eclt foundation

RISK ASSESSMENT
TRAINING RESOURCE
for the Youth Employment Initiative

CONTENTS

ABOUT THIS TRAINING

Purpose

The risk assessment training is designed to develop capacity of individuals to assess occupational safety and health risks on farms. The objective is to build local capacity that can offer training and guidance to relevant local stakeholders within the agricultural sector to help farmers and farm workers better understand and mitigate risks, promoting improved conditions for all workers.

Learning objectives

During the course the participants will gain:

- Understanding of international standards and definitions on hazardous work and child labour.
- Increased capacity to identify and analyse risks and degrees of risk, through the 5 steps of the risk assessment process
- Tools and knowledge to conduct a full risk assessment in different types of workplaces.

Modules

The training consists of 3 modules:

1. WHAT IS HAZARDOUS WORK

2. WHAT IS A RISK ASSESSMENT

3. HOW TO APPLY A RISK ASSESSMENT IN PRACTICE

Throughout the course the participants will be introduced to specific definitions and concepts. They will identify and analyse concrete cases of risks and conduct a full risk assessment in different workplaces to have a comprehensive understanding of how different types of workplaces create different types of risks for different groups the employees.

Target Group

The training is designed for workers and others, who would be interested in assisting farmers in creating safe and healthy working conditions on their farm.

- **Employers/ farmers**
- **Labour inspectors**
- **Farmers associations**
- **Union representatives**

INTRODUCTION

Creating safe and healthy working conditions to fight child labour

By giving farmers the tools to understand and address common risks at their farms many hazardous risks can be prevented and the chances that children are involved in hazardous work can be minimised and potentially eliminated. Instead, opportunities for decent work for young people arise.

The ILO estimates that 160 million children are engaged in child labour globally. Hazardous child labour is the largest category of the worst forms of child labour with an estimated 79 million children, aged 5-17 . 70% of all children in child labour are in agriculture where many of the tasks are hazardous. Around 24 per cent of all children engaged in child labour are between the ages of 15 and 17 . This means that, developing targeted efforts to reduce hazardous work at farms is key to eliminate the child labour.

A safety and risk assessment by the farmers as employers is essentially a careful examination of any work-place activities that could kill, injure, or cause ill health to her/his workers, and even members of the public. A careful evaluation of the risks involved for each problem then follows, taking into account of existing safety and health measures that already provide protection, and deciding what further improvements need to be made to reduce risks of injury or ill health, with a focus on controlling risks at source.

Why it matters to target smallholder farmers

If smallholder, family farmers can be supported in making basic improvements in safety and health conditions on their farms, then much of what is currently regarded as “hazardous child labour” could be reclassified as “decent youth employment.” If farmers can sufficiently improve workplace safety and health conditions to guarantee children in the 14 to 17-year age bracket “decent conditions of work”, including proper training for them on safety and health at work, then there is no reason why these “children” should not remain at work, productively and gainfully employed. By sufficiently improving workplace safety and health conditions, the child ceases to be a “child labourer” and becomes classed as a “young worker,” earning a decent living on the farms, learning skills, providing income for their families and communities, and supporting the national economy.

During the field training, the farmer (pictured) demonstrated to the team how he fetches water daily for his crops. The farmer received training on risk assessment techniques to help him reduce the level of risk being taken and to improve the way in which he carried out this task.

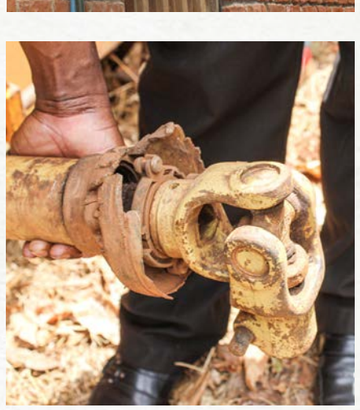
> **Given the right training and knowledge, [we] are capable of creating decent work opportunities for young people over the age of 14.”**
>
> Farmer testimonial during the 2014 Symposium

What is safety and health risk assessment?

A key methodology for identifying where and how hazardous work is carried out and who is at risk, and also for coming up with safe and healthy solutions, is the workplace safety and health risk assessment done by the employer in cooperation with the workforce.

Risk assessment can help employers in all sizes of enterprises – small, medium and large – to take action themselves to identify potential health and safety problems, with the participation of the workforce, as well as to come up with practical and cost-effective solutions. The aim is to prevent and reduce fatal accidents, injuries and ill health at work. Using risk assessment to tackle daily safety and health problems avoids the companies, especially small and medium-sized enterprises, from having to (over) rely on external experts, consultants or officials to make their workplaces safer and healthier (though, of course, advice and help may be sought from such persons). Commercially, risk assessment is also increasingly a factor required by buyers in determining market access.

A safety and risk assessment by the farmers as employers is essentially a careful examination of any work-place activities that could kill, injure, or cause ill health to her/his workers, and even members of the public. A careful evaluation of the risks involved for each problem then follows, taking into account of existing safety and health measures that already provide protection, and deciding what further improvements need to be made to reduce risks of injury or ill health, with a focus on controlling risks at source.



Why train farmers in safety and health risk assessment?

Risk assessment is a self-help tool that allows employers to take action themselves to identify safety and health problems in their workplaces, and to decide on and make improvements to reduce the risks associated with the dangerous work activities that they have identified. The aim of workplace risk assessment is to help employers, in cooperation, with their workers, to prevent and reduce fatal accidents, injuries, occupational disease, and ill health at work.

Training smallholder farmers in workplace safety and health risk assessment gives them a self-help tool with which to make safety and health improvements on their farms. In this way, 14-17 year olds can legally work on their farms as "young workers", earning wages, learning skills, and providing income for their families; and the farmers remain within the law. Farmers themselves and their adult workers also benefit from better safety and health conditions.

Text includes information and excerpts from the ILO Training Package on Workplace Risk Assessment & Risk Manage-ment for Small & Medium-Sized Enterprises. ILO SAFEWORK Geneva 2013. ISBN 978-92-2-120764-5 (print); ISBN 978-2-127065-2 (web pdf); http://www.ilo.org/safework/info/instr/WCMS_215344/lang--en/index.htm

MODULE 1

WHAT IS HAZARDOUS WORK?

Learning objectives

1. **Understand why children and young people are more vulnerable to hazards.**
2. **Understand international standards and definitions on hazardous work and child labour**
3. **Understand and analyse different degrees of risk**

The following module will equip you with concepts and definitions to be able to identify potential risks on the farm.

TRAINING ACTIVITY 1

BODY MAPPING

Goal

To get a sense of how different types of work can expose different groups of workers to various types risk, both mentally and physically, we will start out with an exercise.

Aims

To help participants to:

- Use body mapping to identify inju-ries, occupational diseases and ill health in crop, livestock and aqua-cultural production.
- Identify common safety and health problems in different crops and types of livestock and aqua-cultural production.

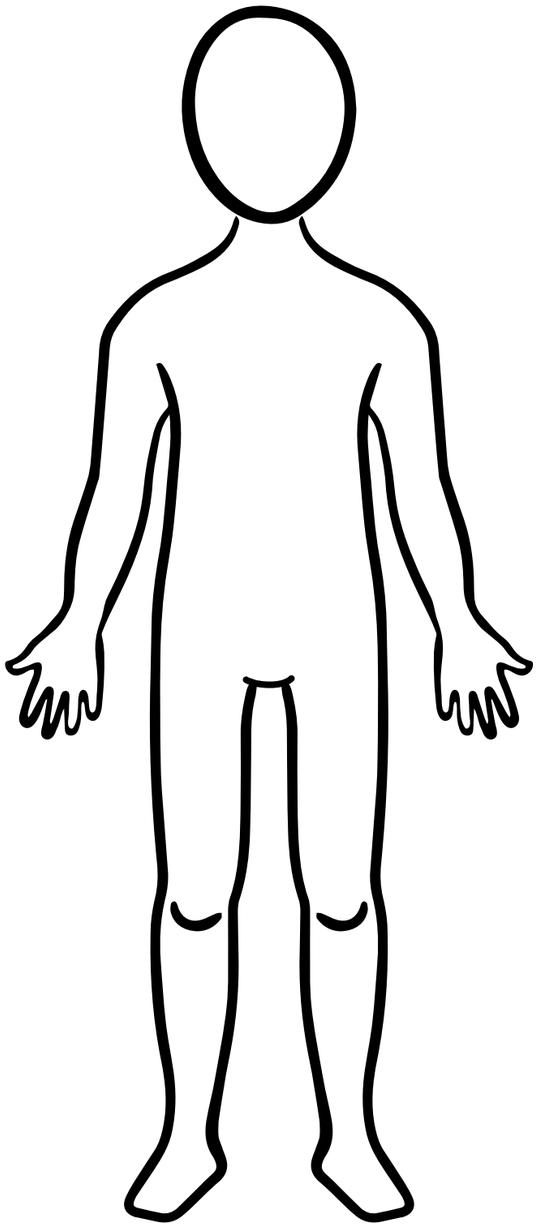
Task

Your trainer will draw some body maps on posters, and will arrange for small groups of participants, who do similar agricultural work or have knowledge of similar agricultural workplaces to be formed. Each group will fill in the body maps based on the instructions below and report back.

In your small group:

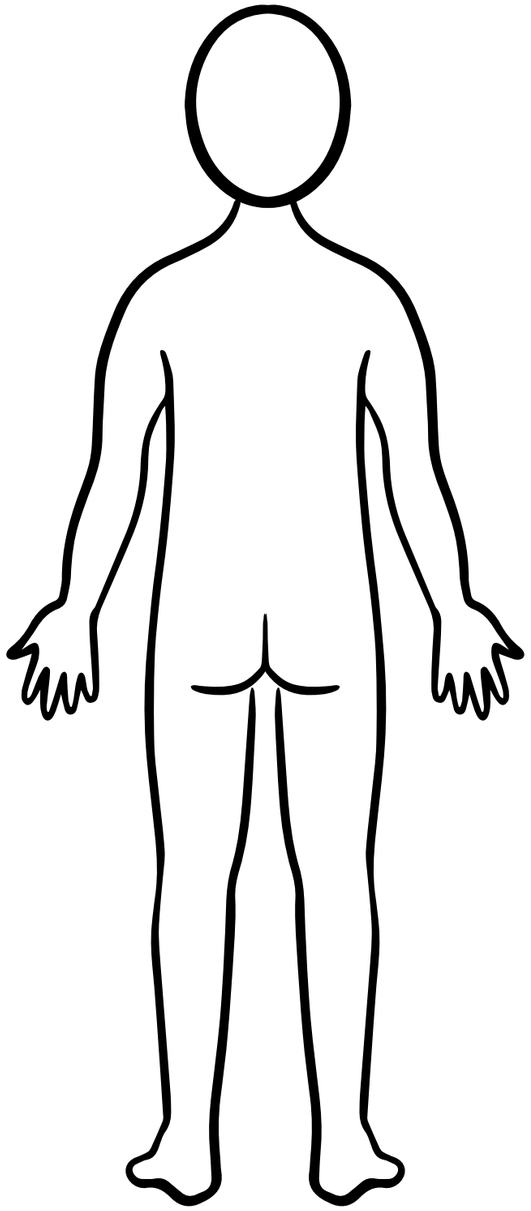
1. Each participant should place marks (X) on to the body map to show any symptoms of ill health that they or others have at the farm/plantation.
2. Use different colours to identify different symptoms, for example:
   - X aches and pains - blue
   - X breathing difficulties, coughing – black
   - X stress related disorders – green
   - X other problems such as skin rashes, runny eyes and nose, dizziness, reproductive disorders and so on - red
3. As you apply the X, explain briefly why you placed the X in that particular place
4. Make sure that there is someone in your small group that notes down what is said about the body map and can report back your views.

BODY MAP - FRONT



NOTES:

BODY MAP - BACK



NOTES:

HAZARDOUS WORK OR DECENT EMPLOYMENT?

Not all work young people do is hazardous, however understanding when work is hazardous for young workers is important to eliminate child labour.

CHILDREN AND YOUNG PEOPLE ARE MORE VULNERABLE TO HAZARDOUS WORK THAN ADULTS.

Children are affected more significantly by work and in particular hazards because their bodies are still growing and they are still developing socially and emotionally.

For example:
Being exposed to toxic substances or pollution has a much greater adverse impact on children than on adults since children breath more deeply and frequently than adults. Also, any direct skin contact with toxics pose a greater risk to children since children absorb toxic to a greater extent due to the fact that a children have thinner skin. Hence becoming aware of how children are exposed differently to risks than adults, is critical to prevent children being harmed at the workplace.

In the following we will take a closer look at the ILOs definition on hazardous work and child labour to be able to provide a safe and healthy working environment for young people.

Between the ages of 14 to 17, "children" and "youth" share an overlapping age bracket. According to the ILO Conventions No. 138 and No. 182, those within this age bracket, having attained the minimum age for employment in their country are free to work so long as it is not in a job where they are engaged in **"hazardous child labour".** If it is hazardous work they would be regarded as hazardous child labourers and not as young workers. Further, as their employment under hazardous conditions would be in breach of (national) child labour law, they would have to be removed from the workplace.

ILO 182: WORST FORMS OF CHILD LABOUR

According to international law which defines Hazardous Child Labour as one of the Worst Forms of Child Labour (Article 3 of ILO Convention No. 182) "Hazardous child labour is any work that by its nature or the circumstances in which it is carried out is likely to harm the health, safety, or morals of children".

"More specifically, hazardous child labour is work in dangerous or unhealthy conditions that could result in a child being killed, or injured and/or made ill as a consequence of poor safety and health standards and working arrangements. Some injuries or ill health may result in permanent disability. Often health problems caused by working as a child labour may not develop or show up until the child is an adult."

According to the ILO, "by ratifying Convention No. 182, a country has accepted the [child labour] definitions established in Article 3 of Convention No. 182 and will determine a national process of assessing and making a list of hazardous work as required by the Convention 182". The Hazardous List prescribes the type of work that is considered hazardous for youth below the age of 18. The ILO also provides the following technical assistance in helping a country further discern what qualifies "hazardous" versus decent work for young workers:

"Age 16-18 exclusion: Pursuant to No. 138 Article 3.3 and Recommendation No. 190, hazardous work may exceptionally be authorized from the age of 16 under strict conditions of protection and prior instruction".

Competent Authority: Who can lead and formalize the process of determining hazardous work of children.

"Consultation requirements under Convention No. 182: Hazardous work has to be determined in consultation with representatives of the governments and the social partners (employers' and workers' organizations). Civil society and other relevant stakeholders should also be part of the process."

HAZARDOUS WORK BY NATURE OR CIRCUMSTANCE

Some types of work are always hazardous. These are hazards by nature. This might include working with pesticides or working underwater. The risks are inherent to these types of work. Some types are work are hazardous by circumstance. They depend on the context of the work. For example, a carrying a cup of water is probably not a hazardous task, but carrying a large jug of water that weighs over 25kg is hazardous work for a young person.

What is risk?
Risk is the chance or probability that a hazard will actually result in injury or illness or damage to property, equipment or the environment, together with an indication of how serious the harm could be, including any long-term consequences.

Risk = severity of harm x probability of harm

How severe is the risk?

- sickness,
- temporary incapacity for work, school or other daily activities resulting from such a condition
- long-term total or partial loss of capacity (physical or mental) preventing a person from fully enjoying their human rights and development

HAZARDOUS WORKING CONDITIONS

To be able to identify potential and actual risks at the workplace it is critical to know what to look for, when you carry out your risk assessment. Here is a list of different types of hazard.

Biological hazards	Dangerous animals and insects, poisonous or sharp plants, bacteria, parasites or viruses (HIV, hepatitis).
Chemical hazards	Toxic gases, liquids (solvents, cleaners), metals (asbestos, mercury, silica, lead), fumes (vehicle exhaust, glues), agrochemicals (pesticides, herbicides and insecticides), explosives.
Ergonomic hazards	Work that requires lifting, carrying or moving heavy loads, repetitive or forceful movements, or work postures that are awkward or which must be held for a long period of time. Physical hazards: extreme temperatures (hot or cold), noise, vibrations or radiation.
Psychological hazards	Stress, intimidation, monotonous work, lack of control or choice, insecurity, harassment, abuse (sexual or physical violence), heavy sense of responsibility.
Social hazards	Isolation from peers and family, association with drugs or adult behaviour.
Other physical risks	Risk of falling, being struck by objects, being caught in or between objects, being cut or burned.
Working conditions	Long working hours, night work or work in isolation, an obligation to commute to or work in insecure areas

TRAINING ACTIVITY 2

HAZARDOUS BY NATURE OR CIRCUMSTANCE

Goal

Become aware of different types of hazards.

Now that you have got a better understanding of the definition of hazardous work let us take a look at some working conditions at the farm that could put children at risk. Try and identify whether these hazards listed below are by nature or circumstance.

Also reflect on whether this is a health risk or a safety risk.

Aim

Based on the knowledge you have gained so far,

- Analyze specific hazardous tasks within agriculture
- Distinguish whether they are hazardous by nature or circumstance.

Task

Individually, go through the list of hazardous tasks in agriculture on the next page and select if the task is hazardous by nature or circumstance.

In your small group:

Answer the following questions then select a spokesperson to report back with your groups views.

1. Within the group discuss the results and any different outcomes.
2. Discuss how hazardous by nature is different from hazardous by circumstance.

HAZARDOUS WORK IN AGRICULTURE

Due to the nature of the work at the farm, agriculture is one of sectors with the highest risk of exposure to hazardous work and fatalities. Here are some typical hazards that children may be exposed to in agriculture.

LIST OF HAZARDOUS TASKS IN AGRICULTURE *(tick one box by each task)*

Unguarded machines or unprotected tools (tools and machines old or in disrepair)	☐ **by nature**	☐ **by circumstance**
Badly designed tools or workstations (not designed to be handled by children)	☐ **by nature**	☐ **by circumstance**
Risk of bites, scratches, stings, and thorn punctures	☐ **by nature**	☐ **by circumstance**
Exposure to extreme weather conditions	☐ **by nature**	☐ **by circumstance**
Sharp cutting tools (handling machetes, knives, spades, hoes, and other sharp tools)	☐ **by nature**	☐ **by circumstance**
Inhalation, absorption, ingestion of, or contact with harmful materials	☐ **by nature**	☐ **by circumstance**
Application of dangerous chemicals (pesticides and chemical fertiliser)	☐ **by nature**	☐ **by circumstance**
Deep uncovered water wells	☐ **by nature**	☐ **by circumstance**
Long working hours (excessive working and no periods of rest or holidays)	☐ **by nature**	☐ **by circumstance**
Carrying heavy loads beyond recommended limitations	☐ **by nature**	☐ **by circumstance**
Poor sanitation and hygiene (human contact with wastes/improper disposal of sewage / waste)	☐ **by nature**	☐ **by circumstance**

NOTES:

TRAINING ACTIVITY 3

SPECIFIC HAZARDS AND RISKS

Goal

Assess the level of risk children are exposed to at the farm, in order to create targeted action plans to protect children at work.

Once you have identified the hazards, you also need to consider the severity of the hazards. This assessment will guide you, when you come up with an action plan and prioritise tasks.

Aim

Based on the Body Mapping exercise, to help us to:

- analyse specific hazards and levels of risk arising from them for children working in agriculture
- identify the effects of different levels of risk upon children in terms of their safety and health - high, medium, and low risk situations.

Task

In your small group, you will be asked to select one specific hazard for children working in agriculture from the list below:

- long hours of work
- strenuous labour, heavy and awkward loads
- repetitive work
- extreme temperatures
- cutting tools
- falls and falling objects
- farm machinery
- noise
- pesticides, other chemicals and dusts
- biological hazards
- livestock and venomous/wild animals
- psychosocial risks – e.g. stress and violence
- sanitation and welfare

In your small group:

Answer the following questions then elect a spokesperson to report back with your group's views.

1. What are the key features of the hazard you have selected? What is the level or the degree of risk associated with the hazard that you have selected for children working in agriculture?

   L = LOW **M** = MEDIUM **H** = HIGH

2. What are the likely effects of exposure to the varying levels of risk upon children in terms of injuries, occupational disease and ill health.

NOTES:

MODULE 2

WHAT IS A RISK ASSESSMENT?

Learning objective

Understand the 5 steps of the risk assessment process.

The following module will describe the full process of a risk assessment, from identification of risk to identification of appropriate actions and continued monitoring.

THE FIVE STEP RISK ASSESSMENT

STEP 1
IDENTIFY THE HAZARD

STEP 2
EVALUATE THE HAZARD

STEP 3
IDENTIFY AND DECIDE ON CONTROL MEASURES

STEP 4
TAKE ACTION

STEP 5
RECORD YOUR FINDINGS, MONITOR AND REVIEW

TRAINING ACTIVITY 1

APPLY THE 5 STEP RISK ASSESSMENT IN PRACTICE

Goal

To get familiar with the assessment sheet and identify examples that could go into each step.

Aim

Based on the previous exercises:

- Identify what information goes where in the 5 step assessment process.

Task

In your small group go through your previous activities and fill in the assessment sheet based on your findings.

In your small group:

Answer the following questions then elect a spokesperson to report back with your group's views.

1. Was there any of the steps that were difficult to fill in?
2. Do you fell, you needed additional support or information from the facilitator?

NOTES:

THE FIVE STEP RISK ASSESSMENT

The smallholder farmer training uses a five-step risk assessment process based on using a simple safety and health risk assessment form.

STEP 1: IDENTIFY THE HAZARD

Who is at risk, and how?

Purpose
Recognise and identify any risks before they occur. Understand who is at risk and how they are exposed to it.

Assess
Identifying how a worker could be killed, injured or suffer an occupational disease/ill health is the first step (the hazards). When you work in a place every day, it is easy to overlook some dangers (hazards), so as a farmer you should:

- Walk around your farm and look at what could reasonably be expected to cause harm to safe-ty and/or health.
- Identify which work activities and processes are the most dangerous (hazardous), and in which parts of the workplace.
- Learn from experience of previous accidents and work-related ill disease and health.
- Remember to think about long-term risks to health (e.g. high levels of dust or noise or expo-sure to toxic pesticides), as well as safety risks.
- Ask your workers if they can think of anyone you may have missed, or any problems you have not

ALL this information goes in the FIRST row of the risk assessment form.

NOTES:

STEP 2: EVALUATE THE HAZARD

What is degree of risk each person may face from each hazard? Prioritising risks for action.

Purpose
Identify groups of worker and assess the degree of risk they are exposed by each hazards identified.

Assess
Not all workers may run the same risk of being exposed to a hazards. It will depend on their daily routines and tasks. Hence, identifying all different groups of workers and their work tasks is an important exercise to target actions towards

groups of workers most at risk.

Risk assessment doesn't mean listing everyone by name, but rather identifying groups of workers, who are at risk of harm from a given hazard. For example, those working in the 'agricultural field gang,' or 'young workers'; and listing the numbers in each group.

For each hazard, evaluating the degree of risk - high, medium or low - takes a good trainer, a bit of practice and some thinking. When discussing this in your training group, where there are different views on the degree of risk arising form a particular hazard? Avoid getting lost in lengthy discussions on the degree of risk and focus on the solutions, i.e. the risk reduction measure(s) that will make the job safer and healthier.

ALL this information goes in the SECOND row of the risk assessment form.

NOTES:

STEP 3: IDENTIFY AND DECIDE ON CONTROL MEASURES

Purpose
Develop targeted measures that will have the greatest impact to cease, prevent, mitigate and remedy the risk.

In order to cease, prevent, mitigate and remedy the identified hazard it is critical to identify suitable and targeted measures.

Assess
For each hazard identified, the core activities in risk assessment are to identify, decide on, and im-plement the safety and health risk controls measures, following the order in which they are listed in the "Hierarchy of Risk Control Measures":

- **Risk Control Measure 1.** Elimination or substitution of hazards
- **Risk Control Measure 2.** Tools, equipment, technology and engineering
- **Risk Control Measure 3.** Safe work methods and practices, organisation, information and training
- **Risk Control Measure 4.** Hygiene and welfare
- **Risk Control Measure 5.** Personal protective equipment
- **Risk Control Measure 6.** Health/medical surveillance (by qualified persons)

The reason for deciding on and implementing the risk control measures in the order in which they are listed in the hierarchy is first to identify and decide on collective risk controls as they protect the work area before moving on to consider individual risk controls which simply protect the person. For example:

- Workers' health will be better protected from exposure to harmful dust if your risk as-sessment first identifies dust extraction machinery as the main risk control (giving col-lective protection to the work area) rather than relying solely on a dust mask which generally will not give anywhere near the same degree of lung protection, and in any case, only offers some degree of protection to the worker wearing it.
- Soundproofing a noisy machine controls noise more effectively then individual ear pro-tection and avoids workers having to wear such protection for their whole work shift.

For each hazard, the risk control measures you have decided to implement to make work activities safer and/or healthier go in the THIRD row.

NOTES:

STEP 4: TAKE ACTION

Implement the safety & health risk controls.

Purpose
Implement the safety and health measures identified.

Assess
When risk control measures are decided upon, as per Step 3, you need to take action to implement the measures. You also have to assign responsibility within the enterprise for their implementation within a reasonable timeframe, and record the date they were acted on and done.

In terms of how soon to take action:

HIGH RISK = Immediate Action

MEDIUM RISK = Action within a period of weeks

LOW RISK = Action over a longer period. Where risks are assessed as very low, no further action may be needed at present.

ALL this information goes in the FOURTH row of the risk assessment form.

NOTES:

STEP 5: RECORD YOUR FINDINGS, MONITOR AND REVIEW

Update your risk assessment.

Purpose
To understand the effectiveness of your prevention and remediation efforts keep track of your actions and your risk assessment. This will also help you when external auditors wish to validate the quality of your actions.

Assess
You need to write down the main findings of your risk assessment, and the risk control measures to be implemented, noting the person(s) responsible for implementing a specific risk control measure, by when, and when it was completed. Where literacy is an issue, others may be able to assist.

As previously mentioned, risk assessment is a Self-help Tool, so from time to time you need to re-view and update your risk assessment to adapt and/or maintain effective safety and health risk con-trol measures .

ALL this information goes in the FIFTH row of the risk assessment form.

NOTES:

MODULE 3

HOW TO CARRY OUT A RISK ASSESSMENT

Learning objective

Apply theory to practice and conduct a full risk assessment.

During the training the participants will be visiting different types of workplaces and carry out the 5 steps of the risk assessment at each workplace.

Throughout the process, the participants will receive guidance and engage in discussions on finding and learnings.

TRAINING ACTIVITY 1

RISK ASSESSMENT AT THE WORKPLACE

Goal

To carry out a full risk assessment at the workplace.

Aim

To gain practical experience with conducting the risk assessment at the workplace.

Task

During the visit at the workplace, each person fills in the 5 steps risk assessment.

In your small group:

Once you have gone through all the steps, compare results and discuss the following questions:

1. Did you have any difficulties or doubts in regards to filling in the form or carrying out the assessment?
2. Do you need any additional information to be able to carry out a assessment on your own?
3. What was the most rewarding thing about carrying out the assessment?

NOTES:

EXAMPLE

Identify Hazard	Who is at risk	Degree of Risk (low, medium, high) Severity of Risk	What measures need to be taken to lessen or eliminate the Risk? What measures have already been taken?	Who in your workplace should take action? By when? Action completed?	Set a date for further monitoring
Milling machine for maize, petrol driven, operating in a small hut. Unguarded nip points and belt. Transmission.	Milling machine operator. Other persons helping with maize milling in close proximity to the machine.	High risk - imminent and serious danger - of entanglement in the machine and possible loss of limbs; even fatal accident.	Fit guards to nip points. Enclose transmission belt. Fit emergency stop device if possible. Enclosure of the moving parts of the machine is an-other possibility if it proves difficult to retrofit guards. Keep children out of the milling hut.	Farm owner Immediately Yes	1 December 2021

RISK ASSESSMENT TEMPLATE

REVIEW DATE: _____

Identify Hazard	Who is at risk	Degree of Risk (low, medium, high) Severity of Risk	What measures need to be taken to lessen or eliminate the Risk? What measures have already been taken?	Who in your workplace should take action? By when? Action completed?	Set a date for further monitoring

RISK ASSESSMENT TEMPLATE

REVIEW DATE: _____

Identify Hazard	Who is at risk	Degree of Risk (low, medium, high) Severity of Risk	What measures need to be taken to lessen or eliminate the Risk? What measures have already been taken?	Who in your workplace should take action? By when? Action completed?	Set a date for further monitoring

RISK ASSESSMENT TEMPLATE

REVIEW DATE: _____

Identify Hazard	Who is at risk	Degree of Risk (low, medium, high) Severity of Risk	What measures need to be taken to lessen or eliminate the Risk? What measures have already been taken?	Who in your workplace should take action? By when? Action completed?	Set a date for further monitoring

EVALUATION

EVALUATION OF THE TRAINING

Please fill in the following questionnaire to help us continue to improve the course.

QUESTIONNAIRE

1. How would you evaluate your overall learning experience 1-10?
(One being the worst and 10 being the best)

2. How has your knowledge changed from training?

a. What was your knowledge on risk assessment before?

b. What is your level of knowledge on risk assessment now?

c. Would you feel comfortable conducting a risk assessment on your own, why or why not?

d. What other training or tools would make you feel more prepared to conduct a risk assessment, if any?

3. What were your motivations or objectives for taking this course? Do you feel like they were achieved?

4. What are topics covered that you feel are the most important for you and why?

5. What are the exercises or modules you learn most from and why?

6. What part(s) of the training did you enjoy the most and why?

7. Was the training facilitator able to lead the training in a clear and engaging way?

8. What could s/he do to improve the training?

9. Who else do you think should take this training

10. What other skills relating to decent work on farms and child labour in agriculture should be offered in your area?

www.eclt.org

A better life for **children, farmers** and **families**

eclt foundation