <li>⦿ 10 minutes for plenary discussion.</li> </ul>
 <b>Tips</b>	<ul style="list-style-type: none"> <li>⦿ Depending on time, this activity can also be merged with the Activity 38: "What needs to be tracked?" earlier in this section.</li> </ul>
 <b>Facilitator's notes</b>	<p>As previously mentioned, there are some changes going on in the way that companies audit or monitor themselves and their suppliers. The main changes that are taking place are the following:</p> <ol style="list-style-type: none"> <li>1. Before, what got audited was the supply chain or the company. Now, the focus is on the children, their education, their opportunities and their working conditions.</li> <li>2. Before, the strategy was the withdrawal of children from work. Now, actions focus on protecting the children, including identification, referral, verification and tracking that children are provided with satisfactory alternatives.</li> <li>3. Before, audits aimed at monitoring specific target sectors. Now, the focus has switched to an area-based approach that allows monitoring of all types of child labour in a larger geographical area.</li> </ol>

These changes are very positive, as they facilitate a deeper understanding of how and why there is child labour. But simply monitoring or auditing does not mean that child labour is automatically eliminated. On the contrary, while these approaches allow a better understanding of what child labour looks like in a specific context and what its impact is, understanding it is not the same as eliminating it.

Some strategies that companies are implementing to favour the elimination of child labour are:

- ⊙ Replacing audits with collaborative assessment and root cause analysis conducted together with suppliers.
- ⊙ Shifting from “pass/fail” compliance to comprehensive continuous improvement programmes.
- ⊙ Paying greater attention to the potential role of grievance mechanisms in improving social performance, without undermining the role of trade unions.
- ⊙ Raising awareness in those who need to identify child labour.
- ⊙ Having people within communities who raise awareness.
- ⊙ Understanding the risks that children face when exposed to work before the legal age, including the type of work they are doing.
- ⊙ Referring them to education, caregiving, psychological and other support services.
- ⊙ Focusing on the children, not on the farm/company/supplier.
- ⊙ In awareness-raising programmes, understanding local traditions and beliefs and how they can conflict with current standards (for example letting a 16-year-old use a machete even if is a hazardous activity).
- ⊙ Using monitoring only to target measures to mitigate and eradicate child labour.
- ⊙ Involving community leaders.

What companies should avoid:

- ⊙ Copying and pasting what has worked somewhere else without asking locals what they believe they could commit to.
- ⊙ Setting up systems that are not co-created and owned locally.
- ⊙ Stand-alone programmes that have no continuity over time.



**Materials**

- ⊙ Flip chart paper
- ⊙ Markers



**Prepare in advance**

- ⊙ No materials need to be prepared in advance for this activity.

## ▶ 41. Activity | What should be done with new suppliers?



### Objectives

- ⦿ Raise awareness on the need to establish business relationships with suppliers that share similar values concerning child labour.
- ⦿ Provide recommendations on what kind of suppliers to look for and how that relationship should be.



### Instructions

1. Divide participants into two large groups.
2. Explain that they are going to play "Tick-Tack-Toe". Assign one group the letter X and the other with the letter O.
3. Place a flip chart paper on a wall and draw the "Tic-Tack-Toe" grid on it (three squares by three squares).
4. Taking turns, each group must come up with one thing that can be done with new suppliers (the facilitator can give an example to begin). If the facilitator considers that it is a good proposal, the group can place their mark on an empty square. Then it is the turn of the next group. If the facilitator thinks it is not a good proposal, or if it is repeated, they cannot fill in an empty square and it is the other group's turn again.
5. The first group to get three marks in a row wins.
6. When all nine squares are full the game is over.
7. Play as many rounds as needed.
8. Finish by briefly presenting some of the suggestions in the Facilitators' notes, if they have not already been mentioned.



### Key learning points

- ⦿ Relationships with suppliers need to be based on collaboration and trust.
- ⦿ Transparency should also be a core value to encourage in supply chains.



### Time: 20 minutes

- ⦿ 15 minutes for playing "Tic-Tack-Toe".
- ⦿ 5 minutes for facilitator input and wrap up.



### Tips

- ⦿ As a facilitator, try to be benevolent with the suggestions.
- ⦿ Take note of the suggestions on a flip chart while the participants are playing, and leave it posted on the wall so as to be visible during the rest of the training.
- ⦿ If there is a white board, it might be easier to play "Tic-Tack-Toe" on it since it is possible to erase and play again.



### Facilitator's notes

What can be done before establishing a business relationship with a new supplier? Here are some points to consider:

- ⦿ Seek suppliers who understand and share similar values concerning the problems of child labour.
- ⦿ Work only with suppliers who are willing to be transparent about their operations and procedures.
- ⦿ In the initial screening and vetting of suppliers, check working conditions and recruitment and employment practices.
- ⦿ Write the conditions in the contract.
- ⦿ Explore alternatives to piece-rate payment systems which often encourage child labour.



### Materials




- ⊙ Flip chart and paper
- ⊙ Markers






### Prepare in advance

- ⊙ No materials need to be prepared in advance for this activity.

## ▶ 42. Activity | What should be done with suppliers who are not willing to improve?



 <b>Objectives</b>	<ul style="list-style-type: none"> <li>⊕ Discuss the need to explain to suppliers the company's position regarding child labour.</li> <li>⊕ Practise conveying the message to suppliers.</li> <li>⊕ Analyse examples of the types of action the company can take against suppliers who are not willing to improve.</li> <li>⊕ Include clauses on child labour in contracts/economic agreements with suppliers.</li> </ul>
 <b>Instructions</b>	<ol style="list-style-type: none"> <li>1. Divide participants into groups.</li> <li>2. Ask each group to write three to four lines of what they would tell a supplier who has repeatedly not complied with the company's no-child-labour policy, and does not seem willing to change.</li> <li>3. Once they have finished, ask each group to choose a representative who will role play what they have written for the rest of the participants, who will take the place of the non-complying supplier.</li> <li>4. Everyone pays attention to <b>how</b> the representative conveys the message and the <b>content</b> of the message</li> <li>5. After each role play, ask the rest of the groups to give feedback on both the content and the wording.</li> <li>6. When all groups have shown their messages, wrap up by explaining the key learning points.</li> <li>7. Questions to reflect on in plenary: <ul style="list-style-type: none"> <li>⊕ Is the message consistent with the policy?</li> <li>⊕ What is essential to include in a message?</li> <li>⊕ What challenges did you find in drafting this message?</li> <li>⊕ How do you think it should be best conveyed? Verbally or written?</li> <li>⊕ Who should convey the message?</li> </ul> </li> </ol>
 <b>Key learning points</b>	<ul style="list-style-type: none"> <li>⊕ Suppliers need to know that the company is serious about child labour. This should be included in the initial contract.</li> <li>⊕ Suppliers need to be aware of the consequences that not being willing to improve will bring to its business relations.</li> <li>⊕ Suppliers need to understand that, in extreme cases, legal measures might be taken against them.</li> </ul>
 <b>Time: 15 minutes</b>	<ul style="list-style-type: none"> <li>⊕ 5 minutes for group work.</li> <li>⊕ 10 minutes for group presentations and wrap up.</li> </ul>
 <b>Tips</b>	<ul style="list-style-type: none"> <li>⊕ If the role play is acted out in full with the supplier present, it can be very interesting to see their reaction.</li> </ul>

 <b>Facilitator's notes</b>	<p>Suppliers need to know that the company is serious about child labour. This should be included in the initial contract. The company can also state in the agreement with the supplier that where child labour is identified, corrective actions need to be taken.</p> <p>If a supplier does not make serious efforts to solve the problem, the buyer can decide to terminate the contract and refuse to issue new ones. It is rare that a company resorts to taking legal action against violators. In some instances, though, concerned enterprises have reported to the authorities cases of bonded child labour, of sexual exploitation and of children performing extremely dangerous tasks.</p>
 <b>Materials</b>	<ul style="list-style-type: none"><li>☉ Sheets of paper</li><li>☉ Pens</li></ul>
 <b>Prepare in advance</b>	<ul style="list-style-type: none"><li>☉ No materials need to be prepared in advance for this activity.</li></ul>






# Step 5: Communicate





## ▶ 43. Activity | Why should others be told what the company is doing?





 <b>Objectives</b>	<ul style="list-style-type: none"> <li>⊙ Explore the different benefits that sharing information on the company's efforts to prevent and eliminate child labour can bring to the company.</li> <li>⊙ Create a sense of team work where several companies work together towards the same goal.</li> <li>⊙ Share experiences.</li> </ul>
 <b>Instructions</b>	<ol style="list-style-type: none"> <li>1. Start by asking participants to take their cell phones and search on Google (or any search engine) for items such as "Child labour tea plantations", "Child labour coffee" "Child labour Uganda" and other related search entries.</li> <li>2. Ask them:             <ul style="list-style-type: none"> <li>⊙ How many answers/hits come up?</li> <li>⊙ What sort of things come up?</li> <li>⊙ What do these links say or show?</li> </ul> </li> <li>3. Choose some participants to read some of their findings aloud.</li> <li>4. Hold a plenary discussion on the following questions:             <ul style="list-style-type: none"> <li>⊙ How do you feel about this information?</li> <li>⊙ How does this affect your business?</li> <li>⊙ What do you think could be done to avoid this bad press?</li> <li>⊙ What do you prefer, reactive or proactive communication?</li> <li>⊙ What is the difference between them?</li> <li>⊙ What do you tend to do in your company? Do you usually communicate proactively, reactively or not at all?</li> </ul> </li> <li>5. Wrap up the discussion by presenting some of the benefits of communicating proactively.</li> </ol>
 <b>Key learning points</b>	<ul style="list-style-type: none"> <li>⊙ Companies are expected to explain to stakeholders how they are putting their commitments to prevent and eliminate child labour into practice.</li> <li>⊙ Proactive communication is a better strategy than reactive communication.</li> <li>⊙ Transparency and proactive communication build trust.</li> </ul>
 <b>Time:</b> <b>15 minutes</b>	<ul style="list-style-type: none"> <li>⊙ 2 minutes for individual Google search.</li> <li>⊙ 13 minutes for plenary discussion.</li> </ul>
 <b>Tips</b>	<ul style="list-style-type: none"> <li>⊙ If not everyone has an Internet connection, facilitators can use their own device and show the results or read them aloud.</li> <li>⊙ Search different options, worldwide as well as within the country and in different sectors.</li> <li>⊙ There is no need to shame any company that is not addressing child labour appropriately or appears to have a bad press.</li> </ul>



 <p><b>Facilitator's notes</b></p>	<p>Companies are expected to explain to stakeholders how they are putting human rights commitments into practice as part of the compliance policy.</p> <p>Child labour is considered to be a very sensitive issue regarding human rights impacts. Companies are usually reluctant to communicate their situation regarding child labour, because they fear negative consequences: losing clients, being exposed by the media, being shut down by the Government, among others.</p> <p>But communication will usually, on the contrary, translate into benefits. Companies that are especially keen on sharing their achievements and also are open about their challenges may find that proactive communication:</p> <ul style="list-style-type: none"> <li>⦿ generates constructive dialogue with the various stakeholders;</li> <li>⦿ shows brands and clients that the company is committed to eliminating child labour in the supply chain;</li> <li>⦿ shows suppliers that the company is serious in its efforts to not engage child labour; and</li> <li>⦿ provides reasons for employees to be proud of the company they work for.</li> </ul> <p><b>By being proactive rather than reactive, the company can share its own story from its own point of view.</b></p>
 <p><b>Materials</b></p>	<ul style="list-style-type: none"> <li>⦿ Internet connection</li> <li>⦿ Computer, cell phone or device to search on a web browser</li> </ul>
 <p><b>Prepare in advance</b></p>	<ul style="list-style-type: none"> <li>⦿ No materials need to be prepared in advance for this activity.</li> </ul>




## ▶ 44. Activity | Who should be told what?

 <b>Objectives</b>	<ul style="list-style-type: none"> <li>⊗ Identify internal and external stakeholders that are expecting information on efforts against child labour.</li> <li>⊗ Acknowledge companies' current transparency levels with different stakeholders.</li> <li>⊗ Compare different messages that those stakeholders could be expecting.</li> </ul>
 <b>Instructions</b>	<ol style="list-style-type: none"> <li>1. Present the six stages of communication (from the Fund Against Child Labour):             <ol style="list-style-type: none"> <li>(1) Denial: "There is no child labour."</li> <li>(2) "There may be child labour, but it's not our problem."</li> <li>(3) "Child labour is there, but we do not have any leverage."</li> <li>(4) "Child labour is there, and this is what we do about it."</li> <li>(5) "Child labour is there; this is what we do about it and these are our challenges."</li> <li>(6) "Child labour is there, this is what we do about it, these are our challenges, and this is what we are changing in our purchasing practices."</li> </ol> </li> <li>2. Ask working groups to go back to their supply chain maps.</li> <li>3. Give working groups sticky notes and ask them to write, for each stakeholder in the supply chain (at either end) in which of the six stages of communication they believe they are with that stakeholder.</li> <li>4. Then, ask them to write what they could specifically tell each stakeholder, in the same sticky note or in another one.             <ul style="list-style-type: none"> <li>⊗ What do they have to tell the brands that hire them?</li> <li>⊗ What do they have to tell consumers who use their products?</li> <li>⊗ What do they have to tell suppliers?</li> <li>⊗ What do they have to tell other people above or below in the supply chain?</li> <li>⊗ What do they have to tell other stakeholders who are not directly part of the supply chain?</li> <li>⊗ Why do they believe different stakeholders should be given different information?</li> </ul> </li> <li>5. Hold a brief plenary discussion on the thoughts and ideas that came up during the exercise.</li> <li>6. Questions to reflect on in plenary:             <ul style="list-style-type: none"> <li>⊗ Should different things be told to different stakeholders?</li> <li>⊗ What information is it always important to convey?</li> </ul> </li> </ol>
 <b>Key learning points</b>	<ul style="list-style-type: none"> <li>⊗ Communicating involves disclosing relevant, clear and complete information regularly to the various stakeholders, both internal and external.</li> <li>⊗ Full and transparent communication on child labour would imply acknowledging the presence of child labour in the supply chain, showing what the company is doing about it, recognizing the challenges in addressing it, and stating the actions taken to adapt its purchasing practices to reduce their impact on child labour.</li> </ul>
 <b>Time:</b> <b>20 minutes</b>	<ul style="list-style-type: none"> <li>⊗ 15 minutes for group discussion/work.</li> <li>⊗ 5 minutes for plenary discussion.</li> </ul>

 <p><b>Tips</b></p>	<ul style="list-style-type: none"> <li>⦿ It is possible that the participants will have not included in their original supply chain maps some internal or external stakeholders who need to be informed. If that is the case, this is the moment when they can include additional stakeholders in their map.</li> <li>⦿ To create adequate and complete key messages for suppliers would take much more time than the 20 minutes allowed for this exercise. This activity could be converted to a one morning workshop to design messages and formats to communicate internally and externally.</li> </ul>
 <p><b>Facilitator's notes</b></p>	<p>In a due diligence process, communicating involves disclosing relevant, clear and complete information regularly to the various stakeholders, both internal and external.</p> <p>Communicating the company's efforts, measures, progress and obstacles encountered helps put everyone on the same page regarding the prevention and elimination of child labour. Through these communications, internal staff, the community, clients, brands, suppliers and other stakeholders are all aware of how the company is handling the issue.</p> <p>The six stages outlined in the first instruction for this section come from a publication by the Fund Against Child Labour (FBK) titled <i>Practical steps for due diligence and remediation by companies</i>.</p>
 <p><b>Materials</b></p>	<ul style="list-style-type: none"> <li>⦿ Flip chart and paper</li> <li>⦿ Markers</li> <li>⦿ Sticky notes</li> </ul>
 <p><b>Prepare in advance</b></p>	<ul style="list-style-type: none"> <li>⦿ No materials need to be prepared in advance for this activity.</li> </ul>



## ▶ 45. Activity | How should communication take place?

 <b>Objectives</b>	<ul style="list-style-type: none"> <li>⊗ Review some of the main principles of efficient communication on child labour efforts.</li> <li>⊗ Examine how different stakeholders might need different approaches.</li> </ul>
 <b>Instructions</b>	<ol style="list-style-type: none"> <li>1. Assign each working group to a stakeholder:             <ul style="list-style-type: none"> <li>⊗ brand name company</li> <li>⊗ children, families and communities</li> <li>⊗ NGOs</li> <li>⊗ suppliers</li> </ul> </li> <li>2. Ask the groups what they would need to do, or how they would need to communicate, to ensure that communications on their child labour efforts with these stakeholders would meet the following five principles of efficient communication: accuracy, clarity, complete, transparency and timely. These are described more fully in the facilitator’s notes.</li> <li>3. Questions to reflect on in plenary:             <ul style="list-style-type: none"> <li>⊗ Which of these principles is more important for each of these stakeholders? Why?</li> <li>⊗ What will happen if these principles are not met in the communications on your child labour due diligence efforts?</li> <li>⊗ Do you usually take these principles into consideration when communicating?</li> <li>⊗ What could you do at present to improve your communication with these stakeholders?</li> </ul> </li> </ol>
 <b>Key learning points</b>	<ul style="list-style-type: none"> <li>⊗ When communicating to stakeholders, companies should always respect the principles of accuracy, clarity and transparency, and make sure the information they provide is complete and is given regularly.</li> </ul>
 <b>Time: 25 minutes</b>	<ul style="list-style-type: none"> <li>⊗ 10 minutes for facilitator’s presentation on the principles.</li> <li>⊗ 15 minutes for group work.</li> </ul>
 <b>Tips</b>	<ul style="list-style-type: none"> <li>⊗ Encourage the participants discuss practicalities, for example to define how often “timely” means, what type of information could be considered accurate, and so on.</li> <li>⊗ Add any type of stakeholder you consider relevant.</li> <li>⊗ The next activity is on channels to use when communicating. If there seems to be not enough time, both activities can be combined.</li> </ul>

 <p><b>Facilitator's notes</b></p>	<p>For communication to be efficient and trustworthy, the company should follow these main principles:</p> <ul style="list-style-type: none"> <li>⦿ <b>Accuracy:</b> Information must be presented in a way that is not abstract or ambiguous, and that leaves no room for different interpretations. It should be precise, direct and, when possible, measurable.</li> <li>⦿ <b>Clarity:</b> Information needs to be presented in a clear, accessible way, understandable by all stakeholders who have to be informed. This means adapting the information to the special needs of the group addressed, whether clients, community, children, workers or brand. The message the company sends should be direct and not – whether intentionally or unintentionally – ambiguous or hard to understand. It should also be in the language spoken by those people who are being informed, in a format they understand and that is accessible to them.</li> <li>⦿ <b>Complete:</b> To build trust, companies need to communicate both their achievements and the progress that they are making, as well as the challenges that they are facing to address child labour issues. When a company states that child labour is not a problem in the supply chain, it is likely that stakeholders will believe that the company is in denial or simply not aware of what is happening.</li> <li>⦿ <b>Transparency:</b> Companies need to adopt transparency as a central value when communicating. This means that they can't hide or modify information, and of course, needless to say, lie or make up information to make their efforts – or lack of them – look better. Companies are responsible for presenting the sources and data that support their statements and for communicating with honesty.</li> <li>⦿ <b>Timely:</b> Companies need to engage in regular information sharing with the frequency that is appropriate. This may vary depending on whom the communication is addressed to, but all stakeholders should be regularly informed about measures, progress and challenges. It is best if the company sets the regularity in advance and follows a schedule rather than communicating spontaneously or sporadically.</li> </ul>
 <p><b>Materials</b></p>	<ul style="list-style-type: none"> <li>⦿ Sticky notes</li> <li>⦿ Markers</li> </ul>
 <p><b>Prepare in advance</b></p>	<ul style="list-style-type: none"> <li>⦿ No materials need to be prepared in advance for this activity.</li> </ul>

## ▶ 46. Activity | What channels can be used?

 Objectives	<ul style="list-style-type: none"> <li>⊗ Discuss the different channels that can be used in disseminating information and the different formats that can be implemented.</li> </ul>
 Instructions	<ol style="list-style-type: none"> <li>1. Ask the working groups to go back to their supply chain maps to continue to build on them. In Activity 44: “Who should be told what?”, described earlier in this section, they were asked to list the stakeholders should they communicate with. Ask participants to take a look at their supply chain map and what they wrote in that activity.</li> <li>2. Ask the groups to define for the proposed stakeholders which channels could be used to inform them. These can be written on sticky notes and added to the value chain diagram.</li> <li>3. Give them some examples of channels that can be used: messages through the radio, annual reports, meetings, and so on.</li> <li>4. Ask the groups to report back, and hold a brief plenary discussion on the proposed channels.</li> <li>5. Questions to reflect on in plenary:             <ul style="list-style-type: none"> <li>⊗ What is the difference between providing information and communicating?</li> <li>⊗ What different channels did you come up with?</li> <li>⊗ Are they verbal or written?</li> <li>⊗ Are some channels more appropriate for certain stakeholders than others?</li> <li>⊗ What types of message can be sent through each of these channels?</li> </ul> </li> </ol>
 Key learning points	<ul style="list-style-type: none"> <li>⊗ Companies need a variety of channels to communicate their due diligence efforts on child labour to their stakeholders.</li> <li>⊗ Communications can take many forms and will depend on the stakeholders; some will require formal communications and others less formal communications.</li> </ul>
 Time: 20 minutes	<ul style="list-style-type: none"> <li>⊗ 5 minutes for group work.</li> <li>⊗ 15 minutes for plenary discussion.</li> </ul>
 Tips	<ul style="list-style-type: none"> <li>⊗ If the supply chain map is getting too crowded, use another visual element such as flip chart paper with the name of each stakeholder on it. Each working group can be asked to draw one of the stakeholders on the paper; the papers are then posted on the walls around the room and the groups can add the sticky notes to the papers.</li> <li>⊗ It is possible that participants give several channels for each stakeholder, and that is acceptable.</li> </ul>

 <p><b>Facilitator's notes</b></p>	<p>Due diligence means that the company is responsible for communicating not only to its clients or the brands that it works for. It needs to share its efforts on preventing and eliminating child labour to all stakeholders, including the community, children and families, suppliers, and others.</p> <p>Not all stakeholders communicate in the same way or have the same needs when being addressed. The company needs to adapt its communication to the special characteristics of each stakeholder, guaranteeing that it respects the principles of communication presented in Activity 44: "Who should be told what?" The same information can be shared in many different ways, depending on whom it is directed to.</p> <p>Here is a list of formats that communication can adopt:</p> <p>Formal channels:</p> <ul style="list-style-type: none"> <li>⊙ annual reports</li> <li>⊙ sustainability reports</li> <li>⊙ company websites</li> <li>⊙ newsletters</li> <li>⊙ through the products</li> </ul> <p>Informal channels</p> <ul style="list-style-type: none"> <li>⊙ direct dialogue with the community</li> <li>⊙ cartoons</li> <li>⊙ storyboards</li> <li>⊙ plays</li> <li>⊙ direct communication with suppliers</li> <li>⊙ direct internal communication with workers</li> </ul> <p>When communicating, the company always has to ask itself: What is the best means of communication with this specific stakeholder?</p>
 <p><b>Materials</b></p>	<ul style="list-style-type: none"> <li>⊙ Flip chart paper</li> <li>⊙ Markers</li> <li>⊙ Tape</li> <li>⊙ Sticky notes</li> </ul>
 <p><b>Prepare in advance</b></p>	<ul style="list-style-type: none"> <li>⊙ No materials need to be prepared in advance for this activity.</li> </ul>










# Step 6: Stakeholder engagement

## ▶ 47. Activity | What can other stakeholders do for the company?

 <b>Objectives</b>	<ul style="list-style-type: none"> <li>⊗ Value the importance of collaborating with internal and external stakeholders in due diligence efforts to prevent and eliminate child labour.</li> <li>⊗ Explore what meaningful engagement means.</li> <li>⊗ Share views on how engaging with other stakeholders helps the company.</li> </ul>
 <b>Instructions</b>	<ol style="list-style-type: none"> <li>1. Ask participants to stand in a circle.</li> <li>2. Explain that they will pass a ball around.</li> <li>3. Explain that every time they catch the ball, they need to call out a different benefit that engaging with different stakeholders can bring to the work that the company does on child labour issues.</li> <li>4. Write all examples given on the flip chart and review them in plenary.</li> <li>5. Wrap up the discussion by highlighting other options that not have been included by participants.</li> <li>6. Finalize the activity by pointing out the importance of meaningful engagement with internal and external stakeholders.</li> <li>7. Questions to reflect on in plenary:             <ul style="list-style-type: none"> <li>⊗ How many of you have engaged with other stakeholders in the past?</li> <li>⊗ What does meaningful engagement mean to you?</li> <li>⊗ What would “non- meaningful” engagement look like?</li> </ul> </li> </ol>
 <b>Key learning points</b>	<ul style="list-style-type: none"> <li>⊗ Meaningful engagement is an integral part of human rights due diligence.</li> <li>⊗ Stakeholder engagement in the context of respect for human rights is “an on-going process of interaction and dialogue between a company and its potentially affected stakeholders that enables the company to hear, understand and respond to their interests and concerns, including through collaborative approaches”.</li> </ul>
 <b>Time: 15 minutes</b>	<ul style="list-style-type: none"> <li>⊗ 10 minutes for ball game.</li> <li>⊗ 5 minutes for plenary discussion and wrap up.</li> </ul>
 <b>Tips</b>	<ul style="list-style-type: none"> <li>⊗ Remind everyone to be careful while they are throwing the ball.</li> <li>⊗ It is a good idea to get people up from their seats from time to time to carry out activities so they are able to exercise, stretch, change postures and “wake up” a bit.</li> <li>⊗ In each training session participants will come up with more ideas and benefits that are not included in the facilitator’s notes below; therefore, adding to that list the ideas offered by participants will make the training manual richer and provide further ideas for facilitators as they hold this activity.</li> </ul>


 <p><b>Facilitator's notes</b></p>	<p>Addressing child labour issues in the supply chain is not a simple task, and it is definitely not a task that a company can do on its own. The actions the company takes, the decisions it makes, always depend and have an impact on other stakeholders. These can be internal to the company (management, workers) or external. Companies, whether they are big or small, all engage other stakeholders in their efforts to eliminate child labour. Stakeholders such as the community where the company is located, the families and children involved in child labour, as well as clients, brands or suppliers, all have to be engaged in the process of addressing child labour.</p> <p>According to the Office of the UN High Commissioner for Human Rights, stakeholder engagement regarding respect for human rights is “an ongoing process of interaction and dialogue between a company and its potentially affected stakeholders that enables the company to hear, understand and respond to their interests and concerns, including through collaborative approaches”. In other words, stakeholders are an essential part of the process; they need to be actively involved. This means that the company is responsible not only for informing the stakeholders, but also of creating spaces where all of them can engage, participate, give their perspective on the subject and propose their own ways of tackling it.</p> <p>There are many different ways in which a company can engage with its stakeholders. The specific form this engagement will have depends on the characteristics of the group, the culture, the context, and also the different stakeholders' objectives.</p> <p>How can different stakeholders support the company's efforts? For example, by helping them to:</p> <ul style="list-style-type: none"> <li>⊙ understand the different perspectives of people affected</li> <li>⊙ gain insights into reality</li> <li>⊙ identify potential impacts</li> <li>⊙ prioritize possible impacts</li> <li>⊙ better understand how impacts can be managed</li> <li>⊙ help draft a policy statement or code of conduct</li> <li>⊙ help implement the code of conduct</li> <li>⊙ exchange information</li> <li>⊙ develop good practices together</li> <li>⊙ monitor standards</li> <li>⊙ participate in media campaigns</li> <li>⊙ share good practices</li> </ul>
 <p><b>Materials</b></p>	<ul style="list-style-type: none"> <li>⊙ Ball</li> <li>⊙ Flip chart paper</li> <li>⊙ Markers</li> <li>⊙ Tape</li> </ul>
 <p><b>Prepare in advance</b></p>	<ul style="list-style-type: none"> <li>⊙ No materials need to be prepared in advance for this activity.</li> </ul>

## ▶ 48. Activity | Whom can the company work with?

 <b>Objectives</b>	<ul style="list-style-type: none"> <li>⊙ Explore specific stakeholders that the business could engage with.</li> <li>⊙ Identify the general categories of stakeholders and specific groups/individuals within each category.</li> <li>⊙ Share experiences.</li> </ul>
 <b>Instructions</b>	<ol style="list-style-type: none"> <li>1. In their working groups, ask participants to take a flip chart paper and place it on their table.</li> <li>2. Ask them to draw in the middle “their business”, in whichever way they want, as a person, as a product, as a building ... But it should represent them as a business.</li> <li>3. Ask the group to come up with a list of different categories of stakeholders who could engage in a dialogue with them, and write the categories around the business in circles or in any other shape they want.</li> <li>4. Once they have come up with at least five or six stakeholders, ask them to think and write the local names of those organizations, or the people they are including. For example, if they said NGOs, they need to write down the local/national NGO they could contact.</li> <li>5. Once they have finished, ask them to draw a star (or highlight somehow) next to the individuals/groups that they have already engaged at whatever level in the past.</li> <li>6. Have a representative share in plenary the outcomes of the discussion.</li> <li>7. Questions to reflect on in plenary:             <ul style="list-style-type: none"> <li>⊙ Was it easy to come up with different stakeholders?</li> <li>⊙ Which stakeholders appear in all the maps?</li> <li>⊙ Which ones were written closest to the company?</li> <li>⊙ Which ones were written farther from them? Is there a reason for this?</li> <li>⊙ Which stakeholders are missing?</li> <li>⊙ Are there many stars showing existing collaboration?</li> </ul> </li> </ol>
 <b>Key learning points</b>	<ul style="list-style-type: none"> <li>⊙ A “stakeholder” can be an individual who may affect, or be affected, by a company’s activities.</li> <li>⊙ Collaboration can take place with internal and external stakeholders.</li> <li>⊙ Companies should engage with those people who may be impacted by their operations and take their views into account.</li> <li>⊙ Companies will want to engage other relevant stakeholders at different points in their management of child labour risks.</li> </ul>
 <b>Time:</b> <b>20 minutes</b>	<ul style="list-style-type: none"> <li>⊙ 10 minutes for group work.</li> <li>⊙ 10 minutes for plenary discussion.</li> </ul>

 <b>Tips</b>	<ul style="list-style-type: none"> <li>⊗ Remind participants to include stakeholders who are both “above” them and “below” them in the value chain.</li> <li>⊗ Remind participants to include stakeholders who are not necessarily part of the production supply chain: for example, NGOs, governments, civil society organizations. They should consider all stakeholders they can reach out to and collaborate with them.</li> <li>⊗ It is important to note that these stakeholders may be the same as those the company is already informing about its efforts, but they may also be different ones. A company may be informing its customers but not collaborating with them in the different steps of the due diligence process.</li> <li>⊗ Depending on how deeply they have worked on the previous exercises in communication, more or less time will be dedicated to this activity.</li> </ul>
 <b>Facilitator's notes</b>	<p>There are different types of stakeholders that the company can engage with – for example, internal and external stakeholders.</p> <p>Internal stakeholders from within the company: board members, procurement staff, community relations staff/local staff, legal department/compliance, product design and management, communication, and so on.</p> <p>This activity, however, focuses on the external stakeholders, because companies do not have as much contact with them as with their internal stakeholders.</p> <p>External stakeholders relative to child labour issues include:</p> <ul style="list-style-type: none"> <li>⊗ children</li> <li>⊗ parents/caregivers/guardians</li> <li>⊗ communication leaders</li> <li>⊗ professionals in contact with children (teachers, schools, doctors, social workers)</li> <li>⊗ local or national government</li> <li>⊗ religious leaders</li> <li>⊗ trade unions/labour groups</li> <li>⊗ youth organizations (run by children or for children)</li> <li>⊗ civil society organizations (NGOs, community-based organizations)</li> <li>⊗ international organizations (multilateral organizations that have a direct focus on children and youth)</li> <li>⊗ business/suppliers (sector peers that operate in the same area or sector, in the same value chain)</li> </ul> <p>Each stakeholder has different characteristics, which define the way it will engage, the type of actions it will be capable of taking, and the impact of its efforts. It is important to try to engage with different types of stakeholders, in order to reach as many perspectives and dimensions of the community as possible.</p>
 <b>Materials</b>	<ul style="list-style-type: none"> <li>⊗ Flip chart paper</li> <li>⊗ Markers</li> <li>⊗ Tape</li> </ul>
 <b>Prepare in advance</b>	<ul style="list-style-type: none"> <li>⊗ No materials need to be prepared in advance for this activity.</li> </ul>


## ▶ 49. Activity | What criteria can be used to select stakeholders to engage with?



**Objectives**

- ⊗ Discuss different criteria that can be used to identify and select stakeholders to engage with.
- ⊗ Practise using different evaluation criteria for stakeholders.



**Instructions**

1. List and explain to participants the five different criteria that they can use to evaluate specific stakeholders to engage with. These are explained further in the facilitator’s notes below.
  - ⊗ legitimacy
  - ⊗ willingness
  - ⊗ knowledge
  - ⊗ influence
  - ⊗ contact
2. Ask them as a group to fill in the following template that evaluates the stakeholders that they chose in the previous activities, based on these five criteria:
 

	Legitimacy	Willingness	Knowledge	Influence	Contact	TOTAL
Stakeholder 1						
Stakeholder 2						
Stakeholder 3						
Stakeholder 4						

- ⊗ In the “Stakeholder” column, ask them to write down the names of the organizations they listed in the previous activity (the specific names of the NGOs, unions, brands, civil society organizations, and so on).
- ⊗ Ask the participants to rate each stakeholder by giving them a score from 0 to 5 for each criterion, where 0 means “does not fulfil this criterion at all” and 5 means “fulfils this criterion perfectly”.
3. Once they have filled in all the columns for each stakeholder, ask them to add up all the ratings and see how many points each received.
4. Have a representative share in plenary the outcomes of the discussion.
5. Wrap up the discussion by explaining that it is not intended for them to engage with one stakeholder, for instance the one that has most points; meaningful engagement needs to take place with different stakeholders. At the same time, this activity will give them an idea of where the strengths and the weaknesses of each stakeholder lie.
6. Questions to reflect on in plenary:
  - ⊗ What did you base your scores on? What can be a sign of high or low legitimacy, willingness, knowledge, influence and contact?
  - ⊗ Based on the results, who would you like to start bringing to the table?
  - ⊗ Who do you think could be good allies in this process?

 <b>Key learning points</b>	<ul style="list-style-type: none"> <li>⦿ Building relationships and trust with other groups takes time and effort.</li> <li>⦿ It is essential to reach out to different people, in order to create more powerful and effective approaches, measures and actions.</li> <li>⦿ The specific stakeholders that a company can rely on will depend on the local context.</li> </ul>
 <b>Time: 20 minutes</b>	<ul style="list-style-type: none"> <li>⦿ 10 minutes for group work.</li> <li>⦿ 10 minutes for plenary discussion.</li> </ul>
 <b>Tips</b>	<ul style="list-style-type: none"> <li>⦿ Participants may not know their stakeholders well when they arrive at the training course. In fact, it is possible that they do not know them at all, and so may not be able to make this kind of evaluation. At the same time, it is an opportunity for them to start reflecting in these terms and to learn how to use the template to apply it in future. Do not forget to encourage participants to get to know the different stakeholders they can work with and to take them into consideration.</li> <li>⦿ Ask participants to think and argue for their decisions.</li> </ul>
 <b>Facilitator's notes</b>	<p>There are many criteria that can be used to evaluate and prioritize stakeholders to engage with on child labour issues. UNICEF suggests the following:</p> <ul style="list-style-type: none"> <li>⦿ <b>Legitimacy:</b> Does the community recognize this stakeholder as having skills/knowledge on child labour issues?</li> <li>⦿ <b>Willingness:</b> Are they interested and willing to work with us?</li> <li>⦿ <b>Knowledge:</b> Do they in fact have enough knowledge/skills on child labour issues? Can their knowledge help us?</li> <li>⦿ <b>Influence:</b> Does the stakeholder have regional, national, or international influence on public debate concerning child labour?</li> <li>⦿ <b>Contact with children:</b> Are they in contact with children and know their experiences first hand?</li> </ul>
 <b>Materials</b>	<ul style="list-style-type: none"> <li>⦿ Pieces of paper</li> <li>⦿ Markers</li> </ul>
 <b>Prepare in advance</b>	<ul style="list-style-type: none"> <li>⦿ Print out many copies of the template for participants to fill in.</li> </ul>

## ▶ 50. Activity | What can different stakeholders do to support the company’s due diligence efforts?



### Objectives

- ⦿ Analyse different roles that each stakeholder could have in the steps of a due diligence programme/system on child labour issues.

1. Ask participants to take the same list of stakeholders that they have included in the previous exercise, and to add any of the stakeholders that they included in Activity 6: “What do stakeholders expect from business?” where they did the mapping exercise.
2. Ask participants to fill in the following template to explore the role that each stakeholder could have in each of the steps of a due diligence programme.






	Step 1	Step 2	Step 3	Step 4	Step 5	Step 7
	Policy	Assess impact	Take action	Track performance	Communicate	Remedy
Stakeholder 1						
Stakeholder 2						
Stakeholder 3						
Stakeholder 4						
Stakeholder 5						




### Instructions

3. Ask groups to discuss what type of engagement they think each of these stakeholders should have in the process:
  - ⦿ **N: None.** No engagement with that stakeholder in that step.
  - ⦿ **I: Informed.** The stakeholder needs to be kept informed on progress with that step.
  - ⦿ **C: Consulted.** The stakeholder can provide input on that step based on their expertise.
  - ⦿ **CO: Collaboration.** Work closely with that stakeholder during that step.
4. Have a representative share in plenary the outcomes of the discussion
5. Wrap up the discussion by providing an overview of those stakeholders that have been highlighted by most groups as a priority to engage with.
6. Questions to reflect on in plenary:
  - ⦿ Where could these stakeholders provide most value?
  - ⦿ Where could they be most interested in engaging?
  - ⦿ Where could their engagement be more complex or challenging?
  - ⦿ What would be the challenges in phasing in their engagement?
  - ⦿ What types of resources would be needed to overcome those challenges?



 <b>Key learning points</b>	<ul style="list-style-type: none"><li>⊗ Each company faces a different reality and therefore will want to be able to connect to specific stakeholders in different ways and at different stages of its due diligence efforts.</li><li>⊗ At the same time, each stakeholder will have its own interests and needs, which the company has to work with.</li></ul>
 <b>Time:</b> <b>25 minutes</b>	<ul style="list-style-type: none"><li>⊗ 10 minutes for group discussion.</li><li>⊗ 15 minutes for plenary discussion.</li></ul>
 <b>Tips</b>	<ul style="list-style-type: none"><li>⊗ This activity could be done with specific stakeholders, or using only the general categories – for example, the general category of unions or local NGOs working with children, or naming a specific union or NGO.</li></ul>
 <b>Facilitator's notes</b>	Facilitators do not need specific notes for this activity.
 <b>Materials</b>	<ul style="list-style-type: none"><li>⊗ Printed copies of the template</li><li>⊗ Markers</li></ul>
 <b>Prepare in advance</b>	<ul style="list-style-type: none"><li>⊗ Print out several copies of the template to hand out.</li></ul>





# Step 7: Remedy and grievance mechanisms

## ▶ 51. Activity | What procedures need to be set up to remedy non-compliance?



### Objectives

- ⊗ Introduce the concept of “remediation” and explain the company’s obligation to provide it.
- ⊗ Explore some basic ways to provide remediation which can be implemented.
- ⊗ Explore remediation alternatives for smaller enterprises.
- ⊗ Understand the need to adapt the remediation strategy to the specific context and to the company’s characteristics.



### Instructions

1. Divide the participants into four working groups. Each group is given a case (further explained below).
  - ⊗ **Case 1** is about two siblings who help cultivate green tea leaves in the family farm, whose production is later exported through a local tea company. One of the children is above the legal working age, but the other is not. Remediation efforts can focus on the children and on the family directly. Collaboration with local stakeholders might be key.
  - ⊗ **Case 2** deals with a young worker who has several jobs to be able to subsist, amongst them working for other people’s tea farms. His working conditions are not appropriate for a person his age. Remediation efforts can focus on him and on his parents. Collaboration is also going to be key to improving his living conditions.
  - ⊗ **Case 3** is that of a young girl who helps her father meet his daily quota in another person’s coffee plantation. She is below the legal working age. The company her father works for needs to ensure that children are not in the plantation carrying out tasks that interfere with their education.
  - ⊗ **Case 4** illustrates the life of a young mother responsible for taking care of her family by all possible means. The supply chain that she is in (probably unaware of her situation) can put in place measures to support her and her family, although collaboration will once again, be key.
2. Each of the working groups has four questions to discuss (see the case studies below) regarding what they believe the companies/suppliers could do to support the children involved, to ensure that children under the legal working age are not working, and that young workers are ensured decent working conditions.
3. Give the groups time to debate; they can write down their thoughts on a flip chart paper.
4. Ask all groups to report back on their remediation strategies.
5. Debrief on the various approaches that can be taken.
6. Questions to reflect on in plenary:
  - ⊗ What kind of measures can be taken to remediate a child labour situation?
  - ⊗ How do these strategies vary when there are more or less resources?
  - ⊗ Can hiring under-aged children be stopped?
  - ⊗ Can children be removed from hazardous work?
  - ⊗ Can the children be sent to school without damaging their welfare or the welfare of their families?
  - ⊗ Can you work with other stakeholders?
  - ⊗ Can parents be helped to generate more income?

**Case 1: Musa and the family farm**

**Musa** is a 16-year-old boy who lives with his parents and his sister in Bugambe Sub-county, Kikuube district. The family's main income comes from **tea production**, mostly managed by his father **Duma**, while his mother concentrates on producing food for the family and also selling. Musa does not go to school. His 12-year-old sister **Namassi** does not go to school either, because that is a luxury they cannot afford. Musa and Namassi would both like to continue to study, but their parents have said they cannot bear their education expenses. Instead, they believe that it is better for the family if the children can earn something. Musa started plucking leaves two years ago and works between six and eight hours a day. Namassi has only recently started supporting her family through work.

**Mr Okello works in the Blends Tea Factory** which buys from many different farmers in the out-growers scheme. The factory has a strict child labour policy because it exports to the German market, which is becoming very strict on compliance standards. Mr Okello is aware of Duma's situation, but up to the present has never mentioned it. He now knows that he needs to start thinking of further action to ensure that the tea leaves he exports comply with international standards.

- (1) What can Mr Okello do?
- (2) What can be done for Musa and Namassi?
- (3) What can Mr Okello do for Duma?
- (4) What can be done in the out-growers scheme?

**Case 2: Akiki who earns his own living**

**Akiki** is a 16-year-old boy living in Hakibare Sub-county, Kabarole district. He left school two years ago. He earns his income by doing both casual farm work (working on other people's tea farms doing tea plucking, weeding and pruning) and off farm work (cutting timber and brick laying). He earns 70,000 Uganda shillings per month from these activities. His parents are also involved in casual farm work such as tea and food production, earning in both money and in kind (food).

Akiki is interested in working in the transportation sector as a driver. The challenges he faces at work include injuries from tea branches, excessively long working hours with working days running from 6 a.m. to 4 p.m., and working for some people who fail to pay him on time; in addition, sometimes family work is overwhelming yet not paid for; and above all, he is sometimes underpaid because of his age.

**Ms Agaba works for the Farmers' Cooperative** which buys green tea leaves from many farmers in the area, and also from all over the country. The Cooperative is participating in an initiative in collaboration with tea processors to increase exports to the European Union. Through this initiative it is reinforcing its no child labour policy and trying to improve the working conditions of young workers. She has never met Akiki but she knows it is likely that children like him are involved in the farms that bring them the leaves.

- (1) What can Ms Agaba do?
- (2) What can be done for Akiki?
- (3) What can be done within the Farmer's Cooperative?
- (4) What can be done with the smallholders?

**Case 3: Miremba has to help her father**

**Miremba** is a 14-year-old girl who lives with her parents and seven siblings. She is the oldest child and her parents rely on her to support the family economically as much as possible. Her father **Damba** works in a coffee plantation and earns the minimum wage.

The only way to meet the family's basic necessities is by taking Mirembe out of school to work with Damba. Mirembe helps in whatever is needed, usually picking, sorting, weeding and spraying in the coffee plantations. Damba knows that his daughter would be better off at school, and that the 10 hours a day (6 a.m. to 4 p.m.) that she spends in the field with him under extreme heat are damaging to her health and her future, but he does not feel he has much of a choice.

**Mr Kato works in the Top Pot Coffee Co.** in his new job as Ethical Compliance officer. One of their major clients requested the company to hire someone responsible for ethical compliance, and his company believes that he will do a good job. The company has not hired children directly for several years, but Mr Kato knows that there are children in the field.

- (1) What can Mr Kato do?
- (2) What can be done for Mirembe?
- (3) What can Mr Kato do for Damba?
- (4) What can be done within the company?

**Case 4: Nuru's normal day**

**Nuru** is a 17-year-old girl and a single mother who lives in Lusamenta village, Bufumbo parish, Bubyangu sub-county, Mbale district. Her child is two years old. After giving birth, she decided to go back to school and now she is in senior class. She has five siblings all between 11 and 17 years old; she is the eldest. They all live with their grandmother.





Nuru is a farmer and a market vendor. From Monday to Friday, she goes to school in the morning, and between 4 p.m. and 8 p.m. sells Sukuma wiki and African eggplants in the market. During the weekend from 6 a.m. to 1 p.m. she is farming, and from 3 p.m. to 8 p.m. she is selling in the market. She does her farming on a hired 0.25-acre plot of land and also works on the family coffee garden of about half an acre where they harvest between 200 and 300 kilograms of red cherries per season.

There are two incomes in the family: hers, and her grandmother's, as her siblings are too young to contribute at home. From her garden she earns between 4,000–5,000 shillings weekly. From the coffee in the family farm, they earn 325,000 shillings per season. Her grandmother earns about 100,000 shillings monthly. Nuru wants to complete her O-level education and become a teacher.

Nuru sells her coffee beans directly to the village agent Mr Biira and has her brothers help her take the coffee to him. He then continues the process with the coffee processors.

**Mr Baguma** works for The Blessed Bean Co., a coffee processor located in the urban area. The Blessed Bean has lately been approached by the exporters to say that some of their clients are asking them to provide detailed information on how the coffee beans are being processed, the working conditions and especially their efforts to ensure that child labour is not present anywhere in the supply chain. Mr Baguma has never had to deal with any of these issues before, so he decides to speak with the agent who provides the beans. Mr Biira tells him about Nuru and other children who bring their beans to him.

- (1) What can Mr Baguma and Mr Biira do?
- (2) What can be done for Nuru?
- (3) What can be done for the grandmother?
- (4) What can The Blessed Bean Co. do?

 <b>Key learning points</b>	<ul style="list-style-type: none"> <li>⦿ Companies are expected to engage actively in providing remedy when they cause or contribute to negative human rights impacts.</li> <li>⦿ When companies do not cause or contribute to child labour directly, but are linked to it, they are also expected to become involved in remediation.</li> <li>⦿ Remediation in the context of child labour is a delicate and often complex process that requires appropriate expertise.</li> <li>⦿ Simply firing or dismissing children who are working is not the best option, as it can bring negative consequences for the children and their families.</li> <li>⦿ Companies have to find strategies to remove children from work while at the same time finding ways to ensure that family income is maintained.</li> <li>⦿ There are some basic ways to provide remediation, but how it is actually implemented will depend on the context and specific situation.</li> <li>⦿ Smaller enterprises will face much greater difficulty than larger ones in balancing the requirements of eliminating child labour on the one hand, and on the other ensuring that the child and their family do not suffer from loss of income.</li> <li>⦿ Smaller enterprises need to adapt their strategy to their characteristics and do what is in hand to remediate.</li> </ul>
 <b>Time: 60 minutes</b>	<ul style="list-style-type: none"> <li>⦿ 30 minutes for group work.</li> <li>⦿ 30 minutes for group presentation and plenary discussion.</li> </ul>
 <b>Tips</b>	<ul style="list-style-type: none"> <li>⦿ There are multiple strategies to put in place and different approaches that can be taken depending on participants' expertise and past experience.</li> <li>⦿ If any of them have in the past participated in remediation efforts, it would be very interesting that they share their experiences and challenges with the group.</li> </ul>
 <b>Facilitator's notes</b>	<p>If a company finds that it has caused or contributed to negative human rights impacts, it is expected that it engages actively in remediation. It has the responsibility to provide for or cooperate in providing remedy.</p> <p>Even if companies are not hiring children directly or are not causing or contributing to child labour in a direct way, they might be linked to it through their suppliers and subcontractors. In these cases, stakeholders often believe that a company has a moral obligation to become involved in remediation and may expect them to do so.</p> <p>Remediation in the context of child labour is a delicate and often complex process that requires appropriate expertise.</p> <p>So, what exactly is expected of companies? The answer to this question depends on the context, and on the role of the company in the value chain.</p> <p>As has been made clear before, simply firing or dismissing those children who are working is not the best option, as it can bring negative consequences to them and their families. Instead, companies need to find strategies to both remove children from work and at the same time find ways to ensure that family income is maintained.</p> <p>Here are some suggestions that may be more or less suitable depending on the size and financial means of the company.</p> <p><b>1. Working with child labour reduction programmes</b></p> <p>Compensating for the loss of a child's wage and getting children into school generates costs for the families. Eliminating child labour requires providing these families with the resources needed for them not to rely on child labour for their basic needs and to make sure they can send their children to school. This is why projects to eliminate child labour are often funded by governments and donors.</p>

A company can find out whether such a programme exists in the area and encourage its child workers and their families to apply for support directly from them.

This non-punitive, comprehensive approach normally involves the following elements:

- ⊕ decreasing the costs of schooling (lowering or eliminating school fees and related expenses, providing stipends for children, and so on);
- ⊕ providing midday meals at school;
- ⊕ providing transitional schools for children who have fallen behind their peer group;
- ⊕ offering vocational training programmes for older children; and
- ⊕ organizing credit and other income-generating activities for parents.

### 2. Encouraging microfinance and skills training

Savings and credit cooperatives or other microcredits can provide families with the start-up capital needed for an income-generating activity. The added income can reduce the need for the wages earned by a child.

Employers can encourage their workers to set up a savings and credit scheme. They can also provide or guarantee soft loans (that is, at low rates of interest) to their employees to help cover education expenses, notably at the start of the school year when school fees are due.

### 3. Improving wages and hiring family members

A company may also look at its own operations and consider ways in which its payment or hiring decisions can help families. For example, if a parent and a child work for the same employer, the employer may be able to increase the parent's wages.

Alternatively, if members of the family (parents, older siblings) are unemployed, they might be hired instead of the children or to fill vacancies.

### 4. Supporting education

Removing children from work does not mean that they will automatically attend school. Schooling can be unaffordable, and thus work is seen by parents as the obvious alternative.

Companies can provide support for children's education through scholarships, bursaries and stipends. For example, they can pay a school allowance to all adult workers with school-age children or, alternatively, pay the entire fee for all under-aged workers.

Another option is to provide funds to establish and improve schools near a plantation or a factory.

### 5. Paying wages while children attend school

For larger companies, the most direct method for reducing the number of full-time child workers is to transfer them to schools while continuing to pay their wages. Businesses can decide to reduce the child's hours or take the child out of work altogether.



## 6. Complementing government public systems and programmes

**What about small enterprises?** Enterprises that are smaller will face much greater difficulty in balancing the requirements of eliminating child labour on the one hand, and on the other ensuring that the child and their family do not suffer from loss of income. Most micro and small enterprises will find it difficult to pay school fees or continue to make wage payments while former employees are in school. For them, the following steps might be more appropriate:

1. Seek the support of community groups, NGOs or mutual support groups (for example, savings and credit cooperatives) that can help families to maintain their income.
2. If only a few children are working for the enterprise, ask them to stop working and go to school but agree to hire them back when they reach the legal working age.
3. Improve working conditions so that the tasks done by children (or the conditions they work in) are no longer classified as hazardous work. This would apply particularly to the situation of children above the legal working age but below the age of 18.
4. Hire older siblings or parents instead (as suggested above).
5. Decide on a phase-out in which under-age hiring is stopped but children just below the minimum age for work (several months) can keep working until after they reach that age. This last suggestion should only be implemented if external support is unavailable and the child provides valuable family income.



### Materials

- ⦿ Flip chart paper
- ⦿ Markers



### Prepare in advance

- ⦿ No materials need to be prepared in advance for this activity.

## ► 52. Activity | And if it is happening, what should be done?

 <b>Objectives</b>	<ul style="list-style-type: none"> <li>⊗ Reinforce the idea that simply firing children or ending business relationships with suppliers that are involved in child labour is not the best strategy to adopt.</li> <li>⊗ Provide tools to explore different alternatives of remediation.</li> </ul>
 <b>Instructions</b>	<ol style="list-style-type: none"> <li>1. Ask the group in plenary to imagine the following situation: Your company knows that one supplier continues to employ under-aged children despite the many occasions you have asked them to remediate it. You know that the employer does not necessarily want to benefit from the situation; he continues to employ these children because he knows the families are poor and they need the income.</li> <li>2. Hold the following debate: <ul style="list-style-type: none"> <li>⊗ What would you do?</li> <li>⊗ Do you ask the supplier to fire the children?</li> <li>⊗ Do you let him continue to hire them?</li> <li>⊗ Do you stop working with the supplier?</li> <li>⊗ Are there other options?</li> <li>⊗ What other option would you choose?</li> </ul> </li> <li>3. Debrief by making a summary of the main discussion points and key learning points without the need to reach a consensus.</li> </ol>
 <b>Key learning points</b>	<ul style="list-style-type: none"> <li>⊗ When a company finds that one of its suppliers is involved in child labour, instead of terminating the business relationship with them it is best to find other ways to work together towards eliminating those practices.</li> </ul>
 <b>Time:</b> 15 minutes	<ul style="list-style-type: none"> <li>⊗ 15 minutes for plenary discussion.</li> </ul>
 <b>Tips</b>	<ul style="list-style-type: none"> <li>⊗ This is a complicated discussion which does not have one “correct” or “right” answer.</li> <li>⊗ Try to have an open conversation without letting judgements get in the way, and understand the different realities that participants may be facing.</li> </ul>
 <b>Facilitator's notes</b>	<p>What happens when it is found that a supplier is hiring children?</p> <p>This is a complex situation, but also very frequent. If the law prohibits the hiring of children, the company's automatic reaction might be to end the relationship with that supplier, so as to ensure that its reputation is not damaged.</p> <p>This is not the best option, however; it is not only damaging to the supplier (because they lose a client) but also to the children. Moreover, the supplier may not then change its hiring policy and stop employing children; it is more likely that it will continue but start hiding it from clients. Simply ending the business relationship with the supplier or dismissing the child will not address the problem.</p> <p>A better option is to work with the supplier so that it can come up with its own strategy to eliminate child labour, and also to work with the children to ensure they are safe, away from hazardous work and involved in any necessary educational programmes.</p>
 <b>Materials</b>	<ul style="list-style-type: none"> <li>⊗ None</li> </ul>
 <b>Prepare in advance</b>	<ul style="list-style-type: none"> <li>⊗ No materials need to be prepared in advance for this activity.</li> </ul>

## ► 53. Activity | What stakeholders can be involved in child labour remediation?

 <b>Objectives</b>	<ul style="list-style-type: none"> <li>⦿ Explore possible and existing local actors that can be supportive in the remediation process.</li> <li>⦿ Provide tools to establish dialogue with those actors.</li> </ul>
 <b>Instructions</b>	<ol style="list-style-type: none"> <li>1. Ask the working groups to take up the four case studies they worked on in Activity 51: "What procedures need to be set up to remedy non-compliance?"</li> <li>2. Ask them to also take up the list of stakeholders that they developed in Activity 48: "Whom can the company work with?" and Activity 50: "What can different stakeholders do to support the company's due diligence efforts?":</li> <li>3. Have the groups discuss each of their cases, and the proposed remediation strategies, and to think about the following: <ul style="list-style-type: none"> <li>⦿ Would it be better to engage stakeholders or to carry out the remediation on their own?</li> <li>⦿ What are the advantages of each option?</li> <li>⦿ Which stakeholders could they involve in the process?</li> </ul> </li> <li>4. Questions to reflect on in plenary: <ul style="list-style-type: none"> <li>⦿ How can the company get the stakeholders engaged?</li> <li>⦿ Is it always better to involve others? Are there examples where it is better to work alone?</li> </ul> </li> </ol>
 <b>Key learning points</b>	<ul style="list-style-type: none"> <li>⦿ Actively participating in remediation will be more effective if it is closely coordinated with local actors and locally affected stakeholders.</li> <li>⦿ Governments, UN agencies and NGOs are some of the actors that companies can look for support.</li> </ul>
 <b>Time: 15 minutes</b>	<ul style="list-style-type: none"> <li>⦿ 10 minutes for group discussion/group work.</li> <li>⦿ 5 minutes for plenary discussion.</li> </ul>
 <b>Tips</b>	<ul style="list-style-type: none"> <li>⦿ This is one of the last activities in the training course, where much of the content of the course comes together. It is a good opportunity for participants to view it within the context of the rest of the activities.</li> <li>⦿ The facilitator can decide to merge this with Activities 51 and 52, asking the working groups to decide in which of their remediation activities there would be stakeholder engagement or involvement, and in which they would carry out their remediation plans on their own.</li> </ul>
 <b>Facilitator's notes</b>	<p>Actively participating in remediation will be more effective if it is closely coordinated with local actors such as governments and NGOs, as well as with locally affected stakeholders such as the families and children themselves.</p> <p><b>Governments</b> are essential actors for engaging in sustainable efforts to remediate child labour impacts. Working with them is highly recommended.</p> <p><b>UN agencies such as UNICEF and the ILO</b> have local offices in most countries, and work with companies to get access to local government.</p> <p>Both <b>international and local NGOs</b> are another key segment to collaborate with. They are often best placed to engage with local communities and are better informed on the local social and cultural situation.</p>
 <b>Materials</b>	<ul style="list-style-type: none"> <li>⦿ None</li> </ul>
 <b>Prepare in advance</b>	<ul style="list-style-type: none"> <li>⦿ No materials need to be prepared in advance for this activity.</li> </ul>

## ▶ 54. Activity | What grievance mechanisms need to be set up?



### Objectives

- ⊗ Understand the concept of “grievance mechanism”, its characteristics and requirements.
- ⊗ Review and discuss the different channels that can be set up to address different target audiences.
- ⊗ Understand the need to pay special attention to children’s needs and to create appropriate systems for them to express themselves or through others.
- ⊗ Share views and experiences.







### Instructions

1. Ask the working groups to come up with a definition of “grievance mechanism”.
2. Have all groups report back with their definitions.
3. Explain to the participants that workers have a right to raise grievances when they believe their rights are not being respected, and that the grievance should be reported to someone who can address it and provide remediation when needed.
4. Send participants back to their working groups, and ask them to discuss what type of channel these different target audiences would prefer to use to report their grievances regarding child labour:
  - ⊗ Group 1: Young workers (between 16 and 18)
  - ⊗ Group 2: Children working under the legal working age
  - ⊗ Group 3: An adult worker
  - ⊗ Group 4: A third person, for example, a teacher, a community member, a family member
5. To help in the discussion, ask the following questions:
  - ⊗ How would they like to report the violation they have suffered or witnessed?
  - ⊗ Whom would they like to report it to?
  - ⊗ Through which channel?
  - ⊗ What would they be expecting as a reply?
6. Ask all groups to report back and hold a brief plenary discussion on the outcomes.
7. Questions to reflect on in plenary:
  - ⊗ What different kinds of grievance mechanisms exist?
  - ⊗ How are they chosen?
  - ⊗ Which do you believe will work best in your own culture?



### Key learning points

- ⊗ Any company can establish or participate in grievance mechanisms to help identify and address child labour.
- ⊗ Grievance mechanisms can be an effective way to provide remedy to affected stakeholders, if these mechanisms meet certain criteria.
- ⊗ It is particularly challenging to design mechanisms that are appropriate for children to use. Typically, grievance mechanisms are accessed by adults on behalf of children, or with the interests of children in mind.




 <b>Time:</b> <b>40 minutes</b>	<ul style="list-style-type: none"><li>⌚ 5 minutes for group work (definition).</li><li>⌚ 5 minutes for report on definitions.</li><li>⌚ 15 minutes for group work.</li><li>⌚ 15 minutes for report back and plenary discussion.</li></ul>
 <b>Tips</b>	<ul style="list-style-type: none"><li>💡 This exercise allows participants to see if they should create new mechanisms or use existing ones to report on child labour issues.</li><li>💡 This activity could also be a stand-alone workshop that participants could complete during a morning where they design different complaint mechanisms depending on the target audience.</li></ul>
 <b>Facilitator's notes</b>	<p>Any company can establish or participate in grievance mechanisms to help identify and address child labour. They can also encourage and, where appropriate, require their business partners to have such mechanisms in place.</p> <p>Grievance mechanisms can be an effective way to provide remedy to affected stakeholders, if these mechanisms meet certain criteria. For example, they should be as close to the level of impact as possible (such as the factory or at the community level), and should not preclude access to judicial mechanisms or undermine the role of trade unions, and applicable industrial relations processes.</p> <p>It is particularly challenging to design mechanisms that are appropriate for children to use. Typically, grievance mechanisms are accessed by adults on behalf of children, or entities with the interests of children in mind, such as trade unions, local community representatives, company staff with responsibility for visiting or engaging with field or local staff, third party assessors or auditors, civil society organizations championing children's rights, and others.</p>
 <b>Materials</b>	<ul style="list-style-type: none"><li>✂️ Sheets of paper</li><li>✂️ Markers</li></ul>
 <b>Prepare in advance</b>	<ul style="list-style-type: none"><li>👜 No materials need to be prepared in advance for this activity.</li></ul>










# Retrospective

## ▶ 55. Activity | Creating an action plan

 <b>Objectives</b>	<ul style="list-style-type: none"> <li>⊗ Create an action plan to continue working towards eliminating child labour.</li> <li>⊗ Define goals, time frames, milestones, obstacles and resources needed.</li> </ul>
 <b>Instructions</b>	<ol style="list-style-type: none"> <li>1. Divide participants into groups by company.</li> <li>2. Give each group a flip chart paper.</li> <li>3. Ask them to draw an arrow crossing the paper and large enough to write inside. The arrow represents a road with phases or steps.</li> <li>4. At the end of the arrow, ask them to draw a circle large enough to write inside. The circle can look like a sun, representing the objectives.</li> <li>5. Underneath the arrow or the road, ask them to draw four rectangles. These are like flags representing the milestones.</li> <li>6. Above the arrow, ask them to draw four triangles – like mountains representing challenges.</li> <li>7. To the left of the road, ask them to draw three circles. These can be bags representing resources.</li> <li>8. Ask them to fill in their visual action plan:             <ul style="list-style-type: none"> <li>⊗ <b>Sun: Objectives:</b> Ask all groups to define an objective: It can be short term or long term, a small or more ambitious – but it should be realistic. For example: ensure that young workers in the company have decent working conditions. The objective needs to also define a time frame: when do they want to achieve it? Again, it should be a realistic time frame that allows them to work towards that goal.</li> <li>⊗ <b>Arrow: Steps:</b> Ask the groups to define steps or phases to achieve that objective.</li> <li>⊗ <b>Flags: Milestones:</b> Ask the groups to think of smaller achievements along the way which show progress and which the company wants to reach.</li> <li>⊗ <b>Mountains: Challenges:</b> Ask the groups to think of things that will slow the process down, or hold the companies back in their journey. What obstacles need to be tackled?</li> <li>⊗ <b>Bags: Resources:</b> Ask them to think of three things that will help them along the way to achieve their goal: tools and resources, material or immaterial or elements that they will need.</li> </ul> </li> <li>9. Give the groups some time to finish their drawings and then ask them to report back by showing their action plan. Have a brief plenary discussion on the outcomes.</li> <li>10. Questions to reflect on in plenary:             <ul style="list-style-type: none"> <li>⊗ What objectives have been set?</li> <li>⊗ What are the main obstacles identified?</li> <li>⊗ Did everyone identify the same ones?</li> <li>⊗ What will be needed to achieve the goal?</li> <li>⊗ Can we work together to help each other as a group?</li> </ul> </li> </ol>
 <b>Key learning points</b>	<ul style="list-style-type: none"> <li>⊗ There are no specific learning points for this activity.</li> </ul>



 <b>Time:</b> <b>60 minutes</b>	<ul style="list-style-type: none"> <li>⦿ 40 minutes for group work.</li> <li>⦿ 20 minutes for group presentation.</li> </ul>
 <b>Tips</b>	<ul style="list-style-type: none"> <li>⦿ Special arrangements need to be made regarding who is sitting where, considering that this could be a very useful exercise for people from the same company to be working together.</li> <li>⦿ Consider including further elements in the workplan, depending on how detailed you think it should be.</li> <li>⦿ This activity can take much longer than 40 minutes of group work. It could easily be considered for a whole workshop.</li> </ul>
 <b>Facilitator's notes</b>	<p>No particular notes are needed for this activity.</p>
 <b>Materials</b>	<ul style="list-style-type: none"> <li>⦿ Flip chart paper</li> <li>⦿ Markers</li> <li>⦿ Tape</li> <li>⦿ Sticky notes</li> </ul>
 <b>Prepare in advance</b>	<ul style="list-style-type: none"> <li>⦿ No materials need to be prepared in advance for this activity.</li> </ul>

## ▶ 56. Activity | What has been learned?









### Objectives

- ⊙ Review the main learning points covered in the course.
- ⊙ Answer any pending questions.
- ⊙ Clarify grey areas.
- ⊙ Share impressions and share views on the contents of the course.



### Instructions

1. Ask everyone to fill in the prepared quiz (see below) individually and silently.
2. As they finish, ask everyone to bring their chairs into a circle and sit down. If the room does not allow for this, find a way to have people in a layout different from their usual seats during the training course.
3. Go through all the questions and answers one by one, asking participants what they replied for each.
4. Provide correct answers when needed.
5. Review any concepts that you believe have not been understood.
  - (1) When finding children working, the company should immediately fire them. **(False)**
  - (2) Companies are only responsible for what happens inside its facilities. They cannot intervene in situations that do not involve them directly. **(False)**
  - (3) Even if the State is not actively addressing child labour, companies are still expected to do so. **(True)**
  - (4) A due diligence system is the process by which a company identifies, prevents, manages and accounts for negative impacts occurring in its operations or in its value chain. **(True)**
  - (5) The seven steps of a due diligence system are not chronological: they should be done simultaneously. **(True)**
  - (6) The UNCRC defines "child" as "a human being below the age of 16 years unless under the law applicable to the child, majority is attained earlier". **(False)**
  - (7) If a person under 18 is working it is immediately considered child labour. **(False)**
  - (8) Agriculture is one of the main sectors where child labour occurs. **(True)**
  - (9) Having a policy statement is the most important step for a company to meet compliance. **(False)**
  - (10) Buyers may require suppliers to have a policy on child labour which is more strict than national legislation. **(True)**
  - (11) Suppliers will not always be open to being assessed and to sharing information. **(True)**
  - (12) Assessments should always be done on site. **(False)**
  - (13) It is important to combine both immediate, short-term actions with long-term strategies to effectively eliminate child labour. **(True)**
  - (14) Companies do not depend on child labour in order for their business to be profitable. **(True)**
  - (15) Efforts to combat child labour need be communicated only to employees of the company, and sometimes to clients. **(False)**

 <b>Key learning points</b>	<ul style="list-style-type: none"> <li>⊙ There are no specific learning points for this activity.</li> </ul>
 <b>Time: 30 minutes</b>	<ul style="list-style-type: none"> <li>⊙ 5 minutes for individual reflection.</li> <li>⊙ 25 minutes for plenary discussion.</li> </ul>
 <b>Tips</b>	<ul style="list-style-type: none"> <li>⊙ Depending on the time you have allocated for this activity, it can be carried out in different formats.           <ul style="list-style-type: none"> <li>⊙ As an individual “true or false” quiz (least time-consuming but not engaging)</li> <li>⊙ Working group discussion of all questions (very time-consuming and very engaging)</li> <li>⊙ Plenary discussion (preferred option)</li> </ul> </li> <li>⊙ This is a great opportunity to answer questions on subjects that are still pending.</li> <li>⊙ If there are conflicting answers, ask the participants to defend their answers, rather than immediately providing them with the right answer.</li> <li>⊙ The more the participants hear correct answers from other participants, the better they will feel about their learning during the training course.</li> <li>⊙ Do not judge any participant on incorrect answers.</li> <li>⊙ The objective of this activity is to review the main learning points, not to test the participants on the learning acquired or give them a grade.</li> </ul>
 <b>Facilitator's notes</b>	<p>No particular notes are needed for this activity.</p>
 <b>Materials</b>	<ul style="list-style-type: none"> <li>⊙ None</li> </ul>
 <b>Prepare in advance</b>	<ul style="list-style-type: none"> <li>⊙ Quiz</li> </ul>





# Closure

## ▶ 57. Activity | Evaluations



### Objectives

Organizers of the training course may have an evaluation format for facilitators to pass to participants for them to assess their satisfaction (or otherwise) with the course. This can be done through a printed questionnaire given to participants to fill in, or through an online survey for them to submit.

There is usually a higher participation rate when participants are asked to fill in the questionnaire before leaving the training venue.

## ▶ 58. Activity | Farewell



### Objectives

The organizers usually prepare a formal closing ceremony where participants are also given certificates. The length of this activity depends on the organizers and on who will be participating in the ceremony.



# Annexes

## ▶ Annex 1: Key learning points

---

### Why attend a course on child labour?

#### Activity No. 3

- ▶ A global process is taking place which urges companies to respect human rights and corporate social responsibility principles.
- ▶ Brand name companies are requiring suppliers not only to meet quality, time and price standards but also to comply with human rights requirements.
- ▶ Suppliers are expected to conduct their business in compliance with these social and environmental requirements.
- ▶ Child labour is one of the human rights issues being addressed globally.

#### Activity No. 4

- ▶ A supply chain is the system by which a good is produced, involving all stages of production from obtaining the raw material to finally delivering the product to the consumer.
- ▶ This system involves many different enterprises which are responsible for each one of the stages. They are called tiers.
- ▶ Companies are expected to know what their supply chain looks like and to guarantee that social and environmental regulations are respected throughout the whole supply chain.
- ▶ The complexity of the supply chain will determine what strategy to use and the actual possibilities of influencing all suppliers.

#### Activity No. 5

- ▶ States have the duty to protect human rights against abuse by third parties, including business, through appropriate policies, legislation, regulations and adjudication.
- ▶ Companies have the responsibility to respect human rights, including providing protection against child labour.
- ▶ Even if the State is not addressing its responsibilities, companies have the obligation to address theirs.
- ▶ Companies should also set up mechanisms for people to report and receive remedy when their human rights are violated.

#### Activity No. 6

- ▶ Many different stakeholders are concerned about child labour taking place at different stages of the supply chain.
- ▶ These concerns imply that the business partners in the supply chain will have different responsibilities or different due diligence efforts to meet those expectations.

#### Activity No. 7

- ▶ There are different international instruments that recognize human rights in general and children's rights in particular.
- ▶ There is an international framework that sets the different expectations and requirements to promote that both States and businesses protect and respect human rights in general and children's rights in particular.



**Activity No. 8**

- ▶ There are many reasons for companies to actively engage in addressing and eliminating child labour.
- ▶ There are both economic and ethical reasons for eliminating child labour.

**Activity No. 9**

- ▶ A due diligence system is the process by which a company identifies, prevents, manages and accounts for negative impacts occurring in its operations or in its value chain.
- ▶ The seven main elements of a due diligence system are: policy, assessment, taking action, tracking performance, communicating, stakeholder engagement, remedy and grievance mechanisms.
- ▶ Each of these elements is key to establishing an effective due diligence system.

**Understanding child labour****Activity No. 10**

- ▶ The international and national instruments offer definitions and rules to protect children and regulate their activities.
- ▶ National legislation defines the age at which a child becomes an adult.
- ▶ The UNCRC defines "child" as "a human being below the age of 18 years unless under the law applicable to the child, majority is attained earlier".
- ▶ ILO Conventions Nos. 138 and 182 define a child as a person below 18.
- ▶ The international community recognizes that children need special protection.
- ▶ ILO Conventions and the UNCRC establish the rights that all children in the world have.

**Activity No. 11**

- ▶ There is no one single definition of child labour that applies to all countries.
- ▶ In most countries, work performed by a child less than 15 years of age or the age of finishing compulsory education is child labour, and therefore prohibited.
- ▶ Child labour refers to work for which a child is too young and work that harms a child's well-being and hinders his/her education, development and future livelihood.
- ▶ Economic activity can be thought of as work for which, if the child were not doing it, the parent or employer would need to pay someone else.

**Activity No. 12**

- ▶ Not all work is harmful to children.
- ▶ Whether or not particular forms of work can be called "child labour" depends on the child's age, the type and hours of work performed and the conditions under which it is performed.
- ▶ Tasks that are of low risk and do not interfere with a child's schooling and leisure time can give children an opportunity to develop skills and a sense of belonging to the community.
- ▶ This participation becomes a problem when tasks interfere with schooling or are hazardous.
- ▶ International standards determine that children between the ages of 14 and 16 can perform light work if national legislation allows it.

**Activity No. 13**

- ▶ Children under 18 cannot perform hazardous work.
- ▶ Hazardous work is any activity or work by children that, by its nature or conditions, is likely to harm or jeopardize their health, safety or morals.
- ▶ Hazardous work is usually defined by national governments through a list of occupations classified as hazardous.
- ▶ In some countries, legislation allows children between the ages of 16 and 18 to perform hazardous work on condition that they are fully protected and have received adequate training.
- ▶ Children can be in “child labour” up to the age of 18 – not 15 as many people assume – because work in hazardous conditions or doing hazardous tasks makes it a “worst form of child labour” under international standards.

**Activity No. 14**

- ▶ A child below 14 years cannot perform any type of work.
- ▶ A child between the ages 14 and 16 can perform only light work, when local law permits it, if it is not interfering with the child’s schooling and play and if the working environment is safe from risks.
- ▶ Children between 16 and 18 years of age are allowed to work, unless it is hazardous work.
- ▶ Some countries may allow children aged 16 to 18 to engage in types of work included in the hazardous work lists on condition that the health, safety and morals of the young persons concerned are fully protected, and that the young persons have received adequate specific instruction or vocational training in the relevant branch of activity.

**Activity No. 15**

- ▶ Globally, 160 million children between 5 and 17 years of age are in child labour.
- ▶ Agriculture remains by far the most important sector, accounting for 59 per cent of all those in child labour and for over 98 million children in absolute terms.
- ▶ About two million children aged between 5 and 17 years, 14 per cent of all children in Uganda, are engaged in some form of child labour.
- ▶ In Uganda about 20 per cent of rural children are child labourers.

**Activity No. 16**

- ▶ Child labour is not always perceived as something bad. In many cases, work is considered to be an important part of children’s education.
- ▶ To address child labour, it has to be agreed that work is not more important to children than going to school.
- ▶ Working often interferes with a child’s education, thus negatively affecting the child’s prospects for career development.
- ▶ Household activities should also be regulated for children to have time to go to school and also play.
- ▶ The task is not about imposing an external point of view, but rather to listen, try to understand what the local perspective is and work together to build better futures for the children.

**Activity No. 17**

- ▶ There are many reasons why under-aged people work.
- ▶ Children, families, employers and others involved may have many arguments to defend or to reject child labour. It is important to listen to and understand these arguments in order to start creating better alternatives for children.

- ▶ It is important not to demonize children and families that might be in favour of child labour. A condescending and punitive attitude cannot contribute to creating a dialogue through which child labour can be gradually eliminated.

### Activity No. 18

- ▶ The two ILO Conventions on child labour are the Minimum Age Convention, 1973 (No.138) and the Worst Forms of Child Labour Convention, 1999 (No. 182).
- ▶ ILO Convention No. 182 is the first ILO Convention to achieve universal ratification.
- ▶ ILO Convention No. 138 has also been widely ratified by ILO Member States.
- ▶ Uganda ratified Convention No. 138 in 2003 and Convention No. 182 in 2001.

### Activity No. 19

- ▶ It is essential for all employers to know how their national legislation defines child labour, because it is against the law for a company to break any of the rules related to minimum age and hazardous work.
- ▶ It is also very important that workers in the business know how child labour is defined. They should always be aware of:
  - ⊙ national compulsory schooling age
  - ⊙ national minimum age for employment
  - ⊙ national legal age for hazardous work
  - ⊙ if national legislation prohibits children's work in their sector
  - ⊙ other working conditions of children and young workers regarding hours of work and night work.

## What should business do?

### Activity No. 20

- ▶ Many companies already have in place various actions to prevent child labour practices, in some cases without really recognizing their efforts.
- ▶ All actions to combat child labour are valuable.

### Activity No. 21

- ▶ Each company will decide how it approaches child labour issues.
- ▶ Whether or not it designates a responsible person to deal with child labour issues, all companies must ensure they are designating resources to address it.

## Step 1: Develop a policy

### Activity No. 22

- ▶ The UN Guiding Principles require companies to have a policy statement where the company commits to respecting internationally recognized human rights, which includes the right to be free from child labour.
- ▶ Having a policy statement does not mean the company is meeting compliance requirements. It has to show, through its actions, that it is addressing the issue.

- ▶ Buyers will require a company to have a strict policy on child labour, sometimes even more strict than the national legislation.
- ▶ Buyers usually require that the policies be in writing, though small businesses might have an unwritten policy against the hiring of children.

### Activity No. 23

- ▶ Policy statements may differ from each other but should always include:
  - ⊙ an explicit commitment to respecting international standards
  - ⊙ whom the policy applies to
  - ⊙ what the company expects from its personnel and business partners
  - ⊙ information on how the company will implement its commitment
- ▶ The policy should always set principles that apply to its relationships with suppliers.

### Activity No. 24

- ▶ Drafting a policy statement is a process which should involve multiple stakeholders, both internal and external.
- ▶ It is important to include different perspectives so that the policy will have a greater impact once implemented.
- ▶ A policy that is negotiated with workers might also be considered more legitimate.

### Activity No. 25

- ▶ The policy statement should be written in practical, clear and concise language, so that it can be understood by the people who are affected by it.
- ▶ There are special communication needs that have to be met in order to make the policy accessible to all.

### Activity No. 26

- ▶ Once the policy statement is drafted, it should be communicated to all stakeholders. Sharing it is the first step to getting people to know it and to start implementing it. That is why it should always be accessible and understandable.
- ▶ There are many ways the policy can be shared, both internally and externally. The company can be creative when it comes to thinking of methods to disseminate it.

## Step 2: Assess the impact of child labour

### Activity No. 27

- ▶ Companies need to assess the impact of child labour in their facilities and their supply chain.
- ▶ Assessments help companies understand if, how and where child labour is taking place.
- ▶ The assessment has to be planned thoroughly for the information to be credible.

### Activity No. 28

- ▶ There are many different ways to assess the impact of child labour. When choosing a way to carry out the assessment, various factors have to be taken into account.
- ▶ It is important to be on site to actually see and understand what is going on.
- ▶ It is important to be informed through other sources.

**Activity No. 29**

- ▶ It is usually easier to gather reliable information when assessing the company's own internal operations and harder to assess possible child labour in suppliers.
- ▶ There are many reasons why suppliers might not want to provide information. Companies have to consider all these reasons and make sure they build a relationship based on trust.

**Step 3: Take action****Activity No. 30**

- ▶ There are four principles that can guide the company's actions:
  - ⊗ understanding the consequences of its actions
  - ⊗ being proactive rather than reactive
  - ⊗ cooperating with others
  - ⊗ working within its spheres of influence
- ▶ Following these four principles, the actions are more likely to be effective.

**Activity No. 31**

- ▶ If the company finds that child labour is occurring in its facilities or in its supply chain, it has to take action.
- ▶ There are actions that have to be taken immediately to avoid any further deepening of the problem in the short term, and there are some actions that have to be planned and well thought out to work in the long term.
- ▶ The three most immediate actions that have to be taken are:
  - ⊗ ensuring that the company does not hire anyone under the legal age of employment
  - ⊗ ensuring that young workers under the age of 18 are not engaged in hazardous work in the company
  - ⊗ reducing hours of work without reducing the pay

**Activity No. 32**

- ▶ Children who are above the employment age (generally, 16 and over) are allowed to perform any task in the sector so long as it is not hazardous.
- ▶ Before assigning a task to a young worker, it is essential to analyse and make sure there are no risks involved, that the work can be carried out in good conditions and that the duration is adequate for the child's age and needs.

**Activity No. 33**

- ▶ Taking a preventative approach and working side by side with the suppliers to prevent any further impacts is essential.
- ▶ There are many regulations on what children above the legal age for employment can and cannot do:
  - ⊗ Young people and children must be protected from hazards and risks and ensured that certain conditions are met regarding their working conditions.
  - ⊗ Under no circumstance should children be paid less than adults for work of equal value.
  - ⊗ Hours of work should be such that children have enough time for leisure, rest and play.

**Activity No. 34**

- ▶ There are many actions that can be taken to reduce or eliminate child labour, both inside the company and with suppliers.

**Activity No. 35**

- ▶ The company's relationship with the supplier and smallholder is not only a business relationship but also a human relationship.
- ▶ If a supplier does not trust the company, it will never open up or be honest about its situation, and it will never be willing to change.

**Activity No. 36**

- ▶ Suppliers have to be aware of some basic information in order to be able to actively engage in a company's efforts to address and eliminate child labour.

**Activity No. 37**

- ▶ Companies do not depend on child labour in order for their business to be profitable.
- ▶ Child labour is often associated with bad management of the company. By organizing it better, companies can continue to operate without child labour.
- ▶ The situation tends to be more complicated for family businesses but there are measures that can be taken.

**Step 4: Track performance****Activity No. 38**

- ▶ Tracking is the process by which the company reviews whether its efforts to address child labour are effective over time.
- ▶ Nowadays, tracking techniques follow the child rather than the company or the location. The focus is on what happens to children once they stop working and what their opportunities are.

**Activity No. 39**

- ▶ Companies need to track the way their suppliers are addressing child labour. For that, they can either audit or monitor their suppliers.
- ▶ There are many types of monitoring. The main ones are:
  - ⊙ internal monitoring
  - ⊙ monitoring led by trade unions and managers
  - ⊙ buyer auditing
  - ⊙ external monitoring
  - ⊙ independent monitoring

**Activity No. 40**

- ▶ Monitoring practices are moving away from a company-focused monitoring system, where the main concern was to get children to stop working in the facilities.
- ▶ Now, the focus is on children, to ensure their well-being and that they have better opportunities once they stop working.

- ▶ There are many other strategies besides monitoring that can be implemented for companies and suppliers to stop employing children.
- ▶ There is no one single system that will work for all suppliers or regions.

#### **Activity No. 41**

- ▶ Relationships with suppliers need to be based on collaboration and trust.
- ▶ Transparency should also be a core value to encourage in supply chains.

#### **Activity No. 42**

- ▶ Suppliers need to know that the company is serious about child labour. This should be included in the initial contract.
- ▶ Suppliers need to be aware of the consequences that not being willing to improve will bring to its business relations.
- ▶ Suppliers need to understand that, in extreme cases, legal measures might be taken against them.

### **Step 5: Communicate**

#### **Activity No. 43**

- ▶ Companies are expected to explain to stakeholders how they are putting their commitments to prevent and eliminate child labour into practice.
- ▶ Proactive communication is a better strategy than reactive communication.
- ▶ Transparency and proactive communication build trust.

#### **Activity No. 44**

- ▶ Communicating involves disclosing relevant, clear and complete information regularly to the various stakeholders, both internal and external.
- ▶ Full and transparent communication on child labour would imply acknowledging the presence of child labour in the supply chain, showing what the company is doing about it, recognizing the challenges in addressing it, and stating the actions taken to adapt its purchasing practices to reduce child labour.

#### **Activity No. 45**

- ▶ When communicating to stakeholders, companies should always respect the principles of accuracy, clarity and transparency, and make sure the information they provide is complete and is given regularly.

#### **Activity No. 46**

- ▶ Companies need a variety of channels to communicate their due diligence efforts on child labour to their stakeholders.
- ▶ Communication can take many forms and will depend on the stakeholders; some will require formal communications and others less formal communications.

## Step 6: Stakeholder engagement

### Activity No. 47

- ▶ Meaningful engagement is an integral part of human rights due diligence.
- ▶ Stakeholder engagement in the context of respect for human rights is “an ongoing process of interaction and dialogue between a company and its potentially affected stakeholders that enables the company to hear, understand and respond to their interests and concerns, including through collaborative approaches”.

### Activity No. 48

- ▶ A “stakeholder” can be an individual who may affect, or be affected by, a company’s activities.
- ▶ Collaboration can take place with internal and external stakeholders.
- ▶ Companies should engage with those people who may be impacted by their operations and take their views into account.
- ▶ Companies will want to engage other relevant stakeholders at different points in their management of child labour risks.

### Activity No. 49

- ▶ Building relationships and trust with other groups takes time and effort.
- ▶ It is essential to reach out to different people, in order to create more powerful and effective approaches, measures and actions.
- ▶ The specific stakeholders that a company can rely on will depend on the local context.

### Activity No. 50

- ▶ Each company faces a different reality and therefore will want to be able to connect to specific stakeholders in different ways and at different stages of its due diligence efforts.
- ▶ At the same time, each stakeholder will have its own interests and needs, which the company has to work with.

## Step 7: Remedy and grievance mechanisms

### Activity No. 51

- ▶ Companies are expected to engage actively in providing remedy when they cause or contribute to negative human rights impacts.
- ▶ When companies do not cause or contribute to child labour directly, but are linked to it, they are also expected to become involved in remediation.
- ▶ Remediation in the context of child labour is a delicate and often complex process that requires appropriate expertise.
- ▶ Simply firing or dismissing children who are working is not the best option, as it can bring negative consequences for the children and their families.
- ▶ Companies have to find strategies to remove children from work while at the same time finding ways to ensure that family income is maintained.
- ▶ There are some basic ways to provide remediation, but how it is actually implemented will depend on the context and specific situation.



- ▶ Smaller enterprises will face much greater difficulty than larger ones in balancing the requirements of eliminating child labour on the one hand, and on the other ensuring that the child and their family do not suffer from loss of income.
- ▶ Smaller enterprises need to adapt their strategy to their characteristics and do what is in hand to remediate.

#### **Activity No. 52**

- ▶ When a company finds that one of its suppliers is involved in child labour, instead of terminating the business relationship with them it is best to find other ways to work together towards eliminating those practices.

#### **Activity No. 53**

- ▶ Actively participating in remediation will be more effective if it is closely coordinated with local actors and locally affected stakeholders.
- ▶ Governments, UN agencies and NGOs are some of the actors that companies can look to for support.

#### **Activity No. 54**

- ▶ Any company can establish or participate in grievance mechanisms to help identify and address child labour.
- ▶ Grievance mechanisms can be an effective way to provide remedy to affected stakeholders, if these mechanisms meet certain criteria.
- ▶ It is particularly challenging to design mechanisms that are appropriate for children to use. Typically, grievance mechanisms are accessed by adults on behalf of children, or with the interests of children in mind.

## ► Annex 2: Extracts from ILO Conventions Nos. 138 and 182

---

### Minimum Age Convention, 1973 (No. 138)

#### Article 1

Each Member for which this Convention is in force undertakes to pursue a national policy designed to ensure the effective abolition of child labour and to raise progressively the minimum age for admission to employment or work to a level consistent with the fullest physical and mental development of young persons.

#### Article 2

1. Each Member which ratifies this Convention shall specify, in a declaration appended to its ratification, a minimum age for admission to employment or work within its territory and on means of transport registered in its territory; subject to Articles 4 to 8 of this Convention, no one under that age shall be admitted to employment or work in any occupation.

2. Each Member which has ratified this Convention may subsequently notify the Director-General of the International Labour Office, by further declarations, that it specifies a minimum age higher than that previously specified.

3. The minimum age specified in pursuance of paragraph 1 of this Article shall not be less than the age of completion of compulsory schooling and, in any case, shall not be less than 15 years.

4. Notwithstanding the provisions of paragraph 3 of this Article, a Member whose economy and educational facilities are insufficiently developed may, after consultation with the organisations of employers and workers concerned, where such exist, initially specify a minimum age of 14 years.

5. Each Member which has specified a minimum age of 14 years in pursuance of the provisions of the preceding paragraph shall include in its reports on the application of this Convention submitted under article 22 of the Constitution of the International Labour Organisation a statement –

(a) that its reason for doing so subsists; or

(b) that it renounces its right to avail itself of the provisions in question as from a stated date.

#### Article 3

1. The minimum age for admission to any type of employment or work which by its nature or the circumstances in which it is carried out is likely to jeopardise the health, safety or morals of young persons shall not be less than 18 years.

2. The types of employment or work to which paragraph 1 of this Article applies shall be determined by national laws or regulations or by the competent authority, after consultation with the organisations of employers and workers concerned, where such exist.

3. Notwithstanding the provisions of paragraph 1 of this Article, national laws or regulations or the competent authority may, after consultation with the organisations of employers and workers concerned, where

such exist, authorise employment or work as from the age of 16 years on condition that the health, safety and morals of the young persons concerned are fully protected and that the young persons have received adequate specific instruction or vocational training in the relevant branch of activity.

#### Article 4

1. In so far as necessary, the competent authority, after consultation with the organisations of employers and workers concerned, where such exist, may exclude from the application of this Convention limited categories of employment or work in respect of which special and substantial problems of application arise.

2. Each Member which ratifies this Convention shall list in its first report on the application of the Convention submitted under article 22 of the Constitution of the International Labour Organisation any categories which may have been excluded in pursuance of paragraph 1 of this Article, giving the reasons for such exclusion, and shall state in subsequent reports the position of its law and practice in respect of the categories excluded and the extent to which effect has been given or is proposed to be given to the Convention in respect of such categories.

3. Employment or work covered by Article 3 of this Convention shall not be excluded from the application of the Convention in pursuance of this Article.

#### Article 5

1. A Member whose economy and administrative facilities are insufficiently developed may, after consultation with the organisations of employers and workers concerned, where such exist, initially limit the scope of application of this Convention.

2. Each Member which avails itself of the provisions of paragraph 1 of this Article shall specify, in a declaration appended to its ratification, the branches of economic activity or types of undertakings to which it will apply the provisions of the Convention.

3. The provisions of the Convention shall be applicable as a minimum to the following: mining and quarrying; manufacturing; construction; electricity, gas and water; sanitary services; transport, storage and communication; and plantations and other agricultural undertakings mainly producing for commercial purposes, but excluding family and small-scale holdings producing for local consumption and not regularly employing hired workers.

4. Any Member which has limited the scope of application of this Convention in pursuance of this Article –

(a) shall indicate in its reports under Article 22 of the Constitution of the International Labour Organisation the general position as regards the employment or work of young persons and children in the branches of activity which are excluded from the scope of application of this Convention and any progress which may have been made towards wider application of the provisions of the Convention;

(b) may at any time formally extend the scope of application by a declaration addressed to the Director-General of the International Labour Office.

#### Article 6

This Convention does not apply to work done by children and young persons in schools for general, vocational or technical education or in other training institutions, or to work done by persons at least 14 years of age in undertakings, where such work is carried out in accordance with conditions prescribed by the competent authority, after consultation with the organisations of employers and workers concerned, where such exist, and is an integral part of –

- (a) a course of education or training for which a school or training institution is primarily responsible;
- (b) a programme of training mainly or entirely in an undertaking, which programme has been approved by the competent authority; or
- (c) a programme of guidance or orientation designed to facilitate the choice of an occupation or of a line of training.

## Article 7

1. National laws or regulations may permit the employment or work of persons 13 to 15 years of age on light work which is –
  - (a) not likely to be harmful to their health or development; and
  - (b) not such as to prejudice their attendance at school, their participation in vocational orientation or training programmes approved by the competent authority or their capacity to benefit from the instruction received.
2. National laws or regulations may also permit the employment or work of persons who are at least 15 years of age but have not yet completed their compulsory schooling on work which meets the requirements set forth in sub-paragraphs (a) and (b) of paragraph 1 of this Article.
3. The competent authority shall determine the activities in which employment or work may be permitted under paragraphs 1 and 2 of this Article and shall prescribe the number of hours during which and the conditions in which such employment or work may be undertaken.
4. Notwithstanding the provisions of paragraphs 1 and 2 of this Article, a Member which has availed itself of the provisions of paragraph 4 of Article 2 may, for as long as it continues to do so, substitute the ages 12 and 14 for the ages 13 and 15 in paragraph 1 and the age 14 for the age 15 in paragraph 2 of this Article.

## Article 8

1. After consultation with the organisations of employers and workers concerned, where such exist, the competent authority may, by permits granted in individual cases, allow exceptions to the prohibition of employment or work provided for in Article 2 of this Convention, for such purposes as participation in artistic performances.
2. Permits so granted shall limit the number of hours during which and prescribe the conditions in which employment or work is allowed.

## Article 9

1. All necessary measures, including the provision of appropriate penalties, shall be taken by the competent authority to ensure the effective enforcement of the provisions of this Convention.
2. National laws or regulations or the competent authority shall define the persons responsible for compliance with the provisions giving effect to the Convention.
3. National laws or regulations or the competent authority shall prescribe the registers or other documents which shall be kept and made available by the employer; such registers or documents shall contain the names and ages or dates of birth, duly certified wherever possible, of persons whom he employs or who work for him and who are less than 18 years of age.

...

## Worst Forms of Child Labour Convention, 1999 (No. 182)

### Article 1

Each Member which ratifies this Convention shall take immediate and effective measures to secure the prohibition and elimination of the worst forms of child labour as a matter of urgency.

### Article 2

For the purposes of this Convention, the term child shall apply to all persons under the age of 18.

### Article 3

For the purposes of this Convention, the term the worst forms of child labour comprises:

- (a) all forms of slavery or practices similar to slavery, such as the sale and trafficking of children, debt bondage and serfdom and forced or compulsory labour, including forced or compulsory recruitment of children for use in armed conflict;
- (b) the use, procuring or offering of a child for prostitution, for the production of pornography or for pornographic performances;
- (c) the use, procuring or offering of a child for illicit activities, in particular for the production and trafficking of drugs as defined in the relevant international treaties;
- (d) work which, by its nature or the circumstances in which it is carried out, is likely to harm the health, safety or morals of children.

### Article 4

1. The types of work referred to under Article 3(d) shall be determined by national laws or regulations or by the competent authority, after consultation with the organizations of employers and workers concerned, taking into consideration relevant international standards, in particular Paragraphs 3 and 4 of the Worst Forms of Child Labour Recommendation, 1999.
2. The competent authority, after consultation with the organizations of employers and workers concerned, shall identify where the types of work so determined exist.
3. The list of the types of work determined under paragraph 1 of this Article shall be periodically examined and revised as necessary, in consultation with the organizations of employers and workers concerned.

### Article 5

Each Member shall, after consultation with employers' and workers' organizations, establish or designate appropriate mechanisms to monitor the implementation of the provisions giving effect to this Convention.

## Article 6

1. Each Member shall design and implement programmes of action to eliminate as a priority the worst forms of child labour.
2. Such programmes of action shall be designed and implemented in consultation with relevant government institutions and employers' and workers' organizations, taking into consideration the views of other concerned groups as appropriate.

## Article 7

1. Each Member shall take all necessary measures to ensure the effective implementation and enforcement of the provisions giving effect to this Convention including the provision and application of penal sanctions or, as appropriate, other sanctions.
2. Each Member shall, taking into account the importance of education in eliminating child labour, take effective and time-bound measures to:
  - (a) prevent the engagement of children in the worst forms of child labour;
  - (b) provide the necessary and appropriate direct assistance for the removal of children from the worst forms of child labour and for their rehabilitation and social integration;
  - (c) ensure access to free basic education, and, wherever possible and appropriate, vocational training, for all children removed from the worst forms of child labour;
  - (d) identify and reach out to children at special risk; and
  - (e) take account of the special situation of girls.
3. Each Member shall designate the competent authority responsible for the implementation of the provisions giving effect to this Convention.

...



# Further reading

- FAO (Food and Agriculture Organization of the United Nations), and ILO. 2013. [Guidance on Addressing Child Labour in Fisheries and Aquaculture](#). Rome.
- FLA (Fair Labor Association) 2020. [Workplace Code of Conduct and Compliance Benchmarks](#). Washington, DC.
- . n.d. [Guidelines for Improving Policies and Practices on Child labour and Forced Labour](#). Washington, DC.
- FKE (Federation of Kenya Employers). 2022. [ESG and its Implications for Kenyan Enterprises](#), FKE Member Briefing Note. Nairobi.
- FUE (Federation of Uganda Employers) n.d. [Training Need Assessment Report for Private Sector Companies on the Elimination of Child Labour in the Tea and Coffee Supply Chains and Challenges Arising from the Current Covid-19 Crises. Final Report](#). Kampala.
- , and ILO. 2021. [A Training Handbook for Employers on Child Labour](#). Kampala.
- , and ILO. 2021. [FUE MNE Elimination of Child Labour Tool for Employers](#). Kampala.
- , and ILO. 2021. [FUE Guide to Employers on the Policy, Legal and Regulatory Frameworks: Best Practices for the Elimination of Child Labour in Tea and Coffee Supply Chains](#). Kampala.
- Fiji Commerce & Employers Federation, and Samoa Chamber of Commerce & Industry. 2014. [An Employers Guide for Eliminating Child Labour](#). Suva, Fiji, and Apia, Samoa.
- Foundation Leads Limited, 2021. "Assessment of Child Labour along the Coffee and Tea Value Chains in the FUE Operational Sites (Mbale and Hoima Districts)", Draft research report. Kampala.
- Global Compact Network Netherlands, Oxfam, and Shift. 2016. [Doing Business with Respect for Human Rights: A Guidance Tool for Companies](#). 2nd edition.
- ILO. 2012. "Hazardous Child Labour in Agricultural Sector in Uganda", Factsheet.
- . 2014. [Good Practice Notes with Recommendations for Companies](#), Child Labour Platform (CLP).
- . 2016. [Checkpoints for Companies: Eliminating and Preventing Child Labour](#).
- . 2020. [Enterprise Training Course on Prevention and Reduction of Child Labour: Guide for Instructors](#). 2nd edition.
- . 2020. [Supplier Guidance on Preventing, Identifying and Addressing Child Labour](#), Fundamental Principles and Rights at Work Branch (FUNDAMENTALS).
- . 2021. [Mapping and Analysis of the Coffee and Tea Supply Chains for Identification of Productive Inclusion and Economic Empowerment Strategies for the Eradication and Prevention of Child Labour in Uganda: Final Report](#).
- . 2022. [Environmental Social Governance \(ESG\) and its Implications for Medium-sized Enterprises in Africa: Training Guide](#).
- , and IOE (International Organisation of Employers). 2007. [Eliminating Child Labour: Guides for Employers](#).
- , and IOE. 2015. [How to Do Business with Respect for Children's Right to be Free from Child Labour: ILO-IOE Child Labour Guidance Tool for Business](#).
- , and IOE. 2022. [Tripartite Declaration of Principles concerning Multinational Enterprises and Social Policy \(MNE Declaration\): A Self-assessment Tool for Enterprises](#). Version 1.0.
- Netherlands Enterprise Agency. 2020. [Fund against Child Labour \(FBK\): Lessons Learned – Practical Steps for Due Diligence and Remediation by Companies](#). The Hague.
- Uganda, Republic of, Ministry of Gender, Labour and Social Development. 2010. [Guidelines for Labour Inspectors on the Identification of Hazardous Child Labour](#). Kampala.
- UNICEF (United Nations Children's Fund). 2014. [Engaging Stakeholders on Children's Rights: A Tool for Companies](#). Geneva.



———, and Danish Institute for Human Rights. 2013. *Children's Rights in Impact Assessments: A Guide for Integrating Children's Rights into Impact Assessments and Taking Action for Children*, Geneva and Copenhagen.

United Nations. 2011. *Guiding Principles on Business and Human Rights: Implementing the United Nations "Protect, Respect and Remedy" Framework*. New York and Geneva.

United Nations Global Compact, and UNHCR (Office of the United Nations High Commissioner for Human Rights). 2015. *A Guide for Business: How to Develop a Human Rights Policy*, 2nd edition. Geneva.

## Additional information

International Labour Organization (ILO) webpage on child labour: [www.ilo.org/childlabour](http://www.ilo.org/childlabour).

International Programme on the Elimination of Child Labour and Forced Labour (IPEC+): [www.ilo.org/ipec-plus](http://www.ilo.org/ipec-plus).

### For additional information on child labour in agriculture:

FAO webpage on child labour in agriculture: <https://www.fao.org/childlabouragriculture/en>

International Partnership for Cooperation on Child Labour in Agriculture: <https://www.fao.org/rural-employment/background/partnerships/international-partnership-for-cooperation-on-child-labour-in-agriculture/zh/>



**Fundamental Principles and Rights  
at Work Branch (FUNDAMENTALS)**

Governance and Tripartism Department  
(GOVERNANCE)

International Labour Office  
4 route des Morillons  
CH-1211 Geneva 22 - Switzerland  
T: +41 (0) 22 799 61 11  
E: [childlabour@ilo.org](mailto:childlabour@ilo.org)

[ilo.org/childlabour](https://ilo.org/childlabour)