Capacity Development Workshop on Child Labour in Agriculture for District Staff

Kasungu, Malawi
11 - 15 July 2011

Report of the International Partnership for Cooperation on Child Labour in Agriculture
The text in this report presents the actual presentations and discussions of the workshop participants in their voices, and does not necessarily reflect the views of the International Labour Organization or the Food and Agriculture Organization of the United Nations.
District Capacity Development Workshop on Child Labour in Agriculture
Kasungu, Malawi – 11-15 July 2011

Acronyms

AIDS – Acquired Immune Deficiency Syndrome
CA – Conservation Agriculture
CBO – Community-Based Organization
CCLC – Community Child Labour Committees
CL – Child Labour
CLMS – Child Labour Monitoring System
DC – District Committee
DHO – District Health Office
DLO – District Labour Office
DWCP – Decent Work Country Programme
FAO – Food and Agriculture Organization
FFS – Farmer Field School
FICA – Flemish International Cooperation Agency
HH – Household
HIV – Human Immunodeficiency Virus
HQ – Headquarters
IGA – Income-Generating Activity
ILO – International Labour Organization
IPEC – International Programme on the Elimination of Child Labour
IPM – Integrated Pest Management
JFFLS – Junior Farmer Field and Life School
LST – Labour-Saving Technology
MoAFS - Ministry of Agriculture and Food Security
MoL – Ministry of Labour
NAP – National Action Plan on Child Labour
NASFAM - National Smallholder Farmers’ Association of Malawi
NGO – Non-Governmental Organization
OSH – Occupational Safety and Health
**Background**

In December 2010, knowledge-sharing and planning workshops on child labour in agriculture were organized in Lilongwe, Malawi by the Child Labour Unit of the Ministry of Labour in cooperation with the FAO, ILO and IUF on behalf of the International Partnership for Cooperation on Child Labour in Agriculture. The principal result of the workshops was a national activity plan to support the Child Labour National Action Plan for Malawi (2009-2016) to better address child labour in agriculture. The plan highlighted four main work areas: policies, legislation and law enforcement; stakeholder coordination; awareness and knowledge; and livelihood support at community and family level, including education. One of the key initial activities identified was a series of capacity development workshops to raise awareness among stakeholders, particularly in the agriculture sector, and improve stakeholder coordination. The first two workshops for manager and director-level, and mid-level technical staff took place from 23 to 27 May in Salima, Malawi. The third workshop, for district staff, took place in Kasungu, Malawi from 11-15 July, 2011. They were co-organized by the Government of Malawi, FAO and the ILO. The structure of the workshops reflected the different capacity development needs identified in the December 2010 event.

**Workshop One** brought together mid-level staff of relevant government organizations and other stakeholder to bring knowledge about child labour in agriculture to the operational level and identify entry points and practices to better integrate child labour into the current work of agriculture and labour organizations. A total of about 35 people attended, representing the Ministry of Labour, Ministry of Agriculture and Food Security, producers’ organizations from the tea and sugar sector, a small holder farmers association, a trade union, fisheries officers, as well as FAO and ILO representatives.

**Workshop Two** brought together managers and directors from the same institutions to ensure a common basis of understanding and knowledge exchange on child labour in agriculture, as well as to identify the linkages with each organization’s mandate and therefore the arguments for integrating child labour in their current work. Some 18 participants representing the Ministry of Labour, Ministry of Agriculture and Food Security, Ministry of Gender, Children and Community Development, Ministry of Education, Ministry of Development Planning and Cooperation; a trade union, civil society, FAO and ILO attended the second part of the training.

**Workshop Three** focused on building capacity at the district level and the development of district activity plans on child labour in agriculture. Sixty Participants from the districts of Kasungu, Mangochi and Mzimba attended. Participants were mainly agriculture extension (fisheries, forestry, irrigation, etc.) and labour inspectors, as well as district education, health, social services and planning officers and representatives of UNICEF, key NGOs and farmers’ organizations.
## Workshop Programme

### Monday 11-07-11

<table>
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<tr>
<th>Time</th>
<th>Topic</th>
<th>Presenter/Facilitator</th>
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<tbody>
<tr>
<td>09.00-10.00</td>
<td>Arrival and administrative arrangements</td>
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<tr>
<td>10.00-10.40</td>
<td>Introduction of participants</td>
<td>Chimwenje Simwaka, ILO Malawi</td>
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<td>Opening speech of the District Commissioner</td>
<td>District Commissioner</td>
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<td>Opening speech of the Commissioner MoL</td>
<td>Elias D. Zirikudondo, Commissioner MoL</td>
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<td></td>
<td>Introduction of the objectives and overall programme of the workshop</td>
<td>Jaap van de Pol, FAO consultant</td>
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<tr>
<td>10.40-11.00</td>
<td>Coffee and tea, group photo (re-arranging chairs and tables in 5 groups)</td>
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<tr>
<td>11.00-12.30</td>
<td>Exercise: Child labour quiz</td>
<td>Valentina Bianco, ILO consultant</td>
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<td></td>
<td>Presentation: Child labour in agriculture</td>
<td>Khalid Hassan, ILO</td>
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<td></td>
<td>Expectations of the workshop and participants’ links to child labour</td>
<td>Jaap van de Pol, FAO</td>
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<tr>
<td>12.30-13.45</td>
<td>Lunch</td>
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<tr>
<td>13.45-15.30</td>
<td>Group work: Identifying major causes of child labour in agriculture:</td>
<td>Jaap van de Pol, FAO</td>
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<td></td>
<td>family (2x), community, institutional and external levels</td>
<td>Valentina Bianco, ILO-IPEC</td>
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<tr>
<td>15.30-16.00</td>
<td>Tea break</td>
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<tr>
<td>16.00-17.30</td>
<td>Presentation: Vicious cycle of poverty and child labour</td>
<td>Norah Mwamadi, FAO</td>
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<td>Group work: identifying (agricultural) activities where child labour</td>
<td>Michael Mwasikakata, MoL</td>
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<td>is a serious issue per district</td>
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### Tuesday 12-07-11

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<tr>
<th>Time</th>
<th>Topic</th>
<th>Presenter/Facilitator</th>
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<tbody>
<tr>
<td>08.30-10.00</td>
<td>Reporting back on the participants’ expectations and links to child labour</td>
<td>Jaap van de Pol, FAO</td>
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<tr>
<td></td>
<td>Presentation: Malawi legislation on child labour and occupational safety and health</td>
<td>Jacqueline Demeranville, FAO</td>
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<td>Presentation: General labour inspectorate and child labour: challenges and opportunities</td>
<td>Paul Gondwe, MoL</td>
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<td>Michael Mwasikakata, Deputy Labour Commissioner</td>
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### District Capacity Development Workshop on Child Labour in Agriculture

**Kasungu, Malawi – 11-15 July 2011**

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<tr>
<th>Time</th>
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<th>Presenter/Facilitator</th>
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<tbody>
<tr>
<td>10.00-10.30</td>
<td>Coffee and tea</td>
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<tr>
<td>10.30-13.00</td>
<td>Presentation: MoAFS – vision, mission, challenges, policy actions, etc.</td>
<td>Eric M.K. Haraman, MoAFS</td>
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<td></td>
<td>Group work: Identifying actors who play a role in child labour in the districts (Venn diagram)</td>
<td>Jaap van de Pol, FAO Valentina Bianco, ILO-IPEC</td>
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<tr>
<td>13.00-14.00</td>
<td>Lunch</td>
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<tr>
<td>14.00-17.30</td>
<td>Field visit:</td>
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<td>DLO: Judicial process for prosecuting a child-labour employer</td>
<td>DLO-Kasungu</td>
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<td></td>
<td>FICA-FAO/ILO: Skills training for former child labourers and income-generating activities</td>
<td>FICA-FAO</td>
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<td>Plan: Integrated approach – education, protection and children’s organizations</td>
<td>Plan International</td>
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**Wednesday 13-07-11**

**Day’s topic: Occupational safety and health and child labour**

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<th>Time</th>
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<tbody>
<tr>
<td>08.00-09.30</td>
<td>Presentation: Risk assessment and management – how to carry one out</td>
<td>Happy Gowero, MoL</td>
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<tr>
<td>09.30-10.00</td>
<td>Coffee and Tea</td>
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<tr>
<td>10.00-12.30</td>
<td>Field visit: safety inspection on a Tobacco processing plant: Practicing risk assessment of grading (tobacco and maize), storage, and boiler</td>
<td>DLO-Kasungu and Happy Gowero</td>
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<tr>
<td>12.30-13.30</td>
<td>Lunch</td>
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<tr>
<td>13.30-15.30</td>
<td>Group presentations of the field visit</td>
<td>Jaap van de Pol, FAO Valentina Bianco, ILO-IPEC Jacqueline Demeranville, FAO</td>
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<td></td>
<td>Body mapping: Identifying hazards to children in fisheries, livestock, forestry, maize, tobacco</td>
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<tr>
<td>15.30-16.00</td>
<td>Coffee and Tea</td>
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<tr>
<td>16.00-17.15</td>
<td>Presentation: Occupational safety and health (OSH) in agriculture: Why are children at greater risk than adults?</td>
<td>Valentina Bianco, ILO-IPEC</td>
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<td>Film on Labour Inspection in Brazil and debate</td>
<td>Valentina Bianco, ILO-IPEC</td>
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<td>Evaluation of the first three days</td>
<td>Jaap van de Pol, FAO</td>
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### Thursday 14-07-11

**Day’s topic: Good practices for sustainable agriculture and child labour**

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<tr>
<th>Time</th>
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<tr>
<td>08.00-10.00</td>
<td>Reporting back on the mid-term evaluation</td>
<td>Jaap van de Pol, FAO</td>
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<td>Presentation of the field visits done on Tuesday</td>
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<td>Group work: Identifying good practices on labour-saving technologies in fisheries, livestock, forestry, maize, tobacco</td>
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<tr>
<td>10.00-10.30</td>
<td>Coffee and tea</td>
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<tr>
<td>10.30-12.30</td>
<td>Group presentations</td>
<td>Jaap van de Pol, FAO</td>
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<td></td>
<td>Presentation of MoAFS: The role of labour saving technologies in addressing child labour issues</td>
<td>Wells Kumwenda, FICA-FAO on behalf of Eric M.K. Haraman, MoAFS</td>
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<tr>
<td>12.30-13.30</td>
<td>Lunch</td>
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<tr>
<td>13.30-15.30</td>
<td>Presentation: FICA-FAO Project</td>
<td>Wells Kumwenda, FICA-FAO</td>
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<td>Presentation: Good practices for addressing child labour in agriculture (prepared by FAO-HQ)</td>
<td>Jaap van de Pol, FAO</td>
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<td>Presentation: FFS/JFFLS + film on JFFLS</td>
<td>Norah Mwamadi, FAO</td>
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<td>JFFLS in Malawi</td>
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<td>15.30-16.00</td>
<td>Coffee and tea</td>
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<tr>
<td>16.00-17.30</td>
<td>Group work: Preparing district work plans on child labour</td>
<td>Jaap van de Pol, FAO</td>
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<td>Valentina Bianco, ILO-IPEC</td>
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### Friday 15-07-11

**Day’s topic: District workplans for joint actions**

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<tr>
<td>08.00-09.30</td>
<td>Presentation of district plans</td>
<td>Jaap van de Pol, FAO</td>
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<td>Speech on child labour by the Senior Chief of Kasungu</td>
<td>Comments and inputs from all the facilitators (Chimwenje, Happy, Norah and Valentina)</td>
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<tr>
<td>10.00-10.30</td>
<td>Coffee and tea</td>
<td>Senior Chief Kaomba</td>
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<td>10.30-11.30</td>
<td>Content/focus of needed training at the district level</td>
<td>Jaap van de Pol, FAO</td>
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<td>Guidance on how to use the memory stick: background materials, training materials and presentations</td>
<td>Valentina Bianco, ILO-IPEC</td>
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<td>Importance of cooperation at district level</td>
<td>Norah Mwamadi, FAO</td>
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<tr>
<td>Time</td>
<td>Activity</td>
<td>Presenter</td>
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<td>Evaluation of the workshop</td>
<td>Valentina Bianco, ILO-IPEC</td>
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<tr>
<td>Handing out of the certificates and memory sticks</td>
<td>Norah Mwamadi, FAO and Chimwenje Simwaka, ILO</td>
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<td>Closing of the workshop</td>
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<tr>
<td>11.30-12.30</td>
<td>Lunch</td>
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I. Child labour in agriculture in Malawi

Introduction of participants

The majority of participants came from extensions offices (agriculture, health, irrigation, and social services).

Opening speech of the District Commissioner

In Kasungu, there is a child labour committee and a District Labour Office (DLO) that deserve recognition.

Opening speech of the Commissioner, Ministry of Labour

This workshop follows a previous training for managers and technicians at the national level, organized in Salima, in May 2011. The aim of the workshop is to foster collaboration between the Ministry of Agriculture and Food Security (MoAFS) and the Ministry of Labour (MoL), and to support district-level child labour committees.

ILO-FAO collaboration at international and country level could not have come at better time. The Malawi National Action Plan on Child Labour (NAP) has been approved, and during the implementation, we will need to focus on sector-specific actions. The ILO and UNICEF have already been working together for a while, and now with the partnership with FAO it is really possible to see the UN working together. Child labour requires an integrated approach; no one institution can do it on its own.

This capacity development workshop intends to provide knowledge, skills and coordination to address child labour in our daily work. Malawi has ratified the ILO child labour Conventions, translated them into national legislation, adopted a NAP, and drafted a Hazardous Work List. Nevertheless, legal policies on their own will not stamp out child labour; they need to be implemented and enforced. Agriculture extension workers and labour inspectors play a key role in the reduction of child labour, and their work will be more effective if they do it together. It is important to mainstream child labour in the activities that are already budgeted, and then seek extra funds for additional activities.

The objective of FAO and the ILO here is to link-up agriculture and labour stakeholders, in order to get children into school and out of work.
Introduction of the objectives and overall programme of the workshop

A simplified version of the workshop objectives was presented, namely:

1) Strengthen the capacity of district staff on child labour in agriculture
2) Reinforce knowledge on child labour legislation and occupational safety and health in agriculture
3) Identify good practices on sustainable agriculture and elimination of child labour in agriculture
4) Understanding and enhance roles and responsibilities of actors at district level in addressing child labour in agriculture
5) Develop an activity plan for each of the target districts and develop synergies among district staff

“How” these objectives were going to be achieved was through the workshop programme. The major topics to be covered each day were introduced as:

- Child labour in agriculture in Malawi
- Actors and collaboration at district level
- Occupational safety and health and children
- Good practices for sustainable agriculture and reducing child labour
- What can we do/what actions can we take to reduce child labour in agriculture?

It was stressed that the workshop would be run in an interactive way to encourage participants to work, talk and provide contributions.

Exercise: Child labour quiz

The objective of the child labour quiz was not only to assess participants’ current knowledge on child labour, but also to provide a basis for discussion that would provide a better understand of child labour and children’s participation in some productive activities. It also covered the size and pervasiveness of the problem as well as typologies of child labour in agriculture.

According to the deputy labour commissioner (MoL), some of the statistics on child labour in agriculture showed in the quiz were questionable. When looking at statistics, it is important to keep in mind whether they are of child labour specifically, or all child work, including that which is acceptable according to national legislation.
Presentation: Conceptual clarity: What is child labour, worst forms of child labour and other terminology? What is child labour in agriculture? (Khalid Hassan, ILO)

The difficulty of translating child work and labour in many languages has been highlighted. Hazardous work is defined by the government, with support from workers’ and employers’ organizations. Besides that, there are the unconditional worst forms of child labour. ILO Conventions require the definition of the minimum age and compulsory education by national policy. Malawi does not have a compulsory education law, but education is ‘free’ up to grade eight. According to Malawi’s Employment Act, the national minimum age for work is 14 years, and light work for children under age 14 is not allowed.

So far, the country has created a National Action Plan and National Steering Committee on child labour, as well as developed the Malawi Growth and Development Strategy and a Decent Work Country Programme and drafted a National Child Labour Policy and Tenancy Bill.

If it was true that teaching agriculture skills at a young age (rather than children participating in school) was the best way, then countries like Malawi would be better than developed countries. Child labour is not part of the culture in Malawi; it is just a way of responding to poverty. If there is a right for parents to work, there is also a right for children to not work. Defining child labour in agriculture is
challenging, especially due to the following reasons: traditions, cultural perceptions, continuity between rural households and the workplace, blurred distinction between paid and unpaid work.

The participants agreed on the fact that child labour in agriculture is an issue for most of the actors represented in the workshop and, according to some of them, this is major reason why agriculture is not developing. As extension workers, there is a mandate to develop agriculture and agricultural production, and child labour is a major issue that gets in the way. In addition, local leaders should also be involved and take advantage of their proximity to parents to sensitize them and ensure that children will get in or back to school. Participants highlighted that, at least in Kasungu, child labour definitely has a negative impact on education – by decreasing school attendance. Another challenge is that most parents are not familiar with the legislation.

Screening of the video on “Hazardous child labour in agriculture” (2007)

Expectations and links with child labour in agriculture

The participants received two cards, on which they were asked to express their expectations for the workshop and to identify their linkages with child labour in agriculture in their work.

Group work: Identifying major causes of child labour in agriculture - family (two groups), community, institutional and external levels

Family level (1st group)
Supply factors and demand factors:

- Ignorance – lack of distinction between child labour and child work
- Cultural influence – cultural beliefs affecting girls and boys: girls as young as 12 provide child care, while it is believed that boys are better placed to take care of herds of cattle
- Hunger and lack of family resources (need to break down further from ‘poverty’)
- Gender disparities – 75% of agricultural activities are undertaken by women at the family level and children often do work that should be done by men
- Debt bondage – children can work or be loaned out, but benefits go to the parents, who sometimes receive money in advance, e.g. Boys herding cattle in some communities; children married off to pay debts
- HIV and AIDS, labour shortage, etc.
- Critical labour shortage (peak season)
- Peer pressure (e.g. among boys)

**Family level (2nd group)**

Supply factors and demand factors:

- Culture
  - Gender disparity
  - Education – preference to educate boys rather than girls
  - Early socialization – boys trained early as bread winners
  - Debt bondage
  - HIV and AIDS
  - Low family income
  - Food insecurity
- Critical labour shortage
- Peer pressure

**Community level**

Demand factors:

- Children are cheaper
- High labour demand
- Children are better at certain tasks – they are faster planters than adults
- Children are easier to manage

Supply factors:

- Poor school quality and infrastructure
- Weak tenancy system – work is given to parents, but are supported by their children
- Cultural issues – some tasks are traditionally undertaken by children, e.g. cattle herding
- Level of education/literacy of parents – if they have not been to school, why should their children go?
- Ignorance of labour issues
- Negative peer pressure
- Lack of role modules of children that have gone from work back into school
Institutional level
Supply factors:
- Lack of support to withdrawn children from the social affairs office
- Lack of resources at district level for carrying out inspections

Demand factors:
- Cheap labour, e.g. for tobacco estates
- Inadequate knowledge on child labour issues (age, hours of work, conditions)
- Lack of official birth registration – difficulties in defining the exact age

UNICEF recognizes the importance of birth registration and throughout its projects offers support to government for the enforcement of legislation, such as the Employment Act. For example, a 15 year old married child with children needs to be able to support his/her family, but of course in acceptable types and conditions of work.

Younger children need to be prevented from entering work, while young people above the minimum age for work should be protected at work.

All the actors represented in this workshop have a role to play to support the withdrawal of child labourers.

External factors
Supply factors:
- Agricultural seasonal migration of the whole family to some estates (economic factor)
- Natural disasters
- Development of tourism – especially along the lake
- Development of urban centers – urbanization

Demand factors:
- Cheap labour
- Weak policies and legislation
- Weak enforcement of policies and legislation – role of government, civil society, NGOs, and farmer organizations
- Child trafficking – internal and external
- Labour-intensive technologies
- Estate-system – demand for seasonal workers, such as families with children
- Conflicts in neighboring countries – e.g. war in Mozambique

Cross-cutting issues: there is a need for a common system of collecting data and facts at country level (including transmission from local to national level).

**Presentation: Vicious cycle of poverty (Norah Mwamadi, FAO)**

Child labour is both a cause and a consequence of poverty. Poor rural families often put their children to work instead of sending them to school. Children are deprived of education and healthy physical and mental development. These child labourers of today are likely to become the unskilled youth of tomorrow. They find it harder to find jobs, start their own businesses or run productive farms. Less able to provide for their families, they put their own children to work to meet the basic household needs, and the cycle of poverty and hunger continues. For a better future for our country we should ensure that every child has access to good education.

How can we break this cycle through our work? Where can we come in?

According to the Deputy Labour Commissioner (MoL), there is a need to bring the issue of poverty cycle down to the district level.

**Where can most child labour be found in Participants’ districts?**

**Kasungu:** livestock such as cattle, goat, sheep herding within family farms or as contracted labour sometimes without pay; seasonal labour in tobacco or other crop production, such as maize, soya and ground nuts; domestic child labour; street vending of water and groundnuts; on a smaller scale: stone-crushing, scavenging, brick-making, prostitution, fishing in the big river\(^1\), using children for illicit activities - opening windows for theft. Even if school attendance is quite high, children often fall asleep at school because they are tired.\(^2\)

**Mangochi:** childcare (taking care of siblings instead of going to school); livestock herding; fishing and mending fishing nets, etc.; domestic child labour; seasonal child labour in tobacco estates, especially

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\(^1\) This was raised if this is labour, work, or recreation?
\(^2\) While tackling this issue, some participants showed their concern about child exploitation by witchcraft and its consequences.
during planting - coffee, macadamia nuts, wheat; vending; prostitution; firewood collection; brick making.

Is making/mending nets a skill or a way of preventing children from going to school? It depends on the age, hours of work, etc.

**Mzimba**: cutting timber; picking and selling mushrooms/mashku during the rainy season; sand mining; vending agricultural products, hunting and bird scaring, oxcart riding, collection and selling of fire wood.

Why do people drop out of school?

- Education is perceived as having low economic return – it is more likely for children in the village to see those who migrated building a nice house when coming back to the village, rather than see the outcomes and opportunities of those who went to school and go to Lilongwe, since the latter will not probably come back to the village.
- School facilities are sometimes not conducive for girls that have reached puberty (e.g. sanitation facilities).
- Hunger in the family, long-distances to school, and poverty that provokes social stigma: although there is no tuition, education is not free - parents have to contribute for teacher’s salaries, exams, materials, school repairs, uniforms, shoes etc.
- Lack of parental care.
- Cultural patterns: girls can have competing priorities with domestic chores, or taking care of parents/relatives who are critically ill.

The major message of the poverty cycle is that child labour is contributing to poverty. As agronomists and labour inspectors we want to contribute to the development of Malawi and to reduce poverty, which is why we have to identify where child labourers are and fight against child labour, by means of education.

**II. Actors and collaboration at district level**

Introduction of the expectations of participants (gathered from the self-assessment):

- Learn more about child labour (24x)
  - Agriculture
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- Social/economic impact
- Laws and regulations
  - Learn about sustainable ways of combating child labour (10x)
  - Learn how we can work together (6x)
  - What could be my/extension worker way of contributing to fight child labour (5x)
  - Way forwards / district plans (7x)
  - Learn what others are doing (4x)
  - Learn about occupational safety and health (2x)

Introduction of participants’ links to child labour in agriculture through their work:

- Awareness raising with community
- Ensure withdrawn children are educated/trained/re-integrated
- Direct contact with child labour through participants’ work in agriculture (fertilizers, pesticides, treadle pumps, firewood)
- Inspection, monitoring, documentation, prosecution
- Direct mandate on child labour, coordinate child labour activities and projects
- Export-market-driven obligations (ethical and contractual)
- Negative effects of child labour in agriculture on the area of work (health, education, fisheries operations) and future of the nation
- Addressing root causes (by increasing food security and economic empowerment)

Presentation: Legislation and policy framework (Paul M. Gondwe, MoL)

National legislation

According to the Employment Act, employers are required to keep a register with detailed data on young persons, and violators can be fined and imprisoned for the use of child labour. The Government of Malawi has signed international Conventions, including the Convention on the Rights of the Child, which includes the right to be protected from economic exploitation and from performing any work that is likely to be hazardous or interfere with their education. ILO Convention No. 182 on the Worst Forms of Child Labour (1999) requires the Member States to take immediate and effective measures to determine and eliminate the worst forms of child labour as a matter of urgency. The
Government should work with employers’ and workers’ organizations, and could also ask for support from other concerned parties, such as NGOs, traditional and religious leaders, in order to have a holistic approach. A child is a person under 18, but the Constitution of Malawi and the Employment Act use different ages.

In accordance with ILO Convention No. 138 on the Minimum Age (1973), Malawi has set the minimum age for work at 14. This is in line with national compulsory education requirements, since children start school when they are 6, and primary school lasts 8 years. When children are 14, and they do not want to go to secondary school, they must have the opportunity to work in occupations and conditions that are not deemed hazardous to their health, safety or morals.

**Law enforcement**

What can be done to enforce these conventions and policies at field level? The Malawi Code of Conduct on Child Labour, for example, gives guidance to employers and parents. In addition, there is the draft National Child Labour Policy, the Malawi Republican Constitution - which also protects against exploitation of the child – and the National Action Plan (NAP) on child labour. The NAP is aimed at guiding and coordinating different actors, to avoid implementation of activities in isolation. NAP priorities are exploiting synergies and identifying gaps. There is a need to create a lot of awareness at the community level, because that is where child labour is; then it needs to go up to the district level.

How does this apply to agriculture? Agricultural stakeholders have a role to play in terms of prevention, withdrawal and rehabilitation, but also in awareness raising. The Employment Act applies to all sectors, including agriculture, and the NAP considers agriculture a priority sector. A list of hazardous work has been drafted, and this will be a first entry point for raising awareness on child labour in agriculture at the community level.

What is in Malawi’s hazardous work list? E.g. pesticides spraying, this often involves children. According to the MoL, the hazardous work list is in an advanced stage, and will soon be taken to the government. Something that can already be done is to start raising awareness on these issues at district level.

Some space for discussion was given to participant, in order to let them clarify terms like debt-bondage, serfdom and slavery, also using local language.

The issue of different minimum ages for work in developed and developing countries raised some debate. Some participants argued that countries should have the same minimum age for marriage, voting and work; other argued that specific ages are there for specific purposes.
What has been done so far at the district level?

**Intervention of Olive Panyanjga (DLO Kasungu)**

In Kasungu district, for example, children are reintegrated in some kind of education system. When withdrawn children are too old to go back to school, they are encouraged to participate in vocational training activities, such as taking part in programmes in which they learn from local artisans. Afterwards, some of them manage to become self-employed. Younger children are normally reinserted into school, and the DLO follows-up with teachers in order to monitor school attendance and performance, while providing for school supplies. Those children who are not from the district are normally repatriated; this is the most difficult case in terms of follow up since children are sent to other districts. With regard to this issue, someone argued that the DLO should coordinate with those of other districts. According to the DLO, this would be quite difficult because sometimes other districts do not know the definition of child labour or have any related programme. In any case, children sent back to their families should get some kind of basic-needs package. Irrigation programmes and school feeding programmes should also be taken into consideration to prevent the return to child labour and to keep children in school. Lack of registration can hinder withdrawal of children, and often the DLO has to resort to the support of the health workers – who know bone density, growth rates, etc to estimate ages. Gender disparities have to be mitigated, and recognized as a cause of child labour.

**Presentation: General Labour Inspectorate and Child Labour: challenges and opportunities – Michael Mwasikakata deputy labour commissioner (MoL)**

There is a need for focusing more on the links – how various actors can complement each other and inspection to effectively eradicate child labour in Malawi.

What is the role of extension workers? The international Conventions have been ‘domesticated’. In regards to law enforcement, Part III of the Employment Act constitutes the basis for labour inspection. Employers can shut the gate on civil society, but not on a labour inspector, as this would be a breach of the law. Restrictions still exist on inspections in private homes.

ILO Convention No. 81 on Labour Inspection (1947) and ILO Convention No. 129 on Labour Inspection (Agriculture) (1969) specifically focus on agriculture. Inspectors have a list of workplaces that need to be inspected at least once a year, twice on average. That means a certain
number of inspectors and resources are required to do so. To be an inspector, a certain level of education is needed, but support can be provided also from other stakeholders. In fact, the reality is that there is not enough capacity to carry out this function completely, and this is the case in many countries. There is a need to put in place systems that enable effective inspection. Labour inspection for combating child labour faces limitations in terms of human, material, financial resources and institutional capacity. There is a strong need for partners to join hands. In 2002, the ILO and the International Association for Labour Inspectors united their actions for combating child labour.

Meanwhile, new approaches are arising, as for example the culture of prevention. This requires a shift from policing to providing information and playing an advisory role. It is important to make sure that those who do comply are not at a disadvantage in the market. Child labour monitoring systems (CLMS) have to support identification, tracking and analysis of trends. This is exactly what we are trying to launch in our country, and extension workers (agriculture, social, etc.), youth and NGOs will have a role to play in ensuring that CLMS in these districts are functioning properly. In addition, local leaders and chiefs also have a role to play as custodians of children, using different existing capacities and systems.

**What is the role of extension workers?**

- Provide awareness and advisory services to farmers and their children.
- Be active members of Community Child Labour Committees (CCLCs) - extension workers should work on trust and engagement and should promote discussion.
- Identify cases of child labour for action by CCLCs and pass information from the field to labour inspectorate; they should report and promote an integrated approach with inspectors.
- Mainstream child labour issues in extension work – e.g. enforce child labour free agricultural practices.

**What are the other roles of extension workers?**

- Conduct open field days
- Invite labour officer in their programmes
- Be part of the CCLCs

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3 In Kasungu, for example, there is one inspector, which is the DLO (Olive Panyanja).
**What has been done so far?**

A labour inspection assessment was carried out in 2006. Weaknesses and strengths of the Labour Inspectorate in Malawi were identified, and a number of recommendations were made on collaborative efforts in the design and implementation of labour inspection with social partners, other ministries and organizations.

The presentation was followed by a discussion of several points. According to a participant speaking on behalf of NASFAM, child labour free production is increasingly required by the market (e.g. Fair Trade). How could we pass this message on to farmers? How can we train and sensitize farmers? Junior Farmer Field and Life schools could support in this sense. A question was raised on the costs of eliminating child labour. Research examining the costs and benefits of child labour in developing countries has found that the benefits far outweigh the costs, taking into account the costs such as providing education and conditional cash transfers and the benefits due to improved health and education. While the evidence for investing in quality education and the reduction of child labour is clearly there, there is still the question of how to finance the short-run costs for the long-run benefits.

A final point made in this discussion period was that civil society organizations should be responsible for awareness raising. For example, after this workshop, an article on these issues could be published in a local newspaper.


Agriculture is very important for Malawi, and the main challenge that we face is achieving a level of production that sustains household income throughout the pre and post harvest season and prevents the perpetuation of poverty. Income and food security should both be addressed in order to help families to avoid the use of child labour. Limitation should also be considered, as for example time-constraints in certain periods of the production process.

Another constraint is the reduction in number of extension officers, with a consequent high extension officer to farmer ratio. There is a need for a training of trainers and for people to see positive outcomes from the elimination of child labour. With regard to policy actions in the new millennium, there is a need for agricultural extension to ensure food security and poverty reduction, and to be demand-driven, decentralized, and integrated into local assemblies. Gender, education, and diversification of production are other key issues.
According to the Deputy Labour Commissioner (MoL), child labour is there, both in child-headed and elderly-headed households, but it has not been addressed in agricultural policies so far. The issue of seasonality is quite critical, since it requires intensive work for a few months, entailing labour shortage and use of all forms of labour. There is an urgent need to make the off-season – when there is a pool of labour not fully engaged - productive.

Efforts toward the investment in irrigation systems are ongoing, but not all farmers have suitable land for these purposes. The majority of green belt initiatives require a lot of finances. Moreover, the fact that the Irrigation Department is no longer in MoAFS does not help.

In regards to quality control, an agricultural technology clearing committee has been set up, but technologies should be adapted to the needs of producers, to test their quality/effectiveness. Collaboration has to be encouraged, and meetings should be organized with other stakeholders to ensure that we go down to the farmer with the same message. For example, we need a common understanding about conservation agriculture and other labour-saving technologies that have proven to work.

A final point following the presentation was made that, because of the financial and human resources shortage, extension workers should be responsible for extension instead of distribution of inputs, fertilizers, subsidies etc. These services should be outsourced to the private sector.

**Brainstorming exercise**

Brainstorming of the list of actors who have a role to play in the elimination of child labour in agriculture:

- Parents, child
- Employer/Farmer
- Local leaders (political, traditional, religious)
- Teachers

What about people in this room? Do we have a role to play?

- Extension workers - agriculture, social, health, community, forestry
- NGOs/Non-State Actors/CBOs
- Labour inspectors
- Police
- Trade unions
- Traders
### Group work: Identifying actors who play a role in child labour in the districts (Venn diagram)

**Mzimba**

- **Actors**
  - Parents have a bigger role to play, together with employers and contractors
  - Some actors could play a bigger role:
    - CBOs and labour inspectors
    - Community extension workers
    - Agricultural extension workers, since they can have an influence on child labour through the technologies they promote
    - Health extension workers
    - Employers – some may ban child labour, because they are afraid of losing their land
    - Police – does not have a direct effect on child labour but they can have a curative role
    - Trade unions – currently play a small role and lack connection with all the rest
  - **Main areas of collaboration:** various stakeholders could play an awareness raising role
  - **Relationship:** very good but there are problems in sharing information, and there is a need for an action plan and the establishment of committees at different levels
  - **What could be done:** need for a joint plan of action
  - **Strategies:** start joint monitoring and planning, joint awareness and joint implementation of the plan

The entry points should be through the parents – identifying who and what can have an impact on the parents. One of the main challenges is that sometimes the family lives far away; in those circumstances there is a need for directly targeting the child living in the district. When dealing with parents it is important to establish with whom they are in contact and where they get information. For example, on extension issues, they get only 10% of their information from extension services, and 90% from other sources. It was suggested that participants could repeat this exercise at district level in order to see what communities come up with before identifying strategies.

**Kasungu**

- **Actors**
  - Key role of agricultural employer, teachers and labour officer
- Parents and extension workers
- CCLC, law enforcers and community leaders

- **Main areas of collaboration:** committee at district level involves all the actors, and it is responsible for the planning and review of activities on CL at district level
- **What could be done:** awareness raising, withdrawal, and rehabilitation; defining the problem of CL and having a joint plan
- **Other institutions:** vendors sometimes employ children, but they could be involved and support the action against child labour; forestry and extension workers at the district level

**Mangochi**

- **Actors**
- DLOs, education system and family
- Agriculture, fisheries and forestry stakeholders and the Malawi Decent Work Country Programme (DWCP)
- The Police – close relationship to the DLO
- District Youth Office

- **Other institutions and what could be done:** all the other actors are quite removed from the child e.g. DHO, DC and Population Services International, and they should be closer.

Interaction is also lacking. Everyone sits on its mandate, but this blocks cooperation. We need to work together.

**Introduction to the field visits:**

1) DLO: What happens when employers are arrested? How does the magistrate process the case?
2) FICA-FAO: How are withdrawn children learning vocational skills such as sewing, tin work, carpentry, and the use of goats for income generation and improved nutrition?
3) PLAN: How does an integrated approach work that combines education structures and protection structures and children’s organizations where schools are built?

**III. Occupational safety and health and child labour**

**Presentation:** Risk assessment and management (Happy Grower, Chief Occupational Safety and Health Officer, MoL)
Employers have a duty to ensure that a workplace is safe, and they can work in cooperation with workers on how to prevent and reduce injuries and ill health from work. ILO Convention No. 187 on the Promotional Framework for Occupational Safety and Health (2006) and ILO Convention No. 184 on Safety and Health in Agriculture (2001) provide legal requirements for labour inspection and risk assessment, but have not yet been ratified by Malawi.

Risk assessment has to be carried out by small and medium-sized enterprises, and self-employed can do it themselves. This can be done in cooperation with workers. In any case, support can be gotten from outside, for example from agriculture extension officers; larger enterprises can even hire risk-assessment professionals (such as safety officers or safety managers).

5 Steps to Risk Assessment. Pesticide example:

1. Identify the hazard (pesticides) and those at risk for each hazard (sprayers might be harmed and children passing by), using the following tools:
   - Observation
   - Health and safety checklist
   - Conversation with workers and/or their representatives
   - Identification of long-term hazards
   - Provision of special attention to disabled, women, children, and youth

2. Evaluate and prioritize risks

<table>
<thead>
<tr>
<th>Likelihood of harm</th>
<th>Severity of harm</th>
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<tr>
<td></td>
<td>Slight harm</td>
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<tr>
<td>Very unlikely</td>
<td>Very low risk</td>
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<tr>
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<td>Likely</td>
<td>Low risk</td>
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<td>Very likely</td>
<td>Low risk</td>
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</tbody>
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3. Identify and decide on risk controls

The hierarchy should be followed, and the tendency to skip to personal protective equipment should be avoided, as it should be the last resort.

- Elimination or substitution of hazards
  - E.g. Manure instead of chemical fertilizer (poisonous)
  - E.g. Use of ash to protect crops after harvest, instead of chemical tablets
  - E.g. Use of organic extract to control pests, instead of pesticides

- Tools, technology, equipment, engineering
  - Lifting devices to reduce the risk of injuries
  - Closed mixing and loading systems (mechanical systems using, for example, water-soluble packaging instead of opening by teeth)
  - Agriculture extension should work with suppliers – these are available in neighboring countries, why not here? Although technologies could be expensive, community ownership could be an option

- Safe work practices, information and training
  - Reorganizing the way a task is done
  - Clear management procedures and instructions
  - Provide information such as chemical labels, safety data sheets

- Hygiene and welfare (out in the fields, not back in head office)
  - Sanitary facilities
  - Basic first aid
  - Clean water available

- Health surveillance (to detect as early as possible, so it is easier to reverse if still possible)
  - E.g. Blood tests for cholinesterase-inhibiting pesticides
  - E.g. Lung function tests for dust-related diseases, silicosis

- Personal protective equipment
  - Footwear, gloves, dust masks, wet and cold-weather clothing. Risk assessment needs to specify actual risk protection provided by these.
  - Last resort – transfers responsibility onto worker, and it is common that people do not use them
  - Example of wrong practices: employers offering milk instead of equipment to control dust
Collective measures have priority over individual protective measures.

4. Take action – implement the controls
   ▪ Start with high-priority risks
   ▪ Decide how to implement the risk controls, by whom and by when

5. Recording your findings, monitor and review, and update when necessary
   ▪ Record significant hazards
   ▪ Record the risks controls put in place to protect those at risk
   ▪ Monitor and review the risk controls to see if they work and are still effective
   ▪ Update the risk assessment when introducing new processes, new machines, and/or new staff

Preventive and control measures against theft (e.g. bars or mesh) should not interfere with safety at the workplace (e.g. ventilation, fire safety or exit). These issues should be taken into consideration during the design and planning stage, and submitted for approval. Protective personal equipment sometimes cannot be appropriate, as for example clothing – because of the weather conditions, or sizes. Moreover, there is commonly a lack of supervision that this protective clothing is effectively used.⁴

FIELD TRIP 2 – Health and safety inspection at a tobacco processing plant: practicing risk assessments of grading (tobacco and maize), storage, and boiler work - photos and videos are available

Grading maize
Hazard and persons at risk, evaluation and prioritization of the risks
HAZARDS: 1) dust; 2) grading machine - metal sheet perforated by using nails, sharp on the back, spread over sheet with bare hands; 3) metal sheet reflecting UV rays on workers; 4) working standing for six hours a day with nowhere to sit, open area -exposure to weather conditions
GROUP OF PERSONS AT RISK: all labourers
LEVEL OF RISK: 1) and 3) high; 2) and 4) medium

What is already being done in terms of safety and health risk controls?

⁴ The problem of size has been particularly highlighted with regard to donations – often donors do not take into consideration sizes of people in a specific country.
No existing risk control measures in place. The management said it would provide gloves, but the season is almost over and protective equipment has not been provided.

**What further safety and health risk controls are necessary?** (in order of hierarchy described above)
Control 2. Procure new and modern grading machines
Control 3. Put grading machines under cover to protect from the sun
Control 3. Organize breaks, work in shifts (different types of jobs)
Control 5. Use masks against dust

**Tobacco grading**

**Hazard and persons at risk, evaluation and prioritization of the risks**
HAZARDS: highly flammable; no windows; deep cracks in the building; no exit doors; poor lighting
GROUP OF PERSONS AT RISK: graders, steam operators and supervisors, team of bailers
LEVEL OF RISK: high for those working for long periods of time inside, medium for people coming occasionally (supervisors and visitors)

**What is already being done in terms of safety and health risk controls?**
A very few respirators with very bad elastic bands and clogged filters

**What further safety and health risk controls are necessary?**
Control 1. Replace filters and elastic bands; substitute soil with concrete floor to control dust (although workers said that soil keeps moisture better than concrete)
Control 2. Fire extinguisher
Control 3. Training on safety measures (e.g. fire, first aid); display warning signs; adopt safety committees
Control 4. Improve toilets and hygiene facilities
Control 5. Periodic medical check-ups
Control 6. Protective clothing should be provided to avoid workers bringing home dust and chemicals, plus masks and gloves. It was also highlighted that it is especially bad for children and pregnant women to be exposed to nicotine. A place to sit should be provided, especially for pregnant women.

**Boiler**

**Hazard and persons at risk, evaluation and prioritization of the risks**
HAZARDS: fire, firewood, boiler machine, extreme heat, boiled water, long hours of work – including night work, smoke/poor air quality

GROUP OF PERSONS AT RISK: 1) operator (man) and water carrier who also assists with the machine to relieve operator (woman); 2) fire cutters/carriers and watchmen

LEVEL OF RISK: 1) high; 2) medium

What is already being done in terms of safety and health risk controls?
Training for the operator; provision of protective wear including gloves and boots a long time ago (no longer exist); advice to consume milk (does not provide any protection from the hazards)

What further safety and health risk controls are necessary?
Control. 1 Electric boiler
Control 2. Piped water, chain saw, electric boiler, isolation system to protect against exposure to heat
Control 3. Train staff, employ more people for shifts and reduce working hours
Control 4. Safe drinking water
Control 5. Regular health check-ups
Control 6. Gloves, boots, fire-chest protective gear

Storage
Hazard and persons at risk, evaluation and prioritization of the risks

HAZARDS: Dust and fumes, fires, rough floor

GROUP OF PERSONS AT RISK: 1) workers/labourers and supervisors; 2) visitors (medium)

LEVEL OF RISK: 1) high; 2) medium

What is already being done in terms of safety and health risk controls?
Nothing

What further safety and health risk controls are necessary?
Control 1. -
Control 2. Bale conveyers (or other mechanical lifting devices); establish by national law maximum weight for tobacco bales (50Kg); fire extinguisher
Control 3. Raise awareness on use of fire extinguishers
Control 4. Hand-washing facilities, (private) toilets with disinfectant
Control 5. -
Control 6. Masks, gloves, overalls

Conclusions from the field trip

- While visiting the farm, participants noted that there were many children around, but apparently there was no school.
- Private companies can choose to invest in short-term or long-term solutions.
- Because of the lack of unions, workers are voiceless and their working conditions are still very bad.
- Safety considerations should be made mandatory for obtaining a license.
- Cheap and effective solutions can be adopted, while taking into consideration the business reality and international competition (e.g. fixing max load up to 50kg and providing lifters).

Body mapping: Identifying hazards to children in agroforestry, farming (maize and tobacco), fisheries, and livestock

Participants were divided into 5 groups and each of them was asked to identify risks of injuries and illnesses from work in different sub-sectors. The group work results by sub-sector were as follows:

**Fisheries:**
- headaches from diving
- aches and pains from paddling – chest and muscles
- muscle cramps when swimming and diving
- rashes on body
- cuts
- anxiety, stroke depression, hysteria
- smoke inhalation
- sexual harassment
- bacteria and biological hazards – girls in processing
- struck by lightning, river blindness and other water-borne diseases in river fishing

**Livestock:**
- tiredness and aches in chest when come back from herding, walking long distances
- Tuberculosis from milking the cows - directly from cow to mouth
- backaches from falling off of livestock
- isolation
- abdominal pains due to polluted water
- bites by snakes in the bush, insects and ticks
- sharp thorns piercing legs and feet
- coughing, sneezing, flu and eventually TB due to exposure to extreme temperatures
- stress from being in the bush a long time, headaches, mental disorders because of too much time spent just with animals
- reproductive system harmed from getting hit (According to medical workers there have been two cases recently of herders hit in the groin by cattle. According to other participants these are minor cases, while it is more common for cattle herders to get hit in the chest.)

**Maize:**
- back pain from lifting heavy loads or using hoes while bent over
- respiratory problems, such as TB and bronchitis, coughing from dust
- stress and headaches due to long working hours
- dizziness from inhaling lots of chemicals and herbicides when applying fertilizer
- maize leaves cutting the eyes, skin irritations from maize leaves

**Tobacco:**
- headaches, backaches, and blisters on the hands caused by dust and heavy workload
- anxiety and depression from stressful work environment
- rashes and itching due to heavy use of chemicals
- sexual harassment in tobacco estates, long-lasting effects of underage being molested
- feet disorders from working barefoot (feet with strange shapes, cracked skin)

**Agroforestry:**
- pain in eyes, nose and legs
- respiratory problems caused by coffee growing
- hand injuries due to carrying heavy loads and lifting firewood
- reproductive disorders due to sexual harassment
- aches and pains provoked by walking long distance and carrying heavy loads
- body disorders in the long term caused by chemicals
Presentation: Occupational safety and health (OSH) in agriculture: Why are children at greater risk than adults? (Valentina Bianco, ILO)

Agriculture is one of the three most dangerous sectors in terms of occupational safety and health, irrespective of the age of the worker. Children are at greater risk than adults as their minds and bodies are still developing, and they absorb toxic substances more easily and are less able to process them. Their growth and the functioning of their nervous system can be impaired by certain agricultural chemicals. Children also have higher energy and fluid requirements and are more susceptible to dehydration. Some of the effects may not become evident until adulthood. The physical strain and repetitive movements associated with many agricultural tasks can deform bones and injure ligaments and muscles, especially in the back, causing life-long disabilities.

Comments were raised about girls’ early marrying age, and early pregnancy age, when they are not fully developed. In regards to the dangers of working in agriculture, particular attention was given to the issue of development of the muscular system – some participants raised the issue of the implications of child labour on the body’s growth and development. The issue of gender in child labour was analyzed more in depth, taking advantage of what came up during the body mapping exercise.

Screening of the video on Labour Inspection in Brazil

The video illustrates some of the problems that inspectors face in inspecting agricultural workplaces in remote locations and how these challenges are being overcome. After the video, some participants argued that the situation in Malawi seems to be better than the one shown in Brazil. The aim was not to compare, but to see the organization of the inspection, some of the challenges, and the outcomes that can be achieved. Participants also particularly appreciated seeing how the inspections were done. Participants raised the issue of the cost of labour inspection (fuel and food) as something challenging in the Malawian context.

Intervention on Malawi’s Hazardous work list and the way forward (Happy Growero, MoL)

The Hazardous work list is at a final stage; the report has been finalized and taken to justice for vetting. Among the issues included are deep-water fishing, and all activities in tobacco. The issue of carrying heavy loads raised a discussion on kilogram limits. According to the Hazardous work list (based on tripartite discussion), the load should not jeopardize safety and health. However, this is a subjective judgment and some OHS professionals could be good judges, while others may not be. Therefore there is a need for government action to impose objective limits. If it is too late this time is to get inputs from
district staff, there should be the opportunity to contribute to the revision of the Hazardous Work List, which has to be done periodically.

**IV. Good practices for sustainable agriculture and child labour**

**Report of the Field Trip 1 - PLAN Malawi, FICA-FAO project, DLO Kasungu**

(Presentations and photos available)

1) PLAN Malawi - Kawiya Resource Centre

The project is based on an integrated approach, which aims to assist parents with costs and to provide a better life to their children. The main focus of the project is child protection against child abuse and child labour, and so far a child protection committee and a children’s organization have been set up.

Awareness raising meetings are organized when cases of child labour are identified, and the employer is persuaded to send the child back to the family. After identification and withdrawal, the main concern is ensuring that the child starts going to school. The major challenges are poverty and food insecurity, and if the family does not receive adequate support, it is likely that the child goes back to work.

With regard to child abuse, when cases of marriage before 18 years are identified, PLAN tries to repatriate the child to the family, and to persuade them to enroll the child in school. In the meanwhile, the issue is also brought to the attention of the child protection committee for its action. When cases of abuse are reported, the family receives access to free counseling. One of the offices is managed by the parents themselves.

In addition, there are two school blocks – primary schools with school committees. Money raised from school enrollment fees is used to support children who cannot afford school fees. School attendance is high because of the school feeding programme (provided by PLAN with the World Food Programme). A big effort has been made to get more teachers, for example by providing them with accommodation in new houses.

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5 Note: The number of participants decreased substantially on the fourth day. Agricultural institutions from Kasungu were not present. According to the participants, next time the training should be organized at neutral venue.
Some comments from the participants:

- The support from Gram Bank should be taken into consideration. Since Gram Bank targets poverty, it can also indirectly address the issue of child protection.
- Income generation groups represent another option; the FICA-FAO project has realized that often these groups manage to save a lot, but they should be encouraged to better invest their savings.
- It is important that projects like this one consider different sectors – e.g. involving agriculture, health, social services etc.
- The value added of the approach adopted by PLAN is that the responsibility is given as much as possible to the community, without waiting for support from the government.

2) FICA-FAO project – Community Child Labour Committee (Ngwata Village)

The FICA-FAO project is building on an ILO-IPEC project. Since 2007, ILO-IPEC has been supporting community child labour committees in Kasungu that aim to withdraw children from work and to ensure that they attend formal school or vocational skills training. The main components of the project are:

1. Livelihoods support to households through the distribution of goats (supplied by FAO). Extra goats are sold to help pay for school fees, books, clothes, etc.
2. School enrollment (uniforms supplied by UNICEF) - 12 withdrawn children were put into secondary school and 96 withdrawn children into primary school
3. Vocational skills training: former child labourers are learning and receiving a sort of graduation diploma. Children can choose from a variety of trades such as tailoring (sewing machines supplied by UNICEF), tinsmithing and carpentry. The group that is studying tailoring (two girls and one boy) is trying to set up a small company. The group studying carpentry (five boys) is learning how to make furniture such as beds, window frames, chairs, TV trolley etc. during a six-month training. The professional carpenter training these children is volunteering his time, so there is a constraint as to how long the training can last (currently six months compared to three to four years in a vocational school). The group studying tinsmithing (two boys) sells their products in a local market where there is demand for their goods. One of the main challenges is that there are not sufficient materials. Each group has their own bank account, and the money from sales is split among them and used to buy new materials. Thanks to the financial stability ensured by the project, children of working age withdrawn from child labour are now able to contribute to supporting their families in
a safe way. Ideas to further diversify the training options available to older children included salons (though electricity and equipment would be a challenge), radio repair and piggery (synergies could be exploited here by the pig groups supported by FICA-FAO in nearby villages). IPEC would like to upgrade their technical skills, and it was also stressed that complementary non-formal education is very important, for example to be able to work with measurements.

The CCLC has rehabilitated 129 children so far, and has identified an additional 100 children that could be withdrawn. Alternatives for children and their families as well as basic services are needed before proceeding with the withdrawal. In fact, withdrawing is a process that includes different steps: identifying the child; determining the basic services to be provided; providing the services to the child; ensuring that the child will receive some support (school materials, clothes etc.), in order to avoid that he/she will go back to child labour. In this regard, it may also be important to address the loss of income to the family, especially if the family is poor. The provision of livelihood support to households whose children have been withdrawn from child labour is important for sustainability. The combined support of ILO, UNICEF and FAO in this village helps address these various components of an integrated approach to reducing child labour. Furthermore, throughout the process, the commitment of the community has to be very high, as it has to own the entire process.

Despite the many successes in this village, it still faces challenges. The CCLC has been facing financial problems, and after four months of training it has not been able to follow-up. Other challenges have been the lack of material assistance and support to the parents affected by withdrawal of children from work. The income provided by the goats has so far not been enough and parents are struggling to support their children’s education. Only two girls have managed to attend secondary education.

Reducing child labour requires a well-organized process, where children are reintegrated in their communities and are recognized as productive members.

3) DLO Kasungu - A Visit to Kasungu Magistrate Court

The group first visited the police station and met with the Victim Support Unit that is responsible for child labour issues. The unit is managed by a child protection officer, who works together with the Labour Department.

The police can get notifications about child labour cases from the child protection committee, the family, or the child. After that, the first step is the confirmation of the age of the child, which is quite challenging because of lack of birth registration. Normally, at this stage the health officer is asked to
examine the child and to determine his/her age (through bone development). After that, the family is encouraged to attend free counseling sessions.

Since the beginning of 2011, 50 cases of child labour and child abuse have been identified by the police. Compared to previous years, more cases have already been taken to court, due to recent improvements in information and communication at district level.

Following the visit with the police, workshop participants witnessed the magistrate’s court process the case of a child below the age of 14 who had been hired as a cattle herder, which is considered hazardous work for children. The employer was also a father of children of the same age, and was the uncle of the child. In front of the court, he affirmed that he was not able to distinguish the age of the child, and that the father of the child agreed to send his child to work for the uncle. Moreover, according to the statement of the employer, the child was going to school in the afternoon. However, considering that he was herding cattle in the bush (usually an all-day affair), this is quite difficult to imagine. The employer showed a book to the judge, and it came out that the child was attending a school for adult people in the evening.

The case was identified by the district monitors and reported to the Labour Department, who forced the man to pay the promised salary to the child. The man had already been asked many times to send the boy back to his family, but he was always challenging the monitors, claiming that the government would have never intervened. The court held the employer guilty, establishing a penalty of 25,000 kwachas (10,000 of fine plus 15,000 of compensation for the child), or imprisonment. The employer paid everything immediately. The Labour Department was declared responsible for the repatriation of the child to the family with enough resources to go back to school.

The police and judicial system lack resources, and most of the time the procedures last too long and can be very expensive. Therefore, often where the employer agrees to send the child back to the family, the cases are solved out of the court with the support of the Department of Labour.

In the discussion following the field visit, some of the participants argued that the salary paid to the child was under the minimum wage (less than 2,000 per month), and that the fine and compensation were not severe enough, considering the cost-benefits of the employer, who owns many cows. According to other participants, the minimum salary should not even be considered in this case, since children are not supposed to be working at all. On the other hand, the child had somehow to benefit for the work carried out, by means of salary and compensation against the abuse.

The provision of clothes and school bag is part of a programme supported by PLAN Malawi.
Good practices laboratory

Participants were divided in five groups (agro-forestry, maize, tobacco, livestock and fishing industry), and they were asked to identify good practices on labour-saving technologies for the reduction of child labour in agriculture and the promotion of safe work. The outcomes of the group work were as follows:

AGRO-FORESTRY (trees planting)

Seven strategies were identified for the reduction of child labour:
1) Promoting gravity field and treadle pump irrigation for nurseries, orchards and wood lots
2) Promoting fruit tree nurseries in line with ordinary trees
3) Promoting homestead tree planting to protect girls from walking long distance to fetch fire wood
4) Promoting the use of energy-saving stoves
5) Promoting oxcart use to transport firewood, timber and seedlings instead of using children
6) Intensifying rural electrification to substitute firewood use
7) Introducing income-generating activities to economically empower communities and avoid child labour in forests

Note: One of the major challenges is finding a match point for farmers and business men and women. Business men and women sometimes do not understand farmers’ needs and their suggestions are not viable.

MAIZE PRODUCTION

Throughout the maize production process, child labour can be avoided in the following ways:
1) Land preparation (land clearing ridging)
   - use of herbicides
   - mechanization - tractors for large-scale farmers, ox-drawn carts for small-scale farmers
   - heavy mulching
   - early land preparation

---

7 They are actually cheaper than weeding for small and large scale farmers.
8 Ox-drawn carts are not used anymore in Malawi, and they are sold to Zambia and Mozambique. Why can they not be used in Malawi as well?
9 Farmers panic because they wait for the rainy season, and then they involve children; they should actually start preparing the land before.
2) Planting
- use of seed planters (mechanized) – by large-scale farmers
- dry planting
3) Weeding
- use of herbicides – by small farmers\(^{10}\)
- mechanized weeding – large-scale farmers
4) Fertilizer application
- Banding method – putting fertilizers in a line
- Broadcasting method\(^{11}\)
5) Banking
- when herbicides are used, there is no banking
- mechanization
6) Harvesting
- harvesting without stocking
7) Shelling
- use of maize shellers (mechanized)
- handy shellers – can be used faster
8) Storage
- use of concrete silos\(^{12}\)
- use of metallic silos
- use of tablet storage pesticides\(^{13}\)

Training and a good watch on the child!

Note: In Kasungu families living along the river are currently encouraged to practice winter cropping, so that they have enough food and money throughout the year, and children are prevented from engaging in child labour.

\(^{10}\) This practice should be used very carefully. In fact, although herbicides may look like magic, they are actually very dangerous for children, and they can also poison adults.

\(^{11}\) This method is actually very dangerous and should be avoided. We should not consider it as a good practice.

\(^{12}\) This kind of silo lasts for a number of years and do not need periodic check-in (avoiding the need for cutting wood), and protect the maize from small animals.

\(^{13}\) In Nigeria, the sorghum is stored in bags made of a special material that perfectly maintains the quality of the crop. These bags keep the crops at warm temperatures and prevent the circulation of air. The animals therefore die, and there is no need for pesticides. This is a cheap and safe storage practice, and it only requires a factory to start producing these kinds of bags.
TOBACCO

1) Land preparation: no children should be involved at commercial scale, but they sometimes help parents at the household (HH) level with consideration to working hours – e.g. use of ox-driven carts; mechanization, and plough
2) Nursery: no children should be involved at commercial level, but may help at HH level with preparation and watering – e.g. gravity fed, treadle pump for watering and ox-carts.
3) Transportation of seedlings: only at HH level using wheel barrows and ox-carts
4) Transplanting: no children to be involved – considering the nature of work; water planting
5) Fertilizer application: no child involvement
6) Reaping and grading: provision of gloves and respirators to children at HH level
7) Hanging of leaves and grading: no children involvement at commercial level, but at HH level during few hours and under supervision.

LIVESTOCK

1) Stall feeding: pasture establishment, hay making, silage making, ration formulation
2) Tethering of goats – normally during the raining season
3) Spraying cattle
4) Integrated Aquaculture Agriculture
5) Improved livestock kholas, provide shelters, iron sheds
6) Cluster livestock management through associations and cooperatives (milking, selling etc.)

Note: All these practices require awareness raising among livestock herders and farmers. Moreover, since girls normally have to look for firewood, they should also be taken into consideration. One option is biogas, but it requires a lot of technology. This is the only group that identified the advantages of working together (through associations and cooperatives). This practice should be considered also in the other activities and sub-sectors.

14 If these are hazardous activities, then children should not be involved regardless of whether it is on a plantation or part of a family farm.
15 If these are hazardous activities, then children should not be involved regardless of whether it is on a plantation or part of a family farm.
16 Where there are big pieces of land to feed the animals.
17 Where preserving the pasture to feed the animals during the dry season.
18 Soya, brain, stovers – if farmers can make it, they can also feed the animals with these rations.
19 These are practices that require money.
20 This is a cheap practice, based on mutual help that gives children the chance to go to school.
**FISHERIES AND AQUACULTURE**

<table>
<thead>
<tr>
<th>Land based activities</th>
<th>Lake-based activities</th>
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<tr>
<td>Equipment, cleaning e.g. boats</td>
<td>Casting nets</td>
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<tr>
<td>Net mending</td>
<td>Bailing out of water (pumping out)</td>
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<tr>
<td>Fish processing</td>
<td>Sorting of fish</td>
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<td>Transportation</td>
<td>Icing of fish</td>
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<td>Marketing</td>
<td>Halving of nets</td>
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<td>Pond construction</td>
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<td>Fish feeding</td>
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**Children are involved in all these activities.**

What can be done:

1) Community sensitization on child labour
2) Formation of CCLCs in all the fishing points (centres)
3) Training the CCLCs
4) Development of an action plan (CCLC)
5) Implementation of an action plan
6) Integration of withdrawn children into primary school along the lake shore
7) Vocational skills training for those who cannot be integrated into school
8) Monitoring and evaluation

But also:

- Promotion of already constructed fishing gear (netting sheets)
- Use of hauling devices in fishing operations
- Use of boats that do not leak, use of mechanical water pumps
- Use of fish processors and improved fish-processing facilities that enhance air circulation
- Strict use of life-saving equipment e.g. life jackets, life ropes, etc.
- Use of boat engines to fish offshore/in deep water and discouraging use of children in diving
- Promotion of integrated fish farming, automatic fish feeders and improved fishing methods

Note: The problem is that most fishermen cannot afford these devices, either due to the cost or because they are not in place along the lake so far. The fishery sector should learn from NASFAM and join together - promoting associations, specialization, and organization (e.g. someone specialized in making fish nets). Moreover, there is a need for mainstreaming gender issues, HIV/AIDS, and child labour.
Presentation: The role of Labour Saving Technologies in addressing child labour issues (Wells Kumwenda, for the MoAFS – Crops Department)

Since the MoAFS could not be present for this session, this presentation was given on behalf of by Mr. Wells Kumwenda, who worked for the MoAFS in the past. Mr. Kumwenda is currently FICA-FAO Project Manager.

Why and when do we need labour-saving technologies (LST)?

LST are needed in different agriculture sub-sectors, during some specific periods of the year, and especially for some specific crops. These technologies can make the work easier and more efficient, and consequently they have a positive effect on the reduction of child labour in agriculture. An example of LST is conservation agriculture (CA), which is promoted by the MoAFS through the distribution of herbicides.\(^\text{21}\) Other examples include agro-forestry, crop-protection or crop-association, integration of livestock with crops, as for example the production of biomasses and store feeding. Another example is Integrated Pest Management (IPM), which makes use of various systems to reduce pests in the field and avoids use of chemicals and other pesticides. IPM is defined by the MoAFS as an effective and environmentally friendly approach. Mechanization is another technology that addressed labour shortages.

LST recognized by the MoAFS are the following:

1) Conservation agriculture  
2) Agro-forestry  
3) Livestock\(^\text{22}\) and IPM  
4) Integrated aquaculture/agriculture (field crops and fish)  
5) Integrated cage culture (intensive system)

What is the relationship between biodiesel (e.g. Jatropha) and child labour? If on the one hand, biodiesel provides farmers with money, on the other hand it can put at risk food security. Therefore,

\(^{21}\) Although in some countries herbicides are not allowed in conservation agriculture, in Malawi this is still licit.  
\(^{22}\) Through their use as draught animals
promotion of biodiesel should be very careful. In fact, if a family does not manage to sell the biodiesel, it will not have enough money for buying food.

Conservation Agriculture (CA)

CA reduces the need for labour-demanding operations, dangerous and heavy work. This can help prevent the involvement of children in hazardous work.

CA requires soil covering, so that organic materials can grow, evaporation is reduced, and soil temperature is controlled. As a result, the soil benefits from higher fertility and humidity. With regard to land preparation, the practice of burning should absolutely be avoided as it has a highly negative impact on soil fertility (the high temperature kills all the soil nutrients). When it comes to harvesting, the control of soil temperature is also very important.

New message: leave weeds growing up and covering the soil and avoid cleaning by using herbicides. After one or two years without touching the soil (minimum tillage), you will not need to weed anymore.

CA is not a technology, but rather it is a principle or an approach. Zambia and other countries have been using CA a lot. In Malawi, the lack of planters and intensive use of chemicals discourages farmers from adopting CA.

Agro-forestry

Agro-forestry is an integrated approach improving soil fertility and providing high quality fodder for livestock.

Integrated Pest Management

The principle of IPM is to sufficiently reduce the pests to a level where they do not damage the crop. IPM avoids or minimizes the use of chemicals, and provides healthier food. However, there are also problems affecting IPM: costly, risks of applying chemicals when they are used, risk of resistance to the chemical after some time – IPM normally should not use chemicals, but in practice less harmful chemicals are sometimes used.

In regards to water management, it is good practice to avoiding the drying out of the, because this would make it more attackable.
The main principle of the IPM is trying to grow healthy crops instead of weak plants. In the old days we talked about pest control, with IPM we want to prevent pests by having strong and balanced plants (good spacing, clean water, clean seeds, etc.).

Draught animals

Animal-drawn equipment is also an alternative to child labour. While tractors are more available than in the past, the price is still high.

Participants also mentioned other systems with potential to reduce child labour, such as integrated aquaculture/agriculture (field crops and fish) and integrated cage culture (intensive system).

Presentation: Role of FICA – FAO project in elimination of child labour (Wells Kumwenda)

The main causes of child labour are poverty, food insecurity, lack of regular income, labour demand, and attraction to money. Different kinds of activities are undertaken by children instead of going to school:

- Tobacco – especially during the grading activity
- Looking after siblings
- Selling water
- Different worst forms of child labour

What are the dangers? These children normally do not have time to go to school or to follow a normal process of social development. They are exposed to harsh environment and health hazards.

Child labour creates a human population of work donkeys.

Poverty is one of the main root causes of child labour; many times parents offer their children for work as a coping mechanism. Some possible solutions against this vicious cycle of child labour and poverty are the provision of assistance to the affected children (withdrawal, schooling, vocational skills training) and their guardians.

The FICA-FAO project approach is based on providing support to parents for food security and nutrition, while promoting school enrollment. The main components of this approach are food security, income-generating activities (IGAs), and training (youth, parents, local leaders etc.).

The main problem that have been identified so far in Kasungu and Mzimba are poor weather, low yields, hunger, malnutrition, lack of knowledge, and limited IGAs.

The support to the family goes principally though the provision of inputs (e.g. improved seeds) for food security, IGAs (irrigating farming, livestock, mushroom and honey, etc), awareness raising
through training (local leaders, parents, lead farmers, children themselves) and distribution of materials, labour-saving technologies (water-boreholes, herbicides and sprayer, collective treadle pumps and motorized engines, weed insensitive crops, e.g. cassava). Special attention is also given to environmental issues, in particular to soil and water conservation, through the provision of tree seeds and seedlings as well as training.

With regard to awareness raising, the FICA-FAO project has created entry points in the communities.

Something that is very important to avoid is providing tools and labour-saving technologies without teaching producers how to use them. For example, within this project, beneficiaries of the boreholes – water user association – have been selected and trained, and they have been involved in a revolving fund that will allow them to buy some more spears, etc.

On nutrition, the FICA-FAO project trains the households on the effective use of water, and encourages them to have a vegetable garden and fruit trees.

All the activities are planned with the community through a participatory process approach.

How to have a collective database/information at district level (e.g. FAO, ILO, DLO, NGOs in Kasungu)

We need to collect all the information at district level in order to get a comprehensive picture of the child labour situation. We have to put together the information and synchronize the activities, one after the other. NGOs can target very few children and give a lot to them, but if we work together we can address the problem in a better way. We could start with a list of initiatives and define who will undertake them, but to do that we need statistics.

One of the challenges is that everyone is using a different methodology. For this reason we need to improve cooperation among partners.

Presentation: Good practices for addressing child labour in agriculture (Jaap van De Pool, on behalf of FAO)

We have to create employment and reduce child labour in order to reduce poverty and to have social integration and food security.

Following the virtuous cycle we can see that there is a need to fight against child labour in order to have higher levels of production.
Ministries of Agriculture and Ministries of Labour worldwide can create an enabling environment for good practices in different ways: by mainstreaming child labour, engaging in inter-ministerial cooperation, actively involving agricultural organizations etc.

Labour-saving technologies that target children’s activities while maintaining or increasing production (e.g. row planting) can help reduce child labour.

An additional tactic is the substitution of hazardous substances, technologies and practices, for example through IPM or using weed wipes instead of knapsack sprayers for herbicides to reduce the hazardous nature of the work. Farmers need to be trained on these practices.

Additionally, infrastructure needs to be developed (e.g. wells, roads), and natural resources (e.g. water, fuel) managed well to reduce the demand for child labour.

There is a need to integrate child labour considerations in agricultural development programmes such as: targeting vulnerable households that have to use child labour through food security and nutrition programmes; taking incentive-based approaches (grants, cash transfers, and subsidies); combining livelihood diversification/IGAs approaches with Community Based Information and Monitoring Systems.

Private companies should also work with suppliers to find viable alternatives to child labour.

The education system should also be reviewed, especially in terms of relevant curricula, school holidays that match peak periods of labour demand, vocational and life skills training and employment opportunities. Junior Farmer Field and Life Schools, which combine agricultural skills and life-business skills, can also help effectively prevent child labour.

**Farmer Field Schools**

Farmer Field Schools are an approach to extension services, in which a group of farmers comes together once a week and grows a crop together and jointly decides what they will do in the coming week, what they need etc. Through this approach, they also learn how to take management decisions. For example, in a 2000-2004 project on farmer field school in Egypt, 30 farmers per FFS met for a 3-hour session per week, throughout a crop-cycle, undertaking field observation and discussion of what was happening in the field. They had FFS for crops that were both traditionally male or traditionally female.

Each session consisted of: agro-ecosystem analysis (observation of the crop/insects in small groups); report and discussion; special technical topics (disease, soil fertility, management etc.) Some FFS also incorporate special topics on business or life skills, such as HIV prevention.
Junior Farmer Field and Life Schools (JFFLS)

According to the goal and age of the target group (children or youth), the purpose of JFFLS can be awareness raising or skills training for future employment. Can JFFLS be organized for livestock? Yes, but it can be more difficult and risky if something goes wrong in terms of productivity. Normally it is done with chicken. JFFLS teaches not only agricultural skills, but also life skills: education, nutrition, health, dealing with the stress element (originally JFFLS particularly targeted orphans, though the approach is now used as a good practice for working with rural youth and older rural children in general).

Screening of the video on JFFLS in Mozambique

Junior Farmer Field and Life Schools in Malawi (Norah Mwamadi, FAO)

Since 2004, JFFLS has been targeting children in primary school in Malawi. The idea is that children will bring back what they learned in the JFFLS to the community. Normally the activities are organized after school, and the World Food Programme provides a meal. Children are also trained on life skills (decision making, body development, sexual dangers etc.) with the support of UNICEF. Additionally, they get sessions on drama, theatre, singing etc.

Recognizing the importance of training youth on agricultural skills for business, since this year, youth have started planting and selling their crops in the district of Mzimba (e.g. honey for the hospital).

The FICA-FAO project will run a JFFLS, where teachers will be the facilitators, and they will start a school garden. It is important to be aware that JFFLS can also become dangerous: some time ago in a JFFLS in Mozambique, school teachers were getting the harvest, and children were becoming child labourers. In order to prevent something similar happening in Malawi, the JFFLS will only involve children with a minimum age of 12 years old, and they will learn on small plots, without hazardous tools, for a limited number of hours per day, and food will be used to feed the children.

V. District workplans for joint actions

Activity plans (see annexes)

One of the main concerns of the groups was resources (materials, money etc.), but it is important to know that there might be an organization willing to support these activities. Activity plans should be formalized, trying to be cautious in terms of budget requirements, and presented to some
organizations (e.g. Plan, Every Child). The exclusive focus on ILO/IPEC and FAO resources should be avoided, and other local and international partners should be identified. The demand should come from the people themselves, so it is very important to have a good plan to support the donor in identifying what can be supported.

Participants suggested that the ILO and FAO should develop district-level databases. A proposal for a national database and the procurement of computers has been sent by the ILO to the Government. According to the Ministry of Labour, databases are needed at district level, and they should be shared with Headquarter. The main challenge is having enough desktop computers instead of having laptops at the district level.

Children should have a voice on the issue of child labour. The JFFLS approach is a tool to promote children’s involvement in awareness raising.

**Senior Chief of Kasungu speech** (a copy of the speech is available)

Child labor is recognized as a global problem. However, it is a major issue in developing countries. Among the principal factors having a negative impact on the child labour situation are hunger and poverty. It is important to address the issue of people living under the poverty line, because if families do not have money, they are most likely to involve their children in child labour or debt bondage, and to allow them to migrate for job opportunities. When addressing child labour, poverty, HIV/AIDS (as orphan children are likely to become child labourers), gender (equal opportunities and pay for boys and girls) and hunger should also be taken into consideration. Food security is very important as it allows families to send children to school and avoid that children have to contribute to the family food basket. School feeding programmes can counteract school drop out. Investments in technologies and economic empowerment of families are also key issues.

All the institutions at the community level (including traditional, political, and labour institutions) should play a role. Community and local leaders should play a key role on child labour in agriculture, particularly with regards to identification, monitoring and follow-up actions. Traditional leaders should ensure that parents are responsible for their children and that community child labour committees contribute child labour monitoring, reporting and withdrawing, especially by providing vocational training opportunities.
Future workshops should count on the participation of more local traditional leaders, as they should become more supportive of initiatives like this one. There is a need for support from the government, NGOs and UN agencies.

The way forward

In the activity plans, trainings were mentioned many times, but what kind of training is needed? It would be important to talk about what child labour is and how it can be hazardous (OSH, risk assessment). Moreover, OSH and risk assessment should be incorporated in school curricula.

According to the mid-workshop evaluation the issues that were identified as most interesting and useful were the following:

1) What is child labour and how to deal with it
2) OSH and risk assessment

After this training, participants should be encouraged to start developing some simple training materials using the presentations provided by:

- Paul Gondwe (MoL, Child Labour Unit)
- Happy Growero (MoL, Occupational Safety and Health)
- Valentina Bianco (ILO-IPEC)

The DLO of Kasungu concluded that since the district has been working on child labour since 2005, they would be pleased to support the other two districts whenever needed. Finally, she thanked FAO and the ILO for their role in organizing the workshop.

Final recommendations

- Kasungu should share its experience with the other districts – knowledge, initiatives, and action undertaken so far.
- Mzimba has an ILO/IPEC project going on; the different actors should organize around the project and agree on roles and responsibilities to make good use of the project/resources.
- Mangochi should not feel like the late comer, but make good use of what is already in place and work with the other districts to get support from them.
- Work in partnership is needed, and people at the district level have to make noise to show what the problems are and what is in their action plans.
- Cooperation is a MUST.
Closure

The participants received some explanation about the content of the USB keys and guidance on how to use them – the list of documents was shown on the screen.

Finally, they were asked to fill in the final evaluation after which they received an envelope containing the workshop certificate and USB key. The envelopes were handed out by Chimwenje Simwaka (ILO) and Norah Mwamadi (FAO).

Participants asked to receive the report of the workshop and especially the notes from the group-work exercises.
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<td>Kasungu Labour Office</td>
<td>Labour Assistant</td>
<td>BOX 21 Kasungu</td>
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<tr>
<td>Mr. Edward Gondwe</td>
<td>Mzimba Labour Office</td>
<td>Principal Labour Officer</td>
<td>BOX 27, Mzimba</td>
<td>0999 278 893/ 01 342 269</td>
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<td><a href="mailto:egondwe1860@yahoo.com">egondwe1860@yahoo.com</a></td>
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<td>Ms. Veronica Masumbuko Linyama</td>
<td>Mzimba Labour Office</td>
<td>Senior Assistant Labour Officer</td>
<td>PO BOX 27, Mzimba</td>
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<td>Mr. Russell K.M. Mutani</td>
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<td>Senior Assistant Labour Officer</td>
<td>Box 27, Mzimba</td>
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<td>Mr. Eric M.K. Haraman</td>
<td>Ministry of Agriculture and Food Security</td>
<td>Principal Agriculture Officer – Crop Protection</td>
<td>P.O. Box 30145, Lilongwe 3</td>
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<td>Mr. Lexter A.P. Munthali</td>
<td>Mangochi District Agriculture Office</td>
<td>DADO</td>
<td>BOX 136, Mangochi</td>
<td>0881 825 448 , 0999 778 414</td>
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<td>Mr. Christopher K. Amoni</td>
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<td>Agribusiness Officer</td>
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<tr>
<td>Mr. Francis S.R. Phiri</td>
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<td>Ms. Emily G. Gondwe</td>
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<td>Mr. Lemos L. Mlaviwa</td>
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<td>Mr. Eners P.D. Chikuni</td>
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<tr>
<td>Ms. Norah Mwamadi</td>
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<td>Mr. Khalid Hassan</td>
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<td>Mr. Jaap van de Pol</td>
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<tr>
<td>Full Name</td>
<td>Ms. Valentina Bianco</td>
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<tr>
<th>Full Name</th>
<th>Ms. Jacqueline Demeranville</th>
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<th>Full Name</th>
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<tr>
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</tr>
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<td>Address:</td>
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<td>0999 951 614</td>
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<td>Fax:</td>
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<tr>
<td>E-mail:</td>
<td><a href="mailto:elisha@malawi.com">elisha@malawi.com</a></td>
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<tr>
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<td>Mzimba District Health Office</td>
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<tr>
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<tr>
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<tr>
<td>Mr. Elias D. Zirikudondo</td>
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<tr>
<td>Mr. Elton Mhone</td>
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<tr>
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