

The International Labour Organisation
The National Federation of Employers in Agriculture and Food Industry of Moldova

Employers' response to child labour

Training Manual for Trainers on the Elimination of Child Labour in Agriculture

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Foreword

In many localities in Moldova you can see children returning from school, but no faces alight with happiness for the upcoming summer vacation. Why would they be happy, if there is hard work in the fields for them?

This happens in villages that are located at five, fifty three or a hundred kilometers from Chişinău. Many children come back from school, leave their schoolbag and take the hoe to work in the fields for somebody. Other children do not go to school at all and work as casual workers for the people in the village. These children exist, they are involved in the worst forms of child labour, yet their number can neither be found in the official statistics nor in policies of the state as a response to the phenomenon of child labour.

The small income helps the children and their families to survive, yet the participation of children in agricultural works, which are hard and hazardous, have more costs than benefits. The children have fewer chances to have a decent life and their education, health, leisure and development is affected. The parents would not succeed, at least through their children, to break the vicious circle of poverty. Employers, if they use child labour, put themselves outside the legal framework.

This Manual is designed to help employers, in their role of parents and entrepreneurs, to differentiate between “work, which created the human” as the proverb says, meaning the work that helps children learn skills and child exploitation. „Creating jobs is a good act as such. But help the children to benefit from them later” – this is the message we will transmit to employers using this training source and using the trainers on the elimination of child labour in agriculture.

In a common effort, which brings together different change agents, the Manual “Employers’ response to child labour” aims at contributing to combating child labour in Moldova. The success of this message will be measured by having more children in the Moldovan villages, who are happy to hear the last school-bell, without having to think that they need to work hard in agriculture. And the day of June 12 would symbolise a success in the elimination of child labour in Moldova. To make this real, we have a reliable partner – the International Labour Organisation.

Valeriu BULGARI,
Chairman of the National Federation of Employers in Agriculture and Food Industry of Moldova

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Introduction

Here:

- **Whom is this Manual addressed to?**
- **The National Federation of Employers in Agriculture and Food Industry of Moldova (FNPAIA) in efforts aimed at combating child labour**
- **The Change Agents. Who they are. What can they do?**

WHO IS THIS MANUAL WRITTEN FOR?

„Employers’ response to child labour” is a training manual for trainers on the elimination of child labour in agriculture in Moldova. The manual can be used as a source for self-training of trainers and as a guide to organise training sessions for agricultural employers: managers of associations or agricultural entrepreneurs.

By using this manual, which contains information, reference documents and good approaches aimed at transmitting messages, this working instrument will help the trainers to reach a significant impact on the employers’ knowledge, attitudes and practices on prevention and combating of child labour in agriculture. As an open source, the Manual leaves room for trainers to put to use their own experience in the field. At the same time, the training courses based on this Manual and carried out by the trainers will ensure a better understanding of the concept of child labour and will delay children’s labour debut, will help in finding decent alternatives for the children or to eliminate the phenomenon in those localities where it already exists.

The Manual „Employers’ response to child labour” can be also used as an instrument for round table discussions, to promote compliance with the national labour legislation, which regulates inclusively work of persons under the age of 18, offering knowledge about the relevant ILO Conventions on child labour, which were ratified by the Republic of Moldova.

The authors of the Manual believe that this training source will contribute to strengthening of the local and national child labour alliances, to changing mentalities and attitudes so that the children are not regarded as cheap labour, as a “quick solution” to the problem of poverty of families, but as future employees, when they have the skills that would contribute to the human development and the progress of the country.

THE NATIONAL FEDERATION OF EMPLOYERS IN AGRICULTURE AND FOOD INDUSTRY OF THE REPUBLIC OF MOLDOVA (FNPAIA) IN EFFORTS AIMED AT COMBATING CHILD LABOUR

The National Federation of Employers in Agriculture and Food Industry of Moldova (FNPAIA) is a relevant stakeholder today in prevention and combating child labour in agriculture in Moldova. The FNPAIA is the main implementing agency of the ILO ACT/EMP project on Combating Child Labour in the Commercial Agriculture in Moldova, which started in 2005. This initiative is part of a larger programme „Capacity building of employers’ organisations on combating child labour”, and it is financed by the Government of Norway and implemented by the ILO Bureau for Employers’ Activities (ILO ACT/EMP).

The FNPAIA was founded on March 28, 2003 and as member of the National Confederation of Employers of Moldova, it is an active participant to the social dialogue between the Government and workers’ organisations at the national level. The FNPAIA partners in the tripartite committee at the sectoral level are the Ministry of Agriculture and the National Workers’ Federation in Agriculture „Agroindsind”. The FNPAIA significantly contributed to the improvement of the legislative framework pertinent to its activity.

The FNPAIA participates in the development of a strategic framework for adapting and implementing of the WIND methodology (Work Improvements in Neighbourhood Development) in Moldova, which is organised in Moldova under the aegis of the ILO and which is part of the Moldova’s commitment regarding the implementation of ILO Convention No. 184. (2001).

Within the FNPAIA activities on combating child labour, the organisation carried out a Rapid Assessment on child labour in horticulture in Moldova and it presented the survey findings during a national workshop. The FNPAIA is carrying out awareness raising activities, training courses, policy development at the national level on combating the worst forms of child labour.

In October 2005, the FNPAIA member-associations adopted a Statement, being confident that „the place of the child is in school and child’s work is to study”.

Through the messages that it delivers and its activities based on the ILO Convention no. 182 (1999) on the Worst Forms of Child Labour¹, the FNPAIA, jointly with other social actors, is exerting influence on policies and on the public targeted at combating the worst forms of child labour in Moldova.

¹ The Republic of Moldova is amongst the 152 member-states, which ratified the ILO Convention no. 182 (1999) on the Worst Forms of Child Labour.

THE CHANGE AGENTS. WHO THEY ARE AND WHAT CAN THEY DO?

The Change Agents are people, groups and associations who initiate change of attitudes and situations, who break barriers, encourage development and promote progress. In the framework of actions on combating child labour in Moldova, the role of Change Agents can be undertaken by governmental structures, communities, teachers, parents, employers, workers, non-governmental organisations, international agencies or the mass media – i.e. all social partners who can positively contribute to the fight against child labour.

Thus, there is room for everyone in these local, national and global alliances against child labour. While the Government has its tasks to create a political and administrative framework at the national level, to design action plans on the elimination of child labour, the development agencies will support these efforts through technical assistance.

The mass media can contribute with articles about child labour, building an understanding of the concept of child labour. Aborting the “sensation-seeking” approach and using their journalistic expertise for human development, the mass media professionals can get involved to advocate and promote children’s rights, inform the parents and communities about the negative consequences of involving children in hazardous work at an early age, giving stories about benefits of receiving education and writing about good practices.

The teachers can contribute by providing attractive and quality education, keeping the children in school, away from economic activities and guiding the children on their way of knowledge and discoveries, teaching them to build a decent future for themselves.

The parents are attributed the great task of sending the kids to school and not to work, being confident in their wish of a better future for their child.

The employers have the task to offer jobs to the adults and strictly respect the law.

The involvement of all Change Agents - with actions presented here or outside the limited space of this Manual – will lead to decreasing and gradual elimination of child labour in Moldova.

CHAPTER 2

The Training Course

Here:

- **Organising a Training Course**
- **Setting goals and objectives**
- **Why is it important for the trainer to know the audience?**
- **Communication during the training**
- **Resources, techniques and methods**

ORGANISING A TRAINING COURSE

Apart from the meaning and the sense one puts in the term “training”, there is a universal interpretation of it: training means a systematic and organised process of transmitting knowledge, new attitudes and skills, which are necessary to carry out an activity. Therefore, the intended impact can be reached through knowledge and interaction. In the context of actions on combating child labour, a training course can be organised, for example, to offer the agricultural entrepreneurs and rural communities important information about the worst forms of child labour and to promote the respect for the child’s rights to education.

As such, the term „to train”, for which in the Romanian language is often used its equivalent, to instruct”, means „to educate”, „to teach” and „to initiate”. Training always means „hands shaking” – you give and get: give information, knowledge and good practices and get an intended behaviour as a response to it.

Anyone who attended a training course at least once in their lives can confirm that they had a fascinating experience: met people and gained new ideas, communicated during the sessions and the breaks, acquired knowledge for themselves, which they will apply in the future and will make known to others.

The similarity between the words “training” and “train” can encourage us to make a comparison between training and a trip. Both meanings have an outset, an exact schedule and an arrival station. For a trip and training to be successful, the following are extremely crucial: defining the goal, choosing the means, cooperation between the participants, the comfort and luggage that they go home with. The moderator of a training course is at the same time a train attendant and engine driver with all the responsibilities deriving therefrom. Therefore, this manual shall serve as guidance for trainers, who organize a trip for the participants, the final destination of which is a community where child labour is prevented and combated.

The success of a training activity depends on trainer’s responsibility and talent that he/she treats each segment of the path with:

- Setting goals and objectives;
- Knowing the audience;
- Selecting the topics;
- Selecting training methods;
- Logistical arrangements;
- Evaluation;
- Follow-up.

SETTING GOALS AND OBJECTIVES

A training course is always centered on the evaluation of needs, which is crucial when setting the objectives that need to be accomplished to meet those needs. The training objectives describe what the participant will be able to do by the end of the course. These objectives will help the trainer select the training strategies and techniques.

What is a **goal**? First of all, it is a general declaration of intention on long-term, it is a desired state that needs to be accomplished and maximized or, on the contrary, to be diminished until elimination, for example, to reach universal access to quality general education in the Republic of Moldova² or to eliminate child labour in agriculture in Moldova.

In other words, the goal is the finality pursued by an initiative. It is a declaration assessing the ideal result of the project established in accordance with beneficiaries' needs and problems. Even if it seems boring and useless, setting goals and objectives represents a key element for the successful implementation of each training stage – from planning of activities until evaluation.

When setting the goal, the trainer looks for an answer to the following question: “How far would we like to get?”. Without a clear goal, the trainer and the participants shall not know where the training course is directed to – everything will turn into a chaos because everyone will go in different directions. People agree to follow somebody if they know where they are going.

The goal should comprise the following: a clear and concise sentence, a result pursued on a long term, a verb in conjunctive mood: “to accomplish...” or a verbal noun: “accomplishment...”.

Unlike the goal, **objectives** represent a formulation of results to be attained on a short term within the framework of a policy, project or strategy. An objective is expressed in details, so that it could be evaluated upon project completion to determine if it was or not attained.

Objectives have several characteristics falling under the **SMART** formula: **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-fixed.

If we have answers to the questions: What? Where? When? What for? – it means that the set objective is specific. If we answer to the following question: What quantity of result shall we obtain? – it means that we have a measurable objective. If the answer to the question: Can the targeted results be achieved with available resources (persons, time, money)? is positive – it means that we have an achievable objective, meaning that it can be attained. If we have ascertained that in reality there is a possibility to obtain the targeted result – it means that it is a realistic objective. If the objective clearly reproduces the time period necessary for its accomplishment (time to be set in days or months), the objective is time-fixed.

To provide all citizens of the Soviet Union with a house by the year 2000 – was a general objective from older times, which many people remember until today. It was a measurable objective and even time-fixed. However, it proved to be unrealistic.

At present, the Millennium Development Goals, established at global level during the Millennium Summit in 2000 and nationalized by most of the 191 member states of the United Nations Organisation, meet the SMART characteristics in the best way. For example, The Republic of Moldova, has engaged to reduce by half during the period 1997-2015 the number of population with income less than 2,15 dollars per day.

² First National Report on Millennium Development Goals in the Republic of Moldova, Government of the Republic of Moldova, Chisinau 2005.

It is important that the formulation of objectives is not confused with actions necessary to undertake in order to achieve these objectives. The objectives represent a final point – to reach universal access to quality general education by 2015, and actions are the activities that will lead to accomplishment, including “to mobilize schools and communities so that these assume various functions and responsibilities as to monitor the reasons for absences and abandoning the school in order to prevent premature involvement of children in labour and to integrate the working children in school”³.

The verbs usually used to define the training objectives – to identify, to express, to demonstrate, to possess, to organise, etc. – are carefully selected so that these reflect an action that could be observed and measured.

Below are several objectives of the training addressed to the trainers in the field of elimination of child labour in agriculture. By the end of the training, the participants will be able to:

- Identify key-stages for organising a training course;
- Apply correctly the training techniques and methods;
- Possess efficient communication and facilitation skills;
- Organise training sessions with participation of a well-defined audience.

Having as the main objective the elimination of the worst forms of child labour in agriculture, the trainers of the National Federation of Employers in Agriculture and Food Industry of the Republic of Moldova shall pursue several immediate objectives during the training sessions with the participation of employers in agriculture. By the end of the training course, the participants will:

- Be able to understand the concept of “child labour”;
- Be informed of the legislative framework related to child labour;
- Be familiar with the benefits of eliminating the worst forms of child labour;
- Have a negative attitude towards the forms of exploitation of child labour in agriculture;
- Have a firm persuasion as to not employ children at their agricultural farm.

³ The First National Report on Millennium Development Goals in the Republic of Moldova, Government of the Republic of Moldova, Chisinau 2005

WHY IS IT IMPORTANT FOR TRAINERS TO KNOW THE AUDIENCE?

A good trainer will try to find as much information as possible about the participants to be involved in the training. The process of getting familiar with the audience shall include segments of time before, during and after the training session. The success of a training, which is communication in both directions between the trainer and the participants, depends on the trainer's options made based on the following markers:

NUMBER OF PARTICIPANTS. Knowing the size of the group will help you select an adequate training room: the stage of the National Palace in Chisinau shall impose an official character to the reunion and it is too large for a group of 30 or 40 persons. At the same time, a too small room will not allow the participants to feel free. The size of the group also influences on the selection of training techniques. Speeches, presentations or lectures are ideal for situations when you work with large groups of employers. The techniques applied should also offer the participants the possibility to express their opinions regarding the issue discussed.

THE LEVEL OF EDUCATION AND LIFE EXPERIENCES of the participants shall help the trainer select the appropriate language. If in your messages you use instead of the term "electric power" its definition "directed movement of charged particles" and instead of using the word "colour", you explain that this represents radiations of lights reflected by the surface of objects creating a specific image on the eye retina, your shall be looked at with suspicion. When possible, it is good for the participants to be selected according to their educational level.

THE SOCIAL AND CULTURAL ENVIRONMENT of the public shall suggest, among other things, the examples to be given by the trainer. In order to prove that child labour is a global phenomenon, the trainer may present the strategies on combating child labour in other countries or the international initiatives to fight child labour. At the same time, the most relevant examples for the farmers from Moldova are removing children from hazardous work and from harvesting of fruits and vegetables. Moreover, the information about the social and cultural environment of the audience will help the trainer avoid the gestures and the behaviors that have different meanings in various regions. The gesture of an American tourist of the sign "OK" means "You are a zero" for a manager from France or Belgium.

THE AGE AND OCCUPATION of the group members shall suggest the organizers what techniques to use. The subject suggested for discussion may please some segments of age and may frustrate the others. Any expression of mistrust between representatives of different generations and occupations are a waste of time and efforts trying to solve the conflicts. Some trainers prefer to work, when possible, with homogeneous groups as to age and occupation. Therefore, it will be possible to avoid any disagreements between younger and older generations expressed in the spirit of some famous songs in Moldova: "What does father know, he doesn't know anything" and on the other hand, "Listen to what your father has to say, I was as young once as you are". However, there are successful practices where the differences connect without separating. In this regard, the trainer plays a decisive role in creating a situation of mutual respect.

OTHER INFORMATION may be relevant for the trainer from the perspective of a successful communication. Certain things may seem new and attractive for some people, and boring for other. What does the audience know about the subject to be discussed? How much they have been previously involved in the initiatives of combating child labour? What aspects of this concept – legal, social, institutional – are more useful for subsequent employers' activities? Looking for answers to these questions will always be useful for the organizers.

A trainer applies different methods to get familiar with the participants before, during and after the training sessions.

- The trainer may collect important information long before the beginning of activities, preparing the list of participants that will contain such details as: name, age, gender, education, occupation, position, etc.
- The individual presentation of each member of the group at the beginning of the course, moderated effectively by the trainer, may reveal each person's reasons for participating at such an activity, as well as the special interests of the audience.
- At the beginning of each training session, the trainer may distribute brief questionnaires that will help him/her find out the knowledge, attitudes and opinions of the participants.
- Formal and informal communication shall be useful in identifying the persons, who positively or sceptically appreciate the training, in order to learn what goes wrong, why people do not get involved, what reproaches exist and what should be changed by the end of the training.
- Post-training evaluation may show how much the knowledge has extended, how attitudes have evolved and if the group members have developed their skills. At the same time, the final evaluation should indicate if the training objectives have been attained.

The goal of getting to know the audience is to make people feel safe and to set up the basis of an efficient communication during the training.

COMMUNICATION DURING THE TRAINING COURSE

If a trainer begins the first session on a protocol tone, then it will be a protocol meeting. If the trainer speaks in an apologetic tone, participants will be obliged to keep the same tone until the end of the training. If you try a friendly tone, it will be a friendly reunion. The first words, facts and attitudes reveal the tone. Therefore, make your choice carefully.

Do not forget that you have already started the training course long before the introduction was addressed to the participants. The process has started when the training objectives were formulated, the agenda was prepared and tables were arranged in semicircle – such a configuration would facilitate a greater attention and involvement.

The efficient communication during the training is based on trainer's experience about the best way people gain knowledge. Therefore, the trainer should take into account the following characteristics of the participants:

- Participants should be free to manage their activities, no matter if they are young or adults.
- The group's members may get actively involved in the training process and the trainer should encourage them.
- The trainer should stimulate the participants so that they assume responsibility for presenting and managing the group.
- The participants have certain life experiences, knowledge and could make a connection between the subjects presented and their experience. The experience is a valuable component, when the presented information is not known to the participants, and it could change the attitudes and prejudgments of some employers in respect to the subject that is brought up for discussion.

In order to increase the efficiency of the training, the trainer applies different methods of communicating with the participants during the training course. The most popular methods are non-verbal communication that enables you to focus your entire attention on the participants. For example:

- You stand face-to-face to the participants so that it is clearly noticed that you really listen to them. Turning you back to them may indicate that you are not attentive enough to what they say.
- An open standing shows not only your involvement, but also your predilection for the interlocutor. Your hands or legs crossed could mean, in a certain way, that you shut their mouth. Thus, it may seem that you create a barrier.
- The visual contact is very important. A permanent eye contact means to the participants that you carefully listen to them. Obviously, a long stare is threatening, so occasionally look into a different direction.

The way you ask questions establishes the environment and the tonality of answers. Don't ask questions that will follow with a negative answer, when you would like to hear a positive one. Don't ask questions that would lead to subsequent complications. Why do you have to deliberately look for such situations?⁴

Ask questions that would encourage the answers. Ask questions with open answers: "What do you think about...?", "Why...?", "How...?", "What if...?", etc. If a participant simply answers "yes" or "no", ask: "Why do you think so?".

⁴ THE ART OF DEVELOPING INTERHUMAN RELATIONS Les Giblin. Curtea Veche Publishing, Bucharest, 2000.

Make sure that the participants talk more than you. Don't answer yourself to all the questions. The participants may formulate answers by themselves to most of the questions. Make a summary of the discussion. Make sure everyone understood it. Draw conclusions. Conclusions will have a greater value if they are supported by examples from personal experience.

Training is different from education. „Education teaches *about* something, training teaches *how* to accomplish these things”⁵.

THE LEARNING PRINCIPLES OF ADULTS

How adults learn:

- Adults learn what they consider it will be useful to them.
- Adults study more efficiently when the final outcome of their efforts is clear to them.
- Adults study more efficiently when they are allowed to make mistakes.
- Adults are more willing to study when their own experience is taken into consideration.
- Adults learn easily new things when these are related to what they already know and what they will do in the future.
- Adults learn easier when they are respected and listened to.
- Adults learn in particular from experience and from the interaction with the others.

⁵ MANUAL FOR MEDIA TRAINERS. A Learner Centred approach, Drew O McDaniel & Duncan H. Brown, UNESCO and AIBD, 2002.

RESOURCES, LOGISTICS, TECHNIQUES AND METHODS

The resources and logistics necessary for providing a good training course

When the trainer prepares the training programme, he/she anticipates also the conditions that he/she will work under. For this reason, the trainer should look for answers to several questions: How could space be used? How could technical equipment be used? What are the other techniques that would contribute to a better understanding and accepting of messages?

If **blackboard, posters** or **flip charts** are used, the trainer and the participants should write on them in capital letters. In this way, everyone will be able to see, without any big efforts, and more important is that they will remember the ideas noted down. Sometimes, it is good to use supporting elements, such as drawings and charts. Eight things out of ten that we learn are the things that we see.

Posters are necessary especially to emphasize the key-points and to present the schemes, charts and tables. If you need some simple drawings, it is good to prepare them in time and not to waste too much time during the lesson. Use different colors to show the contrast. They will draw the attention and will highlight the most relevant details. Don't write in yellow on white. It is good to have **markers** of different colors during the training.

Another method that would contribute to a better understanding of the lectures is the written messages, so-called **handouts**. They are used as a supplement to the verbal presentation and provide more details, interpretations, advises and resources on subjects discussed. A handout specifies the main ideas helping the participant to follow speaker's presentation on paper and to make notes. Except for this case, the written materials are distributed after the presentation because there is a risk that participants will start reading the materials, which will distract their attention from the message to be delivered to them.

Drawings, charts, pictures and even simple lines could be used for a better presentation of handouts. The contents are written in columns and not on the entire page for an easier reading. Bold frames and white spaces of different sizes reduce the monotony and offer the participants the possibility to write down some ideas related to the subject.

Depending on objectives set, today it is almost impossible to imagine a training course without using technical equipment, such as **computer** and **video projectors**. The computer and video projector could be useful for the trainer during the presentation and for the participants during the hands-on training.

The trainer could prepare his/her papers and could present them with the help of a computer. All presentations should be simple so that participants' memory is not exhausted with too many unnecessary elements. Some presentations could be supplemented with handouts in order to better follow the lectures.

When you select the **room for the seminar**, try to notice how big and how bright the room is, does it have enough sockets and is it possible to post the written messages on the walls.

Providing **lunches** for participants depends on the availability of funds. You should remember that people always want to eat. Hunger, as well as too rich lunches, will not allow them to assimilate the information. A day of training will also have two coffee breaks.

Trainer's checklist before the training

- Is the agenda prepared and are the training objectives set?
- Are copies of all the materials made?
- Have the participants been invited. Did they confirm their attendance?
- Am I ready as a trainer?

- Is the room comfortable?
- Does the equipment work?
- Are there enough office supplies?
- Was the lunch ordered?
- Will coffee breaks be provided?
- What clothes are the most appropriate? Etc.

EVALUATION

Training evaluation is a process of collecting and analyzing the information that allows creating opinions and making decisions in regards to the completed training. Evaluation is just a measure used to assess if the training was meaningful in accordance with certain evaluation criteria.

The advantages of the evaluation are:

- The training programmes correspond to the real situations.
- It provides information to justify the changes and concrete definitions in the training programme.
- It identifies the omissions made during the training.

The training evaluation has three major goals:

1. Formative evaluation. Improvement of the training programme.

The information collected from the participants will reveal what aspects of the training course were efficient.

2. Conclusive evaluation. The importance of training to the participants.

In order to determine how important the training was for the employers, at the end of the course everyone will receive evaluation forms. This level of evaluation implies collecting and evaluating the written comments of the participants with the help of the evaluation forms or conclusions.

3. The impact of the training

What has changed in participants' behavior after they have applied new knowledge and skills? At this level, the trainer tries to determine the impact of the training in the environment where the participants live and work.

Training techniques and methods

There are many techniques and methods that could be applied during a training course. "Not all the yoghurts are good", therefore, not all the techniques and methods are efficient in the same manner. If the participation of those present is higher in the process of acquiring knowledge, then the information and skills will be better assessed.

All the information presented in a manual can be remembered by heart, however, it shall not make an impact on the behavior. It is necessary for a plenary involvement of the participants in the training process. Thorough knowledge of training techniques and methods, its advantages and disadvantages will help the trainer to select the most appropriate techniques and methods for accomplishing the objectives set.

Below is a list of techniques and methods:

- Lectures
- Brainstorming session
- Discussions
- Exercises
- Case study
- The role-play

LECTURES

Description. Lectures represent an ideal method for explaining and teaching the participants about concepts and principles. The forms of lectures may vary from reports to implications through questions and discussions. Lectures depend mostly on the trainer rather than on any other training technique.

A good trainer involved in lectures is like a radio star. Remember that a lot of people listen to the radio while driving. For this reason, radio should never be boring and make people fall asleep. A good radio saves people's lives. A good lecture saves the subject. With the help of a successful report, the effort on combating child labour will get new supporters.

Usage. Usually, lectures are used to introduce a new subject to the participants, to communicate new information or data related to a known subject, requiring another approach or a thorough analysis. Lectures may also be used to make general statements, conclusions or present relevant data. Also, lectures are very convenient when the trainer works with a large group of participants.

Advantages

- Lectures cover a lot of material in a short period of time and are convenient for large groups.
- Lectures could be adapted to different groups of professionals.
- Lectures are appropriate for situations when participants do not know each other.
- The trainer has a better control of the situation.
- Lectures are more convenient for formal situations.

Disadvantages

- Lectures emphasize communication into a single direction.
- Lectures do not allow experiments in approaches.
- The role of the participants in the training is passive.
- The trainer needs good communication skills in order to succeed.
- Lectures are inappropriate for influencing behaviors.
- Lectures require also other activities for a better understanding and remembering of the subjects presented.

Delivering a lecture. The subject is announced. The information is provided (illustrative materials could be used for a better understanding). During the lecture, the trainer should take into account the characteristics of the participants. The key-points are summarized. It would be good to write them on the blackboard or the flip-chart to be better remembered. Questions and answers could follow or discussions could be initiated in regards to subjects presented.

BRAINSTORMING SESSION

Description. The brainstorming session is a technique that could be implemented quite quickly, without too high costs, and it does not require specialised skills. The essence of the brainstorming session is to focus on a certain problem and to stimulate the groups so that they generate ideas and solve the problem. For example, when discussing the subject "elimination of child labour in agriculture", you could ask the participants to generate solutions and responses to this problem and later to discuss them.

The brainstorming (rain of ideas) is a good method of collecting many ideas and getting the participants involved. It is fun. All ideas are written on the blackboard or a poster in order to avoid confusion. There are no winners or losers. Actually, everyone could be a winner of the brainstorming on identifying the solutions to combat child labour: children, communities, companies.

Usage. This method, due to its entertaining nature, is convenient even when participants get tired or the training process runs the risk to get monotonous. It is important to remember that during the brainstorming session all opinions expressed have equal values. Neither opinion is criticized in any way, including non-constructive or accepted ideas.

Advantages

- The group is encouraged to express as many ideas as possible without thinking if these are or not useful.
- Each participant may have good ideas, even if he/she was not remarked until now.
- Any idea is good and accepted.
- Brainstorming session is entertaining and not tiring.

Disadvantages

- It risks getting out of control if the rules are not established.
- It fails to identify the main element if the group is not well familiar with the subject.
- There is a danger that the activity might be monopolized by certain persons.

Conducting a brainstorming session. The subject is announced and the time available to the participants is set. Otherwise, the process of identifying the ideas could last for ever and it will be very tiring. All ideas are written on the blackboard, poster or flip-chart. At the end of the brainstorming, the participants should be thanked for cooperation and productivity.

After collecting all the ideas, discussions and evaluation could start, but not before explaining the ideas that were not clear. First of all, the non-useful ideas are eliminated from the list. Everything should be done only upon group's consent, so that after elimination, only the most important ideas should remain on the blackboard. For a better coordination, a person could write the ideas on another paper to avoid losing any. Thereafter, conclusions follow.

There is a written form of brainstorming, called "Inscriptions on the wall". Everyone writes in silence the ideas on a paper, and then hangs it on the wall. The advantage of this method is that every participant can think in silence about his ideas, without being influenced by the others. At the stage of analysis, the papers with ideas could be arranged, grouped, classified by different criteria.

DISCUSSIONS

Description. The trainer and the participants can make a useful and interesting exchange of knowledge, ideas and opinions on a certain subject. In an open discussion, the trainer plays the role of the moderator, facilitating the discussion and offering everyone the opportunity to get involved. In a group discussion, the trainer only listens carefully to the discussions of the participants divided by groups. After bringing the groups together, the conclusions and observations of each group are presented and discussed in an open forum.

Usage. Discussions are ideal for analysing the situation created and for strengthening the concepts and participants' understanding through an exchange of opinions with the others. It would be good to apply discussions when the group members are familiar with many of the elements of the topic. Discussions lead to a change of attitudes in participants' behavior while sharing their experiences.

Advantages. Discussions suggest the trainer how the participants will apply later the skills and knowledge gained. People say; "Truth is born through discussions". People like to talk and look for the truth. The truth pronounced during discussions is recognised as being a real truth. Child labour is a new subject of the debates on human development in Moldova. The discussions regarding this phenomenon during the training course may even inspire public debates.

Disadvantages. Discussions take too much time, if they are not efficiently moderated. Sometimes, discussions could be dominated by one or several persons. In other cases, discussions risk to degenerate.

Conducting discussions. The task is presented. The details regarding the subject to be discussed are explained. The discussion groups are created. The group moderators and the group presenter are nominated. Group discussions are conducted. The trainer will pay attention to the activity of all the groups in order to avoid the exclusion of some participants from discussions. Thereafter, the summaries of group discussions are presented. For a better structuring of the presentations, the blackboard can be used. The similarities and distinctions among presentations of the groups are identified. Conclusions are made as regards the importance of the issues discussed in the everyday life.

EXERCISES

Description. The trainer asks the participants to fulfill a task. An exercise is usually a test of the knowledge gained in the past and can be carried out in small groups or individually. For the reason that the level of assimilating the knowledge is different from one person to another, the group exercises help to improve the knowledge. Individual exercise is useful for practicing the knowledge gained.

Usage. Exercises are used after the participants have accumulated during the training sessions the knowledge necessary for carrying out the rest of the sessions. Exercises are an active form of learning and can help the trainer understand how much the participants have been involved so far.

CASE STUDY

Description. A case study is a description of a situation that is used for analysis and discussions. The participants analyse and identify the causes of the problem presented in the study case. Thereafter, they could be asked to solve the problem.

Usage. The case study is most frequently used when a problem is discussed in the most typical situation. With the help of this technique, a firm opportunity is provided to develop certain skills and to identify the solutions to the problem encountered in a real situation.

Advantages.

- Participants can see the situation and understand better what is going on.
- It implies a mysterious element due to some elements discovered during the study case.
- The hypothetical story does not imply personal risks.
- The group members are involved and participate plenary.

Disadvantages.

- The case should be linked to participants' experience; therefore it can be hard to identify it.
- The problems are usually more complex than the study presented.
- There are more solutions identified, which sometimes contradict each other.
- A case study requires more time for preparation if it is prepared by the trainer.
- The trainer should anticipate all questions and should have answers to them.

Conducting a case study.

At the beginning, the case study is presented. If the case study is distributed in the form of handouts, the participants will have the possibility to read it again and identify new details of the problem discussed. Also, it could be recommended to use the projector or the blackboard to write down important information. The trainer should give the participants some time to get familiar with the contents. If necessary, questions could be asked and the participants will have to provide answers. These would better structure the discussions that will follow. Then, they will debate on the questions that arose. It is good to listen to any opinion for the reason that this fact will encourage everyone to be more active and, as a result, new ideas and solutions could be generated that have not been envisaged at the beginning.

ROLE PLAY

Description. The role-play represents the interpretation by two or more persons of a scenario of solving a problem. The scenario is prepared by the trainer and it is interpreted by the participants. The goal of the role-play is to help the participants acquire new knowledge, skills and attitudes in a stimulating and, sometimes, entertaining manner.

Usage. The technique of the role-play is applied in the situations when it is very much desired to change the behavior or an attitude because this allows the participants to notice the consequences of their own actions. This activity helps them reproduce the situations and experiences from their everyday life.

The role-play gives the possibility to see how others feel in a certain situation and, at the same time, creates an environment to help the participants explore the problems they face in their everyday life. With the help of this technique, the participants identify challenges alternative to the current problems.

Advantages

- It stimulates creativity.
- Due to its interactive nature, the role-play is not boring.
- It identifies solutions and, at the same time, verifies them in order to solve real problems.
- It anticipates the appearance of difficulties with the help of solutions prepared in advance.

Disadvantages

- It is hard to control due to its nonprogrammable character.
- If it is too well prepared, the participants become just actors who play their roles without getting involved.
- It is necessary to understand deeply the roles in order to obtain real results.
- It eliminates those who do not understand the game or are not involved.
- Sometimes, it is difficult to go back from playing a role to the participative role.
- It may produce conflicts where these have not been before.

Organising the role-play. The goal is formulated and “the actors” are being prepared for the roles that they will play. If anyone is not willing to participate, he/she should not be constrained. It would be good to avoid the overlapping of the everyday roles with those from the game. The situation should be described in such a manner so that the observers know its implications.

The play is used until it is considered that the goal was reached. During the game, notes are made to be discussed after the activity.

Observations in respect to the game are made. Everyone listens to the “actors” opinion about their roles. An exchange of impressions is made with observers. Discussions regarding what happened during the role-play are very important for a better understanding of the things that took place and for drawing the necessary conclusions.

Questions are asked on things learned and how relevant the situation is for the everyday life. What were the relationships between the actors of the role-play? What could the protagonists do to avoid the conflict? What conclusion could we drawn from this game? What are the alternatives that could help the participants during the game? The main ideas are summarized.

Understanding child labour

- **Child labour: definition, terminology and framework**
- **Child labour in Moldova. Reasons and consequences**
- **The definition of child labour according to the national laws and international conventions**
- **The Worst Forms of Child Labour**
- **Hard, hazardous and harmful work**
- **Child labour as a challenge to employers in Moldova**

This chapter includes the main supporting elements of starting a training session targeted at preventing and combating child labour in the agricultural sector of Moldova. Therefore, the chapter presents, explains and illustrates the concept of child labour and speaks about causes and consequences of the worst forms of child labour on children's development.

Also, during the initiating session the participants will be encouraged by the trainer to reflect on the situation that involves child labour.

To carry out the training session, the trainer will use methods and approaches described in chapter 2 "The Training Process". Every important theme of the manual will contain a plan of the training session.

Child labour: Definitions, terminology and framework

The main definitions and terminology when dealing with child labour are:

Economically active children is a broad concept that encompasses most economic activities by children, including positive and negative forms of work. It is not, however, the same as child labour which needs to be eliminated as per ILO Conventions Nos. 182 and 138.

According to ILO estimates published in 2006, 318 million children worldwide work in some form of economic activity.

Child labour is a narrower concept than economically active children. When we refer to child labour we refer to work that harms children's well being and hinders their education, development and future livelihoods. "Child labour is work that harms children's well being and hinders their education, development and future livelihoods. It is work which, by its nature and/or the way it is carried out, harms, abuses and exploits the child or deprives the child of an education."ⁱ Globally, an estimated 218 children - aged under 18 years of age - work as child labourers.

There are different forms of child labour and, in 1999, governments, employers' organisations and workers' organisations voted into being ILO Convention No. 182 which calls for prohibition or immediate action on the *worst forms of child labour*.

Worst forms of child labour divide in two main categories:

- *Unconditional worst forms of child labour (UCWFCL)* - child prostitution, pornography, trafficking, forced labour, child soldiers. Millions of children are found in UCWFCL
- *Hazardous child labour (HCL)* which harms the safety and health and morals of children. HCL is work in dangerous or unhealthy conditions that could result in a child being killed, or injured (often permanently) and/or made ill (often permanently) as a consequence of poor safety and health standards and working arrangements.ⁱⁱ An estimated 126 million children worldwide are engaged in HCL.

A key issue is determining what constitutes "hazardous work", and which therefore should not be undertaken by children. This is more straightforward for children aged 14 and under, who may be engaged in light work from 12-13 years of age, but not in work that could harm them or deny them an education.

It is more complicated in respect of children who have reached the minimum legal age to work in their country (14-17 years of age). They can work but shouldn't be engaged in hazardous work; that is, their safety and health must be fully protected.

THE PLAN OF THE SESSION

Topic:	UNDERSTANDING CHILD LABOUR
Duration:	Approximately 1 hour 30 min
Training Objective:	By the end of this session the participants will have a correct understanding of the concept of child labour and will be able to explain the difference between the forms of work, which help the children to develop skills and the exploitative forms of labour, which impede the development perspectives of the children.
Materials:	Filp-chart or blackboard, markers, manuals or copies of the manual "Employers' Response to Child Labour. Training manual for trainers on combating child labour in agriculture, Power Point presentation, video-projector, posters on the topic.

Duration, minutes	Main topics	Contents	Techniques, visual means
10	Introduction and presentation of objectives.	A presentation of the context of child labour. The Objectives of the training course.	Lecture / Questions and answers Flip-chart
10	The concept of child labour. The difference between education for skills and exploitation of children. Light work and the worst forms of child labour.	Explanation of the difference between the worst forms of child labour and other forms of child labour using examples from the agricultural sector of Moldova	Discussions Flip-chart Copies of the manual
10	The works prohibited to children.	Characteristics and examples of the worst forms of child labour.	Brainstorming Debate Flip-chart
20	Causes of child labour in Moldova. Terms used to define the exploitation of children in the agricultural sector of Moldova.	Identify causes that determine the phenomenon of child labour.	Presentation Debate Flip-chart Group-work
30	The nature of hard, dangerous and hazardous work for children.	Characteristics of hard, dangerous and hazardous work for children.	Presentation Debate
10	Follow-up		Questions, answers
10	Post-evaluation		

CHILD LABOUR IN MOLDOVA. CAUSES AND CONSEQUENCES

Child labour

Today every sixth child in the world works instead of going to school. Every eighth child works in risk conditions and is exposed to the worst forms of child labour. Being deprived of happiness and school, these children are impeded in their growth and development.

Child labour includes paid or unpaid activities, which are dangerous or hazardous for the mental, physical, social or moral development of the child. The concept of child labour refers to activities, which have a negative impact on child's health, education and normal development.

Child labour can be expressed in different ways, but the immediate elimination of the worst forms of child labour is the first priority.⁶

For many children in the world the only games of their childhood are activities in the household, in the field or working as casual workers for somebody. Among the 246 millions⁷ of children of age between 7-17 found in child labour worldwide there are Moldovan children too.

There are alarming signs that a significant segment of children are exposed to factors, which negatively affect their development and are economically exploited in their families and communities. Relevant data presented in different studies carried out in Moldova reveal an alarming situation.

Thus, the number of cases of children in the worst forms of child labour increased by 2½ between 2001 and 2004⁸, while from the beginning of 2003 a number of 260 of such cases were submitted to the court⁹.

The children work both in the fields and at home during the year. Although their work does not have a permanent character or it is done during the agricultural period, they have to perform different tasks every day. Every third child out of 145 children of school age covered by a survey on child labour in rural areas,¹⁰ said that their parents sent them to work, while every 2 out of 3 children said they are punished for not doing the work in time or qualitatively.

Every fourth child from rayons Criuleni and Orhei, who are involved in horticulture, work for somebody else than his/her own family, while 6 children out of 10 are involved in the worst forms of child labour.¹¹

Because they perform tasks, which exceed their age specifics, children get traumas and allergies.¹²

⁶ TRAINING RESOURCE PACK ON THE ELIMINATION OF HAZARDOUS CHILD LABOUR IN AGRICULTURE. Book 1, International Labour Organisation, International Programme on the Elimination of Child Labour, International Training Centre of the ILO, Turin, 2005.

⁷ A FUTURE WITHOUT CHILD LABOUR - ILO Global Report 2002, Geneva, 2002.

⁸ Ministry of Labour and Social Protection, January 2005.

⁹ The first Periodic Report of the Government of the Republic of Moldova on the implementation of the ILO Convention No. 182, September 2004.

¹⁰ Rapid Assessment on child labour in rural areas, the National Women's Center on Studies and Information, ILO-IPEC, 2004.

¹¹ Rapid Assessment on Child Labour in the Horticulture Sector in Moldova, carried out by the CSPPIA „Civis” for the National Federation of Employers in Agriculture and Food Industry (FNPAIA), Chişinău, 2005.

¹² Common Country Evaluation. Republic of Moldova, the Government of the Republic of Moldova, the UN, Chişinău, 2005.

THE CHILDREN BETWEEN WORKING FOR GETTING SKILLS AND WORK EXPLOITATION. As regards general mentalities and attitudes in Moldova, the understanding of working for getting skills and work exploitation or the types of work, which contribute to the child development and hard, hazardous works is confused.

Child labour in the public-box

„I learned how to make sweeps when I was a child. Everyone in our village used to cultivate maize and children helped their parents when they were three or four years old”, says Vera. She has lived all her life in the village where she was born, Cărăcușeni Vechi, a village with an old tradition in making sweeps ¹³.

Vitea, aged 17 now, abandoned the school after finishing eight grades in Molești. He had to start working to earn his bread.¹⁴

Paula Seling used to put the cow to pasture and she liked drinking milk directly from the cow. Stole potatoes to bake in the fire... „I was a naughty child when the grandmother used to send us with the cow to pasture... ”. Then she wanted us to sing in the family.¹⁵

„I can sew on buttons,
And fix the bag myself,
I can make a cardboard wallet
And craft a paperback.

I know to use a hammer,
And skilled to thread a needle...
I know to handle many tools,
And do it all myself.”¹⁶

For more than three months, Elena, aged 14 and Marcel aged 16, sister and brother from Căușeni, were forced to work 15-18 hours per day in the fields of some landowners in Ukraine. Only due to their good luck they escaped this slavery... To earn money, the parents forced the children to work in the fields as slaves for landowners, and they did not know that this is violation of the law...¹⁷

„My father would repeat again and again how good he was as a child: worked since a small kid, helped his parents and was good at school too...”¹⁸

„The school became a foreign place for the Antoci brothers, where they could not find a place for themselves, but now they do not even try to. Natalia, aged 16, Ion, aged 12 ani and Alexandru, aged 9, although they are of school-age, did not set foot in the school for many years, instead they go every day to the garbage dump from Zagarancea to collect old metal...”¹⁹

These extracts from the press box exemplify the different forms of children being involved in economic activities. Some of them can be considered as decent work, others are hard and hazardous works.

¹³ „The theory of the sweeps”, published in „Jurnal de Chișinău”, on 12 December 2003.

¹⁴ „Molești, a village of the elderly and children”, in the publication „PHOTOsCHILDREN. Photos made by children”, „Mass-media for the Youth” Center, UNICEF, Chișinău, 2005.

¹⁵ „Paula Seling used to put the cow to pasture”, in „Jurnalul Național”, 7 June 2004.

¹⁶ „I like to do it all myself”, poetry by Liviu Deleanu, from „Zăpăcilă”, Prut Internațional, Chișinău, 2002.

¹⁷ „Slaves for the own parents”, by Irina Codrean, „Ziarul de Gardă”, 30 March 2006.

¹⁸ „We need each other”, by Larisa Ungureanu, on the portal „Moldova Azi”, 1 December 2003.

¹⁹ „Garbage dump instead of school”, by Ina Prisăcaru, in the publication „The Youth from Moldova. Solutions for Millenium Development Goals”, UN in Moldova, Chișinău, 2003.

Some parents think that in order to learn the value of the money, their children should start working at an early age. Others say that “nobody died of work”, others say “by working the man turned into a human being”. Often the adults say about children “If they want a future, they should work!”. But there are children who have nobody to tell all these to them, because their parents went abroad and the children have to do the work to earn their bread. The migration left about 23,000 children without care of both parents. A recent study, which interviewed 1,844 children from 25 rural areas, determined that 81% of these children had at least one of the parents abroad.²⁰

The children hoe, chop the wood, are irreplaceable at picking fruits and vegetables, they fetch water and put the livestock to pasture from an early age.

The impact – negative or positive - on children’s health and development - this helps in making the difference between the worst forms of child labour and the light work.



The memories of Vera from Cărăcușenii Vechi village do not have elements of work exploitation; even some children helped their parents to sew the sweeps at an early age of 3 or 4 years old. “Work from childhood, help the parents, be good at school”, this is what most parents try to educate at their children. The other two examples – of the famous Romanian singer Paula Seling, who was a naughty girl with the other children when her grandmother sent her to put the cow to pasture, and the poetry which speaks about the child who knows to do many things by himself – these is DECENT, LIGHT work, which contributes to the development of the child. Such forms do not jeopardize children’s health, security or morality.

Instead, Vitea from Molești did not have an opportunity to attend school after finishing eight grades, because he had to work for survival. This situation contains elements of economic exploitation, being deprived of the rights to education and leisure activities. The same is the case of the Antoci brothers from Zagarancea from the previous examples. Instead of going to school, they go to the garbage dump, where their health is put at threat by the non-sanitary conditions, handling of the metal, which is a heavy load. The story of the sister and brothers Elena, Marcel and Pavel from Căușeni is another example of child exploitation and it is even associated with a terrible phenomenon as child trafficking. These three examples are THE WORST FORMS OF CHILD LABOUR.

²⁰ În December 2003, the Ministry of Education registered a number of 22,976 children whose parents went abroad. Source: the psychological development of children from desintegrated families in the Republic of Moldova, a conference dedicated to the edition: QUO VADIS, 2004.

CAUSES OF CHILD LABOUR

What are the causes of child labour? Training activity

<p>Objective</p> 	<p>This activity will help in:</p> <ul style="list-style-type: none"> ▪ Discussing about the hazardous child labour in agriculture ▪ Identifying the causes of child labour in the agricultural sector of Moldova
<p>Tasks</p> 	<p>The small groups will:</p> <ol style="list-style-type: none"> 1. Discuss different types of hazardous work performed by children in agriculture. 2. Identify more causes of involvement of children in the worst forms of child labour in agriculture. <p>Designate a rapporteur who will present the conclusions of your group for task 2.</p>

Why do the children work?

There are many cases why children work. While poverty is an important factor, other connected causes can be identified, such as the political and economic instability, discrimination, migration, criminal exploitation, traditional and cultural practices, the lack of decent jobs for adults, inadequate social protection, the lack or insufficient number of schools or the wish to have consumption goods.²¹

On the other hand, this phenomenon is also supported by such factors as poor enforcement of laws, some employers want to use cheap and flexible labour, the small number of profitable and productive family businesses, which would hire and pay salaries to adults.

Other factors, which contribute to the work exploitation of children are the domestic violence, the limited acces of children to education, the low education level of parents which leads to existence of pre-established attitudes to child labour, but also the lack of information of the local authorities.

A sectoral study on child labour in horticulture in Moldova²² identified amongst factors, which determine child labour, the following:

- Poverty and the need to help the parents. The children have to work, because of the poor living conditions and the financial incapability of parents to support the family.
- Lack of work force. The insufficient manpower is explained by migration of adults abroad in search for better jobs.
- The size of the household. The larger the family is, the more alternative sources are needed to contribute to the family budget.
- The cultural background and family values. The parents insist that their children should face difficulties and they do not realise the negative impacts of the hard work on the development of the child.

²¹ „A future without child labour”, „The UN in Moldova” Magazine, October – December, no. 4 (17), 2003.

²² Rapid Assessment on Child Labour in the Horticulture Sub-sector in Moldova. CSPPIA „Civis” for the National Federation of Employers in Agriculture and Food Industry (FNPAIA), Chişinău, 2005.

THE IMPACT OF THE WORST FORMS OF CHILD LABOUR ON CHILDREN

There is a direct link between the work provided by the child, his/her education and health. Child's involvement in economic activities at an early age is the reason of low school attendance, low academic achievements and school abandonment.

CHILD LABOUR AND EDUCATION. The link between education and involvement of children in work activities functions in a double sense. On one hand, the involvement of children in the worst forms of child labour is a reason for the low participation of children in the educational process, on the other hand, the lack of possibilities to attend school is the reason why involvement in work activities is the only option they have.

Nine out of ten children covered by the Rapid Assessment on Child Labour in Horticulture in Moldova have missed school at least once. Half of the children missed school for at least one week, while every tenth child missed school for three or four weeks. The reasons given by them were the need to help in the household, to work in the family's fields or to work for somebody else. Four children out of one hundred have abandoned school and are involved in the worst forms of child labour.

CHILD LABOUR AND HEALTH. The majority of children interviewed during the Rapid Assessment said that they were sick at least once during the past year. Three children out of four worked under high temperatures. Half of them said they had to work for long hours. Every tenth child worked with dangerous substances, the same number of children worked in a noisy environment. Five children out of one hundred said they worked during night.

While working in horticulture the children had to manually handle and carry heavy loads. Every fifth child had to lift and carry loads over 20 kilograms. The children working for an employer had to carry more loads (eight out of ten).

THE COSTS OF CHILD LABOUR FOR THE SOCIETY. Child labour has many consequences for the society. This contributes to extending the poverty and inequalities, illiteracy and malnutrition. The interconnection between child labour, health and education creates the vicious circle of poverty. Only seven children out of one hundred, who come from poor families in comparison with 25 prosperous families, get higher education. There are no schools and preschool institutions in 250 localities of the country, where there are 10.000 children.²³

The hard works at an early age affect the health and the emotional development of children; most of them have low academic performances at school and abandon the school. For a long term, this affects their possibilities on the labour market and implicitly, their possibilities to gain a minimum for their subsistence. This is why the dramatic situation of these children should be a priority for the institutions and agencies involved.

The child is a vital investment for the present society, which lacks qualified work sources. The economic exploitation of children is limiting this resource and contributes to delaying the human development of the country.

²³ PRSP FOR ALL. Strategy for Economic Growth and Poverty Reduction in a publication for all. WB Grant Implementation Unit „Strategy for Economic Growth and Poverty Reduction”, Chişinău, 2004.

THE DEFINITION OF CHILD LABOUR ACCORDING TO THE NATIONAL LAWS AND INTERNATIONAL CONVENTIONS

The definition of child labour is determined by the age of the child, by the nature of performed work and the conditions under which such work is performed.

The International Labour Organisation established in 1973, in Convention No. 138 on the Minimum Age, the age permitted for work – minimum 15 years, stipulating that the children aged 13-15 can do light work if this does not jeopardise their safety and health and does not impede child education.

Also, other ILO Conventions protect the children from the worst forms of child exploitation, such as prostitution and debt bondage.

The main international instruments regulating child labour are the UN Convention on Child's Rights and:

- The ILO Convention No. 129 (1969) on Labour Inspection in Agriculture
- The ILO Convention No. 138 (1973) on the Minimum Age
- The ILO Convention No. 182 (1999) on the Worst Forms of Child Labour
- The ILO Convention No. 184 (2001) on Safety and Health in Agriculture

According to the Moldovan legislation it is prohibited to involve persons under the age of 15 in work activities. Other important stipulations of the Labour Code specify that a person gets his/her work capacity at 16. A person aged 15 can enter a work contract provided that there is a written consent of the parents or the legal representatives of the child, if such employment shall not prejudice child's health, development, education and carrier education.

THE WORST FORMS OF CHILD LABOUR

As defined by the ILO Convention No. 182 (1999) on the Worst Forms of Child Labour, the term „the worst forms of child labour” according to art. 3 includes:

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

(Other important sources of the International Labour Organisation related to combating the worst forms of child labour are described in Chapter 5 of this Manual on the legislative background of child labour).

The work that jeopardizes the physical, mental or moral well-being of the child, either because of its nature or the conditions in which it is performed, is qualified as „hazardous work”.²⁴

²⁴ A FUTURE WITHOUT CHILD LABOUR - ILO Global Report 2002, Geneva, 2002.

Not all types of work can be considered as child labour or child exploitation. The light work, as defined by the ILO Convention No. 138 (1973) on the Minimum Age,²⁵ art. ,7 is:

- not likely to be harmful to their health or development; and
- (b) not such as to prejudice their attendance at school, their participation in vocational orientation or training programmes approved by the competent authority or their capacity to benefit from the instruction received.

The states which ratified the ILO Convention No. 182 (1999), including the Government of the Republic of Moldova, have committed to implement actions on combating hazardous work as defined in Recommendation No. 190 (1999) concerning the prohibition and immediate action for the elimination of the worst forms of child labour:

1. In determining the types of work referred to under Article 3(d) of the Convention, and in identifying where they exist, consideration should be given, inter alia, to:

(b) work underground, under water, at dangerous heights or in confined spaces;

(c) work with dangerous machinery, equipment and tools, or which involves the manual handling or transport of heavy loads;

(d) work in an unhealthy environment which may, for example, expose children to hazardous substances, agents or processes, or to temperatures, noise levels, or vibrations damaging their health;

(e) work under particularly difficult conditions such as work for long hours or during the night or work where the child is unreasonably confined to the premises of the employer.

According to art.6 of the ILO Convention no.182, the Government of the Republic of Moldova has the obligation to:

- design and implement action programmes to eliminate, as a priority, the worst forms of child labour.
- consult the relevant government institutions and employers' and workers' organisations, taking into consideration the views of other concerned groups as appropriate.

The ILO Convention no.182 appeals to cooperation and international assistance on the immediate elimination of the worst forms of child labour through:

(I) priority actions to determining the hazardous works referred to as the worst forms of child labour.

(II) designate appropriate mechanisms to monitor and implement action programmes.

(III) adopt prevention, rehabilitation and integration measures.

(IV) provide special attention to the children in risk situation and girls.

HARD, HAZARDOUS AND HARMFUL TYPES OF WORK FOR CHILDREN

The hazards faced by the children involved in the worst forms of child labour depend on the nature of the activity they perform. Some hazards have an immediate impact; others can have consequences in time.

The following conditions are considered to be hard, hazardous and harmful for children:

- *Work with dangerous equipment and tools.*
- *Manual handling and transportation of heavy loads.*
- *Work with harmful substances.*
- *Work under high temperatures.*
- *Work in a noisy environment, which has an impact on child's health.*
- *Night work.*
- *Forced work.*
- *Exposure to physical and psychical abuse at work.*

CHILD LABOUR, AS A CHALLENGE TO EMPLOYERS IN MOLDOVA

Agriculture is the sector where there are most cases of work without legal contracts and a sector, which registers most cases of children involved in the worst forms of child labour, including in Moldova. The involvement of children in hard works may seem a cheap solution for employers, but it is an immoral and illegal solution.

Independently of the penalty applied to the employer, she/he will lose the credibility and reputation, but this means money in his/her business. Even if applied, the penalties alone are not adequate for solving the problem.

It is important that employers realise their obligation to obey the law for the elimination of the worst forms of child labour. The employers' associations can contribute to identifying cases of children in the worst forms of child labour and to the withdrawal of children from the labour market.

CHAPTER 4

Work in Agriculture: hazards and risks for children

- What is a risk assessment?
- Examples of risk assessment
- Specific hazards and risks in agriculture

The statistics of the ILO show that every year approximately 22.000 children die in work accidents²⁶ - when childhood is a crucial period for the human development.

The approach under which the present chapter is based goes beyond the statistics of child mortality and the accidents associated with child labour in agriculture. This training session, which is based on chapter 4 of the Manual, will offer the participants a wide perspective about the social and environmental hazards and risks faced by the children who work in agriculture. It is useful for the participants to remember in this context the definition used by the World Health Organisation regarding the health of child, which is a physical, mental and social state of the child lacking any diseases.

For all the hazards and risks addressed in this section it is important to remember the following. When children are carrying out similar tasks as adult workers, they are at even greater risk than adults of suffering injury or ill health on the following main reasons: children lack work experience, they cannot assess the hazards and risks and because children's bodies are still growing and their minds still developing.

Training objective: **Tackling hazardous child labour in agriculture by strengthening risk management**

This section of the manual is designed to employers to:

- Learn how to carry out a simple risk assessment as a means of improving occupational safety and health conditions in the workplace;
- Use additional resources on occupational safety and health.

The main way to improve levels of occupational safety & health (OSH) protection in the workplace - so as to prevent or reduce accidents and ill health at work - is by strengthening risk management in the workplace. A key aspect of risk management is commonly called risk assessment. So we start this section of the manual/module with a detailed sub section on how to carry out a risk assessment, and give examples of the benefits.

What is a risk assessment?

A widely used risk management technique is called RISK ASSESSMENT. This technique can be used by enterprises of all sizes - small, medium and large - to prevent fatal accidents, injuries and ill health in the workplace.

A risk assessment involves three steps.

STEP 1.

²⁶ IPEC Safety and Health Fact Sheet „HCL in Agriculture: an Overview”.

The first step is for you to identify the hazard(s), i.e. potential dangers, in the workplace. A hazard can be defined as the potential to cause harm, and can include such things as machinery, tools, knives, machetes, electricity, chemicals, dusts, noise, lighting etc.

1.1. The person in charge of the workplace, usually an employer should:

- look around the workplace and see how many people work there, and what jobs or training tasks they do;
- think about the hazards (dangers) associated with the different activities or jobs carried out;
- ask people who work in the workplace for their views;
- learn from experience of previous accidents and cases of work-related ill health.

1.2. The aim is to spot hazards that could result in injury or ill health.

Once you've done this, you proceed to Step 2

STEP 2.

Having identified the hazards, you then have to evaluate the level of risk associated with each hazard. We can define "risk" as - the likelihood that the harm from a particular hazard is realised.

2.1 You need to decide:

- who may be harmed - which workers are most at risk from a particular hazard associated with a particular job or activity?
- how they may be harmed?
- the likelihood of them being harmed - that is, what are the levels of risk associated with a particular task/activity?
- whether the risks from each hazard are prevented or reduced/controlled?

Having identified the types of hazard, who is at risk, the levels of risk for a given job and so on, you then move to Step 3

STEP 3.

On the basis of the information and suggestions gathered in Steps 1 and 2, you should then decide which risk prevention *or* risk reduction/control measures you will put into place/operation in your workplace to prevent anyone being injured or suffering ill health.

This includes working out how you will put into operation the risk prevention or risk reduction/control measures that you have decided on.

You should decide on, and implement, the risk prevention or risk reduction/control measures in the *strict order that they are written below*:

Sub-step 3. 1. Decide first of all if you can **PREVENT** any possibility of injury or ill health by eliminating the risk from a particular hazard.

An example of this could be deciding to use a water-based glue or solvent instead of a chemical-based glue or solvent, which would prevent the risk of toxic poisoning. Another example, could be replacing a noisy machine with a much less noisy one which won't damage people's hearing.

However, in many cases it isn't possible to totally prevent/remove the risk, so you should then proceed to Step 3.2 to work out how to reduce (control) the risk(s) through a series of other measures

Sub-step 3. 2. You now have to decide what **RISK REDUCTION MEASURES** (or risk control measures as they are sometimes called) are needed to reduce the risks of injury or ill health, and how to implement them. You should decide on and implement the risk reduction measures in the strict order that they are written below, i.e. starting at the top of the list and working your way down the list:

The *first risk reduction measure* to consider and to use wherever possible is what is termed **Technical/engineering controls**. An example of a technical or engineering control would be putting in some simple local exhaust ventilation - a hood or extraction device - on a machine to keep dust levels within safe limits. Another example would be putting some form of soundproofing around a noisy machine to reduce noise levels to safer limits.

Think through what you can do in your workplace to make it safer!

The *second risk reduction measure* is to ensure that you have **Safe working methods/practices and systems** in place, linked to provision of information, training, instruction/demonstration, and supervision.

This means that you have to ensure that everyone working in your workplace knows how to do their job or task in a safe and healthy manner without harming themselves or other persons (including members of the public in certain jobs).

This means you have to provide appropriate health and safety information and training for workers, give clear instructions on how to do a job properly, demonstrating it if necessary, and ensure you provide supervision of the work/task being done, especially with trainees

In larger workplaces, this may mean providing written instructions and procedures.

The *third risk reduction measure* to consider is what are termed **Health or medical surveillance** measures may be needed - if appropriate - to ensure workers or trainees stay healthy. Such measures are often used, for example, where workers are working with toxic chemicals or high exposed to high levels of dusts or noise.

The *fourth and last risk reduction measure* is **Provision, use, maintenance and replacement of personal protective equipment (PPE)**

PPE is a term which covers everything from overalls, coveralls, and other types of clothing (e.g. for hot or cold conditions) to respirators, masks, gloves, goggles, helmets, shoes/boots, ear protectors etc.

PPE is often first and only risk reduction measure provided for workers. In fact it should be the last measure to be provided, and then only to provide extra levels of protection to boost the technical and engineering controls, safe working methods/systems, and health/medical surveillance measures you have put into place.

There are many reasons why PPE is the last risk reduction measure: much of it is not well designed and so does not reduce the possibility of injury or ill health

Differences between female and male workers, and that workers in general are of different shapes and sizes so standard items of PPE may not fit them well

It is often uncomfortable to wear or to use for long periods, especially in hot and humid conditions

It is often not effective unless cleaned, properly maintained, and replaced at regular intervals.

Note

In practice, you may need to use some or all of these control measures to reduce the risk for a particular hazard. So, for example, if in tackling a dust problem in your workplace, local exhaust ventilation (technical and engineering controls - the first risk reduction measure) combined with safe working methods (the second level of risk reduction measures) solves the problem, you don't then need to bother putting in place health/medical surveillance or providing PPE for this particular problem.

Examples of risk assessment

Example 1

Small workplace/enterprise using chemical- based glues containing toxic solvents for sticking pieces of wood, rubber etc. together.

Step 1: Identifying the hazard(s)

The hazard in this instance is:

Use of chemical based glues containing a toxic solvent called toluene. The toxic solvent can get into the body through the skin or chemical fumes can be breathed in, especially if the glue is heated.

Step 2: Who is at risk, where, levels of risk etc.

10 workers - 5 female, 5 male - who work in the gluing section are especially at risk of poisoning from using these glues. Other workers in the vicinity are at lower risk from breathing in chemical fumes.

Step 3: Risk prevention or risk reduction (control) measures

Sub-step 3.1 *Risk prevention* needs to be considered first

Substitute the use of water-based glues for the chemical-based glues containing toluene. Water is a non-toxic solvent and if water-based glues can be used then any risk of poisoning is prevented

However, if your risk assessment has decided that chemical-based glues still need to be used in your workplace, you then proceed to Sub-step 3.2

Sub-step 3.2: Risk reduction measures, assessed and applied in the following order:

Technical and engineering controls (first risk reduction measure)

In the gluing section put in some form of local exhaust ventilation to extract the chemical fumes from the workplace. Also when heating glues, avoid heating them over open flames and use some form of enclosed cabinet - again with local exhaust ventilation - to contain any fumes produced and then to extract them to outside the workplace.

Safe methods of work, systems (second risk reduction measure)

Ensure that the 10 workers in the gluing section are properly trained in how to use the glues correctly, and that they understand the risks to their health and the measures they need to take to minimise contamination or clean themselves up if contaminated. This includes having good information on the glues - from the product labels and safety data sheets (in the local language) - including risk prevention or reduction measures.

This is also linked to having proper washing facilities, and first aid.

Also ensure that other workers have some general health and safety training which includes knowing about the risks associated with chemical-based glues and how to prevent or reduce these risks.

Ensure appropriate supervision of activities in the gluing section.

Health/medical surveillance (third risk reduction measure)

Not appropriate in this instance as there are no preventive checks for toluene poisoning

Personal protective equipment (fourth risk reduction measure)

Rubber/nitrile gloves may offer some form of protection for the skin and so could be of use. You could ask the person or company who supplies you the glue - who in turn can

get information from the glue manufacturer - as to what type of gloves are the best and how to obtain them

Example 2

Small woodworking or metal working enterprise using cutting machines.

Step 1: Identifying the hazard(s)

The hazards in this instance are:

Powered machinery - saws, sanding machines, planing machines etc.

Step 2: Who is at risk, where, levels of risk etc.

15 workers - 7 female, 8 male - who use these machines are especially at risk of accident which could result in potentially serious injuries

Step 3: Risk prevention or risk reduction (control) measures

Sub-step 3.1 *Risk prevention* needs to be considered first

Not applicable as powered machinery needs to be used and so total prevention of the risk is not possible

So proceed to Sub-step 3.2

Sub-step 3.2: Risk reduction measures, assessed and applied in the following order:

Technical and engineering controls (first risk reduction measure)

Ensuring proper guarding of machinery is the best way of reducing the possibility of accidents. This means ensuring that machines cannot be used with guards removed, including when they are being maintained.

This includes procedures for prompt repair or replacement of damaged guards.

Safe methods of work (second risk reduction measure)

Ensure that the 15 workers using the powered machinery are properly trained in how to use the machines correctly, that they understand the risks to their safety, and have appropriate safety information.

Ensure also that they know the procedures to follow to get a damaged guard repaired or replaced promptly.

Ensure appropriate supervision of workers using machines.

Health/medical surveillance (third risk reduction measure)

Not appropriate in this instance.

Personal protective equipment (fourth risk reduction measure)

Not appropriate in this instance.

Example 3: Pesticides

Use of toxic chemical pesticides on a commercial farm.

Step 1: Identifying the hazard

Use of toxic chemical insecticides (a type of pesticide) which can affect in particular the nervous system (organophosphate or carbamate-based insecticides)..

Step 2: Who is at risk, where, levels of risk etc.

A five person pesticide spray team - all male - have the highest levels of pesticide exposure and therefore risk

A special problem is five male workers - aged 15-17 - who assist the pesticide spray operators to mix the pesticides and to fill the sprayers. The risks of them also having high levels of contamination on skin and clothing are high.

The potential health problems faced by both the spray operators and young workers include poisoning, skin rashes, and possible longer term effects on health.

Other workers on the farm are at risk of pesticide contamination from spray drift if working too close to where fields are being sprayed or starting work in sprayed fields where the appropriate safe re-entry period is not followed.

Step 3: Risk prevention or risk reduction (control) measures

Sub-step 3.1 *Risk prevention* needs to be considered first

The risk assessment shows that in this instance risk prevention measures can be used by (i) using organic farming methods and so eliminating use of toxic chemical pesticide altogether or (ii) applying a biopesticide (based on naturally-occurring organisms which are not harmful to human beings) as a substitute for the chemical substance.

However, if the risk assessment shows that chemical pesticide needs to be used then proceed to Sub-step 3.2

Sub-step 3.2. *Risk reduction* measures, assessed and applied in the following order:

Technical and engineering controls (first risk reduction measure)

Technical/engineering controls to protect the operator or pesticide handlers from contamination include, for example, using a:

- sealed mixing and filling system when putting the chemical and water into the sprayer. This is a device which ensures that the pesticide is taken into mixed in the sprayer automatically.
- tractor cab fitted with pesticide absorbent filters when spraying the chemical to avoid contamination of the spray operator

Safe methods of work, systems (second risk reduction measure)

A first measure to improve safe working methods would be to ensure that the five 15-17 year old boys immediately stop assisting spray operators in mixing and filling sprayers. The reason is this work is too hazardous for them at this age and is work that should be carried out by trained, adult workers.

The 5 person spray operator team should be trained to high standards, and have appropriate information on all the chemicals they apply, including prevention and control measures, and safe methods for disposal of surplus pesticide and empty, washed containers/packaging.

The other workers should receive more general training on health and safety including on risks for pesticides and prevention and control measures.

Working procedures should be laid down to ensure that workers do not work near fields being sprayed so as to avoid potential contamination from spray drift. Spray teams should be instructed not to spray near workers labouring in the field, and they should post warning notices when they are about to spray a field. There should be adequate supervision to ensure that these procedures are followed.

Working procedures should be laid down to ensure that workers do not re-enter pesticide-treated areas before the specified re-entry period - as per the manufacturer's label - has expired. Spray teams should be instructed to clearly post warning notices stating re-

entry times into pesticide-treated fields. There should be adequate supervision to ensure that these procedures are followed.

Health/medical surveillance (third risk reduction measure)

In order to provide an early warning of poisoning by carbamate and organophosphate pesticides, the five members of the spray team should have a blood test at the start of the spraying season. This , which would be at regular intervals,

Personal protective equipment (fourth risk reduction measure)

For the spray team operators, appropriate personal protective equipment (PPE) - as per the recommendations on the pesticide label or in the manufacturers safety data sheet - should be provided and used. There should be facilities to allow the PPE to be properly cleaned and stored, in a separate area from personal clothing. PPE should be well maintained and replaced at regular intervals.

SPECIFIC HAZARDS AND RISKS IN AGRICULTURE:

- **Long hours, fatigue and sleep needs of minors**
- **Extreme temperatures and climatic conditions**
- **Ergonomics**
- **Specific diseases caused by exposure to microscopic parts and chemicals in agriculture**
- **The livestock and wild animals**
- **Lack of child care facilities**
- **Malnutrition**
- **Poor sanitation and hygiene**
- **Farm machinery**
- **Cutting tools**
- **Falls and falling objects**
- **Psychological hazards and violence**

LONG HOURS, FATIGUE AND SLEEP NEEDS OF MINORS

The agricultural season usually requires a great deal of work and increased rapidity from agricultural producers – either during the harvesting season, during plantation or during other agricultural works.

In general, the agricultural works should be performed according to a well-established agricultural calendar and noncompliance with this calendar means decrease in the yield or even complete loss. Under such circumstances of insufficient work force in Moldova – especially in the harvesting season – involving children is practically the only way out. Working from dawn till sunset is a rule not only for the adults, but for children too, and days of rest are out of the question.

Children get tired more quickly than adults and the recent studies demonstrated that for the adolescents of age between 10 and 18 the sleep needs do not decrease, but are the same – 9,5 hours per night.

The fatigue or somnolence generated by a long working day leads to a reduced reaction and judgement, which make the child act or react inadequately, which puts to risk child's health or life. For the same reasons the child is incapable to concentrate during school lessons (if s/he in general attends school). Some international studies indicate that working more than 20 hours per week negatively affects the academic achievements of the child. The Rapid Assessment on Child Labour in Orhei and Criuleni conducted by the FNPAIA during May-June 2005 showed that 40% of the children from these rayons spend 30-40 hours per week working in agriculture and in some cases even more than 40 hours per week. It should be mentioned that they work

both during the summer vacation and in other agricultural seasons like spring, but most of all during autumn, when they should be in school.

ERGONOMICS

Ergonomics is the science, which studies the relationship between the human, machinery and work environment. It helps to design and to adapt the workplace to the worker in order to avoid and prevent health problems and to increase the efficiency of work. The ergonomics makes the job fit the worker instead of making the worker get adapted to the working conditions. This science covers a wide range of working conditions, which should be respected, including:

- lightening land temperature at the workplace
- noise and vibration
- work organisation and design of tools and machines
- footwear and protective equipment
- work organisation and job design, including shift work, rest breaks and meals.

Without application of ergonomic principles, tools, equipment and machines and in general the workplace design may be incorrect given the different physical characteristics of the workers. Traditionally, agriculture requires high human inputs – and the employer is aware of it, therefore the ergonomics is very important in this sector of the economy.

Often working children are more at risk because their physical proportions and working capacities are not taken into consideration when they are allowed to use machineries and equipment. When protective equipment does not fit children, it will not help the child, or the child will use for example a handkerchief to cover the nose and mouth, which is far from protecting the child. The heavy physical work negatively affects the skeleton of the child.

EXTREME TEMPERATURES AND CLIMATIC CONDITIONS

Working in agriculture implies climatic conditions and extreme temperatures. The children may be exposed to excessive heats in summer and to cold temperatures, winds and rains in autumn. The excessive heat may cause a dilatation of the superficial blood vessels and, as a result, to perspiration and dehydration of the body. The children are more vulnerable than the adults to heat related illnesses. Exposure to the sun can cause burning and the long-term exposure to the sun can lead to premature ageing of the skin and increased likelihood of skin cancers.

SPECIFIC DISEASES CAUSED BY EXPOSURE TO MICROSCOPIC PARTS AND CHEMICALS USED IN AGRICULTURE

Working in agriculture may cause or contribute to a wide variety of diseases. These depend on a number of conditions:

- type of the organism that the agricultural worker is exposed to;
- the environment where s/he works and lives;
- general health status of the individual;
- degree of malnutrition.

The diseases are acute or chronic illnesses caused through inhalation, absorption, ingestion, and contact with harmful organisms or materials. Diseases can be contracted through routine exposures such as contact with animals (skin diseases, insects-parasites or other parasites), working in or near the surrounding area of livestock houses, microscopic parts in the air such as pollen, vapours and dusts, pesticides or herbicides, or working with contaminated water or soil.

In Moldova, significant quantity of pesticides and other toxic substances are improperly stored in the surroundings of residential areas, water sources, production centers and livestock. Most of the authorised waste collectors are overloaded, while about 25 million cubic meters of waste is illegally stored, being a risk to soils and underground waters.²⁷ These are also a threat to the children.

Allergic respiratory diseases

In agriculture, respiratory diseases caused by allergic reaction to animal or crops dusts or vegetable dusts and natural aromas, are widespread. Plant material affects the respiratory tract through inhalation of very fine vegetable dusts. In general, working with plants implies exposure to different vegetable parts, which may cause allergies, especially to children, and especially to children, who are vulnerable to this type of diseases.

The asthma and alveolitis are the two main allergic-type respiratory, which is typical to agricultural workers. Once affected by a certain allergen, the human specific cellular changes occur and the effects may appear much later – weeks or even years.

Skin diseases

The most widespread agriculture-related skin disease is dermatitis. Usually dermatitis is characterised by skin reddening, swelling on hands and arms and even pimples. It is caused by oil products, solvents, pesticides, veterinary antibiotics and vegetable irritants, which are contained in plants such as, onion, garlic, cabbage and certain flowers.

Bites, scratches, stings and others are also ways of disease getting into the body. If not medically treated, these infections can develop and cause serious danger to the human body.

They can absorb different harmful substances. This is very specific when harvesting the tobacco. Water from rain or dew on the tobacco leaves dissolves nicotine and causes pallor, nausea, vomiting and others.

Diseases transmitted by animals

The diseases transmitted from contact of the human with animal or animal products are caused by different microorganisms: bacteria, fungi, viruses, parasites. Some diseases are not directly transmitted from contact with animals – for example, tetanus is contracted when wounds with tetanus-contaminated soil.

Lately, the danger of aviary fever is a problem for the Moldovan officials. The formula of the aviary fever is known as the formula of water H₂O.

The livestock and wild animals

Although the livestock breeding in Moldova did not recover from the shock of the transition period, the small cattle farms are getting more in number. Livestock breeding is more practiced in small-size individual farms. Involving children in working with the livestock is associated with risks, frequently these are obvious, especially in cases of mature cattle or horses. The risk lies not necessarily in the aggressive behaviour of the animals – by their own nature cattle can cause serious injury to children: the children can get gored, jostled, stepped on, etc. Therefore, adults should think carefully before sending the child to put the cow to pasture. Even this has been a tradition for Moldovans.

Regarding the wild animal, there are risks too. In Moldova the danger from wolves and other wild animals can be considered history, yet in certain zones there is constant danger from snakes, and wisents. This is why parents should consider all the risks when they send their child to graze the cow.

²⁷ The report on the state of the environment: Republic of Moldova, Chişinău, 2004.

LACK OF CHILD CARE INSTITUTIONS

In many localities the childcare facilities have been closed years ago. The reasons are different: either the child-carers went to Italy to find better-paid jobs, or the Mayor or the local leader has no funds to provide food to the kindergarten. As a result, children of different age – smaller and less small – spend their time with the parents in the fields, being exposed to the same hazards as their parents or elder sisters and brothers.

Four out of five children less than five years do not benefit from any early education, and the social inequality between rural and urban areas gets deeper.²⁸ For the past six years the number of childcare facilities decreased by one third, while the number of staff in childcare institutions reduced by 70%.

MALNUTRITION

Malnutrition is the reason of a half of infant morbidity cases in the world. Although in Moldova starvation is not a cause of morbidity, malnutrition is an unwanted guest in many poor families.

Every fifth child in Moldova can be included in the category of poor children. The extreme poverty is very severe: one out of three children under the age of five do not receive adequate nutrition to meet the decent needs of health and education.²⁹

Malnutrition weakens the body to infection and reduces the brain capacities. It is an element of poverty, which is extremely hard to break. If the young generation is not cared for today, the agricultural child labourers, which suffer from chronic malnutrition will grow into adult farmers, chronically suffering from malnutrition.

POOR SANITATION AND HYGIENE

A lack of clean drinking water, toilets, especially when working in the fields, represents another set of disadvantages and hazards to agricultural workers. Both, child and adult labourers, are at high risk of infectious diseases, respiratory illnesses, skin diseases and the spread of parasites. Because there is a lack of childcare institutions, parents often bring their infants with them to the fields, exposing them to the same risks. The small infants left without any supervision are even more vulnerable.

Poor hygiene and lack of possibilities to wash the hands cause diarrhea. Only half of children between four and seven years old living in rural areas regularly wash their hands, compared with two thirds of children from urban areas.³⁰

FARM MACHINERY

It is obvious that any machinery, including the farm machinery has certain hazards for the people operating it or those who work close to it. A machine is much more powerful if compared to a man or a horse. A simple press of a button or press the pedal can leave the human without

²⁸ ECONOMIC GROWTH AND POVERTY REDUCTION STRATEGY PAPER. The Government of the Republic of Moldova, Chişinău, 2004.

²⁹ COUNTRY EVALUATION: REPUBLIC OF MOLDOVA. The UN, Chişinău, 2005.

³⁰ Early care and development of children in Moldova. The Government of the Republic of Moldova, UNICEF, Chişinău, 2004.

a hand or a leg or even life. This is why the safety regulations are not something, which should be known, but it should be strictly respected too.

Although the economic crisis of the '90 has significantly reduced the number of the farm machinery, for the past couple of years the situation has changed to an increase in number.

Tractors, with no doubt, are the most important machinery used in agriculture. Therefore, most often accidents occur because of the incorrect operation of tractors.

Tractors can easily overturn. If the load, which should be transported, is too heavy, even by driving 3-4 km per hour, the tractor can overturn rearwards in one second. The tractor can overturn easily if driving near ditches or banks, especially if these are slippery or frozen.

Other accidents may happen when a passenger, extra-rider, on the tractor falls off the tractor and is run over by it; when the tractor operator starts the tractor from the ground instead of from the operator's seat. Many accidents occur because of excessive use of alcohol – in this sense, tractor operators are far ahead of drivers and operators of other means of transport.

Other machinery and equipment can also cause work accidents, children often suffer from ignorance of safety regulations or from adults' inadvertence.

CUTTING TOOLS

The cutting tools are often used in agriculture. Scythes, grass-hooks, hoes – these archaic tools are used till present. If the first two are used more and more seldom, the hoe is the symbol tool of the subsistence agriculture. The picture "Hoeing the corn" is very characteristic for Moldova, so that it expresses the situation in the Moldovan agriculture at present. The young generation, similarly to our parents and grandparents when as children, are horny-handed and hoe-cut legs.

FALLS AND FALLING OBJECTS

Most falls occur from inattention. Most frequently, children fall down from ladders when picking fruits and from different working platforms. Children, with their temperament and reduced attention fall more often than adults; this is why their access to height should be limited.

At the same time, agricultural workers can be the victims of falling objects. The hit is harder from apples than from cherries or apricots, but the case may be really bad when a sack of potatoes or a container with apples hit the head. You would always find a child stay exactly by a container or an instable haystack.

PSYCHOSOCIAL HAZARDS AND VIOLENCE

Child labour damages children's mental health. Because of their premature incorporation into the workforce, children often have to perform tasks, which are unsuited to their physical and mental condition. Children are more vulnerable than adults because of psychological and social reasons. Some children at work are under a permanent psychological stress. The reason why they started working is to contribute to the financial support of the family – a great responsibility at an early age. This is why they react differently than adults in such hazards. For example, children prefer to face challenges rather than being considered weak by other children or to show the adults that they earn the respect – they are "grown-ups". Thus, children can undertake tasks that surpass their abilities.

Violence at the workplace is another negative face of child labour. Violence implies all forms of abuse on behalf of the employer or other adults, either expressed by intention or accidentally. Child labourers face physical, psychological or sexual violence. Violence can be expressed by a

permanent harassment by the employer or the supervisor, harsh supervision, ganging up by fellow workers, violence by clients.

CHAPTER 5

Legislative aspects related to child labour

- INTERNATIONAL CONVENTIONS RELEVANT IN THE CONTEXT OF CHILD'S PROTECTION
- CONVENTIONS OF THE INTERNATIONAL LABOUR ORGANISATION
- THE UN CONVENTION ON THE RIGHTS OF THE CHILD
- AN EXHAUSTIVE ENUMERATION OF THE MOLDOVAN LAWS

This chapter could be the centre of a training session that will brief the participants on the main national legislative acts that are relevant in the context of combating child labour in Moldova, as well as on the international instruments in this field ratified by the Republic of Moldova.

The agenda suggested for this session can be modified depending on the profile and the experience of the participants and provides the trainers with space for innovations.

SESSION PLAN

Subject:	LEGISLATIVE ASPECTS RELATED TO CHILD LABOUR
Duration:	Three hours
Training objectives:	By the end of this session, participants will know the main provisions of the national legislation and the international standards related to child labour, and will have the capacity to give examples from their own communities within this legal context.
Materials:	Flip-chart or blackboard, markers, video, posters on the topic.

Duration, minutes	Main topics	Contents	Techniques, visual means
20	Summarizing the main subjects of the previous session.	Main aspects of the concept "child labour".	Questions and answers Flip-chart
20	Introducing and formulating the objectives.	Session's objectives.	Presentation Flip-chart
30	Child – definitions.	The definition of "child" according to the national legislation.	Presentation Flip-chart During the session, different techniques and visual means can be applied. A relevant film can be shown at the end of this session.
20	International conventions relevant in the context of child protection. The ILO Conventions no. 138, 182 and 184. The UN Convention on Child's Rights.		
60	The Constitution of the Republic of Moldova. The Labour Code of the Republic of Moldova. The Code of Administrative Infringements. The Criminal Code, etc.		
10	Summary		Questions, answers
10	Evaluation		

THE DEFINITION OF “CHILD”

According to the Law on Child's Rights of the Republic of Moldova no. 338-XIII as of December 15, 1994³¹ inspired from the UN Convention on Child's Rights, “a person is considered a child from birth until s/he reaches the age of 18” (Article 1, paragraph 2).

The Committee on Child's Rights has ascertained in October 2002 in its Final Observations on the initial Report of the Government of Moldova regarding the measures taken in respect to the fulfilment of rights provided by the United Nations Convention on the Rights of the Child that the provisions of the national legislation regarding the definition of *child* comply with the provisions of the Convention, at the same time expressing its concern regarding the inconsistency between the marriage age of girls (16 years) and boys (18 years) and recommending the state “to revise the legislation and to establish the minimum marriage age of girls the same as of the boys”.³²

Article 2 of the ILO Convention no. 182 (1999) on the Worst Forms of Child Labour and the immediate action to elimination of child labour remarks the fact that “for the purpose of this convention, the term *child* is applied to all the persons under the age of 18 “.

INTERNATIONAL CONVENTIONS RELEVANT IN THE CONTEXT OF CHILD'S PROTECTION

The Republic of Moldova has ratified the main international instruments on child protection, which are also relevant for the combating of child labour in agriculture:

- The ILO Convention no. 129 (1969) on Labour Inspection in Agriculture³³;
- The ILO Convention no. 138 (1973) on Minimum Age³⁴;
- The ILO Convention no. 182 (1999) on the Worst Forms of Child Labour³⁵.
- The ILO Convention no. 184 (2001) on Health and Safety in Agriculture³⁶;
- The UN Convention on Child's Rights (1989)³⁷.

The Government of the Republic of Moldova has submitted on September 27, 2002 to the UN Committee on Child's Rights the initial Report regarding the implementation of the Convention. At the same time, the non-governmental organisations from the Republic of Moldova have submitted a complementary report. Moldova was expected to submit the second periodic report, combined with the third report, by February 24, 2005, which was the deadline for the submission of the third report.

³¹ Official Gazette of the Republic of Moldova, no. 013, March 2, 1995.

³² FINAL OBSERVATIONS OF THE COMMITTEE ON CHILD'S RIGHTS: REPUBLIC OF MOLDOVA. The office of the High Commissionaire on Human Rights. The review of the reports submitted by the member states based on Article 44 of the Convention on the Rights of the Child. UNICEF, Chisinau, 2002.

³³ The Republic of Moldova has ratified the ILO Convention no. 129 (1969) on Labour Inspection in Agriculture on September 26, 1997, Official Gazette of the Republic of Moldova no. 067, October 16, 1997.

³⁴ The Republic of Moldova has ratified the ILO Convention no. 138 (1973) on Minimum Age on July 15, 1999, Official Journal of the Republic of Moldova, no. 080, July 29, 1999.

³⁵ The Republic of Moldova has ratified the ILO Convention no. 182 (1999) on the Worst Forms of Child Labour on February 14, 2002, Official Gazette of the Republic of Moldova, no. 033, March 7, 2002.

³⁶ The Republic of Moldova has ratified the ILO Convention no. 184 (2001) on Health and Safety in Agriculture on March 18, 2002, Official Gazette of the Republic of Moldova no. 043, March 28, 2002.

³⁷ The Republic of Moldova has ratified the Convention on the Rights of the Child on December 12, 1990 and this document came into force in the Republic of Moldova on February 25, 1993.

CONVENTIONS OF THE INTERNATIONAL LABOUR ORGANISATION

Whilst the main change agents – governmental structures, communities, professors, parents, employers' federations, trade unions, non-governmental organisations, international agencies or mass-media – recognise the importance of the problem of child labour, the International Labour Organisation (ILO)³⁸ has strongly involved in actions on combating child labour and removing children from different forms of labour.

The International Labour Organisation developed and applied fundamental standards and principles as regards the right to work, including the freedom of association, the right to collective negotiations, elimination of all the forms of forced labour, elimination of child labour and eradication of discrimination at the work place. Promotion of employment, social protection for all and the existence of a strong social dialogue between employers' organisations, workers' organisations and the Government are the ILO's main objectives³⁹.

The ILO Convention no. 129 (1969) on labour inspection in agriculture

The Convention imposes a responsibility to the labour inspection system in agriculture, as per Article 6, to ensure the application of “the legal provisions related to the work conditions of the employees when performing their duties, such as provisions regarding the working hours, salaries, weekly breaks and vacations, safety, occupational hygiene and well-being, work of women, children, and youth, and other related occupations”.

Also, according to Article 16, the labour inspectors in agriculture, holding the documents confirming their position, shall be authorised to:

- a. have free access, without advance notice, at any time during the day or night, to the working places subject to inspection.
- b. Have access during the day to any premises with reasonable ground to believe that these premises need to be inspected
- c. Proceed to any investigations, inspections or researches deemed as necessary to ensure that the legal provisions are efficiently complied with.

The ILO Convention no. 138 (1973) on Minimum Age

According to Article 1 of this Convention, any member state applying the provisions of this document “is obligated to follow a national policy aimed at efficiently abolishing child labour and progressively increasing the minimum employment age so that the level of involvement of minors in work should not impede their full physical and mental development”.

The minimum age should not be less than the age when compulsory school enrollment is completed and, in no case, less than 15 years.

Article 3 mentions that “the national legislation or competent authority may, after consulting the employers' Organisations and workers' Organisations, if any, allow the employment or involvement in work of minors starting with the age of 16 provided that their health, safety and morality are fully guaranteed and they will get the appropriate training or the occupational guidance needed for the relevant type of activity”.

The application of this convention should cover, according to Article 5, “at least: mining industries; manufacturing industries; construction industry and public works; electricity, gas, water; sanitary services; transportation, warehousing and communications; plantations and

³⁸ The web page of the International Labour Organisation is www.ilo.org.

³⁹ 60 WAYS THE UNITED NATIONS MAKES A DIFFERENCE, New York, December 2005.

other commercial agricultural enterprises, except for family or small enterprises that produce for local consumption and do not use regularly paid workers.”

At the same time, the national legislation may authorise, according to Article 7 of the Convention, the employment of persons aged between 13 and 15 in light works or may authorise these persons to perform certain works under the condition that these works:

- a. shall not prejudice their health or development;
- b. shall not cause any prejudice to: their interest in school, participation in programmes of vocational training approved by the competent authority, the possibility to benefit from training received.

Also, Article 9 mentions that “the national legislation or the competent authority shall specify the registries or other documents that an employer is obligated to keep and make available; these registries or documents shall indicate the name and the age or the date of birth, certificates, if possible and as appropriate, of the persons employed thereby or persons working for the employer, whose age is under 18.”

ILO Convention no. 182 (1999) on the worst forms of child labour

The Convention recognises the fact that “child labour is mainly caused by poverty and that the long-term solution lies on sustainable economic growth that would lead to social progress and, in particular, to poverty reduction, and to universal education”.

At the same time, the General Conference of the International Labour Organisation which adopted this Convention established that “the efficient elimination of the worst forms of child labour needs an immediate universal action, that would take into account the importance of free-of-charge basic education and the necessity to remove children from all these forms of labour and to ensure their social integration, also taking into consideration the needs of their own families”.

The provisions of Article 4 of the Convention oblige the competent authority, after consulting the employers’ and workers’ Organisations, to identify where the types of work so determined exist, and the provisions of Article 5 stipulate that any member state “after consulting the employers’ and workers’ Organisations must establish or designate appropriate mechanisms to monitor the implementation of the provisions giving effect to this Convention”.

“Each Member shall design and implement programmes of action to eliminate as a priority the worst forms of child labour” (Article 6).

ILO Convention no. 184 (2001) on Health and Safety in Agriculture

The Convention mentions in Article 4 that “after consulting the employers’ and workers’ Organisations, the member states should formulate, carry out and periodically review a coherent national policy on safety and health in agriculture. This policy shall have the aim of preventing accidents and injury to health arising out of, linked with, or occurring in the course of work, by eliminating, minimizing or controlling hazards in the agricultural working environment”.

Also, the Convention no. 184 stipulates in Article 16 that “the minimum age for assignment to work in agriculture which by its nature or the circumstances in which it is carried out is likely to harm the safety and health of young persons shall not be less than 18 years.”.

THE UN CONVENTION ON THE RIGHTS OF THE CHILD

The Republic of Moldova is amongst those 192 states of the world that have ratified the United Nations' Convention on the Rights of the Child⁴⁰, the international treaty on human rights that was ratified by most countries.

Article 32 of the Convention recognizes “the right of each child to be protected against the economic exploitation and to not be forced to any labour that presents a risk or is susceptible of compromising his/her education or damaging his/her health or physical, mental, spiritual, moral or social development”.

Also, “member states shall take all legislative, administrative, social or educational measures to ensure the application of this article. In this regard, and taking into consideration the applicable provisions of other international instruments, the member states shall:

- a) *set a minimum employment age or ages;*
- b) *adopt a regulation on working time and conditions;*
- c) *provide for punishments or other relevant sanctions in order to ensure an effective application of this article⁴¹”.*

Analyzing the initial Report of the Republic of Moldova, submitted on February 5, 2001, the Committee on Child's Rights with headquarters in Geneva has saluted “the ratification of the ILO Convention no. 182 on the worst forms of child labour. However, it is still concerned about the high incidence of cases related to child labour in this member state, about the fact that these children could be put in a situation of working many hours at very young ages, which could have a negative impact on their development and school attendance”.

At the same time, the Committee has recommended the Republic of Moldova:

- To combat and to contribute to the reduction of all forms of child labour in the most efficient way.
- To apply for assistance from the International Labour Organisation in order to participate in the International Programme for Elimination of Child Labour (IPEC).

The Republic of Moldova joined the International Labour Organisation on February 2, 1995⁴².

In January 2004, the ILO and the Government of Moldova signed a Memorandum of Understanding serving as legal ground for the next five years of cooperation in the field of eliminating child labour in Moldova. A National Steering Committee provides consultation for policies in the main fields of activity, it analyzes and evaluates the activities carried out by IPEC and ensures that the ILO objectives on combating child labour are achieved⁴³.

⁴⁰ The United Nations' Convention on Child's Rights was adopted on November 20, 1989 by the General Meeting of the United Nations Organisation. In March 2006, the Convention was made available in 56 languages of the world on the web page <http://www.unicef.org/magic/briefing/uncorc.html>.

⁴¹ A DECENT WORLD FOR CHILDREN. Millenium Development Goals. Documents of the Special Session dedicated to Children. The Convention on Child's Rights. Bucharest, 2003.

⁴² Official Gazette of the Republic of Moldova no. 015, March 17, 1995.

⁴³ „THE UNITED NATIONS IN MOLDOVA. Together for a Better Life”. Chisinau, 2004.

AN EXHAUSTIVE ENUMERATION OF THE MOLDOVAN LAWS

The Constitution of the Republic of Moldova

The Constitution of the Republic of Moldova⁴⁴, “The supreme law of the society and the state”, as it is self-declared in this fundamental document, mentions amongst the General Principles the fact that “the constitutional provisions on human rights and liberties are applied and interpreted in accordance with the Universal Declaration of Human Rights, according to other pacts and treaties that the Republic of Moldova is a part of”. (Article 4, Human rights and liberties).

Article 50, “Protection of mothers, children and young people” stipulates in paragraph 4 that “Exploitation of minors, involving them in activities that can damage their health, morality or jeopardize their life or normal development, is prohibited”.

Labour Code of the Republic of Moldova

The main national document regulating all the individual and collective labour relationships, the Labour Code of the Republic of Moldova⁴⁵, prohibits, according to Article 46, paragraph 4, “the employment of persons under the age of 15 years”. Paragraph 2 mentions that “the individual acquires his/her work capacity at the age of 16”. And paragraph 3 notes that “the individual may sign an individual labour contract at the age of 15 upon written consent of his/her parents or the tutor, provided that child’s health, development, education and vocational training are not impeded”.

The work relations of persons under the age of 18 are directly stipulated in Chapter III of the Labour Code, “The labour of children under the age of 18”, Articles 253-257.

Article 253 stipulates that employees under the age of 18 are employed only after being subject to a preliminary medical examination. Subsequently, until reaching the age of 18, these persons shall be subject to a obligatory medical examination every year and the costs associated with these medical examinations shall be covered by the employer.

According to Article 254, the employers are obligated to set reduced working hours for employees under the age of 18. In this context, Articles 96, 100, 103 and 105 establish normal working hours for persons under the age of 18.

Article 96 notes that the reduced weekly working time is 24 hours for employees between 15 and 16 years, and 35 hours for employees between 16 and 18 years.

Article 100 sets a daily working time not exceeding 5 hours for employees under the age of 16 and for employees between 16 and 18 years – up to 7 hours.

Article 103 prohibits the labour of employees under the age of 18 during nighttime, and Article 105 prohibits the involvement of these persons in overtime work.

Article 255 prohibits the employment of persons under the age of 18 in works with hard, harmful and/or dangerous conditions, in underground works, as well as in works that may cause damage to health or moral integrity of underage children (gambling, night work, production, transportation and sale of alcoholic beverages, tobacco goods, narcotic and toxic products). It is also prohibited to use the labour of underage children in manual carrying/handling of loads, which exceed the maximum standards established for them. Also, the Article mentions that the

⁴⁴ The Constitution of the Republic of Moldova was adopted on July 29, 1994, Official Journal of the Republic of Moldova no. 1, August 12, 1994.

⁴⁵ The Labour Code of the Republic of Moldova was adopted on March 28, 2003 and came into force on October 1, 2003, Official Journal of the Republic of Moldova no. 159, July 29, 2003.

Government, after consulting employers' organisations and workers' organisations, approves the list of works with hard, hazardous and/or dangerous conditions for underage children, as well as the maximum norms allowed for manual carrying/handling of loads.

Article 256 prohibits sending underage children to missions, except for employees of audio-visual institutions, theatres, circuses, cinematography, theatre and concert organisations, as well as employees of professional sports institutions.

Article 257 stipulates additional guarantees in case of dismissal of underage children. Therefore, the dismissal of employees under the age of 18, except for cases when the enterprise is closed, is allowed only upon a written consent of the territorial employment agency and the territorial commission for minors, by complying with the general conditions of dismissal provided for in the Code.

Law of the Republic of Moldova on Labour Inspection

The Law on Labour Inspection⁴⁶ attributes to this central public authority body responsibilities to check if provisions of legislative acts and other norms related to child and women labour are complied with. Also, the Labour Inspection verifies the accuracy of the individual and collective employment contracts, working hours and vacation, work pay, work discipline, labour protection and other working conditions.

The Labour Inspection is obligated to publish annual activity reports that are also presented to the General Director of the International Labour Organisation.

The Law of the Republic of Moldova on the Rights of the Child

The Law of the Republic of Moldova on **the Rights of the Child**, inspired from the United Nations Convention on **the Rights of the Child**, stipulates in Article 2 that the state undertakes the responsibility and the guarantee of providing each child with a level of life adequate to his/her physical, intellectual, spiritual and social development, by providing support to their parents and other mentors responsible for children's education and development.

The Criminal Code of the Republic of Moldova

The worst cases of child labour fall under the incidence of the Criminal Code of the Republic of Moldova⁴⁷, which, according to Article 1, is "the only criminal law of the Republic of Moldova".

Article 168 of the Labour Code invokes punishment for the forced labour of persons in general. Forced or compulsory labour, debt bondage and serfdom, including forced or compulsory labour or under the threat of violence shall be subject to sentence of up to 3 years of prison and shall be fined between 200 and 500 conventional units.

The Code on Administrative Infringements

The Code on Administrative Infringements also includes several articles that regulate cases of violation of child's rights.

Article 170 penalises parents or legal representatives for failure to meet their obligations related to supporting, raising, educating and protecting rights and interests of underage children. These attitudes, including failure to provide supervision to children, children's vagrancy, mendicancy, and addiction to drugs and other psychotropic substances, alcoholic beverages or children

⁴⁶ The Law of the Republic of Moldova on Labour Inspection was adopted by the Parliament on May 10, 2001.

⁴⁷ The Criminal Code of the Republic of Moldova was adopted on April 18, 2002 and came into force on June 12, 2003, Official Journal of the Republic of Moldova no. 128, September 13, 2002.

committing socially dangerous acts shall be subject to a fine in amount of twenty to forty minimal salaries.

Article 170, paragraph 2 refers to the violation of child's legal rights and interests, by abusive behavior, insults and maltreatment of any nature, psychical and physical violence. The penalty for such actions shall be a fine in amount of ten to twenty five minimal salaries.

CHAPTER 6

Employers' Action on the Elimination of Child Labour in Agriculture in Moldova

This chapter can be used to organise the final session of the training course. Using the information received during the previous sessions, the participants will learn several other key concepts for actions on the elimination of child labour in the agricultural sector of Moldova and will be able to identify actions to be organised by them in their communities.

The Chapter highlights employers' responsibility to obey the law related to the work of minors and presents a world initiative on the corporate social responsibility, the UN Global Compact launched in Chişinău; some elements of which may add up to employers' policies on the elimination of child labour in the agricultural sector of Moldova, the role of the Change Agents in establishing of networks, alliances and partnerships and some examples of awareness raising activities aimed at having an impact on attitudes, on prevention and combating child labour.

THE PLAN OF THE SESSION

Topic:	EMPLOYERS' ACTIONS ON COMBATING CHILD LABOUR IN AGRICULTURE
Duration:	3 hours 40 minutes
Training objective:	<ul style="list-style-type: none"> • At the end of this session the participants will know the principles of the social corporate responsibility, will know about actions undertaken within alliances against child labour and awareness raising activities. • Having a sample list, the participants will be able to create their own list of actions to be taken at the local level aimed at preventing and combating the worst forms of child labour.
Materials:	Flip-chart or blackboard, markers, posters on the topic.

Duration, minutes	Main topics	Contents	Techniques, visual means
20	Summary of the main topics of the previous session.	Child work according to provisions of the law. The main national and international provisions.	Questions and answers Flip-chart
20	Introduction and setting the objectives of the session.	Objectives of the session.	Presentation Flip-chart
30	Employers' responsibility to obey the law related to the work of minors. Corporate Social Responsibility.	The main responsibility of employers – the legislative responsibility. Corporate Social Responsibility as defined by the International Organisation of Employers. The abolition of child labour – one of the principles of the UN Global Compact.	Presentation Flip-chart Different techniques and visual means can be used during the session.
40	Policies promoted by employers on combating child labour in agriculture.	Employers' need for a Child Labour Code of conduct .	
60	Networking, building alliances and partnerships. Awareness raising.	What can governmental structures do? community leaders? teachers? parents? employers? workers? civil society organisations? International development agencies? mass-media?	
30	Ideas for action at the local level.		Individual tasks or group-work
20	Final evaluation.		

EMPLOYERS' RESPONSIBILITY TO OBEY THE LAW

The main responsibility of employers is to obey the law. To obey all legislative provisions contained in the most important national laws regulating working of minors– the Constitution of the Republic of Moldova, the Labour Code, the Law on the Labour Inspection , the Law on the Rights of the Child, the Criminal Code and the Code on Administrative Infringements – is important for prevention, combating and elimination of the worst forms of child labour.

Thus, employers have the obligation to respect all legislative provisions – otherwise they will incur penalties. Employers should not:

- Hire persons under the age of 15;
- Involve minors in works, which are hazardous or which impede children's education or cause prejudice to their physical, intellectual, moral and social development;
- Force the children to work against their will.

Employers should strictly follow the requirements of chapter III of the Labour Code „Work of persons under the age of 18”.

CORPORATE SOCIAL RESPONSIBILITY

The sense of the corporate social responsibility was expressed in simple words in one of the remarks included in the 'Evaluation of the corporate social responsibility in Moldova', the first study conducted in this aspect in our country: „The Corporate Social Responsibility means actions through which companies do more than their obligation requires”.⁴⁸

Thus, Corporate Social Responsibility means that companies get involved in finding solutions to social problems of communities where these operate.

Combating the worst forms of child labour, as one of the major challenges faced by rural areas from Moldova, can represent one of the areas of successful interventions of agricultural associations.

The Moldovan companies have a sense of social responsibility, are involved in social initiatives and this covers a wide scale, from the company level, which is attributed to employees and stockholders to the community level, which includes investing in community development and charity actions.

Corporate social responsibility includes voluntary positive initiatives, which go beyond the legal obligations in various areas: social, economic or environment.⁴⁹

The corporate social responsibility seems a complicated term, but it comprises a simple idea. The definition used for this idea by the International Organisation of Employers (IOE, www.ioe-emp.org) means „voluntary initiatives of companies which put together social concerns and environmental issues in their trade activities and in the relationship with their constituents”. The concept promotes economic competitiveness alongside protection and improvement of the quality of life and work conditions.

Corporate social responsibility is not something new. Many enterprises, particularly the small and medium enterprises, inclusively those from the agricultural sector, have always been close to the needs of their community and good corporate citizens. In fact, many employers by instinct know “what should be done” – have a good relationship with the clients, care about the morality of the adult employees and do not hire children, support the social projects in their community

⁴⁸ Evaluation on the Corporate Social Responsibility in Moldova. Alexandru Oprunenco, Valeriu Prohnițchi, Mihai Rusu, Expert-Grup, Chișinău, September-November 2005.

⁴⁹ CORPORATE SOCIAL RESPONSIBILITY. An IOE Approach, International Organisation of Employers, Adopted by the Management Board on 21 March 2003.

and protect the environment – this means having a good commercial sense, develop his/her own business, thus contributing to the social progress too.

Among the most known initiatives of corporate social responsibility are the Global Compact or the European Green Chart (2001): „Promoting an European framework for social responsibilities of enterprises”.

THE UN GLOBAL COMPACT

The Global Compact challenges companies to join, support and adopt, within limits of their influence, a set of fundamental values in the areas of human rights, labour, the environment and anti-corruption. Companies should publish periodically reports illustrating how the respective companies implement these principles. One of the principles of the Global Compact explicitly urges the companies on abolishing child labour.

The Global Compact initiative was launched in Chişinău in 2004 by organising an international conference „Corporate Social Responsibility – a major issue for the development of the Republic of Moldova”.

10 PRINCIPLES OF THE UN GLOBAL COMPACT

HUMAN RIGHTS

Principle 1: Business should support and respect the protection of internationally proclaimed human rights;

Principle 2: Make sure that they are not complicit in human rights abuses.

LABOUR

Principle 3: Businesses should uphold the freedom of association and the effective recognition of the right to collective bargaining;

Principle 4: The elimination of all forms of forced and compulsory labour;

Principle 5: **The effective abolition of child labour;**

Principle 6: The elimination of discrimination in respect of employment and occupation.

ENVIRONMENT

Principle 7: Businesses should support a precautionary approach to environmental challenges;

Principle 8: Undertake initiatives to promote greater environmental responsibility;

Principle 9: Encourage the development and diffusion of environmentally friendly technologies.

ANTI-CORRUPTION

Principle 10: Business should work against all forms of corruption, including extortion and bribery.

EMPLOYERS' POLICIES ON COMBATING CHILD LABOUR IN AGRICULTURE

Employers and the employers' associations have a key position in combating child labour in Moldova. The achievements in combating child labour, including in the agricultural sector in Moldova depend, to a great extent, on their knowledge, attitude and practices.

The Employers' Associations can create – and the National Federation of Employers in Agriculture and Food Industry has an experience in this – networks of trainers on combating child labour. The network offers, for a long term, a permanent exchange of information, experiences, training, tools and success. The trainers are resource persons, both training and discussion, and for persons who show interest in the issue of child labour (non-governmental organisations, workers, local leaders, etc.). The advocators on child labour in agriculture contribute to extending of knowledge about the immediate and long-term consequences of the economic exploitation of children. Also, they promote good practices and examples and contribute to the multiplication of positive practices.

The practice show that employers can help the children and the youth to have a better job as adults, and help the parents to get a decent job, contributing at the same time, as proof of their social responsibility, to the financing of certain local initiatives aimed at withdrawal of children from economic activities and their rehabilitation in community centers.

In its position of an important employers' organisation, the National Federation of Employers' in Agriculture and Food Industry is involved in an effort of raising awareness among employers on combating child labour and building capacities through round tables, workshops or training courses, so that employers efficiently contribute to combating the worst form of child labour.

These activities, organised for a wide regional participation are aimed at drafting of policies of intolerance to child labour in the agricultural sector, primarily, on combating the worst forms of child labour.

NETWORKING, BUILDING ALLIANCES AND PARTNERSHIPS

The networks, alliances and partnerships against child labour, created and maintained at the local, regional, national and global levels are the most efficient responses to the phenomenon of involving children in economic activities, which affect their health, security, morality and development. By communicating, cooperating, implementing together a common action, the change agents pursue the same objective: elimination of child labour.

By signing the Final Declaration of the UN Special Session dedicated to children “A decent world for the children”⁵⁰, the Republic of Moldova committed to protect the children against all forms of economic exploitation, „BY MOBILISING THE NATIONAL PARTNERSHIPS AND INTERNATIONAL CO-OPERATION and improving the situation of children, inter alia, through involving the children found in child labour in general free education and vocational training and integration of these children in any possible system of education, by supporting to a greater extent the social-economic policies, which have as the objective poverty reduction and by offering jobs and possibilities to get an income for families, especially for women”.⁵¹

Thus, the Republic of Moldova could rely upon international cooperation in finding solutions to the problem of child labour and its root causes.

A key role in strengthening the alliances on combating the worst forms of child labour is attributed to the Child Labour National Steering Committee through its contribution to the integration of the activities of the International Programme on Elimination of Child Labour (IPEC) in non-governmental policies and efforts, taking into consideration the fact that child labour is a complex phenomenon that needs a multi-sectoral intervention.

And because a sturdy action is necessary, there is place for everyone to play a role. Further on, several examples of activities are presented, which can be carried out in partnership by social actors against child labour. The list remains open to be completed by the participants with ideas.

What can the governmental structures do?

The Government and its governmental agencies have the task to form a political and administrative framework permitting the development of action programmes on elimination of child labour. Also, the executive structures are responsible to set and maintain child labour monitoring systems.

By approving the Poverty Reduction Strategy, the Government committed to promote policies and programmes on poverty reduction in rural areas and to extend the acces to education and social services. This action will reduce parents’ need to send their children to work for complementing the family budget.

The Government has the obligation to send periodic reports to the International Labour Organisation on fulfillment and application of the ILO norms and Conventions and to respond to eventual complaints regarding the violation of the legislation in force.

What can the community leaders do?

All the people of influence from a community – leaders of the public administration, church, headmasters, leaders of non-governmental organisations, etc – can be considered as community leaders, who can exert their authority in mobilising the public against the worst forms

⁵⁰ Adopted by the United Nations General Assembly at the XXVI-th Special Session on May 10, 2002.

⁵¹ A DECENT WORLD FOR CHILDREN. Millenium Development Goals. Special Session dedicated to children. The Convention on the Rights of the Child. București, 2003.

of child labour. They can persuade the parents to not economically exploit the children and to send them to school to get education.

The community leaders can start and support projects on social protection of children removed from labour.

What can the teachers do?

The teachers are the closest friends of the parents and the local community, this is why their contribution to the local Child Labour Alliances can be made by creating a loyal and attractive environment in the school to encourage the academic performance of children so that they neither miss classes nor abandon the school. Thus, teachers' primary contribution is to ensure quality education adjusted to children's needs and situation. Quality education is the right of every child and it can break the vicious circle of poverty.

The actions aimed at removing children from the worst forms of child labour will not be efficient if parents and children themselves would not find the motivation needed to participate in the educational process. Only by benefiting from quality education, children may become aware of their rights and will be less likely to accept the exploiting working conditions. Additionally, an adequate vocational training will give them the possibility to look for better employment alternatives in the future.

What can parents do?

To understand the difference between acceptable and non-acceptable work for their children, the parents also need information, which can be offered to them by the mass media, different initiative groups or non-governmental organisations on combating child labour. Additionally, the parents should know the immediate and long-term consequences of involving the children and adolescents in works, which are harmful for their health and development and which have a negative impact on their education.

Therefore, the preventive measures focused on parents are useful, on one hand informing the parents about the negative impact of involving children in work at an early age and, on the other hand, about the rights of the children. When motivated, the parents can contribute as relevant partners, to the campaign against the worst forms of child labour.

What can employers do?

As social partners, employers' organisations should be consulted to formulate recommendations to national programmes, policies and goals on development in general, inclusively on child labour. The leaders of employers' associations can persuade members that involving of children in economic activities is illegal, inefficient and inhuman.

Private companies, including those from the agricultural sector, where child labour is widely used, can include child labour specifications in their Codes of Conduct.

Employers' contribution to combating child labour can be achieved by promoting the employment of the youth and people from marginalized groups by conducting market analysis, by mobilising employers' organisations and by offering viable alternatives to vulnerable families.

What can workers do?

Workers organisations can do training for members, offering them knowledge and capacities to organise child labour awareness raising in communities, a practice which can be replicated from the mini-programme on capacity building of workers' organisations from Moldova. The workers organisations can participate in finding solutions to the problem of child labour at the local level in the framework of the social dialogue.

What can civil society organisations do?

Having no commercial interests and being far from interests of pressing groups, non-governmental organisations have a well-placed position to monitor the situation on child labour. If these organisations are integrated and accepted in the community, they can exert influence on family interests and values, which make the parents or the local community decide whether to include the children in the labour market.

The civil society organisations can make recommendations to decision-makers or these organisations can implement cultural and recreation programmes to keep the children away from exploitative child labour.

What can international development agencies do?

The international development agencies have the knowledge, experience and expertise, which they can offer to other states in their effort to combat the worst forms of child labour by providing technical assistance and resources.

What can the mass media do?

Mass media have brought stories and destinies of exploited children in the spotlight in newspapers, radio and TV in Moldova and, alongside the social partners, raised the public concern to the issue of child labour.

The written and electronic press can have an essential contribution, through awareness raising and elimination of pre-established attitudes to child labour, by doing simple things that will have an impact on the people: by pointing up the risks and hazards, on one hand, and the positive practices, on the other hand; searching for answers and requesting explanations; writing articles about adults' efforts or failures to protect the children from economic exploitation: informative campaigns, legislative framework, workplace inspection, education, training, etc.

AWARANESS RAISING FOR EMPLOYERS

The child labour awareness raising campaigns can have their overall objective targeted at behavioural level, to create attitudes of intolerance to the worst forms of child labour.

Thus, awareness raising should aim at sensitising employers and managers on the issue of child labour in agriculture and reducing the possibilities of involving children in hard and hazardous work in agriculture, protecting children's health and respecting the rights of the children to education and development.

Other activities can be carried out at the community level aimed at social rehabilitation of the children who have been removed from child labour.

Various means and strategies can be used for that:

- Publish articles in newspapers about child labour, about the labour legislation and press releases in local, regional and national mass media.
- Information on radio, TV and local newspapers about activities carried out in the framework of the project on combating child labour in the agricultural sector of Moldova.
- Organise seminars, round table and training for employers.
- Carry out activities aimed at informing the employers about consequences and risks if the legislation is violated and about consequences of involving children in types of work, which jeopardize their health and safety.
- Carry out activities aimed at informing the children about their rights, by organising joint activities with social partners.
- Raise awareness of the public, in particular, parents, through posters, advocacy materials etc, about the law provisions that prohibit to involve children under the age of 15 in work activities.
- Publish in the mass media the statistics on the children involved in work accidents, requesting comments from governmental agencies, employers' and workers' organisations, groups of people, etc.
- Present and replicate employers' good practices on combating child labour, etc.

The mass media, as messengers or the trained trainers can use the Day of 12 June, the World Day against Child Labour, for public awareness, presenting the situation from Moldova in the context of the ILO Global Reports.

Check-out page

IDEAS FOR ACTION AT THE LOCAL LEVEL

Identify examples of the worst forms of child labour in your community.

Identify the forms in which children are involved in agriculture, in particular, those that are hazardous for children's health.

Create an initiative group of a multifunctional team, which will carry out activities on combating child labour and which will co-operate with other networks and partnerships. The group or the team can debate through projects about causes of child labour: poverty, migration, poor quality education, etc.

Debate about drafting a Code of conduct for employers with stipulations about combating child labour in agriculture.

Carry out awareness raising activities involving farmers, teachers, and representatives of the public administration.

Set local Child Labour Alliances in support to child protection measures and access to education.

Use the available ILO resources.

ANNEX A

COURSE EVALUATION FORM

Date

A. How did you find the general organisation of the course?

Very good / Satisfactory / Bad

How the course organisation can be improved?

B. Contents of the Training Course

- (I) Too many practical elements
- (II) Too many sessions
- (III) Not enough files, posters, etc.
- (IV) A good balance between all the elements

C. Quality of the training course

Did this training course meet your needs and expectations?

(Yes) (No)

Please explain

1. How can it be improved?
2. What did you like most?
3. What did you like least?
4. What issues on combating child labour seemed complicated?
5. What problems will you face in your community when you deliver the message of this training course?

6. Have you received enough information for you to become a good trainer or advocator on combating child labour in the agricultural sector of Moldova?

(Yes) (No)

Please explain

7. Please enumerate the means (visual, etc.), which you may need in your further activity.

D. Follow-up

1. I want to participate in the future:

I In a similar training course

(II) In a training course on...

Please specify the topic

(III) In a training course organised in Chişinău

(IV) In a regional training course

2. I suggest that such a training course should have a duration of:

(I) Two days

(II) Three days

(III)

Please explain why?

SAMPLE EMPLOYMENT CONTRACT OF PERSONS UNDER 18

Contract of Employment (sample for minors)

“ _____ ” 200 _____

_____ (place)

_____ represented by
(name of enterprise, organisation or institution)

_____ (job title, name)

hereinafter referred to as „**Employer**”,

and the individual entity, Mr. (Ms.)

_____ (name, citizenship)

hereinafter referred to as “**Employee**”, based on provisions of art. 45-94 of the Labour Code No. 154-XV of 28 March 2003, concluded this Employment Contract by having agreed on the following:

I. General Provisions

1. The **Employee** has been hired by the **Employer** as _____.
(indicate the job title, profession).
2. The **Employee** has been hired based on the medical examination carried out by _____
at _____ certificate № _____ of _____
3. Place of work: _____.
(indicate the department)
4. Contract duration _____.
(for a definite or indefinite term)

II. Rights, obligations and job description of the Employee

5. The **Employee** has the right:
 - a) to modify, interrupt and cancel this Employment Contract according to provisions of the labour legislation in force;
 - b) to work according to clauses of this Contract;
 - c) to a workplace equipped according to state standards on work organisation and safety;
 - d) to receive the salary in full amount and in terms set out in this Employment Contract;
 - e) to rest , guaranteed through an established normal work duration, by having days off and holidays;
 - f) to full and accurate information about work conditions and work safety requirements at the workplace;

- g) to address to the **Employer**, employers' organisation, workers' organisation, central and local public administration structures, labour jurisdiction bodies;
 - h) to professional training, extension courses, advanced training, according to the legislation in force;
 - i) to set labour unions, including by founding labour unions within the organisation, which hired the employee or to join the labour union in order to protect his/her labour rights, the legitimate liberties and interests;
 - j) to participate in managing the organisation, according to provisions of the labour legislation;
 - k) to carry out collective bargaining and conclude the collective bargaining contract and the national collective agreement through its representatives, and to be informed as to enforcing of these contracts and agreements;
 - l) to protect, through means non-prohibited by law, his/her labour rights and the legitimate liberties and interests;
 - m) to solve individual work litigations and labour disputes, including the right to strike, as set out by the labour legislation;
 - n) to be recovered for the material loss and damage, which has been caused in course of fulfilling of his/her work obligations, as established by the legislation in force;
 - o) to social and medical compulsory insurance as established by the legislation in force;
6. The **Employee** is obligated:
- a) to fulfil his job obligations provided for in this Contract;
 - b) to fulfil his/her work norm;
 - c) to respect the Internal Regulation of the **Employer**;
 - d) to respect the work discipline;
 - e) to respect the work safety requirements;
 - f) to keep **Employer's** patrimony in good condition;
 - g) to immediately inform the **Employer** about any situation which may present risk for life and health of other people or for **Employer's** patrimony.
7. The **Employee** has the following job obligations:
- a) _____
 - b) _____
 - c) _____
 - d) _____
 - e) _____
8. Specific clauses
-

(mobility (limited, confidentiality, etc.)

III. Rights and Obligations of the Employer

9. The **Employer** has the right:

- a) to modify, interrupt and cancel this Employment Contract according to provisions of the labour legislation in force;
- b) to demand that the **Employee** fulfils his/her work obligations and keeps Employer's patrimony in good condition;
- c) to promote the **Employee** for efficient and good work;
- d) to call the **Employee** to the disciplinary and material jurisdiction as established by the legislation in force;
- e) to prepare statutory acts at enterprise level;
- f) to establish or to join employers' organisations in order to represent and protect its interests.

10. The **Employer** is obligated:

- a) to respect the labour legislation and the clauses of this Contract of Employment;
- b) to offer the **Employee** the type of work stipulated in this Contract of Employment;
- c) to offer the **Employee** the work conditions as required by the work safety regulations;
- d) to provide the **Employee** with the equipment and tools, which are necessary in the course of fulfilling his/her work obligations;
- e) to pay the **Employee** a salary in amount and terms stipulated in this Contract of Employment;
- f) to carry out the collective bargaining contract as established by the legislation in force;
- g) to examine the Employee's appeals regarding violation of his/her labour rights and to take measures for removal of such violations and inform the **Employee** accordingly;
- h) to ensure social and sanitary conditions to the **Employee**, necessary to fulfil his/her work obligations;
- i) to not allow the **Employee** to perform works with hard, hazardous and harmful work conditions or works which can prejudice his/her health and moral integrity;
- j) to not allow the **Employee** to perform works which imply manual handling/transportation of heavy loads, which exceed the norms set out for minors;
- k) to annually organise a medical examination for the **Employee**;
- l) to provide the compulsory social and medical insurance of the **Employee**, as established by the legislation in force;
- m) to recover the material and moral damage, which has been caused in course of fulfilling of his/her work obligations, as established by the legislation in force;
- n) to fulfil other obligations established by the labour legislation, the collective bargaining contract and the national collective agreement.

IV. Payment conditions. Compensations and Allowances

11. The **Employer** shall pay the **Employee** a salary _____ in amount of _____ lei.
(amount of salary)
12. The salary shall be paid monthly, not later than the third day of the following month.
13. Bonus conditions _____.

V. Schedule of Work and Rest

14. The normative duration of Employee's work-time shall be of 4 (7) hours per day and 24 (35) hours per week.
15. The daily work schedule shall be ___00 - ___00 with a break between ___00 and ___00.
16. Conditions of the special schedule of work

(indicate the reduced work schedule)
16. The duration of the annual vacation shall be 32 calendar days.
17. The duration of the additional vacation shall be _____ calendar days.
18. The vacation shall be granted to the **Employee** based on a written application according to the calendar set by the **Employer**.

VI. Social and medical insurance

19. According to the legislation in force, the **Employer** shall pay from own funds for the **Employee**, the state social insurance in amount of ___ % of the pay, and the **Employee** shall contribute to the state social insurance in amount of ___ % of his/her pay, which shall be deducted by the **Employer** on salary disbursement
20. According to the legislation in force, the Employer shall pay from own funds for the Employee, the compulsory medical insurance in amount of ___ % of the pay, and the **Employee** shall pay the compulsory medical insurance in amount of ___ % of his/her pay, which shall be deducted by the **Employer** on salary disbursement.

VII. Contract modification, interruption and cancellation

21. Any modification and/or amendment to this Contract of Employment shall be made only under an additional Agreement signed by the parties and shall be deemed as an integral part of the Contract. The **Employer** has the right to modify the Contract unilaterally only in cases and mode stipulated in the Labour Code, provided that the **Employee** has been informed in writing at least two months ahead.
23. It is not permitted to send the **Employee** in work missions.

24. Under provisions of items a) and b) paragraph (2) art. 104 of the Labour Code, the **Employer** can temporarily change the specifics and place of work of the **Employee** for a period of up to one month without **Employee**'s consent.
25. The Employee's transfer to a different work is permitted only with written consent of the **Employee**.
26. This Contract of Employment can be interrupted in the following cases:
- a) under circumstances which do not depend on Parties (art. 76 of the Labour Code);
 - b) under agreement of Parties (art. 77 of the Labour Code);
 - c) on request of one of the Parties (art. 78 of the Labour Code);
27. This Contract of Employment can be cancelled in the following cases:
- a) under circumstances which do not depend on Parties (art. 82 and 310 of the Labour Code);
 - b) on request of the **Employee** (art. 85 of the Labour Code);
 - c) on request of the **Employer** (art. 86 of the Labour Code), taking into account the provisions of art. 27 of this Contract;
28. This Contract of Employment can be cancelled on request of the Employer only provided that there is the written consent of the territorial workforce agency and the territorial commission for minors except the case when the enterprise is liquidated.

VIII. Final Provisions

29. The provisions of the collective bargaining contract and the Internal Regulations regarding conditions of work of the **Employee**

(indicate the concrete conditions of work and social, job , qualification and workplace etc.)

30. The Parties undertake to strictly respect the provisions of the Labour Code and other laws on protection of personal data of the **Employee**.
31. The Parties are responsible for failure to respect the provisions of this Contract of Employment, as set out in the Labour Code and other normative acts.
32. Other specifications related to work relationship between the Employer and the Employee are regulated by the Labour Code of the Republic of Moldova and the Internal Regulations of the enterprise.
33. Any litigation between the Parties shall be solved according to the legislation in force.
34. This Contract of Employment is made in two copies with equal legal force. The written consent of **Employee**'s parents shall be attached to this Contract (in case the **Employee** is aged between 15 and 16)

Address and Signatures of the Parties

Employer:

Employee:

No. of registration – fiscal code no. _____

Identity card A _____

Issued on “ ___ ” _____ 200__

Legal address _____

Fiscal code _____

Home address _____

Signature of **Employer**

Signature of **Employee**

Recommended Bibliography

National bibliography

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