



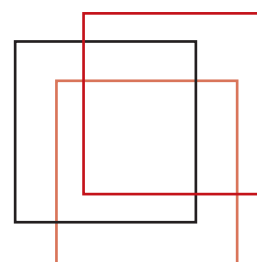
International  
Labour  
Organization



## Combating child labour in Myanmar

### A course for Parliamentarians

#### Hand-outs and Resources





# Combating child labour in Myanmar

## A course for Parliamentarians

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### Hand-outs and Resources

Fundamental Principles and Rights at Work Branch (FUNDAMENTALS)

International Labour Organization

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## KEY:

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RESOURCE



KEY MESSAGE



EXERCISE



HANDOUT



Q&A





Handout to accompany slides

## Introducing the ILO

At the global level, the Inter-Parliamentary Union supports the ILO's mission to promote social justice around the world. It also supports ILO ratification campaigns on child labour, in particular efforts to ratify Convention 182 against the Worst Forms of Child Labour.

- ▶ "The causes of child labour are primarily rooted in poverty created by social and economic inequality as well as in insufficient educational facilities."

Inter-Parliamentary Union, 96th Conference  
September 1996

- ▶ "We recognise and respect the human dignity of every child."

Inter-Parliamentary Workshop on Children  
February 1997

- ▶ "The Conference calls on all national parliaments, governments and the international community ... to translate into concrete action their commitment to ... the immediate elimination of the worst forms of child labour."

Inter-Parliamentary Union, 106th Conference  
September 2001





## Session 1: Defining & Understanding Child Labour

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Handout to accompany slides

## **What Types of Work are Children Doing around the World?**

Millions of children around the world are performing work that is hazardous, abusive and exploitative:

- ▶ In industry, doing dangerous work such as glassmaking, construction and carpet weaving;
- ▶ In agriculture, working on smallholder, family or large industrial farms or plantations, performing heavy work, exposed to hazards of modern machinery and agro-chemicals;
- ▶ In aquaculture and fishing, where serious dangers include drowning as well as non-fatal accidents;
- ▶ At home, looking after younger siblings, helping on the family farm or working in the family business, prevented from attending school;
- ▶ In conditions of slavery or bonded labour;
- ▶ In illicit activities or child prostitution;
- ▶ In the services sector, including informal work in hotels and restaurants, street selling, car repair shops and in transport; and
- ▶ In domestic service, carrying out arduous work, sometimes subject to physical or sexual abuse, working excessively long hours





Handout to accompany slides

## **What is Hazardous Child Labour?**

Hazardous child labour is work that is performed by children in dangerous and unhealthy conditions that can lead to a child being killed, injured or made ill. Girls and boys in this type of employment can experience work-related ill-health, including psycho-social problems, which can result in permanent disability, impairment or illness later in life, which in turn can impede them from accessing decent work opportunities as adults. Hazardous child labour represents the largest category of children working in the WFCL, and occurs in sectors as diverse as agriculture, mining, construction, manufacturing, the service industries and domestic work. Policies and programmes to address hazardous child labour should therefore be pursued as a matter of priority.

ILO Recommendation 190 on the Worst Forms of Child Labour provides guidance on determining the types of work that can be considered hazardous for children:

1. Work which exposes children to physical, psychological or sexual abuse;
2. Work underground, under water, at dangerous heights or in confined spaces;
3. Work with dangerous machinery, equipment and tools, or which involves the manual handling or transport of heavy loads;
4. 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 to their health;
5. 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.





Handout to accompany slides

## **ILO Standards and Other International Instruments**

The following list presents international standards relevant to child labour and its worst forms:

### ILO Declarations

- ▶ ILO Declaration on Fundamental Principles and Rights at Work, 1998
- ▶ ILO Declaration on Social Justice for a Fair Globalisation, 2008

### ILO Conventions and Recommendations

- ▶ ILO Convention 138 on the Minimum Age for Employment, 1973
- ▶ ILO Recommendation 146 on the Minimum Age for Employment, 1973
- ▶ ILO Convention 182 on the Worst Forms of Child Labour, 1999
- ▶ ILO Recommendation 190 on the Worst Forms of Child Labour, 1999
- ▶ ILO Convention 189 on Decent Work for Domestic Workers, 2011

### UN Conventions

- ▶ UN Convention on the Rights of the Child, 1989
- ▶ Optional Protocol to the Convention on the Rights of the Child on the involvement of children in armed conflict
- ▶ Optional Protocol to the Convention on the Rights of the Child on the Sale of Children, Child Prostitution and Child Pornography
- ▶ UN Palermo Protocol to Prevent, Suppress and Punish Trafficking in Persons, Especially Women and Children, 2000





## Exercise 2: Identifying Strengths and Weaknesses in Myanmar Law, Regulation and Child Protection

- Time:** 30 minutes
- Materials:** Flipchart, markers
- Exercise:** Divide into small groups. Each group will consider one of the following two questions. Nominate a note-taker and presenter. When you are finished, report back to the group in plenary.
- Group 1:** Based on the presentation and your own knowledge, discuss the key differences between child rights/child labour laws and policy in Myanmar and the international standards of the ILO and UN. Consider key aspects of children's rights, including minimum working age, hazardous work, child trafficking, etc. You do not need to know the full details of the laws; rather, as a group, identify the overall legal protection framework for children and comment on any elements that are interesting or need to be strengthened. Consider gaps in protection between girls and boys, indigenous peoples, minorities, orphans or other vulnerable children.
- Group 2:** Consider the roles and responsibilities of different government ministries and agencies that are responsible for child protection and law enforcement. Identify any gaps or lack of clarity that may exist in their different roles and responsibilities that may lead to protection gaps for children. Keep in mind ministries responsible for education, health, labour, agriculture, social protection, etc. List these gaps and identify potential solutions.
- Group 3:** Child labour is a complex problem that cannot be solved by government or law makers alone. Solutions require the full commitment and support of external stakeholders such as employers, workers' organisations, civil society and others. Consider the stakeholders that should be consulted in reforming and strengthening national laws or policies against child labour. Make a list of these stakeholder groups and identify 3 – 5 ways that they can support policy development and implementation.



## **Session 2:**

# **Understanding Global & National Estimates of Child Labour**

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Handout to accompany slides

## Regional Distribution of Child Labour (2016)

| Region                  | Child Labour<br>(‘000) | Hazardous Work<br>(‘000) |
|-------------------------|------------------------|--------------------------|
| World                   | 151,622                | 72,525                   |
| Africa                  | 72,113                 | 31,538                   |
| Arab States             | 1,162                  | 616                      |
| Asia and the Pacific    | 62,077                 | 28,469                   |
| Americas                | 10,735                 | 6,553                    |
| Europe and Central Asia | 5,534                  | 5,349                    |

## Child Labour and Gender (2016)

| Sex   | Child Labour<br>(‘000) | Hazardous Work<br>(‘000) |
|-------|------------------------|--------------------------|
| Boys  | 87,521                 | 44,774                   |
| Girls | 64,100                 | 27,751                   |
| Total | 151,621                | 72,525                   |







Handout to accompany slides

## Results of the Labour Force Survey in Myanmar

| Description                             | 2015 LFS   |           |           | 2017 LFS   |           |           |
|---|------------|-----------|-----------|------------|-----------|-----------|
|   | Total      | Male      | Female    | Total      | Male      | Female    |
| Child population (5-17 years)           | 12,146,463 | 6,010,459 | 6,136,004 | 12,410,000 | 6,157,000 | 6,253,000 |
| Working child                           | 1,278,909  | 676,208   | 602,701   | 805,000    | 448,000   | 357,000   |
| Child labour                            | 1,125,661  | 601,471   | 524,190   | 623,000    | 350,000   | 273,000   |
| Hazardous child labour                  | 616,815    | 337,318   | 279,498   | 608,000    | 343,000   | 265,000   |
| Proportion of working children (%)      | 10.5       | 11.3      | 9.8       | 6.5        | 7.3       | 5.7       |
| Proportion of child labour(%)           | 9.3        | 10.0      | 8.5       | 5.0        | 5.7       | 4.4       |
| Proportion of hazardous child labour(%) | 5.1        | 5.6       | 4.6       | 4.9        | 5.6       | 4.2       |

### *Industries of Employment for Working Children in Myanmar (2015)*

| Sector                            | %    |
|-----------------------------------|------|
| Agriculture, forestry and fishing | 60.5 |
| Manufacturing                     | 12   |
| Construction                      | 4    |
| Trades                            | 11.1 |
| Other services                    | 6.1  |
| Other industries and occupations  | 6.3  |
| Total                             | 100  |

### *Major Occupation Groups of Working Children in Myanmar (2015)*

| Occupation   | %    |
|--|------|
| Service and sales workers                          | 8.0  |
| Skilled agricultural, forestry and fishery workers | 50.3 |
| Craft and related trades workers                   | 9.5  |
| Plant and machine operators and assemblers         | 2.0  |
| Elementary occupations                             | 29.5 |
| Others   | 0.7  |
| Total  | 100  |



### Exercise 3: Understanding Child Labour and its Worst Forms in Myanmar

- Time: 30 minutes
- Materials: Flipchart, markers, map of Myanmar
- Exercise: Divide into four groups. Each group will consider one of the following questions/topics. Nominate a note-taker and presenter. When you are finished, report back in plenary.
- Group 1: In your country, what economic sectors and industries are the most vulnerable to child labour and its worst forms? Consider both the formal and informal economy, agriculture (including fishing, forestry and animal husbandry), primary industries such as mining, and all branches of manufacturing and services, including domestic work.
- Group 2: Using the map provided, discuss whether there are specific provinces, cities or regions where child labour is most prevalent. If so, identify these areas on the map and indicate what types of work children are doing there. Try to be as specific as possible (e.g. if you identify a rural area, what type(s) of agricultural work are children doing, what crops, family or industrial farming, etc.).
- Group 3: Based on your knowledge and the information available in your country, what types of work involve the largest number of children? Try to be as specific as possible, and consider the four Worst Forms of Child Labour discussed during the presentation: slavery or slavery-like conditions, including forced or compulsory labour, child trafficking, use of children in armed conflict; commercial sexual exploitation; illicit activities; and hazardous child labour. If you have time, consider where the largest concentration of child labourers can be found in Myanmar.
- Group 4: Using the map provided, discuss and identify the main migration and/or trafficking movements of children from, to, through and within Myanmar. Use arrows on the map to indicate these movements. Consider cities, ports, national borders, and rural areas, etc., and whether children are moving via land, water or air transport. Add any notes you think are relevant to understanding how Myanmar is affected by child migration and trafficking.

# MYANMAR





## Session 3:

### Causes & Consequences of Child Labour

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Handout to accompany slides

## Understanding the Causes, Vulnerability and Consequences of Child Labour

### *Causes of Child Labour*

What are the factors that lead to children being put to work?

Poverty. The most common reason that families give for putting their children to work is that they need the extra income that a child can contribute. Although children are almost always paid less than adults, this can still be an important addition to the family budget for the very poor.

Other causes of family poverty that commonly lead to child labour are: illness or death of a parent, parents' debts or bondage to an employer, parents' unemployment, and, in agriculture, the periods between harvest.

Gaining Job Skills. Another common reason that parents give for allowing their child to work is that they feel the child will learn useful skills or, starting early, they will be able to get a good job for later life.

Crises. When an environmental disaster occurs, such as a flood or earthquake which disrupts a family's usual means of livelihood or, alternatively, which creates opportunities for work (for example in construction) there is frequently an upsurge in child labour. War and conflicts have a similar effect.

Poor School Quality. When faced with the choice of sending their children to school or work, the short-term gain from a child's income is often more compelling than the long-term gain of a school education, especially when there are school fees or other related education costs.

Supply and Demand Factor. This refers to the availability of children to work and the availability of work for children.

### *Vulnerable Children*

Some children are at special risk of being drawn into work or, when at work, are particularly vulnerable to abuse.

Children from Broken Families or families plagued by alcohol or drug abuse or domestic violence, including sexual abuse, can end up working on the street or in sexual services, and themselves risk drug addiction.

Child Migrants are often at higher risk, especially if they travel without their families or proper documents. This is compounded when children migrate to countries where legal protections are weak or absent. Frequently, they are not allowed to go to school, and may be afraid to use clinics or social services for fear of being reported to authorities. If they are abused, or not paid their wages they have little recourse and no one to turn to for help.

HIV-induced Child Labour: The AIDS pandemic has been particularly hard on children, leaving millions orphaned and responsible for caring for younger siblings. These children often find themselves obliged to work to survive, while others have to give up their education to care for and support sick parents or other orphaned family members.

Children with Disabilities: Where schools cannot accommodate children with physical disabilities and learning difficulties, families may send them to work instead. At work, they may lack protection and suffer abuse.

Discrimination: In some situations, girls are sent to work early, for example as live-in maids, and in others, boys are pushed into doing work that is inappropriate for their age (e.g. mining). Children who are stronger may be forced to work – known as “the healthy worker effect” rather than their siblings. Ethnicity or religious minorities may also feel pressed to allow their children to work due to lack of decent employment opportunities for the adults.

### ***Increased Vulnerability of Children***

Child labourers face the same hazards as adult workers but they are more likely to be injured and more vulnerable to physical and psychological damage. An estimated 15 million children are hurt on the job every year, seriously enough that they must stop work or school and/or seek medical care. The estimate for health incidents of any degree of severity among children aged 5 – 17 per year is 106.4 million.

In almost all cases, children are more vulnerable to work hazards because of their unique anatomical, physiological and psychological characteristics. Children also:

- ▶ React differently (and less rationally) to imminent danger;
- ▶ Lack life and work experience, knowledge of risks and appropriate reactions;
- ▶ Are almost always untrained or inadequately trained;
- ▶ Are more susceptible to harm from chemicals and stressful job tasks; and
- ▶ Tire sooner and suffer lapses of attention that can result in injury.

Children may also be subjected to bullying and exploitation because they are more easily intimidated, and are regularly given work that is too difficult or dangerous for them to do.

## ***Consequences of Child Labour***

Child labour jeopardises children's health and safety, affects their physical and psycho-social development and can involve high risks of illness and injury, even death. Children's physical development can be impaired as a result of the work they do and long working hours in poor conditions. Long-term health problems due to working as a child labourer may not develop or become disabling until the child is an adult.

### ***For the Child***

- ▶ Long-term or permanent problems for the child can include:
  - o Musculoskeletal disabilities due to carrying heavy loads;
  - o Lung diseases from exposure to dusts; and
  - o Cancers and reproductive disorders due to exposure to pesticides and industrial chemicals.
  - o The effects on health of long hours, poor sanitation, stress and other factors also need to be considered.
- ▶ In suffering ill-treatment, abuse or neglect by employers, children may develop emotional scars that result in low self-esteem, lack of self-confidence, problems in social interaction and forming relationships, etc.
- ▶ Child labour can also impede children's access to education and/or skills training or result in the multiple burden of school and work.
- ▶ Child labour can thus limit children's possibilities of economic and social mobility and advancement later in life, and lead to continued poverty.
- ▶ Obstacles to education and training can conspire to keep children as child labourers and prevent them from accessing decent work when they reach the minimum age for employment.

### ***Impact on the Family***

- ▶ Child labour generally compromises a child's education because there is not sufficient time for adequate rest or study and school attendance may be interrupted by work. Child labour is associated with increased drop-out rates and poorer learning.
- ▶ There are also financial costs if a child is injured at work or if s/he contracts a long-term illness. The costs of medical treatment and caring for a permanently disabled child can put a tremendous burden on a family, which may already be struggling financially.



### ***Impact on Society***

- ▶ A country with child labour is likely to end up with an inadequately educated work force which, in turn, may result in low rates of productivity, high levels of unemployment and/or a large proportion of the labour force in low skill, low wage jobs. All of these factors hinder the country's economic growth and development.



## Exercise 4: Deepening Understanding of the Causes and Consequences of Child Labour

- Time: 30 minutes
- Materials: Flipchart, markers, map of Myanmar
- Exercise: Divide into four groups. Each group will consider one of the following questions/topics. Nominate a note-taker and presenter. When you are finished, report back in plenary.
- Group 1: Based on your own knowledge and the presentation, discuss the causes of child labour in Myanmar. Consider economic, social, cultural and other causes. For example, think about inequality, discrimination, ethnicity, the quality of parents' jobs, quality and access to services such as schools, etc. For this exercise, the answer "poverty" will be considered too vague.
- Group 2: Develop a "profile" of the children that may be considered the most vulnerable to child labour in Myanmar, including but not limited to orphans, refugee or migrant children, children that are not registered at birth, or children from socially excluded minorities. Also keep in mind gender, common age groups, ethnic or national origin, social status or other factors that may be relevant to their vulnerability.
- Group 3: Discuss and create a list of the "risk factors" that increase a child's vulnerability to child labour. For example, consider issues such as household debt, low adult wages and lack of access to schools as well as factors such as weak law enforcement, labour inspection or industries where trade unions are absent.
- Group 4: Based on your own knowledge and the presentation, consider the consequences of child labour in Myanmar. Identify the consequences for children, including both short- and long-term considerations, as well as the consequences for local communities, society and the economy in the country.

## **Session 4:**

# **Taking Action to Eliminate Child Labour**

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## Exercise 5: Identifying Priorities for National Action against the Worst Forms of Child Labour

Time: 30 minutes

Materials: Flipchart, markers

Exercise: Divide into three groups. Each group will consider one of the following questions/topics. Nominate a note-taker and presenter. When you are finished, report back in plenary.

Group 1: Based on your own knowledge, the gap analysis you performed at the beginning of the course and the status of National Action Planning in Myanmar, discuss and identify 3 – 5 priorities for action in labour market policy. Consider issues related to youth employment, promoting decent work in the informal economy, combating child labour in supply chains and opportunities to advance skills development and vocational training. Identify and build an argument to defend the priority actions you select.

Group 2: Based on your own knowledge, the gap analysis you performed at the beginning of the course and the status of National Action Planning in Myanmar, discuss and identify 3 – 5 priorities for action in education policy. A key driver in the persistence of the WFCL in many countries is the lack of access to universal, free, compulsory and quality education. To complete this exercise, consider the obstacles children face and identify priority actions to overcome them. Keep in mind vulnerable categories of children such as refugees, migrants, ethnic minorities, orphans and others who may experience more significant obstacles in access to education.

Group 3: Based on your own knowledge, the gap analysis you performed at the beginning of the course and the status of National Action Planning in Myanmar, discuss and identify 3 – 5 priorities for action in social protection. Consider and propose core activities that will reduce child labour and its worst forms through the provision or extension of social and health services to vulnerable children and families, for example those living in geographically remote areas, zones of weak governance or working in the informal economy.



## **Exercise 6: Following up with Action**

Time: 20 minutes

Materials: Handout (see below)

Exercise: Divide into small groups and discuss the questions on the page provided. Nominate one person in your group to present their personalised “action plan”. Report back in plenary.



## Exercise 6: Handout

Discuss in small groups:

1. Based on what you learned during the course, list 3 – 5 things that you will do personally in your working life to address child labour. (for example, brief colleagues about the training)
  - a.
  - b.
  - c.
  - d.
  - e.
  
2. Based on what you learned during the training, list 3 – 5 new things that your office or department should consider or do to address child labour.
  - a.
  - b.
  - c.
  - d.
  - e.
  
3. Based on what you learned during the training, list 3 – 5 new steps that your National Government should take to address child labour. Be sure to include enhanced policies or regulations if you think these are needed.
  - a.
  - b.
  - c.
  - d.
  - e.

## Course Evaluation Form

*Please complete the following in relations to the content of the workshop*

KEEP IT – What I liked about the course

CHANGE IT – What I did not find useful

WHAT I WILL REMEMBER – List the key learning points

ADD IT – Suggestions for improvement

***Rank and comment on the following***

|                      | Ranking                  |   |   |   |   | Comments |
|----------------------|--------------------------|---|---|---|---|----------|
|                      | 1 (Poor) – 5 (Excellent) |   |   |   |   |          |
| Length of sessions   | 1                        | 2 | 3 | 4 | 5 |          |
| Presentations        | 1                        | 2 | 3 | 4 | 5 |          |
| Exercises            | 1                        | 2 | 3 | 4 | 5 |          |
| Training guide       | 1                        | 2 | 3 | 4 | 5 |          |
| Training methodology | 1                        | 2 | 3 | 4 | 5 |          |
| Facilitation         | 1                        | 2 | 3 | 4 | 5 |          |
| Overall ranking      | 1                        | 2 | 3 | 4 | 5 |          |

Questions to consider

1. Were the exercises clear and useful?
2. What other matters should be covered by the course?
3. Is the training guide clear, understandable and informative?
4. Do you have any comments on the "Taking Action" session?
5. Do you have any final comments about the training material and course?









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