



International
Labour
Organization

► E-learning programme on rights, responsibilities and representation for children, youth and families (3Rs)

Module 11. A smart worker

Have you ever struggled to manage both work and household chores? Or have you seen your friends and family struggle? This struggle is common in many households. How can it be solved?

This module will help you balance your work and household chores. This balance is a must for your overall well-being. Also, you will learn about your work rights.

Are you ready to learn?

Let's get going!





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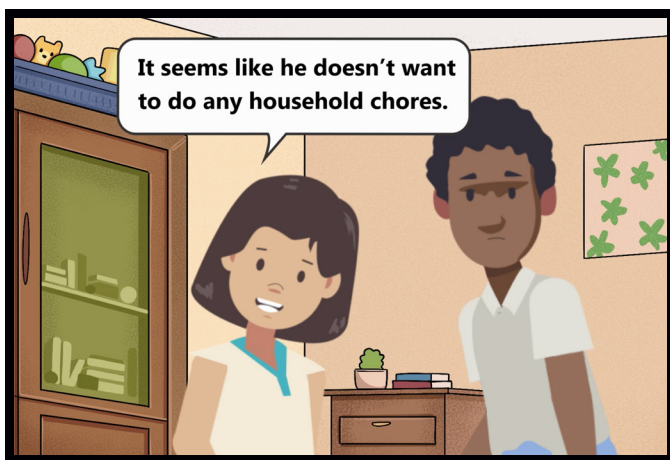
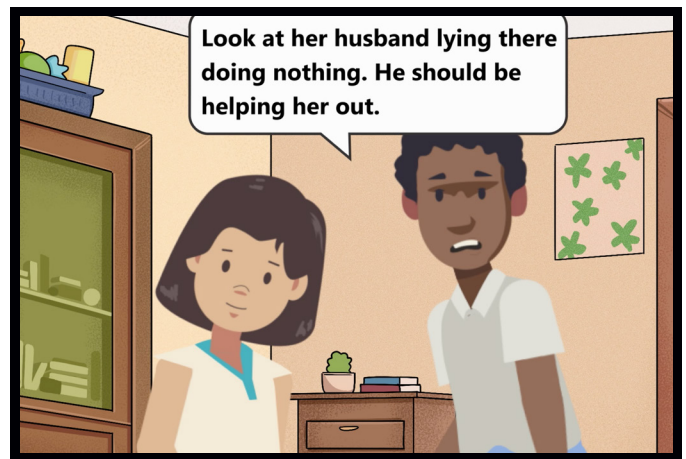
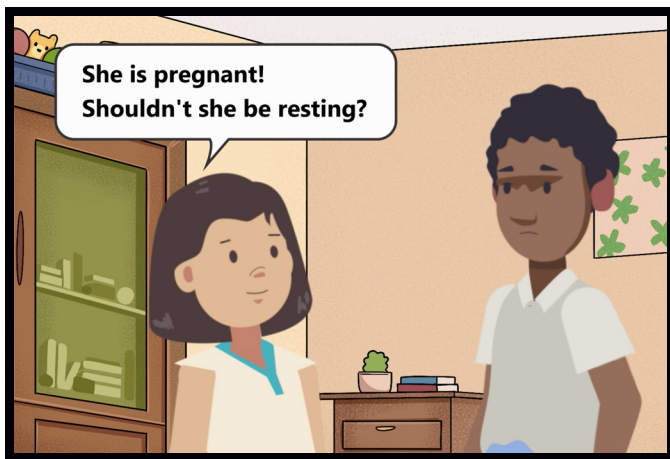
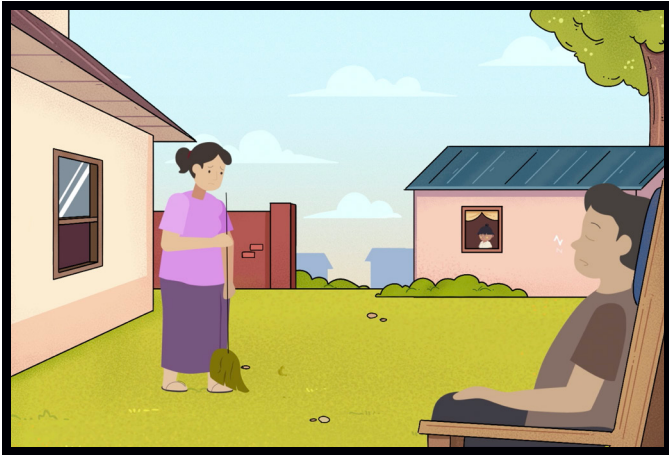
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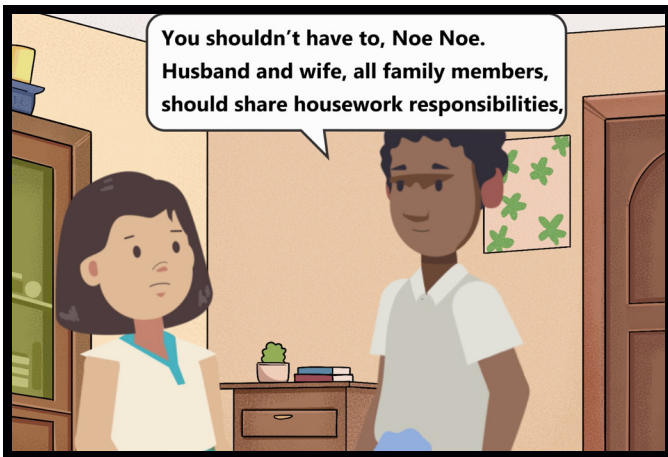
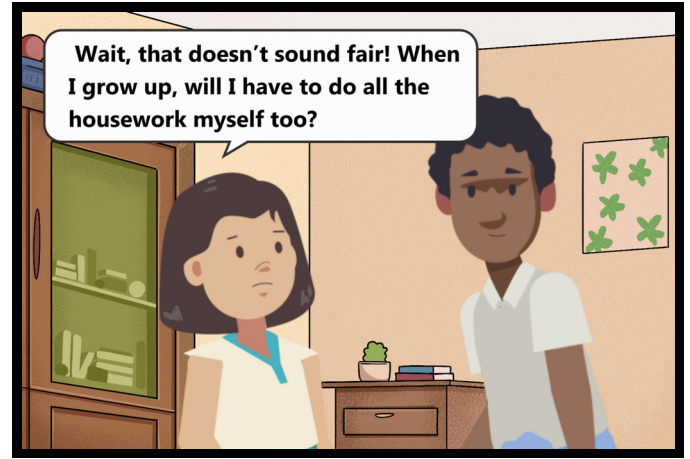
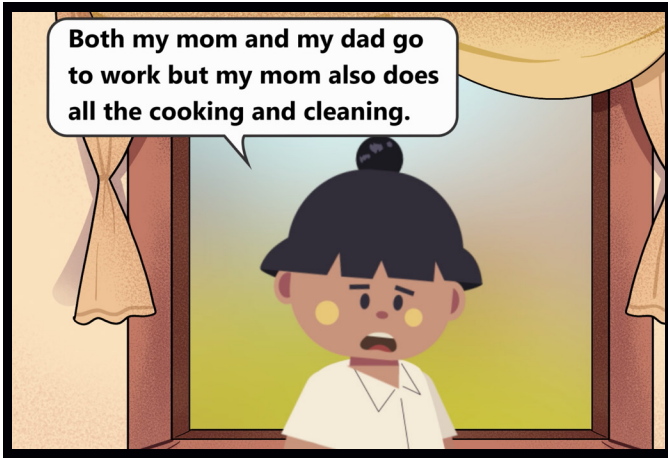
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► Responsibilities and rights in action

From duties to empowerment

Read how Mohammed, Noe Noe, and Phoe Wah discuss responsibilities and rights.





What responsibilities do you have in your home?

Lesson 2 of 7

▶ Learning objectives



This module will help you:

- ▶ Identify what is expected from workers in a workplace.
- ▶ Recognize the value of balancing work and family responsibilities.
- ▶ Identify the fundamental principles needed to create a healthy workspace.
- ▶ Comprehend work-related concerns like maternity, safety, and equality for persons living with HIV.

Ready to begin learning?

Lesson 3 of 7

► Responsibilities at work

Take a moment to think about some of the responsibilities carried out by you and your family members:

- Who earns the income in your family?
- Who takes care of any children and elders at home?
- Are the household chores equally distributed among all members?
- How are the responsibilities at home different from the ones at work?



Man at a construction site. © Shutterstock



Woman cooking, Myanmar. © Marcel Crozet/ILO

What makes a good worker

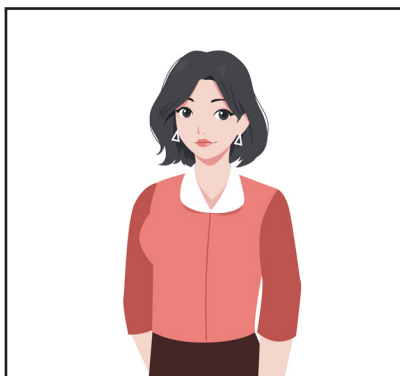
Responsibilities at work are quite different compared to the ones at home. At the very least, you are expected to be a good worker and meet the expectations of your supervisors and co-workers.

How would you differentiate between a “good worker” and a “bad worker”?

To explore this idea, let’s take the example of a garment factory that has a production goal of 150 shirts per worker per month. Each worker in the factory has a different performance level.

Take a look at the profiles of three workers working in this garment factory below.

Worker 1



Age and appearance	: 26, good looking
Output level	: 180 shirts per month
Work quality	: Poor craftsmanship
Character traits	: Blames coworkers
Temperament	: Always in a bad mood

Worker 2

Age and appearance	: 24, ordinary looking
Output level	: 90 shirts per month
Work quality	: Excellent craftsmanship
Character traits	: Argues with coworkers
Temperament	: Always in a good mood

Worker 3

Age and appearance	:25, migrant
Output level	: 120 shirts per month
Work quality	: Average craftsmanship
Character traits	: Supports and helps coworkers
Temperament	: Advocates rights at work

Which of these workers would you like to work with? Each worker has many qualities and characteristics. You may like some aspects of a person, but other characteristics may put you off. You may like them as a co-worker, but if you were an employer, you may not like to employ them.

A good worker needs to produce good work in terms of quality and quantity, and have good relations with their employers and co-workers.

What characteristics help differentiate between a good and a bad worker?

Determine whether each characteristic below is one of a good worker or a bad worker and mark the appropriate column. You can view the correct answers at the back of this booklet, in the Answers Annex.

Characteristic	Good worker	Bad worker
Does a fair share of work		
Gossips or talks too much		
Gives respect to everyone		
Is polite, positive and friendly		
Delivers quality outputs		

Characteristic	Good worker	Bad worker
Delivers poor work		
Is unfriendly		
Gives respect to everyone		
Is disrespectful to co-workers		
Shows tolerance to co-workers		
Blames others		
Is fair and reliable		
Takes many days off		
Is easy to work with		

To sum it up, a good worker:

- Communicates well.
- Has a positive attitude.
- Produces high-quality outputs.
- Maintains good relations with supervisors and co-workers.

Even if you are a good worker and have great skills, you may face discrimination at certain workplaces.

Read the cards below to learn about two common types of discrimination.



Woman with a backpack. © Shutterstock

Discrimination based on appearance

People who are good-looking can have advantages over those who look common, even if their appearance has nothing to do with their work quality or output. This type of discrimination is widespread and can unfairly influence hiring decisions or promotions.



A girl yelling at another girl. © Shutterstock

Discrimination based on ethnic origin or migrant status

Another common form of discrimination is based on a person's ethnic origin or migrant status. Employers and workers often prefer to work with individuals from the same ethnic group, creating an environment where people of other ethnicities or migrant workers are typically given lower job positions. This type of discrimination limits opportunities for such workers to grow.

Work and family responsibilities

Unequal distribution of family responsibilities can affect work performance and opportunities at work, and even lead to discrimination.

Look at the lives of Phway Phway and Ye Lay, a couple with two children and completely different routines, even though they both have the same job.

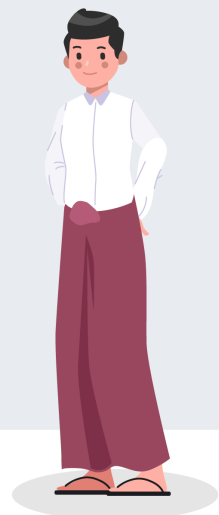
PHWAY PHWAY'S ROUTINE

- 5:30 A.M - Wake up and get ready
- 6:30 A.M - Get children ready
- 7:00 A.M - Prepare breakfast
- 7:30 A.M - Have breakfast with family
- 8:00 A.M - Drop kids at Grandma's house
- 8:30 A.M - Take a bus to the factory with Ye Lay for work
- 5:00 P.M - Finish work and pick up kids from Grandma's place
- 6:00 P.M - Shop for groceries on her way back home
- 7:00 P.M - Prepare dinner
- 8:00 P.M - Have dinner with family
- 9:00 P.M - Put kids to sleep
- 9:30 P.M - Clean the house
- 10:00 P.M - Go to sleep



YE LAY'S ROUTINE

- 7:00 A.M - Wake up and get ready
- 7:30 A.M - Have breakfast with family
- 8:00 A.M - Talk to neighbors
- 8:30 A.M - Take a bus to the factory with Phway Phway for work
- 5:00 P.M - Finish work and spend time with coworkers
- 6:30 P.M - Go home
- 7:00 P.M - Play with kids
- 8:00 P.M - Have dinner with family
- 9:00 P.M - Watch TV
- 9:30 P.M - Go out with friends
- 10:00 P.M - Come home and Sleep



Whose routine involves more work?

Phway Phway, like many women, carries a "double burden", which means having a full-time job and a full workload at home. Although this arrangement is old-fashioned, it is still widespread, even though both men and women commonly earn income.



Now, there is a problem. Grandma becomes very ill. She cannot care for Phway Phway and Ye Lay's kids anymore.

Phway Phway's routine is a mess, as she must care for Grandma and her own kids. She makes many mistakes at work because she is tired. Although the supervisor knows Phway Phway's family situation, he gets angry and threatens to fire her.

She gets to sleep at midnight, while Ye Lay goes to sleep at 10:00 p.m. Phway Phway thinks it is better to quit her job and take care of her family full-time, even though the family



Reflect on the following questions:

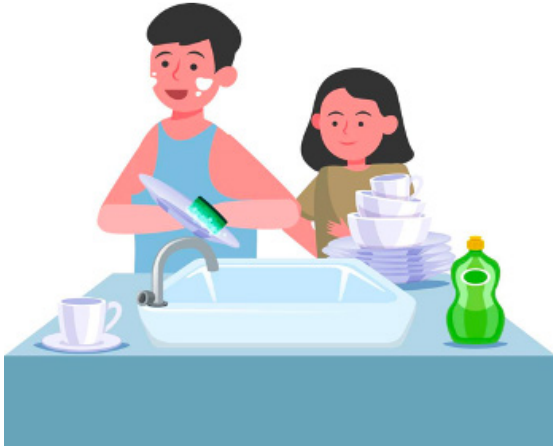
- If you were Ye Lay, would you take up some household responsibilities?
- Do you think the reaction of Phway Phway's supervisor is fair? Why or why not?

Ideally, Ye Lay should share some of the work with Phway Phway to ease her burden. Also, Phway Phway's supervisor's reaction towards her is unfair. Women are often discriminated against at work because they have to deal with family responsibilities at home, like caring for dependent children and the elderly by themselves.

Considering different forms of discrimination at home and at work, the International Labour Organization (ILO) Workers with Family Responsibilities Convention, 1981 (No. 156):

- Promotes sharing of family responsibilities, equal opportunities, and fair treatment for women and men workers.
- Encourages States to develop a national policy allowing people to work without being discriminated against and without conflict between their employment and family responsibilities.
- Promotes community planning and the development of childcare and family services to promote equality.
- States that family responsibilities alone are not a valid reason for a person to lose their job.

Many countries do not pay much attention to workers with family responsibilities by law. This does not mean workers cannot negotiate with and ask their family members and employers for measures to support their family responsibilities.



Some possible measures that can be taken to share the family workload and responsibilities are:

- ▶ Discuss, negotiate and implement a fair distribution of duties in your household.
- ▶ Teach both boys and girls from an early age to carry out household duties and ask both to contribute equally.

You can also ask your employer for flexible working arrangements and provisions of leave for both men and women so they can engage in parental care or care for a sick family member.

Employers who offer family-friendly workplaces make their companies more competitive because their workers are more motivated and have higher productivity.

Learning milestone

Soe Myat and Kyaw Thu are a couple with full-time jobs. They recently moved into a new house and need to divide their household chores.

Which of the following options should Soe Myat and Kyaw Thu adopt?

Choose your answer. You can view the correct answers at the back of this booklet, in the Answers annex.

☐

A

Soe Myat expects Kyaw Thu to handle all the household chores since she works long hours at her job.

☐

B

Soe Myat and Kyaw Thu decide to split the household chores equally, taking turns to cook and clean.

☐

C

Kyaw Thu expects Soe Myat to do all the household chores because he comes home tired after work.

Can you list some of the fundamental rights guaranteed to you at work?

Lesson 4 of 7

 Rights at work and the worst forms of child labour

The ILO states that there are five fundamental principles and rights at work for all workers, and that must be respected in all countries.

See the table below to learn about the five fundamental rights.

“Yes” to Freedom of Association and the Right to Organize

This right states that:

- ▶ Workers and employers must have the right to establish and join organizations of their choice to defend and promote their interests. See the ILO Freedom of Association and the Right to Organise Convention, 1948 (No. 87).
- ▶ Workers who exercise the right to organize and promote voluntary collective bargaining must be protected. See the ILO Right to Organise and Collective Bargaining Convention, 1949 (No. 98).

“No” to Forced Labour

This right states that forced or compulsory labor in all forms is prohibited. See the ILO Forced Labour Convention, 1930 (No. 29), and the ILO Abolition of Forced Labour Convention, 1957 (No. 105)..

“No” to Child Labour, “Yes” to Education

This right states that:

- ▶ No person under the age of 14 is allowed to work. See the ILO Minimum Age Convention, 1973 (No. 138).
- ▶ All the worst forms of child labour, like forms of slavery, forced labour, prostitution, pornography, or work that is likely to harm the health, safety, or morals of children, are to be eliminated as a priority. See the ILO Worst Forms of Child Labour Convention, 1999 (No. 182).

“No” to Discrimination, “Yes” to Equality

This right states that:

- ▶ Women and men have the right to equal wages, salaries, and other allowances for work of equal value without any discrimination based on sex. See the ILO Equal Remuneration Convention, 1951 (No. 100).
- ▶ All workers, irrespective of their race, color, sex, religion, political opinion, or social origin, have the right to equal opportunities and treatment. See the ILO Discrimination (Employment and Occupation) Convention, 1958 (No. 111).

“Yes” to Occupational Safety and Health

This right states that:

- ▶ All workers should have a safe and healthy working environment. See the ILO Occupational Safety and Health Convention, 1981 (No. 155), and the ILO Promotional Framework for Occupational Safety and Health Convention, 2006 (No. 187).

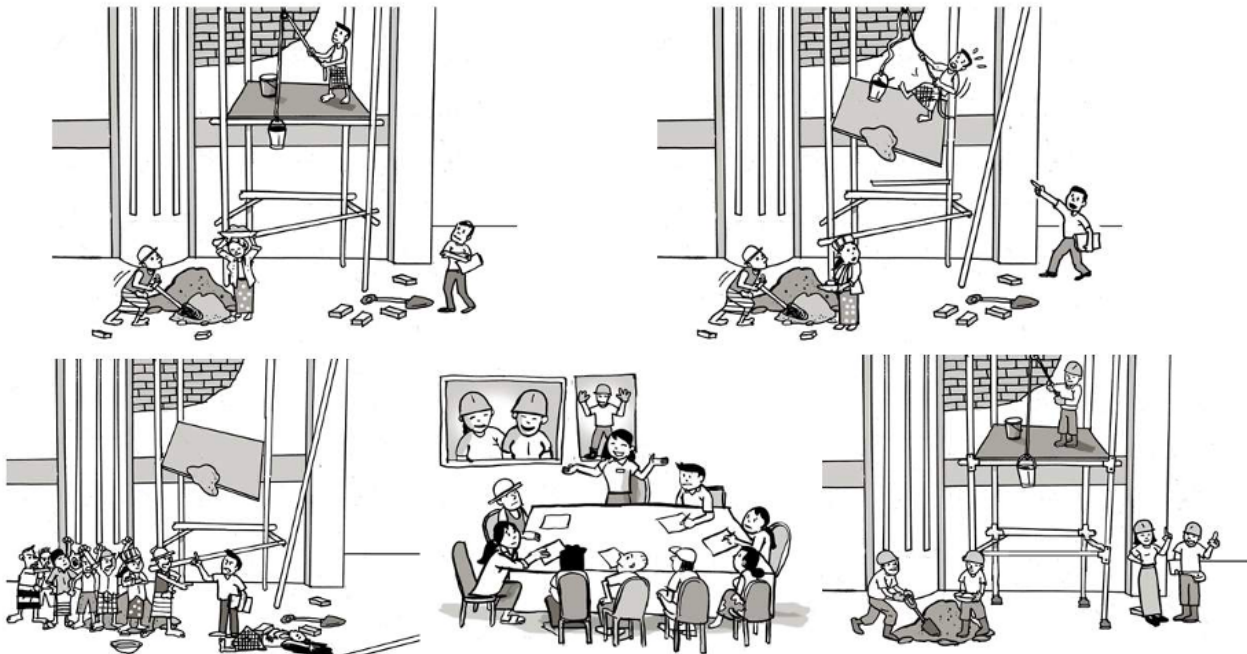
These principles and rights are valid for all workers in all countries, in rural and urban areas, for paid and unpaid work, and in formal and informal economies. They are called the Fundamental Principles and Rights at Work.



A group of people gathering outside. © Shutterstock

Organizing at work is important, as taking action together is a smart way to improve working conditions. Organizing makes people stronger because it gives them more power in general: more bargaining power, more credit possibilities, and more knowledge.

To better understand this and other fundamental principles and rights at work, look at the following scenarios.



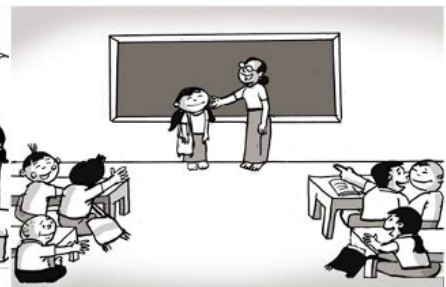
A construction worker falls from a high place. The other workers demand safety measures to protect them and refuse to work until these measures are adopted.

The workers and employers successfully negotiate safety measures at work. The workers return to work in better safety.



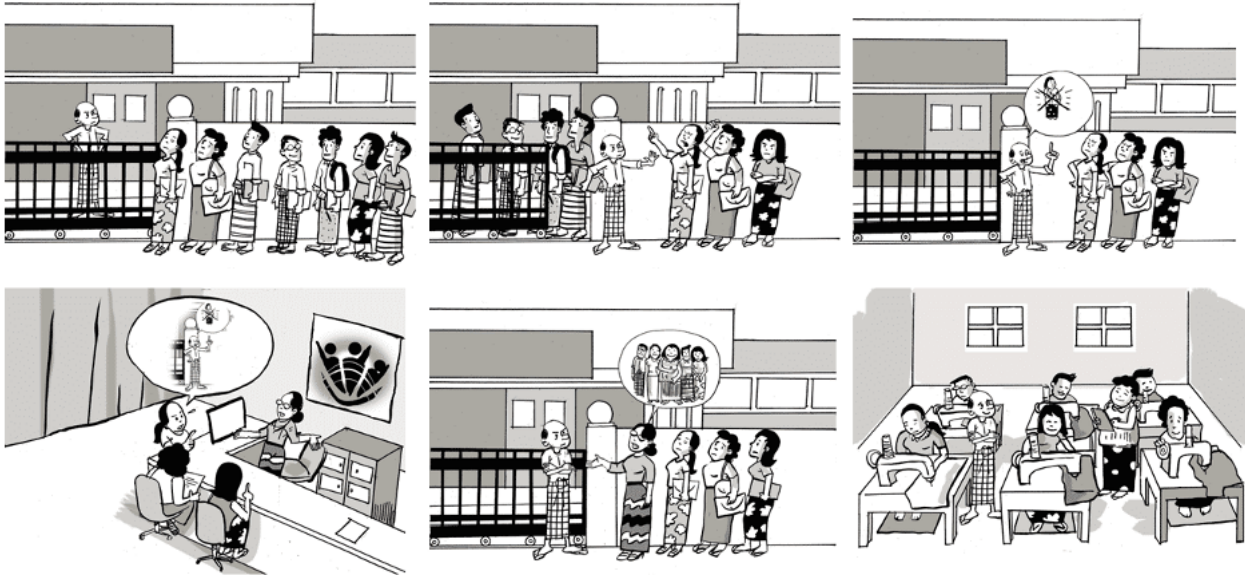
Soe is a domestic worker who works long hours, even until late at night. Her employer does not allow her to go out or talk to her friends.

Soe leaves her job and finds another job at a shop. She realizes that she is happier working of her own free will.



Chaw, a 15-year-old, is forcefully taken away from her parents to work at a fishery, where she works long hours in poor working conditions.

Chaw complains about her employer to social workers. The employer is arrested for violation of child labour laws. Chaw returns to her family and school.



A group of men and women are waiting outside a factory to apply for a job. The factory owner says he will not employ women, as they may get pregnant and leave the job.

The women go to a trade union for help. The trade union representative talks to the factory owner and demands women be treated equally. The women now work along with men in the factory.

Right to organize

There are different processes and organizations that can play an important role in organizing workers.

View below the roles of these different processes and organizations.



A group of people in a workshop, Myanmar. © Marcel Crozet/ILO

Collective bargaining

Collective bargaining is a process that:

- ▶ Allows working people, through their trade unions, to negotiate contracts with their employers to decide their terms of employment.
- ▶ Enables discussion on typical issues like wages, working time, training, occupational safety and health, and equal treatment.
- ▶ Ensures harmonious and productive workplaces, which reduce inequality and ensure labour protection.



A group of people working. © Shutterstock

Trade unions

Trade unions are organizations that can help:

- ▶ Negotiate with employers on behalf of workers.
 - ▶ Act as a pressure group and file complaints with concerned ministries and departments.
 - ▶ Bargain for better payment, working conditions, maternity protection for women, and childcare facilities.
 - ▶ Provide education and training and promote women's rights.
- Improve safety and health conditions at work.



A group of people having a discussion, Myanmar. © Marcel Crozet/ILO

Saving and credit cooperative groups

These groups can help:

- ▶ Workers earn bigger profits by selling products as a group rather than individually.
- ▶ Buy raw materials or equipment in bulk at cheaper rates.

Decent work for domestic workers

Domestic work is one of the oldest occupations in the world, but the occupation typically has a low status. It is generally considered to be unskilled work done by women and girls, pay is often low, and domestic workers are often treated without respect. Domestic workers rarely have the ability to join trade unions, and there is even less likely to be employer associations/organizations for employers of domestic workers, making it difficult to negotiate collective bargaining agreements with their employers.

Domestic work is often viewed as a viable way out for families in poverty, and employers often see themselves as benefactors who treat their domestic workers as “family”. While this may sometimes be true, evidence shows that it is most often not in line with reality.



Woman cooking, Myanmar. © Marcel Crozet/ILO

There are common myths about domestic work. Check the table below to see if you have heard any of these myths.

Read each row of the table to compare the myth with reality.

Myth	Reality
Domestic work is one of the best occupations for children as it is light and does not require skills.	Domestic work is not light work, as the working hours are usually very long. The work also requires skills and knowledge for tasks like cooking, childcare, and working with household chemicals, tools and equipment.
Domestic work is more suited for girls and women.	Domestic work skills do not come naturally to either women or men. Girls and boys often learn these skills at home from their parents or at work from other domestic workers.
Domestic workers are treated as family members by their employers.	While many employers are kind, not all of them are good. Some employers mistreat their domestic workers, and child domestic workers are the most vulnerable to exploitation.
Domestic work for children is good, as they are paid by the employer.	Many child domestic workers (and some adult domestic workers) are not paid for their work. Those who are paid receive very low wages.
Domestic work best prepares a child for adult, family and work life.	Children are best prepared for adult, family and work life through family and community socializing, education and training.

Myth	Reality
Domestic work is not a real job, and domestic workers do not need any labour provisions.	Domestic work is a highly demanding job. If domestic workers are treated with respect and provided decent working and living conditions, it can also be a productive occupation with job satisfaction for many adults.

So what do you think decent work for domestic workers would entail?



Woman working at the cafe. © Shutterstock

“Decent work” for domestic workers would refer to situations in which:

- ▶ There is respect for the human and labour rights of all domestic workers.
- ▶ There is a minimum age for employment in domestic work, and child domestic workers are provided with opportunities for adequate schooling and training.
- ▶ There is protection against abuse, harassment and violence for domestic workers.
- ▶ There are fair terms and conditions of employment, such as reasonable working hours, wages, accommodation, safe work and social security.

And remember, even if a child under 18 agrees to doing dangerous work, it is still a violation of child rights and counts as a worst form of child labour.



Young woman working in cheroot factory, Myanmar. © Shutterstock

Learning milestone

Khin Wint works in a construction company, and she recently found out that she is paid less than her male colleagues who do the same work as her. When she asks her boss about this, he screamed at her and told her to leave.

What should Khin Wint do to solve this problem?

Choose your answer. You can view the correct answer at the back of this booklet, in the Answers Annex.

☐**A**

She should accept the situation and continue working without questioning her pay.

☐**B**

She should reach out to a trade union.

☐**C**

She should find another job in a different company where men and women are paid equally.

☐**D**

She should ask her boss again and demand equal pay, despite the previous negative reaction.

Do you think sick workers should be given healthy and safe working conditions?

Lesson 5 of 7

► Health at work

Workers, regardless of gender and age, have fundamental rights. These include:

- maternity protection for women.
- occupational safety and health (OSH).
- equal treatment for workers living with HIV and their families.

Maternity protection



Man embracing pregnant woman. © Shutterstock

Most countries provide some form of maternity protection in their laws. The ILO Maternity Protection Convention, 2000 (No.183), covers all employed women. It ensures that pregnant or breastfeeding women are not forced to work in conditions that might harm the mother's or the child's health.

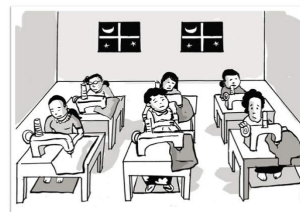
Many organizations like NGOs and trade unions advocate for the ratification of this Convention.

Read each of the cards below to learn more about maternity protection.

Protection from dangerous situations

This includes protection from situations like:

- working at night, working overtime, and having no weekly rest or leave days;
- carrying heavy loads;
- working with dangerous chemicals.



Protection from unfair treatment

This includes protection from:

- job termination due to pregnancy;
- being denied access to training due to pregnancy.



Important provisions at work

These include:

- ▶ assigning appropriate work to pregnant women;
- ▶ providing medical benefits like regular checkups;
- ▶ providing a place to rest and breastfeed during work, as well as other facilities like childcare centres.



Family standing in front of their home. © Shutterstock

Maternity should not restrict women from exercising their right to work or allow discrimination against them.

In case of discrimination, it is important to organize and fight for proper protection during pregnancy and maternity.

Occupational safety and health (OSH)



Group of construction workers. © Shutterstock

OSH is important for all workers, regardless of age and gender, and covers workers' social, mental and physical well-being in all jobs.

These rights ensure a safe and healthy working environment, which is necessary for workers, while also being good for employers, as it increases productivity.

Unhealthy and unsafe working conditions can be found anywhere, indoors and outdoors, and among all age groups, whether adults or children.

The following are examples of working environments that would be unsafe and unhealthy in the absence of proper OSH controls – and all of them are too hazardous for child workers, even if such controls are in place:



Working with dangerous chemicals (factory)



Spraying pesticides (agriculture)



Working with dangerous chemicals (factory)



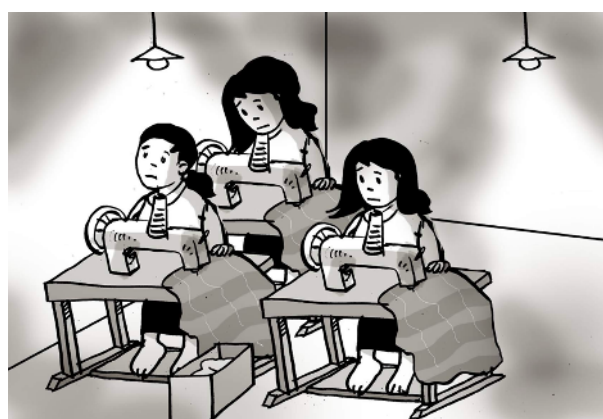
Spraying pesticides (agriculture)



Working in a very noisy area



Working in an alcohol brewery with strong heat and odours



Sitting in a bad position with insufficient lighting



Working on a fishing vessel



Working in a mine



Working on a rubber plantation



Working in a cheroot rolling factory



Working as a child domestic worker

Children under 18 need special protection because hazardous work can affect their growth and development, making them more susceptible to harm.

OSH laws and regulations exist in many countries, but are not always applied. Usually, workers in the informal economy are not protected by law against safety and health hazards in the workplace.

To solve this issue:

- ▶ Workers should organize themselves and take collective action against unsafe working conditions.
- ▶ Informal sector workers should come up with OSH measures and ask for these OSH provisions from their employers and the authorities.



Group of workers in safety equipment. © Shutterstock

Equal treatment for workers living with HIV/AIDS



Man and woman in a disagreement. © Shutterstock

Thurain and Su Su are a young couple. Thurain was recently fired from a construction company because he was often ill. Upon testing, he discovers he is HIV-positive and has developed many health problems related to his illness, making it impossible for him to work.

Su Su tries her best to earn and care for him. Her employer has now asked her to prove that she is not HIV-positive or else he will fire her.

Does the employer have the right to ask Su Su for a test result? Can Su Su's employer fire her if she has HIV?

The employer does not have the right to ask for the test and cannot fire Su Su if she is indeed living with HIV.

To prevent such situations, the ILO developed the Code of Practice on HIV and AIDS at Work in 2001, which has been endorsed by all Member States (for the full text of the Code of Practice, see: www.ilo.org/aids). The Code aims to provide guidelines for governments, employers and workers to help them develop concrete responses to HIV/AIDS at the enterprise, community and national levels.



Woman speaking to a group of people. © Shutterstock

HIV/AIDS: A workplace issue

It affects the workforce, and the workplace has a role to play in the struggle against HIV/AIDS.



Pointing fingers at a person wearing a mask. © Shutterstock

Non-discrimination

There should be no discrimination against workers living with HIV.



Three men and one woman seated. © Shutterstock

Gender equality

Women are more likely to be living with HIV due to biological, socio-cultural and economic reasons. More equal gender relations and women's empowerment are vital to prevent the spread of HIV.



Happy workers in a factory. © Shutterstock

Healthy work environment

There should be no discrimination against workers living with HIV.



Social dialogue

To address the problem of transmission of HIV, cooperation and trust between employers, workers and the government is needed.



No Screening

HIV screening should not be required of job applicants or persons in employment.



Confidentiality

Personal data related to the HIV status of any person should be kept confidential.



Continuation of employment

People living with HIV-related illnesses should be allowed to work as long as they are medically fit and are placed in appropriate work.



Prevention

All possible measures should be taken at the workplace to prevent HIV transmission, covering issues such as behaviour, knowledge, and treatment and creating a non-discriminatory environment.



Care and support

All workers, including workers living with HIV, are entitled to affordable health services.

In conclusion, people living with HIV and their families have the right:

- ▶ To be treated equally at work and in their community.
- ▶ To work like everyone else as long as they can perform their duties.

Children living with HIV or children of parents living with HIV have the same rights to education and equal treatment as other children.

Learning milestone

Akar is a 9-year-old boy with two younger sisters – Molar is seven and May is two. They live with their grandparents as their parents died due to complications related to HIV/AIDS. Arkar and Molar are told by their school head that they can no longer come to school because they might spread the disease, and the other parents do not want their children to be around them.

Which of Arkar's and Molar's rights is being violated?

Choose your answer. You can view the correct answer at the back of this booklet, in the Answers Annex.

☐**A**

Right to equal treatment.

☐**B**

Right to occupational safety and health.

☐**C**

Right to maternity protection.

▶ Self-evaluation

Well done!

You've almost completed **Module 11. A smart worker.**

Here is a self-evaluation with questions designed to help you identify learning gaps. This is not a test because, while you will receive a score, there is no passing score. Use your score to identify what you may need to go back and re-review.

You can attempt this self-evaluation as many times as you like!

All the best!

You can view the correct answers at the back of this booklet, in the Answers Annex.

Question 1 of 5

Which of the following qualities are commonly associated with being a good worker?

Choose your answer(s) – you can choose more than one.

☐
A

Being polite, positive and friendly.

☐
B

Producing high-quality work.

☐
C

Taking too many leave days.

☐
D

Showing tolerance towards co-workers.

Question 2 of 5

Than and Hla are two workers in the same factory. Their employers do not treat them well. They are made to work long hours without any overtime pay. They go to a trade union for help.

What measure can the trade union take to help Than and Hla?

Choose an answer.

☐
A

The trade union can demand that the employer provide fair terms and conditions.

☐
B

The trade union can ask the employer to grant Than and Hla a few holidays.

☐
C

The trade union can ask the employer to increase Than and Hla's wages.

Question 3 of 5

Akar, a 14-year-old boy, is a domestic worker who is abused by his employer. He is unable to attend school and works long hours without any breaks.

Which of Akar's rights are being violated in this scenario?

Choose your answer(s) – you can choose more than one.

☐**A**

Right to protection from abuse.

☐**B**

Right to education.

☐**C**

Right to fair working hours.

☐**D**

Right to wages.

Question 4 of 5

What are some of the important provisions that should be provided to pregnant workers and new mothers?

Choose your answer(s) – you can choose more than one.

☐**A**

Medical benefits; regular checkups.

☐**B**

Increase in salary.

☐**C**

Place for pregnant women to rest and for new mothers to breastfeed during work.

☐**D**

Adequate amount of leave.

Question 5 of 5

Kyaw, an employee living with HIV, is excluded from team activities and subjected to discriminatory comments by co-workers. Despite his qualifications and performance, he is denied promotions and opportunities for advancement.

What principles of the ILO's Code of Practice on HIV and AIDS at Work are being violated in this scenario?

Choose your answer(s) – you can choose more than one.

☐**A**

Healthy work environment.

☐**B**

Gender equality.

☐**C**

Non-discrimination.

Lesson 7 of 7

► Summary

As this module comes to an end, let us take a look at some of the key learnings.



A man using a mobile phone on a trishaw, Myanmar. © Shutterstock

Responsibilities at work

- Good workers have good communication skills and maintain good relations with their supervisors and co-workers. They also produce high-quality work and maintain a positive attitude.
- Discrimination based on appearance, ethnic origin or migrant status is widespread and is unacceptable.
- Every family member is responsible for sharing the workload and finding a balance between work and family.

Rights at work

- The five fundamental rights at work must be respected in all countries, in both rural and urban areas, and in formal and informal economies. These rights are:
 1. Freedom of association and the right to collective bargaining;
 2. Elimination of all forms of forced and compulsory labour;
 3. Effective abolition of child labour;
 4. Elimination of discrimination in employment and occupation; and
 5. Prevention of workplace accidents and work-related diseases.
- Children have special human rights and require protection from abuse, exploitation and hazardous work until adulthood.
- By treating domestic workers with respect and providing decent working and living conditions, domestic work can be a productive occupation with job satisfaction for many adult workers.

Health at work

- ▶ The right to maternity protection includes protection from dangerous situations and unfair treatment. This right also makes important provisions for the mother's and the child's health and safety.
- ▶ The right to occupational health and safety is essential for workers and employers and for a productive workplace.
- ▶ The right to equal treatment of persons living with HIV states they have the right to work like everyone else. Children living with HIV or the children of parents living with HIV have the same right to education and equal treatment as other children.

**Thank you! We hope you found this
learning module useful.**

**This module can also be accessed online at
<https://ecampus.ilooyangon.org/>**

Answers annex

Lesson 3, Page 5

What characteristics help differentiate between a good and a bad worker?

Characteristic	Good worker	Bad worker
Does a fair share of work	✓	
Gossips or talks too much		✓
Gives respect to everyone	✓	
Is polite, positive and friendly	✓	
Delivers quality outputs	✓	
Delivers poor work		✓
Is unfriendly		✓
Gives respect to everyone	✓	
Is disrespectful to co-workers		✓
Shows tolerance to co-workers	✓	
Blames others		
Is fair and reliable	✓	
Takes many days off		
Is easy to work with	✓	

Lesson 3, Page 9

Learning milestone

Which of the following options should Soe Myat and Kyaw Thu adopt?

If you selected B, you are correct. Well done!

Soe Myat and Kyaw Thu should split the household chores equally. This approach ensures a fair division of labour and promotes a balanced distribution of household responsibilities.

Lesson 4, Page 17

Learning milestone

What should Khin Wint do to solve this problem?

If you selected B, you are correct. Well done!

She should reach out to a trade union who can file a complaint against her employer for gender-based pay discrimination.

Lesson 5, Page 24

Learning milestone

Which of Arkar's and Molar's rights is being violated?

If you selected A, you are correct. Well done!

Their right to equal treatment is being violated in this scenario. Children of parents with HIV/AIDS have the same rights to education and equal treatment as other children.

Lesson 6, Page 25

Self-evaluation**Question 1 of 5**

Which of the following qualities are commonly associated with being a good worker?

If you selected A, B, and D, you are correct. Well done!

A good worker should be polite, positive, and friendly. They should produce high-quality work and show tolerance towards other co-workers.

Question 2 of 5

What measure can the trade union take to help Than and Hla?

If you selected A, you are correct. Well done!

The trade union can demand that the employer provide fair working terms and conditions to Than and Hla. These terms and conditions would cover working hours, wages and safe work.

Question 3 of 5

Which of Akar's rights are being violated in this scenario?

If you selected A, B, and C, you are correct. Well done!

Akar's right to protection from abuse, right to an education, and right to fair working hours are all being violated in this scenario.

Question 4 of 5

What are some of the important provisions that should be provided to pregnant workers and new mothers?

If you selected A, C, and D, you are correct. Well done!

The important provisions that should be provided to pregnant workers include medical benefits, a place to rest and breastfeed during work, and an adequate amount of leave to rest.

Question 5 of 5

What principles of the ILO's Code of Practice on HIV and AIDS at Work are being violated in this scenario?

If you selected A and C, you are correct. Well done!

The principles violated in this scenario are a healthy work environment and non-discrimination. A healthy work environment is necessary for equal treatment of all workers. There should be no discrimination against anyone living with HIV/AIDS.

E-learning programme on rights, responsibilities and representation for children, youth and families (3Rs)

Building upon the foundation laid by the 3-R Trainers' Kit developed in 2018 and the E-learning Programme on Child Labour launched in 2022, the 3Rs e-Learning kit is a comprehensive resource designed to empower individuals and organizations working in communities vulnerable to child labour and trafficking. This kit equips its users with the necessary tools to prevent and combat these violations effectively.

With an increased number of children at risk of child labour in Myanmar due to the ongoing crisis, the 3Rs underscores the urgent need to instil understand child rights, workers' rights and gender equality among children, youth and their families in at-risk communities and workplaces.

Comprising 11 modules, the course covers a wide range of topics essential for holistic empowerment. From understanding child rights to promoting gender equality, the 3Rs e-Learning kit serves as a catalyst for positive change, providing the knowledge and skills necessary to create a more equitable and empowered society.

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