

# ELIMINATING THE WORST FORMS OF CHILD LABOUR IN THE COCOA SECTOR

A sensitization booklet  
for agents of change



International  
**COCOA**  
Initiative



Endorsed by the National Steering  
Committee on Child labour (NSCCL)  
under the Child Labour Unit of the  
Ministry of Employment and  
Labour Relations

Copyright © 2015 ICI FOUNDATION

The International Cocoa Initiative holds the copyright of this publication. This document can be summarized, reproduced, translated and copied, in whole or in part for the purposes of training and information for non-profit and non-commercial use, subject to prior consent of ICI. The faithful rendition of any citation contained in this document is required and any modification of this document is prohibited. The reproduction of texts and drawings is authorized provided the source is fully acknowledged and the publisher is informed.

Drafting Committee: Donatien AWOKOU, Ernest Brou ALLATIN, Euphrasie GNIGOU Epse AKA, Frédéric AKA, Hyacinthe Daigré GBALE, Matthias LANGE, Samé Chantal GOGOUE

Translation and review committee: Avril KUDZI, Martina ODONKOR, Olivier LABOULLE, Prince GYAMFI, Rita Emefa AVLE-GAVOR, Sonja MOLINARI

Drawings, Illustrations: Edward TENKORANG, Illary Grobri SIMPLICE.

Printing: Studio 7 Kat Company Limited. P. O. Box BT 384, C2 TEMA. Email: s7kat@yahoo.com

Acknowledgment:

The International Cocoa Initiative (ICI) gratefully acknowledge the efforts of Mr. Wiafe-Mintah (Ghana Cocoa Board -CHED), Mrs. Elizabeth Akanbombire (Child Labour Unit - MELR) Mr. Kenneth Mamudu (National Programme on Elimination of Child Labour in Cocoa), Mr. Clarke Calies (MOGCSP), Mr. Andrews Tagoe (GAWU), Mr. Joha Braimah (Free The Slaves), Mr. Shaibu (MOFA) and Ms. Stella Dzator (ILO - Cocoa Communities Projects) for reviewing the document to suit the Ghanaian context. ICI further wishes to appreciate comments and suggestions received from members of the National Steering Committee on Child labour (NSCCL) under the Child Labour Unit. Your comments and suggestions are highly appreciated and acknowledged.

**June 2015 - Accra**

---

## **ICI International Cocoa Initiative**

**Ghana** – Nii Ablade Kotey Avenue near Ideal Finance, East Legon - Accra - Ghana  
+233 302 99 88 70

**ICI Secretariat in Switzerland**  
9, Chemin de Balxert | 1219 Châtelaine | Switzerland / Tel: +41 22 341 47 25  
Email: [info@cocoainitiative.org](mailto:info@cocoainitiative.org) / Further information: [www.cocoainitiative.org](http://www.cocoainitiative.org)

---

## **How to use the image box?**

The image box entitled "Eliminating the worst forms of child labour in the cocoa sector" is a practical training tool designed for facilitators, policymakers, extension officers, farmers and any person concerned with the issue of child labour. The tool gives an understanding of issues and provides stakeholders with a means to understand and improve knowledge on what constitutes child labour and the protection of children.

The image box covers 5 major thematic areas categorized as follows:

1. The perception of the child in traditional African societies as compared to international standards (pages 4 to 7)
2. The rights and responsibilities of children and obligations of parents (pages 8 to 9)
3. The perception of child labour in traditional African societies (pages 10 to 11)
4. The key concepts relating to child labour (pages 12 to 67)
5. The causes and consequences of child labour on the health, safety and holistic development of the child (pages 68 to 72)

The various themes complement each other for a holistic understanding of child labour. Depending on the objective, the choice of a specific theme can be made for a more detailed and complete explanation related to the topic.

# PERCEPTION OF THE CHILD IN TRADITIONAL AFRICAN SOCIETIES



To win the fight against child labour, it is important to understand the concept of the child in Africa.

## Objectives

- Identify who a child is
- Determine the traits of a child in a traditional African society
- Determine the age of the child in traditional societies



## Tasks

1. Discuss and agree on who a child is
2. Set an age limit at which one thinks a person is a child or ceases to be a child
3. Indicate the age set by the legal and regulatory framework as a major criteria in identifying a child



## Materials

Flip chart, writing pad, coloured papers, markers  
image box.

Discussion of guiding questions and synthesis

**Question: Does the international definition of a child matches the realities of traditional African societies?**



The notion of a child and its classification in traditional African societies does not strictly consider the biological age, but rather considers a set of physical, socio-cultural criteria:

- Puberty / morphology;
  - Initiation rites;
  - Bonds of economic and / or social dependence, etc.
- A child is someone who depends on an adult or adults (notably the parents and or care giver / guidance) to provide basic needs (physical care, feeding, accommodation, etc.);
- An individual is no longer considered a child once he/she has reached puberty (physical, morphological transformation) and has undergone initiation rites. This is a step in the physical development which corresponds to adolescence;
- An adult is one who provides for his/her needs and is no longer socially and economically dependent on his / her parents (gets married, has children, etc.)



**QUESTION: What are the identification criteria of a child / how can one identify a child in traditional African societies?**



# PERCEPTION OF THE CHILD IN TRADITIONAL AFRICAN SOCIETIES

## Childhood

Exclusive link of dependency



An infant being carried by the mother

## Adolescence



An adolescence girls sweeping

## Adulthood



A traditional wedding for an adult



A child being taken care of by the mother



An adolescent boy on the way to the farm with the father

# THE NOTION OF A CHILD ACCORDING TO INTERNATIONAL STANDARDS



The notion of a 'child' is perceived differently depending on the type of society one comes from. However, the concept of a child is defined based on internationally agreed standards.

## Objectives

- Identify who is a child
- Determine age categories according to international standards
- Identify various stages of a child's development

## Tasks

1. Discuss and agree on the age at which we think a person is considered as a child or ceases to be a child;
2. Use the age defined by international standards as the main criterion to identify the child.

Materials: Table and manila cards, markers, picture box.

## QUESTIONS: What are children's rights? What are parents' obligations?

Children's rights are all the needs of a child, all the care and protection a child must enjoy to guarantee his/her development and full growth.

## QUESTION: Who is a child according to international standards? And what are the different developmental stages of the child until the adult age?

Three important stages mark a child's development:

- **Early childhood** ranges from **0 to 5** (0 to 8 years according to ECCD policy in Ghana)
- **Childhood** ranges from **6 to 11**
- **Adolescence** ranges from **12 to 17**

### 1. **A child is a person below the age of 18 years**

The Children's Act, 1998 (Act 560); ILO Convention N°182 on the WFCL, 1999; African Charter on the Rights and Welfare of the child, 1990; ILO Convention N° 138, (1973) on the minimum age for employment.

### 2. **An adult is an individual aged 18 years and above**

### 3. **Characteristics of the child:**

- Continuous growth;
- Developing organs;
- Fragility; lack of experience, vulnerability...

## QUESTION: What distinguishes a child from an adult?



**Key message: A child is a person below the age of eighteen (18) years**



## Who is a child?



**Early Childhood 0 - 5 years**



**Childhood 6 - 11 years**



**Adolescence: 12-17 years**



**A child shall be a person below the age of 18 years**



**An adult shall be an individual aged 18 years and above**

## Major Child Rights



**Right to affection**



**Right to education**



**Right to healthcare**

# CHILDREN'S RIGHTS, RESPONSIBILITIES AND PARENTAL OBLIGATIONS



## Objectives

- Identify children's rights
- Identify children's and parents' obligations

## Tasks

1. Discuss and agree on the main children's rights;
2. Discuss children's and parental obligations.

Materials: Table and Zopp cards, markers, Picture box

**Questions: what are children's rights and responsibilities? What are parents' obligations?**

---

---

Children's rights are all about the needs of a child, all the care and protection a child must enjoy to guarantee his/her development and full growth.

## Children's principal rights:

- Right to a name, right to a family
- Right to health, right to nutrition
- Right to education
- Right to respect regardless of race, religion
- Right to protection
- Right to freedom of speech and association
- Right to play
- Right to life
- 

## Some responsibilities of children:

- Obey his/her parents
- Respect his/her parents
- Study
- Help his/her parents with certain activities deemed not hazardous to them

## Some obligations of parents:

- Respect the child's best interest
  - Respect the child's right
  - Love the child
  - Guarantee indispensable life conditions to his/her education and growth
  - Protect the child against ill treatments, violence, forced labour, etc.
- 
- 



**Key message: the child has the right to protection and love**



# MAJOR CHILDREN'S RIGHTS



**Right to affection**



**Right to Protection**



**Right to healthcare**



**The right to food**



**The right to education**

# PERCEPTION OF “CHILD WORK” IN TRADITIONAL AFRICAN SOCIETIES



## Objectives

- Identify work performed by children in traditional African societies;
- Identify what 'child work' is in traditional African societies

## Tasks

1. Discuss and agree on the perception of 'child work' in a traditional African society;
2. Show that 'child work' contributes to the socialization of the child but when abused can lead to negative effects on his/her health.

Materials: Table and manila cards, markers, Picture box

## Questions to guide discussion and synthesis

**QUESTION: Why do children go to the farm? And what do they do there?**

---

---

Child work is generally perceived as contributing to the child's socialization process through:

- The learning of various activities for the integration of the child into the group of adults;
- The performance of tasks that are not perceived as hazardous by communities, national policies and international standards;

**QUESTION: What does child work in farms mean to you?**

---

---

**Key message: Socializing the child must not be an excuse to exploit him/her.**



# THE PERCEPTION OF “CHILD WORK” IN A TRADITIONAL AFRICAN SOCIETY



**The involvement of children above 15 years in farming activities an hour after school is seen as a step in their socialization**

# 1. CHILD WORK

## Objectives

- Define child work
- Identify activities classified as child work at home and on the farm

## Tasks

1. Discuss and agree on what is child work;
2. Show that child work contributes to the socialization of the child but when abused can lead to negative effects on his/her health;
3. List of activities considered as child work at home and on the cocoa farm.

**Materials:** Table and manila cards, markers, picture box

## Questions to guide discussion and synthesis



## QUESTION: What is child work?

This is any activity appropriate for the age of a child (in or out of school), **who learns while working for short periods of time, especially under the supervision of parents and guardians.**

This type of work helps develop the capacity and skill of children and encourages them to learn family responsibilities.

Child work suited to the age of the child:

- In cocoa farming: watering, removal of cocoa beans, collecting and stacking pods, drying beans, sorting bags, etc.
- At home: laundry, sweeping the house, cleaning his or her room, washing the dishes, sorting rice, etc.

## QUESTION: How different is child work from child labour on the cocoa farm?



**Key message: Child work should develop the capacity and skills of children and teach them to be responsible**



# 1. CHILD WORK

Note: All these activities should be light work. According to Ghana's' Hazardous Activity Framework (2011) Light work (participation in work that does not affect health or schooling and done under adult supervision) is admissible from the age of 13. Children can work for less than two hours a day on a school day or less than three hours a day on none school days such as weekends and holidays



**Picking cocoa**



**Scooping cocoa beans from the pod**



# 1. Child Labour



## Objectives

Define child labour

- Identify activities performed within the framework of child labour
- Identify the characteristics of child labour
- Distinguish between child labour and child work

## Tasks

1. Discuss and agree on the definition of child labour;
2. Discuss and agree on activities listed as child labour;
3. Explain the characteristics of child labour;
4. Explain the effects of child labour on children's health and safety.

**Materials:** Table and manila cards, markers, picture box

**Questions to guide discussion and synthesis**

## QUESTION: What is child labour?

It is any activity which **deprives children of their childhood, potential, dignity, education or skills acquisition and which endangers their physical and psychological development.**

It is labour which:

- is mentally, psychically, socially and morally dangerous and detrimental to children;
- restricts or deprives children of their opportunities to be schooled or trained;
- compels children to drop out of school prematurely;
- incites children to combine school and exhausting labour for excessive working hours.

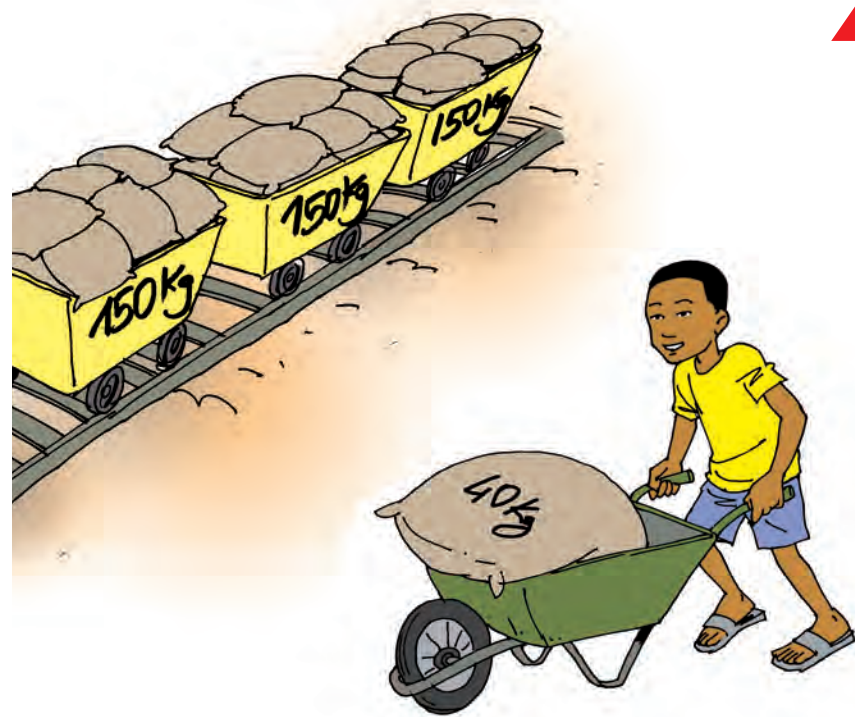
## QUESTION: What are the characteristics to take into account when talking about child labour?

- ◆ The child's age;
- ◆ The duration and time of the activity;
- ◆ The nature of the works performed;
- ◆ The conditions and circumstances under which they are performed;
- ◆ The child's best interest

## QUESTION: What are the characteristics of child labour?

**Key message: Child labour interferes with the child's education and endangers his/her health, safety and development**

## 2. CHILD LABOUR



**Carrying loads**



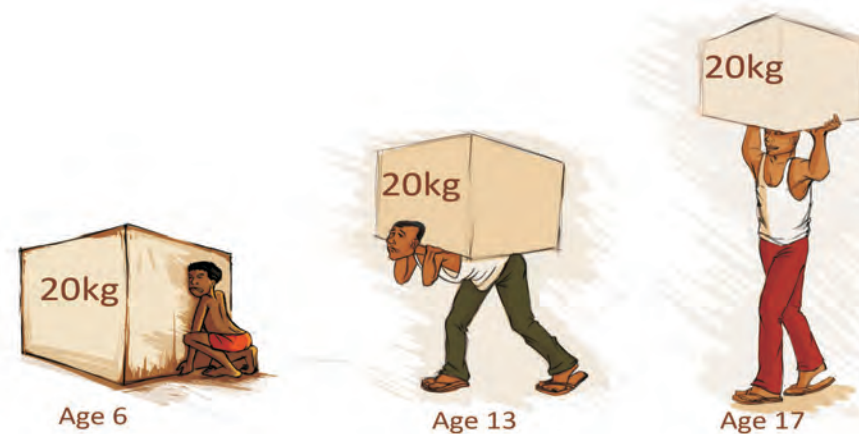
**Weeding a cocoa farm with machetes**



**Using children for animal traction**



# Relationship between age and child labour



## Objectives

- Understand the minimum age to admit children into employment in Ghana
- Identify the nature of the activities that should be performed by children aged between 13 and 14 years
- Identify activities prohibited for children under age 18

## Tasks

1. Identify the age to admit children into labour;
2. Discuss and agree on activities that can be performed by children admitted into labour;
3. Explain the importance of schooling until age 15;
4. Share on the different types of prohibited activities for children under age 18.

**Materials:** Table and manila cards, markers, picture box

## Questions to guide discussion and synthesis

---

### **QUESTION: At what age can a child start to work?**

---

- Until age 15, a child must be in school
- Before age 15, any work - even as an apprentice - is prohibited to the child (Children's Act, 1998. Act 560)
- From age 13, the child can perform light work (sweep, wash clothes, wash dishes, dry cocoa, plant cocoa beans, water nurseries, remove cocoa beans from pods, etc.) outside school hours
- Age 15 corresponds to the minimum age for admission into employment (Children's Act, 1998. Act 560)
- Exploitative labour, night work and hazardous works are prohibited to the child under 18. Night work is any work performed between 6pm and 8am (Children's Act, 1998. Act 560)

---

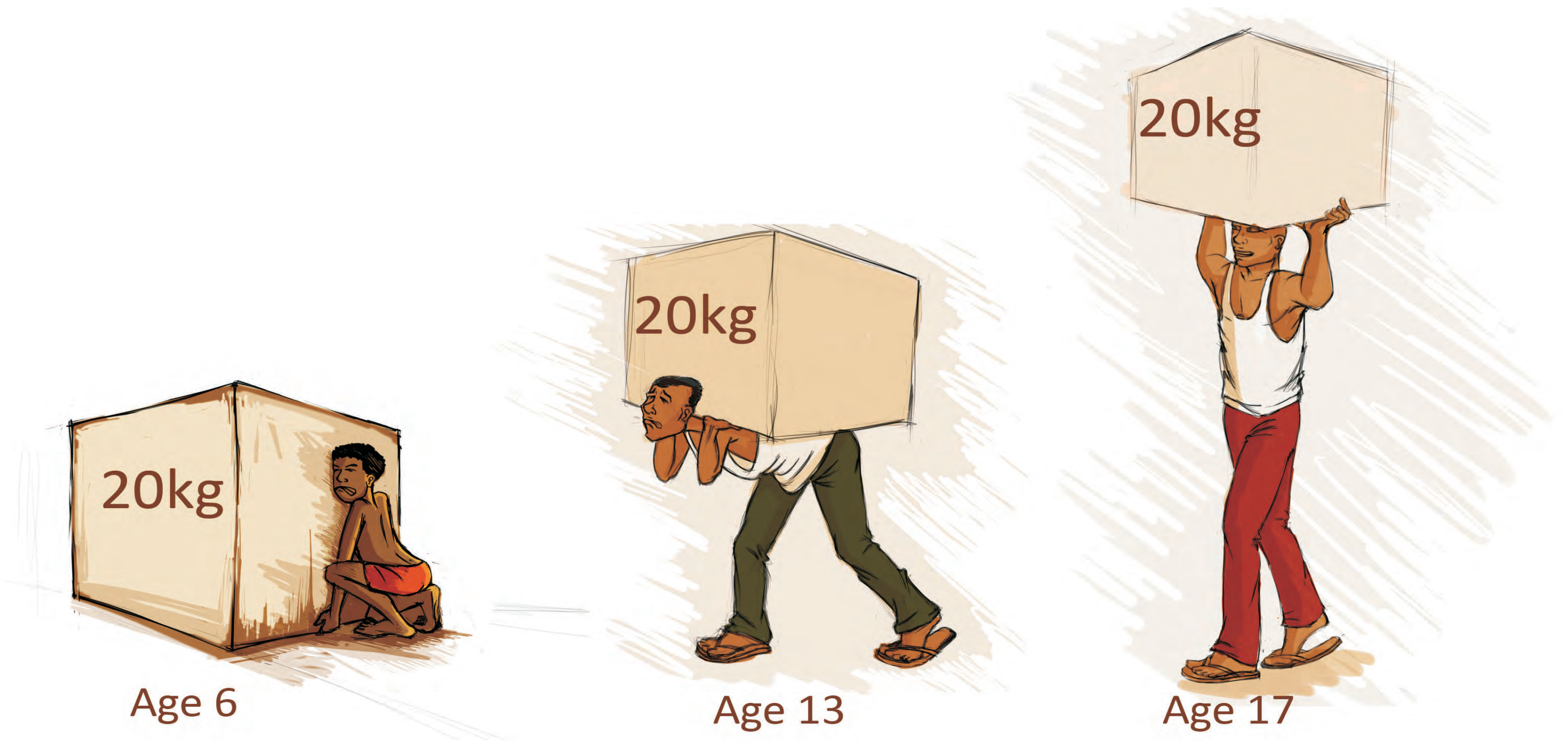
### **QUESTION: What is the difference between “child work” and “child labour”?**

---

**Key message: Until the age of 15, a child must be in school**



# The link between age and child labour



### 3. THE WORST FORMS OF CHILD LABOUR (WFCL)



#### Objectives

- Understand the worst forms of child labour;
- Identify groups to be considered as part of the worst forms of child labour;
- Identify the characteristics of WFCL;

#### Tasks

1. Discuss and agree on the understanding of the worst forms of child labour;
2. Discuss and agree on activities classified as the worst forms of child labour;
3. Mention the risks encountered by children engaged in WFCL;
4. Explain the consequences of the worst forms of child labour on the health safety and development of children.

**Materials:** Table and zopp card, markers, poster and picture box

#### Questions to guide discussion and synthesis

#### QUESTION: What are the Worst Forms of Child Labour (WFCL)?

This is work that is:

- ◇ Intolerable for children
- ◇ **unconditionally prohibited for children**

#### Four groups of WFCL to consider:

- Engagement or recruitment of children in all types of **enslaving practices, forced labour and child trafficking;**
- Engagement or recruitment of children in **illegal activities;**
- Engagement or recruitment of children in **pornographic activities, prostitution and child molestation;**
- Engagement or recruitment of children in **hazardous labour that affects their health, safety and moral** as defined by every country.

#### QUESTION: How many categories can we classify the worst forms of child labour?

**Key message: The Worst Forms of Child Labour are an affront to children's rights**



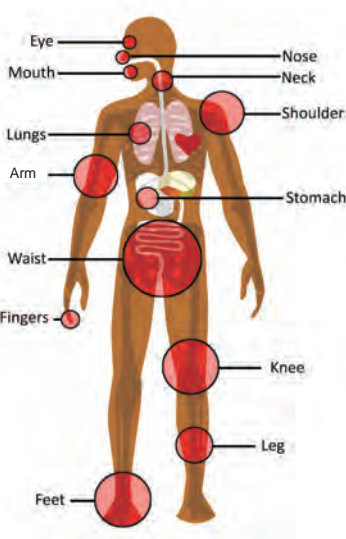
### 3. THE WORST FORMS OF CHILD LABOUR (WFCL)



**Engaging a child in slavery or slavery like activities, forced labour, illegal activities, commercial sexual exploitation or any hazardous activities**



# 4. Hazardous work



**QUESTION: What is hazardous work for children?  
Why are these activities hazardous?**

## Objectives

- Understand hazardous child labour
- Identify hazardous activities that are prohibited for children in cocoa production
- Identify the characteristics of each hazardous activity
- Explain the risks and consequences of each hazardous work on the child's health and safety
- Identify the differences between hazardous work and child work

## Tasks

1. Discuss and agree on what is hazardous work;
2. Discuss and agree on hazardous related activities included on the list of the works prohibited to children;
3. Explain the risks of children's engagement in hazardous work;
4. Explain the consequences of hazardous work on children's health and safety;
5. Promote good labour practices in cocoa cultivation among adults.

**Materials:** Table and padex paper, markers, poster to draw

## Questions to guide discussion and synthesis

Hazardous work is the sum of activities which, **because of their nature or the conditions under which they are carried out**, are **likely to affect** the child's **health, safety or morals**.

• **In Ghana, hazardous activities are listed in the Hazardous Child Labour Activity Framework for the Cocoa Sector (2008).** The framework prohibits children under the age of eighteen (18) years from:

- Clearing forest and /or felling trees
- Engaging in bush burning
- Working with and being exposed to agro-chemicals (no child present or in the vicinity of farm during spraying or re-enter a sprayed farm in less than 12 hours
- Using machetes/long cutlass for weeding
- Working with motorized mist blowers, knapsack sprayer and chainsaw
- Climbing trees higher than 3 metres for harvesting or cutting mistletoe
- Breaking cocoa pods with breaking knife
- Working on the farm in isolation (i.e. beyond visible or audible range of nearest adult)
- Carrying heavy loads beyond permissible carrying weight i.e. above 30% of body weight for more than 2 miles (3Km)
- Working without adequate basic foot and body protective clothing



Children are likely to have occupational accidents because they are less experienced, less aware of the risks and the means to prevent them.

**Key message: There are different types of hazardous farming activities prohibited for children in Ghana**



## 4. HAZARDOUS WORK



**Clearing forest and/or  
felling trees**



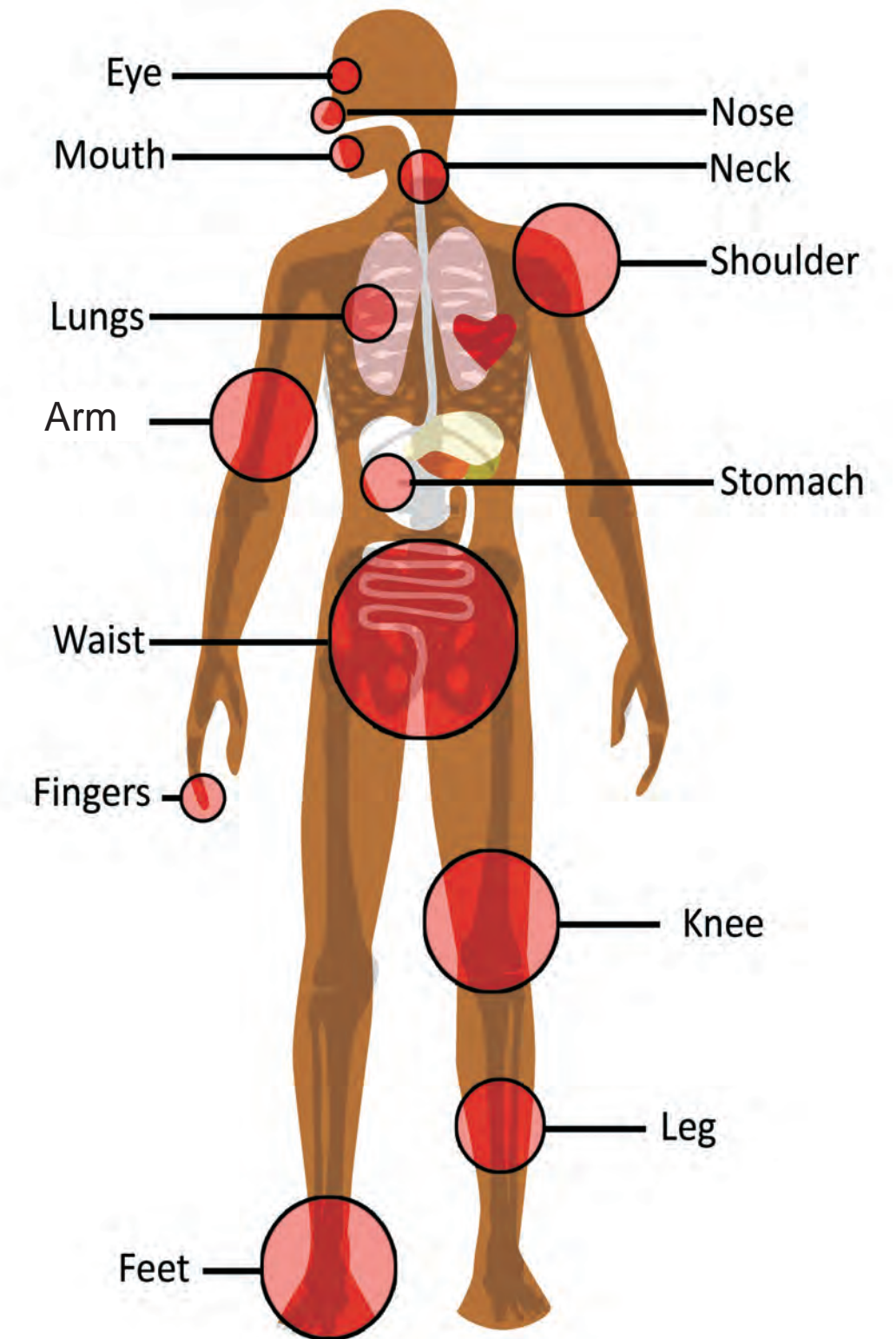
**Carrying a heavy load  
of cocoa beans**



**Spraying pesticides or being  
present during spraying**



**Using machete/long cutlass  
for weeding**





# Hazardous work: **Carrying of heavy loads**

## **Description of risk**



**Question: What are the various activities in carrying heavy loads that are considered as hazardous?**

---

- Lifting heavy loads over the shoulders
- Lifting heavy loads by bending the knees with a curved back.
- Lifting loads without handles, especially bags of cocoa beans
- Carrying cumbersome loads
- Carrying slippery loads which may lead to a fall
- Carrying heavy loads above 30% of body weight



- Carrying heavy loads over 2 miles (3km)
- Wearing clothing that obstructs the lifting and carrying of loads
- Inability to lift loads due to weakness, illness or age
- Catching a load that is thrown or moving quickly to avoid falling

---

**Question: For which category of people can the carrying of heavy loads be the most risky?**

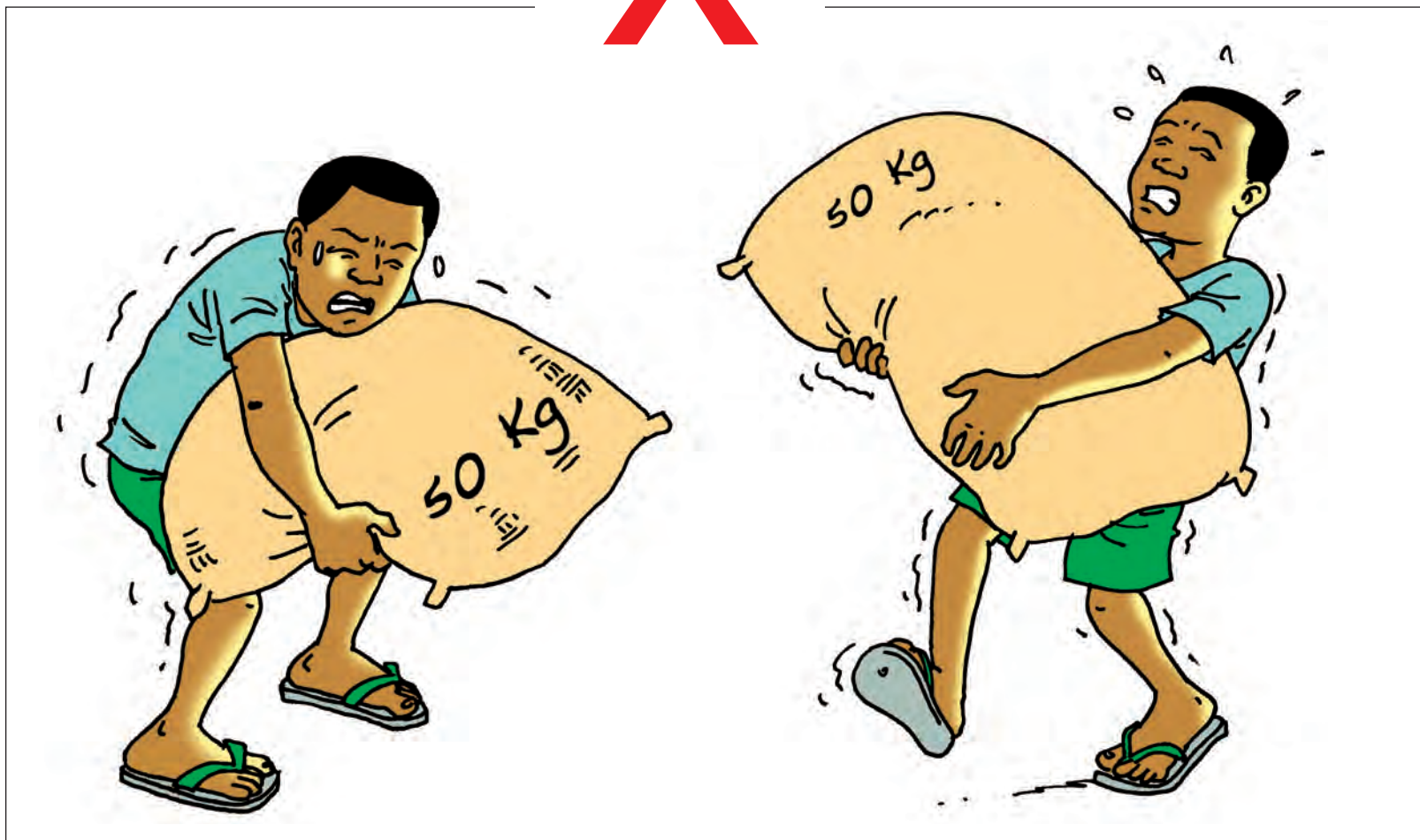
**Key message: Carrying heavy loads compromises the development of the child**



## Hazardous work: **Carrying of heavy loads**

### **Description of risk**

X



X



# **Hazardous work: Carrying of heavy loads**

## **Consequences of exposure to the risk**



**QUESTION: How can heavy loads be detrimental to the health and safety of people?**

1. Negative effect on the muscles, the neck, the back or shoulders;
2. Trauma to the lower part of the neck and the hips due to bad lifting technique
3. Tension in the lower back and waist when the load is carried away from the body
4. Body pain, bruises, and traumas including fractures (especially limbs) as a result of falls
5. Trapping of fingers under the load or when depositing it on the ground

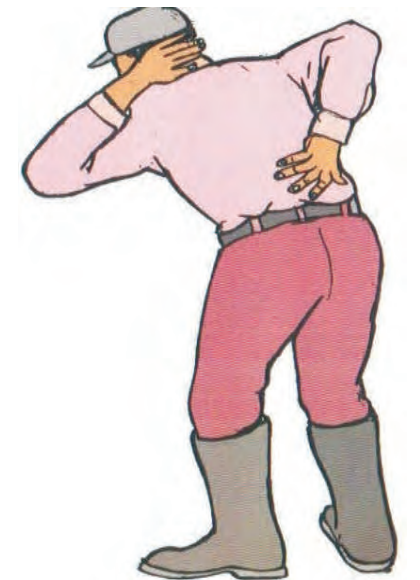


6. Hernia associated with heavy lifting.

---

**QUESTION: What can be the consequences on health and safety when children carry heavy loads?**

**QUESTION: Which category of people are most at risk when it comes to the carrying of heavy loads?**

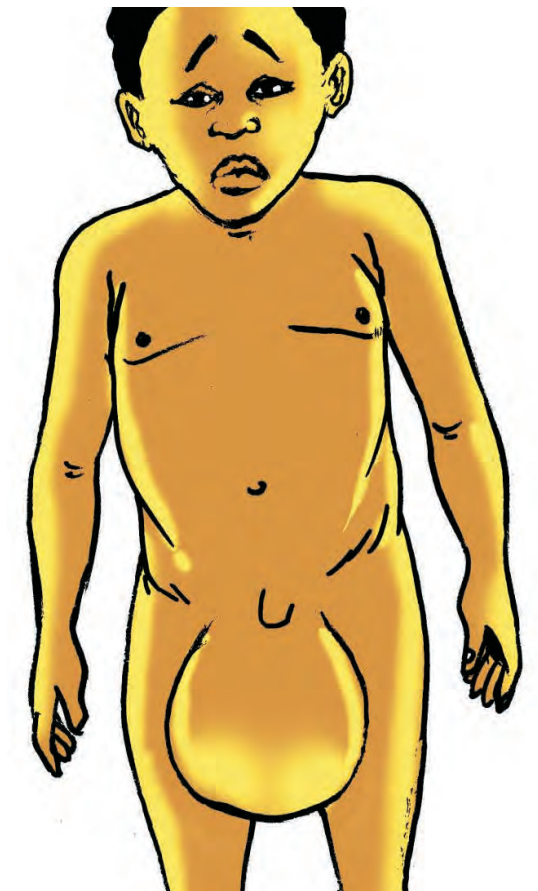
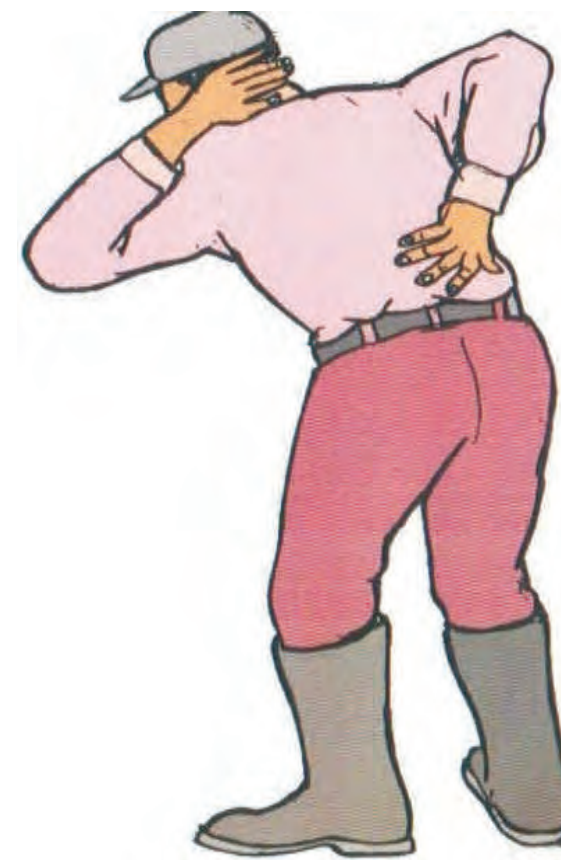


**Key message: Carrying of heavy loads compromises the growth and development of the child**



# **Hazardous work: Carrying of heavy loads**

## **Consequences of exposure to the risk**



**Various pains**

**Hernia**

# Hazardous work: **Carrying of heavy loads**

## Good practices for carrying loads



**QUESTION: What are the good practices for carrying loads?**

- Avoid moving loads unnecessarily;
- When the load is too heavy; reduce it or ask a second person to help you
- Place a pad on your head before carrying the load.

Limits of weights permitted to be carried by children:

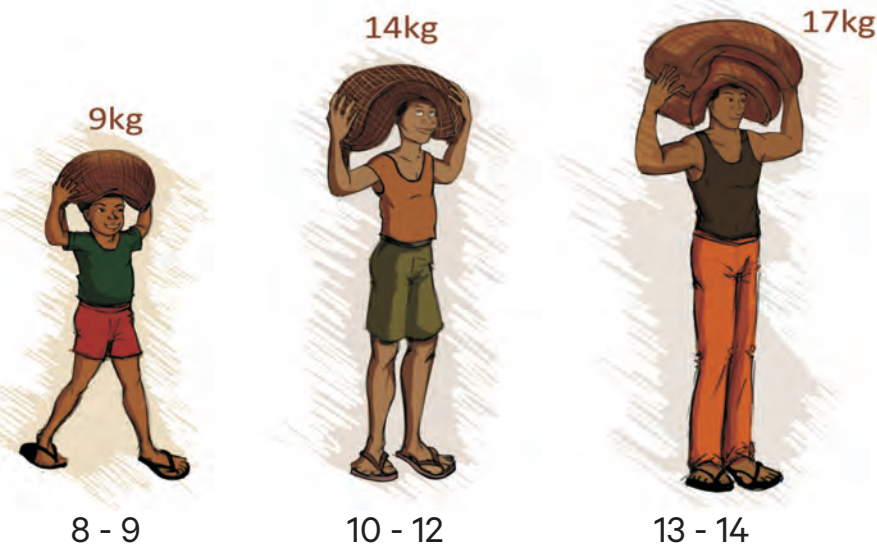
30% of their body weight for long distances i.e. not more than

2 miles (3km)

50% of their body weight for short distances (i.e. less than 0.5 km).

Source: Hazardous Child Labour Activity Framework (MESW 2011).

**QUESTION: What is the weight of loads that are suitable to be carried by children based on their body weight?**



**Did I think of...**

- ...straightening my back?
- ...bending my hips?
- ...standing at ease?
- ...bending my knees?
- ...spreading my feet?
- ...overhanging the load?



# Hazardous work: **Carrying of heavy loads**

## Good practices for carrying loads



Did I think of...

...bending my hips?

...straightening my back?

...standing at ease?

...bending my knees?

...spreading my feet?



...overhanging the load?

9kg



14kg



17kg



## **Hazardous work: Clearing the forest /felling trees**

### **Description of risk**



**QUESTION: Why and how is clearing the forest/ felling trees a dangerous activity?**

- The muscles involved in the process strain due to the repetitive use of tools
- Working for long periods of time without a break causes muscle ache
- Risk of trees falling onto the logger/ farmers
- Snake and reptile bites
- Cutlass injuries from the process

**QUESTION: Which category of people are the most at risk in felling trees or clearing the forest?**

---

**Key message: Clearing the forest and /or felling trees are hazardous activities for children**



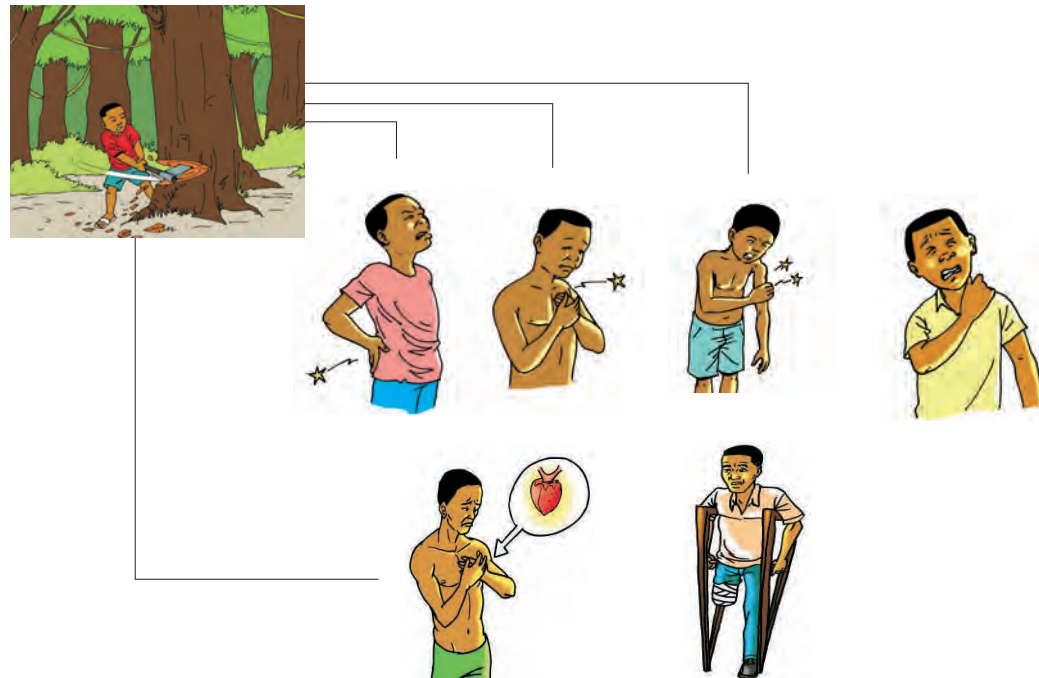
# Hazardous work: **Clearing the forest /felling trees**

## **Description of risk**



## **Hazardous work: Clearing the forest /felling trees**

### **Consequences of risk exposure**



**QUESTION: What can be the consequences of clearing the forest/ felling trees on health and safety?**

- Muscles pain in some parts of the body, especially the hand, arm, wrist, fingers, shoulders and back
- Muscles pain in some parts of the body, especially the hand, arm, wrist, fingers, shoulders and back
- Inability to use the affected muscle
- Amputations

- Temporary or permanent disability
- Heart problems due to intensive physical work
- Death

**QUESTION: Why is clearing the forest/ felling of trees dangerous for children?**

**Key message: Tree felling can cause severe accidents and compromises the safety and growth of the child.**



## Hazardous work: **Clearing forest /felling trees**

### **Consequences of risk exposure**



## **Hazardous work: Clearing the forest/felling trees**

### **Good Practices in clearing the forest/felling trees**



#### **QUESTION: What are good tree cutting practices?**

---

- Always wear closed footwear/ boots, long-sleeved shirt, trousers and cap when going to the farm
- Use appropriate tools and equipment
- Children below 15 years are prohibited from the use of sharp tools.
- Sharp tools are also prohibited for children between 16-17 years unless they use appropriate cutlass (Sua-ado or small cutlass) for weeding

- Take a one-minute break every 30 minutes when working on clearing the farm
  - When you perform a task repeatedly, alternate it with a non-routine task
  - Always take an injured person to the nearest health center
  - Identify and take a good position in cutting a tree
- 

**Key message: Always wear adapted equipment and only use appropriate tools for cutting trees**



## Hazardous work: **Clearing the forest/felling trees**

### **Good practices**



Wear the appropriate protective clothing and footwear before setting-off to the farm



Use the right tools and equipment



Observe regular rest periods

# **Hazardous work: Bush burning**

## **Consequences of exposure to risks**

### **QUESTION: Why is bush burning hazardous?**

---

---

When bush burning is practiced without abiding by basic safety rules, fire quickly gets out of hand, turns wild and can cause serious damage:

- On Human:
  - o Asphyxia (choking)
  - o Burns (skin, eyes, etc.);
  - o Life scars
  - o Disability (paralysis, amputation)
  - o Death

- On the environment:
  - o Destruction of farms
  - o Destruction of houses
  - o Destruction of ecosystems and biodiversity, etc.

### **QUESTION: What category of people is most at risk during bush burning?**

---

---



**Key message: Bush burning can cause serious burns on children and jeopardize their health and safety**



# **Hazardous work: Bush burning**

## **Consequences of exposure to risks**



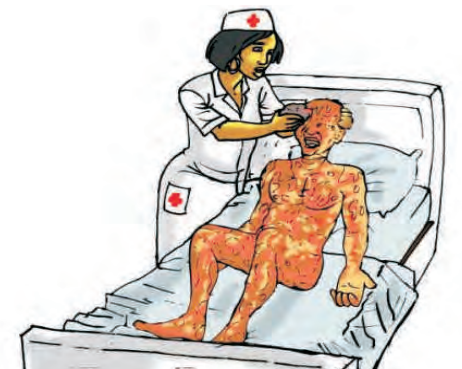
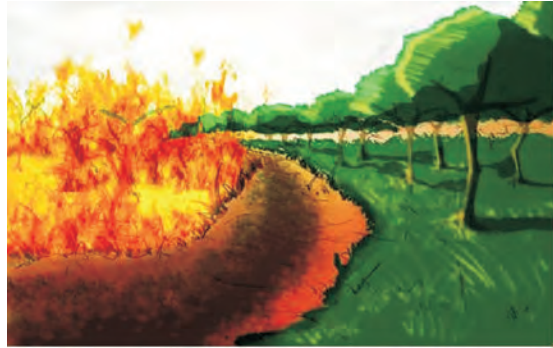
Destruction of property as a result of fire outbreak



Severe burns sustained as a result of fire

## Hazardous work: **Bush burning**

### Good bush burning practices



#### **QUESTION: What are the good bush burning practices?**

---

---

- Never engage children in bush burning;
- Arrange tilled mounds (fire wall) around the area to be burnt in order to avoid any extension of fire, or use natural barriers (trails, etc.);
- Protect trees by cutting tree holders or by creating a localized fire;

- Act swiftly;
  - Put the fire out by using green branches to avoid spreading;
  - Have an evacuation plan in order not to panic when the fire starts;
  - When you get burnt, put the part that has been burnt in water (about 20°) for at least 20 minutes;
  - Take the burnt person to the infirmary or the nearest health center.
- 
- 

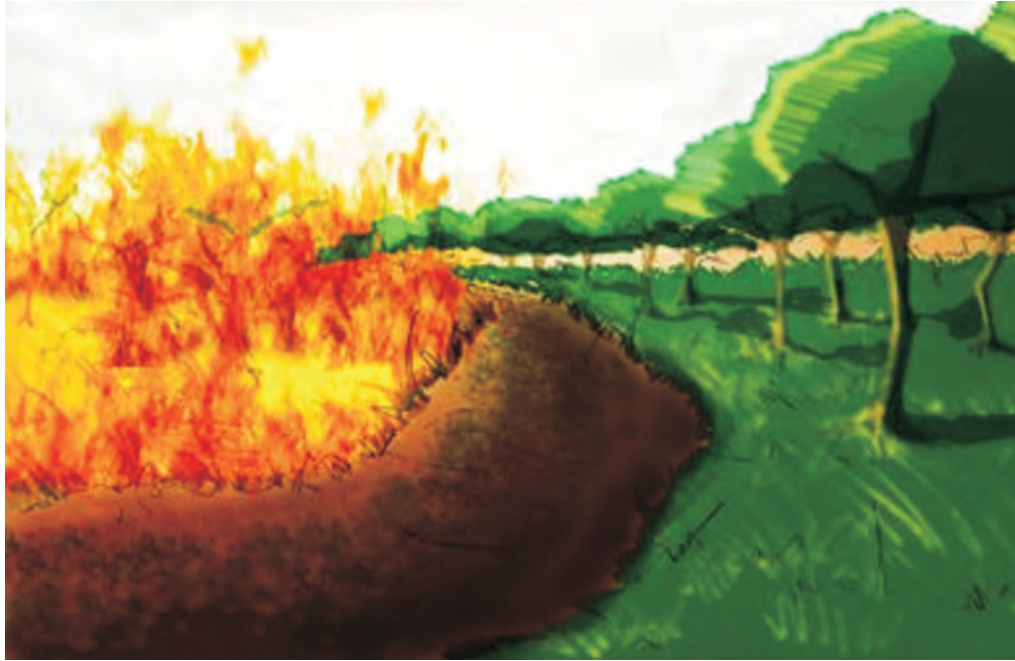
#### **QUESTION: What must you do when you are burnt?**

**Key message: Never involve children in bush burning**



## Hazardous work: **Bush burning**

### **Good practices for safe burning**



Create a fire belt to stop the fire from spreading



Put out the fire by using green leafy branches



Pour a lot of cold water on the burned spot



Quickly take the victim to a medical center



**Hazardous labour: Selling, carrying, handling and spraying of agro-chemicals (insecticide, herbicides, antifungal agent, nematicide, chemical fertilizer, etc.)**  
**Risk description, causes and sources of poisoning**



**QUESTION: What is agro-chemical treatment**

Chemical treatment is the application of a chemical in a cocoa farm in order to cure a disease or kill destructive insects on the cocoa tree.

It is done when the situation persists and progresses despite the practices used to combat diseases on farms (pruning, suckering, sanitary harvesting, etc.)

**QUESTION: How do people get into contact with agro-chemicals?**

- Farmer come into direct contact with chemicals when they mix or spray them without using the required personal protective equipment (PPE)
- Children sometime mix, load and apply a pesticide, which is very risky and prohibited
- Children are sometimes seen fetching water for sprayers leading to environmental exposure to the chemicals
- Agro-chemicals are hazardous to human health if they enter or come in contact with the body

**QUESTION: How can agro-chemicals enter**



**Key message: It is very important to know the signs and symbols used on chemical containers in order to understand their levels of toxicity**



**Hazardous labour: Selling, carrying, handling and spraying of agro-chemicals products (insecticide, herbicide, fungicide, nematicide, chemical fertilizers, etc. )**

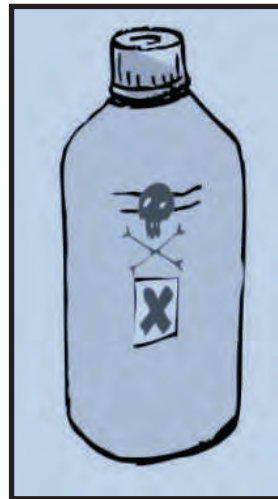
**The products**



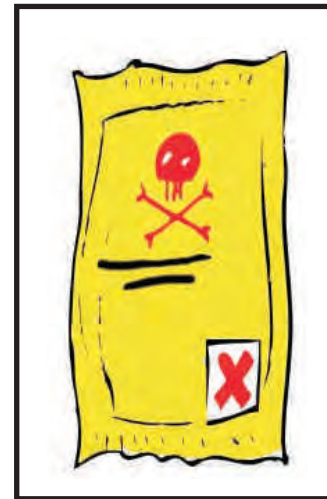
**Insecticides**



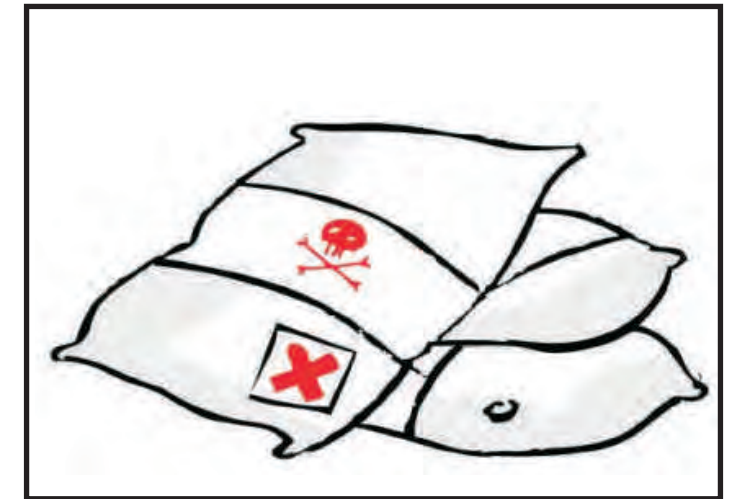
**Herbicides**



**Fungicides**



**Pesticides**



**Chemical Fertilizers**



**Selling Agro-chemicals products**



**Carrying Agro-chemicals products**



**Handling Agro-chemicals products**



**Spraying, being present when applying agro-chemical or entering farm within 12 hours**

## **Hazardous work: The sale, transportation, handling and spraying of agro-chemicals**

### **Description of risks, causes and sources of intoxication**



#### **QUESTION: How does contamination with agro-chemicals occur?**



- All agro-chemicals substances can have adverse effect on the human body and the environment if they are not applied, warehoused and eliminated appropriately;
- Tasting or smelling agro-chemicals as well as spraying a farm without protection increase intoxication risks;



- The agro-chemicals kept in the kitchen can be mistaken for salt and contaminate foods;
- Inhaling the agro-chemicals kept in bedrooms can contaminate occupants;
- The re-use of products containers for domestic use may lead to chemical entering the food which may be consumed;
- The agro-chemicals leftovers kept in drink bottles may be drunk especially by children.



#### **QUESTION: What can happen to a child who is in contact with agro-chemicals?**

**Key message: Being in contact with agro-chemicals can have grave consequences on children's health and safety and jeopardize their future**



**Risky work: Selling, carrying, handling and spraying of agro-chemical products.**  
**Risk description, sources and causes of poisoning**



**Tasting, smelling, and spraying without any protective clothing and equipment increases exposure to poisoning**



**The agro-chemicals products stored in the kitchen may be consumed, and inhaled if kept in the bedroom**

**Using empty chemicals containers for domestic purpose exposes people to contamination**

**Remains of chemicals may be drunk by children**

## **Hazardous work: Sale, transportation, handling and spraying of agro-chemicals.**

### **Consequences of risk exposure**



**QUESTION: What can be the consequences of agro-chemicals on the human body?**

---

- Skin (burnings, tingling), visual, respiratory (asthma) and nervous problems are observed in children who have been exposed to agro-chemicals;
- Cancers;
- Liver destruction;
- Eye disorder;
- Vomiting and diarrhea;
- Sexual impotence (inability to have sexual intercourse);

- Barrenness (inability to have children);
- Congenital malformation (children deformed because their parents were exposed to toxic agro-chemicals before the conception of the child or during pregnancy);
- Death.



---

**QUESTION: Which category of people are the most in danger in matters of exposure to agro-chemicals?**



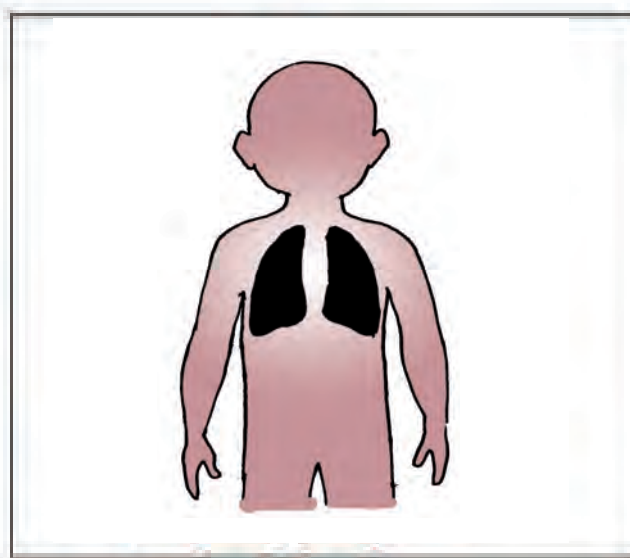
**Key message: Keep children away from agro-chemicals in order to secure their health and safety**



**Hazardous work: Selling, carrying, handling and spraying of agro-chemical products.**  
**Consequences of exposure to risk**



**Boil**



**Respiratory diseases**



**Stomach pain**



**Vomiting**



**Congenital diseases**



**Blindness**



**Death**



## Hazardous work: **Sale, transportation, handling and spraying of agro-chemicals**

### **Good practices for using agro-chemical substances**



#### **QUESTION: What are the precautions to take in using agro-chemicals?**



- Always read the instructions leaflet of the agro-chemical carefully (conditions for use, expiry date.);
- When spraying fertilizers wear plastic gloves and dust masks;
- Children and pregnant women must not stay in a farm when products are being sprayed and must only be admitted into the farm after the security deadline of 12 hours has expired;
- Never allow children under the age of 18 to be in contact with agro-chemicals (selling, mixing, loading or applying agro-chemicals);



- Provide a central storing zone for agro-chemicals that minimizes risks. That zone must be locked and out of the reach of children. It must be fanned in order to avoid any concentration of toxic steams;
- Know the meaning of the signs and symbols written on the packaging of agro-chemicals;
- Never re-use the empty containers of agro-chemicals for domestic use.



#### **QUESTION: How must agro-chemicals be stored to avoid the risk of contamination?**

**Key message: Keep children away from agro-chemicals in order to guarantee their health and safety**



## Hazardous work: **Selling, carrying, handling and spraying of agro-chemical products**

### Good practices in the use of agro-chemical substances



Carefully read the instructions provided for the use of the chemical product



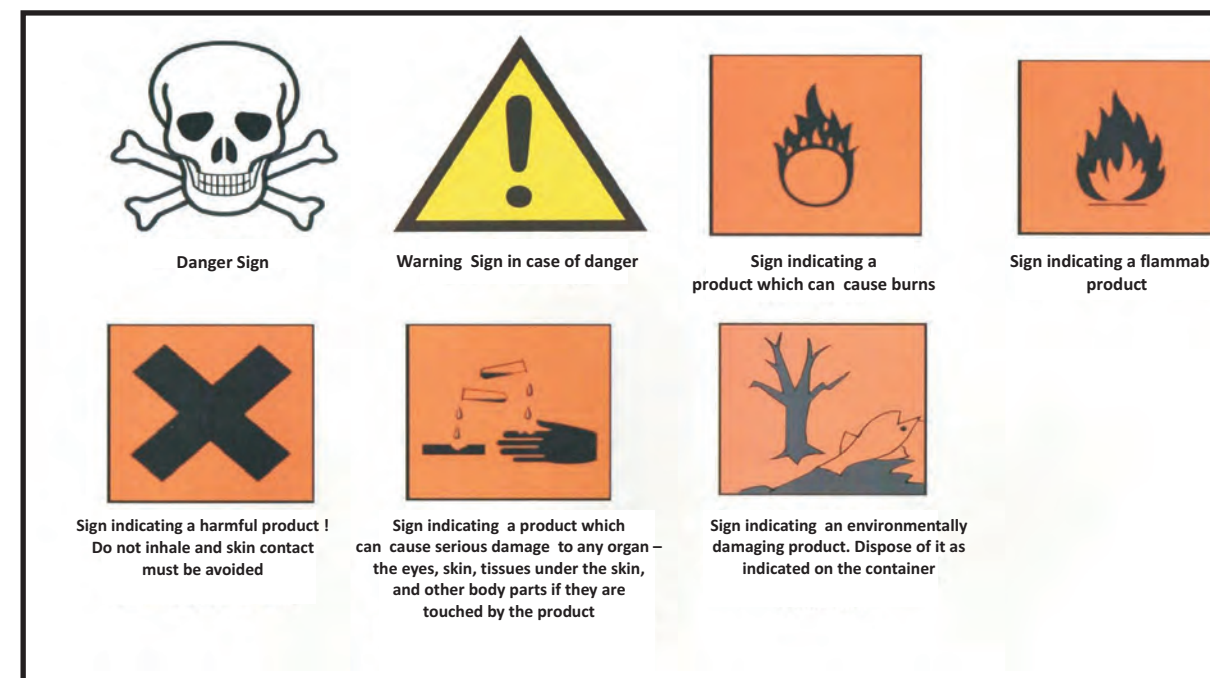
Wear rubber gloves and a mask during the application of fertilizers



Children and pregnant women must only be given access to the farm when the after-use safety period is over.



Keep agrochemical products out the reach of children



Read carefully the instructions on the package and familiarize yourself with the standardized symbols indicating caution

## **Hazardous work: The sale, transportation, handling and spraying of agro-chemicals**

### **Good practices in the use of agro-chemicals substances**



**QUESTION: What are the precautions to take in order to apply agro-chemicals safely?**

- Wear adapted protective equipments (overalls, gloves, glasses, muffler, etc) to spray chemicals;
- Use spraying machines that are in good conditions and which do not leak;
- Avoid storing agro-chemicals in the kitchen as they may be mistaken for salt and contaminate foods;
- Never store agro-chemicals in bedrooms, inhaling them can contaminate occupants;

- Do not wash containers of agro-chemicals in streams and rivers in order to avoid polluting the water used by the population downstream who could fall sick;
- Bury empty containers of agro-chemicals in a hole at least 50 m away from water points and as much as possible far from places where children play and where domestic animals pass. Deposit the containers flattened in layers at least 10 to 15 m deep before covering them.



**QUESTION: What must be done after you have applied agro-chemicals?**

**Key message: Keep or destroy agro-chemicals containers far out of the reach of children and water points in order to avoid any intoxication and pollution.**



## **Hazardous work: Selling, carrying, handling and spraying of agro-chemical products**

### **Good practices in the use of agro-chemicals substances**



**Wear protective clothing during the spraying of agro-chemicals products**



**Bury empty agro-chemical product containers away from water sources**

**Hazardous work: Sale, transportation, handling and spraying of agro-chemicals.**  
**Good practices in the use of agro-chemical substances**



**QUESTION: What must be done at the end of the operation of agro-chemical application?**



- After each use of the protective equipment, wash boots, clothes, gloves and hat and put them to dry. Replace the equipment when it shows signs of wear;
- Wash your hands thoroughly;
- Each community must have an agent trained in first aid.



- If a person is victim of agro-chemical contamination, have him/her drink red palm oil and take him/her to the nearest health center. Take the agro-chemical packaging along.



**QUESTION: What must be done when you are a victim of agro-chemicals poisoning?**



**Key message: Each community must have a person capable of providing first aid pending the transfer of the victim to hospital**



## Hazardous work: **Selling, carrying, handling and spraying of agro-chemical products**

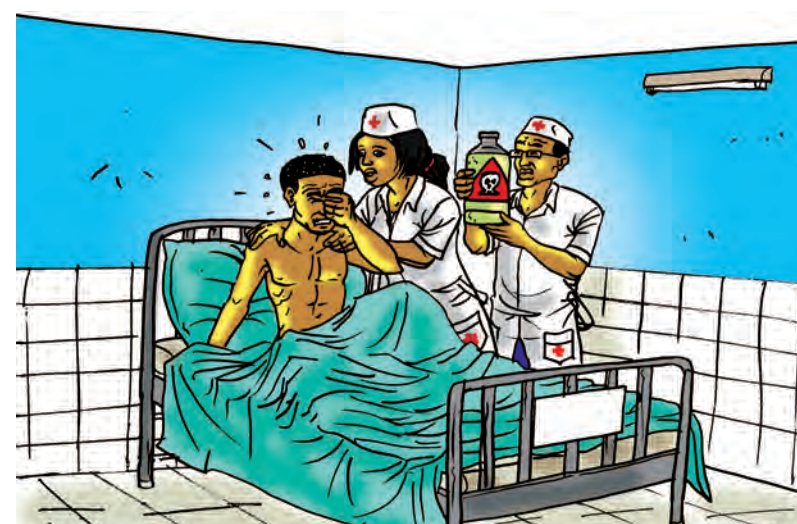
### **Good practices in the use of agro-chemical substances**



**Take off protective clothing and equipment after spraying, wash them and take a proper shower, possibly in the farm**



**A trained person must be available in every community to provide first aid**



**Take the victim to a medical center and carry along the agro-chemical product**

# Hazardous work: **Working with tools**

## **Risk description**



### **QUESTION: How is the use of sharp tools and machines harmful?**

- Farmers use a wide variety of equipment and tools that are designed for clearing the land, sowing, applying agro-chemicals, harvesting, and many other tasks.
- Such equipment and machines have all been implicated in accidents resulting in serious injuries or death.
- Improper training on the use of tools can result in injuries.
- Falls from machines may cause severe injury.
- Noise associated with machinery use can result in hearing impairment.
- Accidents from hand tools (i.e. hoes, sickles, cutlasses and machetes) may lead to scratches, lacerations, amputations of fingers or limbs or other injuries, which may result in severe disabilities or death.
- Children using machetes or long cutlass can slash their legs or that of others resulting in injuries.

**Key message: Using sharp and dangerous tools can result in life long deformities in children.**



# Hazardous work: **Working with tools**

## **Risk description**





# Hazardous work: **Working with tools**

## **Consequences of risk exposure**



**QUESTION: what are the effects of wrongly using sharp tools and machines?**

- Wound on the body as a result of using sharp tools carelessly.
- Children using motorized machine can have hearing problems, bleedings and bodily pains.
- Death as a result of mishandling sharp implement and machines.



**QUESTION: What can be the consequences of children using implements?**

- Extreme bleeding as a result of cuts when working with sharp implements.
- Lesion from using machetes and pluckers commonly known as “go to hell”.



**Key message: Handling implements can be dangerous for children and the consequences can be irreversible.**



## Hazardous work: **Working with tools**

### **Consequences of risk exposure**





# Hazardous work: **Working with tools**

## Good practices in using tools



**QUESTION: What are the necessary precautions to take when using sharp implements and machines?**

- Unauthorized persons should not be allowed to operate tools and machinery.

Children should be kept away from all agricultural equipment and tools.

- Use the right tool for the right activity with the right person i.e. cocoa pods opened with breaking mallet or through hitting on the ground.



- Children 15 -17 years are prohibited from using long cutlass unless they use appropriate cutlass (Sua-ado or small cutlass) for weeding undergrowth under the supervision of an adult
- One must leave a distance between one another when using sharp implements in groups,.
- Ensure that machinery and equipment are regularly maintained and kept in a safe place.



**QUESTION: What are some of the dangerous tools used for the different cocoa activities?**

**Key message: The use of machetes and other sharp implements by children is prohibited**



# Hazardous work: **Working with tools**

## Good practices in handling tools and equipment





## **Hazardous work: Climbing trees**

### **Description of risk**

**QUESTION: What are the risks involved in climbing trees?**

- Fall from height which might result in injuries such as broken arm, leg or spinal cord.
- The branch on which one is leaning may break causing damage to the cocoa tree.
- Using a ladder incorrectly may result in injuries
- Children under 18 years who climb trees higher than 3 metres are likely to injure

**QUESTION: What are some of the activities in cocoa growing that requires the climbing of trees?**

**QUESTION: Which category of people are the most at risk in climbing trees?**

**Key message: Children less than 18 years are prohibited from climbing trees higher than 3 meters (9 feet) for instance to cut mistletoe with cutlass**



# Hazardous work: **Climbing trees**

## **Description of risk**





# Hazardous work: Climbing trees

## Consequences of risk exposure



**QUESTION: What are the precautions to take when producing charcoal or woodcutting?**

- **Muscle** pain (arms, forearms, fingers, etc.)
- Injuries leading to amputation
- Temporary or permanent disability



- Damage to the eyes and blindness
- Death

**QUESTION: Which category of people are most at risk in climbing trees?**



**Key message: The injuries caused by climbing trees can compromise the future of children**

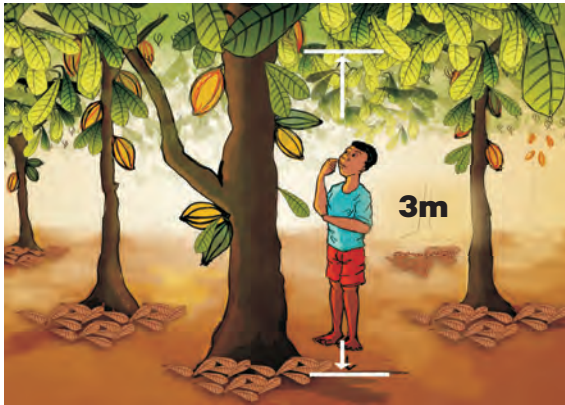


## Hazardous work: **Climbing trees** **Consequences of risk exposure**



# Hazardous work: Climbing trees

## Good practices in tree climbing



**QUESTION: What are the precautions to take when climbing trees?**

- 
- 
- Avoid working on tall trees if possible;
  - Use strong ladders when working on trees higher than 3 meters;
  - In using ladders, ascent and descent facing the ladder;
  - Children should only climb trees less than 3 meters (9 feet) under the supervision of an adult;

- Use recommended tools for cutting mistletoes;
- Wear protective clothes before climbing the ladder.

---

---

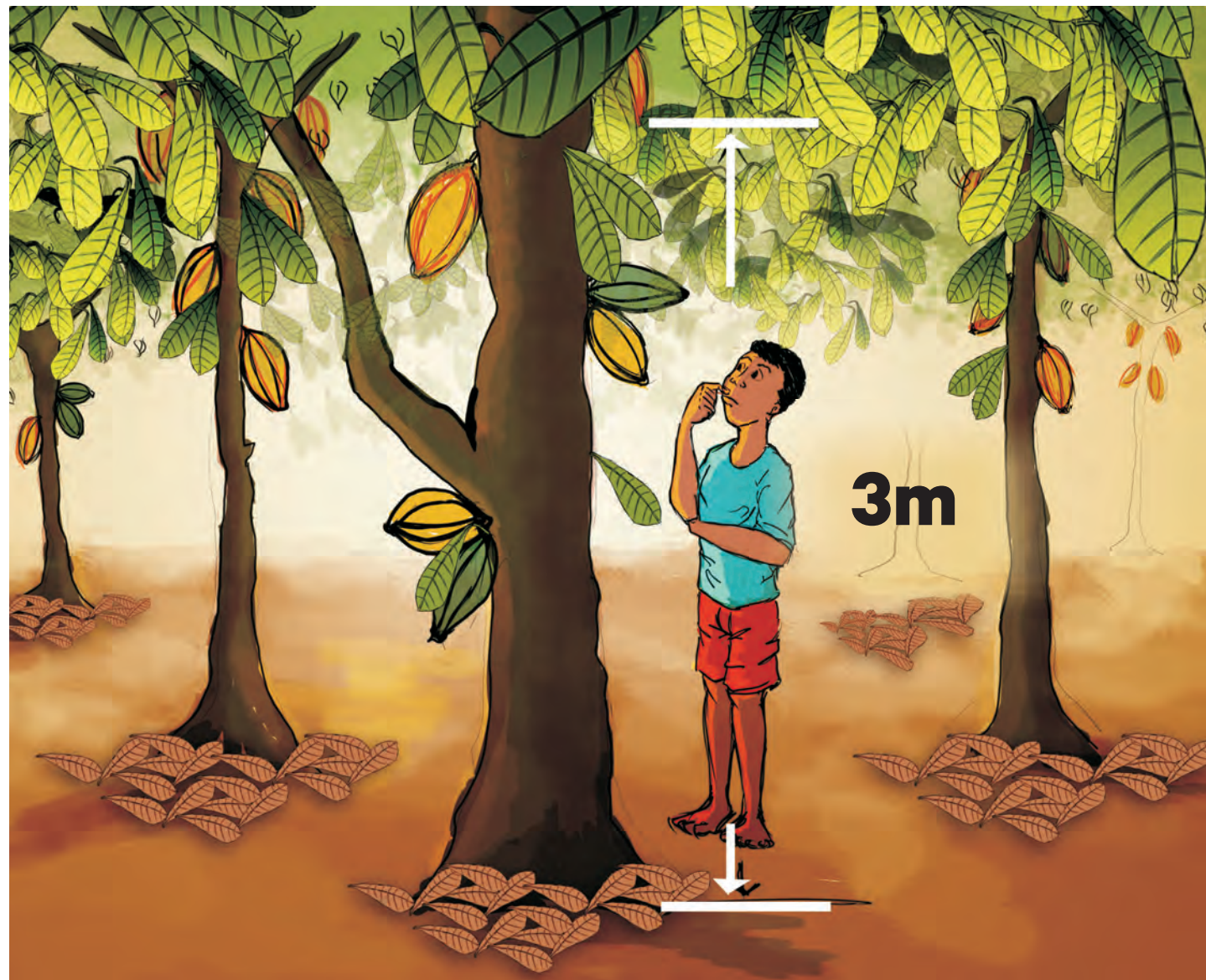
**QUESTION: What are the other good practices in climbing a tree to remove mistletoes?**

**Key message: Never involve children in climbing trees without the supervision of an adult.**



# Hazardous work: **Climbing trees**

## Good practices in tree climbing





# GENERAL GOOD PRACTICES



## **QUESTIONS: What categories of people must be protected the most against hazardous work? Why?**

- Generally, children under the age of 18, pregnant or breast-feeding women, the physically challenged, people suffering from chronic, hepatic or kidney diseases and those suffering from respiratory diseases must not engage in hazardous activities;
- Never leave children on-farm unattended;
- Children of school-going age should help their parents in their farm work after school /or holiday training;
- Children should not work for more than 2 hours a day during school hours;

- All children accompanying parents to the farm must wear trousers/ long skirts, long-sleeved tops and rubber boots;
- Each community must possess a first-aid box as well as have a person who is well trained to administer it.
- First aid treatment pending the evacuation of the victim to the nearest health center.



## **QUESTION: How do you preserve the health and safety of children in farm work?**

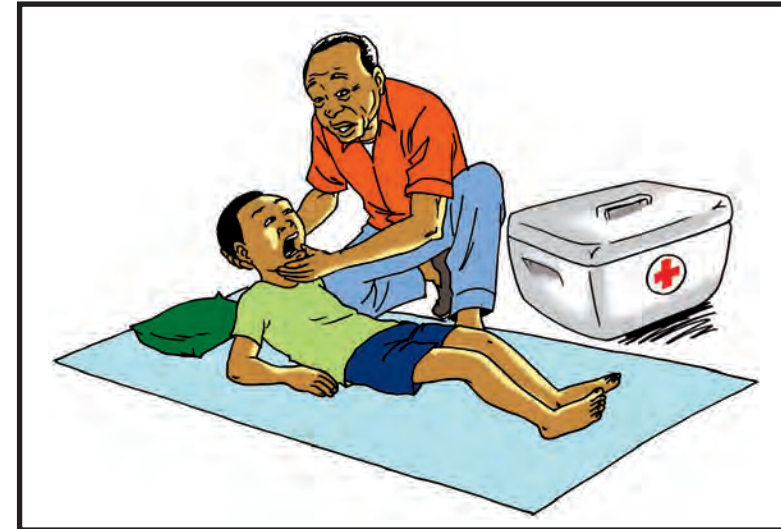
**Key message: Children are vulnerable persons who must be protected against hazardous labour**



# GENERAL GOOD PRACTICES



**Every community must have  
a first aid box**



**Every community must have  
a health officer**



**Protect children from hazardous work**



**The place for children is the school**



# Forced labour or compulsory labour



## Objectives

- Understand forced labour
- Identify the criteria for recognizing forced or compulsory labour
- Identify the characteristics of forced labour



## Tasks

1. Discuss and understand forced or compulsory labour;
2. Discuss and agree on activities classified as forced labour;
3. Show the consequences of forced labour on children.

**Materials:** Table and Zopp cards, markers, poster, picture box.

## Questions to guide discussion and synthesis

## QUESTION: What is forced or compulsory labour?

**It is any labour or service required of an individual under the threat of some sort of penalty and for which the said individual hasn't offered himself/herself willingly**

**Forced or compulsory labour designates any labour or service** (outside of the routine housework done as part of the upbringing process and school manual work) **required of a child under threat, bullying, assault or food deprivations**, for the benefit of individuals, organizations or companies.

## Criteria for identification of forced labour

- ◆ **The lack of consent** (the labourer is not willing)
- ◆ **Evident threat** of sanction (means for maintain someone in forced labour)
- ◆ **Deprivation of food, shelter** or other basic necessities.

## QUESTION: What are the criteria to take into account for recognizing a situation of forced labour?

**Key message: Forced labour or compulsory labour is an affront to children's right and development**



## Forced or compulsory labour



X

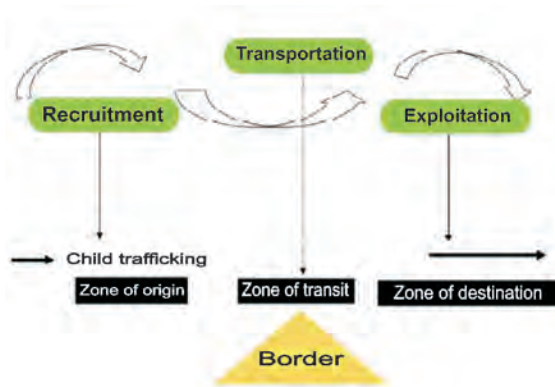


X



**Threats, harassment, assault and deprivations of all kinds are some characteristics of forced labour**





# Child Trafficking



## QUESTION: What is trafficking?

Trafficking is the **recruitment, transportation, transfer, accommodation or harbouring of persons**, through threat or the use of force or other forms of constraint, through abduction, fraud, deception, authority abuse or a situation of vulnerability, or through the offering or acceptance of payments or advantages, in order to obtain the consent of a person having authority over another for exploitation reasons.

Human Trafficking Act, 2005 (Act 694)

### Objectives

- Understand trafficking
- Describe the process of child trafficking
- Identify criteria for recognizing the situations of trafficking

### Tasks

1. Discuss and understand trafficking;
2. Discuss and agree on the criteria for recognizing a child that is a victim of trafficking;
3. Show the consequences that trafficking has upon children, the family, the community and the nation.

**Materials:** Table and padex paper, markers, poster, picture box

### Questions to guide discussion and synthesis

### The process of trafficking

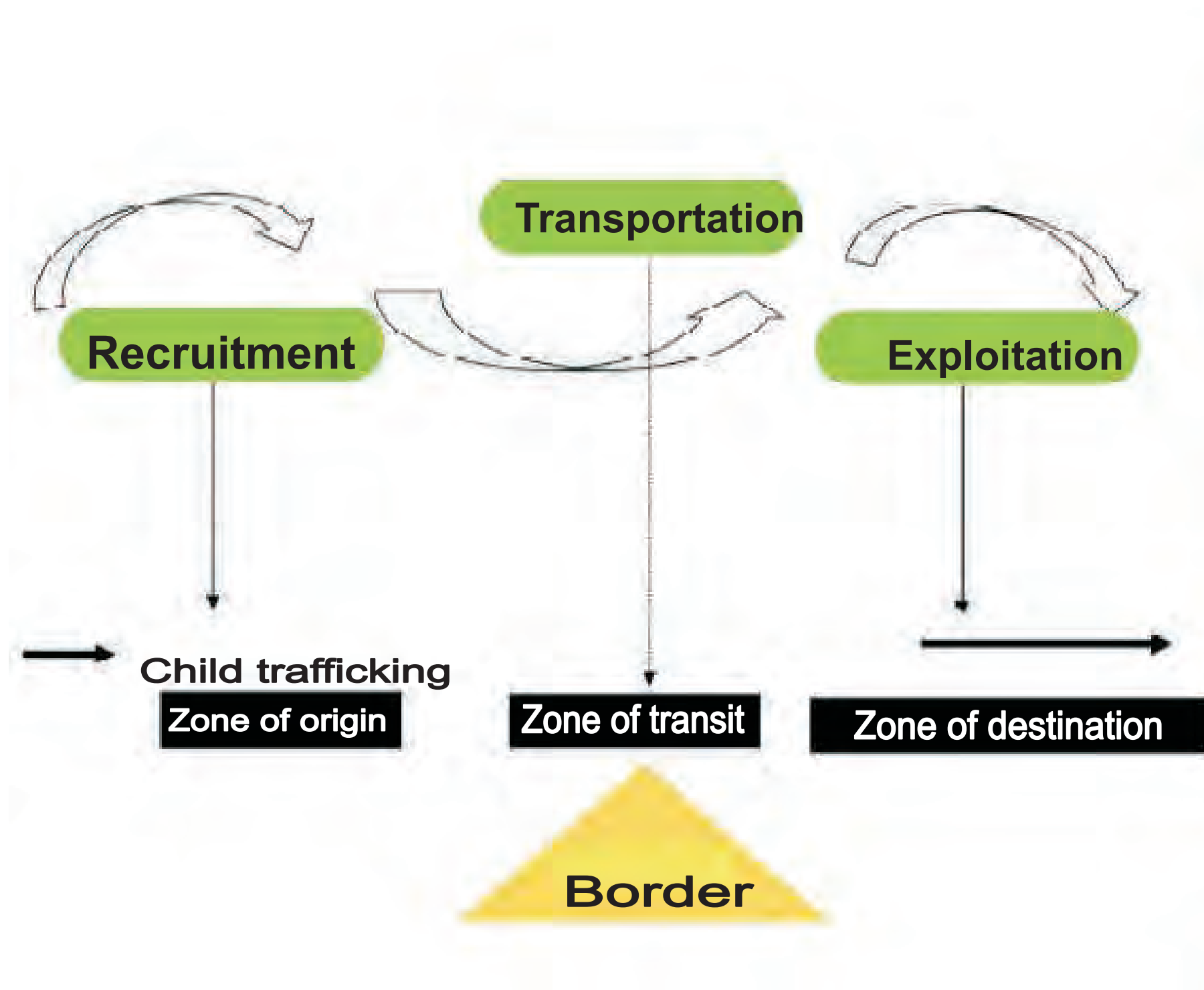
- o Recruitment: Supposes the participation of an intermediary. There can be one or several intermediaries during the same process;
- o Transaction: Materializes the trading of the child for a pecuniary benefit (a sum of money) or material good;
- o Displacement: Implies a movement between the place of transfer and the place of exploitation;
- o Exploitation: The overall goal of trafficking is the exploitation of the child.

## QUESTION: How can we recognize a case of trafficking?

**Key message: Child trafficking is an affront to human dignity**



# Trafficking



# CAUSES AND CONSEQUENCES OF CHILD LABOUR ON CHILDREN'S HEALTH AND SECURITY

## 1. The causes of child labour



Objectives/ Tasks	Socio-cultural Factors	Economic Factors	Educational Factors	Technical Factors	Limited Enforcement of Laws
<p><b>Objectives:</b> i) Identify the main causes of child labour; ii) Explain the various causes identified.</p> <p><b>Tasks:</b> Discuss and agree on the factors that lead to the use of children on farms.</p> <p><b>Materials:</b> Flip chart paper and flipchart, markers, awareness poster on child labour, picture box</p>	<ul style="list-style-type: none"><li>• Socialization of children</li><li>• Disease and old age of parents</li><li>• Ignorance of community members;</li><li>• Domestic work</li><li>• Limited food</li><li>• Gender-based discriminatory attitudes</li><li>• Social exclusion of marginalized groups</li></ul>	<ul style="list-style-type: none"><li>• Poverty</li><li>• Quest for livelihoods</li><li>• Fluctuation and low prices of agricultural produce</li><li>• Family debt</li><li>• Inadequate farmland</li><li>• Quest for profit</li><li>• Inadequacy of the adult workforce</li><li>• High cost of living</li><li>• Lack of socio-economic infrastructure</li></ul>	<ul style="list-style-type: none"><li>• Limited access in hard to reach areas</li><li>• Poor infrastructure</li><li>• Limited teaching and learning materials</li><li>• Limited trained teachers</li><li>• Teacher/pupil absenteeism</li><li>• Poor school performance</li><li>• School drop-out</li></ul>	<ul style="list-style-type: none"><li>• No mechanization of agriculture</li><li>• Non-professionalization of farming profession</li><li>• Lack of farm inspectors</li><li>• Diversity of cultural values</li><li>• Low agricultural productivity</li><li>• Limited presence of unions in the agricultural sector</li></ul>	<ul style="list-style-type: none"><li>• Limited dissemination of laws</li><li>• Limited capacity of law enforcement agencies to apply relevant laws</li><li>• Unwillingness of family members to testify against relation, especially in trafficking cases</li><li>• Lack of shelters</li><li>• Challenges with referral and rehabilitation system</li></ul>



***Key message: All stakeholders (Government workers, organizations and CSO, communities, the cocoa industry, cooperatives etc.) must efficiently fight against child labour***



# 1. Possible causes of child labour



**Aged and sick parents can cause child labour**



**Poverty in the family**



**Non-mechanization of agriculture**



**Poor educational infrastructure**



## 2. Consequences of child labour



### Objectives

- Identify the consequences of child labour
- Explain each consequence identified with examples

### Tasks

Discuss and agree on the consequences of child exploitation on the individual, family, community and nation

**Materials:** Table and padex paper, markers, poster to draw awareness to child labor, picture box.



### Consequences at the individual level

- Deformation/ handicap/ paralysis
- Injuri
- Poisoning (stomach ache, diarrhea, vomiting, etc.)
- Skin problems (eczema, pimples, etc.)
- Physical and moral development jeopardized
- Education jeopardized and future uncertain
- Feeling of inadequacy due to limited skills
- Death

### Consequences at the family and community levels

- Family and community dislocation
- Stigmatization
- Criminal penalty (prison sentence)
- Decrease in incomes
- Poverty cycle
- Poor community development



### Consequences at the national level

- Stigmatization
- Risk of Ghanaian cocoa being embargoed and boycotted
- Unskilled labour force
- Decrease in economic growth
- National development compromised
- Increased criminality
- Increased expenditure on health

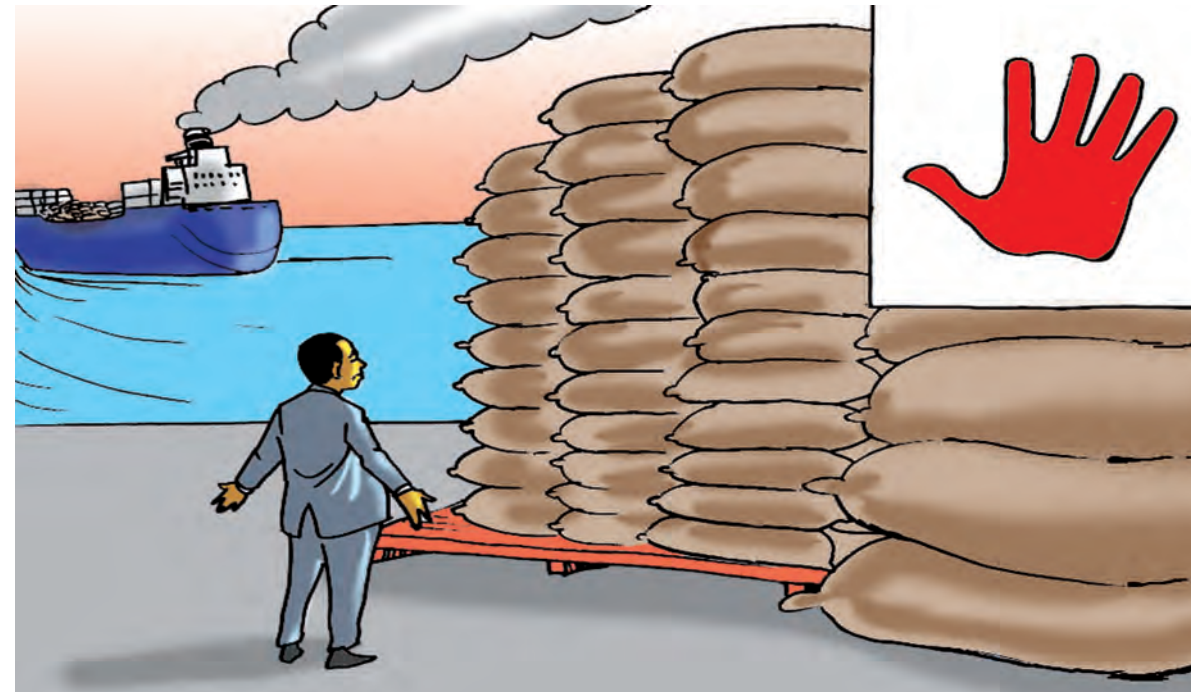
**Key message: Child labour can have tragic consequences at the individual, family community and national levels**



# The effects of child labour



**Physical disability**



**Boycott of Ghanaian Cocoa**



**Compromised community development**

**The socialization of children must not  
be an excuse for exploitation**



**The socialization of children must not  
compromise education**



**Send children to school to:**

- Learn to read, write and count**
- Secure his/her future**
- Avoid poverty**

**LET US WORK TOGETHER TO PROTECT CHILDREN FROM CHILD  
LABOUR AND THE WORST FORMS OF CHILD LABOUR AND SECURE  
A BRIGHT FUTURE FOR THEM AND THE NATION**







# Putting children first

© 2015 The International Cocoa Initiative

**ICI National Office Ghana**

Nii Ablade Kotey Av. | near Ideal Finance  
East Legon - Accra - Ghana  
+233 302 99 88 70

**ICI Secretariat Switzerland**

Chemin de Balaxert 9  
1219 Châtelaine - Switzerland  
+41 22 341 47 25

[www.cocoainitiative.org](http://www.cocoainitiative.org)  
[info@cocoainitiative.org](mailto:info@cocoainitiative.org)